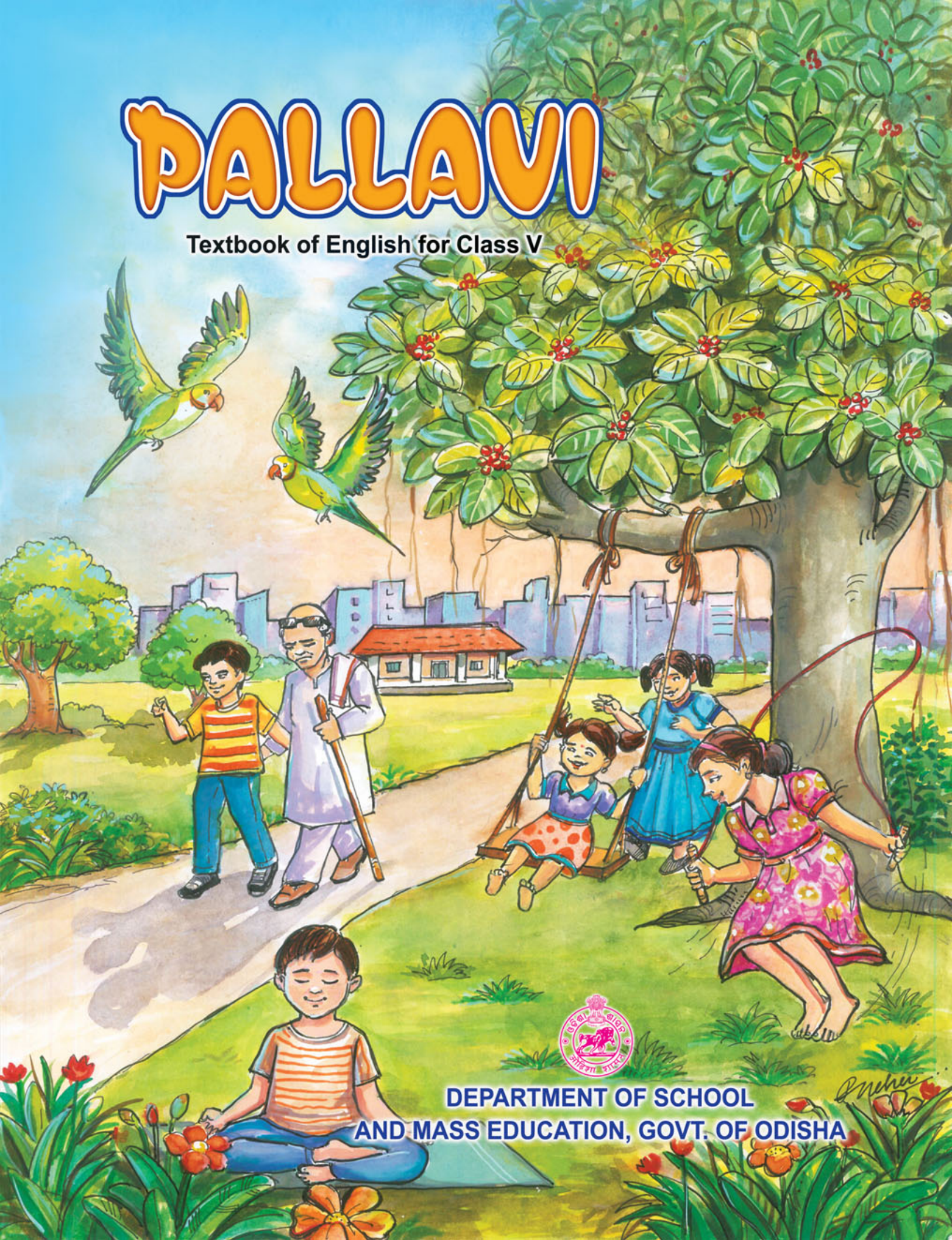


PALLAVI

Textbook of English for Class V



DEPARTMENT OF SCHOOL
AND MASS EDUCATION, GOVT. OF ODISHA

Prerna



My Name :

My Father's Name :

My Mother's Name :



My School :

My Class Teacher :



My Village / Sahi :



Pallavi

Textbook of English for Class V



SCHOOL & MASS EDUCATION DEPARTMENT,
ODISHA



State Council of **E**ducational
Research and Training (**SCERT**),
Odisha, Bhubaneswar



Odisha School Education
Programme Authority,
Bhubaneswar

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2026

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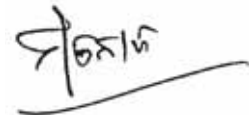
Foreward

In preparatory stage a learner is exposed more to formal classroom setting. Hence the curriculum aims at promoting holistic learning and exploration. The present textbook 'Pallavi' for grade v is designed to meet the changing needs of the students in multicultural context of globalisation. It adheres to the recommendations of National Education Policy 2020, the National curriculum framework for school education (NCF-SE) 2023, Odisha Curriculum Framework -SE 2025. To develop the textbook, the themes and language competencies of grade IV and V NCERT English textbooks have been clubbed after careful considerations. It has also been contextualised by adding local flavour. The textbook has ample opportunities for reading, writing, speaking, singing etc. It emphasizes on development of conceptual understanding, critical thinking, creativity, values and dispositions essential for this developmental stage.

I hope the book shall be able to meet the desired needs of the learners to have a basic command of the language skills.

I extend my gratitude to the board of editors, artists, reviewers, subject experts, and co-ordinators for their immense contribution in the preparation of the textbook content.

DTE and SCERT welcomes creative comments and constructive suggestions of teachers, students, parents and stakeholders in the light of which we would like to improve the book in the next edition.



(Shri Manoj Kumar Padhy)

Director

State Council of Educational
Research and Training (SCERT),
Odisha, Bhubaneswar

About the Book

Language is mostly learnt through exposure and use in a meaningful context. While exposure to language is mainly done through listening and reading, use is done through speaking and writing. The more one listens to a language and reads a language, the more he/she gets exposed to that language. Exposure lays the foundation of a language and also the foundation for using the language. One can not use (speak) the language unless one has sufficiently listened to the language. One can not write the language unless one has widely read the language. Both the exposure and use are to be done in meaningful contexts. What one listens and reads should be useful and interesting to him/her. Similarly, what one speaks and writes should also be interesting and useful for the user. In other words, all these are to be done in contexts and the user should be involved in the activities. This is the secret behind learning any language.

The present textbook is designed in alignment with the visionary framework of National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) for School Education 2023 which aims at developing the four language skills in an integrated manner. The textbook draws contents from children's real life experiences and reflects their cultural and social milieus. It is purposefully crafted to meet specific stage competencies and grade based learning outcomes ensuring alignment with core principles of the subjects. It ensures language appropriate for the grade level and provides support for unfamiliar vocabulary and complex sentence structures. In content selection, local content has been reasonably blended with national context based on Indian values and traditions. The textbook aims to be engaging, striking a balance between values and texts, learning towards visually appealing materials making it suitable for easy comprehension.

The textbook offers engaging learning materials for students to converse with each other for development of the oral skill. The content features a range of activities such as reciting rhymes, singing songs, role-playing etc, facilitating in class practice. To enhance reading abilities, the textbook presents a diverse array



of contexts, encompassing stories, poems and narratives. It maintains a balance between familiar and unfamiliar texts and contents. With large font sizes, colourful illustrations and captivating chapter titles, it creates and sustains the learner's interest. The textbook stimulates critical thinking and sparks imagination, fostering curiosity. The content is structured to help students in transitioning from guided to independent reading. For honing writing skills, the selected content systematically imparts writing proficiency. Students engage in activities that encourage independent practice such as constructing simple sentences, encouraging creative expression and skill development in writing.

Curricular Goals (CG) lay foundation of every teaching learning material. The curricular goals of language address the diverse needs of learners in a language classroom. Communication and comprehension are at the heart of every language. The same has been reflected through CG 1 . The book provides ample opportunities for learners to engage with the text to share their input. Activities on listening and speaking present such opportunities.

CG 2 aims to develop fluency in reading and the ability to read with comprehension. The activities in the present textbook are designed to evoke responses by the learners reflecting their understanding of the text through comprehension questions.

CG3 aims at developing the ability to express the learners' understanding, experiences, feelings and ideas in writing. The textbook provides ample scope for guided writing, writing with props in gradual progress towards making the learners independent writers.

CG4 develops a wide range of vocabulary in various contexts. Care has been taken to incorporate lesson wise activities which focus on introduction and use of new words in real life situations.

The theme of **Unit-1** is 'Let's Have Fun'. This unit introduces the child with the magic of humour. Humour can transform the classroom into a space where creativity, confidence and critical thinking thrive. The unit comprises a humorous and heart warming poem 'Grandpa's Glasses' and a story 'Gone with the Scooter'. In the poem, the grandfather is looking for his glasses everywhere in the house,



and when it is found at an obvious place, the event results in laughter. Similarly in the story ‘Gone with the Scooter’, a boy and his friends are playing with a hockey ball when suddenly things take an unexpected turn.

The theme of **Unit-2** is ‘My Land’. This unit encourages students to understand the importance of togetherness and road safety in building a strong, harmonious and responsible nation. It begins with the poem ‘Together We Can’ in Chapter-3, which talks about the joy of togetherness, helping each other in times of need and the power of teamwork.

Chapter-4 ‘Be Smart, Be Safe: Road Safety Tips for Little Feet’, is a guideline based letter from the traffic police of Bharat to young students on learning traffic rules in a funny and effective way.

The theme of **Unit-3** is ‘My Colourful World’; and it comprises a poem ‘The Rainbow’ and a story ‘The Wise Parrot’. Both the chapters are inspiring and encourage learners to respect nature and freedom. Through a short poem titled ‘The Rainbow’, students are introduced to the concept of things created by mother nature. The story ‘The Wise Parrot’ helps the learners understand the value of freedom and to use it responsibly.

Unit-4 titled ‘Fun with Games’ steers us into the world of health and fitness.

It begins with a poem ‘Fit body, Fit Mind, Fit Nation’ which is about children involved in various activities like hockey, skating, playing musical instruments, cycling and singing. Balancing studies with fun activities helps them relax and unwind. A happy and active child grows with confidence and shine !

Chapter-5 : ‘The Lagori Champions’ is about an intense Lagori match between the Sunderban Tigers and the Green Warriors. Both the teams give their best performances. It presents a heartwarming picture of the unforgettable memories of our traditional games enjoyed by our fellow neighbouring kids. It brings the villagers together, reminding everyone of the simple joys of teamwork.

The theme of **Unit-5** is ‘Ups and Downs’. It includes successes and failures, joys and sorrows and life’s ups and downs. It begins with the poem ‘The Swing’ which talks about the most pleasant things a child can ever do enjoying the view around



while playing on a swing from a height. What fun it is ! Through the story ‘The Decision of the Panchayat’ the students are introduced to the importance of the presence of mind, problem solving and truthfulness. Both the chapters intend to prepare the learners to adapt to the changing environment, navigate complex situations and achieve their goals effectively.

Unit-6 titled ‘My Beautiful World’ takes the children into the world of focus, wisdom and perseverance. It encourages them to gather insights from the timeless tales of Panchatantra and be inspired by those who brought hope and light into the lives of others.

Chapter-11, adapted from the Panchatantra titled ‘The Old Stag’ teaches an important lesson about wisdom, love and gratitude. It brings into light the fact that nature provides abundantly for all creatures, offering shelter and food equally, if used wisely.

Chapter-12, ‘Braille’ is about the life of ‘Louis Braille’ a Frenchman who lost his sight in his childhood. His invention of a special code using small dots made the world accessible for visually impaired which brought new hope and possibilities for them.

Language and literacy, physical, socio-emotional, aesthetic and cognitive domain have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of *Annamaya*, *Pranamaya*, *Manomaya* and *Vijnanamaya Koshas* is an ongoing process which leads to the manifestation of *Anandamaya Kosha*. The present textbook is a step in this direction.

The textbook is not the only source of learning. Children learn much more while observing the environment around them, talking to peers and elders including grandparents, making things of their interest, watching T.V., playing with mobile, toys and games, listening stories, peers, doing projects, visiting places of cultural importance and travelling. Therefore, we, as teachers and parents, need to value this learning which goes beyond the textbook and try to map it with the competencies and curricular goals identified for this stage.

Education of our children is seen as our collective responsibility.

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BANDE UTKALA JANANI

BANDE UTKALA JANANI
CHARU HASAMAYI CHARU BHASAMAYI
JANANI, JANANI, JANANI.
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TALATAMALA-SUSOBHITA-TIRA
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JANANI, JANANI, JANANI.

Kantakabi Laxmikanta Mohapatra



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1

Grandpa's Glasses



Pre-reading

Role-Play :

Amit : Sir, What're you looking for ?

Mili : Sir, are you looking for your glasses ?

Teacher : No, no, Mili.

Mili : Sir, are you looking for something else ?

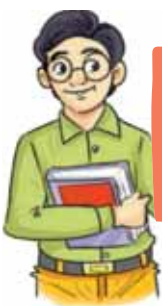
Teacher : Yes, my pen. I can't find it now.

Safina : Is that in your pocket ?

David : It is there, Sir.

Teacher : Oh my God ! Thank you children !

(All laughed and laughed.....)



Note to the Teacher

- ◆ Greet the class.
- ◆ Tell the class about the role-play and assign the roles to the children.
- ◆ Give a demo—start the role play with action to mark the attendance and looking for the pen.

Now, Let's read a wonderful poem and enjoy.

The Text



Let us Recite



Today our Grandpa
Is searching everywhere,
He has lost his glasses,
It was his only pair !

He cannot read the newspaper,
He cannot watch TV,
He cannot cut the vegetables,
Oh! Where can it be ?

He checked inside his pockets,
He glanced under his chair,
He searched near the window,
He looked everywhere.

I told him, "Stop Grandpa !"
I went up close and said !
"Grandpa, your glasses
Are right there on your head !"



New Words :

glance :	quick look
lost :	not found
pair :	a set of two things used together
search :	look for



Let us Discuss

1. What is Grandpa searching for ?
2. What are the possible places where he can find them ?
3. What can't he do without glasses ?
4. Where does Grandpa find his glasses at last ?
5. What makes Grandpa happy ?
6. Make a list of things as told below.



(i).

Things generally misplaced at your home	Who helps in finding these misplaced things

- ii) What will you say to the person, when s/he helps you to find your lost things ?





Visual Memory Development Techinque (VMDT)

- Whole :
- i) searching everywhere
 - ii) glasses on head

Part : (Stanza-3 and 4)

- i) “Stop Grandpa !”
- ii) checked inside his pockets
- iii) near the window



Let us listen and Speak

1. “Grandpa” is a commonly used word in English to address once ‘Grandfather’. Say aloud the word you use for ‘Grandfather’ in your language. Do it in a chain-drill.



Note
to the
Teacher

- Follow the steps of the ‘Chain-drill’ activity.
- Ask children to follow the following structure :

I call my Grandpa, ‘ _____ ’, what’s about you ?



2. Look at each picture and say where the glasses are.



3. Your teacher will read aloud a few word pairs. Listen carefully and circle the pairs in which the words sound different.

pair - peer	ate - eight	bed - bad	knot - not
fair - fare	hair - hare	fair - fear	where - were
sun - son	deer - dear	cold - could	heal - heel
knot - note	dare - dear	wood - would	fill - feel



Note to the Teacher

- Repeat each pair 3-4 times so that the learners can focus on the sounds.
- Listen to the sounds and get familiarize the learners with the sounds before you do this activity.
- You may also use audios in the class.



Let us Read

1. Read and tick (✓) what Grandpa cannot do without glasses.
Without glasses Grandpa cannot –

talk

hear any sound

read the newspaper

water the plant

watch T.V.

cut the vegetables

eat lunch

2. Encircle the word that is spelt correctly. One has been done for you.

(i)

watter

water

weter

(ii)

vegatables

vegetables

vegetables

(iii)

balloon

baloon

ballon

(iv)

hause

house

houze

(v)

elephant

elefant

ellephant

(vi)

spactacles

spektacles

spectacles

(vii)

karpenter

carpenter

carpainter

(viii)

fruitt

fuirrt

fruit

(ix)

receive

recieve

raceive

(x)

prinsipal

principal

princpal

3. Read and enjoy the following story.

Then do the activity that follows :

Sir Isac Newton was a great scientist. He was very busy all the time thinking his own thoughts. So forgetful !



One day he wanted to have eggs in supper. He ran to the kitchen, stood near the stove. Water in the pan was boiling. He dropped his watch into the boiling water. When he looked for the eggs in the pan, he found it in his hand. He laughed and laughed.....

Great thinkers are often forgetful !

Write 'T' for the 'True Statements' and 'F' for the 'False statements' in the box given for each.

- (i) Sir Isac Newton was a great pilot.
- (ii) The water in the pan was cold.
- (iii) He wanted to have eggs in breakfast.
- (iv) He boiled water in place of eggs.
- (v) Great thinkers never forget.



Let us Write

1. Look at the words in each group. Arrange them in ascending order (Write the smallest or lightest object first and the biggest or heaviest last.)

(i) towel, sari, handkerchief, bedsheet

(ii) apple, strawberry, cherry, Watermelon

(iii) bullock cart, bicycle, bus, car

(iv) hen, crow, sparrow, eagle



(v) ox, rabbit, elephant, squirrel

Write two more examples, following the same pattern.

1. _____

2. _____

2. Note the following phrase :

a pair of shoes



The word 'pair' is used in all the phrases given below.

Fill in the blanks with the names of things in the pictures.



(i) a pair of



(ii) a pair of



(iii) a pair of



(iv) a pair of



(v) a pair of



(vi) a pair of



(vii) a pair of

3. Complete the story using the correct prepositions.

around, after, for, in, above,
on, among, at

My grandfather has a habit of keeping his glasses
different places.

Last week, he could not find his glasses and looked
..... the house.

We checked the big box that reached our waists.

My grand-father looked for the glasses the
newspapers kept the table.

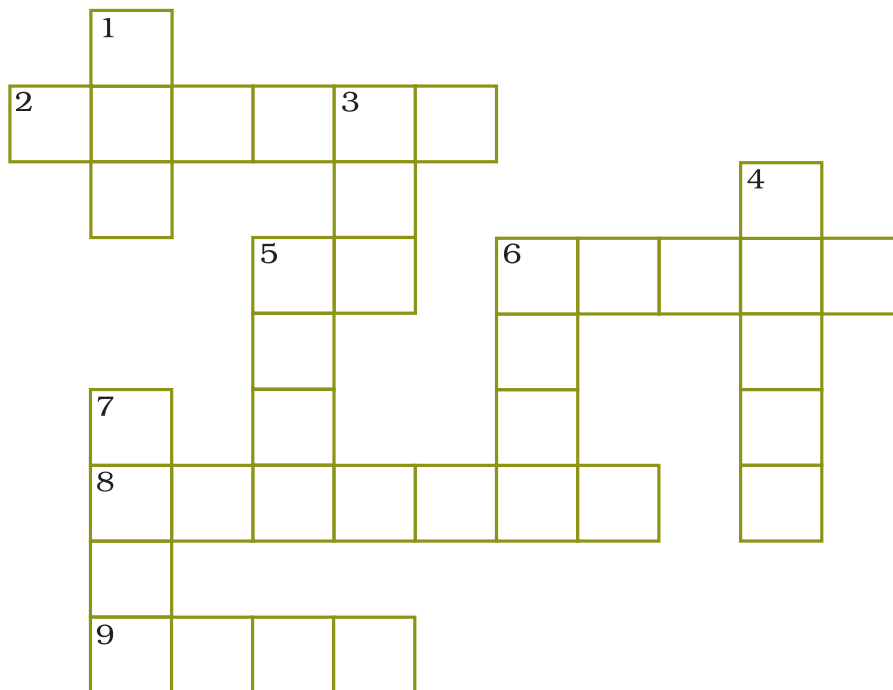
He continued searching-two hours. He sat down the bed
..... giving one final look to the room.

4. Use the clues given below to complete the crossword puzzle !

Across	Down
2. Not far, it's..... .	1. I said no but he said..... .
6. I want clothes, not the dirty ones.	3. Something small is not
8. Not inside, play	4. Don't be sad, be



	5. You are slow, she is
9. When it's not bright, it's	6. Not hot, she likes coffee.
	7. Not bought, but



5. Write answers to the following questions, each in a short sentence or two.

- (i) Who has lost his glasses ?
- (ii) Where were the glasses ?
- (iii) What cannot he do without glasses ?
- (iv) What places did he look for his glasses ?
- (v) Who helped him to find out the glasses ?





Mental Talk

Grandpa often forgets things.

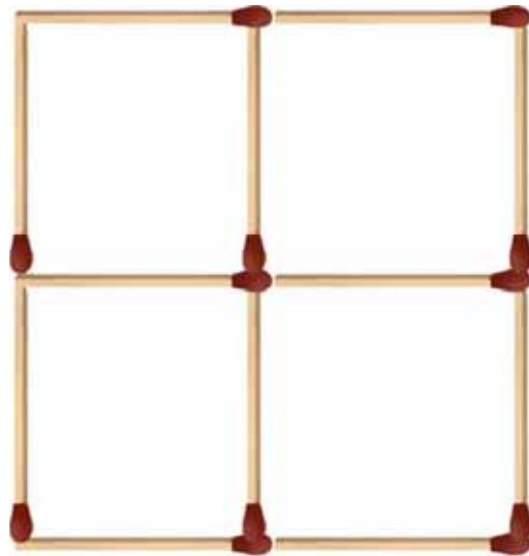


Let us Do

Grandpa often forgets things.

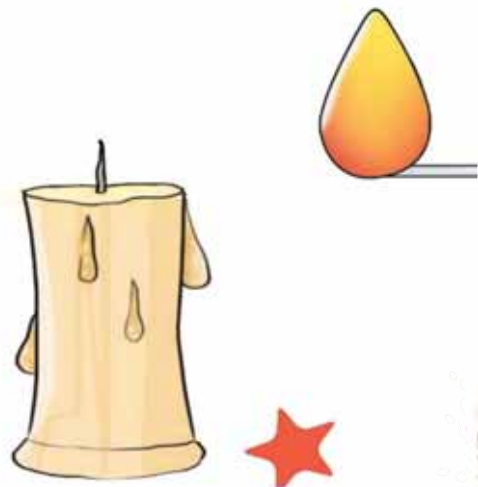
1. Fun with matchsticks.

Move 3 matchsticks to make 3 squares.



2. Look at the flame.

Touch the red star with the tip of your nose, and look at the candle. And lo! It starts burning!



3. Look carefully. Can you find 'd' ? Circle it.

b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	d	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b

Just for Fun

Riddle

I go to the market,
I lovingly bring you home,
I sit in front of you,
And I cry, cry, cry.
What is it ?

2






Gone with the Scooter



Pre-reading

Match the pictures in 'A' with their names in 'B'

Write the serial number in the box

A		B	
1		<input type="text"/>	Cricket
2		<input type="text"/>	Hockey
3		<input type="text"/>	Football
4		<input type="text"/>	Basketball
5		<input type="text"/>	Volleyball

Suppose, you are playing cricket. When you strike the ball, where does it go ?

How will you find if it is lost ? Search in the neighbourhood ?

Let's read a funny story about a game and see what the players do when their ball is lost.

The Text



Let us Read

1. It was summer afternoon. Gopi was sitting in the veranda, reading a book.
2. Suddenly, he heard something rustling past and falling with a thud in the garden. He thought what it could be. Perhaps, it was a mango falling from the tree. Immediately, Gopi put his book aside, got up, and ran into the garden.

3. He searched in between the thick grass near the garden fence. But, he found nothing. He looked among the bushes. Nothing was there again. Then, his eyes fell on a heap of dry leaves. There was a white ball on the heap. Gopi reached out and took the ball in his hands. It was a hockey ball.



4. Gopi thought-wondered, “Whose ball could this be ?” He looked around, and looked outside the gate, but could see no one. Just then he heard his mother calling. “Gopi! What are you doing out in the garden? It’s very hot. Come inside.”



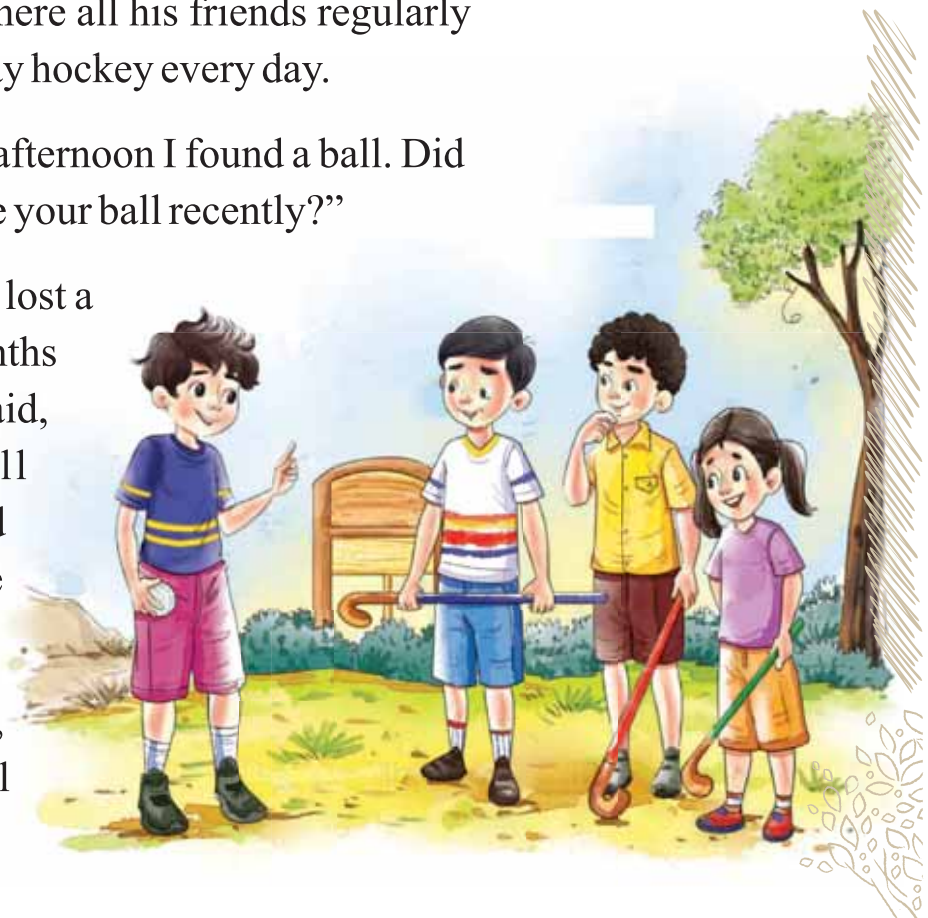
5. Gopi went inside, and drank a glass of water. He lay down on the mat, and said to himself, “I can’t keep this ball for myself. I will ask others.”

6. In the evening, Gopi went to the nearby playground where all his friends regularly gathered to play hockey every day.

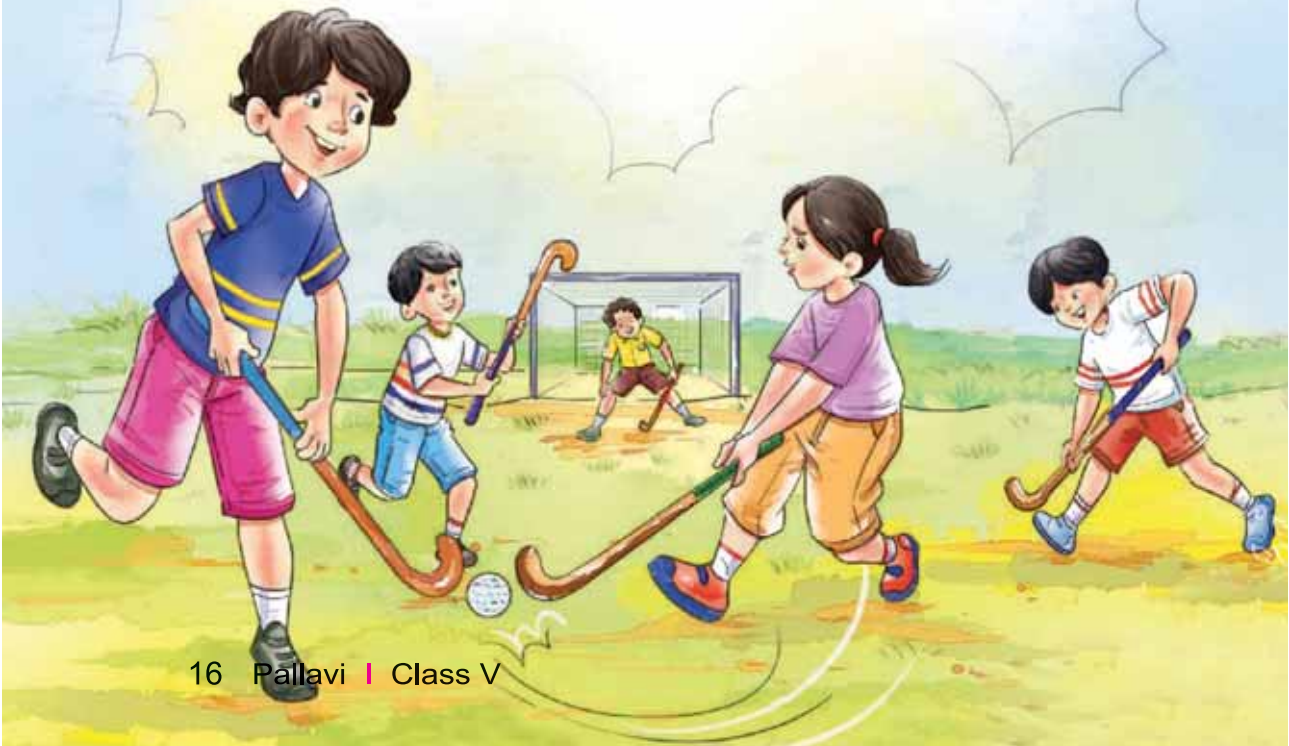
7. “Friends, this afternoon I found a ball. Did any of you lose your ball recently?”

8. Manoj said, “I lost a ball four months ago.” Gopi said, “So, the ball that I found cannot be yours.”

9. Ramani said, “Then the ball is mine.”



10. ‘How do you know?’ asked Gopi. “What colour is it?”
11. “Show me the ball and I will tell you,” said Ramani smilingly.
12. Another friend Deepak said that his father had bought him a brand-new football the day before. “The ball I found is a hockey ball,” said Gopi.
13. Everyone laughed. Gopi took out the ball from his pocket. Manoj took it away from Gopi and threw to Deepak.
14. Seeing this, Gopi said at the top of his voice, “Stop! I say, stop! Let’s play before it gets dark.”
15. Manoj went to the goalpost as he liked to be a goalkeeper. Gopi stood at the centre of the field holding the hockey stick. He passed the ball to Deepak, who threw the ball towards Ramani. Ramani hit the ball with the stick and it went to Jay.



16. “Come on Jay, play the shot and drive it towards the goalpost,” Manoj said loudly.

17. Jay tightened his wrist around the stick with the flat side touching the ball. He hit the ball so hard that it went past the playground gate and fell into the basket of a passing scooter. The scooterist who was unaware of what had happened, drove past. By the time the children ran to the gate, the scooter was gone... and so was the ball. They looked at each other and burst into laughter.



New Words :

burst into laughter	–	suddenly started laughing loudly
fence	–	a structure made of wood, metal etc. that surrounds a piece of land
recently	–	not long ago
rustling	–	the sound of light dry things moving together
scooterist	–	a person who rides a scooter
tighten	–	to hold something more firmly
thud	–	sound of a heavy thing falling to the ground
unaware	–	not knowing that something is happening



Let us Discuss

1. Who are there in the story ?
2. Where was Gopi sitting ?
3. What sound did Gopi hear before he went to the garden ?
4. Gopi ran into the garden to _____.
a) play b) work c) to see what fell d) meet his friends
5. Where did Gopi search for the ball ?
6. Do you think Gopi will keep the ball with him or try to return it to its owner ?
7. Who took away the ball from Gopi ?
8. Where did the ball fall when Jay hit it ?



9. Was the scooterist aware of it? Which word supports your answer?
10. Why did everyone laugh at the end of the story?
11. Imagine what happens to the hockey ball after it is taken away by the scooter? Where does it go? Who finds it?
12. Notice in the picture that the scooterist is wearing a helmet. Why is it important to wear a helmet? Should the bike riders also wear helmets?



Post-reading

Visual Memory Development Technique (VMDT):

Whole Text – Gopi’s search for the ball, reading a book, hockey ball, the mat, Deepak, goalkeeper

Part (Paras-15 to 17)

- (i) goal post
- (ii) centre of the field
- (iii) hit the ball
- (iii) scooterist
- (iii) burst into laughter



Let us Listen and Speak

1. Your teacher will read aloud the first page of the story ‘Gone with the Scooter’. Listen to it attentively and fill in the blanks.

- (i) Gopi was sitting in the _____ one afternoon.
- (ii) He heard something falling with a _____ in the garden.



- (iii) He thought that a _____ fell from the tree.
- (iv) He ran into the _____.
- (v) He looked among the _____.
- (vi) His eyes fell on a heap of dry _____.
- (vii) He found a _____.

2. Role Play (Teacher vs students, students vs students in two groups, and finally two students in pairs)

- Gopi – Whose ball is this ?
Manoj – It's mine.
Gopi – When did you lose your ball ?
Manoj – Four months ago.
Gopi – Sorry, it's not your ball.
I have found it recently.

3. The title of this Chapter is 'Gone with the Scooter'. Say the word 'book'. Next, say the word 'scooter'. Do you notice the difference ? Although, both the words have 'oo' in them, the sound of 'oo' in 'book' is short; the sound of 'oo' in 'scooter' is long.

Say aloud the following words. Encircle the words which have a long 'oo' sound. Your teacher will say first. Listen and speak.

- | | |
|-------------|-------------|
| (i) hood | (ii) school |
| (iii) foot | (iv) maroon |
| (v) spoon | (vi) shook |
| (vii) bloom | (viii) food |
| (ix) look | (x) moon |
| (xi) book | (xii) took |





Note to the Teacher

Encourage the learners to pronounce the long and the short vowel sounds clearly.



Let us Read :

1. Read the story and arrange the sentences in order as they happened in the story. Write the serial number in the box.

- He heard something fall in the garden.
- He found a hockey ball.
- The ball went past the playground gate and fell into the basket of a passing scooter.
- One afternoon Gopi was sitting in the veranda.
- Gopi and his friends played with the ball.
- All of them looked at each other and laughed.
- He ran into the garden.
- His friend hit the ball hard.

2. Read the following passage carefully.

Suddenly, he heard something rustling past and falling with a thud in the garden. He thought what it could be. Perhaps, it was a mango falling from the tree. Immediately, Gopi put his book aside, got up and ran into the garden.

He searched in between the thick grass near the garden fence.



But he found nothing. He looked among the bushes. Nothing was there again. Then, his eyes fell on a heap of dry leaves. There was a white ball on the heap. Gopi reached out and took the ball in his hands. It was a hockey ball.

Now, circle the word in the passage for each expression (words).

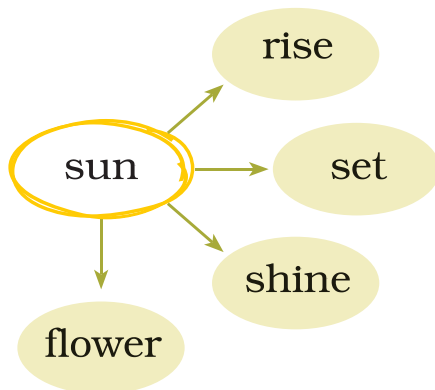
Write the serial number of the expression in the circle.

- (i) the sound of light dry things
- (ii) the sound of a heavy thing falling to the ground
- (iii) without interval of time/without delay
- (iv) a structure made of wood or metal that surrounds a patch of land
- (v) looked for something
- (vii) a game played with the help of ball and sticks



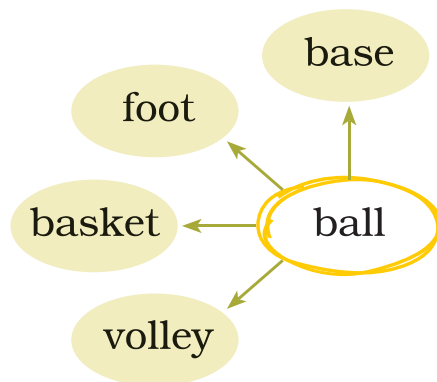
Let us Write :

1. Form new words by following the examples given below :



sun + rise = sunrise

.....
.....
.....



foot + ball = football

.....
.....
.....

Write a sentence using each of these words in your notebook.



2. Notice that the word 'said' has 'ai' in the middle. Write ten words that have 'ai' in the middle using the clues given below. One has been done for you.

Clue	Word
(i) Something that has four legs, on which you sit.	
(ii) Water that falls from clouds.	<i>chair</i>
(iii) A vehicle that runs on track.
(iv) You use this to colour your wall or pictures.
(v) The part of body that helps you think.
(vi) A slow moving creature with a shell.
(vii) Letters and packages you send or receive.
(viii) The movements of boats on water.
(ix) All animals have them, long or short.
(x) Steps that take us from one floor to another.

3. Look at the word 'scooterist'. It has two parts— scooter + ist. Similarly, write the new word for each of the following.

- guitar + ist = _____
- motor + ist = _____
- tour + ist = _____
- art + ist = _____
- cartoon + ist = _____
- journal + ist = _____

Add two more words like this.



4. Complete the following story using the words given in the box.

and so when since but before because

Gopi worked hard for his English Test he wanted to get good marks.test, he was afraid of English.his friend Manoj helped him.he had worked hard, he answered all the questions correctly. he was happy.the result came out, Gopi got 'A' grade..... thanked Manoj for his help.

5. Read this sentence.

Gopi usually plays hockey but today he is playing cricket. 'Usually' and 'today' are time words. They tell more about an action or a verb. Such words are called **adverbs**.



Now encircle the adverbs in the following sentences.

- (i) Gopi immediately got up and ran into the garden.
- (ii) Sudha often writes in her diary.
- (iii) All his friends play hockey everyday.
- (iv) I always do my homework.
- (v) Yesterday I ate an apple after lunch.
- (vi) Neha never eats fast food.
- (vii) Now they are going to school.



6. Read these sentences :

It's very hot.

I can't keep this ball for myself.

The underlined words are short forms.

It's = It is

can't = cannot

Short form (or contractions) are when two words are combined and some letters are left out. An apostrophe (') takes the place of the missing letters. For example :

- aren't = are not,
- Tisa'll = Tisa will,
- wouldn't = would not,
- We've = We have





Let us Write

1. Write the contractions for the following words.

(i) do not

(ii) is not

(iii) are not

(iv) cannot

(v) could not

(vi) did not

2. Rewrite the following underlined words using contracted forms.

(i) Partho is not feeling well today. His parents have decided that he will stay at home till he gets better. Partha is bored and cannot stay at home anymore. He decides to ask his grandmother if he can go outside, but he thinks she, too, would not agree.

(ii) It is a rainy day, and Tina is not happy. She cannot go out to play with her friends. Her brother does not want to play indoors either. They have decided to watch a movie instead. Their mother says she will make popcorn for them.



3. Fill up the bio-data of a famous player of Odisha. Choose the information from the box given below.

BIO-DATA

Name : _____
Game : _____
Date of birth : _____
Place of birth : _____
Games he played : _____
Awards received : _____

- 25 November 1977
- Hockey
- Sundargarh
- Dilip Tirkey
- Played for India in 3 Olympic Games
- Won Padma Shri and Arjun Award

Write a paragraph on Dilip Tirkey using the information from his Bio-data.

Dilip Tirkey was a _____
He was born on _____
He is from _____
He played for India in _____
He won _____



4. Write answers to the following questions, each in a sentence or two.

(i) What fell in the garden ?

.....
.....

(ii) Where did Gopi find it ?

.....
.....

(iii) What did the children do with the hockey ball ?

.....
.....

(iv) Name the children who played hockey in the story ?

.....
.....

(v) Where did the ball fall ?

.....
.....



Mental Talk

“We must accept things that happen all of a sudden.”





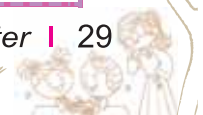
Let us Do

1. Complete the table given below.

S. No.	Dialogue	The dialogue was said by	The dialogue was said to
a.	The ball I found is a hockey ball.		
b.	My father bought me a brand-new football.		
c.	I lost a ball four months ago.		
d.	Show me the ball and I will tell you.		

A. Prepare a chart with the following categories

S. No.	Name of the game	Outdoor/ indoor	Players needed	Equipment needed
1.	Kabaddi	outdoor	team	nil
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				



Just for Fun

A 'CAR' changes into a 'BUS'!

Let's see how it is possible.

Change one letter at a step and go on making new words.

CAR

CAT – We changed R and put T and got new word CAT.

BAT – We changed C and put B and got new word BAT.

BUT – We changed A and put U and got new word BUT.

BUS – We changed T and put S and got new word BUS.

Now 'CAR' becomes 'BUS'!

Can you change CUP to TEA in this way ?





Pre-reading

Dear Children,

See the picture and enjoy the story.



A flock of doves flew in search of food. They saw some grains of rice on the ground under a banyan tree.

They all came down and started eating grains of rice. But they all were caught in net.



They saw a hunter hiding behind a tree. All got afraid. “What to do now?”, they thought.



“Together we can” said the old dove and planned to fly together picking the net.

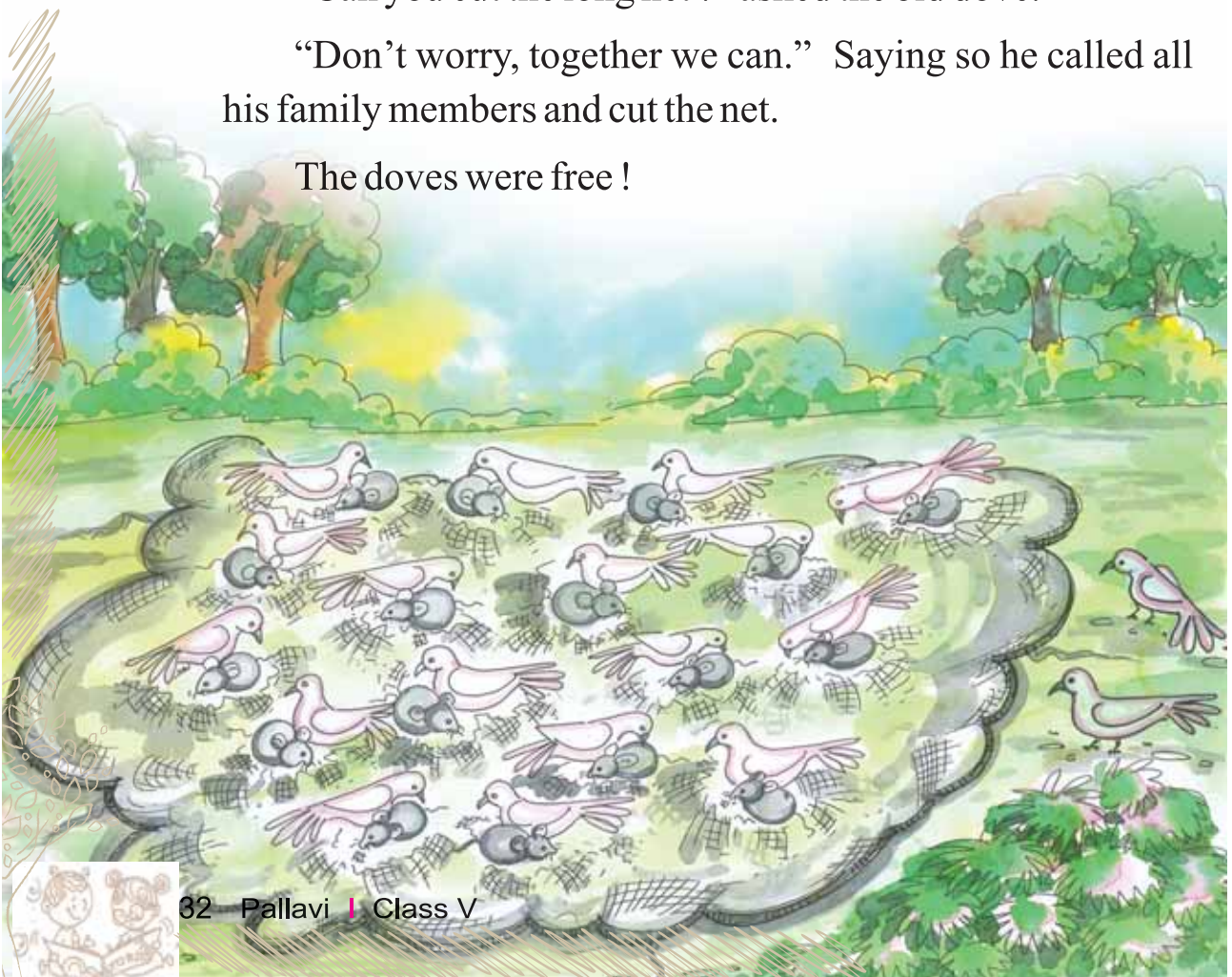
So, together they flew carrying the net.

They reached their friend’s house, the house of Micky mouse.

“Can you cut the long net?” asked the old dove.

“Don’t worry, together we can.” Saying so he called all his family members and cut the net.

The doves were free !



The Text



Let us Recite

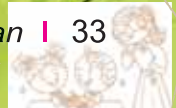
Together we stand, strong and tall,
Helping each other, we never fall.

Cheering aloud, we shout and sing,
Teamwork can overcome anything.

Win or lose, we always share,
Our bond of trust is always there.

With each hand joined, the goal is near,
Team spirit fills the air with cheer.

Together we shine, our hearts as one,
For in our team, the joy's begun !



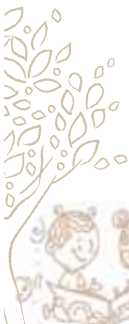
New Words :

cheer	–	joy, happiness
overcome	–	win, get over
shine	–	glow, dazzle
strong	–	powerful
team spirit	–	fellowship
trust	–	belief, faith



Let us Discuss

- The poem is aboutof people.
 fight failure unity quarrel
- What happens when we help each other ? (stanza 1)
- What helps to face any difficulty ? (stanza 2)
- What should we share ? (stanza 3)
- We can reach our goal when.....
 - we join our hands.
 - we are divided.
 - we sing and dance.
 - we do not work together.





Visual Memory Development Technique (VMDT)

Whole :

- (i) team spirit together we shine, helping each other, win or lose we always share.
- (ii) The team cheer by shouting and singing together.

Part (Stanza – 1 to 3)

- teamwork
- bond of trust
- helping each other



Let us Listen and Speak

1. Chain drill

“Together we stand, strong and tall,
Helping each other, we never fall.”

2. Dialogue between Piku and Kupi -

Piku, I love my country.
We have different
traditions, food,
festivals, and languages
but we still stand in
unity.



Yes ! Kupi
together we
stand in
unity.

See what Piku and Kupi are saying. Turn to your friend sitting beside you and exchange the conversation with each other. Share what foods and festivals you like the most and say a few lines about them.

Hello, I am

My favourite food is

My favourite festival is

In this festival,.....

.....



Note to the Teacher

- Model the conversation for learners. Sentences may be added or simplified according to the learning level of the learners.
- Encourage the learners to talk in pairs or small groups by following the conversation etiquette of turn-taking.
- You may write the lines on the board to provide a structure. However, it is advised to encourage the learners to add their inputs.

3. Your teacher will read out the words one by one. Listen and tick (✓) the words you find in the poem “Together We Can”

<input type="checkbox"/>	strong	<input type="checkbox"/>	clothes	<input type="checkbox"/>	goat
<input type="checkbox"/>	freedom	<input type="checkbox"/>	trust	<input type="checkbox"/>	teamwork
<input type="checkbox"/>	tall	<input type="checkbox"/>	traffic	<input type="checkbox"/>	respect
<input type="checkbox"/>	peace	<input type="checkbox"/>	chair	<input type="checkbox"/>	cheer





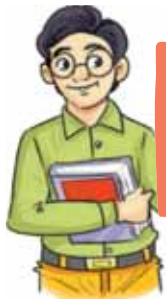
Let us Read

1. Read the following passage silently and answer the questions that follow.

An ant lived in a kitchen with its family and friends. One day he saw a big '*laddu*' on the rack. He wanted to bring the laddu for his family and friends. But he could not, as the *laddu* was too big. He thought of a plan. He called all his friends and family members to take the *laddu*. All together they slowly brought the *laddu* to their home and ate it happily.

Questions :

- (i) What did the ant see on the rack
- (ii) Could the ant bring the *Laddu*?
- (iii) How did he bring the *laddu*?
- (iv) What do you learn from the story?



Note to the Teacher

- Ask learners to read the passage silently and understand it.
- Check the learners' comprehension through the questions.

2. Look at the pictures. Tell their names choosing words from brackets, and then read aloud.

(friends, stones, village, teacher, pit, school, road, Madhusudan Das)

A boy lived in a..... One rainy morning he was going to..... The road was muddy. He fell down. He got up and reached school in his dirty and wet clothes.





..... praised him. Holidays came. He called his..... They all worked hard and filled the..... withand sand. The was made..... It was safe for the people. Everyone thanked the boy and the team. Do you know the boy ? He was no other than..... Das.



Let us Write

- Look at the pictures and fill in the blanks by using the words from the box. One is done for you.

choir pack grove herd
faggot swarm bunch bouquet

- (i) a **faggot** of stick



- (ii) a of sheep



(iii) a of wolves



(iv) a of flowers



(v) a of trees



(vi) a of bees



7. a of boys



8. a of keys

Do You Know

Honeybees use a waggle dance to communicate with their hive members.

They share the exact location of flowers having nectar, pollen, or water sources.

Ants also work as a team using signals to find food, defend their colony and build complex nests.

2. Look at the map given below and pay attention to the various places mentioned in it.



Now fill in the blanks with words choosing from the box.

behind between near in front of

- (i) The post office is the hospital.
- (ii) There is a bookstore the Children's park.
- (iii) The bank is the school.
- (iv) There is an ambulance the post office and the hospital.



Note to the Teacher

You may discuss the picture with respect to the prepositions in their mother tongue L1 before proceeding to their English counterparts.



**Note
to the
Teacher**

Draw the learners' attention to the use of 'will' to talk about events that will take place in the future.

4. Write answers to the following questions, each in a sentence or two.

(i) What happens when we help each other ?

.....
.....

(ii) What helps to face any difficulty ?

.....
.....

(iii) What should we share ?

.....
.....

(iv) When is the goal near ?

.....
.....



Mental Talk

Unity is strength





Let us do

1. Working Together

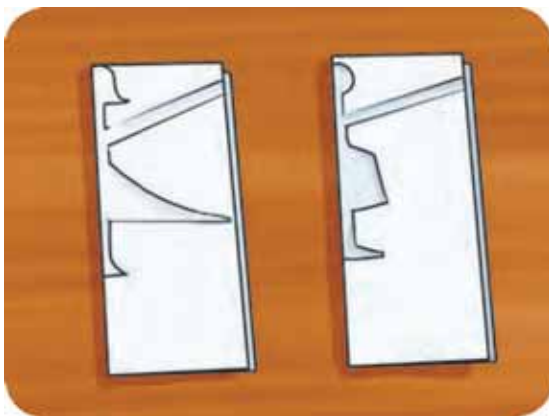
Create your symbol for togetherness by following the simple steps given below and paste a picture of what you have created in the box.

0

Materials required :
plain paper, pencil/pen,
crayons/any sketch pens
and scissors.

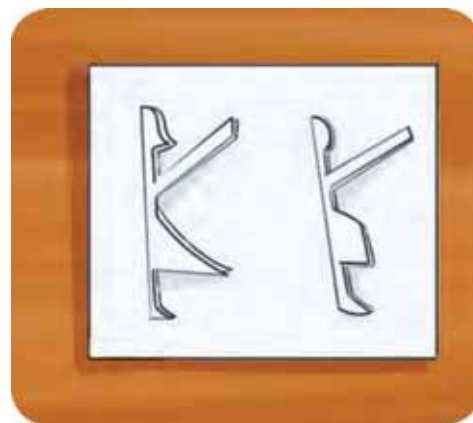
Steps :

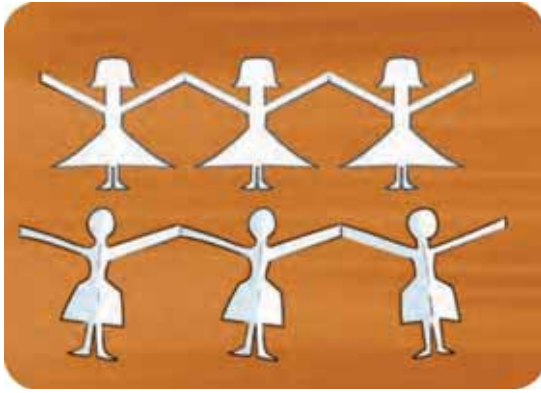
- (i) Take a sheet of paper and fold it this way.



- (ii) Draw one side of a body including head, neck, hand, dress, leg, and shoe. (You can draw a boy or a girl).

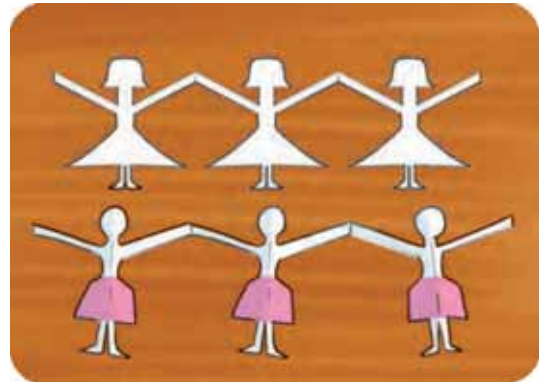
- (iii) Cut the paper along the drawing with scissors.





(iv) Unfold the paper gently.

(v) Colour it based on your choice with crayons or sketch pens.



2. Paste a picture of what you have created.



Riddle

I am in your class
When you cut my head
I am on your head
If you still cut my head
I am everywhere.
Who am I ?



4

Be Smart, Be Safe



Pre-reading

Let us sing :

Red light red light,
What do you say ?
“Stop, stop right way !

Yellow light, yellow light,
What do you say ?”
“Wait till the light
Turns green, hooray !”

Green light, green light,
What do you say ?
“Go, go right away !”



Note to the Teacher

- Sing out the song with action. Students listen.
- Sing one line with action. Students listen and sing with action.
- Continue this till the rhyme ends.

The Text



Let us Recite

Dear Children,

Namaste ! How are you all ? I' m sure you are happy and safe, and enjoying school. Some of you reach school on foot, some by bicycle and others by bus.

You may have noticed that there is often a lot of traffic on roads. Roads can be busy and, at times, dangerous. We, the traffic police, are here to keep you safe on the roads. So, we want to share some important safety tips to help you stay safe while walking on, or crossing the streets.

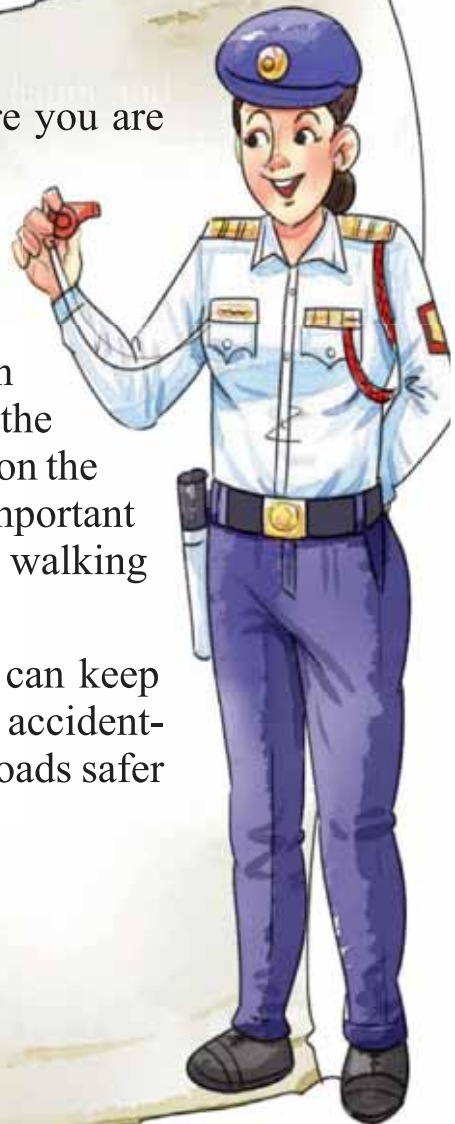
By following these simple rules, you can keep yourself safe and help us keep the roads accident-free, Let's work together to make our roads safer for everyone.

Be careful and stay safe,

With Best Wishes,

The Traffic Police

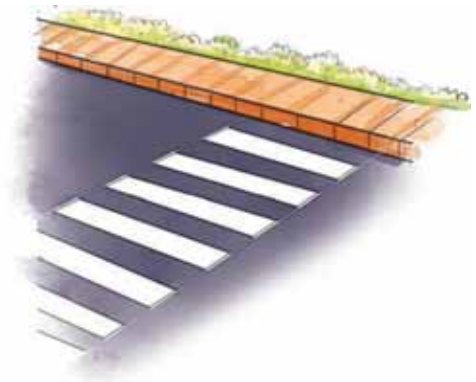
Bharat



Road Safety Tips for Little Feet

RULE – 1 : ALWAYS USE THE ZEBRA CROSSING

When you need to cross the road, look for a black and white strip which is known as 'Zebra Crossing'. Look right, then left, again right to ensure that no vehicles are coming. Cross only when it's safe.



RULE – 2 : FOLLOW THE TRAFFIC LIGHTS

Traffic lights are placed on very busy roads to control movement. Wait for the pedestrian signal to turn green before crossing. Never run across the road. It's safer to walk calmly !



RULE – 3 : WALK OF THE FOOTPATHS

Footpaths are meant for pedestrians. Always walk on them and stay away from moving vehicles.



RULE – 4 : HOLD AN ADULT’S HAND

If you are walking near the road, always hold an adult’s hand, especially while crossing the road.



RULE – 5 : USE REFLECTIVE STRICKERS IN THE DARK

If you are walking on a road in the evening, put some reflective strickers on your clothes, so that the drivers can see you clearly.



RULE – 6 : BE ALERT

Do not play or be unmindful near roads. Also, avoid using headphones or mobile phones while driving. These can distract you from traffic sounds.



New Words :

avoid	–	to keep away from, try not to do
distract	–	to make unmindful
especially	–	mainly
pedestrian	–	one who walks on foot on a road
reflective sticker	–	a bright sticker
traffic	–	vehicles and people moving on a road



Let us Discuss

1. Who has written this letter ? To whom ?
2. The traffic police share with the children.
 - (a) the school timing
 - (b) safety tips
 - (c) first aid
 - (d) clean rules
3. What helps us stay safe while walking on roads ?
4. Zebra crossing is marked with..... and strips.
5. What should you do while crossing the road ?
6. Footpath are meant for
7. Whose hand should you hold while crossing the road ?
8. What shouldn't we use while driving ?





VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT) :

Whole : safety tips by traffic police,
traffic lights,
footpath, moving vehicles, headphones, reflective
stickers (Rule-5 and Rule-6)

Part : mobile phones or head phones, reflexive stickers
distract you from traffic sounds



Let us listen and Speak

1. There are some statements below. Teacher will speak out the statements one after another. Students will show their right thumbs if the statement is true. They will put their left hands on their forehead if it is false.
 - a. You should always walk on the footpath.
 - b. It is safe to run while crossing the road.
 - c. You should use the zebra crossing to cross the road.
 - d. Wearing dark clothes in the evening makes you more visible.
 - e. It is safe to play near the road.
 - f. You should use headphones while walking on the road.
2. Teacher will read aloud a word and the students will first listen, and then repeat with /after the teacher, several times to practise the pronunciation. Students will practise the following words in this way.



street	evening	ensure	share
keep	busy	calm	pedestrian
green	bicycle	meant	
reach	vehicle	safe	



Let us Read

1. Match the symbols under column 'A' with their meaning under column 'B'. Write the serial numbers in the box.

(i) School ahead

(ii) Right turn

(iii) No horn

(iv) Ladies rest room

(v) Danger ahead

(vi) Drive slow

(vii) No littering

(viii) Handicapped

(ix) Gents rest room



(x) No left turn

(xi) U turn



2. Based on your reading tick (✓) the box for the correct option.

(i) What should you do before crossing a road ?

- (A) run quickly
- (B) stop, look right, then left, again right
- (C) close your eyes

(ii) Where should you walk near the road ?

- (A) on the footpath
- (B) on the road
- (C) in the middle of the road

(iii) Why should you avoid using headphones on the road ?

- (A) It looks bad.
- (B) It makes you run faster.
- (C) It can distract you from traffic sounds.



Let us Write :

1. For each statement write 'Safe' or 'Unsafe' in the box.

- Looking right and left before crossing
- Playing on the road
- Crossing at a zebra crossing
- Walking on the footpath
- Listening to loud music on the road



2. (i) Look at the letter from the Traffic Police of Odisha to the children, and notice that the letter has many parts.

- a Dear Children, → Greeting words
(receiver / reader)
- b Namaste, How are you all ? → Opening words
- c I'm sure..... safe for everyone → message/ body
- d Be careful & stay safe
With Best Wishes → Closing words
- d The Traffic Police Odisha → Sender /writer

(ii) Here is a mini letter. Read it. Write the letter parts in the boxes.

Dear Jayanti, →

How is everything around you ? →

My elder sister's weding is on Sunday next. Our friends will join the ceremony. Please come one day before. Never forget to bring Nupur with you. There will be a lot of fun and merry making when you come. →

Lots of love →

Yours ever →

Ritika →



- (iii) Read the parts of a letter given in boxes. They are not in order. Write the serial numbers in the boxes and arrange them.

With lots of love

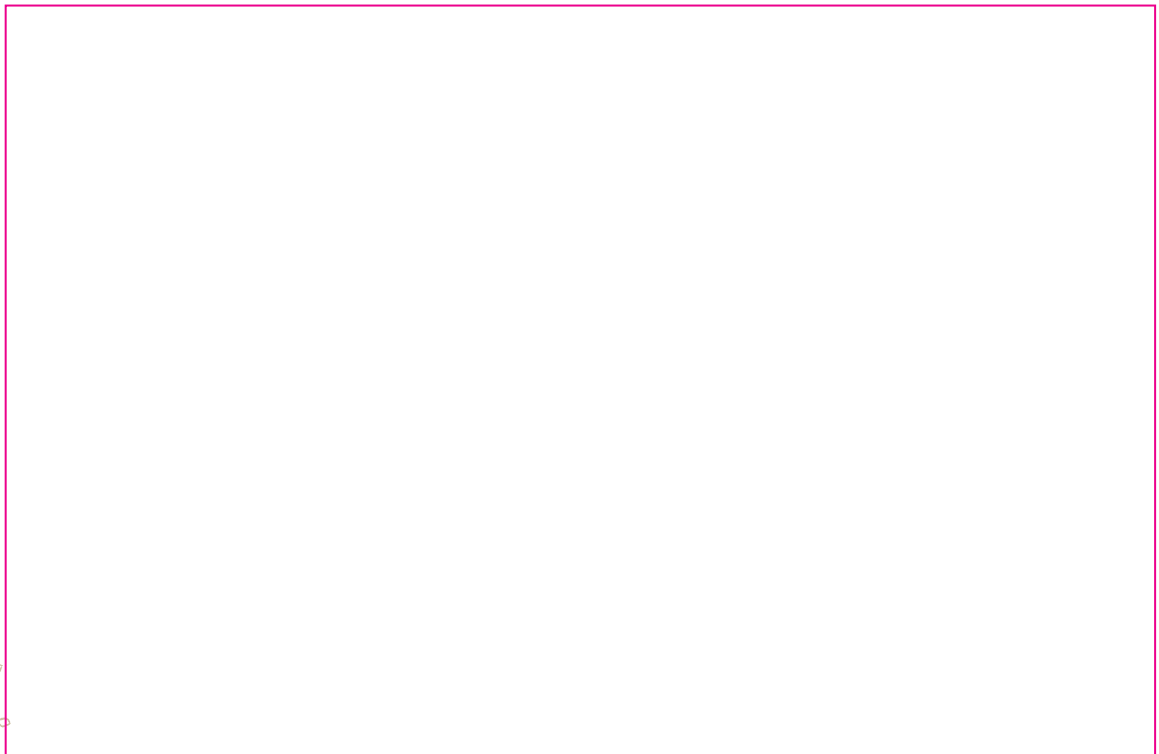
Dear Soumya

Kartik

How are you ?

Thank you so much for your gift on my birth day. It is really very nice. Everyone likes it very much. Thank you once again.

- (iv) Now, write the letter in the space below putting the serial parts in their right places.



3. A naming word / Noun is a word that names a person, place, thing or an idea. However, some nouns can be used both in singular and plural forms and some cannot.

The nouns that can be used both in singular and plural forms are known as countable nouns.

Example, apples, buses, chairs, etc.

Nouns that cannot be used in their plural forms are known as uncountable nouns. They usually do not have a plural form.

Example, water, rice, air, etc.



Note to the Teacher

Ensure that children understand that rice, sugar, salt, water, oil, milk, etc. are uncountable.

Write 'C' for countable nouns and 'U' for Uncountable nouns.

- | | | | |
|-------------------|-------|------------------|-------|
| ● bananas | ..... | ● lemonade | ..... |
| ● biscuits | ..... | ● flour | ..... |
| ● curd | ..... | ● chocolates | ..... |
| ● tomatoes | ..... | ● tomato ketchup | ..... |
| ● sandwiches | ..... | ● potatoes | ..... |
| ● mashed potatoes | ..... | ● coffee | ..... |
| ● coffee jars | ..... | ● tables | ..... |



4. Put each noun under the right head.

traffic, pollution, helmet, buses, cars, speed, pedestrian,
bicycle, safety, transportation, fuel

Countable Nouns	Uncountable Nouns

5. We look up new words in a dictionary. Words in a dictionary are arranged in an order – A, B, C, D.... order or alphabetical order. Arrange the following words as you will find them in a dictionary.

notice signal move
safe pedestrian right
ensure especially share
danger vehicle distract
calm adult cross



6. Write answers to the following questions, each in a sentence or two.

(i) Why are the traffic police on the roads ?

.....
.....

(ii) Who walk on the footpath ?

.....
.....

(iii) What should you do before crossing the road ?

.....
.....

(iv) Where can you find traffic lights ?

.....
.....

(v) Use words form the help box and fill in the blanks.

At traffic square :

(a) Red light says :

(b) Yellow light says :

(c) Green light says :

Wait, Go, Stop



Mental Talk

Road safety rules help us keep our life safe and longer.





Let us Do

Spot what's wrong with the picture.

Look at the following picture below and spot six errors.



- | | |
|---------|---------|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |

Just for Fun

Riddle

What starts with 'T', ends with 'T'
and is full of 'T'.



5

The Rainbow



Pre-reading

Let us sing with action :



White Sheep, White Sheep,
On a blue hill,
When the winds stops,
You all stand still.
When the winds blow,
You walk away slow.
White Sheep, White Sheep
Where do you go ?



Note
to the
Teacher

- Sing the rhyme with action. Students listen and follow.
- Act out the song twice or thrice.
- Ask the following questions to check learners' comprehension.

Didn't you enjoy singing the song ?

Who are the sheep in the poem ?

Clouds in the sky look like different animals and birds

Do you like them ?

Here is a poem about a bridge in the sky. Let's read and know what it is.

While-reading

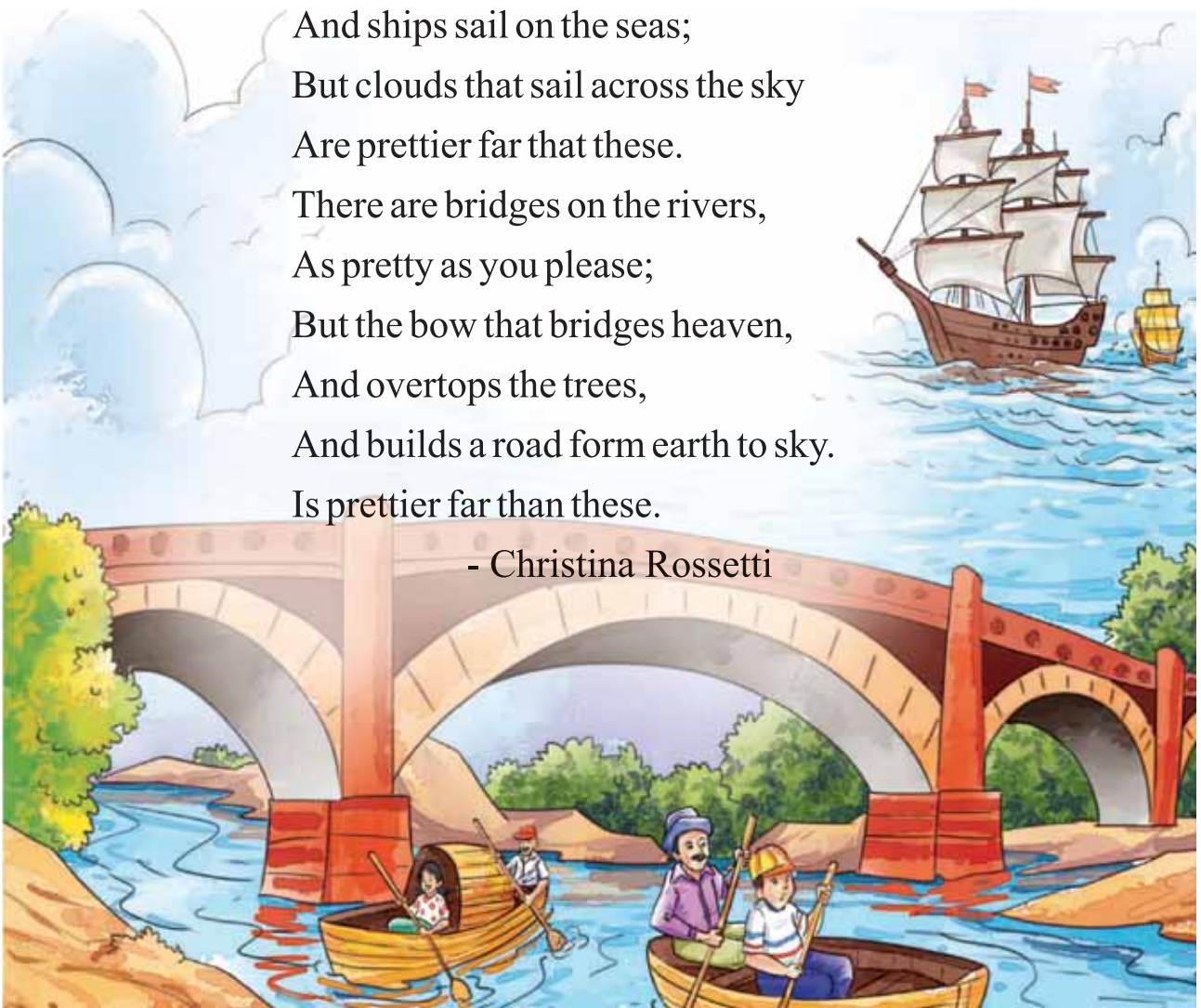
The Text

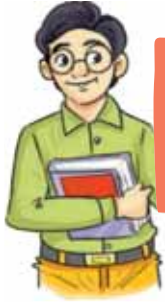


Let us Recite

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.
There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky.
Is prettier far than these.

- Christina Rossetti





Note
to the
Teacher

- Recite/Read the poem aloud two times, students listen with their books closed.
- Ask a few general questions to check the learner's listening comprehension such as:
What is the poem about?
What colour is the rainbow?
Tell some words you have listened in the poem.
- Read the poem aloud for the third time and the fourth time. Students will listen and follow the poem in their books.
- Allow students to read the poem aloud two times and help them if they need.
- Allow students to read the poem silently and understand.
- Ask comprehension questions after they have completed silent reading.

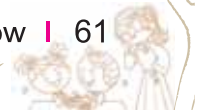
New Words:

sail	: travel
overtops	: is above
bow	: rainbow
pretty	: attractive, beautiful



Let us Discuss

1. What sail on rivers?
2. What sail on the seas?
3. What sail across the sky?
4. What are the boats and ships compared to?



5. What are the rivers and seas compared to ?
6. Which are prettier – the boats sailing on rivers or the clouds sailing across the sky ?
7. Where are the bridges ? Do they look pretty ?
8. What does ‘the bow’ in the poem refer to ?
9. What builds a road from earth to sky ?
10. What is the rainbow compared to ?
11. Which is prettier – the bridge on a river or the rainbow across the sky ?
12. Which things in the poem are made by nature ?
13. Which things in the poem are man-made ?
14. Which things are more beautiful – the things made by man or the things made by nature ?
15. State whether the following are True or False.
 - (a) Ships sail on the river.
 - (b) Boats sail on the sea.
 - (c) Bridges are built on rivers.
 - (d) A road is built from earth to sky.
16. Choose the correct alternative. Put a tick (✓) against the correct option.

Which one is the prettiest of all ?

Rainbow

Ship

Cloud

Boat





VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

Whole : on tops of trees, boats, from earth to sky, ships, clouds,

Part : second stanza : bow, rivers, builds a road, prettier



Let us Listen and Speak :

1. Sit in a circle and listen to the words read aloud by your teacher. Give five rhyming words for each word as indicated.

ship – chip, trip,

tree –

rain –

sun –

sea –

sail –

and –

sky –

far –



Note to the Teacher

- Draw learners' attention to the aspect of sound. The focus should be on the sound and not on the spelling.
- You may select more words according to the level of your learners.



Recite the poem given below in three ways:

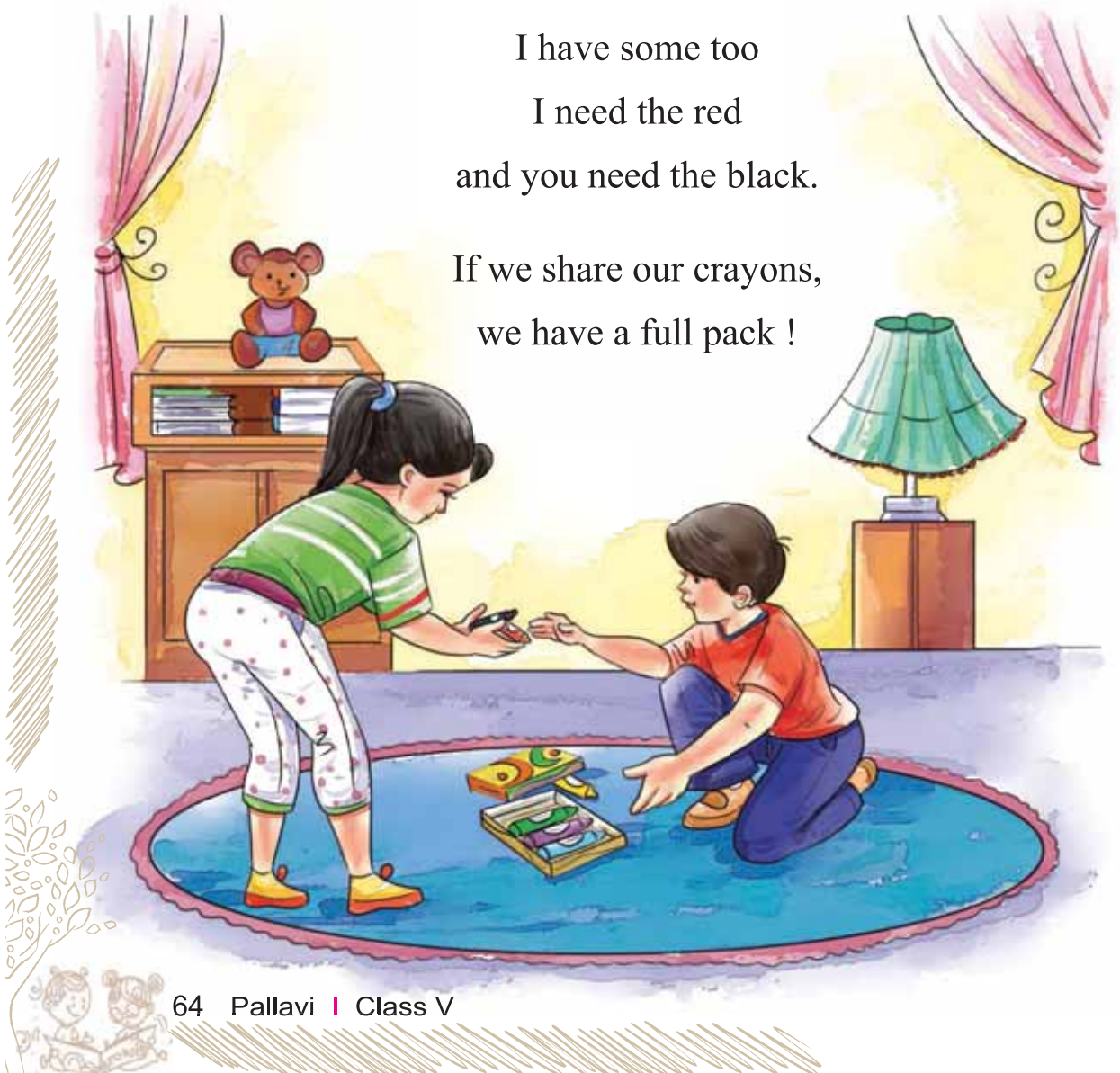
- a. In a happy voice
- b. In an angry voice
- c. In a surprised voice

1. Colours

You have a few crayons,
Red, yellow and blue.
Green, purple and black,

I have some too
I need the red
and you need the black.

If we share our crayons,
we have a full pack !





Note to the Teacher

You may recite another poem in ‘different’ voices to demonstrate different emotions. Ask learners about feelings that the person reciting the poem is trying to convey. Draw their attention towards gestures and expressions. Learners may recite the poems individually or in pairs.



Lets us read

1. **Read and enjoy this poem and know how the rainbow was born.**

The Rainbow Fairies

Two little clouds, one summer’s day,
Went flying through the sky,
They went so fast, they bumped their heads,
And both began to cry.

Old father sun looked out and said :
“Oh, never mind, my dearsm
I’ll send my little fairy folk
To dry your falling tears.”

One fairy came in violet,
And one wore indigo,
In blue, green, yellow, orange, red,
They made a pretty row.

They wiped the cloud-tears all away,
And then from out the sky,
Upon a line the sunbeams made,
They hung their gowns to dry.

- L. M. Hadley



2. Given below are the lines of the second stanza of the poem, 'The Rainbow'. The lines are not in order. Put the serial numbers of the lines in the boxes. One is done for you.

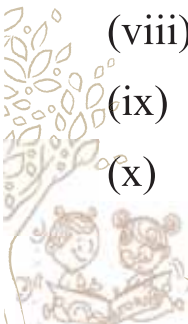
But the bow-that bridges heaven,
 And overtops the trees,
 Is Prettier far than these.
 There are bridges on the rivers,
 As pretty as you please;
 And builds a road from earth to sky,



Let us Write

1. A word join a 'friend word' to make a new word, as shown below. Look at the pictures and fill in the blanks with the correct words.

	Word	Friend word	New word		
(i)	rain	bow	rainbow		
(ii)	tea	cup	.....	
(iii)	wrist	.....	.....
(iv)	arm	.....	.....
(v)	earth	.....	earthworm		
(vi)	.....	.....	sunflower		
(vii)	table	cloth	.....	
(viii)	note	.....	notebook		
(ix)	.....	.....	earring		
(x)	tooth	.....	.....



2. Rearrange the letters to form a meaningful word from the poem. Write them in the space provided.

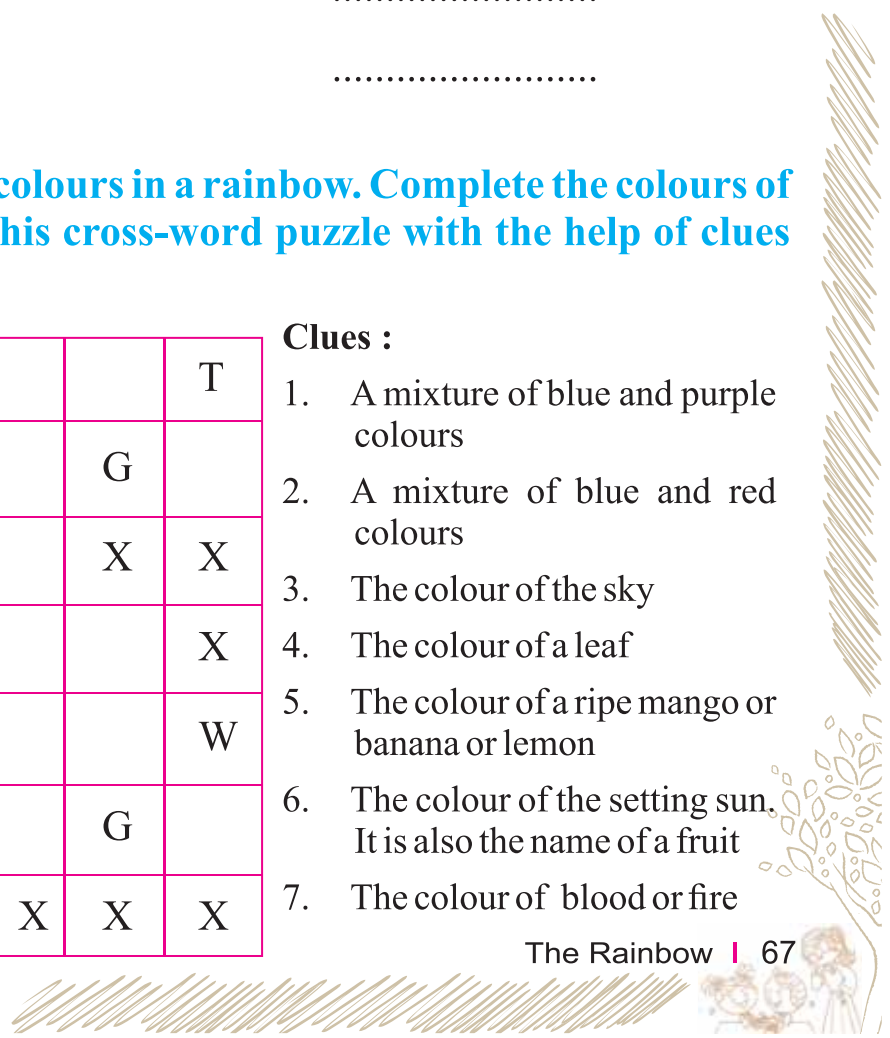
- | | | |
|--------|----------|-------|
| (i) | Sial | SAIL |
| (ii) | vierr | ..... |
| (iii) | sae | ..... |
| (iv) | oduscl | ..... |
| (v) | risebgd | ..... |
| (vi) | nhveea | ..... |
| (vii) | eoptvros | ..... |
| (viii) | owb | ..... |
| (ix) | droa | ..... |

3. There are seven colours in a rainbow. Complete the colours of the rainbow in this cross-word puzzle with the help of clues given below.

1	V		O			T
2	I	N			G	
3	B				X	X
4	G		E			X
5	Y		L			W
6	O	R			G	
7	R			X	X	X

Clues :

1. A mixture of blue and purple colours
2. A mixture of blue and red colours
3. The colour of the sky
4. The colour of a leaf
5. The colour of a ripe mango or banana or lemon
6. The colour of the setting sun. It is also the name of a fruit
7. The colour of blood or fire



4. Given below is a poem on Rainbow written by a child of your age (You can also write one.) Some words and lines in it are missing. Read the poem and fill in the blanks choosing words or lines provided in the box below.

Rainbow !

When and how do you

Come to the

But you live for a short while

And away you fly !

Where from you

Get your

Violet

Red and

Yellowand indigo.

But why don't you live long in the sky ?

..... ?

(Words : colours, orange, blue, rainbow, sky, green.

Line : Why ? Why ? And why ?)



5. (i) Write the opposites of the following words in the space provided. All your answers must begin with an ‘S’.

- | | | | |
|----|-------------|---|--------|
| a. | large | × | small |
| b. | weak | × | S..... |
| c. | fast | × | S..... |
| d. | rough | × | S..... |
| e. | dull | × | S..... |
| f. | curved | × | S..... |
| g. | finish | × | S..... |
| h. | addition | × | S..... |
| i. | complicated | × | S..... |
| j. | mild | × | S..... |
| k. | blunt | × | S..... |

Now, make sentences using the words that you have written in the blanks. Write them in your notebook.

(ii) In small groups, choose a letter of the English alphabet and create an exercise similar to the one above.



Note to the Teacher

- Learners may require support with vocabulary, which can be provided during the activity.
- A dictionary may be brought to the class for reference.

6. (i) Read the following sentences and mark the underlined words.

Boats sail on rivers.

You can also see boats in Chilika Lake.

Chilika is in Puri District.

Radhanath Ray wrote a wonderful poem on Chilika.

The underlined words are naming words:

Boat – name of a thing

Chilika – name of a lake

Puri – name of a place

Radhanath Roy – name of a person

These naming words are Nouns.

Names of people, places, things, animals, birds, etc are Nouns.

(ii) Now, read the following passage and underline the ‘Nouns’ in it.

Cricket is a wonderful game. Master blaster Sachin Tendulkar is a cricket champion. He scored his 100th international century at Mirpur of Bangladesh. He lives in Mumbai. He used powerful bats of a famous company first.



**Note
to the
Teacher**

- Help learners to identify the naming words / Nouns.
- You may help them to identify other nouns like– game, century, bats, company etc.

7. Write answers to the following questions, each in a sentence or two.

(i) What sails on rivers ?

(ii) What sails on seas ?

(iii) What sails across the sky ?

(iv) What builds a road from earth to sky ?

(v) Which things in the poem are made by nature ?

(vi) Which things in the poem are man – made ?



Mental Talk

God-made things are more-beautiful than man-made things.





Let us Do

1. Do you know these colour combinations ? Colour within the outline and write the name of the new colour.

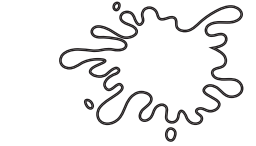


a.

red



blue



p _ _ _ e



b.

yellow



blue



g _ _ _ n

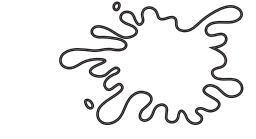


c.

red



yellow

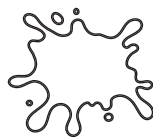


o _ _ _ e

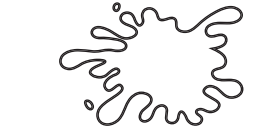


d.

red



white



p _ _ k

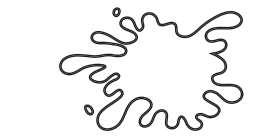


e.

red



black



m _ _ _ n



f.

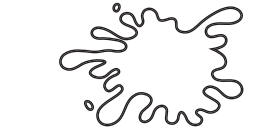
red



yellow



blue



b _ _ _ n



2. The following items, generally found in kitchens, add colour and taste to the food. What colours are they ? Write them in the column. What do you call them in your mother tongue ?

Item	Colour	Name in mother tongue
clove		
cinnamon		
dry chilli		
garlic		
curry leaves		
peppercorns		
fennel seeds		
cumin seeds		
mustard seeds		



Just for Fun

Riddle

I am big, I am small, I am short,
I am tall

I follow you, but not at night.

Unless you are carrying a light.

Who am I ?



6

The Wise Parrot



Pre-reading

Let us Listen

War ended. Some soldiers were defeated. They were sent to prison. After many years they were made free. A British soldier



country on a ship. The ship reached. He got down. His feet touched his motherland. He saw a man selling birds in cages. He went to him, bought all the birds, opened the cages and let the birds fly off into the sky. The birds reached the open sky over the green trees. He danced in joy to see the birds on wings. Tears of happiness rolled down his cheeks. He shouted, 'Freedom is sweeter than sweet pleasure'.

Do you like the soldier in the story? Why?

Because he made the birds in cage, free.

Here is an interesting story for you.

Read it and know who made a caged parrot free.



Note to the Teacher

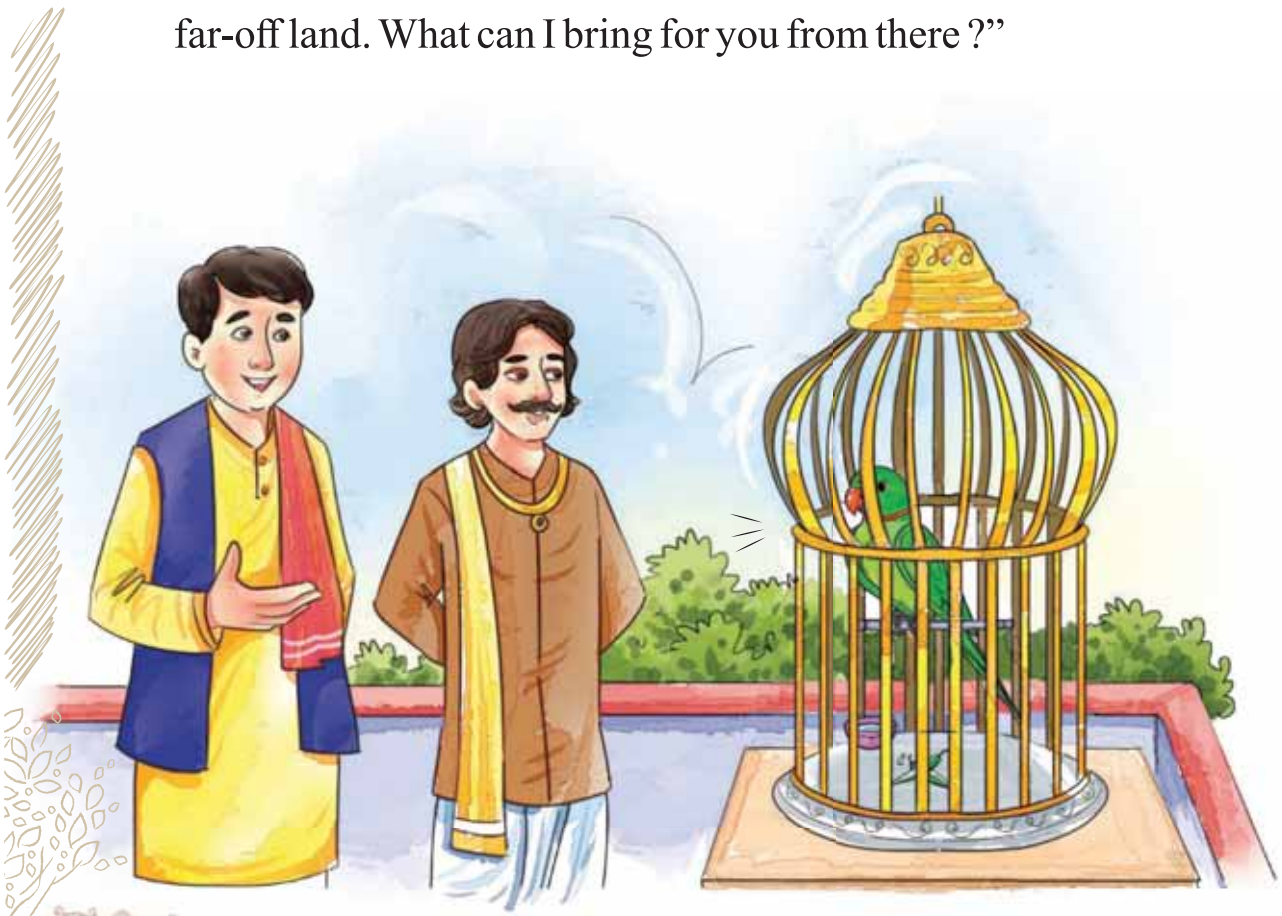
- Tell the story with gestures and action
- Link the story with the text.

The Text



Let us Read

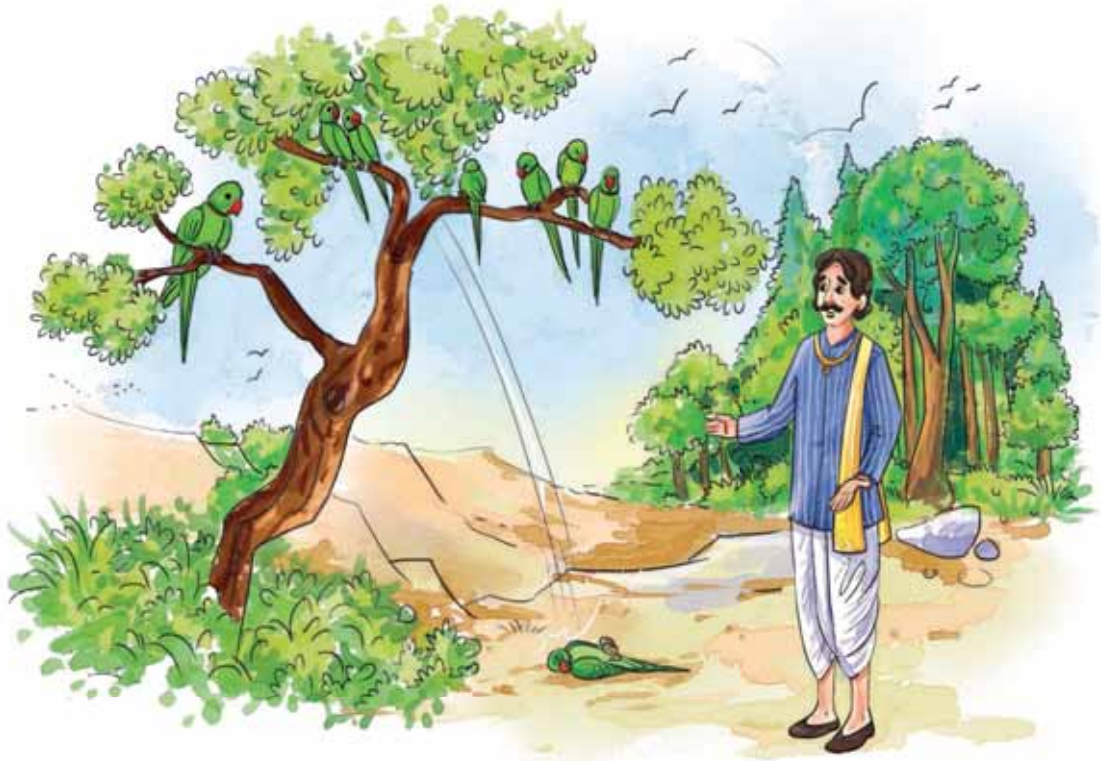
- 1 In a quiet village, a rich merchant kept a bright and talkative parrot in a cage of gold. The parrot had a sharp mind and often pleased the merchant with stories and songs. However, deep inside, the bird longed for the open skies and green trees.
- 2 One day, the merchant decided to travel far away for business. He thought he would do something to please his pet. He walked up to the cage and said, “My beloved parrot, I am about to travel to a far-off land. What can I bring for you from there ?”



3. The parrot replied, “Dear master, you look after my needs so well that I have tasted all the tender fruits and chillies. But, I want to taste the joy of flying in the sky. If you really want me to be happy, please let me fly off into the sky.”



4. The merchant said, “You are very dear to me and I cannot bear to let you go away. Ask for anything else.”
5. The bird sighed. “Since you cannot let me fly, when you see my friends in the jungle tell them that I send them greetings from my cage.”
6. The merchant went off on his travels. One day in a forest, he saw a flight of parrots with the same colour as his pet. He walked up to the tree and said. “O beautiful parrots, I have one of your relatives as a pet and I keep it in a cage of gold. It has sent greetings for you all.”
7. As the merchant finished speaking, one parrot dropped like a stone from the tree and fell on the ground.



8. The merchant was very sad at this. He hurried away from there.
9. On returning home, he went up to his parrot's cage and described all the wonders and the beauty he had seen on his journey, and how a flight of parrots had come to the forest he was visiting.
10. He then told his pet about the message he had sent and with great sorrow, described how one bird had been so shocked that it fell to the ground.
11. As soon as he finished talking, his own pet parrot fell from the perch to the floor of the cage.
12. The merchant couldn't understand how his beloved pet died so suddenly. He reached into the cage and gently took the still warm body of the bird and placed it on the windowsill.

13. As soon as he stepped back, the bird stirred, stretched its beautiful green wings and flew off into the open sky saying. “My friend showed me how I could escape and now I can fly in the sky. Goodbye !”



New Words :

bright	:	clever, able to learn things quickly
far off	:	very distant
a flight of	:	a group of (birds)
long for	:	to want something very much
look after	:	to take care of
merchant	:	a person who buys and sells goods
perch	:	a branch where a bird sits
quiet	:	with very little or no noise
sigh	:	to let out a long deep breath to show sadness
windowsill	:	the bottom shelf of a window





Let us Discuss

1. Where did the merchant live ?
2. What did he keep as a pet ?
3. The parrot pleased the merchant with.....
(A) food (B) gold
(C) stories (D) songs

Tick (✓) correct words.

4. Was the parrot happy in the gold cage ?
5. What did it really want ?
6. The merchant had to travel far away. What for ?
7. The parrot was fond ofand
8. Did the merchant let the parrot go away ? Why ?
9. Who sent greetings ? To whom ?
10. If you were the merchant, would you let the parrot fly away ?
11. Which parrot in the story was wise ?
(A) the parrot in the cage (B) both of the parrots
(C) the parrot in the forest (D) none of the parrots

Tick (✓) correct words.





Post-reading

Visual Memory Development Technique (VMDT) :

Close your eyes and put your index finger on the pictures showing

Whole :

- (a) parrots in the forest
- (b) parrots in the golden cage
- (c) the parrot flew off into the sky

Part :

- (a) his own parrot fell from the perch
- (b) the message he had sent
- (c) on the window sill
- (d) stretched its beautiful green wings
- (e) I can fly in the sky



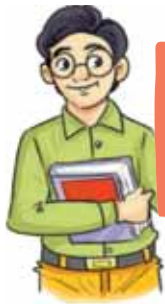
Let us Listen and Speak

1. **Your teacher will read the paragraph given below. Listen carefully. She/he will ask you some questions. Try to answer.**

Birds are beautiful creatures with feathers and wings. Due to many reasons, many types of birds are in danger. To save these birds and their species, bird sanctuaries have been built. There are more than 72



bird sanctuaries in India. The Vedanthangal Bird Sanctuary, located in Tamil Nadu, is the oldest bird sanctuary in India. The Bharatpur Bird sanctuary, located in Rajasthan, is the largest bird sanctuary in our country. Nalbana Bird Sanctuary in Chilika Lake in Odisha is a very important sanctuary for migratory birds.



Note to the Teacher

Ask factual questions based on the above paragraph.

- (i) Bird sanctuaries protect in danger.
- (ii) India has about number of bird sanctuaries.
- (iii) Name : (Write in the box)

(a) the oldest bird Sanctuary in India.

(b) the largest bird Sanctuary in India.

(c) the famous bird Sanctuary in Odisha.

2. Listen and repeat

tail	toil
bail	boil
ail	oil
fail	foil
cane	coin
sail	soil



3. Look at the pictures below. There are two birds. Which bird would you want to be and why? Share your views with the class.



Note to the Teacher

- Encourage the learners to share their views with the class.
- Ensure that the learners pronounce the words clearly, distinguishing between the 'ai' and 'oi' sounds.



Let us Read

1. Read the story and tick (✓) in the box for the right sentences and cross (×) for the wrong sentences.

- | | |
|---|--------------------------|
| (i) The rich merchant kept the parrot in an iron cage. | <input type="checkbox"/> |
| (ii) The parrot was not happy in the cage. | <input type="checkbox"/> |
| (iii) The parrot sent gifts for other parrots. | <input type="checkbox"/> |
| (iv) The parrot in the forest fell to the ground and died. | <input type="checkbox"/> |
| (v) The parrot in the forest was wiser than the parrot in the cage. | <input type="checkbox"/> |
| (vi) The merchant looked after the parrot well. | <input type="checkbox"/> |
| (vii) The merchant put the Warm body of the parrot on a chair. | <input type="checkbox"/> |



2. Match the characters (Who) in Column – A with their statements (What) given in Column – B.

A Characters (Who said)	B Statements (What)
Merchant	<ul style="list-style-type: none"> ● want to taste the joy of flying in the sky.
The parrot in the cage	<ul style="list-style-type: none"> ● You are very dear to me. ● It has sent greetings for you all.
The parrot in the forest	<ul style="list-style-type: none"> ● My friend showed me how I could escape. ● I cannot bear to let you go away.

3. Read the text again. You can find four pictures given for four situations. The situations are given below in a table. Write the picture number in the blank boxes.

Situations	Picture No.
One parrot dropped like a stone from the tree and fell on the ground.	
The merchant said to the parrot that he could not bear to let him go away.	
The parrot became free and flew in the sky happily.	
The merchant asked the parrot what he should bring for him.	





Let us Write

1. Here are some groups of words from the story, 'The Wise Parrot'. But they are not in correct order. Arrange them as you see them in the story. Write the serial number in the box.

<input type="checkbox"/>	one parrot fell to the ground
<input type="checkbox"/>	seemed dead
<input type="checkbox"/>	parrot in a golden cage
<input type="checkbox"/>	flew off into the sky
<input type="checkbox"/>	pet parrot got the sad news
<input type="checkbox"/>	greetings to his friends
<input type="checkbox"/>	fell to the floor of the cage
<input type="checkbox"/>	not happy
<input type="checkbox"/>	heard the message
<input type="checkbox"/>	put the body of the bird on the windowsill

2. Match the word groups under 'A' with the words under 'B' correctly.

A	B
a flight of	sheep
a pack of	parrots
a bouquet of	wolves
an army of	flowers
a flock of	bees
a bunch of	ants
a swarm of	keys



3. • Birds fly.
• Nikhil flew his kites.
• The parrot has flown away.

The underlined words are different forms of 'fly'.

'Fly' is a verb or action word. We use it in 3 forms.

Form 1 is fly, form 2 is flew, form 3 is flown.

In other words form 1 is verb 1 (V_1), form 2 is verb 2 (V_2) and form 3 is verb 3 (V_3)

Every English verb has 3 forms – V_1, V_2, V_3

In sentence 3, V_3 of 'fly' is used after 'has'.

V_3 is usually used after has/have/had.

Use 3rd form of the verb in brackets and complete the sentences.

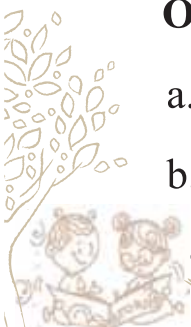
- (i) I have(finish) my homework.
(ii) My friend has(send) me a gift.
(iii) I have(taste) honey.
(iv) Aditya has (write) a letter to his friend.
(v) Mr. Mohanty has (teach) us English.
(vi) My father has(buy) a pen for me.
(vii) We have (play) cricket.

4. The following words have been rearranged into sentences. Choose the correct option and put a tick (✓) mark.

- (i) hunts/ night / the / silently / tiger / at**

Options :

- a. The tiger hunts silently at night.
b. Tiger hunts the silently at night.



c. Hunts the tiger at night silently.

(ii) elephants / in / forests / live / large / groups / in

Options :

- a. Elephants live large in groups forests.
- b. In groups large elephants live in forests.
- c. Elephants live in large groups in forests.

(iii) web / a / spider / carefully / its / weaves

Options:

- a. A spider carefully weaves its web.
- b. Spider carefully weaves its web a.
- c. Carefully a spider weaves web its.

(iv) crocodile / waits / the silently / river bank/ the / near

Options :

- a. Crocodile waits the silently the near river bank.
- b. The silently crocodile waits near the river bank.
- c. The crocodile waits silently near the river bank.

(v) a / swims / turtle / slowly / in / ocean / the

Options :

- a. A turtle swims slowly in the ocean.
- b. Swims turtle slowly an ocean in.
- c. The ocean swims a slowly turtle in.



5. Write answers to the following questions, each in a short sentence or two.

(i) What was the parrot like ?

(ii) What did the parrot do to make its master happy ?

(iii) What did the merchant give the parrot to eat ?

(iv) Who did the merchant see in the forest ?

(v) Who helped the parrot to be free from the cage ?



Mental Talk

Riches cannot buy freedom.





Let us Do

1. A bird feeder is an object used to keep food for birds. You might have seen bird feeders placed outdoors in balconies, gardens, or parks to attract and feed birds. They are filled with seeds, grains, or nuts and placed in safe locations to help birds find food easily.

a. Look at the pictures of bird feeders given below and try to identify the material used to make them.



These materials are easily available in our homes.



- b. Make a bird feeder with the material of your choice. Fill it up with water, seeds, and grains like millets. With the help of your parents, place it at an appropriate location outside your house.

Happy feeding !

2.



parrot



macaw



sparrow



crow



ostrich



seagull



pigeon



flamingo



weaver bird



tailor bird

Choose any two of the above and find out a few interesting facts about them.

Just for Fun

Riddle

What always runs, but never walks
Often murmurs, never talks
Has a bed, but never sleeps
Has a mouth, but never eats.
What is it ?

Self-assessment 1

1. You may select more than one box for each point.

I can recite the poems with gestures

- by myself.
- in a group.
- by repeating after my teacher.
- None of the above. I like reading poems quietly.

2. I can understand the new words

- by using a dictionary.
- after listening to my teacher's explanation.
- by reading with my classmates in groups.
- by reading the entire sentence again.
- by looking at the pictures.

3. I can answer the questions

- in my mother tongue.
- in English.
- in English with a few words of my mother tongue.
- in my mother tongue, with a few words of English.



4. I can write a paragraph

- by myself.
- after following my teacher's instructions.
- after reading my friends' work.
- with my teachers'/friends' help.

5. I was able to do all the activities

- by myself.
- with the help of my teacher.
- with the help of my classmates.
- with the help of my family members.



Note to the Teacher

- The assessment sheet should be filled by the learners.
- Teachers may include this as a part of their learners' progress trajectory.





Fit Body, Fit Mind, Fit Nation



Pre-reading



Hop a little,
Jump a little,
One, two, three.



Skip a little,
Run a little,
Tap one knee.



Bend a little,
Stretch a little,
Nod your head.



Yawn a little,
Sleep a little,
in your bed.



Note to the Teacher

- Sing the rhyme with action once or twice. Students listen to you.
- Sing stanza 1 with action. Children follow you.
- Teacher and class sing and act out the rest part of the rhyme in the same way.
- Link the rhyme with the lesson and proceed with While-reading.

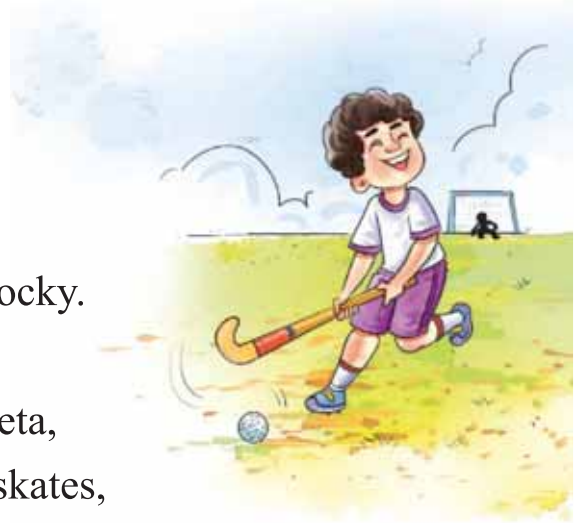
The Text



Let us Recite



Active boy Anant,
plays the game of hockey,
even when the ground is rocky.

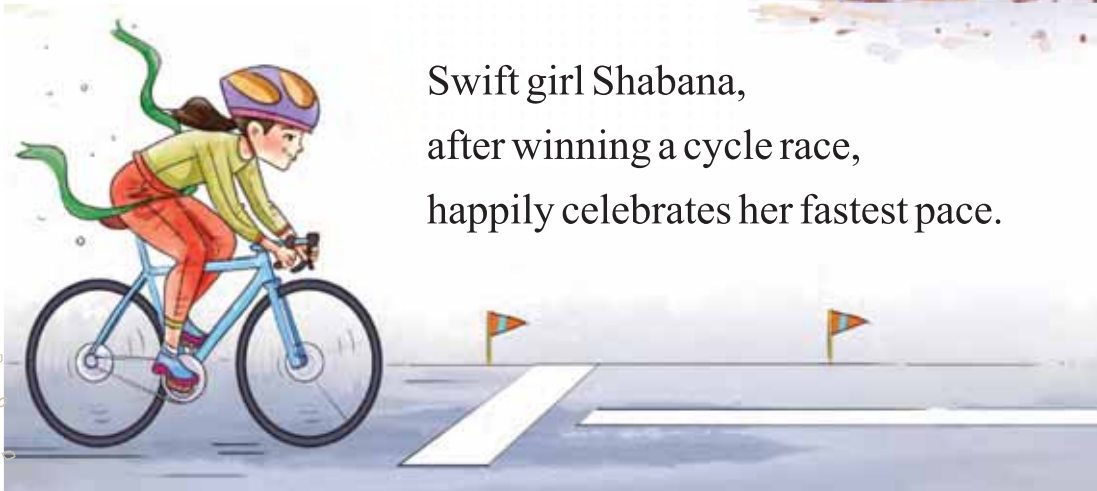


Graceful girl Geeta,
practises on her skates,
and learns daily from her mistakes.

Little boy Lalit,
proudly plays a guitar,
while his friend joins him
with a sitar.



Swift girl Shabana,
after winning a cycle race,
happily celebrates her fastest pace.



And then there is me,
musical Meena,
singing in rhythm.



Cheerful children everywhere,
playing is a joy !
for every girl and boy.



Note
to the
Teacher

- Read the poem about two times, students listen with their books closed.
- Ask a few general questions to check the learners' listening comprehension, such as:
What is the poem about ?
What colour is the bicycle ?
Tell some words you have listened in the poem.
- Read the poem aloud for the third time and the fourth time. Students will listen to and follow the poem in their books.
- Allow students to read the poem aloud two times and help them if they needs.
- Allow students to read the poem silently and understand.
- Ask comprehension questions after they have completed silent reading.

New Words:

active	:	smart and prompt
celebrate	:	take part in special, enjoyable activities
graceful	:	beautiful
pace	:	a step taken
proudly	:	with pride, with a feeling of deep pleasure
rhythm	:	a regular repeated sound
swift	:	prompt



Let us Discuss

1. Which game does Anant play ?
2. Which musical instruments are mentioned in the poem ?
3. Who practises on her skates ?
4. Who learns daily from her mistakes ?
5. What does Lalit play ?
6. What does his friend join Lalit with ?
7. What does Shabana celebrate ?
8. Who sings in rhythm ?
9. What games do you play at your school ?
10. Which game do you enjoy more – playing an indoor game or an outdoor game ?
11. Shabana celebrates her fastest pace after winning – (Tick ✓ the correct choice.)
 - (a) hockey
 - (b) skating
 - (c) guitar
 - (d) a cycle race



Post-reading

Visual Memory Development Technique (VMDT) :

Whole	:	guitar hockey cycle race musical meena
Part (Stanzas – 1 and 2)	:	active Ananta graceful Geeta ground is rocky skates learns daily from her mistakes



Let us Listen and Speak :

Your teacher will read out the poem. Listen to him/her carefully, and correct the wrong word in each of the following lines.

1. Ananta plays football.
2. Geeta practises on her skipping.
3. Lalit plays the sitar.
4. Shabana has won a running race.
5. Meena is dancing in rhythm.



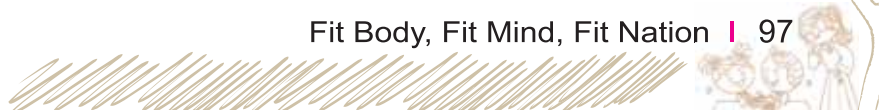
Let us Read :

1. Read this passage. This is a very good game for keeping out body mind fit and fine.

In this game, there are two teams. One player from the first team crossing into the second teams's side while chanting the name of the game continuously without taking a breath ! The goal is to touch as many players as possible and return to their side before being caught. If the player is caught, the other team scores.

Can you guess the name of the game ?






Write the name in the box.



2. Read the text again and match the describing words under 'A' with the names given under 'B'. One is done for you.

A	B
musical	Lalit
active	Geeta
little	Shabana
graceful	Meena
swift	Anant

3. Match the picture under 'A' with the names of musical instruments under 'B'. One is done for you.

A	B
	flute
	harmonium
	guitar
	violin
	tabala





Let us write

1. Match the words in column A with the words in column B One has been done for you.

A

blue

hardworking

green

rocky

healthy

B

leaves

sky

children

vegetables

road



Note to the Teacher

Words under column A are describing words (Adjectives) and similarly, words under column B are naming words (Nouns)

2. Fill in the blanks with the naming words that suit the describing words.

happy

red

sweet

beautiful

3. Write the describing words for the naming words.

.....

mangoes

.....

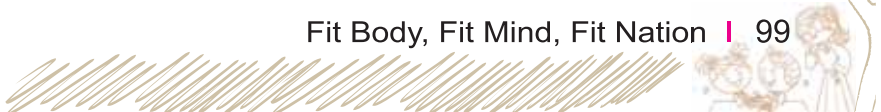
baby

.....

nation

.....

winner



4. Look at the picture and fill in the blanks with words that have double letter.

Example

Village has 'll' in it.

This is my pet

It loves to eat

It is in colour.



5. List seven things of your house that have double letters in their spellings. Do it in pairs.

For example :

s p o o n

a)

b)

c)

d)

e)

f)

g)



6. Write rhyming word for each of these words.

- (i) hockey
- (ii) skates.....
- (iii) guiter.....
- (iv) race
- (v) joy

7. The lines below are from the last two stanzas of the poem. But they are not in the right order. Arrange them in order and put the lines in two separate stanza.

for everyday girl and boy

musical Meena

playing is a joy !

And then there is me

Cheerful children everywhere

singing in rhythm

.....

.....

.....

.....

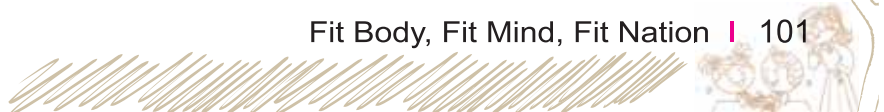
.....

.....

.....

.....

.....



8. Given below are the names with pictures of famous persons of our country. Match the pictures under Column – A with the fields they are popular in, under Column – B.

A



B

freedom fighter

international cricketer

hockey champion

playback singer

chess champion

father of Odissi Dance

Olympic sprinter

Now complete the following paragraph using right words you have matched.

.....is a hockey champion.

Lata Mangeshkar is a

.....is an international cricketer.

Padmini Rout is a

Kelucharan Mohapatra is the

..... is an olympic sprinter.

Veer Surendra Sai is a.....

9. Write answers to the following questions, each in a sentence as two.

(i) What game does Anant play? Where?

.....

(ii) What does Geeta practise?

.....

(iii) Who plays the guitar and the sitar?

.....

(iv) What does Shabana do after running a cycle race?

.....

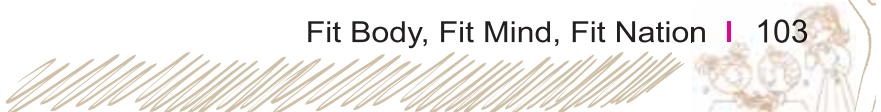
(v) What is Meena?

.....



Mental Talk

Games, sports and music keep our body and mind fit.





Let us Do

1. Read the following sentence. Notice the underlined describing words used for the children.

Active Ananta plays hockey.

Graceful Geeta practises skates.

Little Lalit plays a guitar.

Swift Shabana rides a bicycle.

Now write the names of your class-mates and one describing word for each. One is done for you as example.

Sl. No.	Name of your friend	Describing word	Describing word + Name
1.	Saroj	sincere	sincere Saroj

Just for Fun

Riddle

Big creatures can get into me,
but not the small ones.





The Lagori Champions



Pre-reading

Two teams are necessary for any game. The number of players in a team is different for different games. Complete the following table with the number of players in a team for each game.

Game		Number of players in a team
football		
cricket		
hockey		
volleyball		
basketball		
badminton	singles	
	doubles	



Help box 1, 2,
5, 6, 11

Here is a game played by two teams. Who won ? Who lost ?

Let's read and know :

The Text



Let us Read

Part-I

Prakash : Ravi ! How're you ?

Ravi : I'm fine, Prakash ! Let's go and play outside; it's a sunny day.

Prakash : Yes, let's go.

(Ravi and Prakash went to the children's park near their house. A few children were playing there. They waved at Ravi. Ravi waved back and introduced Prakash as his cousin to all his friends. After playing for a while, they started talking.)



Guneet : Tomorrow is the Lagori match. We should include Prakash in our team; he's a good runner.



Deepa : Yes, he is quick.

Prakash : Will somebody please tell me what this Lagori match is about?

Nidhi : Look ! Imran is here. He is also a champion of this game. He will explain.

Imaran : In Lagori seven flat stones are stacked one on the other. After that, one team knocks down the stones with a ball, and the other team tries to rebuild the stack while avoiding the ball thrown by the members of the first team or the opponent team.



Guneet : Do you know, Prakash, our Lagori team is called by the name of Sundarpur Tigers and our friend Deepa is our captain.

Ravi : No doubt ! She runs fast !

Nidhi : Ravi, tell him about our opponent team.

Ravi : Yes, Prakash, we are playing this match with the 'Green Warriors' team from the nearby village.

Deepa : We have to tell Prakash about the game rules also.

Prakash : Yes, please tell me.



Imran : The field is marked with a boundary. The players should not go beyond the boundary. Seven flat stones are stacked one on the other, in the centre of the field.

Ravi : It seems we are all ready for the match.

Part – II

(The next day, all children gathered for the match. The referee blew the whistle and Deepa took the first shot. She threw the ball straight at the stack, and the stones scattered. Everyone cheered. The Sundarpur Tigers began to rebuild the stack of stones. The Green Warriors took the ball and aimed to hit the Sundarpur Tigers. Ravi stacked



two stones and ducked when the ball was about to hit him. Deepa added a stone to the pile while a Green Warrior threw the ball at Guneet and Deepa.)

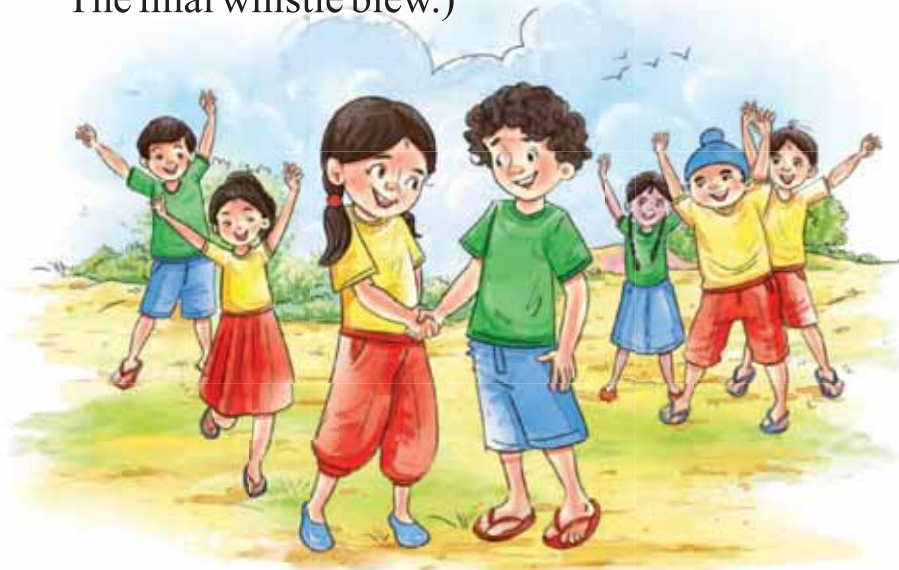
Imaran : Deepa, watch out ! Here comes the ball.

Deepa : Thanks Imran ! I dodged the ball just in time.

(Nidhi came running. She placed the fourth and fifth stones and ran away from the ball.



Ravi came running with sweat all over his face. He put the sixth stone in place. Only one stone was left to be placed. The Green Warriors tried one last time to hit Ravi with the ball. Before that, Prakash came and set the seventh stone on top. The final whistle blew.)



Referee : The Sundarpur Tigers have won !

(The match was over. The players from both teams shook hands and thanked each other for a good game. The villagers clapped and cheered for both the teams. The referee lifted the hands of the both the captains and everyone celebrated with laughter and joy.)

Deepa : That was so much fun ! Even better than our video games !

Ravi : Indeed ! We should play our traditional games more.



New Words :

avoid	: stop
dodge	: quick movement to avoid something
duck	: move down head quickly
introduce	: to tell about someone meeting for the first time.
knock down	: push down
opponent	: one who plays against somebody.
rebuild	: set right again, put in place.
scatter	: drop in different directions
stack	: a neat pile of something
traditional	: old and common
warrior	: fighter, competitor
wave at	: move hand from side to side in the air



Let us Discuss

1. Who took part in the Lagori match ? Tick (✓) their names in the box below.

Prakash	Deepa	Imaran
Ravi	Nidhi	Referee
Guneet		

2. How many teams play the Lagori match ?
3. What do the players need to play the Lagori game ?
4. What kind of stones are used in this game ?
5. Name the teams who played in the match.

6. Who blew the whistle to start the match ?
7. What did Prakash do before the final whistle ?
8. Who shook hands at the end of the match ? Why ?
9. What did the villagers do after the Sundarpur Tigers won the match ?



Post-reading

Visual Memory Development Technique (VMDT) :

Whole : picture of the childrens park
the opponent team
seven flat stones
Green Warriors
Sundarpur Tigers
final whistle
teamwork

- Part – (Part–II)**
- All children gathered for the match.
 - Green Warrior threw the ball
 - traditional games
 - The players of both teams shook hands.
 - The Sundarpur Tigers have won the match.



Let us Listen and Speak :

1. Your teacher will read out short sentences for you. Each sentence has one word in it which is different from the rest. Say the word that does not fit in each sentence.

- (i) I'm learning the rules of different sports like football, basketball, reading, running and swimming.



- (ii) After school in the playground, we play Gilli Danda, hide and seek, swimming, hopscotch, skipping and hockey.
- (iii) My brother likes to play Kabaddi, basketball, badminton, kho-kho, knitting and Lagori.
- (iv) In the sports class, we get training for climbing, sprinting, jumping, stretching and writing.
- (v) We use a ball while playing cricket, hockey, skipping, tennis and volleyball.

2. Speak to your playmates and find out who

Enjoys outdoor games	Enjoys riding a bicycle	Likes art	Loves to do gardening	Loves to eat pomegranate
.....
Likes to eat vegetables	Is born in December	Favourite colour is Grey	Favourite candy is chocolate	Has visited a sports stadium
.....
Do yoga everyday	Likes to read	Is an only child	Likes to play games	Is a good swimmer
.....
Has a bat or ball	The first name starts with an "M"	Has a badminton racquet	Who loves to play Lagori or Satoliya	Has seen India Gate
.....

3. Talk about any one community game or match organised in your village/locality/colony. Have you participated in it?



Let us Read

1. Read 'The Lagori Champions' once again.

Number the sentences in order as per the events given in the story.

- (i) The Sundarpur villagers lifted the hands of both the captains and everyone celebrated.
- (ii) The Green Warriors took the ball and aimed to hit the Tigers.
- (iii) Nidhi threw the ball with precision, and the stones scattered.
- (iv) Cheers came from the Tigers' side.
- (v) All the players from both the team shook hands and appreciated each other for a good game.
- (vi) The referee blew the whistle and Nidhi took the first shot.
- (vii) The Sundarpur Tigers began to rebuild the stack of stones.

2. Read the following statements carefully. Put a tick (✓) mark in the box for the correct statement and a cross (×) mark in the box for the wrong statement. One is done for you.

- (i) Ravi introduced Prakash to all his friends.
- (ii) Prakash is a good runner.
- (iii) Imran cannot play Lagori well.
- (iv) Guneet was the captain of 'Sundarpur Tigers' team.
- (v) Prakash set the final stone on top.
- (vi) The Green Warriors won the match.



3. Circle the opposite word of the word in bold letters in each sentence below. One is done for you.

(i) The students built a **large** sand castle together during recess.

- (a) huge (b) big (c) **small**

(ii) The school teachers watched the cricket match for a **long** time.

- (a) short (b) deep (c) late

(iii) Manisha coloured the **margin** of the page.

- (a) boundary (b) border (c) centre

(iv) The merchant had a **beautiful** parrot.

- (a) attractive (b) ugly (c) nice

(v) It is **hot** day.

- (a) sunny (b) bright (c) cold

(vi) Let's go **outside** to play.

- (a) out (b) outdoor (c) inside

(vii) Deepa runs **fast**.

- (a) slowly (b) quickly (c) speedy



Let us Write

Word Treasure Hunt

1.A. Some words from the story are hidden in the word grid below. One word has been done for you. Find at least six words in the box.

S	S	W	E	A	T	R	T	W	Y
T	A	T	W	G	R	E	E	A	N
A	D	E	A	N	U	F	A	V	B
C	O	L	R	I	N	E	M	E	W
K	D	T	R	P	N	R	W	D	E
E	G	S	I	P	E	E	O	N	L
D	E	I	O	I	R	E	R	K	B
P	D	H	R	R	O	I	K	E	G
Z	B	W	S	D	U	Y	L	N	E
V	P	I	N	C	L	U	D	E	F

Use these words in sentences of your own.

2. A sentence is a group of words that has a complete meaning and makes sense. It begins with a capital letter and generally ends with a full stop.

Example :

- Nidhi came running.
- Only one stone was left to be placed.

Rearrange the words to form meaningful sentences.

(i) boundary / field / is / the / marked / a / with

.....

(ii) looked / Prakash / at / surprise / everybody / with

.....

(iii) peacock / saw / a / dancing / I / the / in / rain

.....

(iv) white / there / and / grey / are / the / clouds / sky / in

.....

(v) fresh / need / every day / water / plants

.....



3. A sentence that asks something is a question. It begins with a capital letter and ends with a questions mark ?

Example :

- What is your name ?
- Where is Sanjana sitting ?

There are some sentences below Tick (✓) the questions in right boxes.

	Questions
(i) My name is Sonam.	<input type="checkbox"/>
(ii) What is your name ?	<input type="checkbox"/>
(iii) Where do you stay ?	<input type="checkbox"/>
(iv) This flower is beautiful.	<input type="checkbox"/>
(v) My shirt is blue in colour.	<input type="checkbox"/>

4. Read the following sentences and notice the underlined words.

- The referee blew the whistle and Deepa took the first shot.
- Nidhi placed the fourth and fifth stones.
- Ravi came and put the sixth stone in place.
- Prakash came and set the seventh stone on top.

The words first, fourth, fifth, sixth, seventh are number words.

These number words describe naming words or nouns. We call such words **Ordinal numbers**. Ordinal numbers come from **Cardinal numbers**, which are basic counting numbers like 1, 2, 3, ... Cardinal numbers tell 'How many ?' Ordinal numbers tell 'Which one ?'

Fill in the blanks with a Cardinal or Ordinal number.

- (i) A week has.....days.
- (ii) January is the.....month of the year.
- (iii) India is the.....country to send Chandrayan to Moon.
- (iv) Next week, Ayushman will be 17. It will be his..... birthday.
- (v) Chandan stands.....in the class.
- (vi) There are.....months in a year.
- (vii) Lal Bahadur Shastri was the.....Prime Minister of India.

5. Let's unscramble the letters as per the meaning of the words given.

- (i) Hint : “a place or region beyond a boundary”

DEOTIUS

- (ii) Hint : “to raise your hand and move it from side to side as a way of greeting someone”

VEAW

- (iii) Hint : “a sports competition or event in which two people or two teams compete against each other”

HMTAC

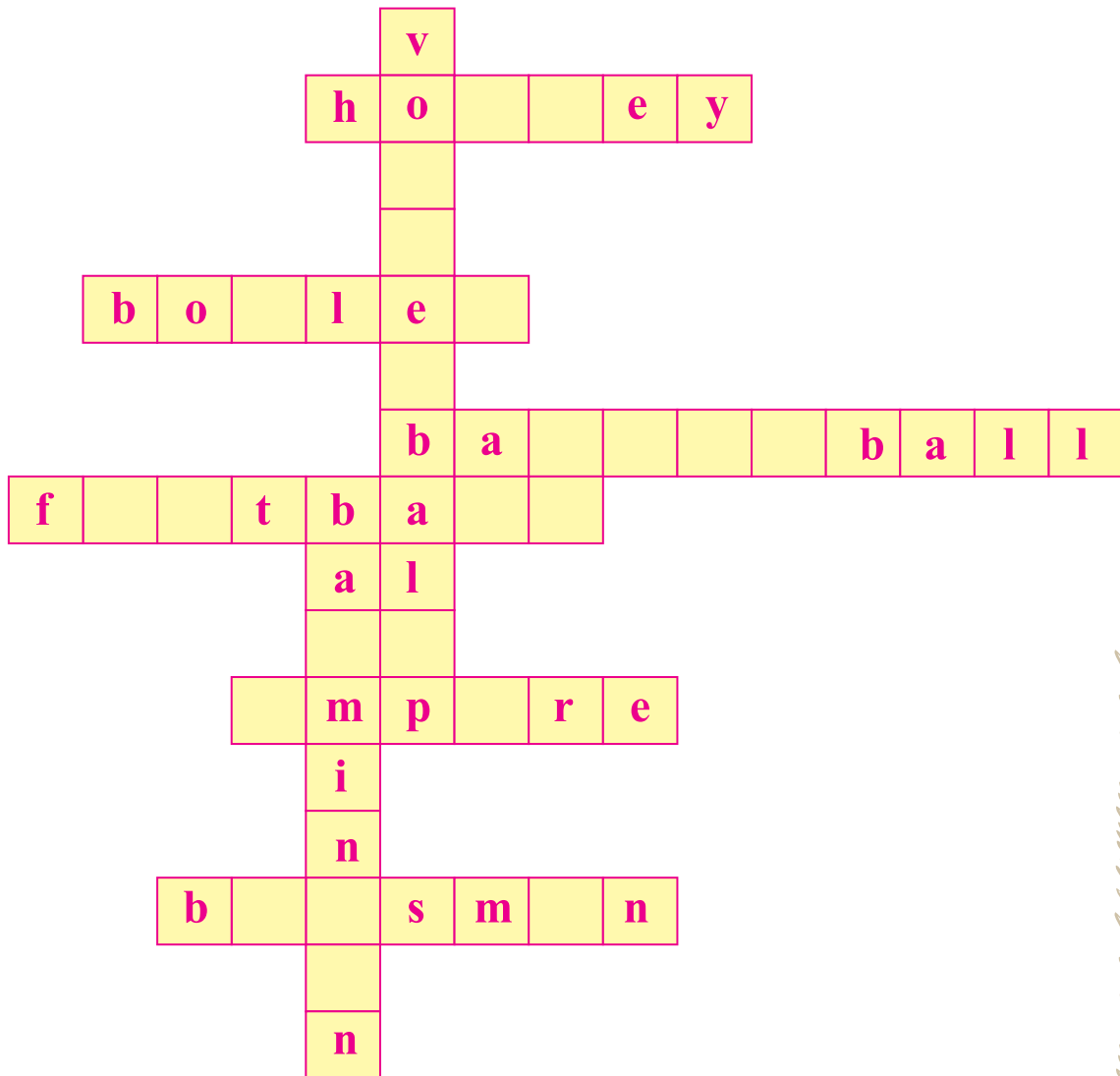
- (iv) Hint : “a child of a person’s aunt or uncle”

IOUNSC

Note
to the
Teacher

Children often have the habit of using terms like “cousin brother” or “cousin sister”. The teacher may enlighten the students that it is grammatically incorrect, as “cousin” is a common gender.

6. Fill in the blank boxes with right letters to make words related to games.



7. Write answers to the following question, each in a sentence or two.

(i) What is Lagori ?



(ii) How many and what kind of stones are used in Lagori ?

(iii) What are the play things players need in a Lagori game ?

(iv) Who blew the whistle to start the match ?

(v) Who shook hands at the end of the match ? Why ?



Mental Talk :

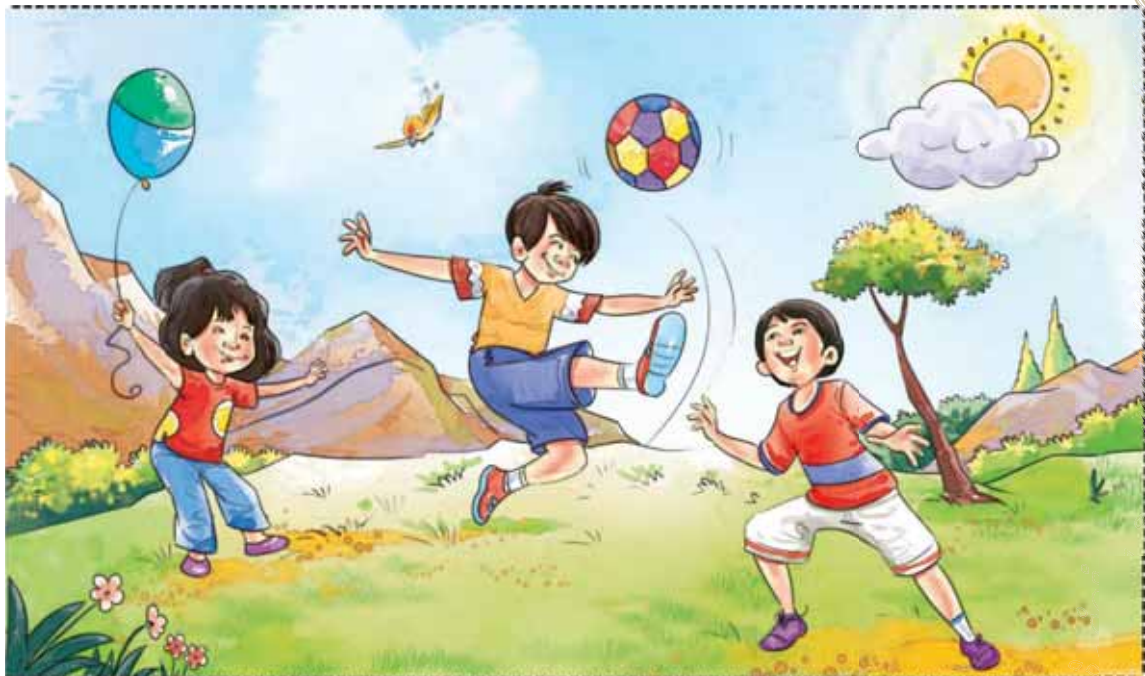
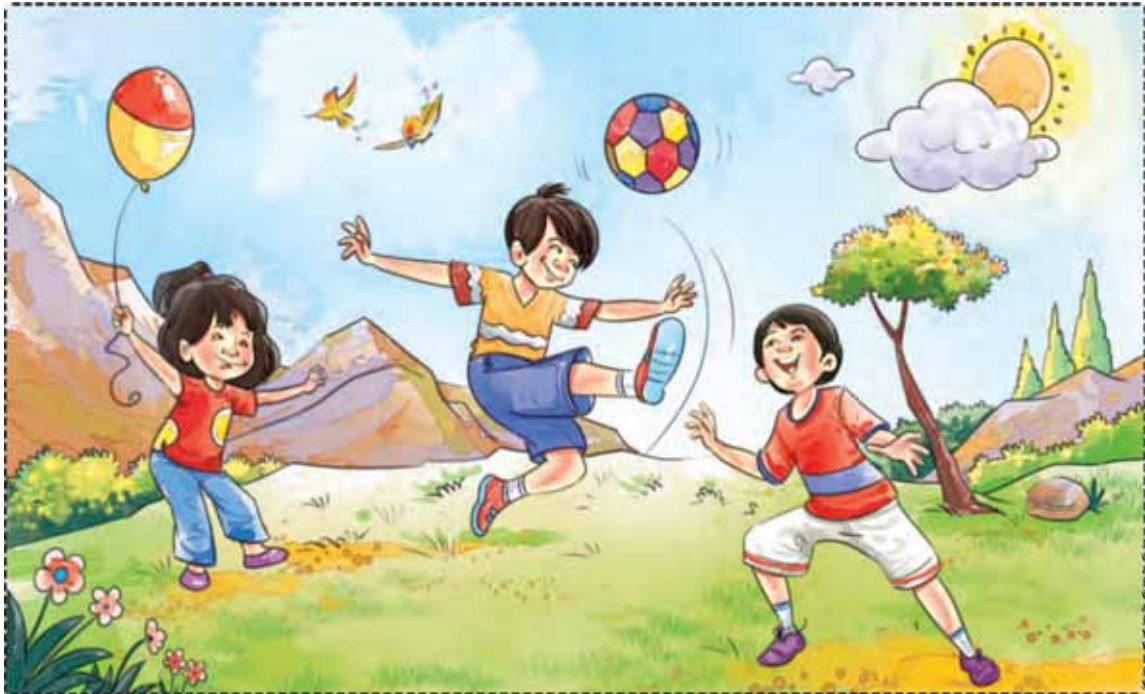
We should play our traditional games more. They are full of so much fun and joy !





Let us Do

1. Point out the eight differences between the two pictures given below.



2. Write the names of your best 10 friends in the following table. Ask them about their favourite games. Put (✓) tick marks for their liking games and cross (×) marks for the games which they don't like.

1
2
3
4
5
6
7
8
9
10

Sl. No	Name of your close friends	Football	Volleyball	Cricket	Hockey	Puchi	Kabaddi	Hide & Seek	Skipping

Just for Fun

Riddle

I can be slow,
or I can be fast.
I am important for runs,
I need to last.



9

The Swing



Pre-reading



1. Who are there in the picture ?
2. Where are they ?
3. They are playing on a swing. Can you say which festival of Odisha comes to your mind ?
4. Have you ever played on a swing ?
Do you enjoy the game ?
Here is a poem 'The Swing'. Let's read and enjoy.



Note to the Teacher

- Talk about the picture
- Ask the questions and introduce the poem.

While-reading

The Text



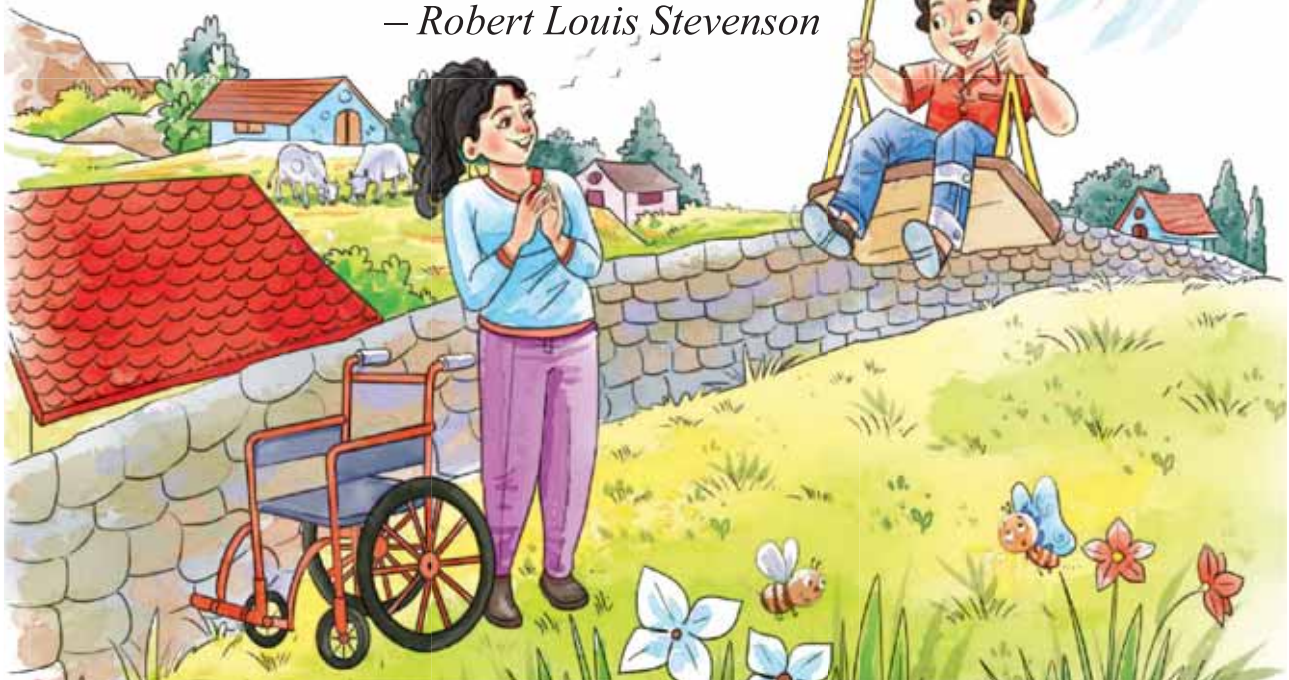
Let us Recite

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing,
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all,
Over the countryside.

Till I look down on the garden green,
Down on the roof so brown,
Up in the air I go flying again,
Up in the air and down!

– Robert Louis Stevenson





Note to the Teacher

- Read the poem about two times, students listen with their books closed.
- Ask a few general questions to check the learners' listening comprehension, such as:
 - What is the poem about ?
 - Who is playing on the swing ?
 - Tell some words you have listened in the poem.
- Read the poem aloud for the third time and the fourth time. Students will listen to and follow the poem in their books.
- Allow students to read the poem aloud two times and help them if they need.
- Allow students to read the poem silently and understand.
- Ask comprehension questions after they have completed silent reading.

New Words :

cattle	:	cows and oxen
countryside	:	village area
pleasantest	:	happiest, enjoyable
the air so blue	:	sky



Let us Discuss

1. Who is 'I' in the poem ?
2. What is he playing ?
3. What does he see when he goes up ?



4. What does he see when he comes down ?
5. What does he see over the wall ?
6. What does he see from the wall ?
7. How does he feel when in a swing ?
8. What colour is the garden ?
9. What colour is the roof ?
10. What is there round the garden ?
11. “In the expression the air so blue” ! ‘the air’ means.....

Fill in the blank using the correct answer from the box.

the river, the sky, the trees, the garden.



Post-reading

Visual Memory Development Technique (VMDT) :

Whole : going up and down in the swing
seeing the countryside from the swing.

Part : (stanza-2) trees, roof, garden, river, cattle, the wall



Let us Listen and Speak :

1. **Chain drill :** Teacher leads the activity

Students practise these sentences in turn.

S₁ : I like to go up in a swing.

What about you ?

S₂ : I like to come down in a swing.

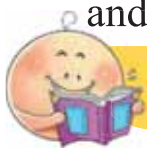


2. Teacher will read out the following rhyming words. Students listen and say the words.

swing	thing
blue	do
all	wall
brown	down
wide	countryside

3. Let us recite :

The class is divided into two groups. One group recites the first line of the poem-The Swing and the second group, the second line and so on.



Let us Read

1. Here are some lines from your poem 'The Swing'. But they are not in right order. Write the serial numbers in the boxes as they are in the poem. Read the poem again and check your answer. One is done for you.

Stanza-1:

Even a child can do !

1 How do you like to go up in a swing,

Oh, I do think it the pleasantest thing,

Up in the air so blue ?

Stanza -2 :

Till I can see so wide,

Over the countryside.

Rivers and trees and cattle and all,

Up in the air and over the wall,



2. Read the words / expressions in Column 'A'. Find them in the poem and write the stanza number in Column 'B' and line number in Column 'C' for each. One is done for you.

A (Word / Expressions)	B (Stanza No.)	C (Line Number)
the pleasantest thing	1	3
the roof so brown		
to go up in a swing		
over the wall		
over the countryside		
rivers and trees and cattle		
on the garden green		
I go flying again		



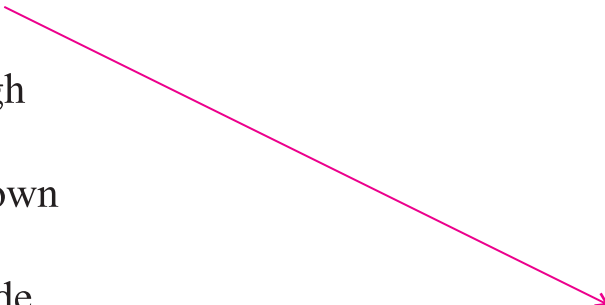
Let us Write

1. Copy the rhyming words in your poem in Column A. Add such two rhyming words in Column B. One is done for you.

(A) Rhyming words in "The Swing"	(B) My words
swing-thing	ring, king

2. Match the 'describing words' under Column – A, with the 'nouns' under – B. One is done for you.

A	B
tall	sky
high	garden
brown	river
wide	tree
green	roof
blue	wall



Now make sentences using matching pairs.

Example : The tree is tall.

.....

.....

.....

.....

.....

.....

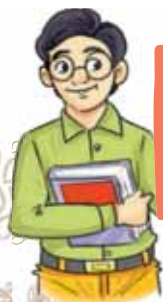
3. Look at the picture carefully.



Fill in the blanks with suitable prepositions from the box.

on, beside, between, above, in front
of, behind, under

- (i) There is a ladybug the two flower pots.
- (ii) A butterfly is flying the flower.
- (iii) A honeybee is sitting the flower.
- (iv) The watercan is the flower pots.
- (v) An ant is walking the leaf.
- (vi) A caterpillar is walking a flower pot.
- (vii) A leaf has fallen the flower pot.



Note to the Teacher

- Revise the concept of prepositions.
- A preposition is a word used before a noun/pronoun to indicate its place, time and direction.

4. Write answers to the following questions, each in a sentence or two.

(i) Who is playing on the swing ?

.....
.....

(ii) What is the pleasantest thing ?

.....
.....

(iii) What does he see over the wall ?

.....
.....

(iv) What colour is the garden ?

.....
.....

(v) Who is 'I' in the poem ?

.....
.....



Mental Talk

The joy of playing in a swing knows no bounds.





Let us do :

1. **Ask students to draw a picture of a swing and colour it.**



2. **Odisha celebrates different festivals in different months. The Raja festival in the month of June adds colour to life. It is observed with pomp and ceremony. To mark the occasion, the young girls wear new clothes, ornaments and play in the swing with the popular folk song “ରଜଦୋଳି ଗୀତ”, Let’s rhyme and chime the song and enjoy. Here is the song.**



ରଜଦୋଳି ଗୀତ

ମାଗୁଣି ମହାପାତ୍ର

ବନସ୍ତେ ଡାକିଲା ଗଜ
ବରଷକେ ଥରେ ଆସିଛି ରଜ,
ଆସିଛି ରଜ ଲୋ
ଘେନି ନୂଆ ସଜବାଜ ॥୧॥

ରାଶିରୁ ଛାଡ଼ିଲା ଚୋପା
ଗୋଡ଼ରେ ନାଇଛୁ ସରୁ ଅଳତା
ସରୁ ଅଳତା ଲୋ
ମଥାରେ ସିନ୍ଦୂର ଚୋପା ॥୨॥

ଉଡ଼ିଲା ଶୁଆ ନାହାକା
ଦୋଳିଟା କାହିଁକି ଲାଗୁଛି ଏକା
ଲାଗୁଛି ଏକା ଲୋ
କାହା ବିନା ଏକା ଏକା ॥୩॥

ପାଚିଲା ଭଉଁଚ କୋଳି
ବେକରେ ନାଇଟି ଗଜରା ମାଳି
ଗଜରା ମାଳି ଲୋ
ଝୁଲାଅ ରଜର ଦୋଳି ॥୪॥



ପଣସ ପାଚିଲା ବନେ
ବନ ପୋଡ଼ିଗଲେ ଦୁନିଆ ଜାଣେ
ଦୁନିଆ ଜାଣେ ଲୋ
ମନକଥା କିଏ ଜାଣେ ॥୫॥

ଶଙ୍ଖ ମଲମଲ ଗିନା
ଦରଦ ଜାଣେଲୋ ଦରଦୀ ସିନା
ଦରଦୀ ସିନା ଲୋ
ବଣିଆ ଚିହ୍ନଟି ସୁନା ॥୬॥



3. Do at home

Here are two tables about celebration of your local festivals. Complete the Tables with suitable ideas/information. You can take the help of others (your family members / friends) to do this activity.

(A)

Sl. No.	Name of the Festival	Month of Celebration		Clothes you wear	Food you eat
		Odia Month	English Month		

(B)

Which Festival you like most and why ?	
Name of the Festival	Why ?

You can answer 'Why' in your mother tongue if you like to.

Just for Fun

Riddle

A gentle push
starts the game,
Onward I move
always the same.
Who am I ?

The Decision of the Panchayat



Pre-reading

Look at the picture and answer the questions.



- What do you see in this picture – a village or a town ?
- The picture shows a meeting of the people in a village.
 - Where is the village headman sitting ?
 - Who are the other people sitting ?
- The people might be talking about some problems in the village.
Can you guess the problem ?

Let's read the story 'The Decision of the Panchayat' and know it.



Note to the Teacher

- Use the picture and discuss the questions with the students and smoothly glide to the topic.

The Text



Let us Read

1. Once upon a time, there lived a farmer in a small village. He had two fields. He used to work very hard. When he prospered, he bought another field. There was a well next to it. Since the farmer needed a source of water for his fields, he bought the well from his neighbour.



The neighbour was a cunning man. He thought of a plan to cheat the farmer.

2. The next day, when the farmer reached the well, he found the neighbour standing there. He refused to let the farmer take water from the well. On asking why, he replied, “I sold only the well to you, not the water. The water still belongs to me. You cannot take it.”



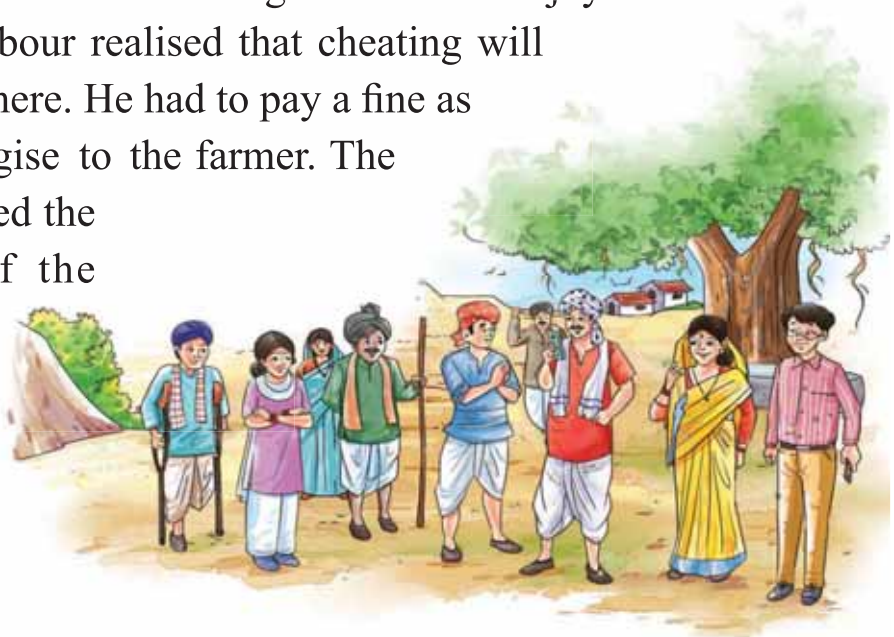
3. The worried farmer didn't know what to do. So, he went to the village chief and told her about his case, and said, "He does not allow me to take the water."

The village chief fixed a day for a meeting of the Panchayat.

4. The day came, and the members of the Panchayat gathered under the banyan tree in the centre of the village. Both the farmer and his neighbour along with most of the villagers were present.
5. The farmer explained the situation to the gathering. The chief asked the neighbour why he had not allowed the farmer to draw water from the well. The cunning man said the same thing again, "I sold only the well to him, not the water in it. The water still belongs to me. So, he cannot take my water."
6. The members of the Panchayat, as well as the villagers, tried to reason with him, but he was adamant. Finally, the Panchayat members discussed the matter among themselves. Then they stood up to give the judgment. The villagers also stood up.



7. The village chief began, “After hearing both sides, we agree that it is right to say that only the well was sold.” The neighbour gave a satisfied smile. “However,” continued the village chief, “if you have not sold the water and the water is yours, then you have no business keeping your water in his well. Remove the water or use it all up immediately. If not, the water will belong to the owner of the well.”
8. The farmer was relieved and gave a shout of joy. The cunning neighbour realised that cheating will not lead anywhere. He had to pay a fine as well as apologise to the farmer. The villagers praised the judgement of the Panchayat.



New Words:

adamant	: refusing to change one's mind or decision
apologise	: to make an apology
cunning	: crafty clever in a tricky way
decision	: the act of deciding judgement
judgement	: a decision made by a group
prosper	: to grow wealthy
reason with	: to make somebody understand giving reasons
relieved	: feeling happy because you are no longer worried
remove	: to take away
worried	: very upset



Let us Discuss

1. Who are there in the first paragraph ?
2. What did the farmer buy from his neighbour ?
3. What was the neighbour like ?
4. What plan did the neighbour think of ?
5. The neighbour did not allow the farmer to take.....
(a) fish (b) soil (c) water (d) vegetables
6. The members of the Panchayat gathered
(a) in the Panchayat Hall
(b) in the village school



- (c) under the mango tree
(d) under the banyan tree
7. Did the neighbour agree to give water to the farmer ?
8. What did the Panchayat members do then ?
9. The final judgement given by the Panchayat was that
- (a) the neighbour has no business keeping his water in the farmer's well.
(b) the neighbour should remove the water or use it all up immediately.
(c) if not, the water will belong to the owner of the well.
(d) all the above
10. Do you like the decision of the Panchayat ? Why ?



Post-reading

Visual Memory Development Technique (VMDT) :

- Whole :**
- The farmer bought the well from his neighbour.
 - The water still belongs to me.
 - The Panchayat sat under the banyan tree.
 - The villagers praised the judgement of the Panchayat.

Part – (Paragraphs 7 and 8)

- a satisfied smile
- only well was sold
- cunning neighbour
- villagers praised the judgement





Let us Listen and Speak

1. Your teacher reads out this passage. Listen to him/her carefully and answer the questions by choosing the correct option.

Sri Ramakrishna Paramahansa

A long time ago, in a small village of West Bengal, there lived a kind and wise man named Sri Ramakrishna Paramahansa. He loved to talk to people about God and taught that all religions are like rivers—they may take different paths, but they all lead to the same ocean. He lived a simple life, wearing plain clothes and eating very little, but his smile and loving words made everyone feel special.

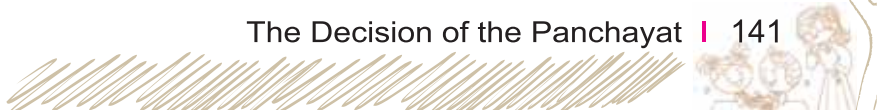
One day, a curious young boy named Naren came to meet him. Ramakrishna saw something special in Naren and became his teacher. He taught Naren about courage, kindness, and how to find peace within.

Naren later grew up to become the famous Swami Vivekananda, spreading his teacher's wisdom to the world. Even today, Ramakrishna's teachings inspire many people everywhere.



(i) **Where was Sri Ramakrishna Paramahansa born?**

- a. in a street of Kolkata.
- b. in a small village of West Bengal.
- c. on a hillock in the Himalayas.
- d. in a forest of Kerala.



(ii) Who was the curious boy that became Sri Ramakrishna's student?

- a. Mahatma Gandhi
- b. Swami Vivekananda (Naren)
- c. Rabindranath Tagore
- d. Sri Aurobindo

(iii) What kind of life did Sri Ramakrishna live?

- a. a life full of luxury
- b. a simple and loving life
- c. a life of travelling
- d. a secretive life

(iv) What did Sri Ramakrishna compare religions to?

- a. the trees in a forest
- b. the stars in the sky
- c. the rivers flowing to the ocean
- d. the books in a library

(v) What did Sri Ramakrishna teach Naren?

- a. to find a teacher
- b. to become wealthy
- c. to travel the world
- d. to find peace

Did You Know?

The Banyan tree is the national tree of India. It can live for over 200 years and grow to cover several acres of land. Its roots grow down from the branches and become new trunks, making it look like a forest all by itself !

2. Try to speak the following lines. Start slow and gradually increase your speed. See how many times you can say each one without stopping or making a mistake.

- (a) Red lorry blue lorry.
- (b) Babli bought beautiful bangles but the bangles broke.
- (c) Rabi read a red book.
- (d) Green glass globes glow green.
- (e) Ten tiny turtles take turns talking.



Let us Read

1. Read the passage carefully and answer the following questions.

You must have seen a neem tree near your house, or near the school, or beside the road. Almost everyone can recognise a neem tree.

The neem is a magic medicine tree because almost every part of the tree is used for medicine.

Sometimes, sick people are given neem juice to drink. People use the twigs of the neem tree as a toothbrush to clean their teeth. Burn some dry neem leaves inside the house and see the mosquitoes disappear! When you store winter clothing or blankets, keep dry neem leaves between them. This keeps insects away. When you store rice, keep dry neem leaves at the bottom of the rice bin. This keeps pests away.

Answer the following questions.

- (i) What is this passage about ?
- (ii) Where can you find neem trees ?
- (iii) Why do you think ‘neem’ is called a magic tree ?



- (iv) What happens when dry neem leaves are burnt ?
- (v) Why do people put neem leaves in clothes and rice containers ?
- (vi) How are neem twigs used ?
- (vii) Find the meaning of the word ‘disappear’ from the following options:
a. appear b. vanish c. grow d. rise
- (viii) Find the word in the passage which means ‘a short stick’:
a. tree b. part c. twig d. leaf

2. Read the words /phrases in the bubble put them in their right boxes. One is done for you.

hardworking, cunning, cheat, adamant,
worried, satisfied smile, fine, apology, a shout
of joy, realised mistakes, two fields, needs
water, farmer, requested to the village chief,
happy with judgement

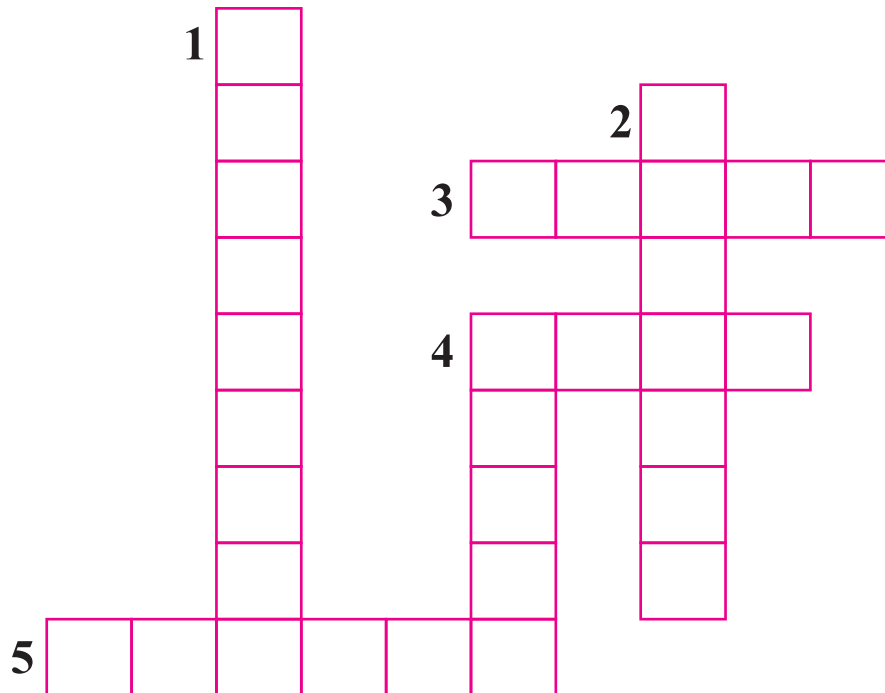
Farmer	Neighbour
	cunning



Let us Write :

1. Read the clues and solve the cross word puzzle. All the words are in your lesson.

CROSS WORD PUZZLE

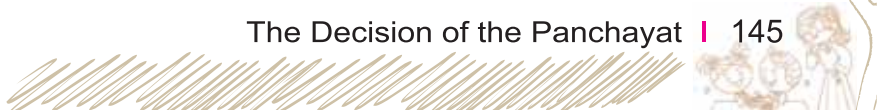


Down :

1. He lives next to our house.
2. The place where people live.
4. We drink it.

Across :

3. Main
4. We see water in it
5. He grows crops



2. Write who said the dialogue to whom.

Sl. No.	Dialogue	Who said ?	To whom ?
a	“I sold only the well, not the water.”		
b	“Remove the water or use it all up immediately.”		
c	“He does not allow me to take the water”.		
d	“If not, the water will belong to the owner of the well”.		
e	“The water still belongs to me”.		

3. If you have not sold the water and the water is yours, then you have no business keeping your water in his well.

In this sentence ‘your water’ can be written as ‘water is yours’.

‘Yours’ is a passive pronoun.

Passive pronouns show ownership or relationship between people and things.

Look at these sentences :

My book is on the table.

The book on the table is mine.

Fill in the blanks with the suitable words from the list below.

theirs, mine, yours, his, hers, ours

- (i) These crayons belong to me. These are
- (ii) The toy train belongs to Nanu. The toy train is.....
- (iii) The house with the red roof belongs to my cousins. The house is.....
- (iv) The little girl has bought a set of bowls to play *Jal Tarang*. The bowls belong to her. The bowls are
- (v) We have a cow with large brown eyes. The cow is
- (vi) You should take better care of your things. After all, they belong to you. The things are

4. Read the following sentence.

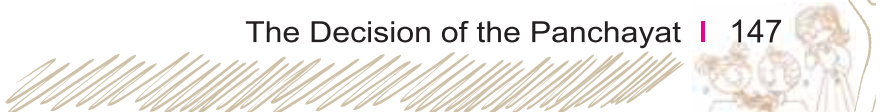
Sanvi is fearless.

The 'less' at the end of the word 'fear' is a suffix.

The suffix -less means 'without'. For example, 'fearless' means 'without fear'.

Complete the following by adding 'less' to the words given below.

Words	+	Suffix	=	New Words
use	+	less	=	.....
care	+	less	=	.....
hope	+	less	=	.....
colour	+	less	=	.....
end	+	less	=	.....
power	+	less	=	.....
home	+	less	=	.....
help	+	less	=	.....
rest	+	less	=	.....



5. Fill in the blanks with correct prepositions given in the box. You may use a preposition more than once.

[before, after, in, under, to, for, from]

- a. The farmer went.....the village chief to tell his problem.
- b. The neighbour did not allow him to take water.....the well.
- c. There lived a farmer..... a small village.
- d. The Panchayat members listened.....both sides coming to a decision.
- e. The farmer bought a well from his neighbour.....buying his third field.
- f. The neighbour was punished.....his dishonesty.
- g. The Panchayat gathered.....a banyan tree.

6. Now that you have completed the sentences above, put these sentences in the right order as you see them in the story.

- a. -----
- b. -----
- c. -----
- d. -----
- e. -----
- f. -----
- g. -----



7. Write answers to the following questions, each in a sentence or two.

(i) Why did the farmer buy the well ?

(ii) Why was the farmer upset ?

(iii) Who called the Panchayat meeting ?

(iv) Who were present in the meeting ?

(v) What did the Panchayat ask the neighbour to do with the water in the well ?

(vi) How was the neighbour punished ?



Mental Talk

Truth wins, not the falsehood.





Let us Do

Point out eleven differences in the two pictures given below. Work in pairs and write down the eleven differences in your notebook.



Just for Fun

Riddle

**What comes fuvice in a week
once in a year
but not in a month.**

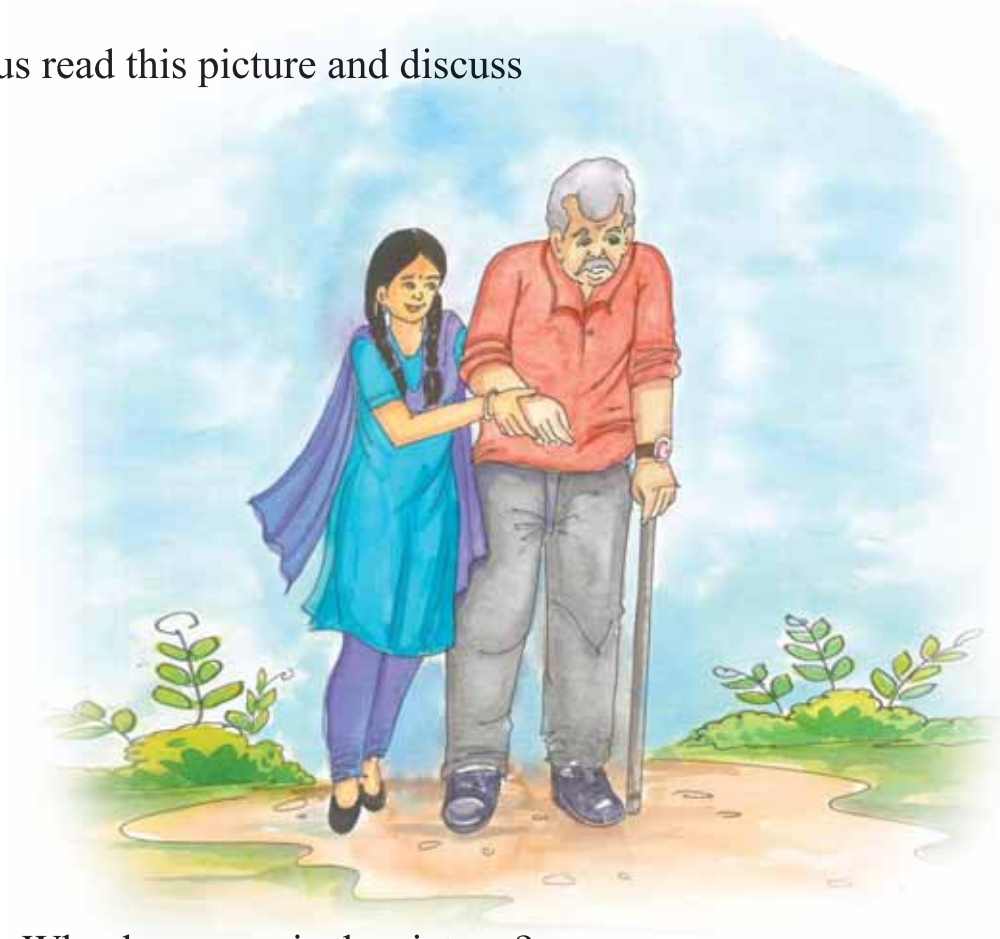


The Old Stag



Pre-reading

Let us read this picture and discuss



- Who do you see in the picture ?
- What is the old man doing ?
- Why is the old man holding a stick ?
- Who else helps him in walking ?
- Should we help the old people ?

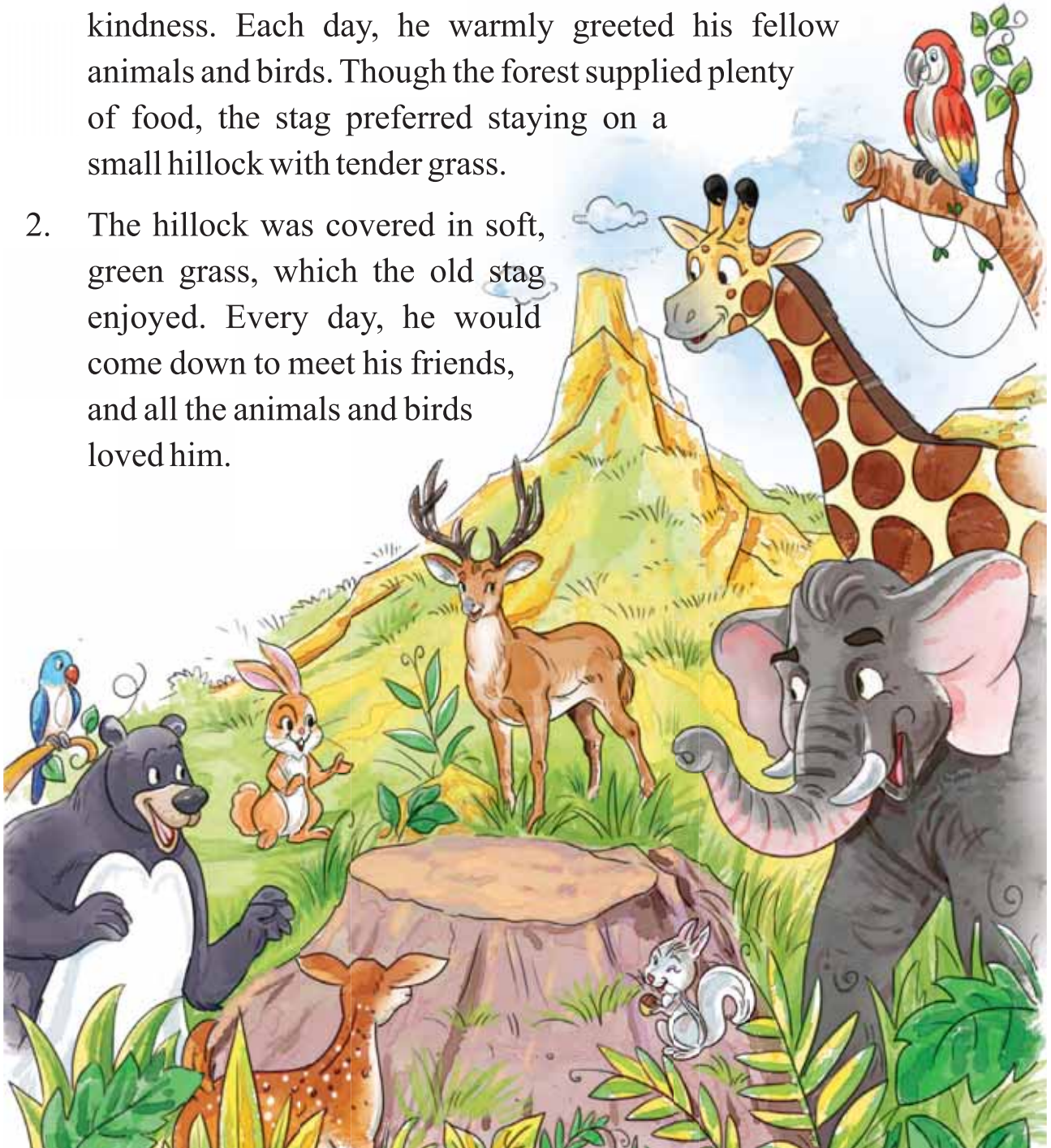
Let us read the story 'The Old Stag' and know who helps whom and how.

The Text

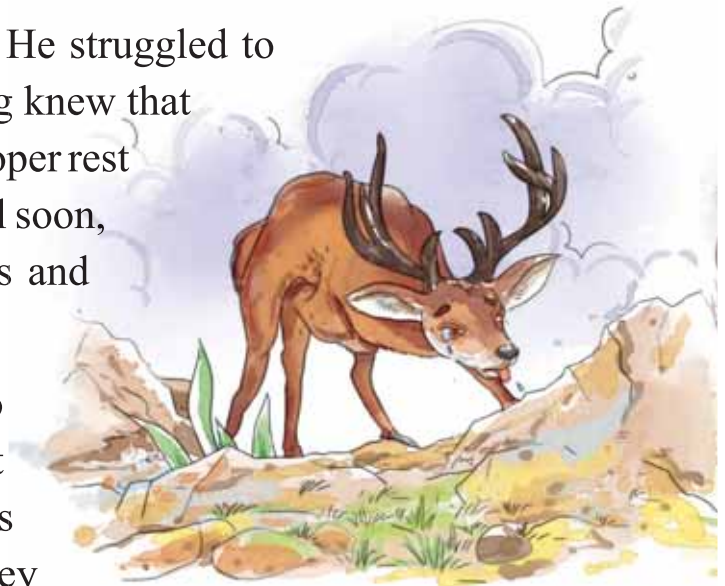


Let us Read

1. In a lush forest lived an old stag who was known for his kindness. Each day, he warmly greeted his fellow animals and birds. Though the forest supplied plenty of food, the stag preferred staying on a small hillock with tender grass.
2. The hillock was covered in soft, green grass, which the old stag enjoyed. Every day, he would come down to meet his friends, and all the animals and birds loved him.



3. One day, the stag fell ill. He struggled to reach the hillock. The stag knew that fresh, healthy food and proper rest would help him to get well soon, so he ate the tender grass and decided to rest for a while.

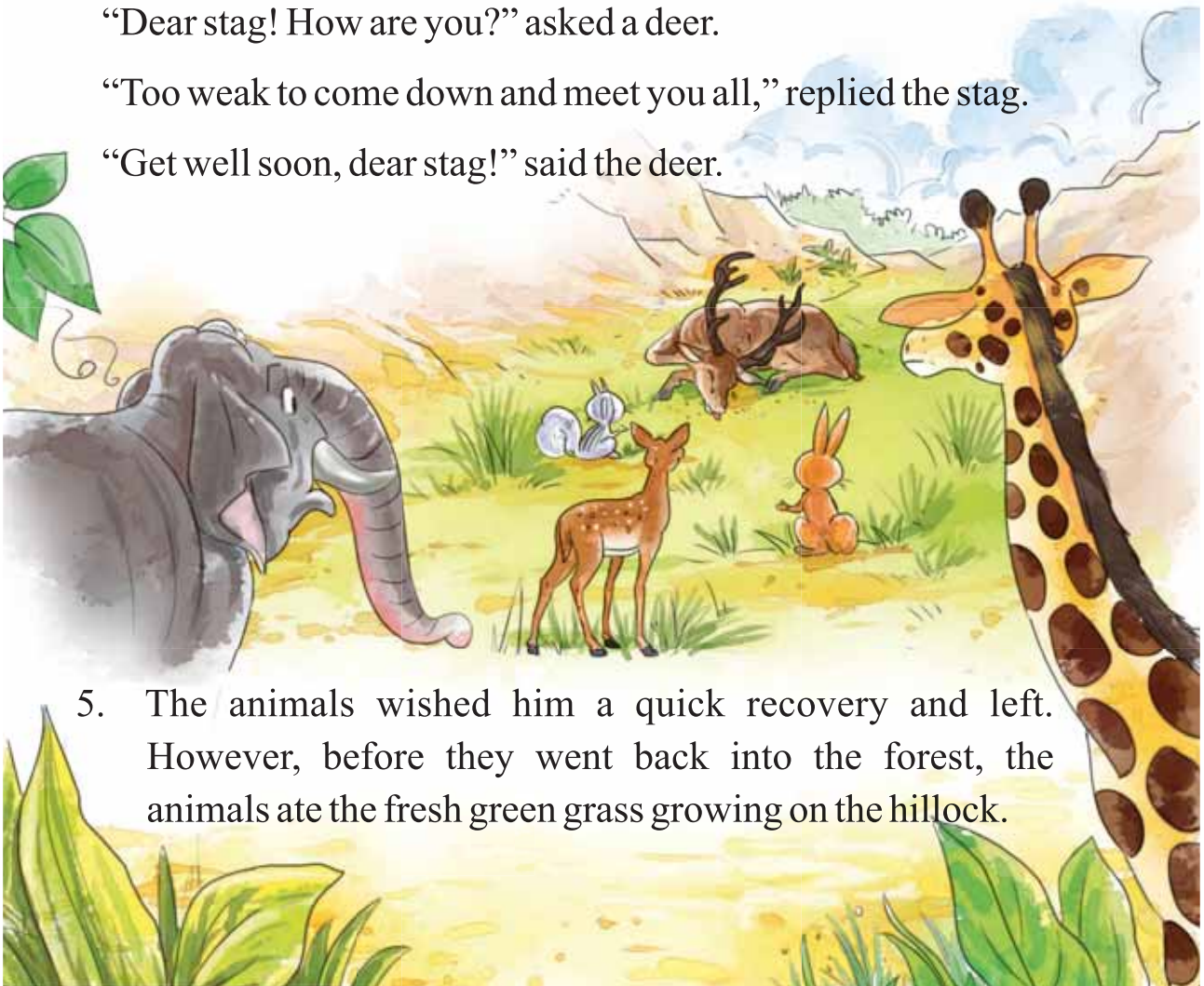


4. The old stag could not go down the hillock to greet his friends. His friends were worried. When they learnt that the stag was unwell, they came to check on him.

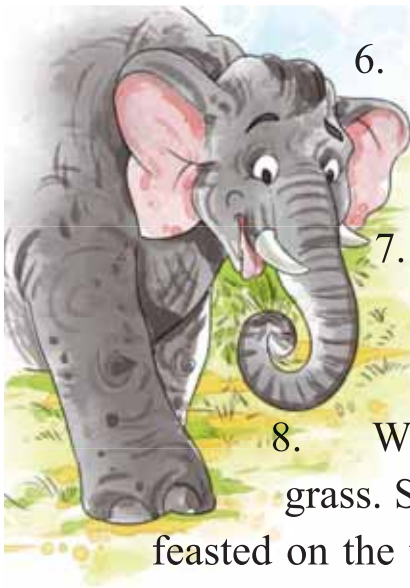
“Dear stag! How are you?” asked a deer.

“Too weak to come down and meet you all,” replied the stag.

“Get well soon, dear stag!” said the deer.

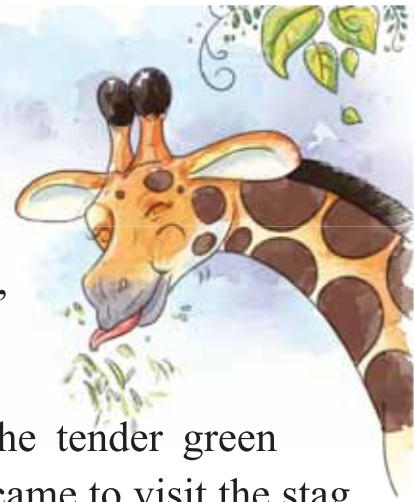


5. The animals wished him a quick recovery and left. However, before they went back into the forest, the animals ate the fresh green grass growing on the hillock.



6. “The grass is so tender and nice,” said an elephant.

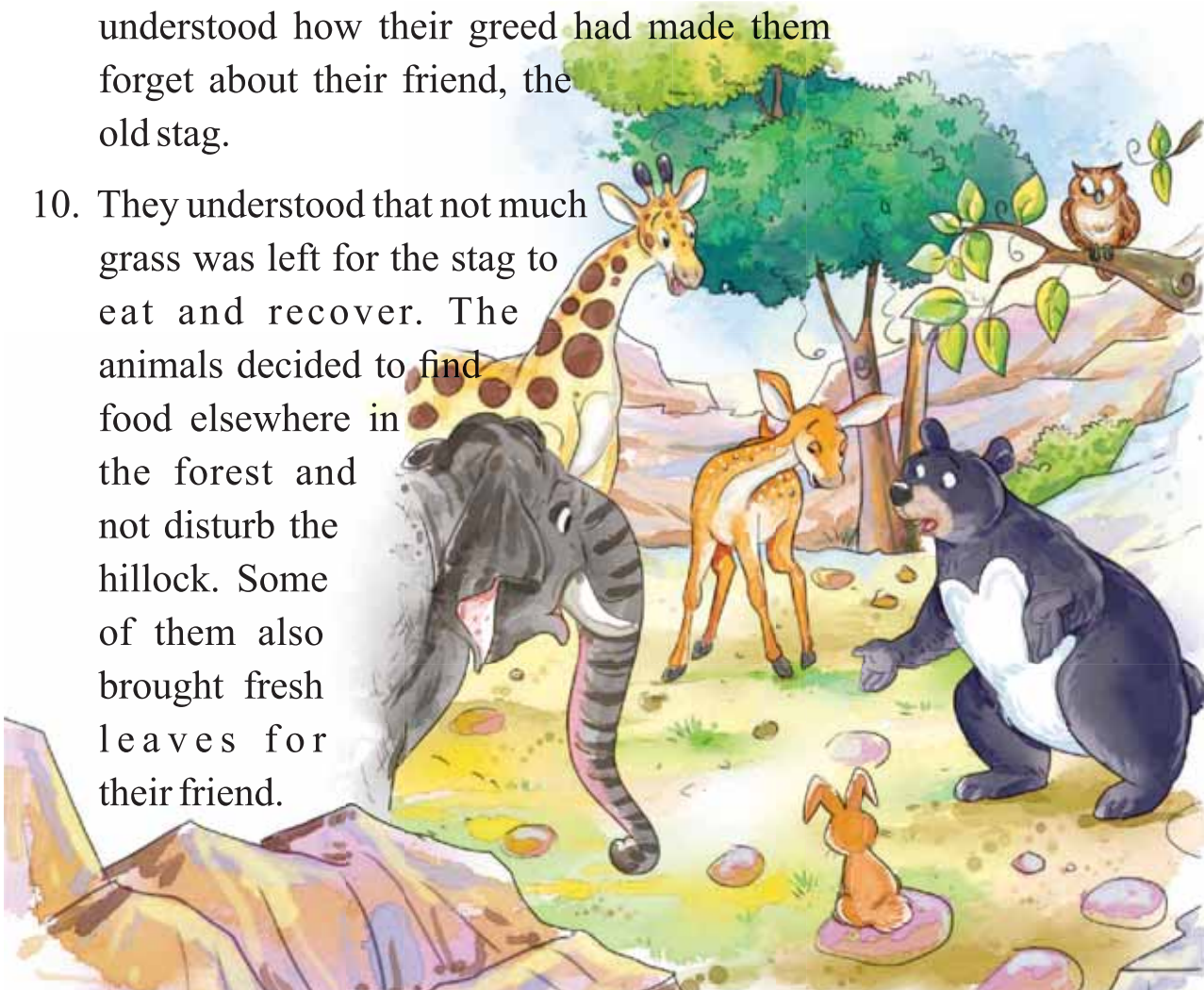
7. “I have never eaten such juicy green leaves,” said a giraffe.



8. Words soon spread about the tender green grass. Soon, all the animals who came to visit the stag feasted on the tender grass. Anyone who came to visit the stag would also eat the grass.

9. Soon, there was not much grass left for the old stag to eat. He started becoming weaker as days passed. His friends felt ashamed. They understood how their greed had made them forget about their friend, the old stag.

10. They understood that not much grass was left for the stag to eat and recover. The animals decided to find food elsewhere in the forest and not disturb the hillock. Some of them also brought fresh leaves for their friend.





11. It rained well that week. The grass soon grew back, and the old stag had enough food once again. Slowly, the old stag recovered from the illness.
12. The animals learnt the most important lesson:
“Nature has enough for everybody. But we need to use its resources wisely.”

– Adapted from *The Panchatantra*

New Words:

elsewhere	:	in another place
feast	:	eat a lot of good food
fellow	:	friend
greed	:	want for more
hillock	:	a small hill
lush	:	growing very thick and well
prefer	:	like more
realise	:	understand
recover	:	become well again
resources	:	wealth
struggle	:	try very hard
stag	:	a male deer



Let us Discuss

1. Who are there in this story ?
2. Where did the old stag live ?
3. What was he known for ?
4. Who did he greet each day ?
5. The old stag could not go down the hillock to greet his friends because.....
 - a) he was hungry.
 - b) he was too tired.
 - c) he was ill.
 - d) he was lazy.

Tick the (✓) correct answer.



6. All the animals who visited the old stag feasted on the

- a) branches of trees
- b) tender grass
- c) sweet water of the river
- d) fruits on the trees

Tick (✓) the correct alternative.

7. The animals saw that there was not much grass left for the stag.

Did they realise their mistakes ?

How did they feel ?

8. How did they find food for the old stag ?

9. What lesson does this story teach us ?

.....

- a) Good morning !
- b) All the best !
- c) Get well soon !
- d) Good bye !

Tick (✓) the correct alternative.





Visual Memory Development Technique (VMDT)

Whole :

- a) The old stag fell ill.
- b) Get well soon.
- c) The animals feasted on the tender grass.
- d) The old stag recovered soon.
- e) Grass grew back.
- f) greedy animals
- g) stag on a small hillock
- h) brought fresh leaves

Part (Part-8 & 9) :

- not much grass left
- brought fresh leaves
- enough food
- rained well
- nature
- use its resources wisely



Let us Listen and Speak

Role-Play (Teacher Vs students, students vs students, in pair)

Deer : Dear stag ! How are you ?

Stag : Too weak. I cannot come down.

Deer : Get well soon, dear stag !

Stag : Thank you !





Let us Read

1. Here are some statements. Read them and 'tick' (✓) the 'True' statement and 'cross' (×) the 'False' statement.

Sl. No.	Statements	True/False
a.	The grass grew back when it rained well.	
b.	The animals and birds came to attend the stag's birthday.	
c.	The stag was kind and friendly.	
d.	Fresh, healthy food and proper rest helped the stag to get well.	
e.	The old stag lived on a mountain.	
f.	The visiting animals brought fresh leaves for their friend.	
g.	The animals ate all the grass on the hillock.	

2. Match 'Who said' in 'A' with 'What' in 'B'.

Deer	The grass is so tender.
Stag	I have never eaten such juicy green leaves.
Writer	How are you ?
Elephant	Too weak to come down.
Squirrel	Nature has enough for everybody.
Giraffe	Get well soon !



3. Read and match the words with their meaning. Write serial number in the box.

- | | | |
|---------------------|--------------------------|---|
| (i) lush forest | <input type="checkbox"/> | cool resting place |
| (ii) tender grass | <input type="checkbox"/> | green and dense woods/forest |
| (iii) shaded spot | <input type="checkbox"/> | quick healing |
| (iv) healthy food | <input type="checkbox"/> | soft young grass |
| (v) speedy recovery | <input type="checkbox"/> | nourishing wholesome food for good health |

4. Read and tick (✓) what goes with whom.

	Elephant	Giraffe	Monkey	Owl	Parrot	Rabbit	Squirrel	Stag
long tail			✓					
big								
tusk								
chatter								
horn								
trunk								
wings								
long ear								
tall								
beak								
brown spot								
bushy tail								
tiny								
swimmer								

5. Each box below tells amazing facts about a bird. Read and match the **BOX** with the **BIRD** in picture.

The bee humming bird of Cuba is the smallest bird. It is about 60 mm. It weighs less than 2g. So it is lighter than many insects.



Ostrich is the largest living bird. It can grow to a height of over 2.5 m. It weighs as much as 155 kg. It is unable to fly but it can run faster than most animals.



Rufous hornero of South America is perhaps the cleverest bird. It is also called the potter bird. Because it builds nests out of mud.



Kori bustard of Africa is the heaviest flying bird. It can weigh as much as 21 kg. It can fly. It prefers to run away from danger.





Let us Write

1. Read this sentence and mark the underlined word.

The old stag was unwell.

The word 'unwell' has two parts : un + well. 'unwell' means not well.

Here 'un'— means not or no.

Make new words using 'un'— before each word given below. Write the new words in the given space. One is done for you.

un + happy = unhappy

un + known =

un + common =

un + necessary =

un + lucky =

un + friendly =

un + fit =

2. The word '*hillock*' has double 'l' in it. Similarly, the words '*grass*' and '*food*' have double 's' and double 'o'.



Now write three words having each of the double letters given below. One is done for you.

tt	bottle	cutter	fitter
pp	.....	.....	.....
ee	.....	.....	.....
mm	.....	.....	.....
bb	.....	.....	.....
rr	.....	.....	.....
nn	.....	.....	.....
dd	.....	.....	.....
ss	.....	.....	.....
gg	.....	.....	.....



Note to the Teacher

Initially, young learners may come up with only nouns. Encourage them to think of adjectives, verbs, and adverbs too.



3. Match the animals under 'A' with their sounds under 'B'.
One is done for you.

A	B
tiger	coo
horse	trumpet
elephant	roar
dove	neigh
goat	whoop
monkey	bleat

Now, make sentences using the matching pair of words. One is done for you.

- (i) A tiger roars.
- (ii)
- (iii)
- (iv)
- (v)
- (vi)



Note to the Teacher

Focus on using 's' with a verb.

4. **Rearrange the following groups of words to form questions and write them in your notebook. Remember to write capital letter at the beginning and to put a question mark at the end. One is done for you.**

- are cows where the – Where are the cows ?
- is your house which
- it time is what
- the blue why sky is
- the many are how birds on tree there
- you my when return will book
- walk you to do school
- a can fly kite you



Note
to the
Teacher

Ensure that the learners use a capital letter at the beginning and that a question mark is put at the end.

5. **Read the following sentences. Notice the underlined words.**

In a lush forest lived an old stag.

Each day, he warmly greeted his fellow animals and birds.

- The underlined words tell us that the events happened some time ago or in the past. The underlined verbs are in V_2 (past) form.
- In past simple tense, you can add ‘-ed’ to verbs to get this form.
- There are many verbs to which we do not add -ed.

For example : came, drank, drove, saw etc.



Fill in the blanks using –ed.

Last week, we(visit) the park for a while. There were many children in the park. They were playing different games. My mother (point) at the children playing Kabadi. On our way home, my sister..... (jump) in a puddle and muddied everyone's clothes. I(enjoy) my visit to the park. My sister (want) to go to the pond but I (decide) to stay and watch the game of Kabaddi. I..... (watch) the game for a while and then (join) my mother and sister. There were many fishes in the pond. I (spot) a gold fish and my sister (notice) two tadpoles in the pond.

6. Read the following sentences.

1. The old stag warmly greeted his fellow animals and birds.
2. The old stag slowly recovered.

In sentence 1, 'warmly' adds more to the meaning of the verb 'greeted'. It says the way in which the old stag greeted others.

In sentence 2, 'slowly' adds more to the meaning of the verb 'recovered'. It says the way in which the old stag recovered.

So 'warmly' and 'slowly' are adverbs. They show the way (how) something is done. We call them ADVERBS.



Circle the adverbs in the table below.

write	badly	cheerfully	highly
early	carefully	old	loudly
rabbit	lately	quickly	between

7. Write about your best friend and complete the paragraph.

My Best Friend

My best friend's name is

..... is a..... isyears old.

..... studies in class..... There are

members infamily. hobbies are

..... When we are together we

.....is my best friend because

.....

- Anil and Subhas are classmates. One day Anil was ill. He did not come to school. Subhas sent a message to Anil for his quick recovery. Let's read what Subhas wrote.

Anil,

You are ill. I am so sad.

Get well soon.

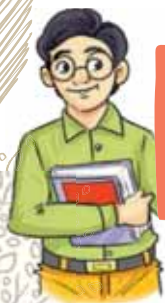
Subhas



Now match the situation in 'A' with the message in 'B' correctly.

A	B
<p>a. Your birthday is on 19th July. Ask your friend to come to your party by 7th in the evening.</p>	<p>Subrat, I have forgotten my pen. Will you lend me one ? <input type="checkbox"/> Sunil</p>
<p>b. In the class your teacher gives something to write but you have forgotten your pen. Write to your friend asking for a pen.</p>	<p>Pankaj, Our family is going on a picnic to Kuanria Dam on Sunday morning. Get to our place by 7 in the morning. <input type="checkbox"/> Sridhara</p>
<p>c. Your family is going on a picnic on Sunday morning. Ask your cousin to join.</p>	<p>Sudha, My birthday is on 19th. Will you come to the party ? Please reach by 7 in the evening. <input type="checkbox"/> Sanvi</p>

Write the serial number in the box.



Note to the Teacher

- Tell the format of message writing.
- Help learners write short messages and practise.

8. Read the following message from Hopper, the frog. Underline the new words you find. Write them in alphabetical order. Look up their meanings in a dictionary. Write the meanings (both in English and your mother tongue) in the boxes.

Dear Reader,

Hello! I am Hopper. I am writing this message to you from my big lily leaf pad. I like splashing water when it rains. My favourite hobby is sitting in water pudles and croaking.

I love eating mosquitoes and other insects. What do you like to do ?

Your friend,

Hopper

Words	Meaning in English	Meaning in Mothertongue

9. Write answers to the following questions each in a sentence or two.

(i) Where did the old stag live ?

(ii) Why was he popular ?

(iii) Who came to see the stag ? Why ?



(iv) What did the animals do before going back ?

(v) What helped him get well soon ?

(vi) What lesson did the animals learn at last ?



Mental Talk

Nature has enough for everybody.

But we need to use its resources wisely.



Let us Do

Draw picture of a jungle and two wild animals in it.

Just for Fun

Riddle

1. Which letter in English is a drink ?
2. Which letter in English is a human body part ?
3. Which letter in English is an insect ?
4. Which letter in English is a vegetable ?
5. Which letter makes us stand in a long line ?
6. Which letter asks a question ?
7. Which letter stands for water ?

Braille



Pre-reading

Match the inventions with the inventors. One is done for you.

Invention

mobile phone

radio

television

bicycle

ball-point pen

computer

Inventor

Boron K. Drais

Charles Babbage

Joseph Biro

G. Marconi

Martin Cooper

John Baird



Note to the Teacher

- Help learners do this matching activity
- Provide clues and encourage bright learners to help their friends.
- Say and glide to the text :

You have done the matching task very well. These great men did wonderful things for us. Thanks to them. Do you know Louis Braille ? Who was he ? What did he do for the world ?

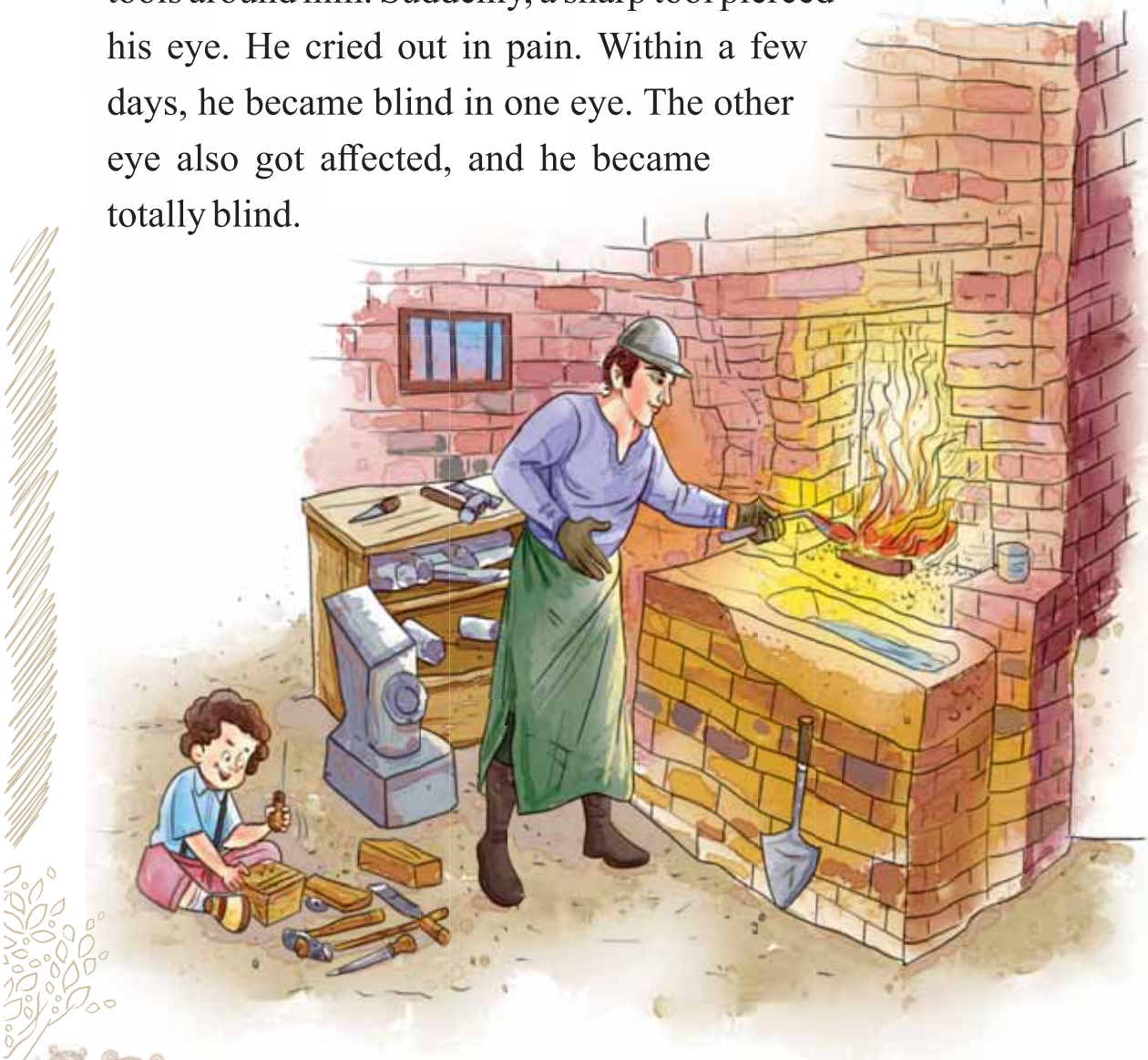
Let us read the topic 'Braille' and know about him.

The Text

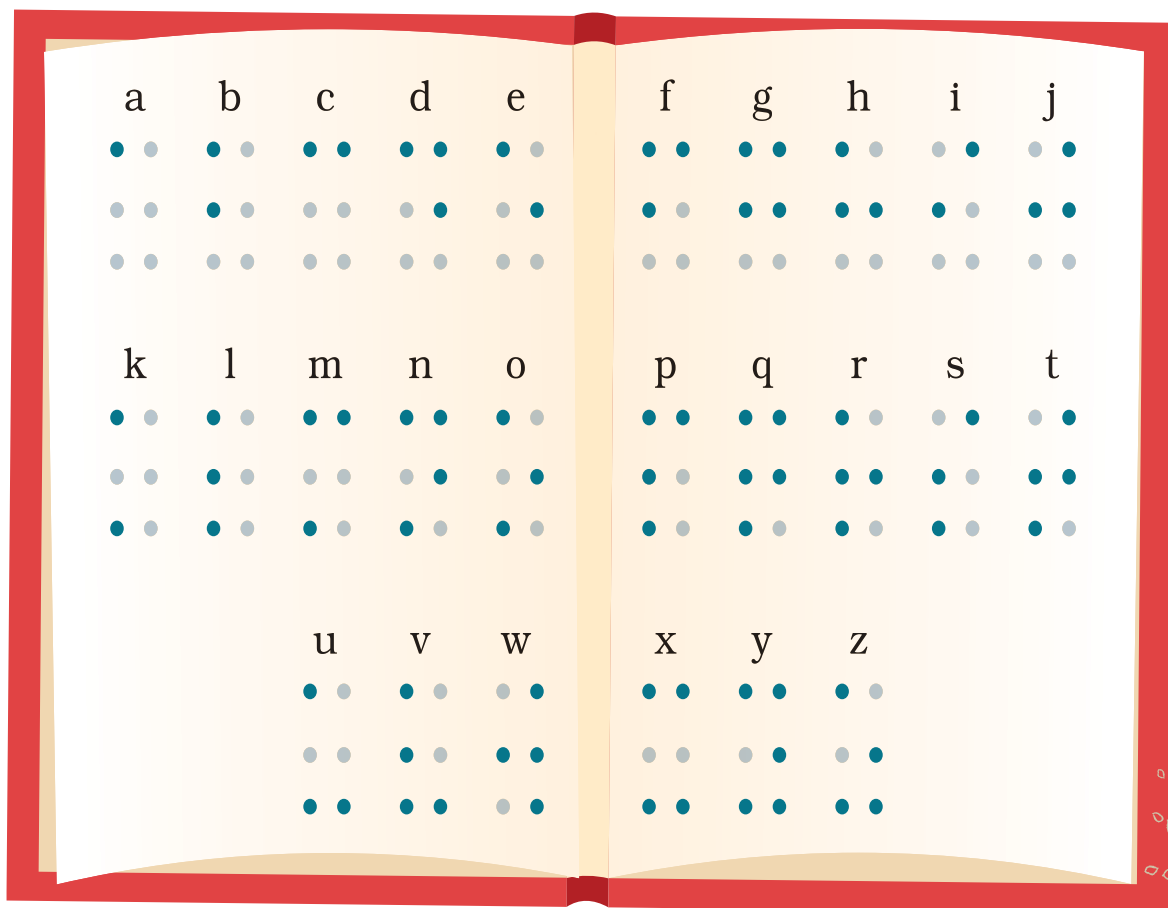


Let us Read

1. Long ago, in France, a little boy named Louis Braille was playing outside his home. He was three years old. His father, a blacksmith, was working nearby. Louis started playing with the tools around him. Suddenly, a sharp tool pierced his eye. He cried out in pain. Within a few days, he became blind in one eye. The other eye also got affected, and he became totally blind.



2. In 1819, Louis, who was ten years old, got admission in the Royal Institute for Young Blind Persons in Paris. He learnt letters by using wood, cloth or pins arranged in pincushions. Around this time, an army man named Capt. Charles Barbier de la Serre had invented something called ‘Night Writing’. It was an alphabet of raised dots and dashes that soldiers could ‘read’ with their fingers in the dark. However, it was too difficult and, therefore, not a success. But Louis, now a teenager, became interested in it and simplified it. He gave the world the Braille alphabet.



3. Thus, a blind person taught the world to see.

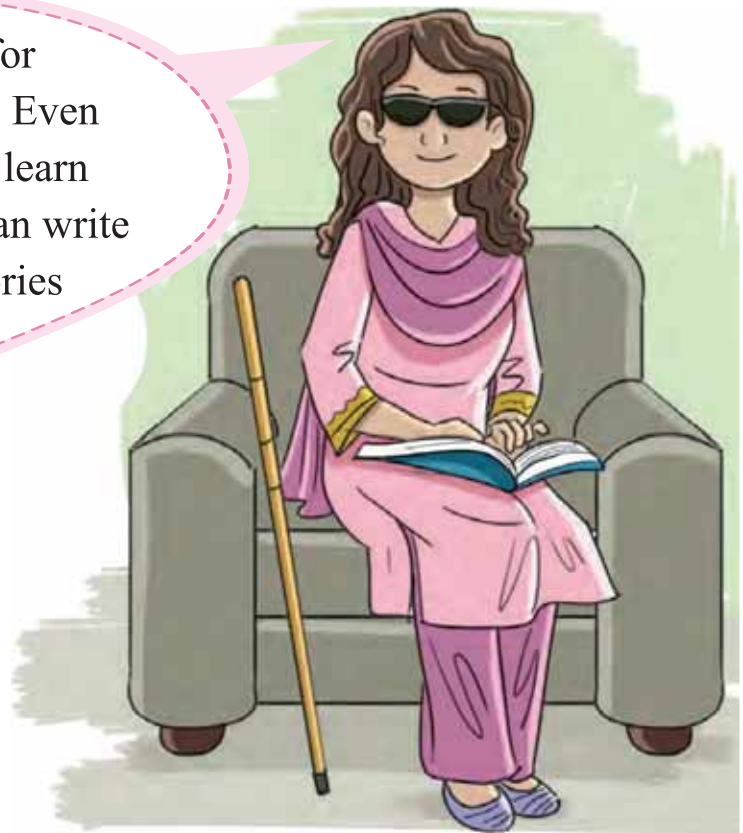
4. Braille is a method of reading through touch. As you can see in the figure, there is one Braille symbol for each of the twenty-six symbols (letters) of the English alphabet.



5. But Braille requires more space.

This is because the letters cannot be written too close together. Since Braille requires more space, a Braille book is thicker than a regular printed book.

Braille is not just for people with blindness. Even people with sight can learn Braille too. Then they can write small poems and stories in Braille.



New Words:

affected	-	attacked
alphabet	-	a set of letters in a fixed order
blacksmith	-	a person who makes and repairs things made of iron
Braille	-	a form of written language for the blind
invent	-	to make something for the first time
pierced	-	got into with force entered sharply
pincushion	-	a small pad for holding pins
raised	-	higher than the place around
require-	-	need
space	-	blank place
symbol	-	sign
teenager	-	someone who is between 13 and 19 years old
tool	-	things like a hammer, a saw or a file etc





Let us Discuss

1. What is the first paragraph about ?
2. Louis Braille was born in.....
 - a) Germany b) England c) India d) France
3. His father was a
 - a) farmer b) blacksmith c) teacher d) goldsmith.
4. What was Louis Braille playing with ?
5. He became blind because.....
 - a) he met with an accident.
 - b) he lost his eyelight in a disease.
 - c) a sharp tool pierced his eye.
 - d) he fell into a well.
6. Where did he study ?
7. How did he learn letters ?
8. Who invented 'Night Writing' ?
9. Was it a success ? Why ?
10. What did Louis invent ?
11. "A blind person taught the world to see," Who was the blind person?
12. What is Braille ?
13. Which is thicker a Braille book or a regular printed book ?





Visual Memory Development Technique (VMDT) :

- Whole-**
- Louis Braille playing outside his home
 - Reading with fingers in the dark
 - Braille symbols invented
 - Louis Braille became blind.
 - Royal Institute for Young Blind Persons

- Part - (Para-2)**
- 10 year old
 - using wood
 - pin cushions
 - Night Writing
 - Braille alphabet.



Let us Listen and Speak

1. Your teacher will read out the following words. Listen carefully and repeat.

night	sight	write	wrestle
right	night	wrong	writer
fight	tight	wrist	whole
eight	light	wrapper	wrinkle



Note to the Teacher

1. Notice that the letter 'gh' as in 'night' and 'w' as in 'write' are silent while speaking.
2. Repeat each word 3-4 times.
3. Give learners time to familiarise themselves with the sound.



2. Guess and say

Close your eyes. Pick an object. Keep the object back.

Now complete the sentences and share them with the class.

- (i) The object in my hand was in shape. (thick/thin)
- (ii) The object in my hand was (long/short).
- (iii) The object in my hand was (big/small).
- (iv) The object in my hand was (heavy/light).
- (v) The object in my hand was (soft/hard).



Note to the Teacher

- Keep a box of items in class for this activity. You may include items that are commonly found around.
- You may write the above sentences on the board to facilitate the activity.
- You may also include adjectives related to those objects.

3. Think and discuss

- a. You may have seen people with blindness walking with a white cane. Why is the cane always white-coloured ?
- b. Imagine that the world becomes dark for a day and there is no light. What difficulties might one face on such a day?





Let us Read :

1. The man in the picture was a saint and poet of Odisha. Read the passage and know about him.

Bhima Bhoi was born in Madhupur, Redhakhol in 1850. After his birth, his mother left him by a pool. A tribal couple Janardan (Jana Bhoi) and his wife Maharagi rescued and raised him as their own child. When he grew old, Bhima Bhoi was employed as a



cow tender in the house of Chaitanya Pradhan of Kakanpada. He lost his eye sight at an early age.

One day, while following the cows he fell into an old unused well near Kandara village. He called out for help and people arrived there. But he refused to take the help of anybody other than the one who had thrown him into the well. In the end, Mahima Gosain, his spiritual Guru, appeared at the spot. He said he would pick him up if he agreed to spread his thought among people. Not only that, he also blessed him with the power to write poetry. Bhima Bhoi spread Mahima Dharma founded by Mahima Swami. With the blessings of his Guru, he wrote and spread the message of wellbeing for the downtrodden. The world still remembers his great concern for humanity in his immortal words

.....

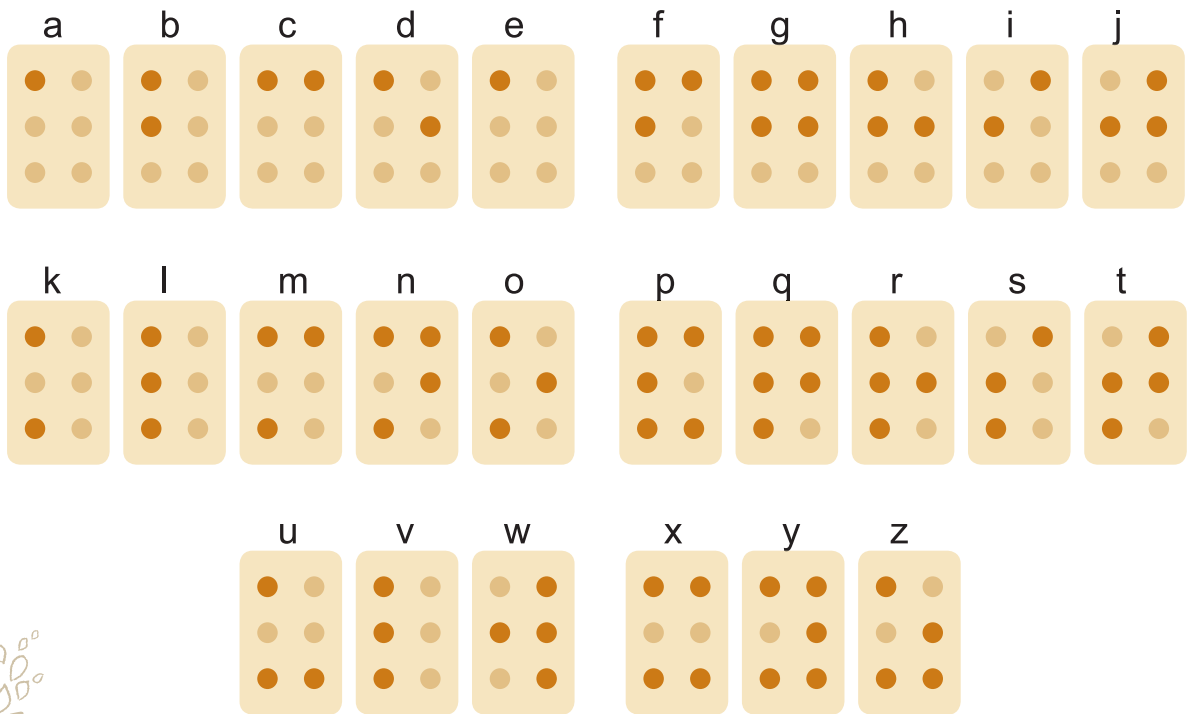
“ପ୍ରାଣୀଙ୍କ ଆରତ ଦୁଃଖ ଅପ୍ରମିତ
ଦେଖୁ ଦେଖୁ କେବା ସହୁ
ମୋ ଜୀବନ ପଛେ ନକେଁ ପଡ଼ିଥାଉ
ଜଗତ ଉଦ୍ଧାର ହେଉ ।”



Based on your reading of the passage above, tick (✓) the right statements and cross (×) the wrong ones.

- (i) Bhima Bhoi was a saint poet.
- (ii) He was born to rich parents.
- (iii) He was not born blind.
- (iv) Chaitnaya Gosain was his Guru.
- (v) He worked as a cowboy.
- (vi) A Santhal couple were his parents.
- (vii) He spread the message of Mahima Gosain.

2. Here is the Braille Alphabet for each of the twenty-six letters of English. Read it.



3. Match the picture words with Braille words.

(i)



● ●	● ●	● ●	□
● ●	● ●	● ●	
● ●	● ●	● ●	

(ii)



● ●	● ●	● ●	□
● ●	● ●	● ●	
● ●	● ●	● ●	

(iii)



● ●	● ●	● ●	□
● ●	● ●	● ●	
● ●	● ●	● ●	

(iv)



● ●	● ●	● ●	□
● ●	● ●	● ●	
● ●	● ●	● ●	

(v)



● ●	● ●	● ●	□
● ●	● ●	● ●	
● ●	● ●	● ●	

(vi)



● ●	● ●	● ●	□
● ●	● ●	● ●	
● ●	● ●	● ●	

(vii)



● ●	● ●	● ●	□
● ●	● ●	● ●	
● ●	● ●	● ●	

Hints : Mark the Braille symbols used for an English letter in the table under activity.





Let us write

1. Complete the following Biodata of Louis Braille. You may gather information from the text.

a)

Biodata

1. Name :.....
2. Father : Simon-Rene Braille
3. Mother : Monique Braille
4. Country of birth : France
5. Year of brith :
6. School :
7. Invention :

- b. Now, complete the paragraph on Louis Braille using the information from his Biodata.

.....was a great inventor. He was born in
in the year was
 his father. was his mother. He
 studied in.....
 He invented

Louis Braille was a blind person, yet he taught the world to see.



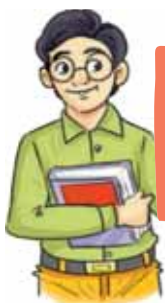
2. Read the following sentences and notice the underlined words.

Long ago, in France, a little boy named Louis Braille was playing near his home.

The underlined words 'was playing' are the action words. 'Was' shows that the action took place in the past. When we want to talk about the past action, we change the form of the present action word into its past form, for example, is, am become was and 'are' becomes 'were'.

Turn the following sentences into the past.

PRESENT	PAST
I am watching T.V.	I was watching T.V.
The dogs are barking at the stranger.	
Grandfather is searching for his spectacles.	
Snigdha is writing a letter.	
He is singing a song.	
We are playing kho-kho.	
I am watering plants	



Note to the Teacher

- Draw the attention of learners towards the words and phrases. These words indicate past, e.g., 'long ago'. 'yesterday'. 'last night'. etc.
- Help learners revise the simple past tense.



3. Look at the picture story.



Now fill in the blanks from the suitable options.

was clapping

was scattering

were sitting

was hanging

was entering

was feeding

My friend, Hasina told me an interesting thing yesterday. She her friends, the squirrels and the sparrows. She grains for them.

Her grandmother out the clothes to dry on a clothesline. Grandmother the house when a strong wind began to blow.

When she returned with the cloth pegs, she saw a wonderful scene! The sparrows and squirrels on the clothes to prevent them from falling. Hasina her hands with joy. Grandmother put the pegs on the clothes, and Hasina set down a bowl of water for her friends.

4. Write answers to the following questions, each in a sentence or two.

(i) What was 'Night writing' ? Who invented it ?



(ii) What is Braille ?

(iii) Who invented the Braille alphabet ?

(iv) Which one is thicker a Braille book or a regular printed book ?
Why ?

(v) How can people with sight use Braille ?



Mental Talk

The world needs our helping hands. We should come forward with our mite.



Let us Do

1. Take a piece of paper. With the help of a matchstick, or the back of a pencil, press hard on the paper to ‘draw’ a circle, a plus sign, or a letter of the alphabet. Now, close your eyes, turn the page over, and run your finger on the raised surface on the paper. Can you make out what the shape or outline is? Now, try the same activity with your friend. You may also use white clay for the same.



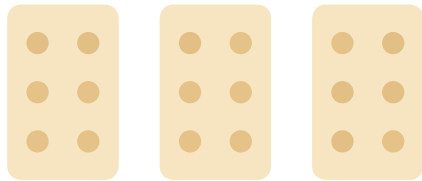
2. There are some children with low vision. (e.g., wearing thick glasses or holding a book too close to their eyes). Being a classmate and friend, how can you assist them?

For example:

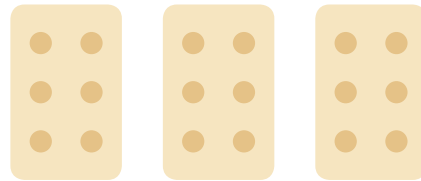
Bringing a printout of a paragraph with large fonts to help them read.

3. Write these words using the Braille alphabet.
You can paste "*bindis*". One is done for you.

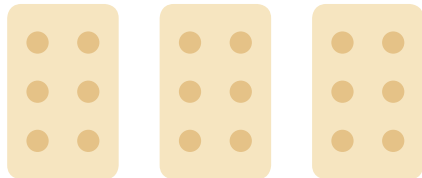
(i) Cat



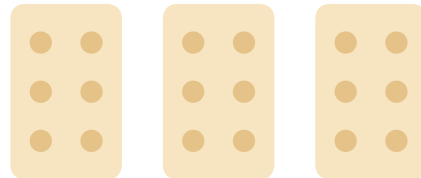
(ii) Man



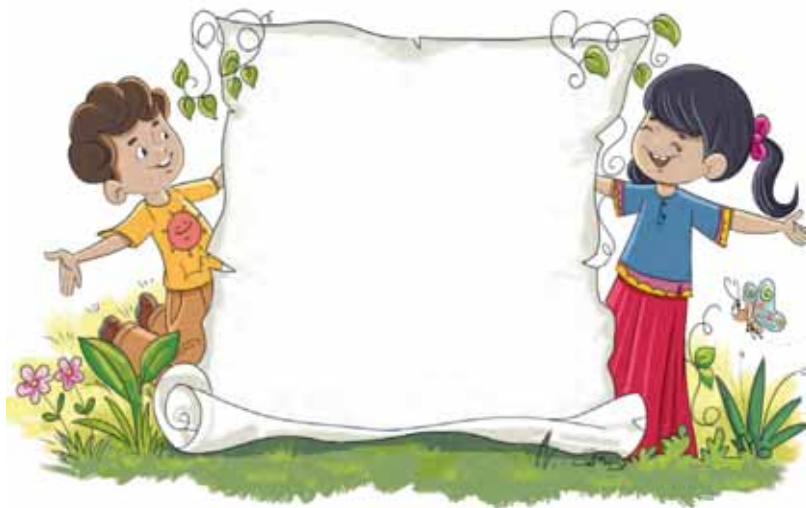
(iii) Boy



(iv) Jug



4. Write your name in Braille.



Riddle

There is a green house.

In the green house
there is a brown house.

In the brown house
there is a white house.

In the white house
there is a pool.

What is it ?



SELF ASSESSMENT-2

You may select more than one box for each point.

1. I can recite the poems with gestures:

- By myself
- In a group
- By repeating after my teacher
- None of the above. I like reading poems quietly

2. I can understand new words:

- By using a dictionary
- After listening to my teacher's explanation
- By reading with my classmates in groups
- By reading the entire sentence again
- By looking at the pictures

3. I can answer questions:

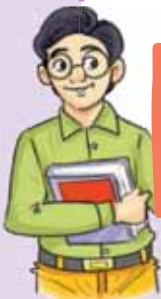
- In my mother tongue
- In English
- In English with a few words from my mother tongue
- In my mother tongue, with a few words of English

4. I can write :

- By myself
- After following my teacher's instructions
- After reading my friends' work
- With my teachers'/friends' help

5. I was able to do all the activities:

- By myself
- With the help of my teacher
- With the help of my classmates
- With the help of my family members



Note
to the
Teacher

- The assessment sheet should be filled by the learners.
- Teachers may include this as part of their learners' progress trajectory



Answers to the Riddles

Unit	Chapter	Name of the Text	Answer to the Riddle
1.	1	Grandpa's Glasses	Onion
	2.	Gone with the Scooter	----
2.	3	Together we can	chair
	4	Be Smart, Be safe	teapot
3.	5	The Rainbow	shadow
	6	The wise Parrot	river
4.	7	Fit Body, Fit Mind, Fit Nation	mosquito net
	8	The Lagory Champions	bat (cricket bat)
5	9	The swing	swing
	10	The Decision of the Panchayat	The letter-'e'
6	11	The Old Stag	1. T(tea) 2. I (Eye) 3. B (bee) 4. P. (pea) 5. Q (queus) 6. Y (why) 7. C (sea)
	12	Braille	coconut

Our National Anthem

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.

Punjab-Sindhu-Gujarat-Maratha
Dravida-Utakala-Banga

Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.

Tava shubha name jage,

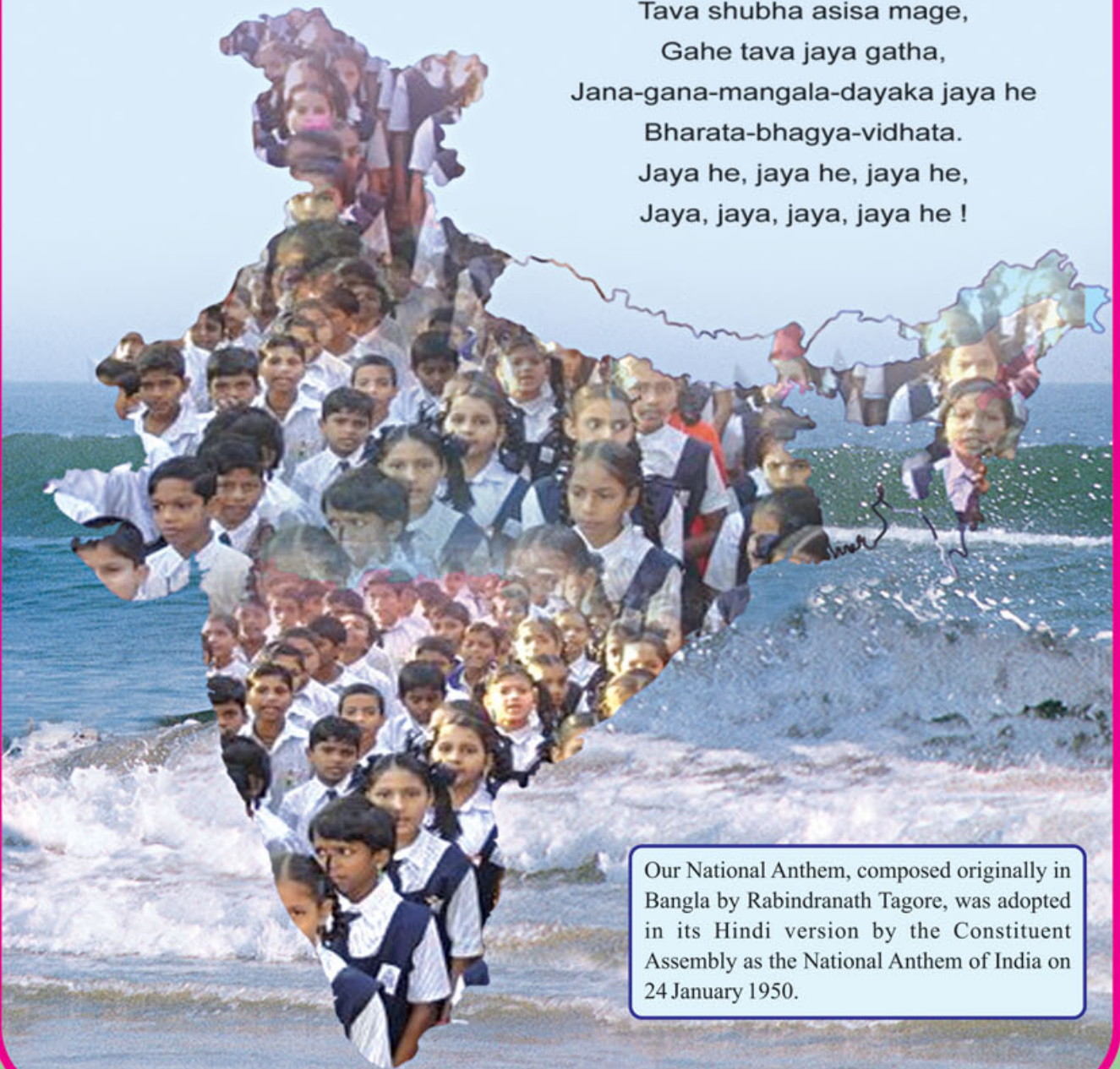
Tava shubha asisa mage,

Gahe tava jaya gatha,

Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.

Jaya he, jaya he, jaya he,

Jaya, jaya, jaya, jaya he !



Our National Anthem, composed originally in Bangla by Rabindranath Tagore, was adopted in its Hindi version by the Constituent Assembly as the National Anthem of India on 24 January 1950.



State Council of Educational Research and Training
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