PALLAVI

Textbook of English for Class IV

SCHOOL & MASS EDUCATION DEPARTMENT,
ODISHA

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

Odisha School Education
Programme Authority,
Bhubaneswar

PALLAVI

Textbook of English for Class IV

Tryout Edition
2026

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Publisher
School & Mass Education Department,
Govt. of Odisha

Year of Publication - 2026

DTP & Design
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Printing
Textbook Production and Marketing, Odisha, Bhubaneswar

FOREWORD

The present textbook **'PALLAVI'** for class IV is designed to meet the changing needs of the students in multicultural context of globalisation and international communication in accordance with the National Education Policy 2020, NCF-FS 2022, NCF-SE-2023 and Odisha Curriculum Framework for school education-2025. To develop the textbook, all most all the theme areas and language competencies have been taken from NCERT textbooks 'MRIDANG' for grade II and 'SANTOOR' for grade III. Selective chapters have been taken from both the books after careful considerations; edited and reviewed looking into our local context. This book aims at transmission of knowledge and language usage for communicative purposes such as using the language appropriately in different real-life situations to perform different types of activities especially for social interaction with people. Further, the textbook lays stress on conceptual understanding, reasoning, critical thinking, creativity, values and dispositions essential for developmental stage. It is hoped that the book will meet the academic needs of the students learning English in class IV in our state.

I sincerely extend my heartfelt appreciation to all the academicians of NCERT. Again, I am grateful to editors, subject experts, reviewers, artists and coordinators who have contributed their time, knowledge and creativity to make the book contextualised.

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

(Shri Manoj Kumar Padhy)
Director
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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 s/he gets exposed to that language. Exposure lays the foundation of a language and also foundation for using the language. One can't use (speak) the language unless one has sufficiently listened to the language. One can't 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 'PALLAVI' is designed by merging two textbooks i.e 'Mridang', NCERT English textbook for class II and 'Santoor' NCERT English textbook for class III. The textbook has been developed in alignment with the visionary framework of National Education Policy (NEP)2020, NCF-FS-2022, the NCF for School Education 2023 and Odisha Curriculum Framework for school education-2025 which aim at developing the four language skills in an integrated manner. There are seven units and thirteen chapters given in the textbook. The textbook draws contents from children's real life experiences and reflects their cultural and social milieu. 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 appropriateness for the grade level and provides support for unfamiliar vocabulary and complex sentence structures. In content selection, Odisha based local contents have been reasonably blended with National context based on Indian values and traditions. The textbook aim 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 captivates student's interest. The text book 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. The present textbook emphasizes curricular goals of Foundational Stage like CG.9.1, 9.2, 9.3,9.5,9.6,9.7 through various rhymes, stories, activities. It also has addressed curricular goals of preparatory stage as following.

CG 1 Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas. The book provides ample opportunities for learners to engage with the text and share their input. Sections titled 'let us listen and speak' present such opportunities to students to be creative with replies and share with classmates allowing learners to engage with language in a meaningful way.

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 the 'Answer the following questions' subsection.

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 and also 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 situation.

The theme of Unit-1 is 'Fun with Friends' which encourages language acquisition through friendly animals and imaginative characters as a lense. Children get a glimpse of having fun by oneself in 'My Bicycle' and a joy of playing a variety of games with friends during holidays.

Unit-2 titled 'Going Places' focuses on the concept of travel and modes of transport- the journey of reaching school from the perspective of a young learner.

In Unit-3 titled 'Life Around Us', the poem 'The Crow' brings out the concept of self-esteem and the idea of self in a subtle way. Hygiene and cleanliness is the central idea of the story 'The Smart Monkey' which brings into discussion the necessity of taking care of oneself and of the surroundings.

Unit-4 titled 'Toys and Games' takes the children into the world of indigenous toys and games. The lesson 'Out in the Garden' gives a glimpse of the world of toys taking the children into the imaginary world with emphasis on the joy of playing. 'Paper Boats' emphasises on the joy of making and sharing simple toys.

In Unit-5 titled 'Welcome to My World', young learners are exposed to five sense organs and also the lesson 'Seeing Without Seeing' sensitize the learners towards the differently abled people.

In Unit-6 titled 'Harmony' the lesson 'We are All Indians' aligns with the Indian ethos of 'Unity in Diversity'. 'Little Drops of Water' is a short yet an important poem which is reflective of the Indian values of co-operation and peaceful co-existence.

Unit- 7 titled 'The Sky' begins with the poem 'Night'. In the poem a young child wonders about his day and how it is shaped by the sunset and sunrise.

In 'Chandrayaan' siblings Rani and Prateek try to get a glimpse into Indian's lunar mission 'Chandrayaan' with the help of their neighbour 'Nandini Aunty' who is a space scientist.

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.
PUTA-PAYODHI-BIDHOUTA-SHARIRA
TALATAMALA-SUSOBHITA-TIRA
SHUBHRA TATINIKULA-SHIKARA-SHAMIRA
JANANI, JANANI, JANANI.
GHANA BANABHUMI RAJITAANGE
NILA BHUDHARA MALA SAJE TARANGE
KALAKALA MUKHRITA CHARU BIHANGE
JANANI, JANANI, JANANI.
SUNDARASHALI-SUSOBHITA-KSHETRA
GYANA BIGYANA-PRADARSHITA-NETRA
JOGI RUSHIGANA UTAJA-PABITRA
JANANI, JANANI, JANANI.
SUNDARA MANDIRA MANDITA-DESHA
CHARU KALAMAYEE-SHOBHITA-BESHA
PUNYA TIRTHACHAYA-PURNA PRADESHA
JANANI, JANANI, JANANI.
UTKALA SURABARA-DARPITA-GEHA
ARIKULA-SHONITA-CHARCHITA-DEHA
BISWA BHUMANDALA-KRUTABARA-SNEHA
JANANI, JANANI, JANANI.
KABIKULA MOULI SUNANDANA-BANDYA
BHUBANA BIGHOSHITA-KIRTI ANINDYA
DHANYE, PUNYE, CHIRA SHARANYE
JANANI, JANANI, JANANI.

Kantakabi Laxmikanta Mohapatra



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Unit-1

FUN WITH FRIENDS

Chapter - 1

My Bicycle

Pre-reading

Let us sing and enjoy



The wheels on the bus go
round, round, round
round, round, round
all through the town.

The wipers on the bus go
swish, swish, swish
swish, swish, swish
all through the town.



The wheels on the bus go round, round, round. How do the bicycle wheels go? Let us read the poem 'My Bicycle' and enjoy.

Note to the teacher

- ★ Sing the poem with action once or twice. Children listen to you.
- ★ Sing and act out the poem line by line. Children listen and repeat after you.

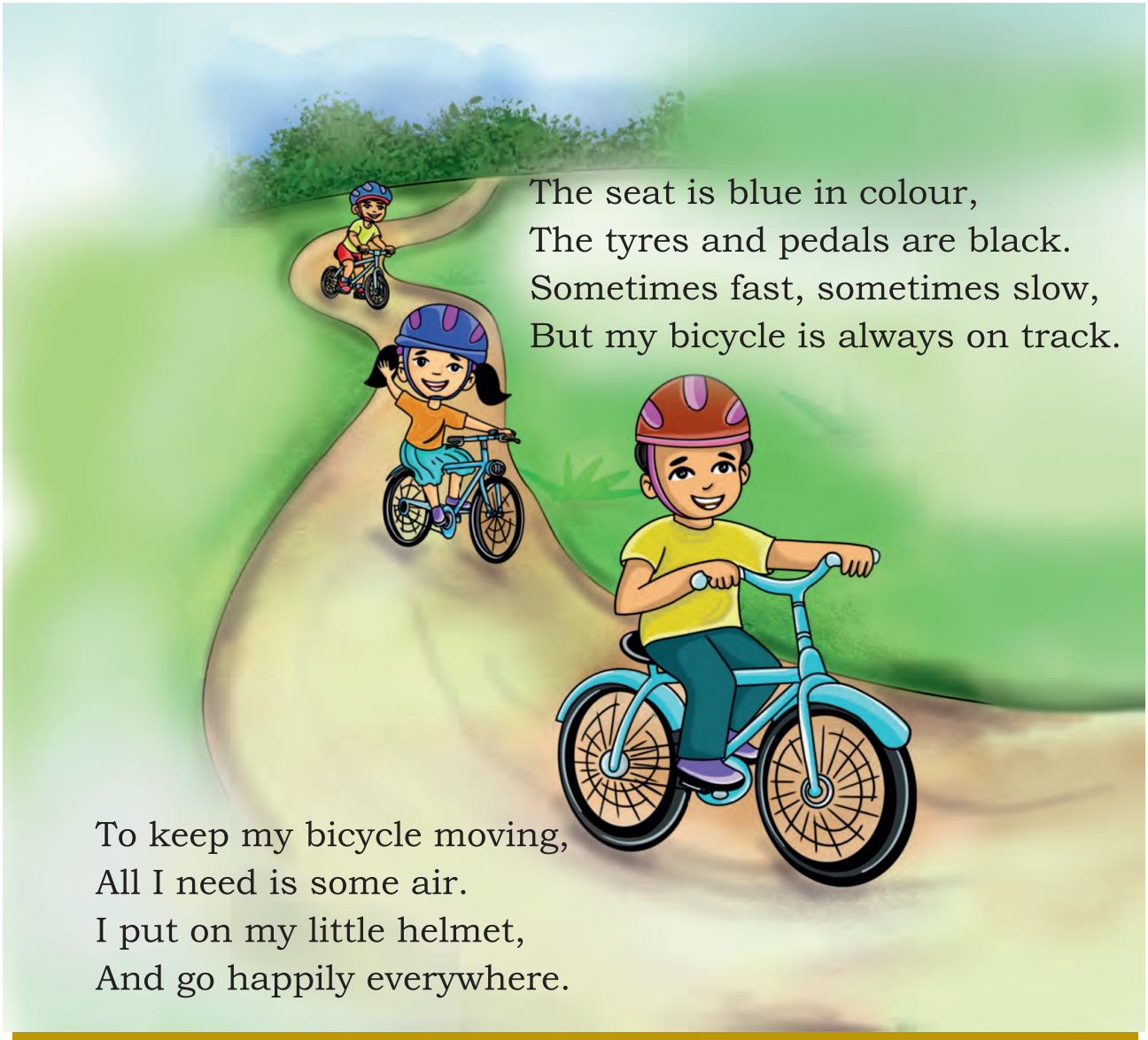


While - reading

The text

I have a red bicycle.
I pedal and I ride.
Trin... trin... trin... goes the bell.
Makes my friends move aside.





The seat is blue in colour,
The tyres and pedals are black.
Sometimes fast, sometimes slow,
But my bicycle is always on track.

To keep my bicycle moving,
All I need is some air.
I put on my little helmet,
And go happily everywhere.

Note to the teacher

- ★ Read the poem aloud 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 need.
- ★ Allow students to read the poem silently and understand.
- ★ Ask comprehension questions after they have completed silent reading.

New words



pedal : the part of a bicycle that you put your foot on to make it move.
aside : to one side
sometimes : not all the times
track : path or route on which a bicycle runs
put on : wear
everywhere : in all places

Answer the following questions.

1. What is the poem about ?
2. What colour is the bicycle ?
3. How many times is the word 'I' used in the poem? Who is 'I' ?
4. How does the bell sound ?
5. What colour is the seat ?
6. What is the colour of tyres and pedals ?
7. What does the bicycle need to move ?
8. Why does the child put on a helmet ?

Post-reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

Take the picture of the poem in your eye camera. Close your eyes and put your index finger on –

Whole: (i) Which paragraph tells about
(ii) seat, tyre
(iii) bicycle moving
(iv) bell, pedal

Part: move, colour, sometimes, track, air, helmet, happily, everywhere

B Let us listen and speak



1. Can you make the sounds of the following ?

   a. school bell
   b. clock
   c. train
   d. drum
   e. phone
   f. doorbell
   g. police van siren
   h. raindrop

2. We go from one place to another by using different vehicles. Which vehicle do you like the most ?

chain drill

1. Teacher to student 1 : I like a bicycle. What about you?
2. Student1 to student 2 : I like an aeroplane. What about you ?
3. Studnent 2 to student 3 :
   I like a scooty. What about you?
   Chain drill continues till the last student participates.

Note to the teacher

★ A chain-drill is an utterance- a word / phrase or a sentence, a line from a text (prose or poem)-which the learners of a class repeat one after the other in a serial order.



3. Your teacher will sing the alphabet song. Listen to him/her and repeat.

A B C D

E F G

H I J K

L M N O P

L M N O P Q R S T

U V W X Y Z

X Y Z

SUGAR ON MY BREAD.

C Let us read



1. Read the following words.

seat	brake	carrier
pedal	bell	tyre
wheel	handle	track



2. Given below are some road safety rules.
Read them aloud.

- Helmet First
- Keep to the left
- Go slow
- Follow traffic signals
- Follow the road signs
- No phones

3. Draw lines to match the pictures with their names.



seat



handle



wheel



chain



pedal



helmet

D Let us write



1. **Let us arrange some words in alphabetical order.**

Let us take names of five fruits to begin with:

CHERRY | APPLE | GRAPES | BANANA | ORANGE

Now arrange these words in alphabetical order.

Look at the first letter of each word.

Put them in the order of the alphabet.

Write down the word that begins with A first, B next and so on ...

So, the names of these fruits in alphabetical order would be:

APPLE | BANANA | CHERRY | GRAPES | ORANGE

Now, write these colours in alphabetical order :

YELLOW | BLUE | PURPLE | GREEN | RED

_____ _____ _____ _____ _____

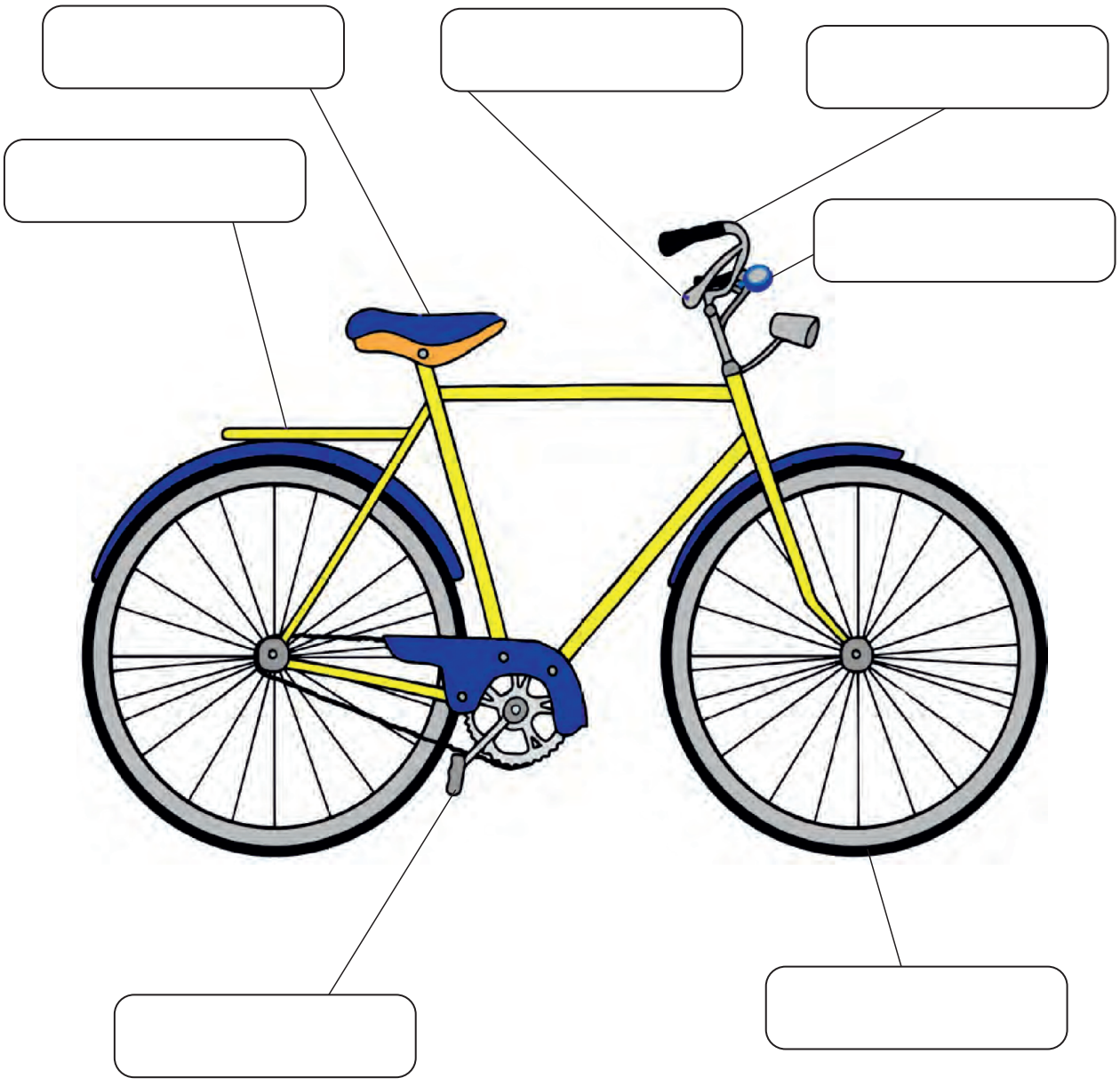


CLUE



2. Write the names of the parts of the bicycle in the given boxes. You may use the help box for selecting names.

seat, pedal, wheel, bell, handle, carrier, brake



3. Put a ☑ for the correct sentences and a ☒ for the incorrect sentences in the box.

a. The child has a blue bicycle. ☐
b. The bell sounds Trin....trin..... trin..... ☐
c. The seat of the bicycle is black. ☐
d. The bicycle is always slow. ☐
e. The bicycle needs some air to move. ☐

4. Fill in the blanks using the right words from brackets.

a. The bicycle is ..... in colour.
(black, yellow, blue, red)

b. The.....is blue in colour.
(pedal, handle, seat, bell)

c. A bicycle has .....pedals.
(one, two, three, four)

d. .....is needed to keep the bicycle moving.
(air, water, petrol, diesel)

e. The child always wears a helmet for ..... .
(happiness, safety, moving, speed)

f. The sound of the ..... makes people move aside.
(bell, whistle, clapping, horn)

E Mental Talk

We enjoy riding a bicycle.

F Let us do 

Draw the picture of a bicycle in the box.





Chapter - 2

Badal And Moti

Pre-reading

Look at the animals in the picture. Tick (✓) the ones that we can keep as pets.

Picture of animals

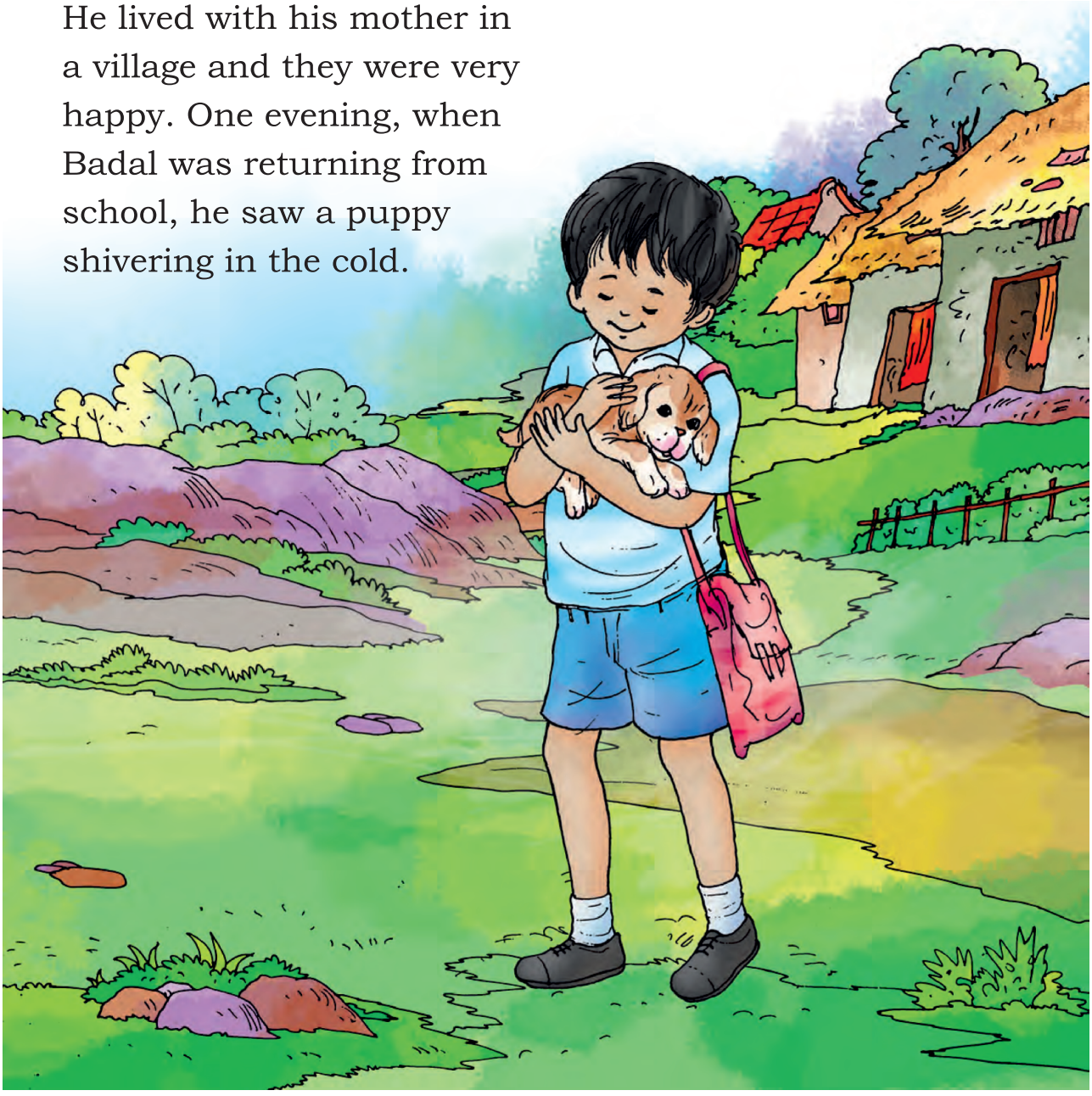


While-reading

Pet animals help us in many ways. Let us read the lesson "Badal and Moti" and know how the pet helps its master.

The text

There was a boy called Badal. He lived with his mother in a village and they were very happy. One evening, when Badal was returning from school, he saw a puppy shivering in the cold.



Badal brought him home. “Can this puppy stay with us, Maa?” asked Badal. “Yes beta, but only if you promise to take care of the puppy”, said his mother with a smile. Badal and his mother named the puppy Moti. As days went by, Moti grew up and loved Badal.

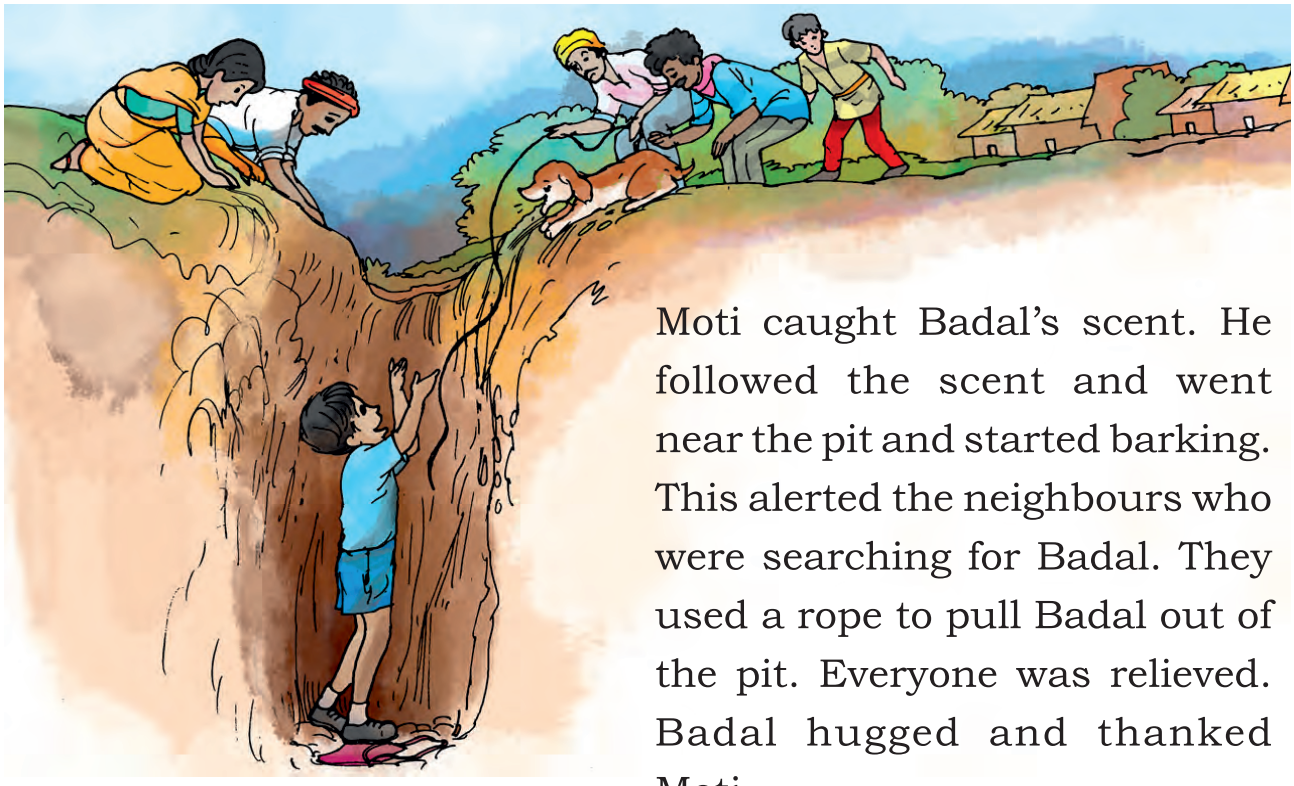


They became best friends. They ate and played together. Moti followed Badal wherever he went. They played their favourite games together.



One rainy day, while Badal was on his way home from school, he slipped on the muddy lane and fell into a deep pit. He tried hard, but could not come out of the pit. Badal's mother was worried when he did not come home in time. Moti too was waiting at the gate. Badal's mother gathered the neighbours to help search for him. Moti too accompanied them.





Moti caught Badal's scent. He followed the scent and went near the pit and started barking. This alerted the neighbours who were searching for Badal. They used a rope to pull Badal out of the pit. Everyone was relieved. Badal hugged and thanked Moti.

New words

follow : go or come after
gather : bring together
go by : passed by
hug : hold someone tightly in one's arm
neighbour : person living next door
pit : a large hole in the ground
return : come / go back to a place
rope : a long thick strong cord
shivering : shaking slightly
stay : live

Answer the following questions.

1. Who are there in the story?
2. What did Badal see when he was returning from school?
3. What was the puppy's name?
4. Where did Badal fall?
5. Why was Badal's mother worried?
6. Who helped Badal's mother to search Badal?
7. How did Moti find Badal ?

Post-reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

Whole :

- Badal and his mother in a village
- The puppy was named Moti.
- Badal in a pit
- Moti saved Badal.



Part :

- Best friends
- Rainy day
- Search
- Badal's scent

B Let us listen and speak



1. Teacher will tell the names of these birds and animals, one by one, students will make their sounds.

Dog	Cow	Crow	Cat	Cock	Puppy

2. Role Play (Pair Work)

Sofiya : Hi Puja! How are you?
Puja : I am fine. Thank you.
Sofiya : Will you come to my home?
Puja : Yes ! But what will we do there ?
Sofiya : We will play with our pet dog, Tipu.
Puja : Oh! So nice!
Sofiya : Tipu is my best friend.
Puja : Can I be a friend of Tipu?
Sofiya : Why not? We will be friends forever.

3. Complete the following conversation between two children.





I live in
.....
Where do you
.....?



I live in
.....

I go to
.....
school.



Yes, I study in that school too!

.....
.....
.....?





I am in class
.....

What class are you in?



I am in class
.....



Nice meeting you! See you in school tomorrow.

4. Your teacher will read out the story of Badal and Moti once again to you. Now read the following sentences and number them in the sequence of the story. Write the serial numbers in brackets.

The first sentence has already been marked for you.

One rainy day, he slipped and fell into a deep pit. ( )

Badal and his mother named the puppy Moti. ( )

Badal hugged Moti. ( )

Badal came across a puppy by the side of the road. (1)

Moti accompanied Badal's mother to search for him. ( )

Moti followed Badal's scent and went near the pit and started barking. ( )

5. Chain drill

1. Teacher to student 1: I've a pet dog. What pet do you have?
2. Student 1 to student 2: I have a pet cat. What pet do you have?
3. Student 2 to student 3 : I..... What.....?

Chain drill continues till the last student participates.

C Let us read



1. Read the following words.

village	shivering	slipped	scent
puppy	promise	gathered	relieved
cold	followed	neighbours	hugged



2. Read the sentences and see how the word “animal” has been used in them.

   a. A dog is a domestic animal.

   b. The zoo has many animals.

   c. Some animals live in water.

   d. I love to keep pet animals.

   e. The lion is the king of animal kingdom.

   f. Be kind to animals.

   g. Love animals, they will love you back.

D Let us write



1. Match the words given under column ‘A’ with the words under column ‘B’ to make pairs. Write down the paired words in the given space. One has been done for you.

A	B	Paired-words
paper	ball	paper-pencil
chair	thread	.....
bat	key	.....
needle	pencil	.....
lock	dal	.....
rice	table	.....

2. Read this paragraph on 'My Pet Dog'.

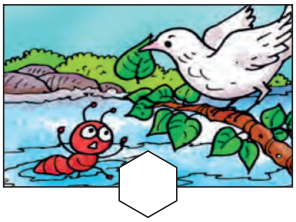
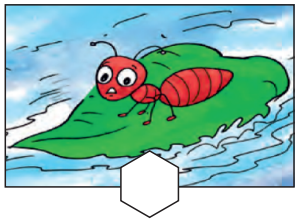
I have a pet dog. His name is Moti. He is black in colour. He eats rice and meat. I play with him. He barks at strangers. He guards our house. I love Moti and Moti loves me too.

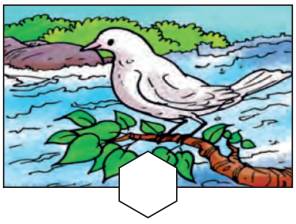
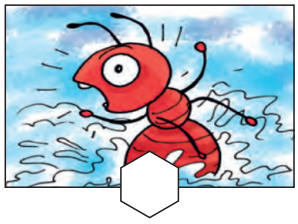
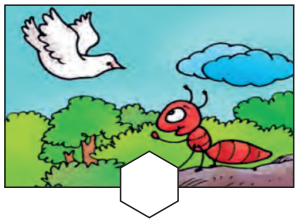
Write a paragraph like this on your pet cat. Use the words in the Help Box in place of words underlined.

cat, Rani, white, fish, mews, catches mice, She, her



3. Look at the pictures. They show a story of two friends; a pigeon and an ant. But the pictures are jumbled up. Number them to get the correct order to make a story.

4. Now fill in the blanks using the words in the box to complete the story.

leaf, flew, branch, climbed, fell, stream, hunter

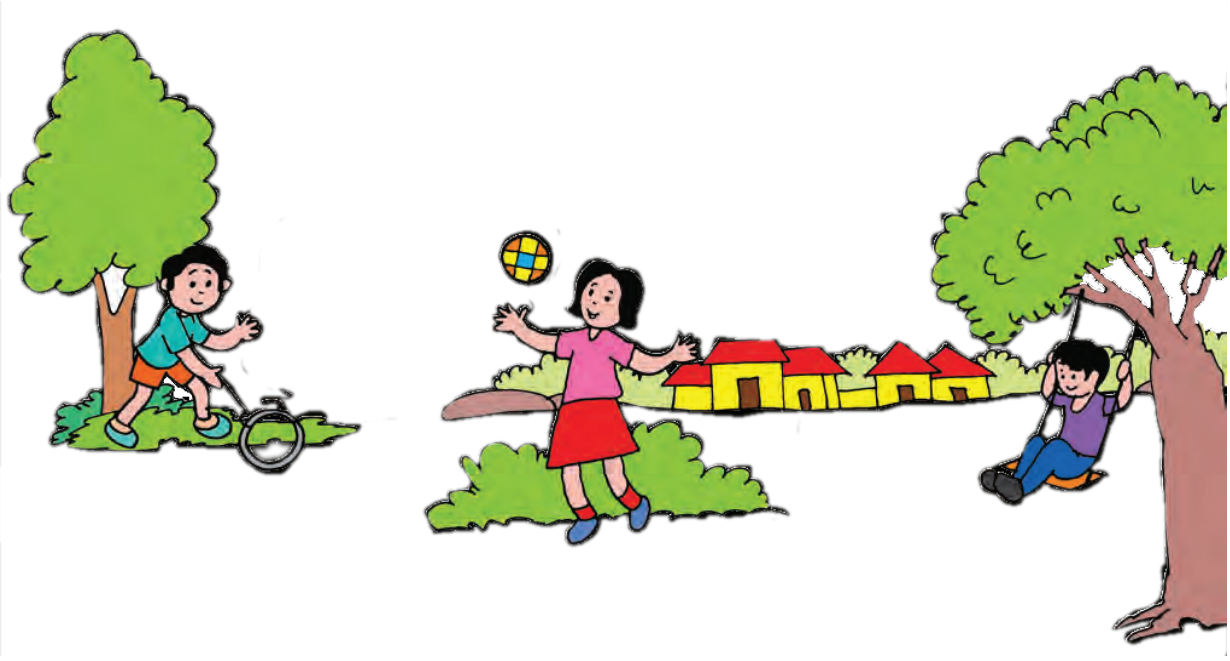
A pigeon was resting on a ..... of a tree near a ..... . An ant ..... into the stream and cried for help. The pigeon dropped a ..... into the stream. The ant ..... on the leaf and landed safely. Another day, the ant saw a ..... aiming at the pigeon. The ant quickly climbed up and bit the hunter's hand. The pigeon ..... away unhurt.

E Mental Talk

Pet animals are true friends.

F Let us do

Look at the picture below. It shows three children playing. Would you like to add anything to this picture? Use your crayons or colour pencils to add to the picture.



Unit-2

GOING PLACES

Chapter - 3

Between Home And School

Pre-reading

Children are fond of games. When they go near a river or a pond, they play and make a lot of fun. Tick (✓) the things you do when you are near a pool or a pond.

touch the cool water ☐

paddle water with feet ☐

splish splash hands in water ☐

float paper boats on water ☐

look at your image/ shadow in water ☐

While - reading

Ravi and his friend walk to school everyday. What do they do on their way? 'Between home and school' tells you about their fun on the way. Read and enjoy.

The text

Hello, I am Ravi. I study in Class 4. My friend and I go to school on foot. We pass through the paddy fields, the mango grove and then reach the main road. That is the shortest route we take to school. What fun we have every day !





— jumping over the canals !
— climbing the trees !
— swinging from the branches!
— watching garden lizards !
Yet we reach school on time.



New words

paddy field	-	a field in which rice is grown
grove	-	a piece of land with trees growing on it
route	-	a way from one place to another place
swinging	-	to move from side to side while hanging from a fixed point

watching - to look at something for a time, paying attention to what happens

fun - joy, happiness, amusement

Answer the following questions

1. Who is the speaker in the story?
2. What class is Ravi in ?
3. How does Ravi go to school?
4. Who goes to school with Ravi?
5. What do Ravi and his friend pass through on their way to school?
6. What fun do they have every day?
7. Do they reach school on time?

Post-reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

Whole : paddy field, mango grove, main road

Part : canal, lizard, swinging, climbing

B Let us listen and speak



1. Listen to the words that your teacher will read out. Say the words aloud and point to each object that represents the word.

chart **chalk** **chair**

Note to the teacher

- Prepare for the class by bringing the relevant objects and place them infront of the classroom.

BINGO GAME

2. Write any 6 words from the box in your notebook. Your teacher will read the words aloud at random (not serially) one by one. Listen to him/her and tick (✓) the word if it is in your list. If it is not in your list, wait. Your teacher will go on reading the words one by one. The student who ticks all the words first will be the winner of the game and he/ she will stand up and say "BINGO" aloud. Everybody will congratulate him/her.

study	route	climbing
school	lizards	jumping
paddy	canals	
grove	swinging	

3. Listen to your teacher saying the riddle. Think and answer.

A Riddle

My first two is my last
My last two is my first
And you are in the middle
Who am I ?

For answer see page no. 31

4. Tell your classmates about the fun you make on your way to school.



C Let us read

1. Read the story again and say whether the statements given below are true or false. Put a tick (✓) in the box for true statement and a cross (✗) in the box for false statement.

a. Ravi and his friend pass through a forest. ☐

b. They jump over the canals . ☐

c. They do not come to the main road. ☐

d. They climb trees. ☐

e. They watch butterflies. ☐

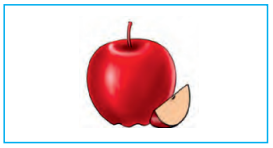
f. They reach school late. ☐

2. Read the words below each picture.

a


an ant

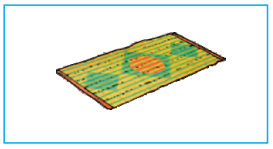

an axe


an apple

b

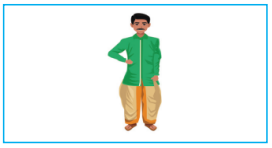

a rat


a cat


a mat

c


a pan


a man


a cap

Note to the teacher

- This introduces young learners to the vowel sound ‘a’ as in pan.
- Help them notice that the word ‘an’ occurs before the words beginning with ‘a’ in the above table.

D Let us write



1. Circle all the things that Ravi and his friend see on their way to school.

canals | bank | hospital | bus

mango grove | paddy fields | lizards | park

cars | train | main road | trees

2. Write some interesting things you see every day between your home and your school.

1. .....
2. .....
3. .....
4. .....
5. .....

3. Rearrange the jumbled letters to make words.

Hint : *The words are from the lesson.*

a. o h m e ☐ ☐

b. a n c a l ☐

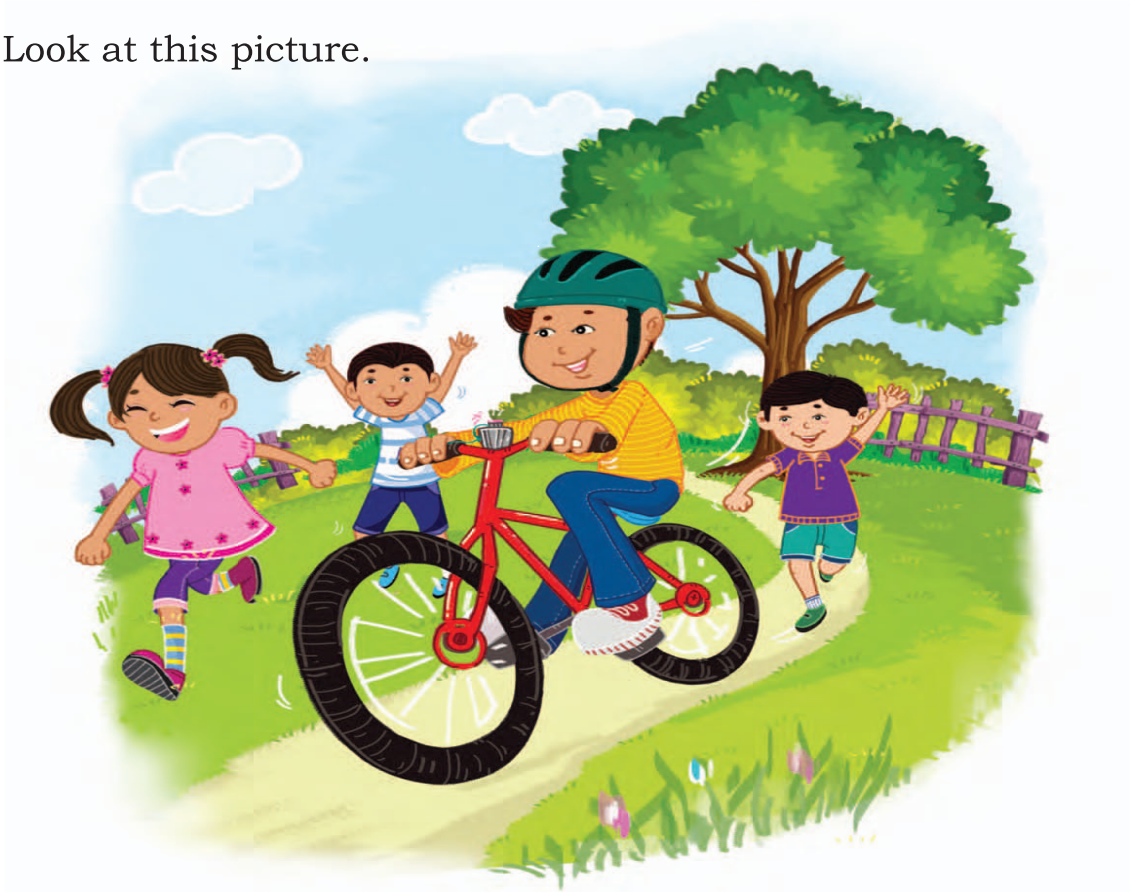
c. d a p y d ☐

d. o n m g a ☐

e. e o v g r ☐



4. Look at this picture.



A <u>boy</u> is riding his <u>bicycle</u> on the road.

The word 'boy' is a naming word. It names a person.
The word 'bicycle' is a naming word. It names a thing.
The word 'road' is a naming word. It names a place.

Naming words are the names of persons, places, things, flowers, fruits, animals , birds etc.

Underline the naming words in each sentence below.

1. I live in Puri.
2. This is my pen
3. I am reading a book.
4. I have a pet dog.
5. These mangoes are sweet.

E Mental Talk

Young learners have a lot of fun on their way to school.

F Let us do 

Cut a picture of a vehicle from an old magazine or newspaper or poster and paste it in the box.
Write its name.



Answer to riddle on page no. 27
CHURCH



Chapter - 4

This Is My Town

Pre-reading

Match the pictures with the words.

1. 

2. 

3. 

a. Town

b. forest

c. village

Answer the following questions.

1. Where do you live - in a town or in a village?
2. If you live in a town, what is the name of your town?
3. If you live in a village, what is the name of your nearest town?
4. Look at the picture of the town again. What do you see in the picture ?

We live in towns. We live in cities. We live in villages. Wherever we are, home is sweet. Let us read the poem, 'This is My Town' and know how much the poet loves his hometown.

While - reading

The text

This is my town.
In my town,
There are streets.
In my street,
there are houses.
In my house,
there are rooms.
In my room,
there is a bed.
On the bed,
there is a basket.
In the basket,
there are some flowers.
Flowers in a basket.
Basket on the bed.
Bed in the room.
Room in the house.
House in the street.
Street in the town.



Answer the following questions.

Choose the correct answer.

1. The poem is about_____ .
   a) my village
   b) my country
   c) my town
   d) my house

2. Where are the rooms?
   a) in my street
   b) in my house
   c) in my town
   d) in my village

3. What is on the bed?
   a) a basket
   b) a house
   c) a flower
   d) a book

4. There are ..... in the basket.
   a) some fruits
   b) some flowers
   c) some vegetables
   d) some toys

5. Where are the streets ?
   a) in my house
   b) in my village
   c) in my town
   d) in the forest

Post-reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

Whole : My town has a nice setting.

Part : Town, houses, rooms, basket, flowers

B Let us listen and speak



1. Your teacher will say one word from each column.
   Listen to your teacher and repeat the words after him/her.

house	wall	lane	here	room
mouse	well	line	there	broom

2. Listen to the words that your teacher will read out. Say the words aloud and point to the objects that represent the words.

Shirt	Shell	Shoe	Shampoo

Note to the teacher

- Prepare for the class by bringing the relevant objects and place them in the classroom.
- These words above begin with 'sh', sound.

C Let us read



1. Read the following lines of the poem. They are not in correct order. Write the correct serial number of the line in the box to arrange them as they appear in the poem.

in my street ☐
there are rooms ☐
there are streets ☐
there are houses ☐
in my town ☐
in my house ☐



2. Read the poem again.

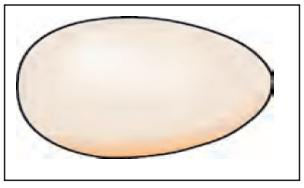
   a. How many times is the letter ‘e’ used in the poem? Count them and write their number.....

   b. How many times is the letter ‘u’ is used in the poem? Count them and write their number . .....

   c. Which letter (between ‘e’ and ‘u’) do you see more in number? write your answer here - _____ .

3. Read the words below each picture.

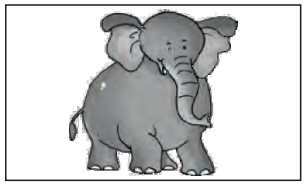
a



an egg



an engine

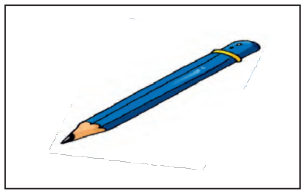


an elephant

b



a pen



a pencil

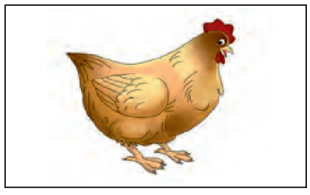


a bell

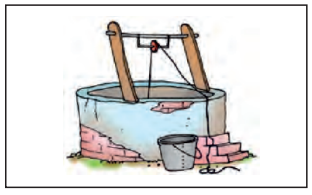
c



a kettle



a hen



a well

Note to the teacher

- This introduces young learners to the vowel sound ‘e’ as in ‘pen’.
- Help them notice that word ‘an’ occurs before the word beginning with ‘e’ in the above table.

D Let us write



1. Make words with the sets of letters given in the circles below. Then make a sentence using that word.

Letters	Word	Sentence
d e b		
o m o r		
o w n t		
u h s e o		

2. Write your name and home address.

Your name:	
Name of the street / area:	
Name of the village/ town:	
Name of the Post Office:	
District:	
State:	
Pin:	

3. Write ‘sh’ to fill in the blanks.

The sun is _ _ ining now.

I am wearing a T-Shirt and _ _ orts.

My father is wearing a new _ _ irt.

My grantfather is washing his _ _ awl.

My uncle is polishing his _ _ oes.



4. Look at the following words.

room - rooms

flower - flowers

We add ‘s’ for more than one thing.

These are called plural words.

a. Write the plural of the given words by adding ‘s’

cat .....

cup .....

doll .....

shop .....

street .....

toy .....

b. For some words we add ‘es’ to make a plural word.

Write the plural of the given words by adding ‘es’

box .....

class .....

mango .....

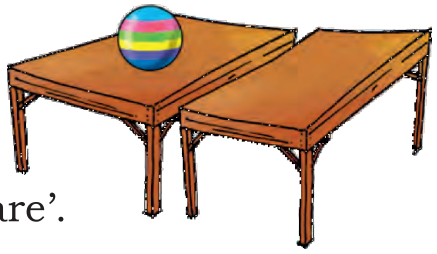
brush .....

bench .....



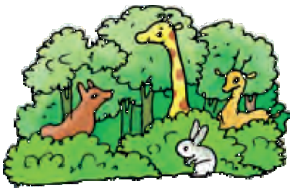
c. The ball **is** round.

The tables **are** brown.



Fill in the blanks with 'is' or 'are'.

1. There..... animals in the jungle.



2. The table..... made of wood.



3. These mangoes..... sweet.



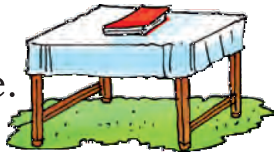
4. Raghuram.....a tall boy.



5. The toys..... on the shelf.



6. The book..... on the table.



7. The girls..... at the shop.

8. The car.....on the road.





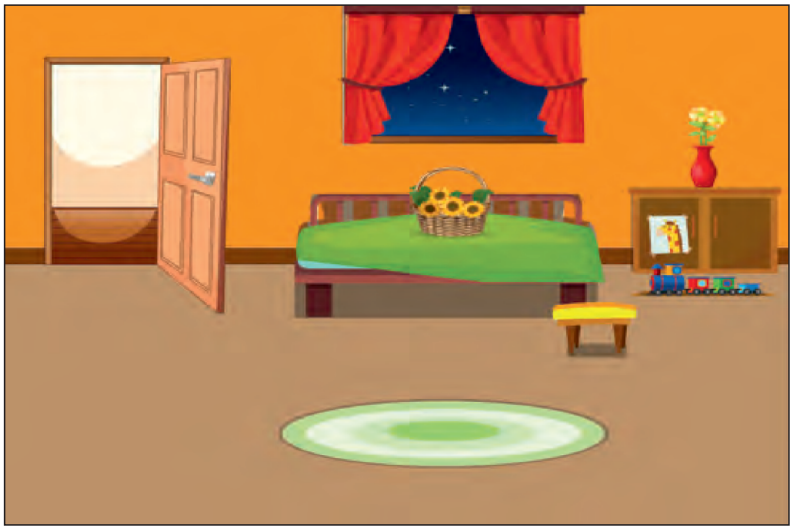
E Mental Talk

Home, home, sweet home

F Let us do

1. Look at the two pictures given below. Can you spot the diffenences?

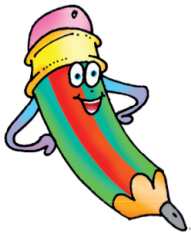




Note to the teacher

- These activities will enhance observation skill of the children.

2. Draw the picture of a house.



Note to the teacher

- Encourage the children to draw some of the objects available in a house



Unit-3

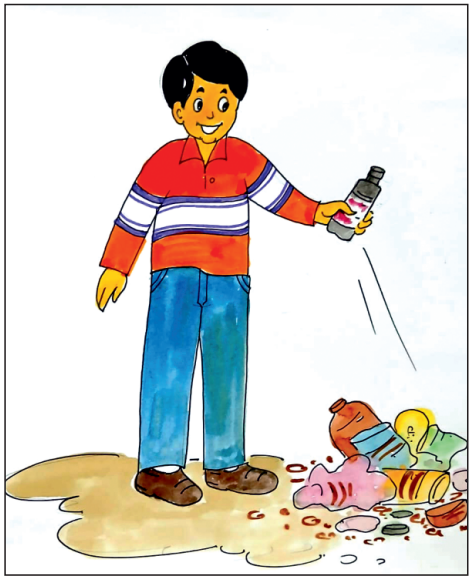
LIFE AROUND US

Chapter - 5

The Smart Monkey

Pre-reading

Look at the pictures.





Now say,

- What difference do you find between the pictures?
- Which picture shows the good practice?
- Why should we use dustbin?

Here is a lesson about keeping our places neat and clean. Let's read it and know how.

While-reading

The text

One day Anju and Farida went to the market. Anju bought a bag and Farida bought a water bottle. Later, they went to a shop and bought a packet of groundnuts and a bottle of juice.



They felt tired. They sat on a bench under a tree to rest. There was a monkey on the branch of the tree above them.

Farida and Anju did not see the monkey. They took out their food from the bag and began to eat. The monkey had a banana. He peeled the banana and ate it. Farida and Anju took out the groundnuts and started eating. They threw the packet down. Then they drank the juice and threw down the bottle.



Just then, the monkey climbed down the tree with the banana peel. There was a dustbin nearby. The monkey threw the banana peel into the dustbin.





Farida and Anju saw this and felt ashamed. They picked up the packet and the empty bottle and threw them into the dustbin.

New words

shopping	:	the activity of going to shops / stores and buying things
branch	:	a part of a tree that grows out from the main stem and on which leaves, flowers and fruits grow
peel	:	to remove the outer layer or covering from fruits / vegetables
dustbin	:	a large container used for putting waste materials
empty	:	having nothing inside

Answer the following questions

1. Where did Anju and Farida go to?
2. What did Anju buy at first in the market?
3 What did Farida buy at first in the market?
4. What did they buy together?
5. Where did they sit to rest?
6. Who was there on the branch of the tree?
7. What did the monkey do with the banana peel?

Post-reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

(I) Whole : Farida and Anju felt ashamed.

(ii) Part : pocket of groundnuts, a bottle of juice, a dustbin nearby, empty bottle

B Let us listen and speak



1. Close your eyes. Listen to your teacher and say the following words after him/ her.

mar	ket	market
mon	key	monkey
pack	et	packet
dust	bin	dustbin

class	room		classroom
An	ju		Anju
ba	na	na	banana
Fa	ri	da	Farida

Say your name, clapping for each syallable of the name. How many times did you clap?



Note to the teacher

- Speak out the words one after another.
- Ensure that children say the blends correctly.
- Provide regular exercises of the above blends.

2. Sudha tells about herself to the class.

I'm Sudha.

I'm from Bhawanipatna.

Mr. Raghunath Mahapatra is my father.

Mrs. Sabita Mahapatra is my mother.

I'm in class IV

I like Kho-Kho.

I'd like to be a soldier.



Now tell about yourself like Sudha.

You may start like-

I'm ..... .

I'm from ..... .

Mr. ..... is my father.

Mrs. ..... is my mother.

I'm in class .....

I like .....

I'd like to be a ..... .

3. Answer the following questions

   1. Have you seen people throwing packets or bottles in the park or on the road? Talk about it.
   2. After having biscuits, what do you do with the wrapper?
   3. Imagine you are sitting under a tree. What do you see on the tree?
   4. Is there a dustbin in your school ?
   5. What do you put into it?

C Let us read 

1. Read the following sentences and say whether they are **True** or **False.**

   a. One day Anju and Farida went to the market.

   b. Anju bought a water bottle.

   c. They sat on a table under a tree to rest.

   d. The monkey had an apple.



e. Farida and Anju took out the groundnuts and started eating.

f. The monkey threw the banana peel into the dustbin.

g. Farida and Anju saw this and felt happy.

h. The monkey peeled the banana and ate it.

i. The monkey was very smart.

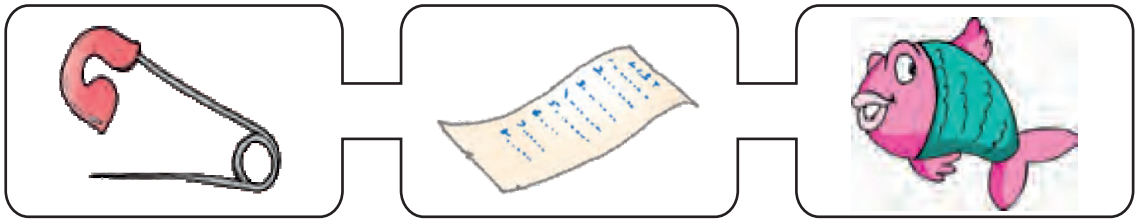
j. We should always use dustbins.

2. Look at the pictures.

Read words below each picture.



an inch *an inkpot* *an igloo*



a pin *a list* *a fish*

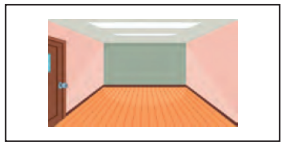


a bin *a ring* *a ship*

3. Look at the pictures and say their names.

fl





cl





4. Let us sing a song of I

I is both a letter and a word (clap clap clap)
I is both a letter and a word (clap clap clap)
Even though they look the same
You use I and not your name
I is both a letter and a word. (clap clap clap)

Note to the teacher

- Sing the above song. Encourage children to sing the song too. Help them understand the notion that 'I' is oneself.

D Let us write



1. Encircle the correct word :

i.	a) Juice	b) Jiecu	c) jucie	d) Jeuice
ii.	a) packcet	b) Packet	c) peckat	d) Pekact
iii.	a) botlee	b) butlet	c) bottle	d) bettle
iv.	a) baanan	b) banaan	c) bannaa	d) banana
v.	a) monkye	b) monkey	c) monkay	d) mankey

2. Fill in the blanks choosing the correct words in the box below.

a. Farida and Anju sat on a ..... under the tree to rest.

b. There was a monkey sitting on the ..... of the tree.

c. The two girls had a packet of ..... and a bottle of juice.

d. The monkey threw the banana peel into the .....

e. Anju and Farida went to the.....

branch, groundnuts, dustbin, bench, market

3. Write what do you do to keep your home and classroom clean. Use the words given in the box.

1. Sweep the .....
2. Throw the wastage into the .....
3. Keep things in proper .....
4. Work together with your friends to keep your .... clean.
5. Help your ..... to keep your home neat and clean.

school, dustbin, house, place, mother



E Mental Talk

Use dustbin, keep the surroundings clean.



F Let us do

Have you ever been to a nearby shop with your family members? Draw or paste pictures of some of the things you liked in the shop, in the box given below.



Note to the teacher

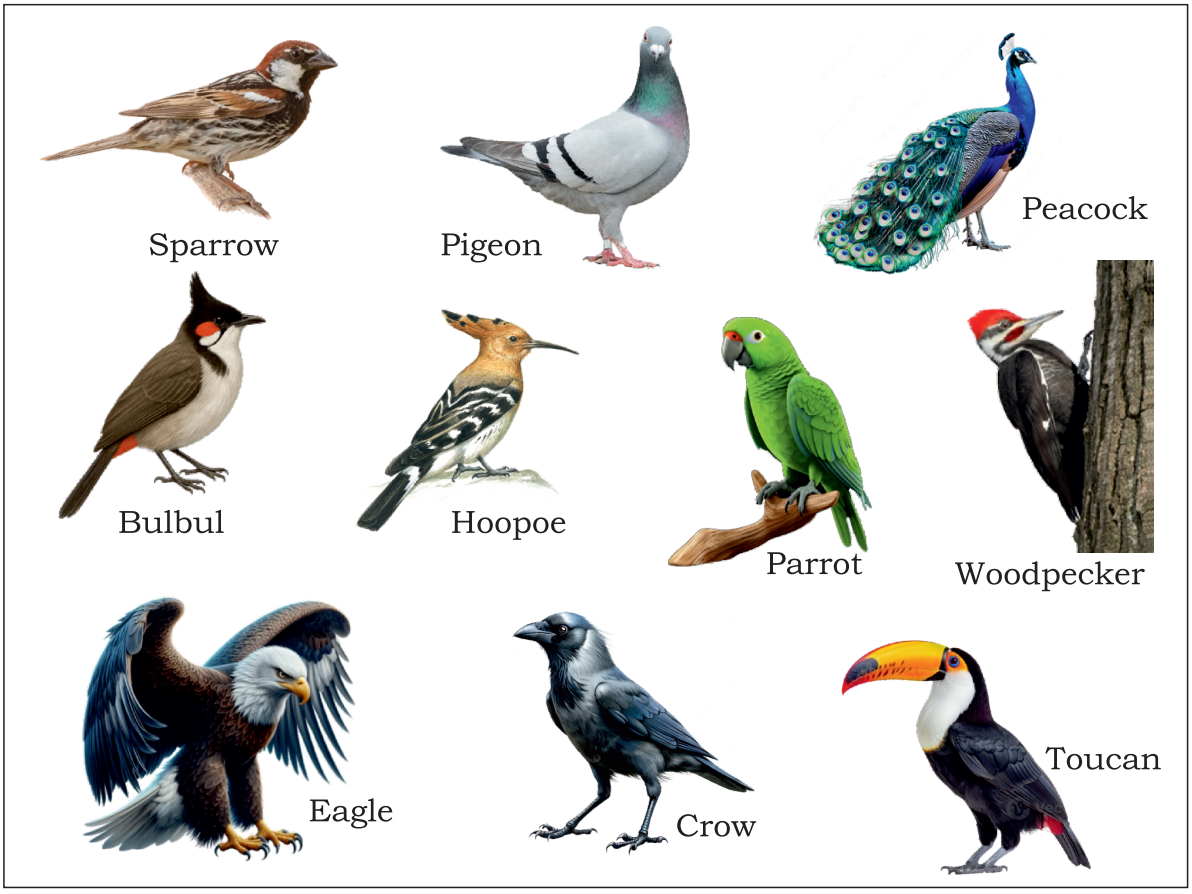
- Encourage children to share their experiences in English. They may use a few words in their mother tongue and later speak completely in English.
- Encourage children to share what they like and what they do not like during shopping.

Chapter - 6

The Crow

Pre-reading

Look at the pictures and say their names.



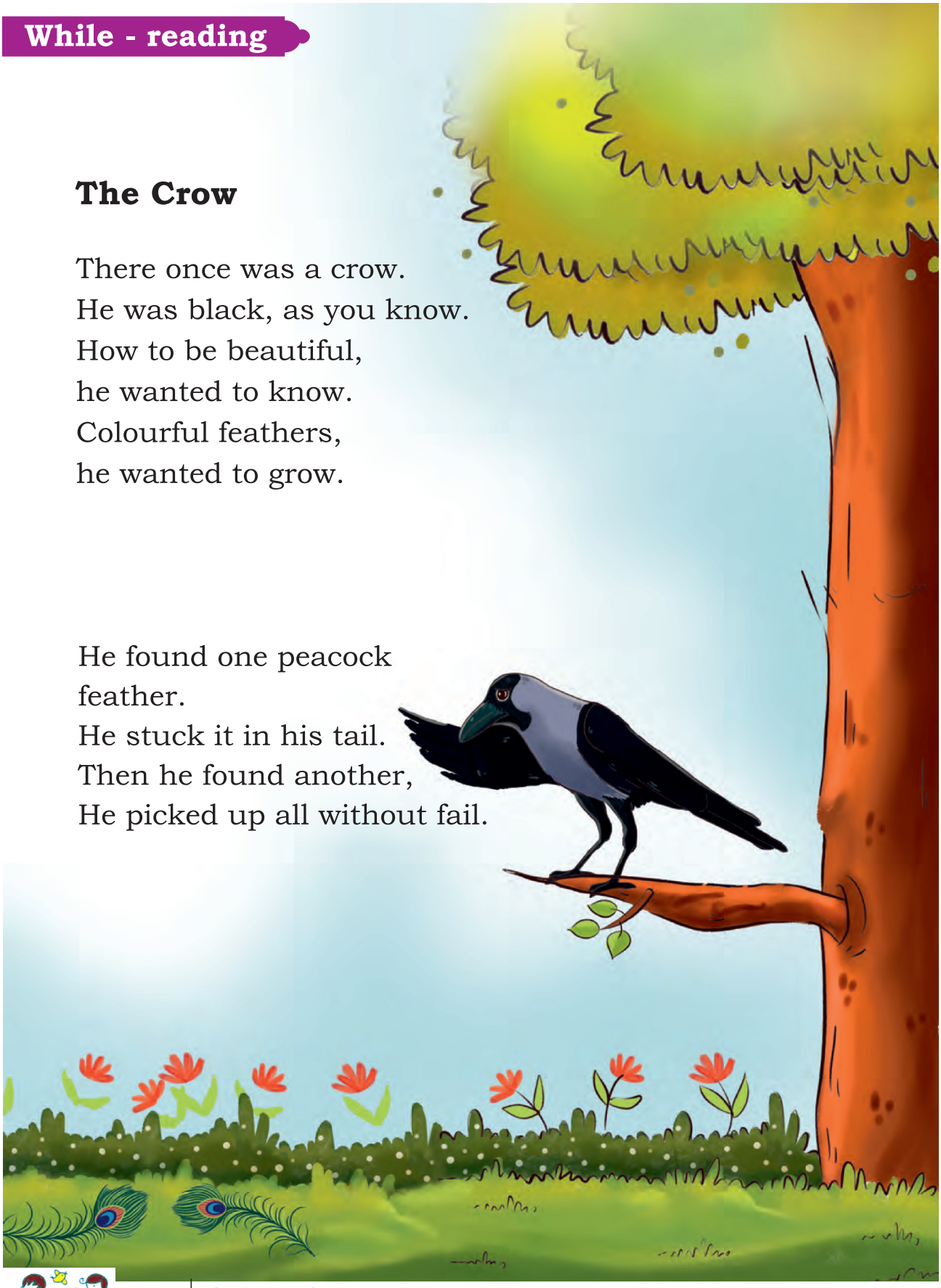
- Which bird do you like?
- Which bird sounds caa, caa?
- Do you like the crow?
- Is the crow beautiful?

Lets read a poem about a crow and know how he feels.

The Crow

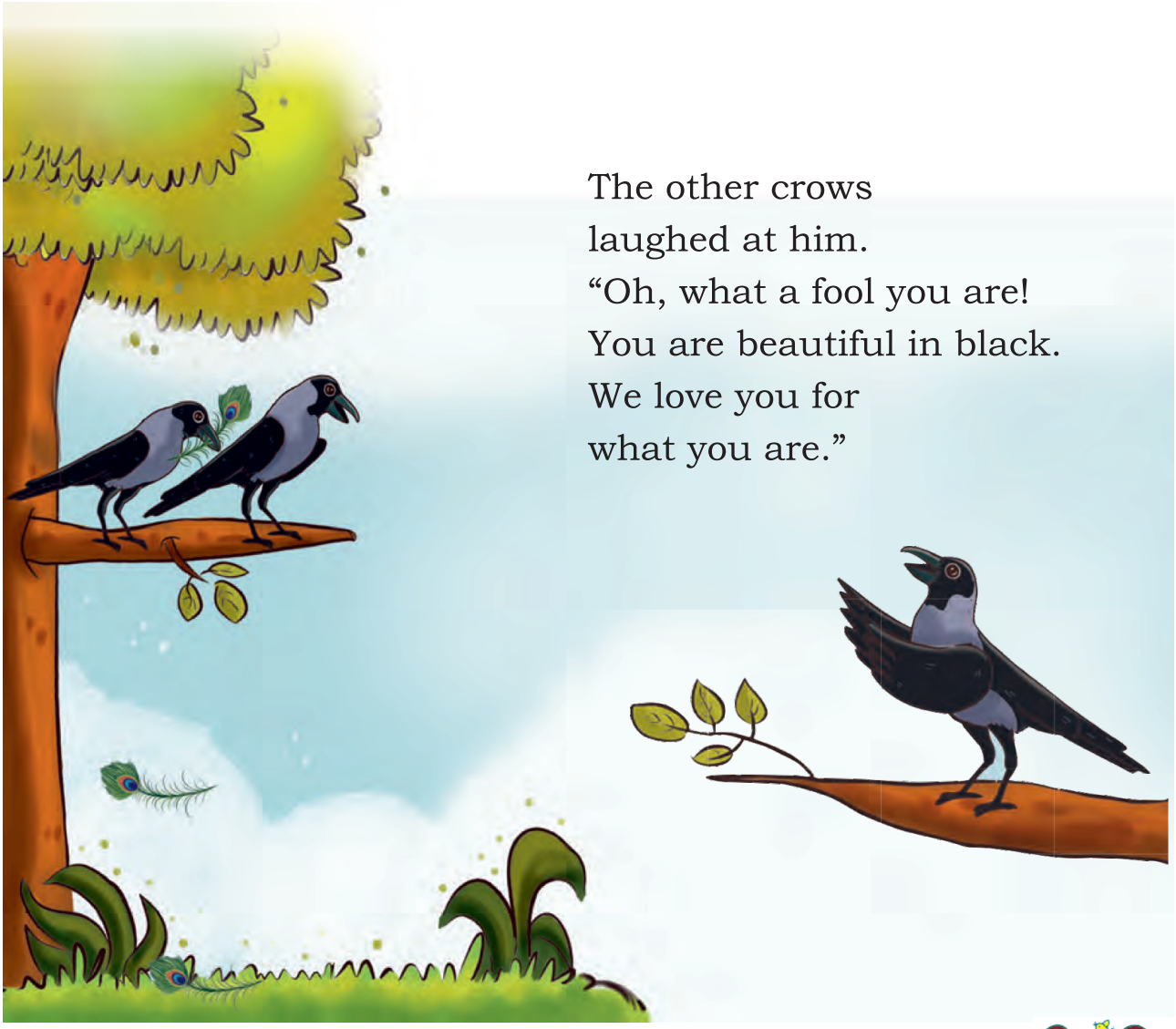
There once was a crow.
He was black, as you know.
How to be beautiful,
he wanted to know.
Colourful feathers,
he wanted to grow.

He found one peacock
feather.
He stuck it in his tail.
Then he found another,
He picked up all without fail.



He stuck them
in his wings,
Put one on his head.
I am now beautiful,
He danced and said.

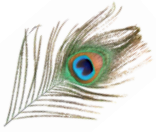




The other crows
laughed at him.
“Oh, what a fool you are!
You are beautiful in black.
We love you for
what you are.”

New words

feather : one of the light, soft things that covers a bird's body



picked up : lifted some thing

stuck : fixed

wanted : wished

wings : one of the limbs or organs by which a bird flies

without fail : successfully

Answer the following questions

1. Was the crow ugly or beautiful?
2. What did he want?
3. How did he want to grow?
4. Where did he fix the peacock feathers?
5. "Oh! what a fool you are!" who said this?
6. Is the crow beautiful in black?

Post-reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

Whole : (i) The crow wanted to be beautiful.

(ii) stuck peacock feathers, other crows laughed at him

Part : beautiful, feathers, wings, we love you

B Let us listen and speak



- Close your eyes and listen to your teacher. Say the following words.
- Listen and repeat the word your teacher says. You may clap for each syllable of the word.



pea	cock	→	peacock
fea	ther	→	feather
beau	ti	ful	→ beautiful
co	lour	ful	→ colourful
a	no	ther	→ another

Note to the teacher

- Help children understand how to break any word into smaller parts (syllables) to pronounce it easily. Let them clap for each syllable. You may practise this regularly, each time with a new set of words.



C Let us read



1. Read the Sentences and tick the right choice to complete each sentence.

   a. The crow wanted to grow ..... feathers.

   a) white b) black

   c) colourful d) beautiful

   b. The crow found one .....feather.

   a) hen b) peacock

   c) swan d) parrot

   c. The crow stuck the peacock feather in his.....

   a) leg b) mouth

   c) tail d) beak

   d. The other crows..... at him.

   a) praised b) laughed

   c) disliked d) killed

   e. The other crows said, “We love you for.....”.

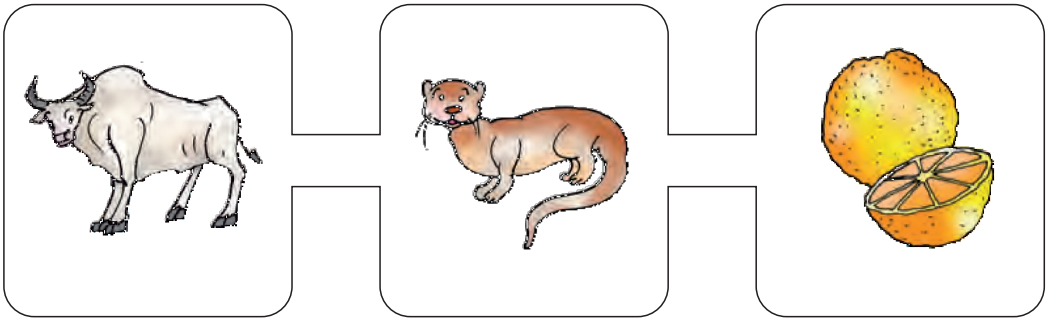
   a) what you are b) what he was

   c) what he did d) what he said.



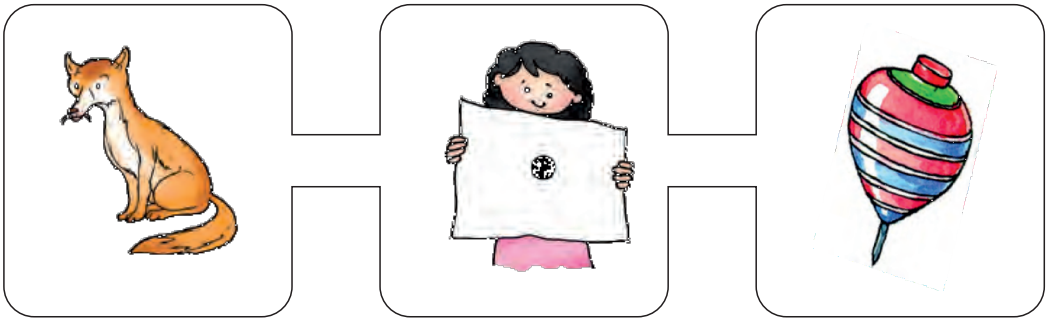
2. Read the words below each picture.

1



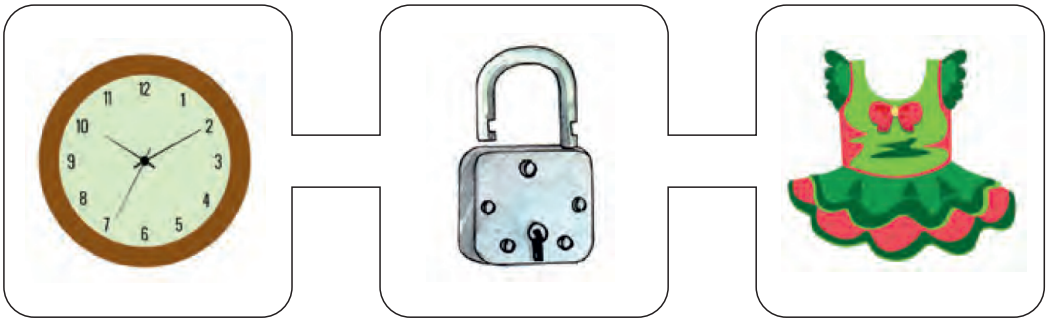
an ox an otter an orange

2



a fox a dot a top

3



a clock a lock a frock

Note to the teacher

- This introduces young learners to the vowel sound 'O' as in 'top'
- Help them notice that the word 'an' occurs before the words beginning with 'o' in the above table.

D Let us write



1. Can you identify the birds? Write their names in the space provided.













Note to the teacher

- Help the children identify the words. Provide necessary help with English words.

2. Read the words in Coloumn A. Complete the word in Coloumn B that rhymes with it.

Hint : The words in Column B should be the names of birds. One has been done for you.

A	B
grow	crow
carrot	__ arrot
pen	__ en
arrow	__ __ arrow
block	__ __ __ __ ock



3. Read the following words. The first and second words are rhyming words. Choose a rhyming word used in the poem and write in the blank space.

a) crow, brow, ...

b) tail, mail,.....

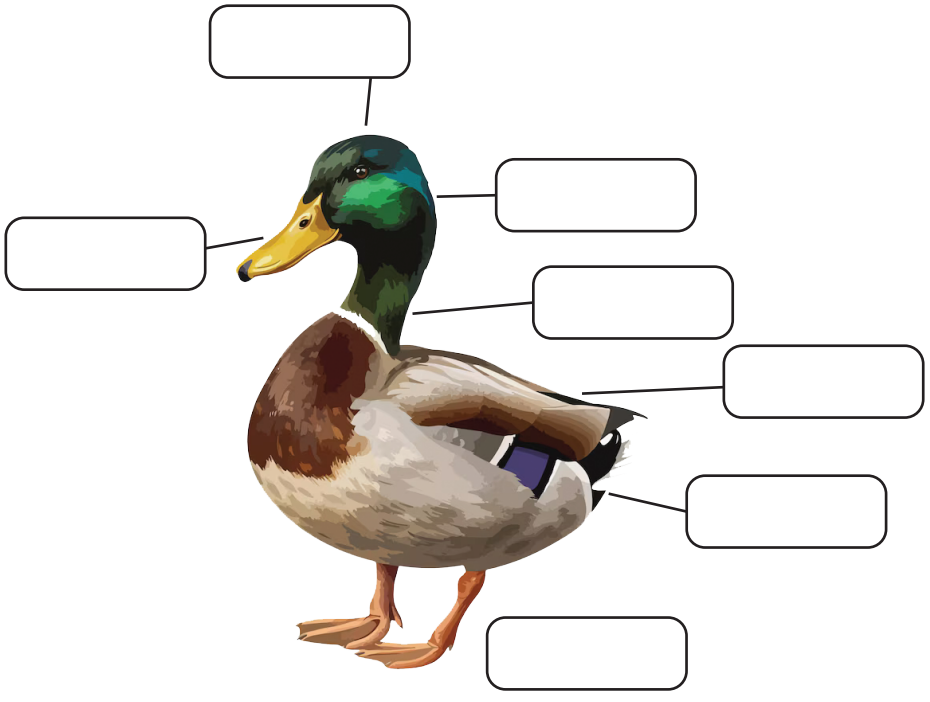
c) feather, leather,.....

d) head, bread, ...

e) beautiful, wonderful,.....

f) sing, ring, ...

4. Write the names of body parts of the bird.
Use the words given in the box.



beak, tail, leg, neck, wings, head, eye

5. Make sentences from the following table, and write them in the blank space.

Today	I	will go	to	village
	we			school
	Rajni			park
	She			farm
	Harish			theatre



E Mental Talk

We should be happy with what we are.

F Let us do 

Draw the picture of your favourite bird in the box given below and write its name in the given blank.

My favourite bird is.....



Note to the teacher

- Encourage children to draw grass, trees, etc., in the background.

Unit - 4

TOYS AND GAMES

Chapter - 7

Out In The Garden

Pre-reading

- Look at the toys in the pictures given below.
- Tick the correct name in the box.



☐ car ☐ train ☐ jeep ☐ bus



☐ puzzle ☐ piano ☐ doll ☐ kite



☐ ball ☐ teddy bear ☐ duck ☐ block



☐ bicycle ☐ rocking horse ☐ kite ☐ aeroplane



☐ play tent ☐ robot ☐ toy train ☐ yo-yo



☐ puppet ☐ ball ☐ drum ☐ doll house.



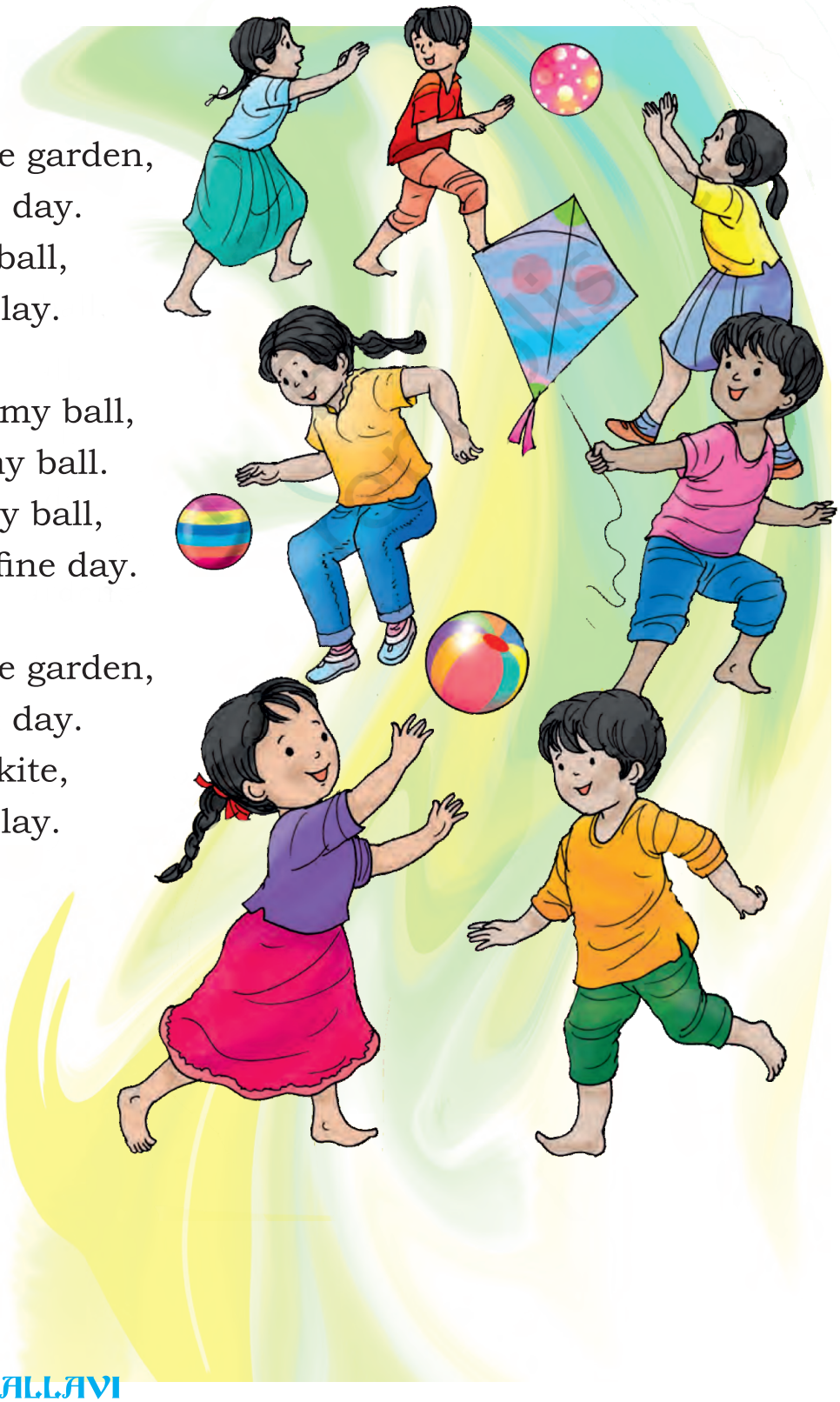
While - reading

The text

Out in the garden,
Each fine day.
With my ball,
I like to play.

I bounce my ball,
I throw my ball.
I catch my ball,
On each fine day.

Out in the garden,
Each fine day.
With my kite,
I like to play.



I tug my kite,
I pull my kite.
I fly my kite,
On each fine day.

Out in the garden,
Each fine day.
With my friends,
I like to play.

We run and skip,
We jump and sway.
We slide and swing,
On each fine day.



New words

bounce	:	to move a ball up and down
catch	:	hold
sway	:	move slowly from side to side
tug	:	to pull hard
slide	:	move along a surface
swing	:	move to and fro while hanging from something

Answer the following questions

1. Who are there in the poem?
2. What are they doing?

3. How are the children playing with the ball ?
4. Where are they playing ?
5. How does the child play with the kite ?
6. What games do you play with your friends ?
7. What games do you play outside ?
8. What happens if we are not careful while playing outside ?

Post - reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

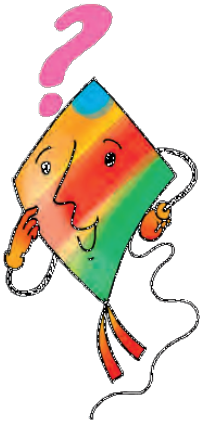
Take picture of the poem in your eye camera. Close your eyes. Put your index finger on-

Whole : flying kite, children playing together, children running and skipping

Part : ball, friends, swing, jump

B Let us listen and speak





1. Look at the pictures. Do you know the games ?
   Have you played them?
   What do you call them in your mother tongue ?
   Talk about what you know.













2. Listen to the song and repeat it with action.



Clap your hands,
Clap your hands,
Listen to the music,
And clap your hands.





Stamp your feet,
Stamp your feet,
Listen to the music,
And stamp your feet.

Jump up high,
Jump up high,
Listen to the music,
And jump up high.





Turn around,
Turn around,
Listen to the music,
And turn around.

C Let us read



1. Read the sentences. Guess the sports and games and match the pictures

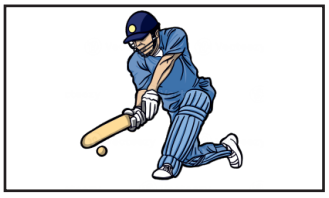
a. We hit the ball with a bat.



b. We kick the ball and play.



c. We play with a stick and a ball.



d. We sit on the chair when music stops.



e. We jump with a rope.



f. We play with dice.



2.
- Read the words aloud.
- Circle the words you find in the poem.

garden	forest	games	friends
birds	kite	play	dress
star	tug	children	jump
swing	lion	slide	trunk



3. Vowel Sound 'u'

Read the words below each picture

a.



an umbrella



a truck



a duck

b.



a jug



a mug



a cup

c.



a bus



a rug



a hut

Note to the teacher

- This introduces young learners to the vowel sound 'u' as in 'hut'.
  Help them notice that the word 'an' occurs before the words beginning with 'u' in the above table.

D Let us write

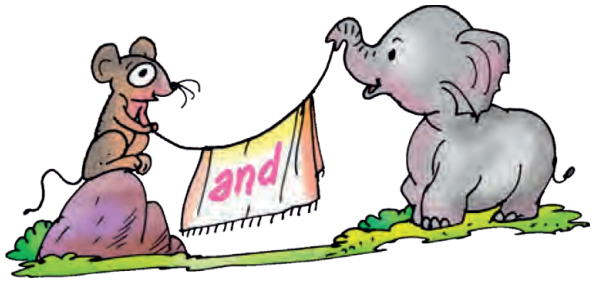


1. In the poem, we find-

run **and** skip

jump **and** sway

slide **and** swing



Here we use **'and'** to link two words.

Combine these words using **'and'** and write them in the blanks. One has been done for you.

a. give, take give and take

b. sing, dance _____

c. eat, drink _____

d. catch, throw _____

e. run, catch _____

Can you think of two more pairs?
Write them here.

_____

_____

2. Fill in the blanks choosing the correct word from the bracket.

a. The child in the poem plays out in the..... .
(garden, forest, park)

b. The child ..... the ball.
(jumps, tugs, catches)

c. The child ..... the kite.
(swings, flies, throws)

d. The child likes to play with .....
(parents, pets, friends)



3. Write the names of some interesting sports and games that you know.

_____

_____

4. Arrange the jumbled letters to make words.
(The words are from your lesson)

i) | u | g | t | → ☐

ii) | k | p | i | s | → ☐

iii) | d | s | i | e | l | → ☐

iv) | e | n | o | c | b | u | → ☐

v) | r | d | g | e | a | n | → ☐

E Mental Talk

Playing with friends is joyful.

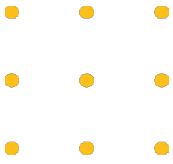
F Let us do 

1. Talk to your elders at home. Find out what games they used to play when they were young. Learn a game from them and share it with your friends in class.

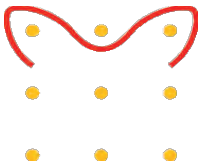


2. Follow the steps to draw a rangoli.

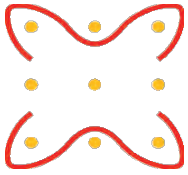
Step-1



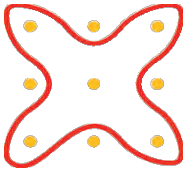
Step-2



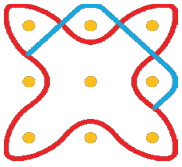
Step-3



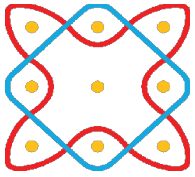
Step-4



Step-5

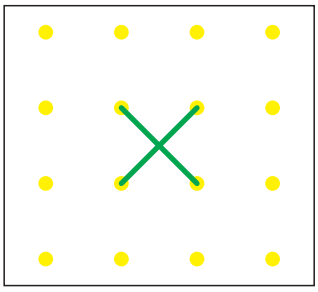


Step-6

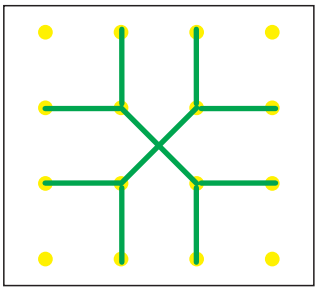


3. Follow the steps to draw a rangoli and colour it.

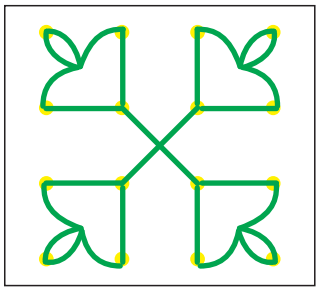
Step-1



Step-2



Step-3



Chapter - 8

Paper Boats

Pre-reading

Let us see the picture.



The picture shows a popular festival of Odisha.

Can you name the festival ?

Why do people celebrate it and when ?

What do they do on this day ?

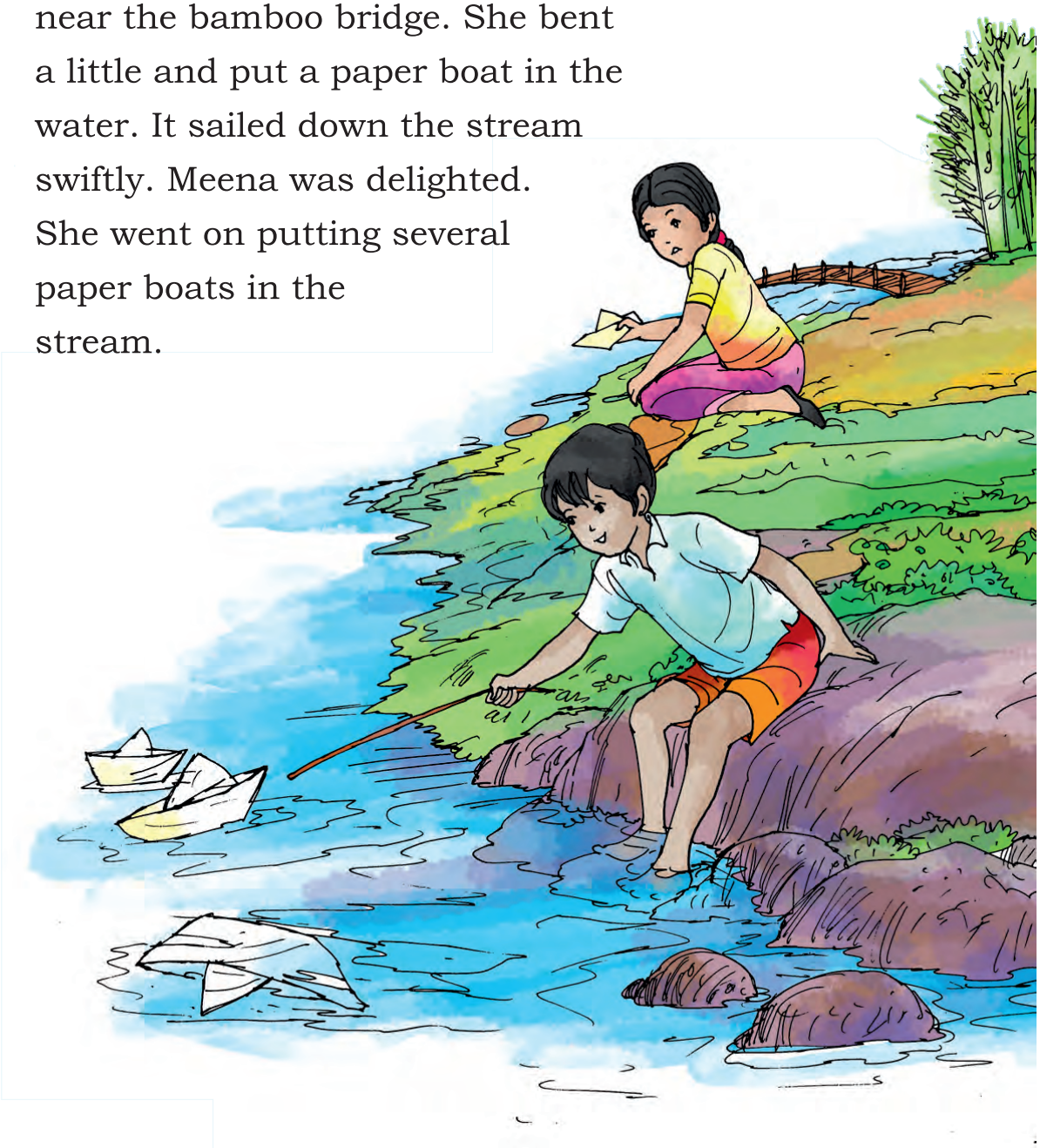
Here is a story on paper boats.

Let us read and see who does what.

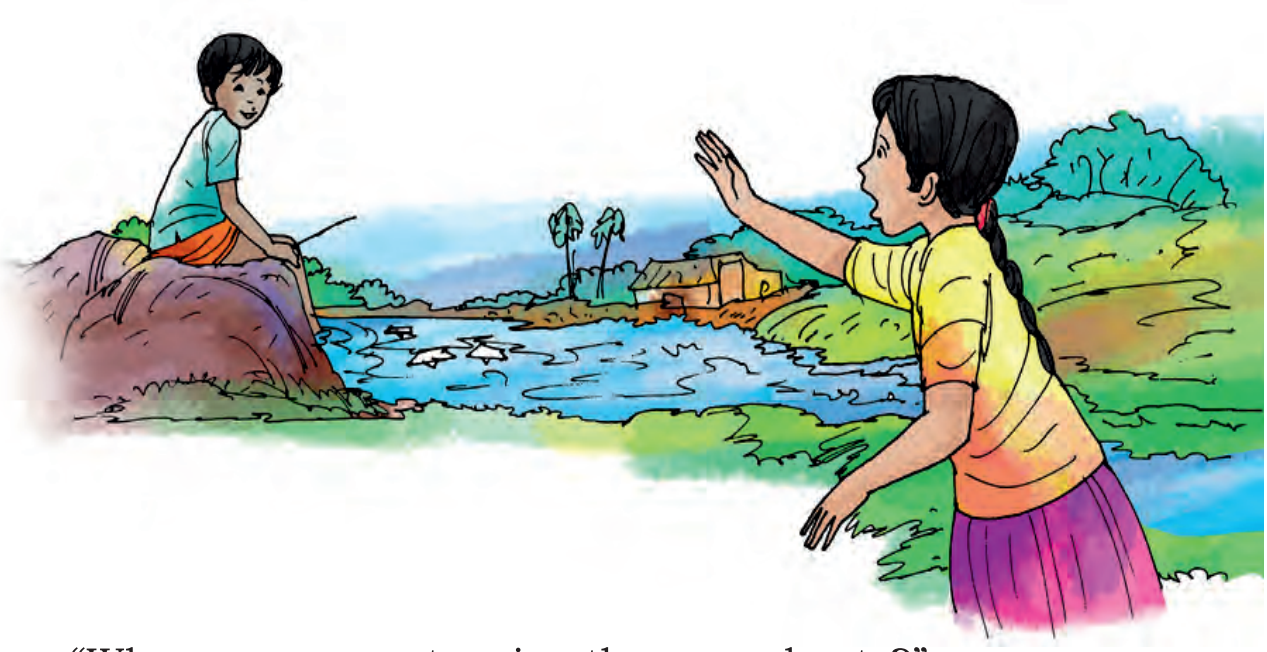
While-reading

The text

Meena walked towards the stream near the bamboo bridge. She bent a little and put a paper boat in the water. It sailed down the stream swiftly. Meena was delighted. She went on putting several paper boats in the stream.



As the boats floated down the stream, she saw a naughty boy pushing the boats into the water. Meena stared at the boy angrily. He did not care for Meena's angry face. She shouted "Stop!" But the boy did not stop.



"Why are you overturning the paper boats?"

Meena asked angrily.

"Because it is fun,"replied the boy.

"It may be fun for you, but those are my paper boats" said Meena. "So, you just stop overturning my boats."

The boy thought for a minute and said, "I will not do it again, but I also want to play. Can you help me?"

Meena said, "I have enough paper. You can make boats for yourself."

The boy answered, “I don’t know how to fold the paper to make boats.”

Meena said, “That’s easy, I will help you.” She showed him how to make the boats.

Meena took out coloured paper of different sizes. She showed the boy how to fold and re-fold the paper to make a boat. The boy watched carefully. Then he took a piece of paper and started to make a paper boat. Soon a few boats were ready.

Meena gently put her boat in the stream. The boy put his boats in the stream too. The boats sailed down the stream. Both enjoyed watching the boats.

New words

delighted	:	very happy and pleased
floated	:	moved slowly on water
fold	:	bend / turn
naughty	:	behaving badly
overturning	:	making upside down
sailed	:	moved smoothly in water
several	:	some / a few
stared	:	looked at something for a while with wide open eyes
stream	:	a small river
swiftly	:	moved quickly
watched	:	noticed or looked attentively

Answer the following questions

1. What was Meena playing with ?
2. What did Meena put in the water ?
3. How did the paper boat sail down the stream?
4. Why was Meena angry?
5. How did Meena help the boy?
6. Meena made paper boats. What else can you make with paper?

Post-reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

Whole : i) Meena stared at the boy angrily.
ii) Naughty boy pushing boats
iii) Meena took out coloured paper of different sizes.

Part : overturning, watched, fold and refold, bamboo bridge

B Let us listen and speak



1. Listen and say

- What games do you play with your friends?
- Which game do you like the most and why?
- How do you feel when your team wins a game?



2. Say whether True or False.

a. The boy thought it was fun to overturn paper boats.

b. Meena has come to complain about the boy.

c. The boy did not know how to make paper boats.

d. Meena had only white paper.

3. Tell the name of your

grandfather - grandmother -

father - mother -

uncle - aunt -

brother - sister -

friend - class teacher -

Headmaster -

C Let us read



1. Read the following sentences and arrange them in right order. Write the serial numbers in the box.

a. She saw a naughty boy pushing the boats into water. ☐

b. Meena said "That's easy, I will help you." ☐

c. Meena walked towards the stream near the bamboo bridge. ☐

d. She showed the boy how to fold and refold the paper to make a boat. ☐

e. She bent a little and put a paper boat on the water. ☐



f. She shouted, “Stop!” But the boy did not stop. ☐

g. Both enjoyed watching the boats. ☐

h. Soon a few boats were ready. ☐

2. The story has a word ‘fun’. Read the following words.

fun

↓

gun	sun	nun
run	bun	pun
spun	stun	shun

What sound is common in these words ?

Note to the teacher

- Let the children read the above words, one by one, noticing the ‘un’ sound.

D Let us write



1. Read the following sentences and mark the underlined words in them.

(i) Sachin is a cricketer.

He played many matches.

Sachin is a male person. We use ‘He’ for a male person.



(ii) Dutee Chand is a fast runner.

She is a national champion.

'Dutee chand' is a female person

We use 'She' for a female person.

2. Fill in the blanks with "he" or "she" in the following sentences. One has been done for you.

1. Ruby Madam teaches us English. She is a good teacher.
2. Neha likes to paint. ..... uses water colours.
3. Rakesh is the class monitor. ..... is very strict.
4. Her name is Anita. ..... studies in class IV.
5. My father is coming ..... will take me home.
6. My aunt lives in America . ..... will come next year.
7. Rohit plays cricket. ..... has a bat and a ball.
8. Nobody likes Anuj. ..... is very rude.

Note to the teacher

- Focus on the use of 'he' and 'she' in the lesson.
- Encourage students to make sentences using 'he' and 'she' on their own.



2. Look at the things in the picture. Where are they ? Complete the sentences choosing the right word from brackets.



a. The bat is .....(on/under) the bed.

b. The bag is .....(in/on) the chair.

c. The ball is .....(in/under) the box.

d. The car is .....(in/under) the table.

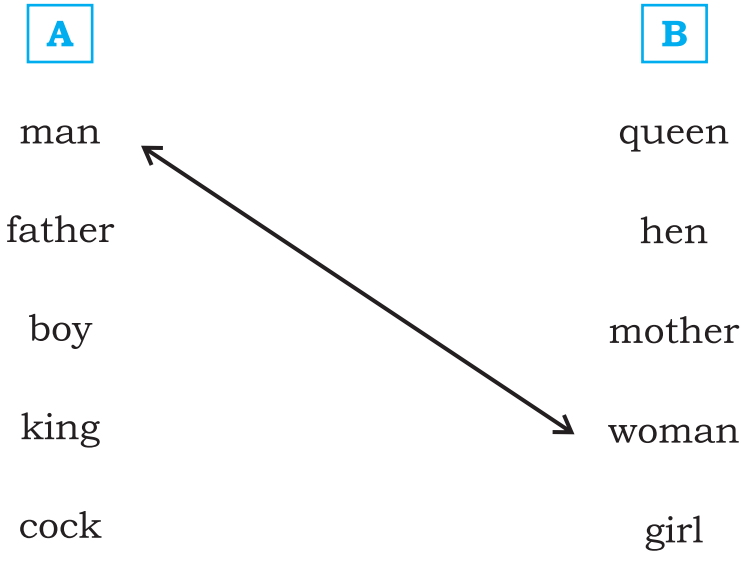
e. The books are .....(in/on) the shelves.

3. Some words are given in the box. Find them in the word puzzle.
One has been done for you.

e	n	j	o	y	e	d
r	a	s	b	b	f	c
e	s	t	o	p	o	p
a	d	r	y	e	l	l
d	h	e	i	p	d	a
y	f	a	n	g	r	y
b	a	m	b	o	o	g

stream, bamboo, angry, stop, boy, play,
help, old, ready, enjoyed.

4. Match the "He" words under column - A with the "She" words under column-B. One has been done for you.



E Mental Talk

True happiness comes from sharing .

F Let us do 

1. Make a paper mask and say three to four lines about it.



Note to the teacher

- Encourage the children to make masks of different animals and birds as per their choice.



2. Read and enjoy.

ଭାସିଯାଆ ମୋର୍ କାଗଜ ଡ଼ଙ୍ଗା

ଭାସିଯାଆ ମୋର କାଗଜ ଡ଼ଙ୍ଗା ଭାସିଯାଆ
ଘୋଟି ଆସିଲାଣି ଆକାଶରେ ଘୋର ମେଘ ବାଆ।।

ପବନ ବହୁଛି ଝିପିଝିପି ମେଘ ବରଷଇ
ବିଜୁଳି ଚମକେ ଘଡ଼ଘଡ଼ି ଡ଼ାକେ ରହିରହି।।

ଭାସିଯାଆ ମୋର କାଗଜ ଡ଼ଙ୍ଗା ଭାସିଯାଆ
ଡ଼ରିଯିବୁ ନାହିଁ ଆକାଶରେ ଦେଖି ମେଘ ବାଆ।।

ଭାସିଯାଆ ମୋର କାଗଜ ଡ଼ଙ୍ଗା ଭାସିଯାଆ
ବାଟଯାକ କେତେ ନୂଆ ନୂଆ ସାଥୀ ଭେଟୁଥାଆ।।

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Unit - 5

WELCOME TO MY WORLD

Chapter - 9

Seeing without Seeing

Pre-reading

Let us sing and dance with this song.



Two little eyes to look around.
Two little ears to hear any sound.



One little nose to smell and breathe.
One little mouth that likes to eat.



Hands to clap, legs to walk
Nose to smell, mouth to talk
Head to move, eyes to see
I have a little body that belongs to me.

Note to the Teacher

- Use different combination and variations for the activity. For instance, while reciting the poem, you may say "two little hands go..." and remain silent while continuing to clap.

Let us match the names of body parts with what they do.

A	B
hands	to talk
legs	to see
nose	to clap
mouth	to smell
eyes	to walk

Note to the teacher

- Tell students to read the story of Rupali who learns how to help the differently abled people to face challenges.



While - reading

The text

Little Rupali returned from the school. She opened the door quietly. She kept her bag on the table quietly.



Her mother looked at her.

"Rupali, you are very quiet today," said the mother.

"Did anything happen in the school?"

"Yes Mama", said Rupali "A new boy came to our school. He sits in our class."

"Yes?" said the mother, listening to Rupali, and placing biscuits and milk on the table.



"The teacher helped him sit in the front desk," said Rupali. "He wears black glasses.

He cannot see.

He will come every day. How will he do things?"

"Finish your biscuits and milk," said the mother.

"Then we will play a new game."

"Yes, let us play," said Rupali. She tied a scarf over Rupali's eyes.

"Now tell me what do I hold in my hand?" said the mother.

"How can I ?" asked Rupali

"My eyes are closed. I can't see."

"You can find out," said the mother.

"Try it."

The mother had a rose in her hand.

"What do I hold?" she asked.

Rupali touched it.

"It is something soft.... a flower!" she said.



"Yes," said the mother.

"But what flower is it? Smell it!"

Rupali bent forward and sniffed at it.

"It is a rose!" she cried.



"Good!" said the mother. "Now try another thing..... What do I hold?" She held a small bell in her hand.

She shook it. Trin.....Trin..... “I know,” said Rupali with joy. “It is the bell. The small bell that gives such a musical sound. I can hear it, Mama!” Rupali took the bell and shook it herself. “Smart girl!” said the mother. Then she took a glass in her hand. “What is it? What do I hold now? Do you know?”
she asked.



Rupali touched it. “It is a glass,” she said.
She put one finger slightly into the glass.
“A glass of water!”
“Are you sure?”
asked the mother.
“It could be milk or juice.”
Rupali tasted it. “Oh!” She cried, “It is not water, it is orange juice.” The mother laughed. “Good girl!” she said.



"Now I will remove the scarf. You must tell what is in front of you!" she said.

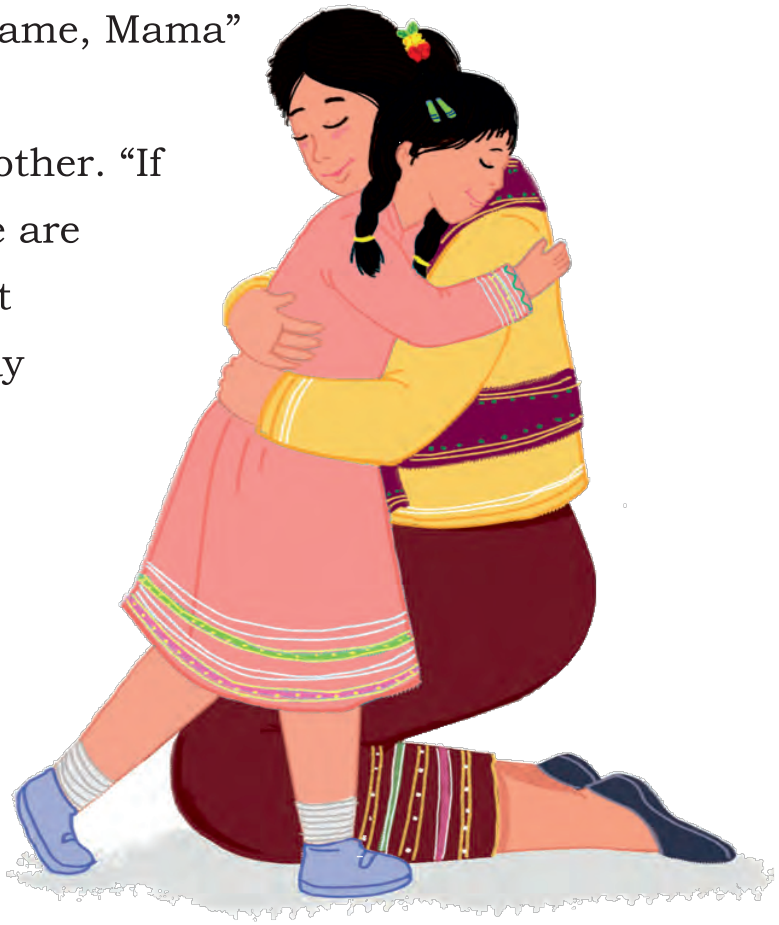
She took off the scarf. Rupali blinked and looked at her. "It is you, Mama," she shouted with joy.

"I see you!"

"That was a wonderful game, Mama" said Rupali

"So, Rupali", said the mother. "If a child cannot see, there are other ways of finding out things. But the child may have some difficulties. I hope all of you will be friends with the new boy."

"Yes, Mama," said Rupali.



New words

blink	:	to shut the eyes and open them again very quickly
difficulties	:	problems
in front of	:	before
joy	:	feeling of great happiness

placing	:	putting something on a particular position
quietly	:	with very little or no noise
remove	:	to take something away
return	:	to come back to a place
sniff	:	to breathe air in through the noise in a way that makes sound
take off	:	remove something especially clothes from one's or another's body

Answer the following questions

1. Who is Rupali?
2. What did she keep on the table?
3. She was very quiet that day. Why?
4. The teacher helped the boy sit in the front desk. Why couldn't the boy sit by himself?

   Clue : He wears black glasses.
5. Rupali was worried ..... .

   a) how the boy would read.

   b) how the boy would do things.

   c) how the boy would play.

   d) how the boy would eat.

   (Chose the correct answer)
6. Who was the woman the girl was talking to?
7. What did she tie over Rupali's eyes?

8. When Rupali's eyes were closed, her mother showed her three things.

   a) What was the first thing?

   b) What was the second thing?

   c) What was the third thing?

9. Was Rupali able to guess the things?

10. What was there in the glass?

11. This nice game taught Rupali that if a boy cannot see,.....

    a) he cannot do anything.

    b) he is helpless.

    c) there are other ways of finding out things.

    d) there are no ways of helping him.

    (Choose the correct answer)

Post-reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

Whole : If a child cannot see, he has other ways of seeing.

Part : Musical sound, a rose, biscuits and milk, scarf over eyes

B Let us listen and speak 

1. Your teacher reads the words in the box aloud. Repeat after him/ her.

quiet	blink	juice
sniff	difficulties	scarf
remove	smart	glasses

2. Chain - drill

Rupali - How will the boy do things?
Mother - All of you will help him, my dear.

Note to the teacher

- One student says Rupali's dialogue, the next student says mother's dialogue. The third student says Rupali's dialougue and the fourth student says mother's dialogue. The chain drill continues till it reaches last student.

3. Role play

Mother : What is in my hand?
Rupali : I can't see.
My eyes are closed.
Mother : Try it.
Rupali : Is it a flower?
Mother : Yes, what flower is it?
Rupali : It is a rose!

Note to the teacher

- Teacher reads the dialogue of mother and all students read the dialogue of Rupali, In the second round one group of students read the dialogue of mother and the other group reads the dialogue of Rupali. At last the dialogue should be practised between a pair.

C Let us read



1. Read the story and say whether the statments are true or false. Put a tick (✓) in the box against the true statements and a cross (✗) against the false statements.

a. Rupali was a student. ☐

b. The new boy wears black glasses . ☐

c. Rupali helped the boy sit in the front desk. ☐

d. Mother tied a scarf over Rupali's eyes. ☐

e. Mother had a lily flower in her hand. ☐

f. There was orange juice in the glass. ☐

g. The story teaches that we should help a differently abled person. ☐

2. Read and learn the forms of some action words given in the box.

return	-	returned
open	-	opened
look	-	looked
come	-	came
hold	-	held
cry	-	cried
blink	-	blinked
shout	-	shouted



D Let us write



1. Fill in the blanks using suitable words from the boxes given below.

game	milk	quiet	biscuits	orange	boy

a) Rupali was very ..... one day.

b) A new ..... came to Rupali's school.

c) Mother placed ..... and ..... on the table.

d) Mother played a new..... with Rupali.

e) Rupali cried, "Oh! it is not water, it is ..... juice.

2. What activities do you like to do with your family members? Write about them. One has been given as an example.

a) I like to walk with my grandfather.

b) I like to ..... with my .....

c) I like to ..... with my .....

3. Write five things you can do by yourself.
One has been done for you.

a) I can take a bath by myself.

b) I can.....

c) I can .....

d) I can .....

e) I can .....



4. Read these sentences and see how they begin and end.

a) My eyes are closed.

b) What do I hold?

c) It is a rose!

Notice that these sentences begin with capital letters - "M", "W" and "I".

All the sentences in English begin with capital letters when we write.

Some sentences end with full stop (.)
Some sentences end with question mark (?)
Some sentences end with exclamation mark (!)

Rewrite the sentences with the correct beginning and end. One is done for you.

a) I have a red bicycle

Ans : I have a red bicycle.

b) an aeroplane flies in the sky

Ans : .....

c) where are you from

Ans. : .....

d) what a tall tree

Ans : .....

e) are flowers beautiful

Ans : .....

f) how colourful the rainbow is

Ans : .....



E Mental Talk

Let us help the diffeently abled people.

F Let us do

1. Our eyes do so much for us. We should take care of our eyes. Read the sentences and put a tick (✓) for whatever is good for our eyes. Put a cross (✗) for whatever is not good for our eyes.



Sit straight while reading or drawing. ◯



Sit very close to the TV. ◯



Stare at the sun. ◯

Read in good light. ◯





Eat carrots and lots of vegetables. ◯

Play for a long time on the mobile. ◯

Close eyes and splash water on eyelids. ◯





2. Follow the instructions of your teacher and repeat the eye movements. Do not move your face and body. Only move your eyes.



Look up



Look down



Look right



Look left

Note to the teacher

- Ensure that the children do the eye exercises.
- Tell children how to protect their eyes.

3. Draw one thing which you like to smell.



4. Draw two things which you like to taste.



Unit - 6

HARMONY

Chapter - 10

Little Drops Of Water

Pre-reading

Little things make big things. How interesting ! Match the words under 'A' with the words under 'B'.

A	B
seed	garland
brick	rope
flower	plant
tree	house
sand	forest
thread	desert

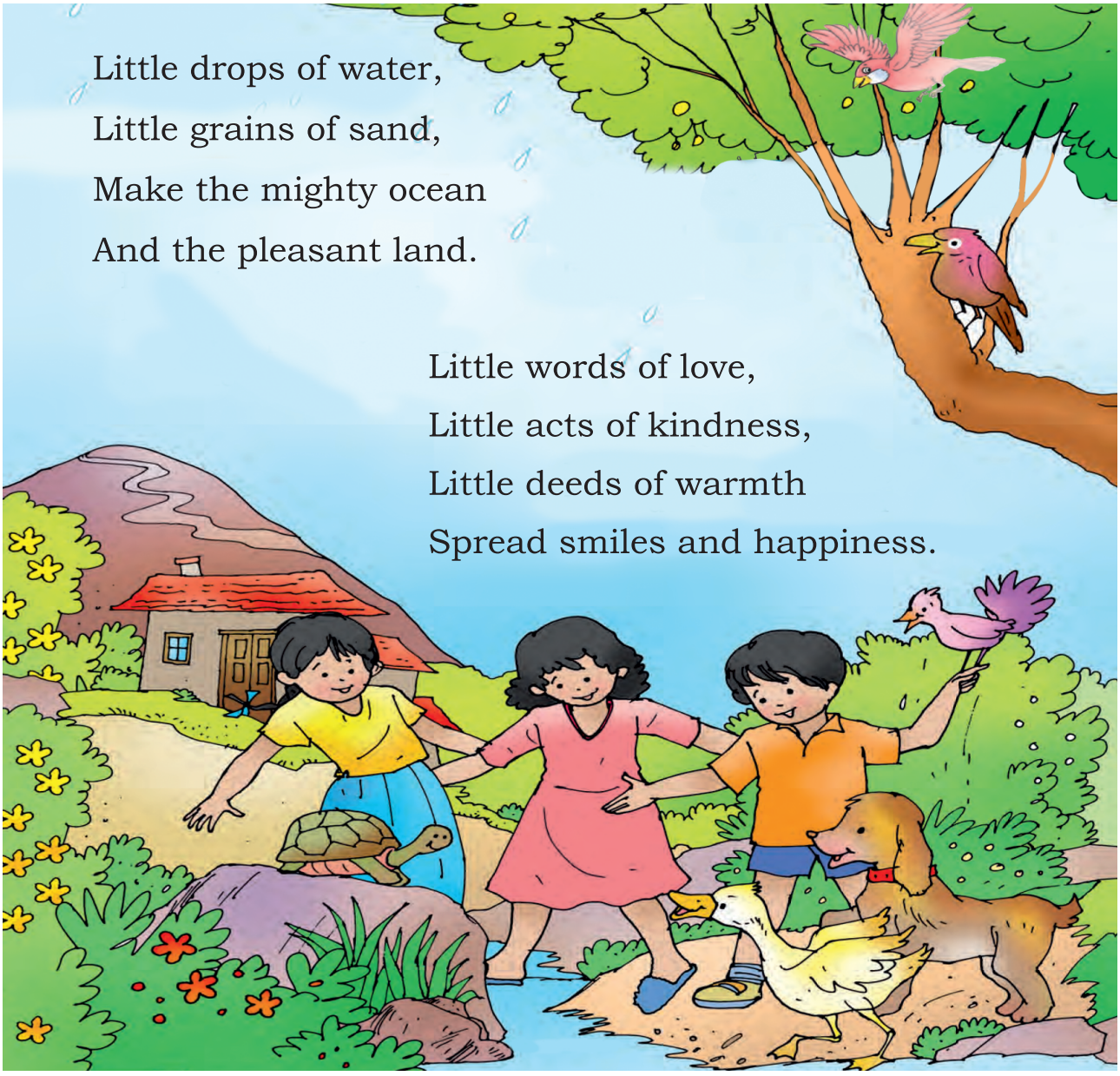
Here is a poem which tells how little things are important in making big things.

Let us read and enjoy the poem



While - reading

The text



New words

grains of sand	:	tiny pieces of sand
mighty	:	very large, strong and powerful
ocean	:	very large body of water
pleasant	:	attractive

act	:	things that we do
deed	:	something that you do
kindness	:	the quality of being kind
warmth	:	the state of being kind and friendly
spread	:	pass along to others

Answer the following questions

1. What do little drops of water make?
2. What do little grains of sand make?
3. What spreads smiles and happiness?
4. How many times has the word 'little' been used in the poem?
5. 'Little' has been used with different words / phrases. What are they?

Post-reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

Whole : love, kindness and warmth spread happiness

Part : smile, ocean, drop, deeds

Note to the teacher

- After the students have read the text, ask them to take the photograph of the text in their eye camera and close their eyes.
- Ask them to locate the picture (s), word (s), Pharse (s) in the text as you need.
- 'Whole' refers to the full text, paragraph(s), stanza(s) part refers to specific information in the form of a word or a phrase or a number etc.



B Let us listen and speak

1. a) Say all the words that come to your mind when you think of the word 'river'
   b) We all use water for many things. Discuss it in the class.

2. Look at the pictures and describe what you see.





Note to the teacher

- Help children notice the difference between day and night. You may ask questions such as "Can you see colours at night?"

C Let us read



1. The students will be encouraged to read out the first stanza once again and they will find the pharse “drops of water”. Similarly there are other words where ‘drops’ can be used Read these pharses.

drops of oil

drops of milk

drops of juice

drops of blood

drops of rain

2. Read and think

The school was over. Shradha started for home. She reached the park gate. She felt hungry. She sat on a bench, opened her lunch-box. There were still some pieces of bread left. She was about to eat. Her eyes fell on a young boy. He came near her and said, “Didi, I’m very hungry. Give me something to eat, please. Shradha gave him all her bread. The boy smiled.

D Let us write



Match the words in column ‘A’ with the words in column ‘B’

1.

A	B
grains of	kindness
drops of	sand
acts of	love
words of	water



2. Fill in the blanks choosing words from the box.

a) A.....of milk

b) A ..... of bread

c) A ..... of paper

d) A ..... of pencils

e) A ..... of clothes

bag, sheet, cup, box, slice

Note to the teacher

- Encourage the children to use the units of measurements in speech and writing.

3. Rearrange the words to form proper sentences in the given space. You should begin the sentence with a capital letter and end it with a full stop. One has been done for you.

a) My friend home work doing her is

My friend is doing her home work.

b) went school to they

.....

c) Moti go for a walk to likes

.....

d) his book he on the table put

.....



E Mental Talk

Little by little, a little becomes a lot.

F Let us do 

Ask your mother to allow you to touch and feel the following things in the kitchen

banana, salt, oil, flour, sugar, wheat, rice

Choose any one that seems grainy. Bring it to the class next day.

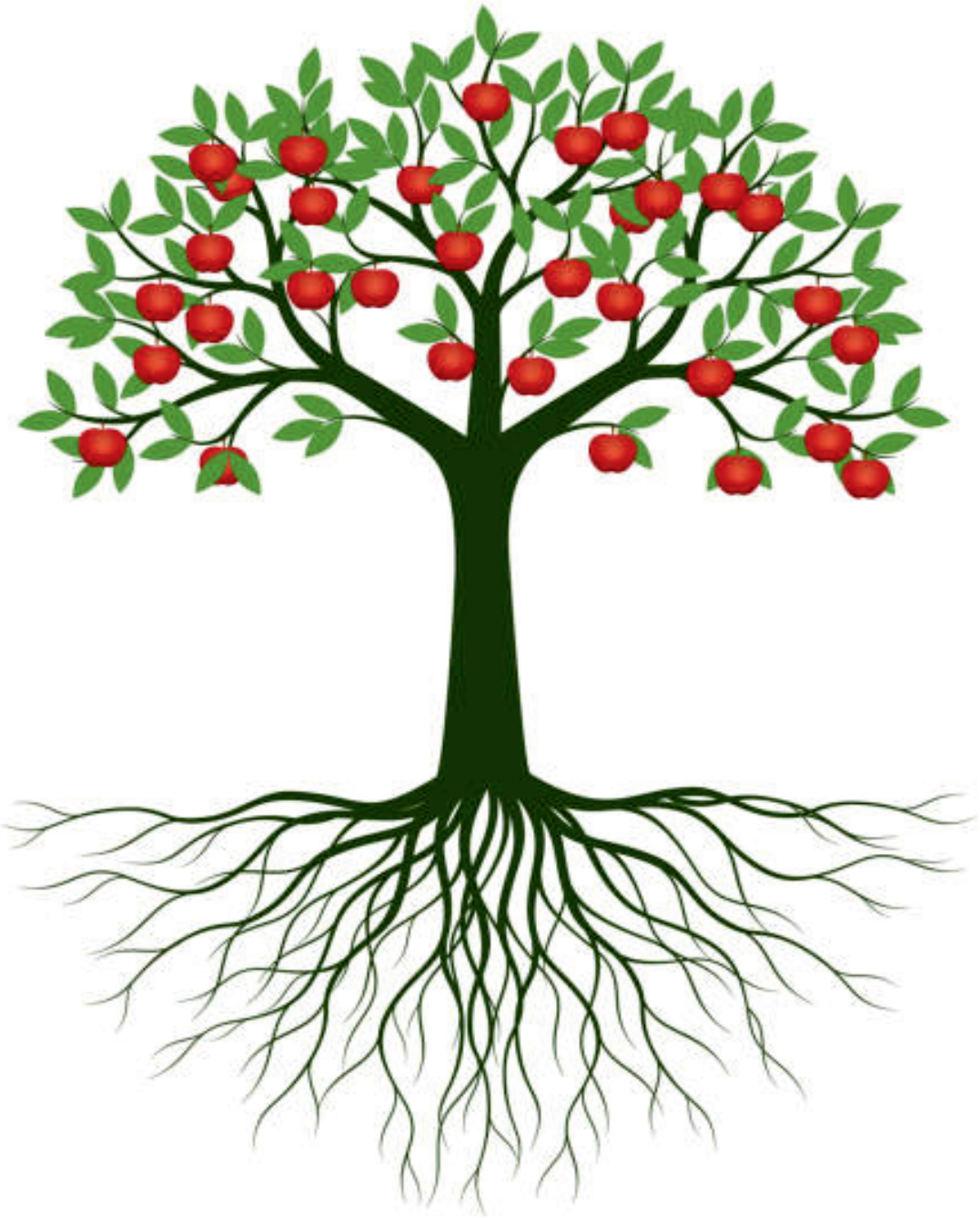
Note to the teacher

- Parents / guardians of the children need to be involved in the above activity. Explain to them that the children have to touch and notice the grainy texture of things.

Chapter - 11

We Are All Indians

Pre-reading



Now read and think about this.

Many roots, one tree
Many branches, one tree
Many leaves, one tree
Many flowers, one tree
Many fruits, one tree
Here is a text which tells that 'we are many in one'.

Let us read it and enjoy.

While - reading

The text



My name is Meenakshi.

I come from Tamil Nadu.

I speak Tamil.

My favourite festival is Pongal.

What is your name?

I am Ramu.

I come from Gujarat.

I speak Gujarati.

I like to dance the Garba.

I am seven years old.

How old are you ?







My name is Gulabo.

I come from Rajasthan.

I like wearing colourful clothes.

I enjoy seeing puppet shows.

I travel by camel.

How do you travel ?

I am Badal.

I come from Bengal.

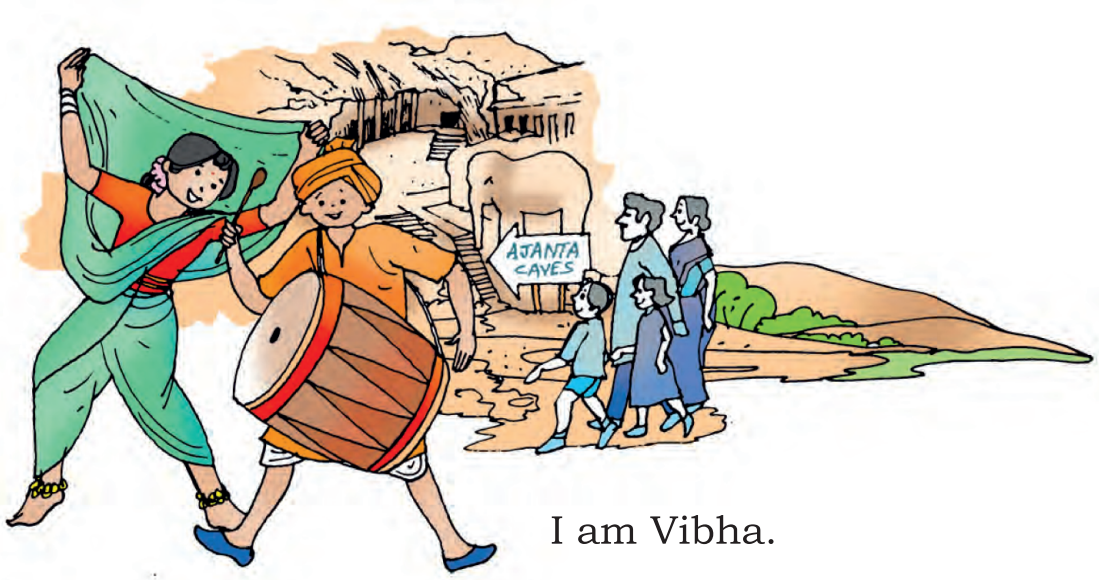
I speak Bengali.

I like painting and music.

I study at Santiniketan.

Where do you study?





I am Vibha.

I come from Maharastra.

I speak Marathi.

Once I visited Ellora and

Ajanta caves.

Have you travelled anywhere?

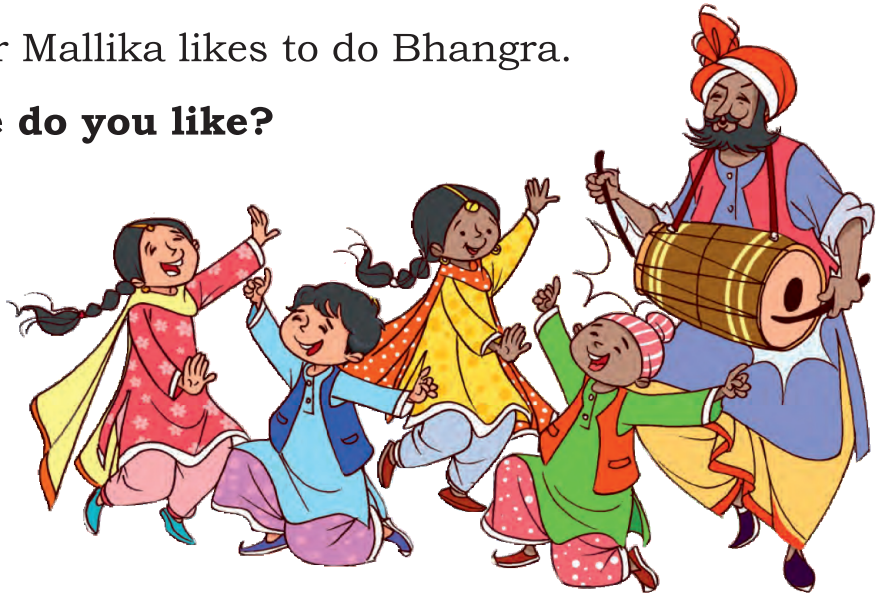
I am Surinder.

I come from Punjab.

I speak Punjabi.

My neighbour Mallika likes to do Bhangra.

Which dance do you like?





I am Neerja.

I come from Uttar Pradesh.

I have seen the Taj Mahal.

Have you seen any monument ?



My name is Nonglik.

I come from Manipur.

I speak Manipuri.

What language do you speak ?

My name is Kamala.

I come from Karnataka.

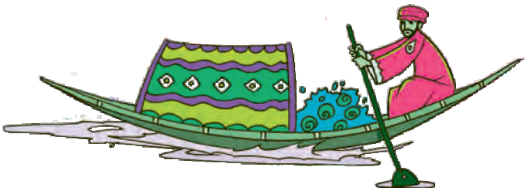
I speak Kannada.

I play the Mridang.

Do you play any musical instrument?



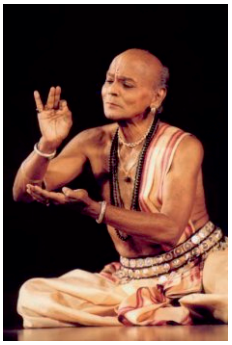




Bharti is my name.
I come from Andhra Pradesh.
I speak Telugu.
During my summer holidays
I go to Kashmir and stay with my friends Salma and Suresh.

Where do you go to for your holidays?





We are Prachi and Chandrabhaga. We are from Odisha. Odisha is a beautiful state on the east coast of India.

When you are here, you must visit the Sun Temple at Konark on sea.

We speak Odia.

We live a simple life.

Odishi is the dance of our state.

Our food is so simple and delicious !

Have you ever tried an Odia dish ?

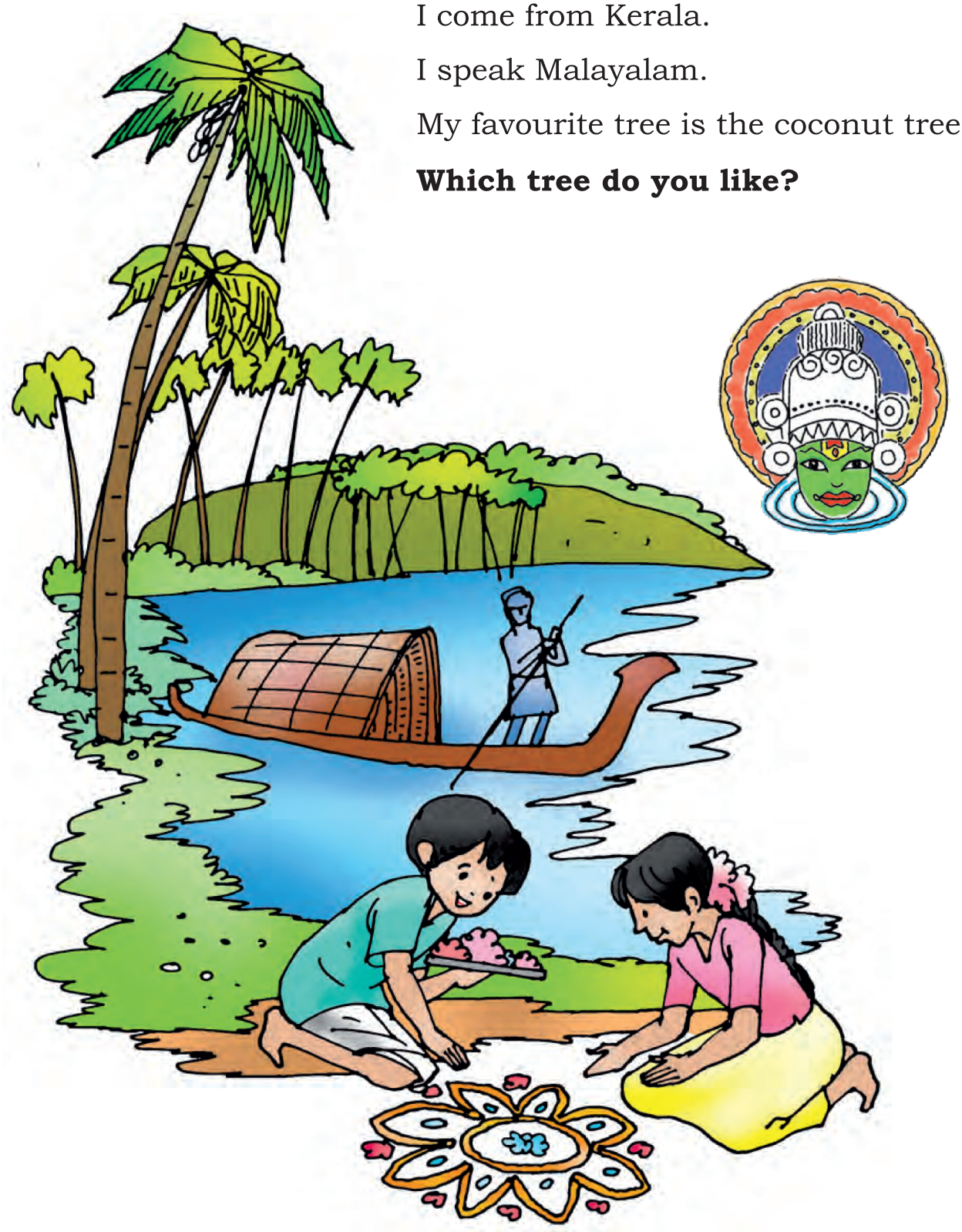
My name is Unni.

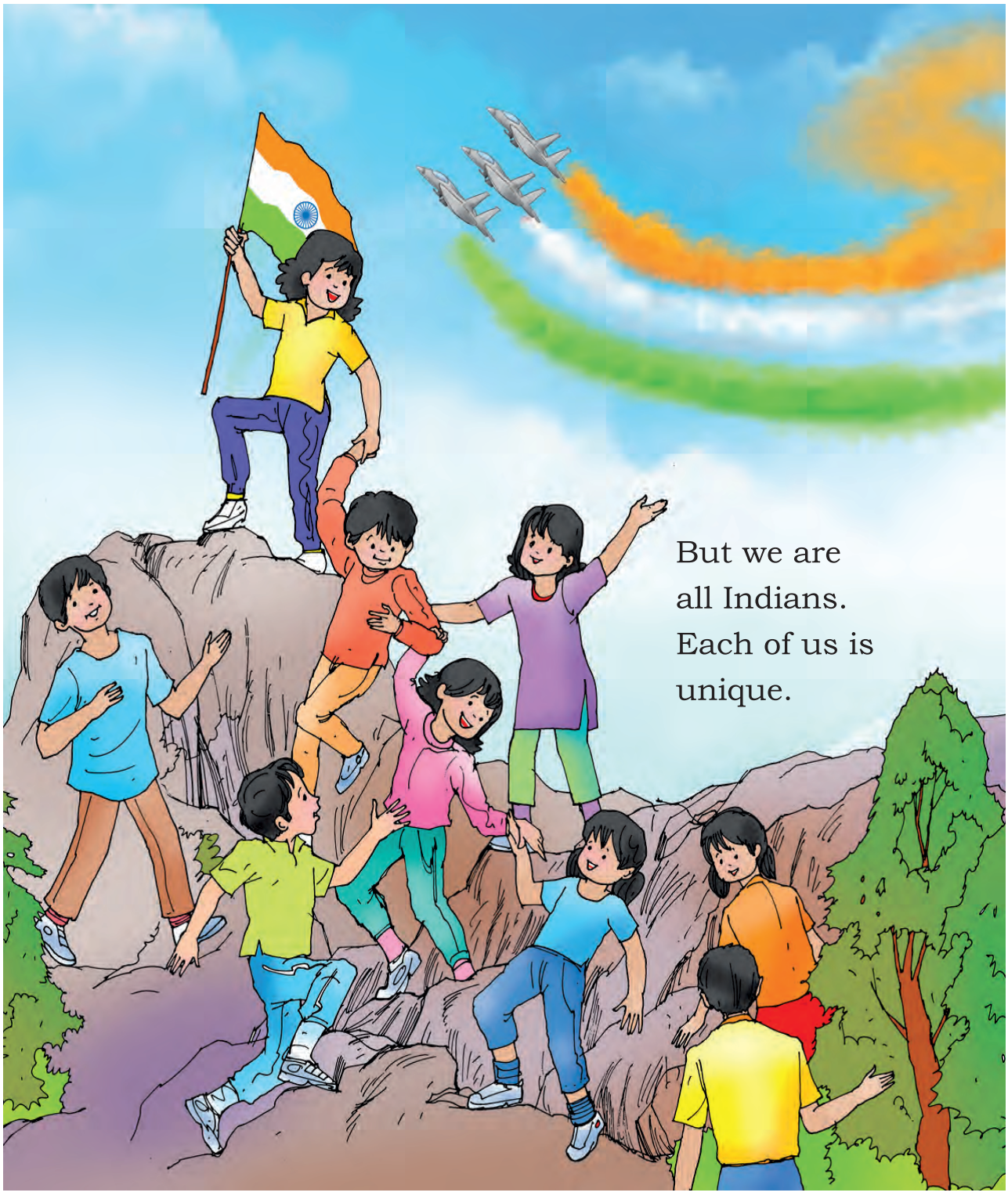
I come from Kerala.

I speak Malayalam.

My favourite tree is the coconut tree.

Which tree do you like?





Note to the teacher

- Pause after each paragraph to allow learners to fill in the blanks. Help learners notice that answers are different, yet all are correct.

New words

clothes	:	the dress we wear
decorate	:	add something in order to make a thing more attractive
favourite festival	:	like more than any other
monument	:	an old building or other place of historical importance
musical instrument	:	something used for playing music
neighbour	:	a person living next door
puppet	:	a type of toy that looks like a man or an animal
travel	:	to go from one place to another
unique	:	the only one of its type

Answer the following questions

1. Where is Meenakshi from?
2. How old is Ramu?
3. How do people travel in Rajasthan?
4. What language does Badal speak?
5. Where are Ellora and Ajanta caves?
6. Which dance is popular in Punjab?
7. Where is Taj Mahal?
8. What musical instrument does Kamala play?
9. Which language do the people of Andhra Pradesh speak?
10. What is Unni's favourite tree?
11. Where is the Sun Temple ?



Post-reading

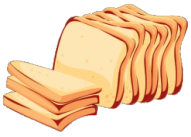
A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

Whole : I travel by camel.
I play the Mridang.

Part : Puppet show, Pongal, Ellora and Ajanta caves.

B Let us listen and speak 

1. Say the words aloud. Your teacher will help you.

bread 

bridge 

brown 

frock 

frame 

frog 

2. Listen and say where he comes from.
   - My favourite festival is Pongal.
   - I like to dance the Garba.
   - I travel by camel.
   - I speak Bengali.
   - You can see Ellora and Ajanta caves in my state.
   - Bhangara is the dance of my state.
   - My land is famous for Lord Jagannath.

Note to the teacher

- Act as the quiz master.
- Read out one sentence. Students listen and answer. Provide positive feedback.
- Encourage to participate.
- Move to next sentence after one is done properly.
- End with the right kind of appreciation for learners.

3. Making an Interview.

Interviewer	:	Where are you from?
Student-1	:	I'm from Tamil Nadu.
Interviewer	:	Where are you from?
Student-2	:	I'm from Gujurat.
Interviewer	:	Where are you from?
Student -3	:	I'm from Rajasthan.
Interviewer	:	Where are you from ?
Student - 4	:	I'm from Bengal.
Interviewer	:	Where are you from ?
Student - 5	:	I'm from Maharastra.
Interviewer	:	Where are you from ?
Student - 6	:	I'm from Odisha.
Interviewer	:	But, we are all Indians.
		Let's say Jai Hind.
		Mera Bharat Mahan.
All Students	:	Jai Hind
		Mera Bharat Mahan

Note to the teacher

- Select one of the students as the interviewer. He / She will go on interviewing the students.
- Let the students stand in a circle holding the placards representing their states.
- Each student will represent a state.
- Encourage the students to make the interview lively.

  At the end of activity-3 play the audio for the patriotic songs - Sare Jahanse Achha, Ehi Desha Ehi Mati.

4. A. What do you say when :

1. you want to enter the classroom.
2. you want to borrow a book from your friend.
3. you hurt someone by mistake.
4. you need a pencil and your friend gives you a pencil.

B. Choose a partner. Ask one another the following questions and reply accordingly.

1. What language do you speak?
2. Can you speak more than one language ?
3. What is your favourite dish?
4. Which game do you like most?

Note to the teacher

- You may give extra prompts for the questions where required. If at times children answer in their mothertongue, accept it but help them out to give response in English.
- Let children come to know that they can speak more than one language. (Even if it is only a few words or sentences.)

C Let us read



Read the following words and the sentences written against them.

Odia	-	My mother tongue is Odia.
Telugu	-	I have a friend in Andhra Pradesh and she speaks Telugu.
Kannada	-	People in Karnataka speak Kannada.
Bengali	-	My uncle lives in West Bengal. He knows Bengali.
Punjabi	-	People speak Punjabi in Punjab.

Note to the teacher:

- You may provide other regional languages for the children to know. Instruct children, when one student will read the word, the other student will read the sentence written against it.



D Let us write



1. Answer the following questions.

   1. What do we call people who live in India?

      .....

      .....

   2. Name the festival of colours.

      .....

      .....

   3. Which festival do you like most and why?

      .....

      .....

2. Join the given sentences using 'but'.

   For example :

   Sentence 1 : I like to eat mangoes.

   Sentence 2 : I don't like to eat apples.

   I like to eat mangoes, but I don't like to eat apples.

   Sentence 1 : I like milk

   Sentence 2 : I don't like tea.

   .....

Sentence 1 : My grandfather is old.

Sentence 2 : He is strong.

.....

Sentence 1 : I wanted to go out.

Sentence 2 : I was too tired.

.....

Note to the teacher:

- Provide regular and frequent practice of the above sentence structure.

3. Arrange the jumbled letters into a word.

The word will be the name of a language.

1. I N H D I
2. G N I E L H S
3. R U U D
4. E L U T G U
5. A O I D
6. G N I B L E A
7. B I A J N U P

E Mental Talk

"We are all Indians. Each of us is unique".

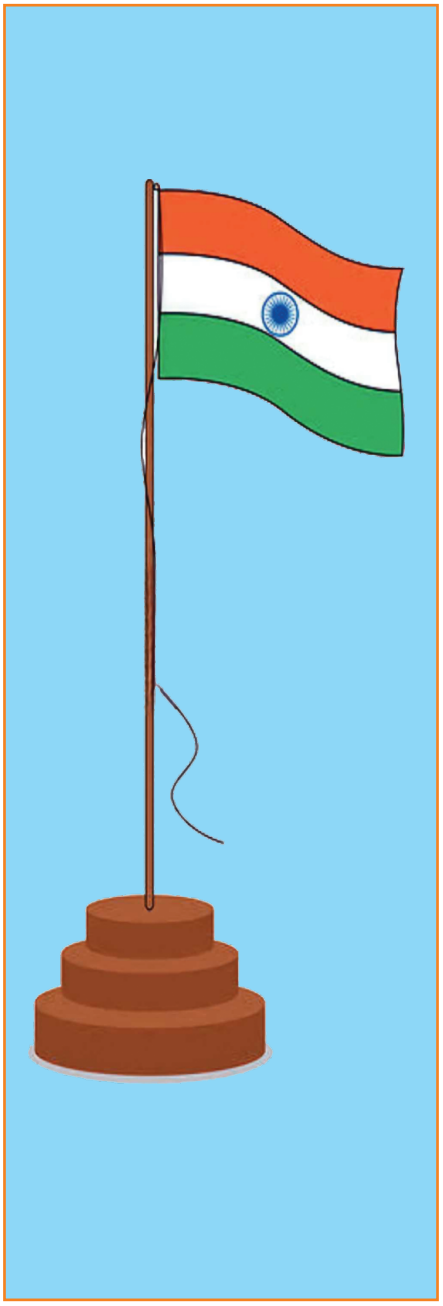


F Let us do

1. Here are the pictures. See and know why they are important.



National Animal



National Flag



National Bird



National Flower



National Fruit



National Tree



National Sport

2. Here are some popular pictures on Odisha.
Write the name of each picture choosing words from the Help Box.













Sun temple, Konark	Odishi Dance
Ratha Yatra	Christmas
Ghumura Dance	Sambalpuri Dance

Unit - 7

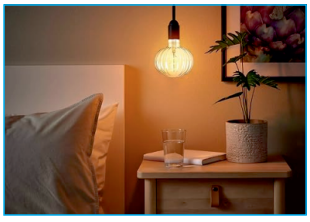
THE SKY

Chapter - 12

Night

Pre-reading

See the pictures and write 'Day' or 'Night' in the box.

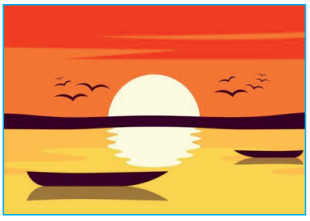








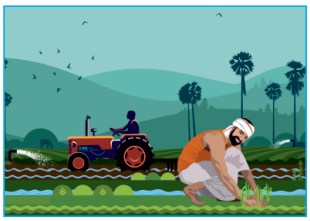
















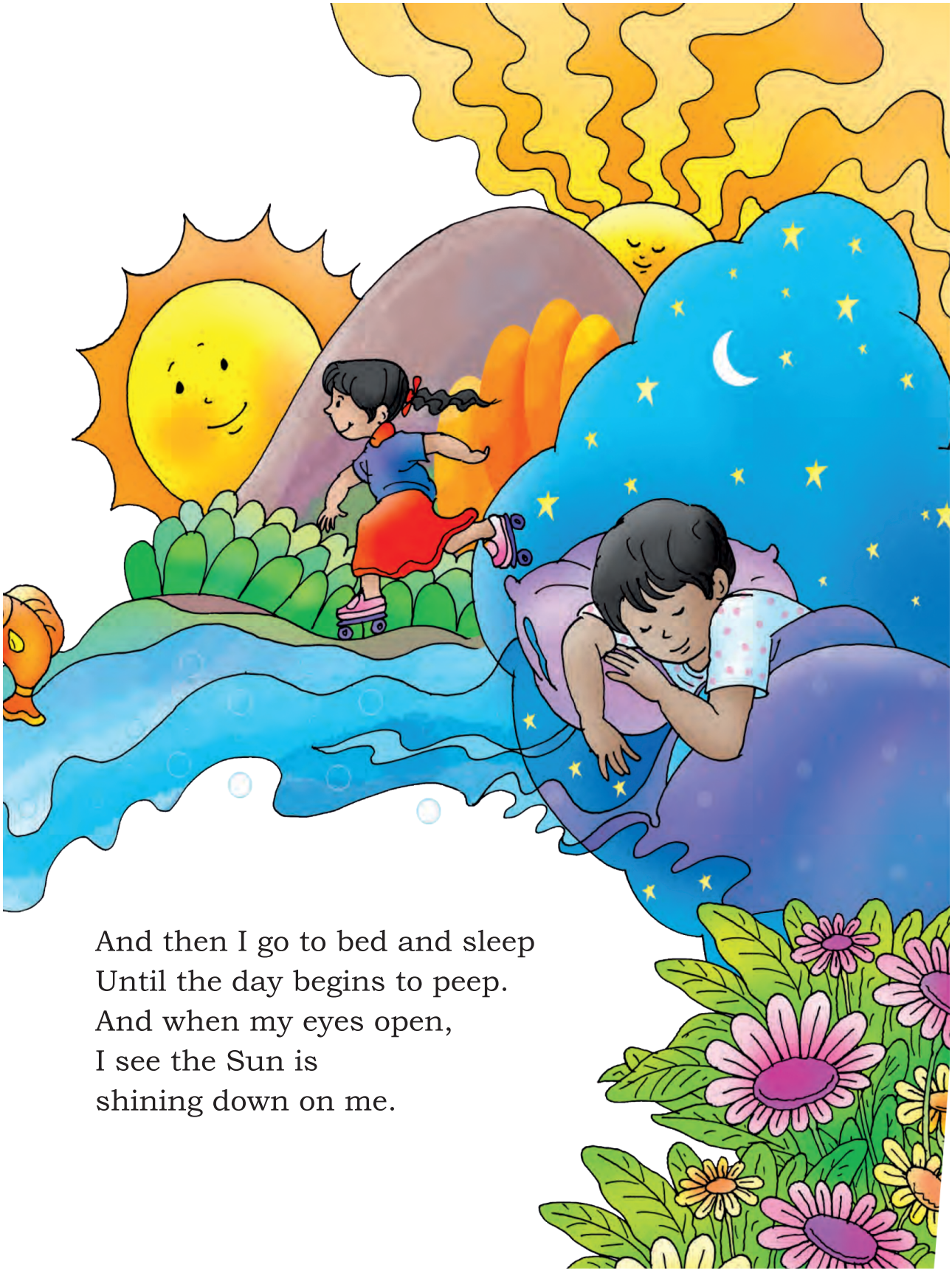
While - reading

Let us read and enjoy the poem “Night”.

The text

The sun that shines all day so bright,
I wonder where it goes at night.
It sinks behind a distant hill,
And all the world goes dark and still.





And then I go to bed and sleep
Until the day begins to peep.
And when my eyes open,
I see the Sun is
shining down on me.

New words

behind	:	at the back of somebody or something
peep	:	to start or begin
sink	:	go down
shine	:	to produce or reflect light; to be bright
still	:	to become calm and quiet
until	:	upto the point in time or the event mentioned
wonder	:	to be very surprised by something

Answer the following questions

1. What is the poem about?
2. Where does the sun go after the end of the day?
3. What do you see when you look at the sky at night?
4. When do you wake up?
5. How do you feel when you open your eyes in the morning?
6. Imagine a day when the sun doesn't come out. Talk about how the day would be.
7. What colour is the sun during sunrise and sunset ?
8. Which of the following needs the sun? why?
   a. sunflower
   b. toys
   c. plants
   d. table
   e. children



Post-reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

whole : The day begins with sunrise and ends with sunset

Part : wonder, distant hill, dark, peep, sleep

B Let us listen and speak 

1. Your teacher will read the following words.
   Listen to him/her silently and repeat them.

wonder	sleep	bright
distant	peep	night
dark	shining	grows
behind	begins	

2. Say the words given in the box aloud.

star	storm	store	stain
stick	stair	spoon	splash
spin	skin	skate	sky

3. Listen and say

night	bright
right	flight
sight	plight
fight	delight
tight	height



C Let us read



1. Read the following words and circle the words related to the sky.

stars	storm	store	stain
sun	bicycle	moon	rain
clouds	flowers	rainbow	monkeys
computer	shoes		

2. Read the poem again. Arrange the following jumbled lines as per the text. Write the serial no. in the box right side.

The sun that shines all day so bright ☐

It sinks behind a distant hill ☐

shining down on me ☐

And then I go to bed and sleep ☐

And when my eyes open ☐

I wonder where it goes at night ☐

I see the sun is ☐

Until the day begins to peep ☐

And all the world grows dark and still ☐



D Let us write



1. Add 'sun' to the following words to make new words. Write them in the space given. One has been done for you.

light	flower	rays	set
rise	glasses	day	

sunlight _____ _____

_____ _____ _____

_____

2. Look at the sentence.

a) 'The bright sun shines all day.'

'sun' in the sentence is a naming word.

'bright' in the sentence tells something more about 'sun', the naming word.

Match the describing words under Column 'A' with the naming words under Column 'B'

A	B
yellow	tree
tall	shirt
clean	shoes
cotton	mango
black	water



b) Now, write the pair of words you have matched.

.....

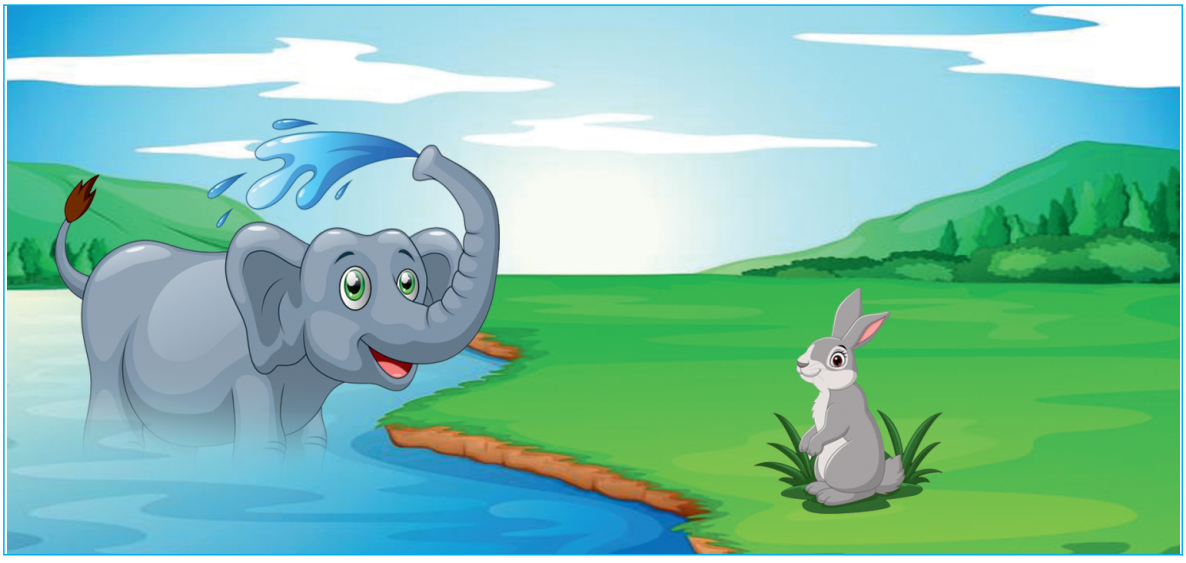
.....

.....

.....

.....

3. Look at the picture.



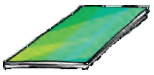
The elephant is big.
The rabbit is small.

The words ‘big’ and ‘small’ are opposite in meaning.
‘Day’ and ‘Night’ are also opposite in meaning.

Write the opposite of the underlined word.



<u>thick</u> book .....book





<u>long</u> journey .....journey





<u>soft</u> cotton .....rock





<u>slow</u> tortoise .....rabbit



E Mental Talk

Day is shaped by the sunrise and the sunset.

F Let us do



Let's play a game

Let us play a fun game called "I Spy!" We are going to take turns to be Spies. The Spy secretly chooses something in the room and gives everyone a clue. The Spy starts by saying, 'I spy with my little eye something that is .....' and gives a clue. For example, 'I spy something that is blue!' Then, everyone looks around and tries to find something that is blue. Maybe it's a pen, a chair, or even someone's shirt!

If it's tricky to guess the object right, the Spy can give more clues. The child who guesses right becomes the new Spy! Keep playing, taking turns being Spies and guessing until everyone gets a chance to be the Spy.



Chapter - 13

Chandrayaan

Pre-reading

Look at this picture.



What do you see in it?

a moonlit night - the blue sky - the cresent moon - the twinkling stars - the green earth below - some children at the top of a house enjoying the bright moon up above in the sky -

The moon is there in the sky. The children are here on the earth. Can they reach the moon to see it from near? How?

Let us read a story on **'Chandrayaan'** and know.

While - reading

The text



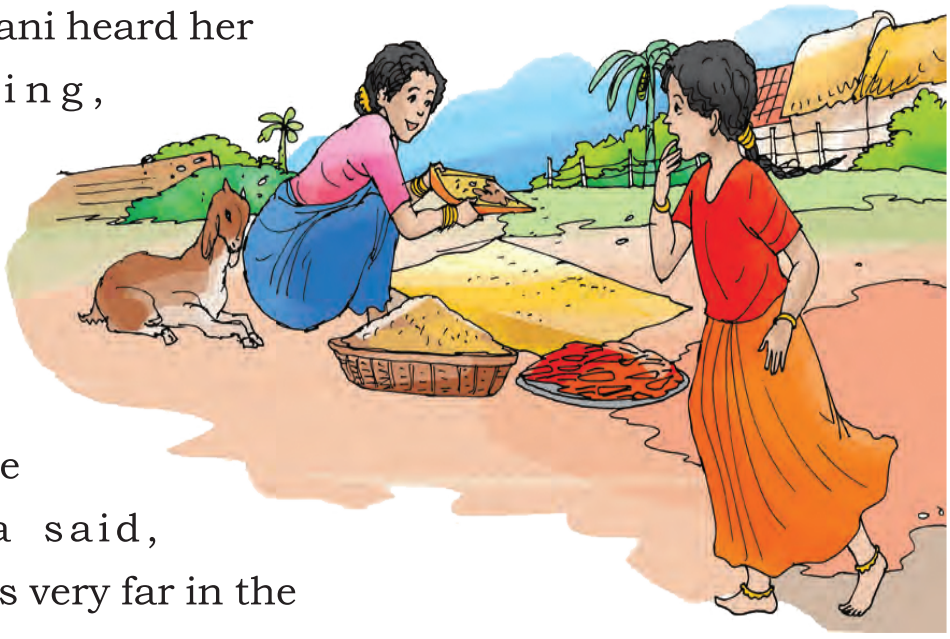
Chandrayaan

There was a girl named Rani who lived in a village. She was very curious and used to ask many questions to her family, teachers and friends.

"Why is the sky blue?"

"Where does the sun go at night?"

One evening Rani heard her mother singing, *"Chanda mama door ke..."* Hearing this, Rani asked her mother, "Amma, how far is the Moon?" Amma said, "Rani, the Moon is very far in the sky".



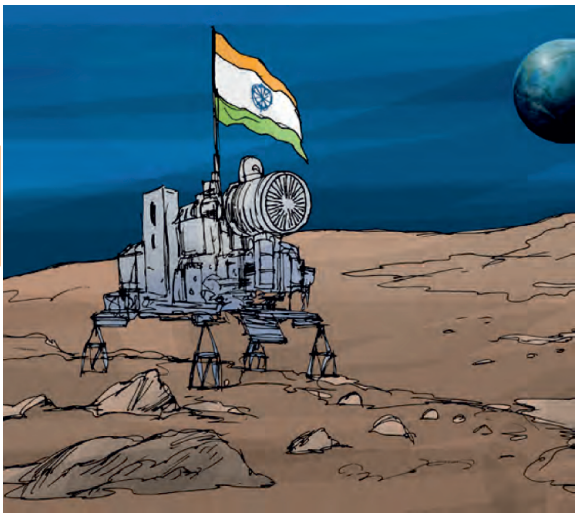
Rani kept on thinking about the moon and fell asleep.

The next morning Rani woke up hearing the loud voice of her elder brother, Pratik. He was pointing to the TV and shouting in excitement, "Look Rani, India is on the Moon!"



Rani looked at the TV. She could see photos of some machines on the Moon. She heard a few people talking about the landing on the Moon. She was

confused and asked Pratik, “How did Chandrayaan reach the Moon?”



Have you seen pictures of Chandrayaan landing on the moon ?

Pratik replied that his friend Vivaan’s mother, Aunt Nandini, is a scientist. “Shall we go and talk to her?” asked Pratik. Rani happily agreed. Both Rani and Pratik decided to visit Vivaan’s house.



Vivaan and his mother welcomed them. Rani could see many models and photographs of rockets in their house.



Nandini Aunty offered *sharbat* to the children and said, “Rani, what do you want to know?”



Rani replied, “People say India is on the Moon. Can you please tell us more about this?”

Aunty said, “Yes, of course. Do you know which vehicle is used to go to the Moon?”

Pratik immediately said, “I know Aunty, it is a rocket. I had seen on the TV”.

Rani pointed to the models and photos of rockets in the room.

Nandini said, “Very good. Yes, a rocket is used to reach the Moon.”

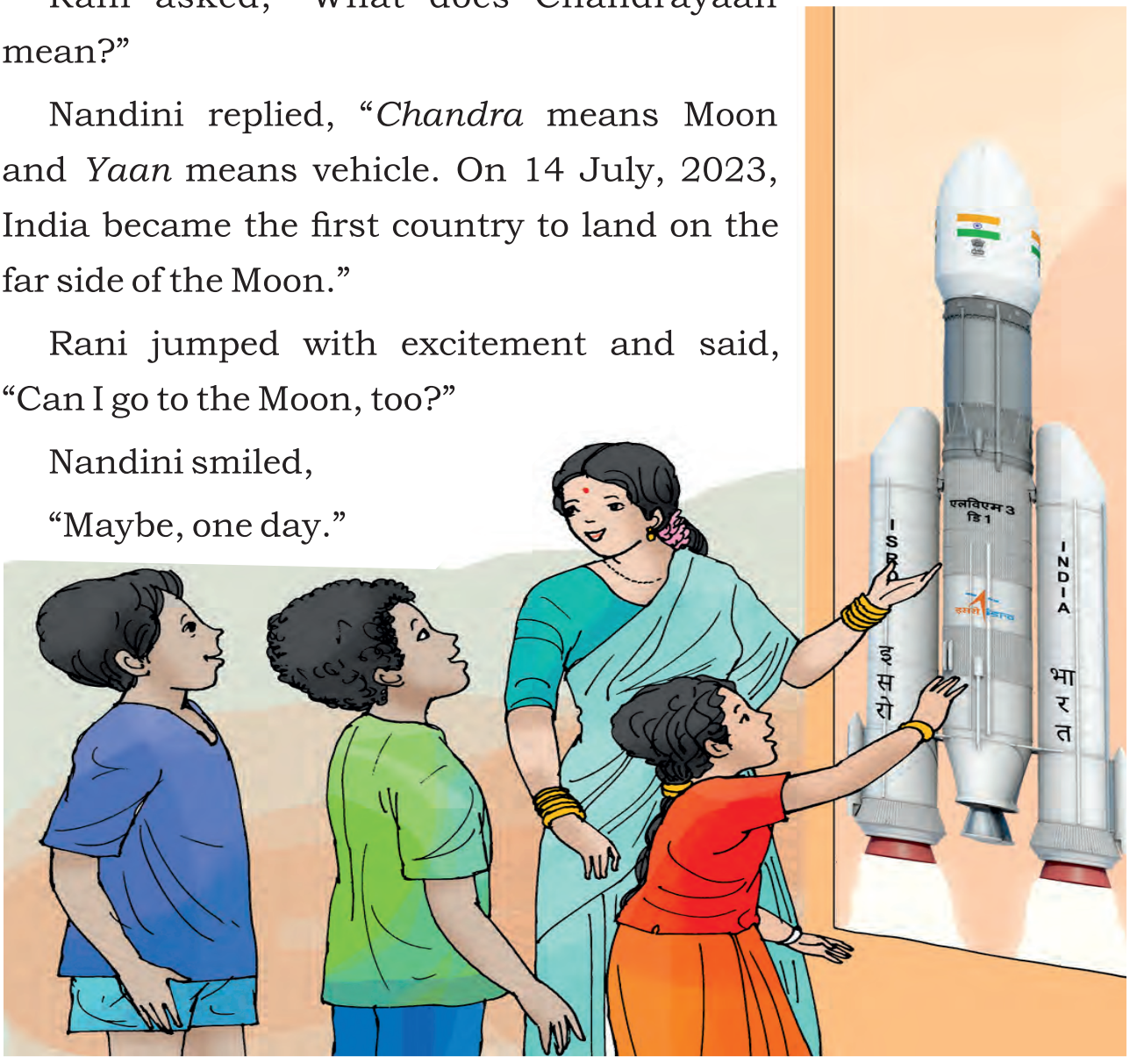
Rani asked, “What does Chandrayaan mean?”

Nandini replied, “*Chandra* means Moon and *Yaan* means vehicle. On 14 July, 2023, India became the first country to land on the far side of the Moon.”

Rani jumped with excitement and said, “Can I go to the Moon, too?”

Nandini smiled,

“Maybe, one day.”



New words

agree	: have the same opinion
asleep	: sleeping
confused	: was unable to think clearly
curious	: wanting to know or learn something
excitement	: feeling of great joy about something
immediately	: at once
land	: to come from the air down to the ground
model	: a copy of something usually smaller than the real thing
of course	: naturally, certainly
offer	: to present something to somebody
pointing	: to show where something is
scientist	: a person who studies or teaches science,
used to	: was in the habit of

Answer the following questions

1. Who was Rani?
2. What was she curious about?
3. What did Amma say about the moon?
4. What did Pratik see on the TV?
5. What did Rani see on the TV?
6. What did she hear?
7. What was Rani confused about?
8. Who was Nandini Aunty?
9. Why did Rani and Pratik go to her?
10. What did Rani see in Nandini's house?
11. What does the word 'Chandra' mean?
12. What does the word 'Yaan' mean?
13. Chandrayaan landed on the moon on.....(write the date, month & year)



Post-reading

A VISUAL MEMORY DEVELOPMENT TECHNIQUE (VMDT)

Whole : (i) Rani hears her mother singing
(ii) Children meet Nandini Aunty
(iii) Sending of Chandrayaan

Part : (i) Chanda mama door ke
(ii) India is on the moon!
(iii) Sharbat

B Let us listen and speak



1. Your teacher reads the first two pages of the text. He/ She reads some words wrongly but intentionally.

   Listen to him/her and correct the words orally.

   a. Rani was a boy.
   b. Rani lived in a town.
   c. Rani asked "Why is the moon blue"?
   d. Rani's brother was Vivaan.
   e. Rani asked, 'Where does the moon go at night?'

2. **Dialogue Practice**

   Rani : Good morning, Aunty?
   Nandini : Good morning, Rani.
   What do you want to know?
   Rani : What does 'Chandrayaan' mean?
   Nandini : 'Chandra' means moon and 'Yaan' means vehicle.
   Rani : Thank you, Aunty.



C Let us read



These are some sentences from your text. Match 'Who said' 'What'.

'Who said'	What
Rani	"Moon is very far in the sky."
Pratik	"What do you want to know?"
Amma	"India is on the moon!"
Nandini	"Why is the sky blue?"
	"What does Chandrayaan mean?"

D Let us write



1. It was a full moon night. Children had come out to see the moon. Complete the conversation they had, using the words from the help box.



Govind : Wow, look!

Safura : The moon looks so big and bright.

Sukanya : Isn't it?



Dhrub : My grandfather.....

Ramani : Let us take a picture.

Sufura : My mother has.....

Dhruv : Come. Stand here and

Govind : The moon is.....

a camera for the picture, so bright and big, says the full moon looks very beautiful, let's take a picture

2. Draw the picture of the Moon with the help of your teacher. Write a few lines about the Moon.

3. a) Fill in the blanks using 'a'.



1. .....dog is barking at the postman.
2. My mother gives *chapattis* to..... ..... cow everyday.



3. In summers, ... sparrow builds its nest on the mango tree near our house.



b) Fill in the blanks using 'an'.

1. I saw ..... eagle yesterday.
2. Maya bought..... umbrella for the moosoon.



3. ..... ice-cream man brings his cart in the evening.



c) Fill in the blanks using 'a' or 'an'.

1. ..... brown hen laid ....egg.



2. ..... eagle sat on ..... building.



3. Mary ate ..... apricot, ... chikoo and ..... orange.



4. Fill in the blanks by forming words using ‘sk’, ‘sw’, ‘sp’, and ‘st’. One has been done for you.



1. There are s wings in the park.
2. The children throw ___ ___ ones in the river.
3. I need a ___ ___ oon and a bowl of soup.
4. Have you heard the ___ ___ ory of the boy who cried wolf?
5. The blue ___ ___ irt matched with the pink shirt.

5. We use ‘here’ to tell the location of things that are near us. Similarly, ‘there’ is used to tell the location of things that are far from us.

Fill in the blanks with ‘here’ or ‘there’. One has been done for you.

a) The students are playing *kabaddi* there.



b) ..... is your shirt.



c) .....is my bicycle.



d) I went to Chandigarh last year. My brother lives.....



e) This is my bench. I sit.....with my friends.



E Mental Talk

Chandrayaan made India's moon mission possible.

F Let us do



1. **Word search**

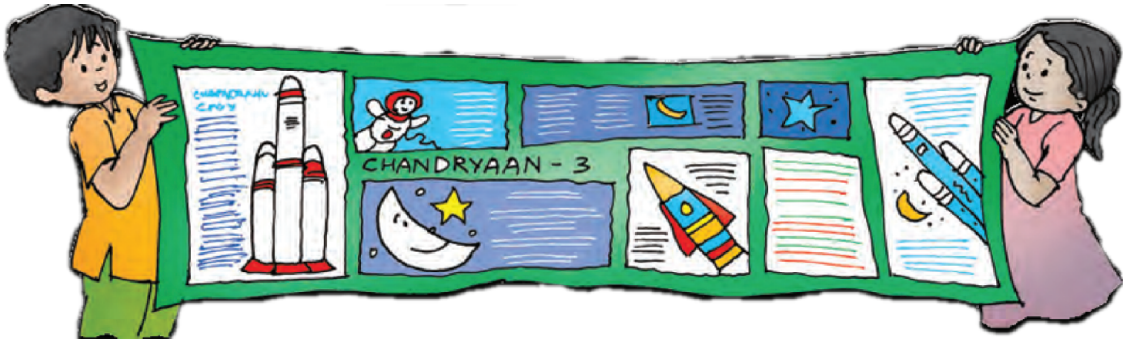
Y	K	V	R	I	A	O	M	D	W	C	L
A	C	I	O	U	Z	V	A	N	N	I	U
A	L	L	C	M	A	C	H	I	N	E	J
N	N	L	K	S	K	Y	S	H	O	S	M
D	D	A	E	H	N	I	G	H	T	T	O
R	Z	G	T	C	X	X	W	S	U	N	O
E	E	E	S	V	E	H	I	C	L	E	N
S	C	I	E	N	T	I	S	T	R	G	E



Find the following words in the puzzle.

SCIENTIST	VILLAGE	SKY
MACHINE	NIGHT	SUN
ROCKETS	MOON	
VEHICLE	YAAN	

2. Divide yourselves into small groups. Each group shall collect newspaper or magazine clippings related to the Chandrayaan-3 mission. Paste it on a chart paper and display it in your class.



3. Do you know a song or a story about the moon in your mother tongue? If not, ask your family members and share it in the class.



Note to the teacher

- Encourage students to share stories with others.
  Introduce the English counterparts of the words as and when possible.

Self Assessment

1. **I can recite the poems**
   - in a group. ☐
   - in pairs. ☐
   - by repeating after my teacher ☐
   - by myself. ☐
2. **I can read the sotries**
   - by myself ☐
   - with my classmates. ☐
   - with the help of my teacher. ☐



3. **I can write**
   - by copying from the book or the board ☐
   - as my teacher speaks. ☐
   - with the help of my classmates. ☐
   - by myself. ☐
4. **I can tell the stories that I have read or listened**
   - by myself (without any help) ☐
   - with the help of the teacher. ☐
   - by using the book. ☐
5. **I was able to do**
   - all the exercise questions ☐
   - most of the exercise questions. ☐
   - a few exercise questions. ☐

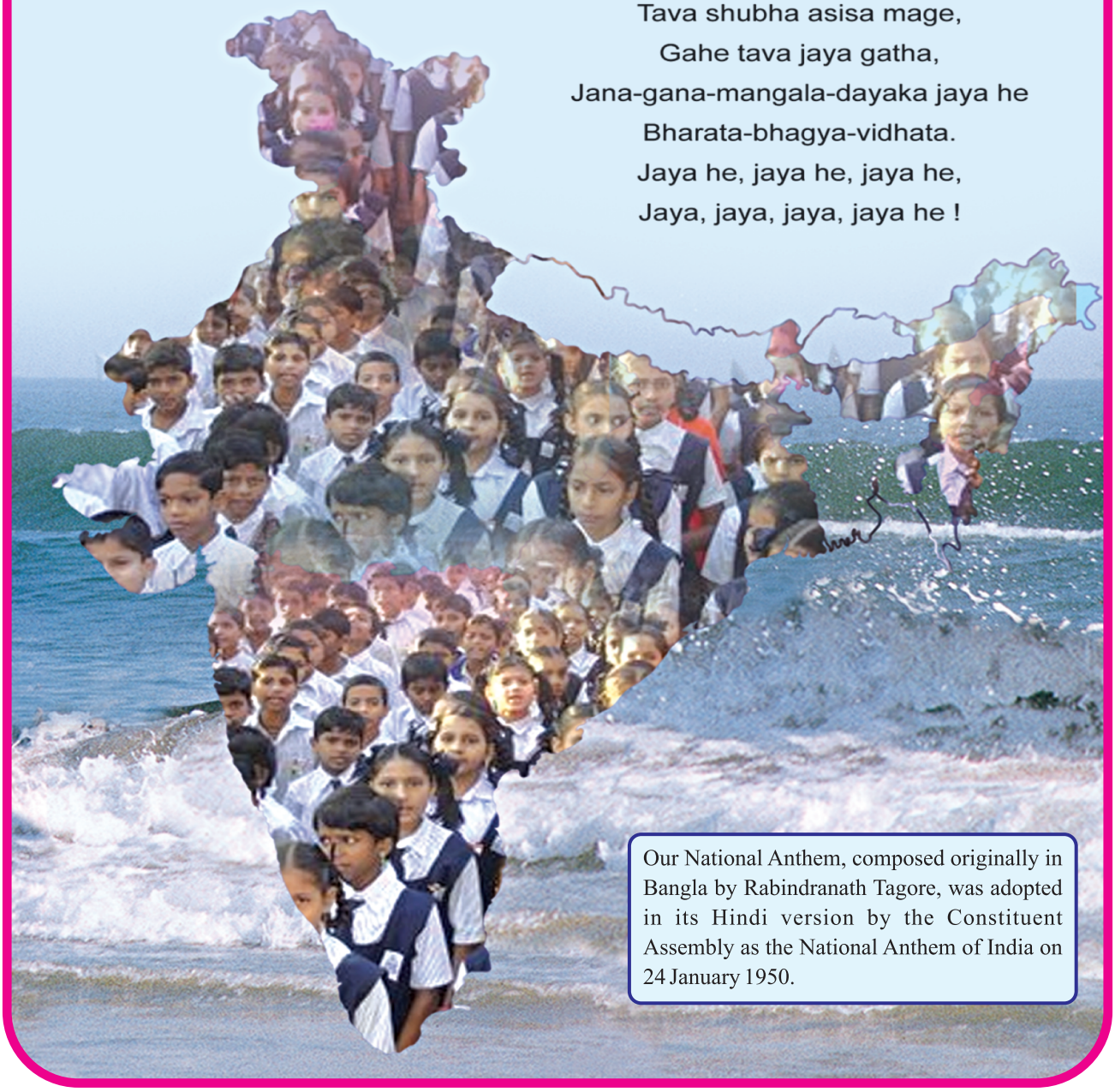
Note to the teacher

- The assessment sheet can be filled by the students under the guidance of parents and teachers.



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.