



Magnolia

English Textbook for Class III



Education Department
Government of Sikkim



T5Y1R1

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State Council of Educational Research and Training, Sikkim
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Foreword

Since the development of the primary level state term books in the year 2012 and subsequent revisions, a need to revisit our books was felt to align with the developments that have emerged in the ensuing years. For this, a series of intensive exercises were initiated by SCERT which included consultative engagements with practicing teachers and users of the textbooks; strengthening of a core textbook writing team and collaborating with external academic partners. The revised textbooks of Math, Language and Environmental Studies (EVS) are the successful outcome of these initiatives.

A pilot study of the textbooks was also carried out in 40 government schools from four districts in the academic session of 2019. An orientation of all the teachers was conducted prior to its implementation. Learning experiences from the pilot study was used to further improve the new revised textbooks.

The new textbooks are aligned to the following:

- the Learning Outcomes of the National Council of Educational Research and Training (2017)
- the integration of education for sustainable development (ESD) for the implementation of UN's 2030 agenda for sustainable development goals of education for peace and sustainable development
- the integration of environmental studies in language and mathematics in class I and II with the introduction of the subject of EVS from Class III.

The content of the books is embedded in the socio-cultural context and experiences of the children who come to our government schools. Care has been taken to represent the social, cultural and linguistic diversity of Sikkim. The National Curriculum Framework 2005 emphasizes the need for connecting school learning to the real lives of children and providing a fearless environment where every child feels safe to ask questions, explore and experiment without the fear of being wrong or judged. It is hoped that the schools will nurture this while providing opportunities to work collaboratively with each other.

From the perspective of education for sustainable development, the lessons encourage children to care for and respect the natural environment and people. It encourages children to think critically and creatively about what is happening in their local as well as the global community, connect with their community and to take action for improving it.

SCERT thankfully acknowledges the successful effort of the text book development team of writers, academic partners and reviewers. It also thanks the school heads and officials from Education Department, Govt. of Sikkim for their continuous support.

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Director

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SCERT expresses its gratitude to the Hon'ble Minister of Education, Govt of Sikkim, Shri Kunga Nima Lepcha, for his continuous support during the development, pilot and final implementation of the text books.

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It also acknowledges the contribution of Echostream Design Pvt. Ltd. for designing the textbooks and providing suitable illustrations.



Note to Teachers and Parents

By the time children enter class I, all of them are able to speak fluently and think in the languages of their homes and neighbourhood. They also scribble on walls; When asked they tell long stories based on their scribbles. How do they achieve this?

Imagine a nine-month-old baby trying to convey something to you. What kind of support does the baby get? When the child starts saying words and makes errors, everyone in the family celebrates those errors, they proudly share those errors of the little child with others, speak to the child continuously and interpret the responses of the child and build on them. Throughout the day a child gets rich exposure to the language. Everyone patiently waits for years, as the child learns to use the language. You will agree that language learning is also accompanied by learning to understand the world around them. Similarly, while teaching English to the children

1. We must provide a language-rich environment – opportunities to listen to English in meaningful contexts and to engage with print (story books etc).
2. Use children’s language, contexts and experiences as a resource for learning.
3. Children must get opportunities to discuss their questions, to imagine, to talk and to share their thoughts and feelings along with opportunities to engage with materials around them – be it kitchen material or plants around the school/ homes or textbooks. It is only through the active engagement (playing, talking about, listening, asking questions, predicting, reading, drawing, creating and so on) that children construct their knowledge.
4. Understand that errors are the signs of learning.
5. Wait patiently as the children learn to use English. Allow them to mix words/ sentences from their languages while speaking English.

In alignment with these thoughts, the English language textbooks are developed. The textbook does not have chapters, instead, we have themes as given below:

Class 1	Class 2	Class 3
<ol style="list-style-type: none">1. Playing is Fun2. Who am I3. Water4. Fun and Festival5. Wonder and Magic	<ol style="list-style-type: none">1. My Family and Friends2. My Green World3. Things on my Plate4. Wheels and Wings5. When I look at the Sky	<ol style="list-style-type: none">1. I Wish2. Haat Day3. Things that attract Me4. Mystery and Magic5. Rivers and Mountains

These themes are a part and parcel of a child’s everyday experiences and imagination and at the same time, help in developing a child’s thinking and language abilities. For example, a theme on Haat Day (Class III) while looking at the local markets also delves into the concept of organic products, saving money and keeping our marketplaces clean. Other themes like Water (Class I), When I look at the Sky (Class II) and Rivers

and Mountains (Class III) encourage children to observe the world around them more carefully, think about the changes in nature and enquire about their relationship with their natural world. Some poems in the different vernacular languages of Sikkim, the names, clothes, languages, festivals, occupations of the people of Sikkim are also used as resources in the textbook. This serves multiple purposes:

1. already children have constructed some understanding about their immediate world, that understanding forms a strong base for further learning
2. when children's world is represented in the textbooks and is a part of the teaching-learning process, children feel accepted

This helps in developing positive relationships and participation.

In these textbooks, some of the content relate specifically to the physical environment – to issues around healthy food, water, landslides, waste, caring for animals, birds, recognizing that some are endangered. Other content focuses on the social and economic aspects of life. This content includes, therefore, narratives of positive customs and traditions, of peaceful relationships, learning ways of communication that are peaceful and respectful and learning to share.

An effort is made to present language learning as a holistic process of thinking, listening, observing, writing, talking, enquiring, reading, imagining. So, a reading activity may be followed by a drawing task or an oral discussion or a writing activity is preceded by talking about a picture and so on. Each theme has seven sections. The sequence of the sections in each theme may vary.

1. **Picture Fun:** This section is for children to observe, think and discuss what they see / predict with their friends.
2. **Story Time:** Children get to listen to the story read by the teacher. They also engage with pictures and text.
3. **I Can Read:** Short stories with pictures and small sentences for children to read with the help of teacher.
4. **Rhyme Time:** For helping children enjoy the sounds of English / their own language/thoughts and rhythm.
5. **Recite and Enjoy:** A poem for children to listen and recite. They pick up vocabulary in a fun way. A poem in vernacular language is also used for enriching the English language classrooms.
6. **Happy fingers:** Children listen and follow the instructions in English. They also have something created at the end; they can also talk about this.
7. **Let's Explore:** Children engage with the world outside the school, understand issues, connect with self and take small steps to contribute to their surroundings.

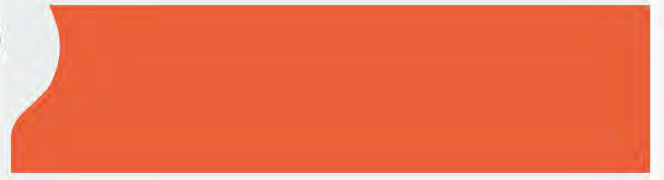
While assessing children, focus on original expressions of children (both oral

and in writing), ensure that children's point of view is considered, do not expect them to reproduce answers from the notebooks. Also look out for other resources such as simple stories, poems etc. This will help children apply their learnings to newer contexts.

Note: Dear teachers, please read all the teacher's pages together. Since there are common sections across the themes, in each teacher's page we have tried to talk about a few sections. In addition to this, there are specific ideas per theme which are also part of these teacher's pages.

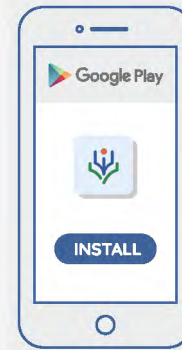


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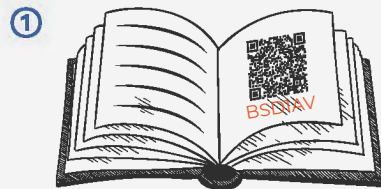
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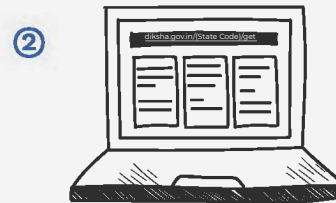


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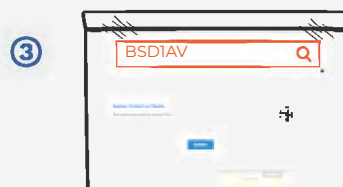
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1. I Wish

A. PICTURE FUN

Sit in groups with your friends.
Look at the picture carefully.



1. Let's Talk about the Picture

Sit in your groups and discuss:

- What are the children in the picture wishing for?
- What is the teacher wishing for?





Who do you see outside the window?
What is he wishing for?

Do you also wish for the same things?

What does your mother/ father/
grandmother/ grandfather/ aunty or
uncle wish for you? Are their wishes
the same as yours? Find out.



2. Let's write

Everybody wishes for something or the other. What do you wish for? Write a few sentences on what you wish for in the spaces below:

The form consists of nine yellow speech bubbles arranged in three rows. The first row has three bubbles labeled 'For my class', 'For my school', and 'For Sikkim'. The second row has three bubbles labeled 'For my best friend', 'For India', and 'For my family'. The third row has three bubbles labeled 'For myself', 'For the world', and 'For my neighbours'. To the left of the 'For myself' bubble is a small yellow figure with a speech bubble that says 'I WISH'.

B. LET'S EXPLORE

Go to three adults in your neighbourhood and ask them these three questions:

- 🌀 What did you wish for as a child?
- 🌀 What do you wish for now?
- 🌀 What do you wish for the world?

Write the answers you get in your exercise book.



Prayer Flags

Have you seen prayer flags? What do you call it at home?
What colours are they? Do you know what they are for?

Prayers are printed on prayer flags. People say that the wind will spread the prayers all over. The prayers will go into people's hearts. This way, people will become good and kind. There will be peace everywhere. Prayer flags are wishes for a better world.

Prayer flags are of 5 colours – blue, white, red, green and yellow.

C. HAPPY FINGERS

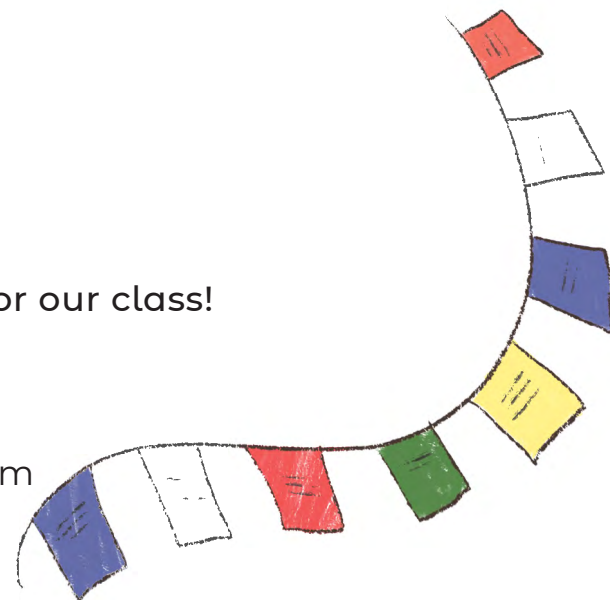
Let us all make prayer flags for our class!

You will need:

Paper, Crayons, String and Gum

INSTRUCTIONS:

- Step 1** - Take a sheet of paper.
- Step 2** - Write your wishes or prayers on it.
- Step 3** - You can even draw.
- Step 4** - Colour every part of the paper.
- Step 5** - Help your teacher stick all the papers on the string.
- Step 6** - Put up your prayer flags in the classroom.



D. STORY TIME

Your teacher will read you a lovely story. Enjoy it!

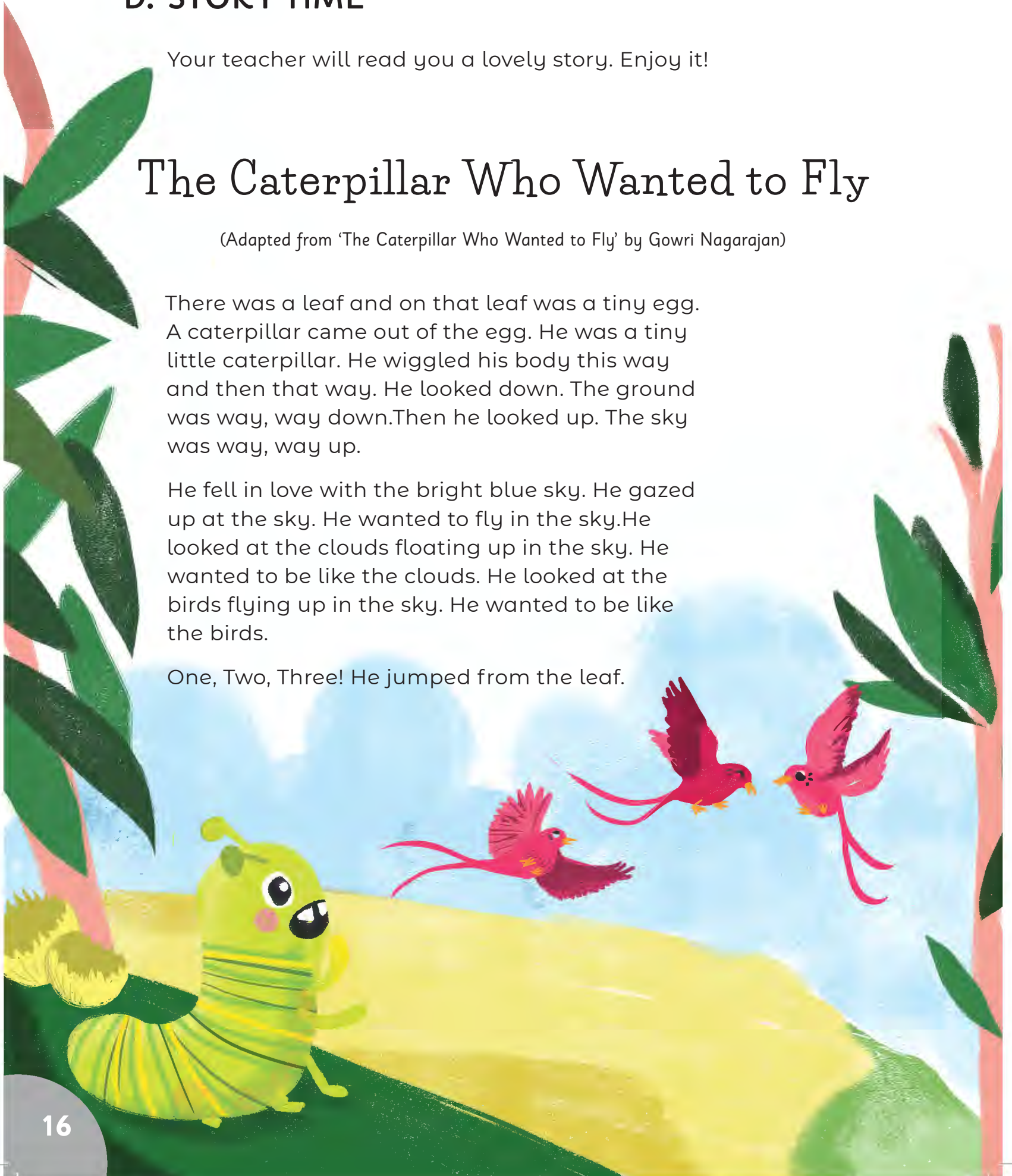
The Caterpillar Who Wanted to Fly

(Adapted from 'The Caterpillar Who Wanted to Fly' by Gowri Nagarajan)

There was a leaf and on that leaf was a tiny egg. A caterpillar came out of the egg. He was a tiny little caterpillar. He wiggled his body this way and then that way. He looked down. The ground was way, way down. Then he looked up. The sky was way, way up.

He fell in love with the bright blue sky. He gazed up at the sky. He wanted to fly in the sky. He looked at the clouds floating up in the sky. He wanted to be like the clouds. He looked at the birds flying up in the sky. He wanted to be like the birds.

One, Two, Three! He jumped from the leaf.



Zoom and splat, he fell to the ground. He was not hurt but he became sad that he couldn't fly. And when he was sad, he ate a lot. Munch and crunch. Munch and crunch. He kept eating.

A bright pink balloon with a long string attached at its end came floating by. One, Two, Three! The caterpillar jumped and caught the balloon's string. Zoom, Zoom he floated like the clouds in the sky. The caterpillar was happy. Suddenly the balloon got caught in a rose bush. POP, the balloon burst.

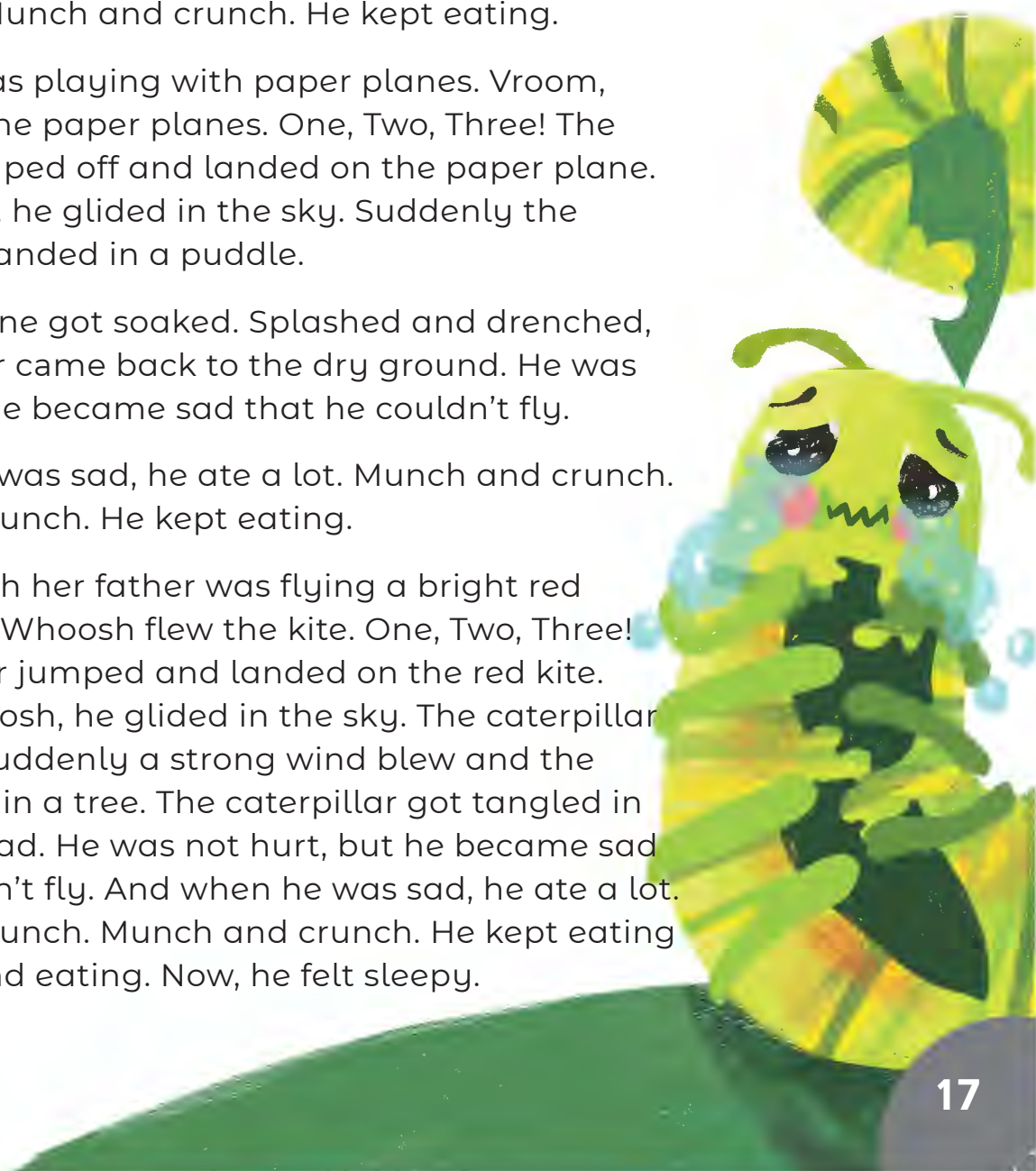
Zoom and then splat, the caterpillar fell straight to the ground. He was not hurt but he became sad that he couldn't fly. And when he was sad, he ate a lot. Munch and crunch. Munch and crunch. He kept eating.

A little boy was playing with paper planes. Vroom, Vroom went the paper planes. One, Two, Three! The caterpillar leaped off and landed on the paper plane. Vroom Vroom, he glided in the sky. Suddenly the paper plane landed in a puddle.

The paper plane got soaked. Splashed and drenched, the caterpillar came back to the dry ground. He was not hurt but he became sad that he couldn't fly.

And when he was sad, he ate a lot. Munch and crunch. Munch and crunch. He kept eating.

A little girl with her father was flying a bright red kite. Whoosh, Whoosh flew the kite. One, Two, Three! The caterpillar jumped and landed on the red kite. Whoosh, Whoosh, he glided in the sky. The caterpillar was happy. Suddenly a strong wind blew and the kite got stuck in a tree. The caterpillar got tangled in the kite's thread. He was not hurt, but he became sad that he couldn't fly. And when he was sad, he ate a lot. Munch and crunch. Munch and crunch. He kept eating and eating and eating. Now, he felt sleepy.



So he built a thick cocoon around him and went to sleep. He dreamed about floating like the clouds. He dreamed of flying like the birds. He dreamed and dreamed and he lost track of time. He slept for a long, long time.

One day the caterpillar cracked out of its thick cocoon. He wiggled his body this way and that way. POP and whirl! Something had popped out of his body.

What was it?

One Two Three Four little yellow wings had stretched out. He jumped. A flip and a flap, he fluttered in the sky.

The little boy said, "Ah, look at this beautiful butterfly". The little girl said, "Ah, look at how high the butterfly flies".



1. **Let's Talk:**

Sit in your groups and talk about the following:

- 🌸 What is the caterpillar called in your language?
- 🌸 Do all caterpillars turn into butterflies?
- 🌸 Did you like the story? Why? Why not?
- 🌸 If you were a butterfly, what would you do?
- 🌸 The caterpillar turned into a butterfly.
Do you want to change? How would you like to change?
What animal or person would you like to change to?
- 🌸 Do you think the caterpillar wished to become a butterfly?

2. Match the sounds in the story to the actions in the pictures.



Munch-Crunch

Whoosh-Whoosh

Zoom-Zoom

Vroom-Vroom



3 The following pictures are jumbled.
Number them and put them in order.



4. Munch and crunch ends with 'ch'. Let's add ch to the following:

a. lun _____

c. tea _____

e. pea _____

b. bun _____

d. rea _____


f. bea _____

🌸 Make some more words with ch:

🌸 Make sentences with any 2 words that you have made:

5. In the box below are some describing words from the story.
Read them.

tiny	red	beautiful
bright	cute	yellow
long	fat	blue
little	thick	

-  Colour the picture below and use the words in the box to describe some of the things in the picture.



6. The caterpillar ate a lot. What do you think he ate? Make a list of the things he must have eaten.

7. Do you like the caterpillar in the story? Can you give him a name?

8. Can you think of words to describe the caterpillar?

 Now use the words to write a few sentences about the caterpillar in your exercise book.

E. I CAN READ

Read the comic below. Your teacher will help you.

Penzi's Umbrella


Penzi loved the monsoons but hated the oversized "Duck- Back" raincoats and the rubbery gumboots.





I wish I had such a beautiful umbrella.






Please ask Pala to get me a beautiful umbrella.

Penzi wants an umbrella like her teacher's.

Ok, I will get it when I go to Singtam tomorrow



I will be back tomorrow.

Don't forget my umbrella.

Pala is going to get me an umbrella like our teacher's!



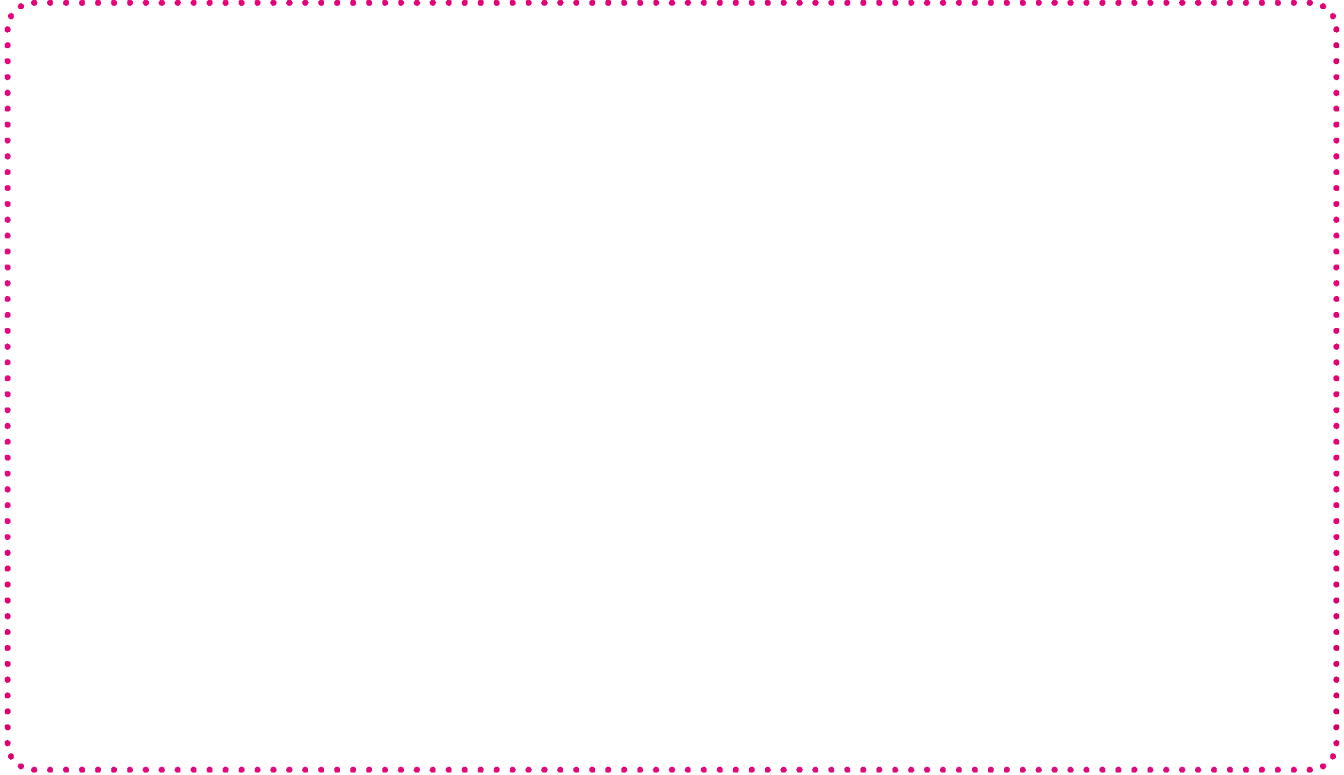
Pala! Have you got my umbrella?











Oh no!
It's all black!


1. What sort of an umbrella would have made Penzi happy?
In the box below, draw, colour and decorate the umbrella that Penzi wanted.




2. Talking Time:

Sit in your groups. Talk about the following questions with your friends. Share your answers with your class.

-  Why does Penzi want an umbrella so badly?
-  Why did Penzi talk to Amla first and not to Pala?
-  How did Penzi feel when she saw the black umbrella?
-  How do you think Pala and Amla felt when Penzi did not like the umbrella?
-  What do you think Penzi's friends said?
-  Have you ever been disappointed like this?
Let's discuss in the group.


-  What did Penzi do when she saw the black umbrella?
Do you think that it was a good thing to do?

 3. Penzi's story is all jumbled in the box!

She asks Pala to get her an umbrella.
Pala brings a black umbrella.
Penzi wants a pretty umbrella.
Pala goes to Singtam.

-  Put the statements in correct order and complete the sentences:

- a. First, _____
b. Next, _____
c. Then, _____
d. Last, _____

-  4. Rita read Penzi's story and rewrote it. She made a few mistakes. Her mistakes have been underlined. Correct her mistakes by using the words in the box. Write the correct words in the space provided.

it she they him her


Mrs. Rai was Penzi's teacher. He _____ had a beautiful umbrella. They _____ was full of flowers. Penzi loved the umbrella. Pala was going to Singtam. Penzi asked her _____ to bring a beautiful umbrella. Pala brought him _____ a black umbrella. Penzi's friends found it very funny. He _____ laughed and laughed.

F. RECITE AND REJOICE


Read the following poem aloud with actions.

If I Were a Superhero

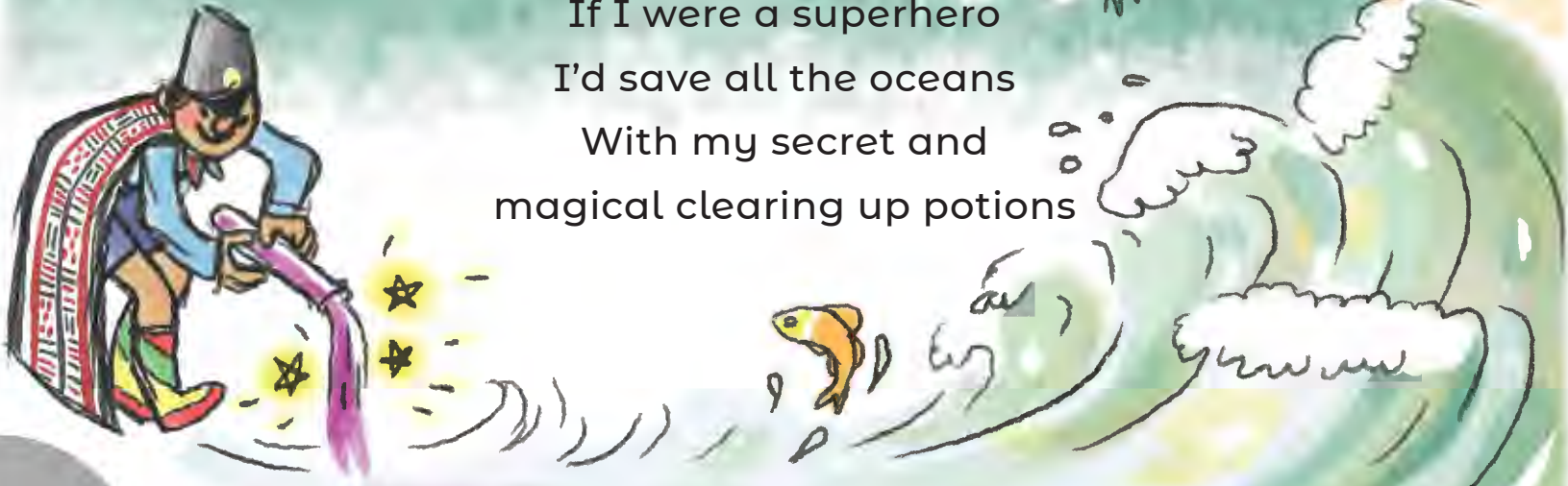
— Sally Gray



If I were a superhero
I'd definitely fly arms outstretched,
racing birds in the sky.



If I were a superhero
I'd have special powers
Like extra strong legs
for jumping across towers



If I were a superhero
I'd save all the oceans
With my secret and
magical clearing up potions

If I were a superhero
I'd save all the trees
And the mountains and rivers,
the birds and the bees



If I were a superhero,
I'd help all the poor
Give them food and
make them hungry no more



If I were a superhero,
I'm sure you'll agree
The world would be better
because of me!



1. **Let's Talk:**

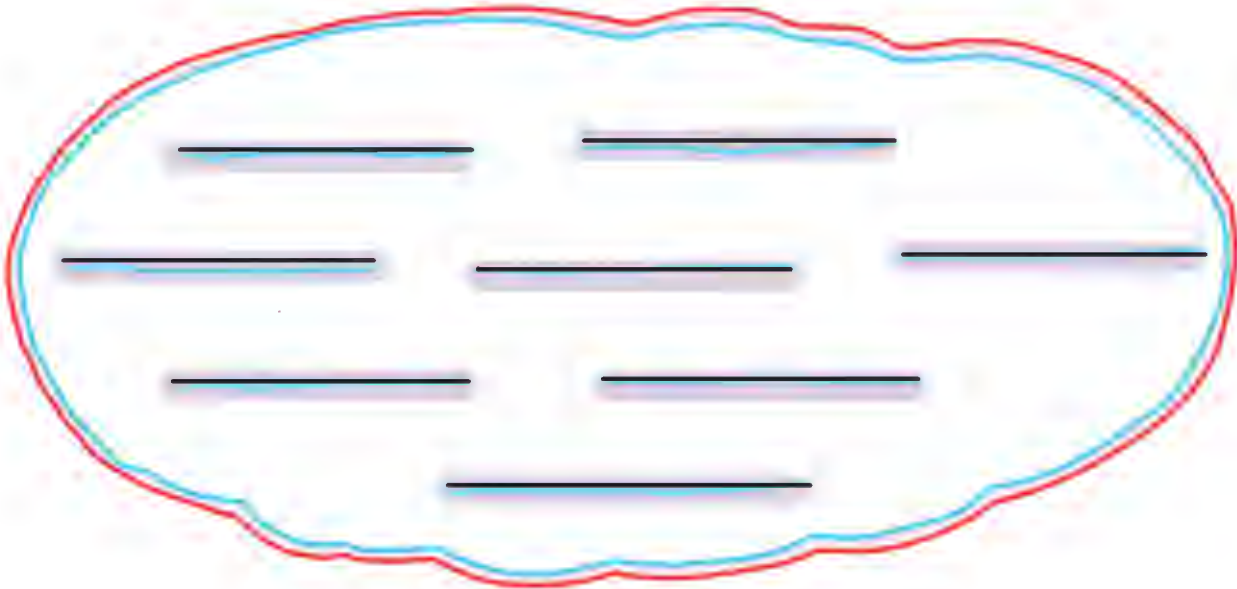
Sit in your groups and talk about the following:

- ☼ What are some of the things the poet wants to do if he was a superhero?
- ☼ What would you do if you were a superhero?
- ☼ What are some of the super powers you would like to have?

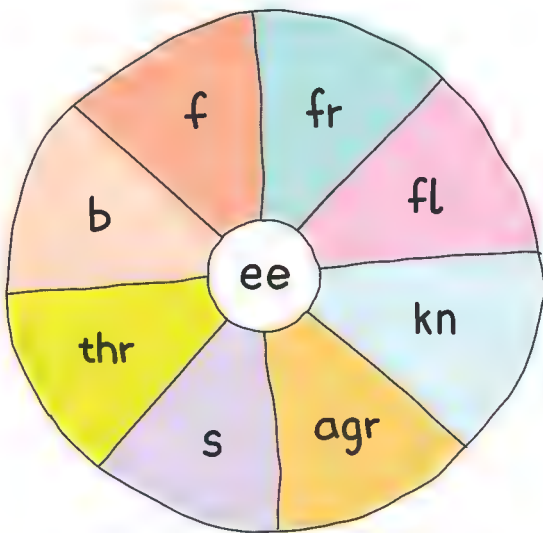


2. Let's Write:

Write all the super powers you discussed below:



3. The superhero wants to save trees. The word tree ends with 'ee'. Make more words with ee using the picture below:



4. The word fly rhymes with sky. Find more rhyming words in the poem and write them below:

5. The Superhero heard that in a forest far away, some people were cutting trees to make a factory. He went to stop them.

🌀 Read how he reached the forest in the box below:

The superhero ran up a hill. He flew over a high mountain. He swam across a river. He ran down a road. He went into the forest. He found many people behind the trees with axes. He said, "STOP!"

Some words have been underlined above. Enact the actions with your teacher. Draw the superhero.

- 🌀 Match the words with the correct arrows in the picture below.
Write the words next to the arrows.



G. RHYME TIME

Read the following poem aloud with actions.

Wish World

I wish we had a world of sweets
Everyday would be a treat

I wish we had an ice cream hill
All our tiffins we would fill

Rivers and seas of apple juice
Our water bottles we would use

Dolls and toys would go to school
Don't you think that would be cool?



H. FUN TIME

Join the dots and colour Superboy.

What do you think he would wish for the world?

Write his wishes.



PATTERN WRITING

abcdefghijklmnopqrstuvwxyz

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

An army of ants

Bring the blue ball.

Catch the cute cat.

Do not drop the dolls.

Eat an egg everyday.

2. Haat Day

A. PICTURE FUN



1. Dear Children, observe the picture carefully, read the questions below and share with each other.
 - 🌀 Do you go to market? What is market called in your language?
 - 🌀 Who goes with you? What do you do there?
 - 🌀 What do you like the most in the market?



- ☼ People in the picture seem to be very busy. What are they doing?
- ☼ Make a list of things you see in the picture.
- ☼ How is your market similar to the one in the picture?
- ☼ What are the things you see in the picture that you use at home every day?



J9A2D2

B. STORY TIME

Listen to the story. Your teacher will read it to you.

The Buzz



One early morning a loud buzz of bees woke Ruden from his sleep. Ruden's grandfather and his father collect honey from the beehives. The bees live in the hives. There are small honeycombs inside the hives where the bees keep their honey. When grandpa takes out the honeycombs from the hive, the bees fly away. He cuts the combs and takes out honey from them. The fresh honey is put inside small bottles. Ruden asks, "Grandpa will the bees sting me?"

"No, the honey bees do not sting and give you pain without reason," says grandpa. "They will sting you if you disturb them." adds grandpa.

Every Sunday, they go to Dentam bazaar, from their village at Milling. It is a Haat Day. Many people come to the bazaar. Grandpa sells honey in the market. The family also sell fresh vegetables and fruits.

Ruden and his little sister Sumnima are happy to go to market.

“Grandpa, will you buy me a new dress today?” says Sumnima.

“Yes, I will if I sell this honey, Come let’s go” says Grandpa.

Their aunt stays back home to look after the house and the cattle. Siri Aunty does not hear and cannot speak but can see.

Ruden waves to say goodbye. Aunty smiles and waves back.

“I have wonderful plums to sell in the bazaar today,” says



Birbuda who meets them on the way to the market.

“Namaste, Birbuda. Why are you not taking vegetables to the market today?” asks father.

“No .The hailstorm last week spoiled all the vegetables,” he replies.

The bazaar is crowded. Some people have come to sell and many have come to buy. The sellers call out the names of different things to sell.



“Aiyaha!” suddenly cries Ruden. He steps on some tomatoes and slips. The tomatoes are spoiled and rotten. He is frightened and looks at his mother.

“Careful!” shouts his mother. “Can’t you keep them at a place? It’s blocking our way!” she tells the tomato seller.

“Never mind, baini this is a Haat,” he says.

“But why do you throw the dirty things you don’t need on the ground?” she asks.

“But that doesn’t mean you start throwing your garbage on the ground,” she replies.

“Sorry!” says the seller and helps Ruden to get up and clean his clothes.

Ruden’s mother finds an empty place to sit down and sell vegetables. Grandpa sits near her to sell honey.

“Wow! This honey looks good. How much does it cost?” asks a man.

“Yes, this is pure honey” says grandpa and tells him the price for it. The tall man starts to bargain and agrees to pay less money. Grandpa refuses and does not sell the honey.

There are many people in the bazaar. Sumnima follows her father from one shop to another. Somewhere near, a young man is playing Sarangi and a girl sings with the music. Sumnima goes to listen to them. She finds many people selling colorful clothes, nice shoes and



slippers in their shops.

“Wow!” says Sumnima and looks at a lacy red frock in one shop. Her fingers run over the smooth and soft material of the dress. She prays that her grandfather sells the honey soon for a good price. “I want to wear this and dance,” she tells herself and holds the frock.



“Garam jalebi! Tato jalebi!” shouts the man from the sweetshop. The smell of fried jalebis make her hungry, but her thoughts are once again with the frock.

“Are your vegetables fresh?” asks a man who is carrying a big bag. “These green peas are good,” he says and smells them. Mother tells him the price for the green peas and he buys it.

Ruden and his mother have finished selling the vegetables but grandpa’s honey is still not sold. Many have come to buy but the price they offer is less .He is sad and asks himself, “How will I buy a new dress for Sumnima today?”

Ruden is busy talking to his friends and his mother starts buying different things to take back home.

“The coriander and cumin seeds are good. Buy them. These spices will make your food tasty,” says Moti Chacha who comes to sell them only on Haat days.

“All right, give me some,” she says.

“Ama, let us buy a new rice plate for Siri Aunty,” says Ruden.

“You are right! She will be very happy,” says mother.

“But what about my frock?” asks Sumnima.

“Sumnima, grandpa will buy you the frock .Where is he?” asks Ruden and goes looking for him.

The old man is still waiting for someone to buy his honey .He looks tired.

“Grandpa. Let’s go home. We will sell the honey next time,” says Ruden.

Sumnima does not say anything but two drops of tears roll down her cheeks.

“Honey? I heard someone saying honey,” says a strange looking man who wears a shirt longer than his coat. “Do you have honey? I will give you money,” says the man.

Grandpa becomes happy. He smiles and says, “Yes. I have pure honey to sell.”

The man buys the honey at grandpa’s price and says, “I know it is very difficult to collect honey. We get it because of your hard work. Thank you, Bajey.”

“Ahhhhhaa!” says Grandpa with his mouth opening wide.

They go to the shop which has lovely clothes for sale. Sumnima selects the beautiful red frilly frock. Grandpa buys it for her.

It is now time for them to go home .They walk back together laughing and smiling all the way.



1. New Words

Match the words with the pictures given below:



Market



Seller



Bottle Of Honey

Red Frilly Frock

Bee-Hive

Rice Plate



2. Let's Talk and Write

Children, discuss and share your answers with your class.

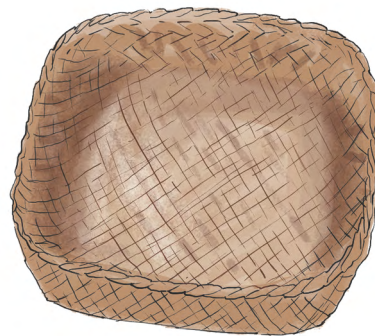
- ☼ Do the bees sting grandfather when he takes the honey out? Why?
- ☼ Why did Birbuda not have much to sell in the market that day?
- ☼ Why did Siri Aunty stay back home? How do you think she feels when Ruden gives her the plate?
- ☼ What could the tomato seller have done with his spoiled tomatoes instead of throwing them on the ground?
- ☼ What kind of honey was the grandfather selling? Why do you think that the strange man didn't bargain for the honey?

Good To Know

Sikkim is the first organic State. When we farm organically, we help to care for Mother Earth. We grow our food (our plants, our vegetables) without human-made chemicals like pesticides which can harm the earth. This helps us to produce food that is good for us. How do bees make honey? Bees collect nectar from the flowers to make honey. When the flowers contain chemicals the honey made by the bees will also be bad for health.

1. Put all the vegetables in the left basket and the spices in the right brown basket:

Broccoli	Chilli Powder	Dhaniya Powder
Lettuce	Saag Spinach	Fenugreek
Cumin Seed	Chillies	Green Peas



2. Can you find what are the following called in your language?
- | | |
|----------------|----------------|
| a. Potato | d. Banana |
| b. Orange | e. Cumin seeds |
| c. Mustard Oil | f. Onion |

3. Ruden is helping his mother write a shopping list. Help him make the list of things he has to buy. He has already written one. Don't forget to write how much of it he needs to buy!

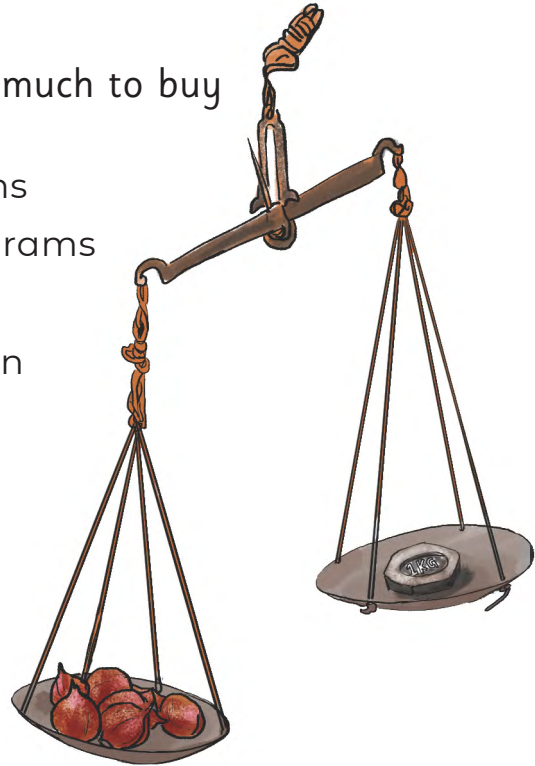
Things to buy

- a. Apples
- b. Oranges
- c. Bananas
- d. Mustard Oil
- e. Onion
- f. Cumin seeds



How much to buy

- Grams
- Kilograms
- Litre
- Dozen



Ruden's Final List

1-	Five oranges
2-	
3-	
4-	
5-	

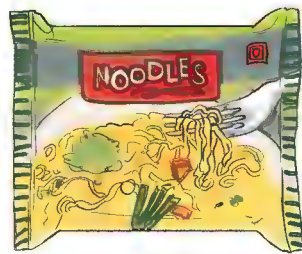
4. Think and Write



☼ a _____ soap.



☼ a _____ of juice



☼ a _____ of noodles.



☼ a _____ of crayons


5. Now, fill in the blanks to share what Sumnima buys at the market.

chocolate mustard oil biscuits laddus

Sumnima goes to market. She buys a bottle of _____
and a packet of _____. She also buys a bar of _____
for herself and a box of _____
for Siri Aunty.

6. Read the following sentences from the story.

- a. "Wow! This honey looks good! How much does it cost?" asks a man.
- b. "Sorry!" says the seller and helps Ruden to get up and clean his clothes.

 Now, can you say the same sentences in your own language? How would you do it? Does your tone change when you express happiness or sadness?

It is the same when you speak English. A sentence that shows a strong feeling ends in an *Exclamation Mark (!)*.

A sentence that asks a question ends in a *Question Mark (?)*.

 Let's read these sentences aloud with the correct expression.

a. I am hungry !

b. Who are you ?

c. This is nice !

d. Where is it ?

e. Are we going to the market ?

f. What is the cost ?

g. Today is a lovely day !

h. Wow! This is great.

C. RECITE AND REJOICE

Children, read the following poem and enjoy it.

The Happy Haat

It is a Sunday, a sunny sunny day;
Filled with joy and fun all the way!

Children are well-dressed and having fun,
With aamas and aamalas under a bright sun.

The thatched stalls are houses of joy,
That has toys for every girl and boy.




Bangles, bags, dresses and dolls,
Fruits and veggies, cars or balls.

They eat a little, drink a little,
Jump a lot and walk a tittle
And enjoy the smell of food
on this jolly Haat-day

Friends meet and laugh together,
They are happy in the lovely weather.


They buy a little, earn a little,
Laugh a lot and fall a tittle
And fly rainbow balloons
on this merry Haat day.

1. Let's discuss with each other and write

-  Which day of the week do you have Haat in your place?
-  What do you eat when you visit Haat?
-  What do you love wearing when you visit your market?

2. Let's Draw

Draw and fill the box below with things from the poem that you see on Haat day. You may also add other things that you have seen on a Haat day.



D. I CAN READ

Read and enjoy this beautiful poem.

The Fair

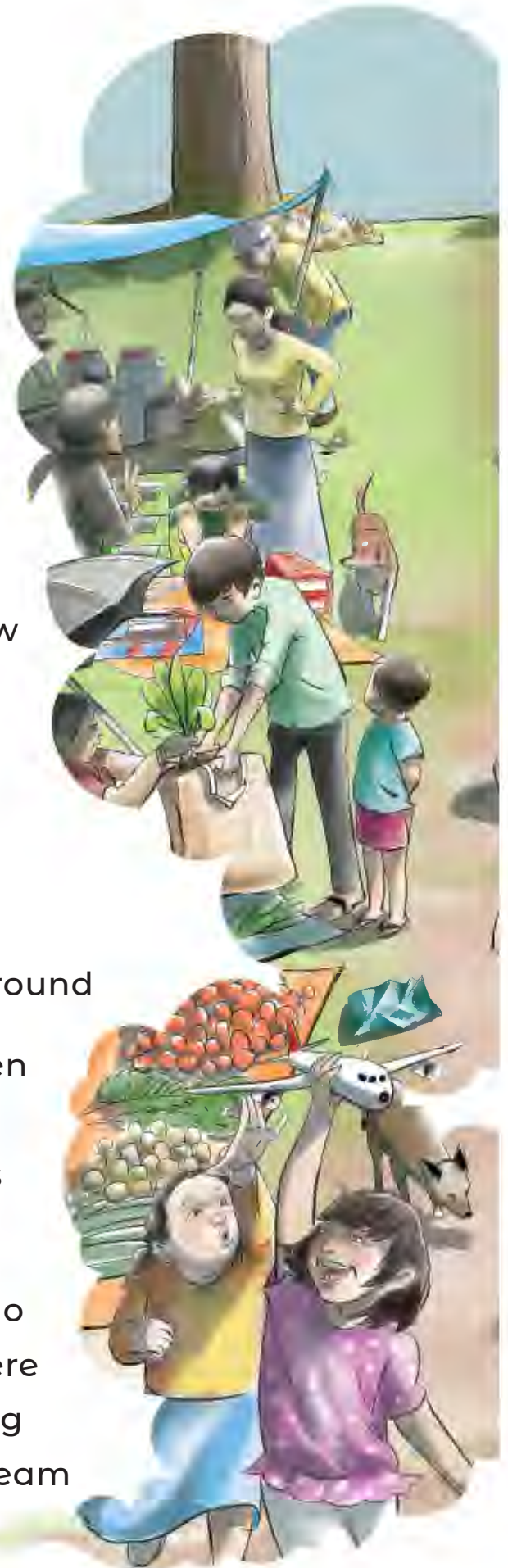
A week of silence
A week bygone
A happy day tomorrow
Of fun and sun

Come one, come all
I welcome you all
Spread your wares,
Be ready for the fair

Use my ground here, all around

Happy men and women
Happy me
Little boys full of joys
Little girls full of fun

People come, people go
People here, people there
People litter, people dig
People speak, people scream





Plastic here, wrapper there
Rotten eggs everywhere
They're all gone,
Their needs done

Oh! How I wish
They'd keep me clean
Use the dustbins-
Blue, yellow and green





Each one brings a cloth bag
Keep their things in a jute sack

Oh! How I wish
They keep me clean

Yet, I miss the people, I miss the fun
I miss their chit-chat and children's run
A week of loneliness will come to an end
For tomorrow is Haat day once again



1. Read these questions and share your thoughts with the class.

-  Who is speaking in the poem? Whom is it speaking to?
-  How does the speaker feel when there is plastic, wrappers and rotten eggs everywhere?
-  What are the green and blue dustbins for?
-  Why should people bring jute or cloth bags to the Haat?

E. RHYME TIME

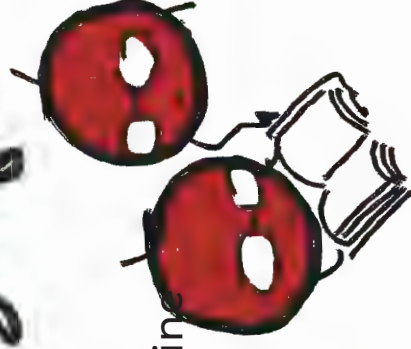
Read the lines below and sing and jump and act and dance the way you want.



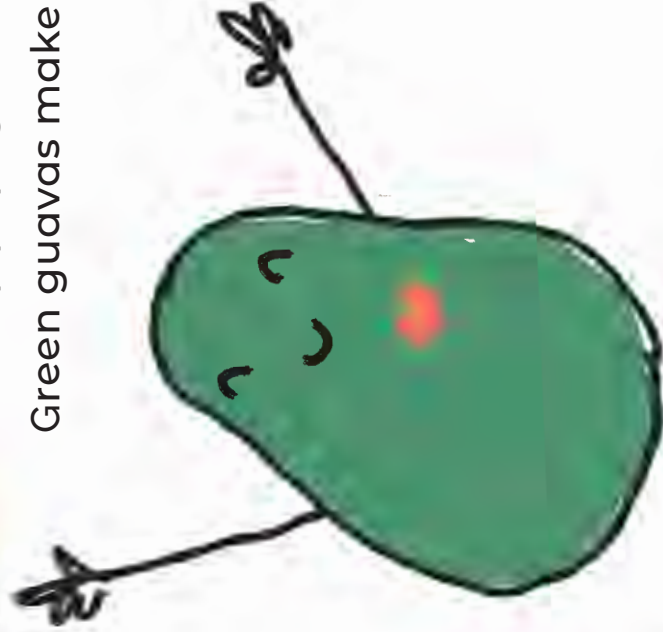
If you eat an apple red or green
It will make you fit and lean.

If you eat a banana yellow and long
You will always be healthy and strong.

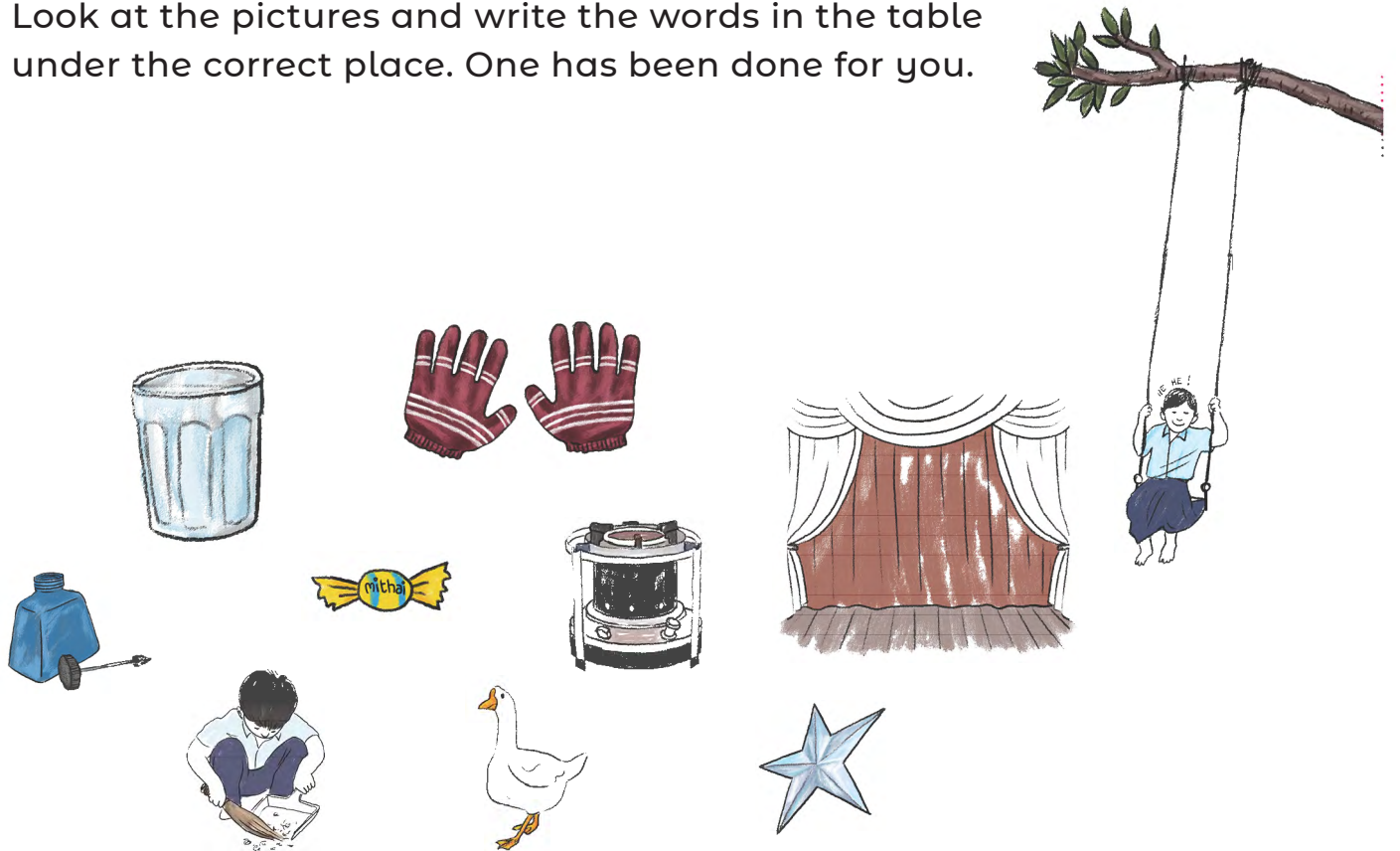
Sweet plums are good for your mind and mine
You should eat them every time.



Plump papayas are good for the heart
Green guavas make you glad and smart.



1. Look at the pictures and write the words in the table under the correct place. One has been done for you.



Sw-

Sweep

St-

Gl-

2. Let's play.

Game 1

Divide yourselves into two groups. Group 1 and Group 2.

Step 1 - Group 1 will think of one word. Then, Group 2 will give three rhyming words

Step 2 - Group 2 will think of one word. Then, Group 1 will give three rhyming words.

For Example:

Group 1 - smart

Group 2- heart, cart, part

Try to think of all the words you have learnt.

Game 2

Now you can play Rhyme Antakshari. Sit in a circle.

Step 1 - The first one in the circle will begin with a word.
For example- boy

Step 2 - The second one says a word that rhymes with boy. *For example- toy*

Step 3 - The third says a word that rhymes with both boy and toy. *For example- joy*

Step 4 - The game goes on. If one of you cannot go on, change the word and continue the game.

Enjoy a poem!

Kantoor

It's a Sunday
And I am going to town.

It's my sister's birthday
And she wants a gown.

I'll bring my bank down
And give it a count.

If it's not enough though,
I'll buy her a bow.



Kantoor is a piggy bank to save money. We can also save money by keeping hens and selling their eggs. We can also grow vegetables in the kitchen garden. This is how we can save some money.



1. Ruden saves all the money he gets from his elders during different festivals. He puts it in a kantoor. In the table below you will see how much everyone has given him.

He also got some money in Dasai and Diwali. How much money do you think he got? Write it in the table. Then add the total and think about what he can buy with it.

Festival	Money Recieved	From Whom
Losoong	50	Thiyung
Losar	30	Appa
Christmas	50	Uncle John
Dasai		Ama
Diwali		Didi
Id-ul-Fitar	20	Moti Chacha
Total		

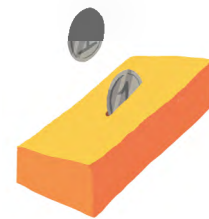


- What can Ruden buy?
-

F. HAPPY FINGERS

Let us now make our own Kantoor.

- Step 1** - Take a used cardboard box (a shoe box or any small box) and clean it well.
- Step 2** - Using gum, decorate it with available coloured paper in your home.
- Step 3** - Seal the lid with a cello tape/black tape.
- Step 4** - Make a small cut on the lid big enough to put coins and rupee notes inside.



Your small bank is ready for use!

G. LET'S EXPLORE

1. Create your own market.

Talk to your teacher and plan a day on which all the children of your class will be sellers and the children of other classes will come to your shops and buy things from you.

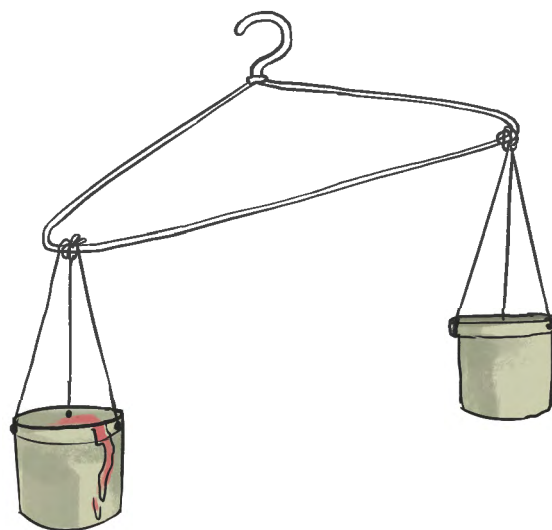
Bring anything to sell like some rice, pulses, vegetables, pebbles, leaves, packets of pencils, wrappers or fruits.


Make your own weighing scale and weights to measure solids or bottle to measure liquids.

You can use cups or metal bowls to make a weighing scale. You can also use stones of different sizes for weights. Remember to measure these stones in some shops near your house.

Using newspapers, make paper notes for money that can be used for shopping.

Set up your shops on the day.



-  After you complete your activity, write a few lines on being a seller. Was it easy or difficult? Why do you think so? What did you like the most and why?

Teacher's Note: Please help the children and assign tasks. You can get children to make a Hanger Balance. Please refer to the Class 3 Maths textbook on how to make a Hanger Balance.

PATTERN WRITING

abcdefghijklmnopqrstuvwxyz

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

Fishes are full of fun.

Pepal is going to Bangkok.

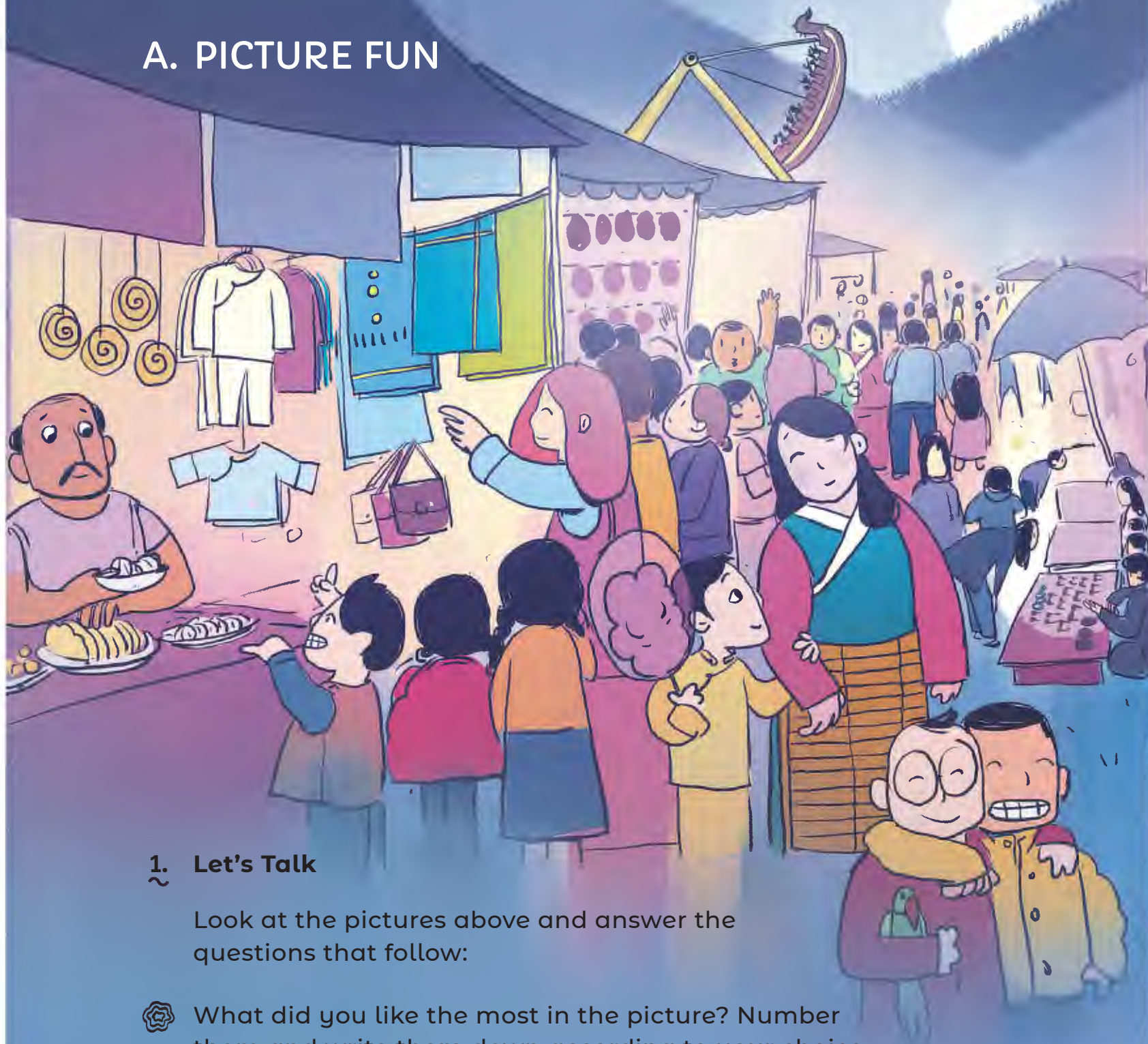
Hang the hanger here.

I am an Indian.

Lyne is jumping.

3. Things That Attract Me

A. PICTURE FUN



1. Let's Talk

Look at the pictures above and answer the questions that follow:

- What did you like the most in the picture? Number them and write them down according to your choice.
- Discuss with your friends and find out what they liked the most in the picture. Find out the reasons for their choice.



🌀 How many animals and toys do you see in the picture? Name them.

🌀 Is there anything that you think is missing? Would you like to add to the things that are shown in this picture?

🌀 Can you see our state animal in the picture? What is it called?



2. Let's Talk

Read the conversation between Doma and Dilman given below:



Hi, Doma.
What happened?

Hello Dilman! My
cat gave birth to
three kittens and I
looked after them.



That is lovely!
They must be
playing around?



No! No! Just now they are very
tiny, like mice. Their eyes are
closed and they don't leave
their mother. The mother
too doesn't let anyone
touch them. If
anybody comes near
it, she gets angry.



Oh! My God. I want
to see them, Doma.
I love cats.

Ok. Come to my home
after school today. I shall
show you the little kittens.
Do you really love cats?



Yes. We had a cat,
Lucy, at our home.
Last month, she met
with an accident.
We lost her. I miss
her so much.




Oh, sorry to know
about Lucy. When
these kittens grow a
little more, you can
take one of them.

Thank you so much for
this gift Doma.



You are welcome
Dilman.

 Imagine and draw Doma's cat with the three kittens.
Also, describe the kittens.

B. STORY TIME

The Flower and the Bee

(Adapted from 'The Flower and the Bee' by Ashok Davar)



Once there was a bee hive on the branch of a large beautiful Banyan tree. In one part of the hive lived two bees Mitha and Meethi. They loved each other and shared all their happiness. Every morning they hummed a song of love. During the day they flew from flower to flower gathering honey. In the evening they buzzed and danced around the hive.





One morning Mitha was too tired to go out. So Meethi had to go alone to gather honey. As she was leaving the tree a strong wind began to blow. The wind was so strong that Meethi was blown far-far away.

She found herself in a strange garden. The garden was full of beautiful flowers like Rhododendrons, Primulas, Cherry and Orchids, which Meethi had never seen before. She flew round and round.

Then she peeped inside a big bellflower, "This must have lots of honey. Let me go in and see", she said to herself.

But as soon as she went in, the flower suddenly closed its petals. It became dark inside and she was trapped.





Meethi tried to force her way out with all her strength. She bit and kicked the petals, flapped her wings hard, but the harder she tried the more the flower closed her in.

Soon she was too tired to fight against the flower and she began thinking of Mitha. Thinking of him, Meethi forgot her troubles and started humming the song they both used to hum together.

A strange thing happened as she hummed the song. The flower shook a little and slowly, petal by petal it began to open. Soon Meethi was free. She unfolded her wings with a buzz of joy and flew away.

1. Let's Talk And Write

- 🌸 Who lived on the branch of a large beautiful Banyan tree?
- 🌸 Why was Meethi blown far-far away?
- 🌸 Have you seen bees flying? Where are they mostly seen?
- 🌸 How did Meethi save herself? What do you do when someone tries to harm you?
- 🌸 What happened when Meethi started humming a song?

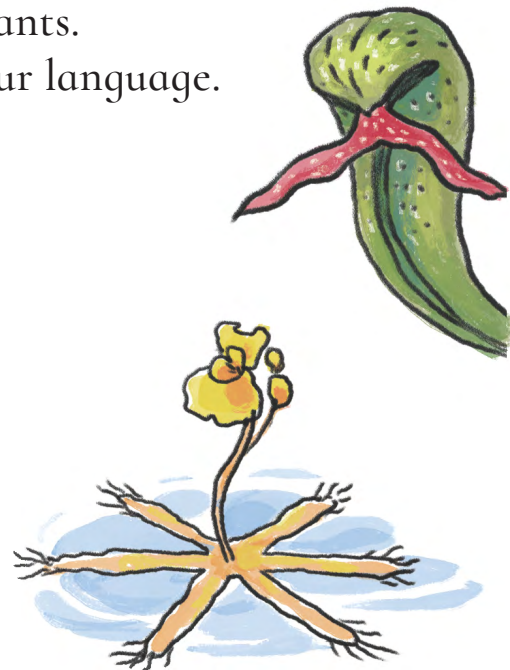
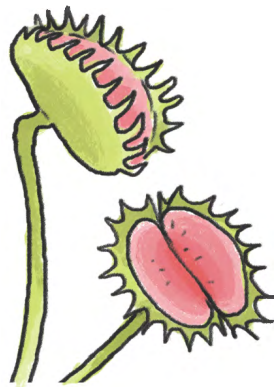
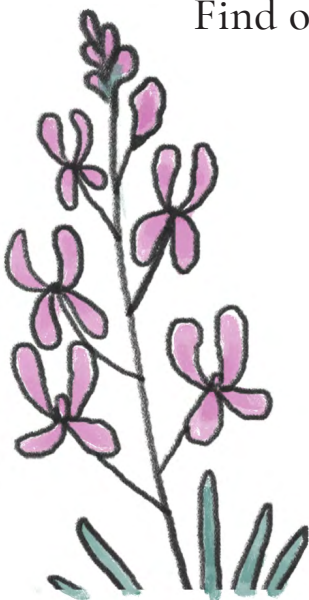
Good To Know

Have you heard about the plants that eat insects?

We all know that plants eat sunlight, animals eat plants, and bigger animals eat smaller animals. In the world of nature, we also see plants that attract and trap animals (mostly insects) and also snails, lizards, or even very small animals.


Look at some some insect-eating plants.

Find out what they are called in your language.




2. Children, some sentences from the story you have just read are written below. Find out the words which are closest in meaning with the underlined words.

Tick the correct option:

 There was a bee hive on the branch of a large **beautiful** Banyan tree.

foolish attractive great

 Every morning Meethi and Mitha **hummed** a song of love.

said told sang

 A strong wind blew Meethi into a **strange** garden.

peculiar grand dull

 Meethi **peeped** inside a big green flower.


travelled looked saw

 It became dark inside and she was **trapped**.

caught talked bought

 Meethi tried to force her way out with all her **strength**.

push effort beauty

 Meethi forgot her troubles and started humming the song they both used to hum **jointly**.

friendly together alone

3. Do you like songs? Look at the Nepali song given below, you must have heard it before. Let's all now sing this song together.



Phool ko Aankha Ma

—AniChoying Dolma

Phool Ko Aankha Ma Phoolai Sansara
Kaanda Ko Aankha Ma Kaandai Sansara
Jhulkinchha Hai Chhayan Basto Ansara
Kaanda Ko Aankha Ma Kaandai Sansara
Phool Ko Aankha Ma Phoolai Sansara
Kaanda Ko Aankha Ma Kaandai Sansara
Chhita Suddha Hos Mero Boli Buddha Hos
Mero Paitala Le Kirai Na Maros
Chhita Suddha Hos Mero Boli Buddha Hos
Mero Paitala Le Kirai Na Maros

Ramro Aankha Ma Khulchha Raamrai Sansara
Kaanda KoAankha Ma Kaandai Sansara
Phool Ko Aankha Ma Phoolai Sansara
Kaanda Ko Aankha Ma Kaandai Sansara




C. LET'S EXPLORE

Let us read this information about a lonely dog.



The small dog walked around the lonely road in the village bazaar. He was hungry and tired. He walked along the ground. He felt weak, his nose and throat was dry. He was thirsty. As he was walking with great difficulty, he saw a puddle on the road, and with all his strength, got there, and happily started to drink. The dog now wondered what he would do next. He was still hungry, tired and did not have anywhere to go.

- 🌀 When you see an animal like the one above what will you do?
- 🌀 How do you think the dog feels when it is lonely?
- 🌀 How do people help animals who are hurt and lonely?

 When you go back from school you must have seen many animals on the road, on the field or other different places in your neighborhood. Look at them. You might see them crying, they might be hurt and hungry or sick and lost.

Observe them carefully and find out some things about them. When you come home note down what you have seen, your teacher will help you to complete the table given below in the class.

<i>Name of the animal?</i>	
<i>Where did you see it?</i>	
<i>How did it look?</i>	
<i>What had happened to the animal?</i>	
<i>What did you do?</i>	
<i>How did you feel after helping the animal?</i>	

Try to help these animals. But while doing so always take the help of parents or other elders.

D. RECITE AND REJOICE


Read the following poem with your teacher.

Nature Trail

— Benjamin Zephaniah

At the bottom of my garden
There's a hedgehog and a frog
And a lot of creepy-crawlies
Living underneath a log,
There's a baby daddy long legs
And an easy-going snail
And a family of woodlice,
All are on my nature trail.

There are caterpillars waiting
For their time to come to fly,
There are worms turning the earth over
As ladybirds fly by,
Birds will visit, cats will visit
But they always chose their time
And I've even seen a fox visit
This wild garden of mine.



Squirrels come to nick my nuts
And busy bees come buzzing
And when the night time comes
Sometimes some dragonflies come humming, My
garden mice are very shy
And I've seen bats that growl
And in my garden I have seen
A very wise old owl.

My garden is a lively place
There's always something happening,
There's this constant search for food
And then there's all that flowering,
When you have a garden
You will never be alone
And I believe we all deserve
A garden of our own.

1. Let's find answers from the poem.

Find the opposites of the following words from the poem given above:

- a. Top _____
- b. Short _____
- c. Difficult _____
- d. Domestic _____
- e. Quiet _____
- f. Fool _____
- g. Together _____

In the table below fill in the names of the insects and animals and the reason why they come to visit the garden. The first one is done for you.

Names of insects, birds and animals	Why do they come to the poet's garden?
frog and creepy crawlies	they find puddles and wet earth to live in.

2. Observe the little creatures around you and write about them and draw in your exercise book.

- a. Name of the insect, bird or animal.
- b. Its colour, shape and size.

- c. What does it eat?
- d. Where does it live?
- e. Does it change its place with different seasons?
- f. Which animal or bird or insect eats it?

3. Last week, there was an Annual Sports Day in Smita's school. Her friend Alina was absent on that day. Smita tells Alina what all happened on that day.

Given below are their dialogues. There is one mistake in each dialogue. Correct the mistakes and rewrite the conversation in your notebook. The first one is done for you.



Hello, Smita. How was the programme yesterday?

Oh Alina It was great.



tell me more about it.

We had a lot of sports and games shotput high-jump long-jump running and cockfight for children.



Did you participate?

Yes I won the cockfight. My little sister Preeti played with her toy car.



Wow So nice.

There was also a grand marchpast by the boy school.



Oh how I wish I was there.

The Bright Jungle of Screens

“Ammi, I am feeling bored. What should I do? My mobile battery has run dry. I am feeling very bored,” cried Shabnam.

“Go and play with your friends or do your homework”, said Ammi.

“No...no...no.” said Shabnam and stamped her feet hard on the ground. She walked towards the courtyard outside her house. It was dark and about to rain.

She saw something bright shining a little away from the house. Her eyes were wide and her legs stretched to run towards the bright light. As she quickly walked to find out more, the light became bigger and brighter. She kept walking until she reached there. It was warm and there were big bright screens everywhere. The huge bright space was strange. Her eyes blinked and she could not open them for some time. She tried opening them slowly again to see. What she saw was a bright space full of screens. There were so many games to play on them. She just had to touch one after another to play and enjoy.

Shabnam was so excited that she started dancing with joy. There were other bright screens that had songs and she started to sing along with them. She touched on the screen for her favourite poems and she could hear and read them. There were animal screens too. She only had to cover her ears and her eyes with a big round colourful goggles and she could be with the animals. She could talk to them, hold them and play with them. Once a tiger opened his mouth wide, as if to swallow her up. She got so scared that she tore away the goggles from her eyes.





But this magical forest made her very happy. There was now no time for her to get bored. Days and months went by. She came home only to eat and sleep. Rest of the time, she was always in the jungle, the bright jungle of screens.

She went to the jungle every time and each day was more joyful and much more fun.

But, soon something happened... what was that?

Shabnam's walk back home from the forest became longer and longer, slower and slower and slower... One day she found it difficult to run towards the jungle.

The bright light of the jungle did not let her see anything outside. She was not able to open her eyes for a long time. When she slept, her eyes became heavy. Her head ached and she felt uneasy.

When she reached inside the forest, her ears started buzzing with echoes of the sounds of music.

She still enjoyed all the wonderful fun in the jungle of screens. But her ears buzzed all the time.

This continued for many more days.



One sunny day Ammi called her daughter to come out and look at a beautiful humming bird which was singing outside their house. "Shabnam, Shabnam", Ammi called.

"Amm.....ammmmm..."

Shabnam tried to answer, but could not.

Her head was heavy, her eyes were watery and she had no energy to get up.

She took rest that day. The next day she tried to get up but could not. Her fingers became large and round and her skin itched. There was pain in her body and she felt sick. She still wanted to go and play in the bright jungle of screens outside, but she could not.

The third day Shabnam decided to tell her mother about her adventure with the screens. She told the whole story.

Ammi took a deep breath, held her daughter close and said, "Shabnam, you need more rest and good food. When you feel better, think why this has happened to you. Please decide about what you should do and what you should not".



1. Let's Talk And Write

- 🌸 Why was Shabnam angry with her Ammi?
What did she do?
- 🌸 Do you get angry? When? What do you do?
- 🌸 Did Shabnam find the bright screens beautiful?
What were the things that attracted her?
- 🌸 What happened to her after many days in the
jungle of screens?
- 🌸 Why did she fall sick?
- 🌸 Do you think you are also surrounded by such a jungle?

😊 Good To Know 🖱️

When we use mobile phones more than we require then it can lead to sickness, headaches, vomiting and fever.

Overuse of the phones can also damage our internal organs.



- ## 2. Talk with your friends about what you do every day before you come to school. Now, complete the following to know what Sagar does.

Every day I, _____ up at 6:30 in the morning.

Then I _____ my teeth and _____ my face.

I _____ breakfast with my family. After that, I _____ to school with my friends.

3. Now, tell your friends about what you did yesterday before you came to school and write about it.

Yesterday I, _____ up at 7:00 in the morning. Then I

_____ my teeth and _____ my face.

I _____ breakfast with my family. After that, I _____
to school with my friends.

F. RHYME TIME

Sounds like It to Me

— Arden Davidson

Tick Tock. Tick Tock.

Funny how it rhymes with clock.

Rub-a-dub, Rub-a-dub, Rub-a-dub, dub.

Funny how it rhymes with tub.

Plip, plop down the drain.

Funny how it rhymes with rain.

Splish, splash, Slip, slop.

Funny how it rhymes with mop.

Yummy, yummy, Slurp, slurp, slurp.

Funny how it rhymes with burp.

If words sound just like what they do,
what words, you think, would rhyme with you?



Children, the poet has asked us what other words we can rhyme with you. Can you pick up words from the box which rhyme with 'you'.

back	clue	mew	chop	loo
chew	glue	plop	zoo	blue
hack	mop	moo	queue	boo

G. HAPPY FINGERS

Let's make a diary!

Children, you can make your own diary and write about things that attract you every day. Your teacher will help you to make the diary.

Things you will need.

- Unused pages of your old exercise copy
- Stapler
- Chart paper

Steps to follow.

- Step 1** - Take five unused pages from your old exercise book.
- Step 2** - Fold them in half and staple on the fold. You will have a note book.
- Step 3** - Cut a chart paper to size and make a cover. Your teacher will help you.
- Step 3** - Cover your diary and give your diary a name.

After you have finished, write down the date, day, and time on the top of the page. Then write or draw things that attract you. Be sure to write in your diary every day!

PATTERN WRITING

abcdefghijklmnopqrstuvwxyz

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

Keep the knife in the kitchen.

Leave the laddu for Lobsang.

Mypa is making mamos.

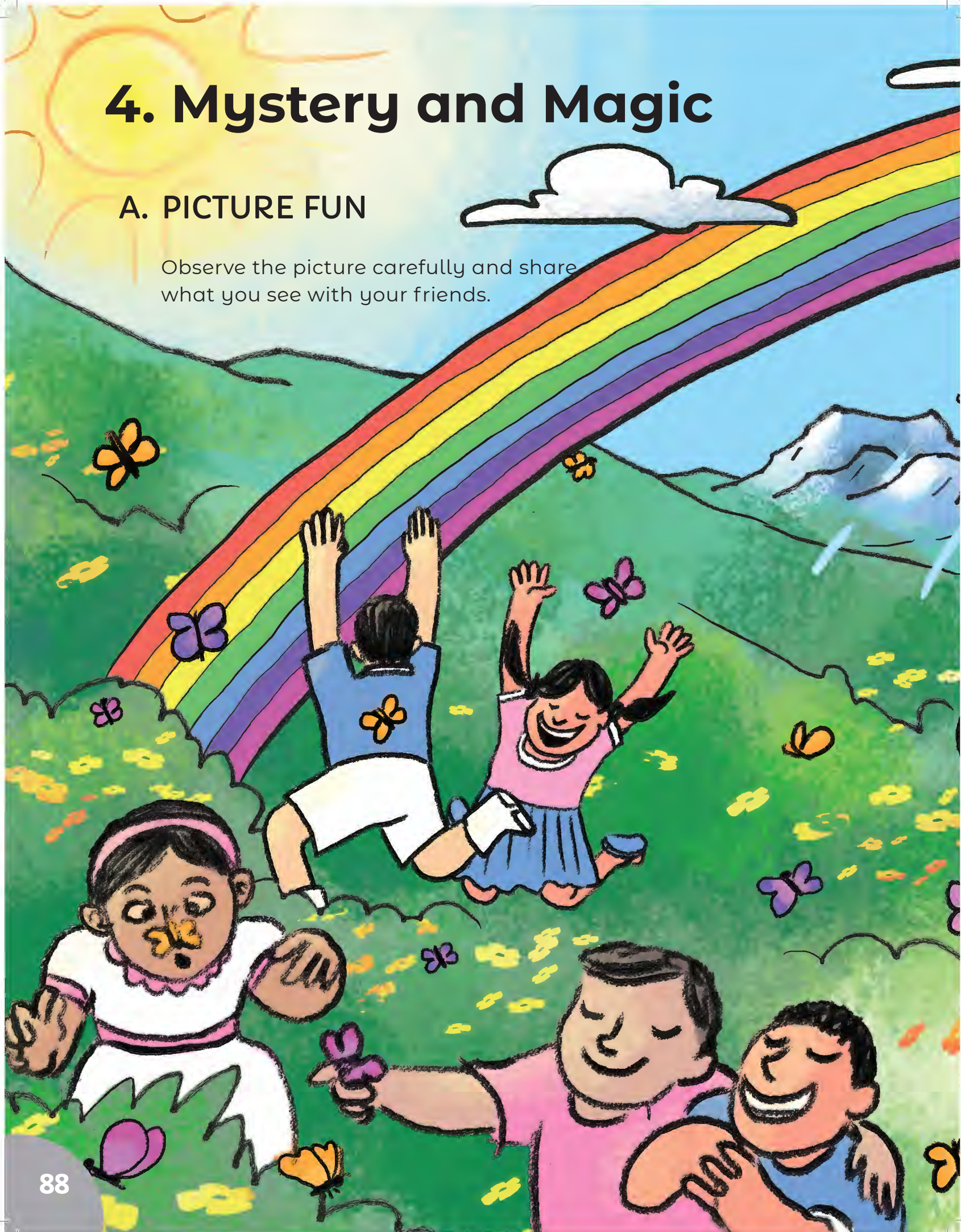
Never go near a nest.

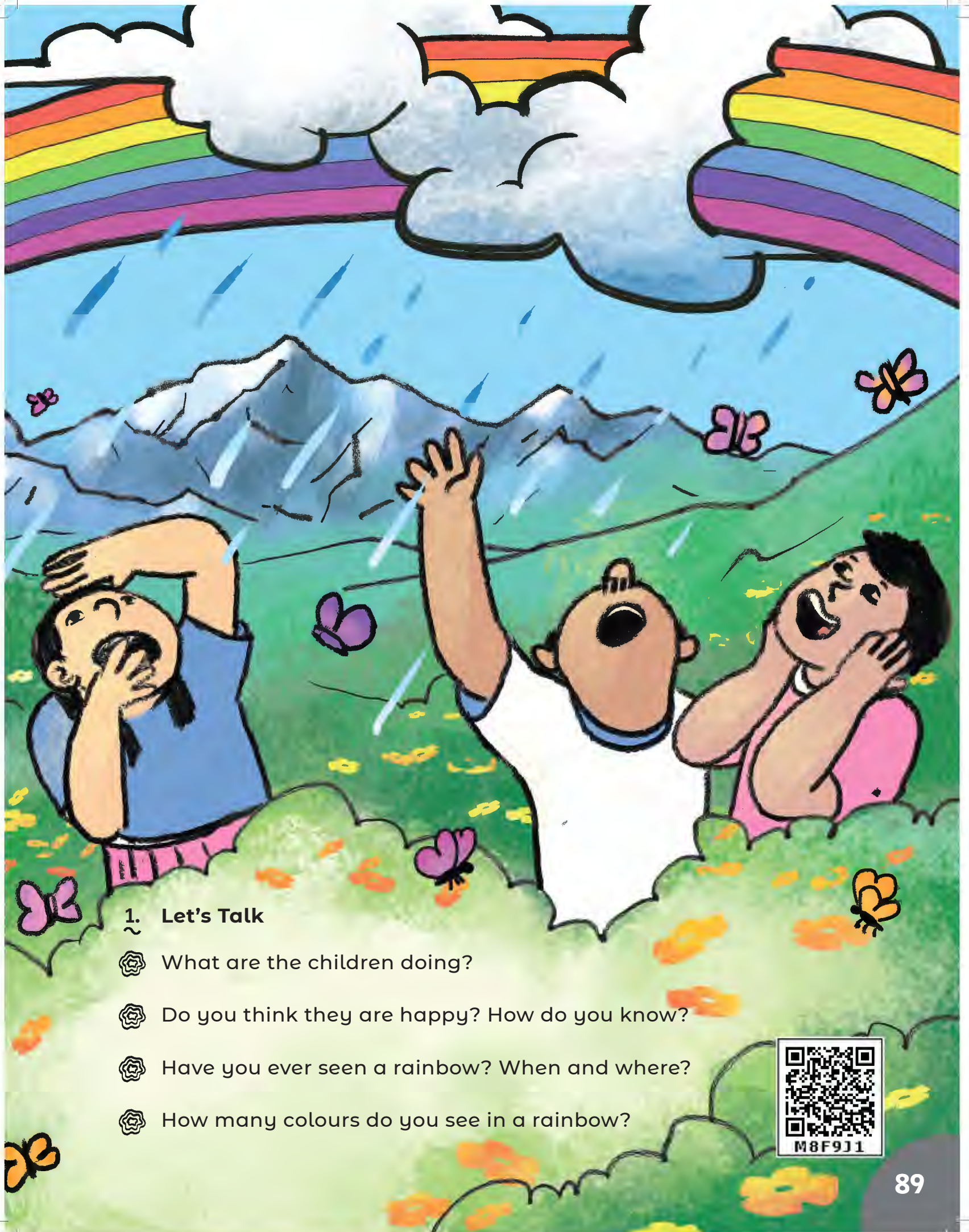
One owl on the rock.

4. Mystery and Magic

A. PICTURE FUN

Observe the picture carefully and share what you see with your friends.





1. Let's Talk

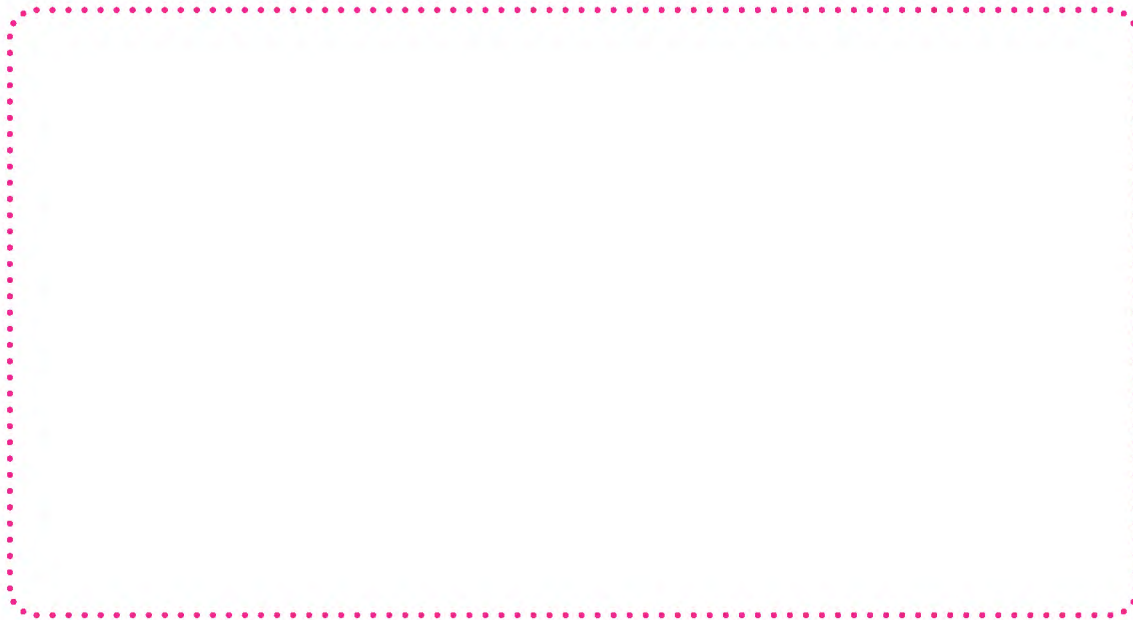
- 🌸 What are the children doing?
- 🌸 Do you think they are happy? How do you know?
- 🌸 Have you ever seen a rainbow? When and where?
- 🌸 How many colours do you see in a rainbow?




M8F9J1

2. Let's Colour and Write

 Draw a rainbow and colour it.




 Now find out the different colours from the rainbow which we can see in things around us. Write the colours also.

_____	_____
_____	_____
_____	_____

3. Talk with your friend.

 Can you touch a rainbow with your hand?

 Can you stand on a rainbow and use it as a slide? Why / Why not?

 Why don't we see rainbows every time after it rains?

4. Read the comic strip below and discuss it.

Aajong: Rainbows are magical bridges in the sky.

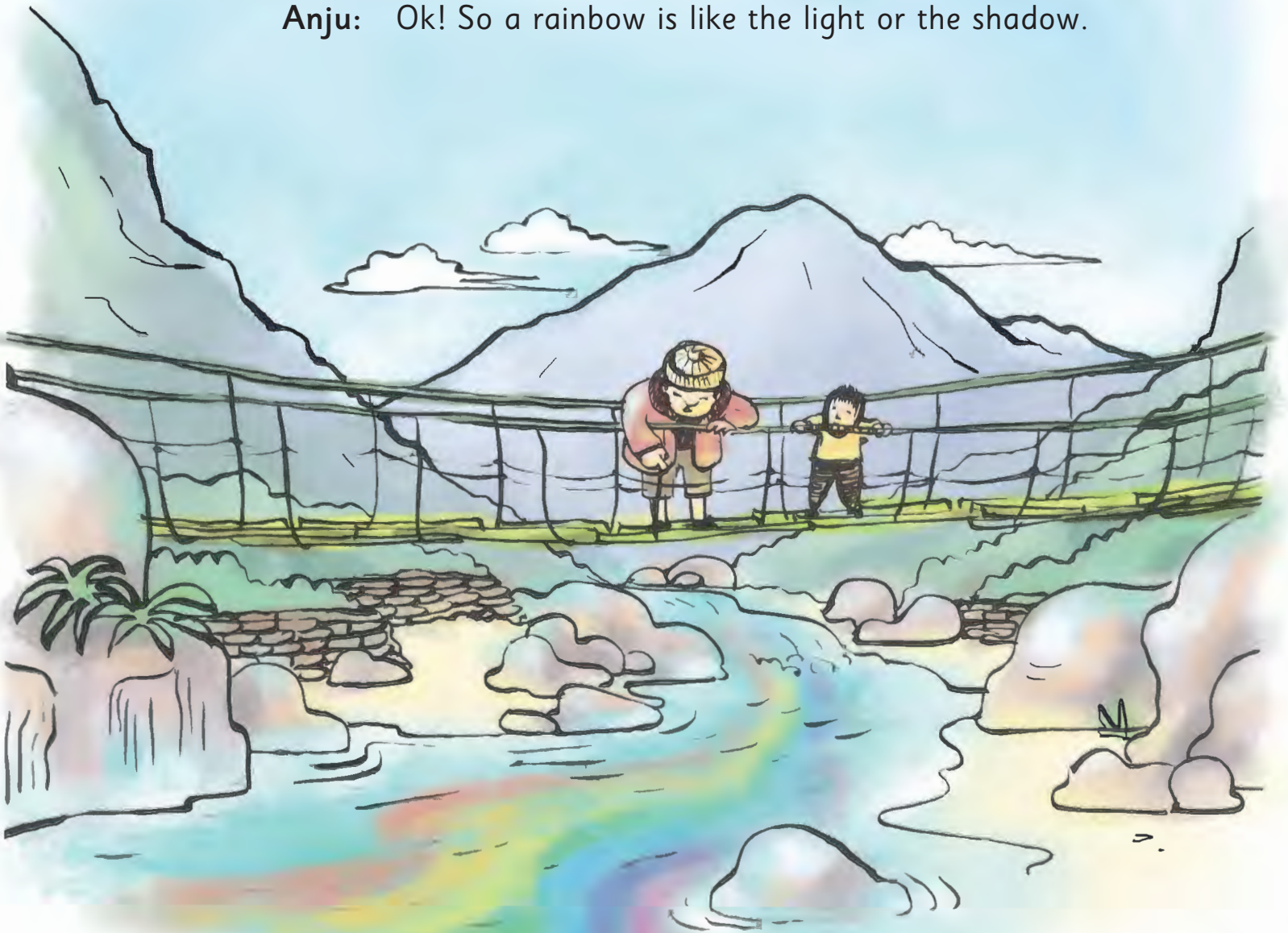
Anju: But why do we not see them every day?

Aajong: Oh! We see them only when the sunlight passes through the raindrops.

Anju: Hmm... so it is light inside the water!

Aajong: Yes you see it, feel it but cannot touch it.

Anju: Ok! So a rainbow is like the light or the shadow.



5. Discuss with your friends and complete the following sentences by adding two or more words.

 I can touch a flower.

I can touch a _____ and a _____ .

 I cannot touch a rainbow.

I cannot touch _____ and _____ .

 I sometimes feel happy.

I sometimes feel _____
and sometimes _____ too.

 I can see a car.

I can see a _____ and a _____ .

 I cannot see beyond the sky and under the _____ .

 I can smell a rose.

I can smell a _____ and _____ .

 I can hear music.

I can also hear _____ and _____ .

6. Now, get into pairs and make your own questions about the rainbow or the mountains and the rain. Everyone has to ask a question to the teacher.

7. Let us sing a Nepali rhyme about a rainbow and a fly.

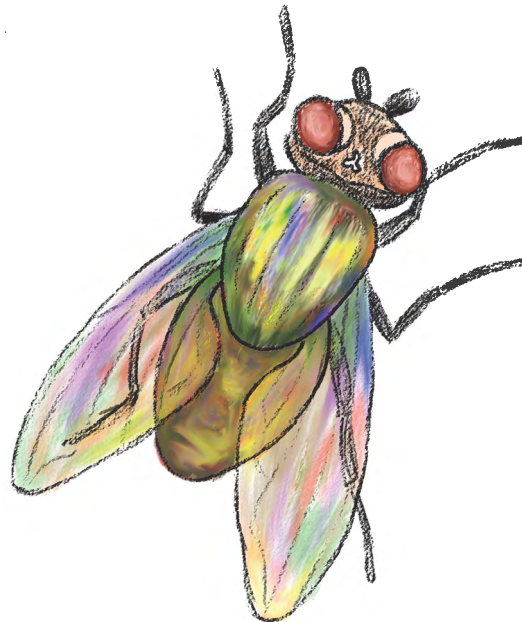
Jhinga Hera

झिँगा हेर भिन्नामा
लड्डै पड्डै चढ्डैछ
पखेटा के जस्तो ?
इन्द्रेनी रंगको छ ।

त्यसको छवटा खुट्टामा
केशको जुत्ता लाउँदछ
औँलामा हिँड्दछ,
नानीको मुखैमा ।

भुन झिँगा माकुरा
तँलाई प्यारो गर्दिन
उडीजा भागीजा,
फेरि त नआइज ।

Jhinga hera bhittama
Lardai pardai chardaicha
Pakheta ke jasto
Indreni rang ko cha
Tyasko chawata khuttaama
Keshko jutta laudacha
Auulama heenda cha
Naniko mukhaee ma
Sun jhinga makura
Talai pyaro gardina
Udee ja bhagi ja
Pheri ta na aija



B. STORY TIME

Listen to the story. Your teacher will read it to you.

The Himalayan Bigfoot

Karpu is a sweet little girl who lives with her Grandma and her little brother. They live in a house near the mountain top, somewhere close to Pentong village in North Sikkim. It is a cold winter evening. It is so cold that even the two sheep dogs and the fat hairy yaks outside are silent.

Grandma lights the fire. She rolls her lips to blow air into the burning firewood in the chula. They are now sitting together near the warm glow of the fire inside the house.



“Nyukung,” says Karpu and jumps to the seat next to Grandma, “Please tell us a story.”

“Shhhhhh....you hear that sound?” she says and puts her fingers to her lips.

With their eyes wide and the ears clear, the children listen to the strange sounds they hear.

“Oooooohhhhhhh! gaaawwww! It’s Yeti!” cries Grandma.

Karpu smiles and says,
“Ufff... but it is you who made that sound.”

“What is Yeti?” asks Phurba with his mouth open and his hands shaking.

“Yeti is a Snowman. They are very big, strong and powerful,” says Grandma.

She takes a deep breath and continues,
“To the west of this village is a mountain full of snow and ice.

They call it Zemu.
It is near Mount Khangchendzonga.”

She moves closer to the warm glow of the fire and says, “This Mountain of ice gives water to all our rivers. That is where the Yetis live.”

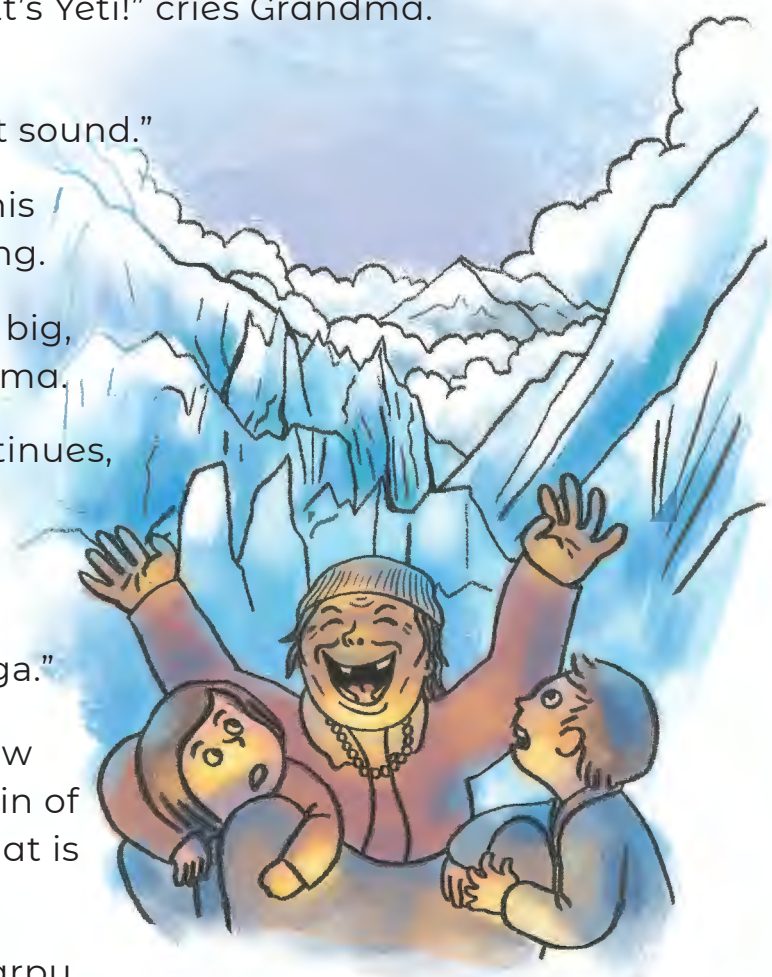
“Have you ever seen one?” asks Karpu.

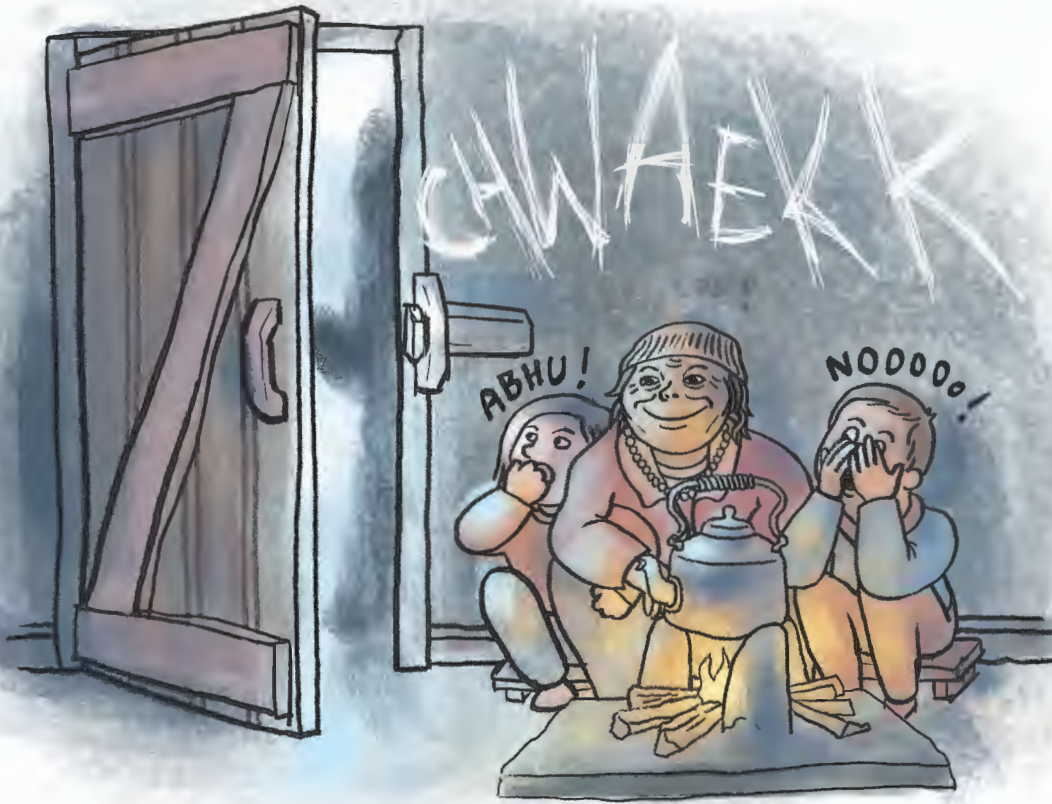
“No, but I always feel it is there somewhere,” replies Grandma.

“Do they attack people?” asks Phurba with his eyes tight and worried.

“No, if you do not disturb them,” Karpu tells her brother. “And I know it’s not a right thing to do,” she adds.

The water in the kettle is boiling on the stove. There is smoke all around from the fire. Then suddenly they hear a strange





sound, "Chwaekk.....Ghadryak!"

Phurba screams, "Yeti !.. Yeti!" and he quickly moves to catch his Grandma's hand.

Oh! It's just the sound of the door.

Their uncle is back home from his walk outside. He is wearing a bright shawl and a warm woollen cap to cover his head. Aku Sangdup is from Mangan and he has come to stay with them for a few days. He loves nature and the beautiful mountains.

"Khamri mo!" says Phurba to greet his Aku. Karpu offers him her seat.



“Thank you,” he says and sits near the fire. Grandma passes a mug of water to Aku and continues with her story, “Many years back, a photographer was trekking in the mountains of Sikkim and he saw something strange.”

“Was it the snowman?” asks Phurba.

“He had seen something which looked like a human. It was very tall with thick dark brown hair and it did not wear clothes,” Grandma replies.

Aku Sangdup leans back on his chair and says, “The huge snowman looked like a bear but it could walk straight with two legs. The photographer followed the Yeti but it soon disappeared in the snow.”

“They say that Yetis can walk very fast, even on ice,” says Grandma and gets up to show how a Yeti walks. She shakes her head and walks throwing her hands in the air.

Karpu and Phurba hold each other tight. They are afraid.

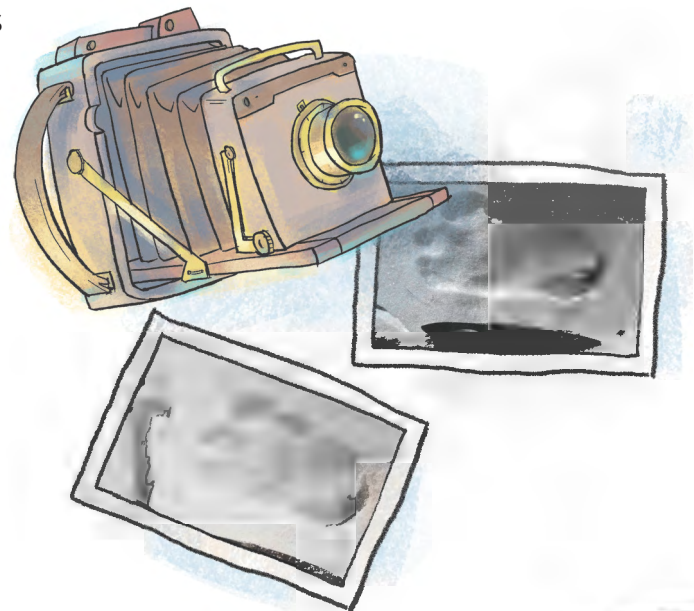
“At Zemu, the photographer saw the footprints of the snowman. They were large and wide but similar in shape to those of a man,” says Grandma pushing her long white hair away from her face.

“This photographer who saw the Yeti was from a country called Greece. His name was N.A Tombazi,” Aku informs and smiles to stretch his hands like he is taking a photo.

“Click,” he says..

Karpu is very excited.

She asks, “Akula, did Tombazi take photographs of the Snowman?”



“Ha!... ha!...ha!ha! No, he was not able to take any photograph because everything had happened so suddenly. He must have been afraid,” replies Aku and continues laughing.

Grandma closes her small little eyes and says, “But I have seen a photograph of the footprint on snow. It was big.”

Aku stands up straight and answers,
“Yes, you are right. One mountain climber took a picture of the Yeti’s footprint in 1951 somewhere in the Himalayan mountains but it was not Tombazi.”

He sits down again, looks straight at Grandma and tells her, “Didn’t we both see that picture in a magazine that Anum had once brought from Gangtok?”

“Oh! Yes. Many people have seen the snowman walking in the mountains. The Jyamphi Moong loves to hear the sound of a flute,” says grandma and puts one of her hand around Karpu’s shoulder.

The night sky is cold outside. The animals cry and the sheep dogs bark.

Phurba jumps from his Grandma’s lap and asks,
“Can I find a Yeti one day?”







“Oh! Yes, we will. The Mountains are waiting,” says Karpu.

“What is Jyamphi Moong?” asks Phurba.


“A Yeti,” someone replies.



1. Let's Talk and Write

-  Why does Karpu want to hear a story from her Grandma?
-  What is Yeti? Who learnt about the footsteps of the Yeti at Zemu in Sikkim? Was he from India?
-  What did the children's uncle like about the mountains?
-  When you see the mountains, how do you feel? Describe the mountains.
-  Why do people come to search for Yeti? Do you think that Yetis can harm us?
-  Do you have a pet? What would you do if it was lost?

2. Find out more

-  Talk about the Yeti story with your friend. Ask one another if there are other things you know or have heard about Yetis. Can you draw a picture of what you think a Yeti could look like?



- Find out stories about the Yeti from your elders and share them with your class.



Names of Yeti in Local languages

Here are some names of the Yeti in our languages.

- Jyamphi Moong in Lepcha
- Him-manaw in Hindi
- Ban Manchay in Nepali
- Meh-teh/ Migoi in Bhutia

Did you know them?

3. Let's Talk and Write

- Read the line from the story- 'Karpu is a sweet little girl.'
The word sweet and little is telling us something about Karpu. It tells us that Karpu is sweet and little.

Now use the words below to write about some of your friends in the class. You can also write about your teacher.

tall smart naughty noisy lovely
beautiful little short strong



Below is a picture of Mount Khangchendzonga. Look at the picture and write a few lines about it.



You may use the following words. You can also add any other new words.

tall beautiful cold wonderful magical

C. LET'S EXPLORE

1. Collect pictures of animals that lived many, many years ago. For example, dinosaurs.

What do you think happened to them? Why did they all die?

Talk to your friends, family, teachers and neighbours and ask them what we should do so that the same thing will not happen to other animals. Make a list and share it in the class.

2. Here is one fact about the Himalayas.

The great Himalayan Mountain range is the world's highest mountain range.

Find out three other facts about the Himalayas and write them.

3. Find your treasure

A treasure means something which is special and not found everywhere. They are hidden and you have to find them.

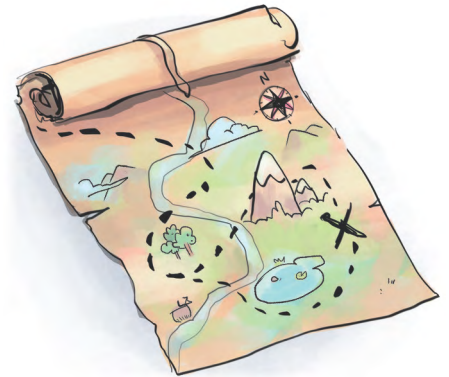
Your teacher has hidden some things. Listen to your teacher carefully and follow the steps to find the hidden things.

Step 1 - Divide yourselves into groups.

Step 2 - Your teacher will give you the list of things to find. She will also give you some help on how to find the things.

Step 3 - Read the list and follow what is written carefully.

Step 4 - You must find the things and give them to your teacher



The group that finds the things first becomes the winning team.

4. Write some sentences on how you found the treasure with your friends. You can write about: Which places you went to? How did you get there? What did you find there? How did you feel while playing?

D. RECITE AND REJOICE

Magic Shoes

—Brian Moses

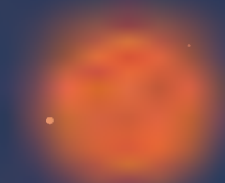
I've got a pair of magic shoes,
they take me to the moon.
Dad says, 'Watch out for rockets,'
and Mum says, 'Come back soon.'

I've got a pair of magic shoes,
they take me to the stars,
and sometimes if I'm early,
I'll stop and have tea on Mars.

I've got a pair of magic shoes,
I can high jump over the school,
I can walk up walls like Spiderman
and act like I'm really cool!

I've got a pair of magic shoes,
I can dance like a disco king,
they spring me up to the rooftops,
they let me do anything.

But what if I had some magic socks,
With a magic suit of clothes
I'm sure
there'd be nothing I couldn't do.



1. Fill in the blanks to complete the paragraph.

I have a pair of magic shoes. My shoes take me to the _____, _____ and also _____ sometimes to have tea. When you have a pair of magic shoes you can do many things like _____, _____, and _____ . With magic shoes there is _____ that you cannot do.

2. What would you do if you had the magic socks or the magic shoes?

- a. Would you touch a rainbow?
- b. Would you walk on water?
- c. Would you play with dinosaurs?
- d. Would you make the rivers clean?
- e. Would you make the people happy?

3. Talk with your friend and write a paragraph or a poem about what you would do if you had magic socks or magic shoes.

E. I CAN READ

Listen to the story. Your teacher will read it to you.

The Magic Garden

(Adapted from 'The Fairy Garden' by Margaret H. Bolton)

The magic garden was in a school playground. It was very pretty. Sunflowers and roses stood high against the wall. There were also marigolds, poppies and pansies.

The sunshine fell on this garden more than on any other and the flowers danced and sang happily. They said to one another, "We have hundreds of little gardeners." They were the children from the school.

One sunny morning the flowers were talking to the birds.

"I love all the children, but I love the dear little ones most of all," said a poppy. "I like them to bring their watering cans and water my thirsty roots."

"Yes," said the marigolds, "the boys are good to us too. They dig the ground so well!"

"We love the little children," said a tiny bird. "They are kind and they bring bread for us."



All the flowers said, “We must work hard to make our dresses very pretty, for the children will be here soon.”

The sun said, “I will help you also, for nothing pleases me better than to see the children running about in the golden sunshine.”

Suddenly, the children came out laughing and singing, and the flowers stopped their songs to listen to them.

“Oh, look at the tall sunflower!” said one child, and the sunflower lifted its head very proudly.

Another child said, “I love the marigold in its golden dress.” The marigold smiled happily.

It was indeed a magic garden because it had fairies too. They danced and sang sweet songs which only the children could hear.

After a time the fairies came out dancing and talked with the children. Their dresses were made of flowers and their wings of sunshine.

The magic garden was quiet that night. The flowers and birds were asleep and dreaming of the next day when the children would come again.



1. New words

Given below are some words. Write them in the picture below.

garden
gardeners

playground
sunshine

children
fairy



Use the following words to make sentences of your own.
dreaming; magic; golden

2. Let's Find out and Write

Why did the flowers love the little children?

Why did the birds love the children?

Name five flowers growing in the magic garden.

Which sound could the children hear in the garden?

3. Given below are some words.
Read them aloud. Do you see any pattern?
Now, fill in the blanks below with these words.

play
plant
plate

small
smell
smile

clap
close
cloud

story
strong
stars

- ☼ a. The _____ needs some water.
b. Let us go outside and _____.
c. We eat food on a _____.
- ☼ a. Please _____ the door.
b. Can you see the _____ in the sky?
c. Let's _____ and sing.
- ☼ a. The kitten is very _____.
b. _____ and look at the camera!
c. We _____ with our nose.
- ☼ a. At night I can see _____ in the sky.
b. He is a big and _____ man.
c. Our teacher told us a _____.

F. RHYME TIME

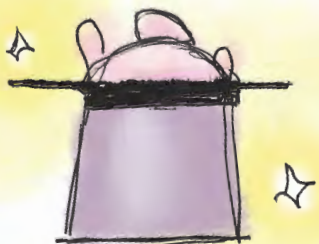
Five Magic Rabbits

Magic finger in the air
Magic finger on his hair.

Magic finger on his hip
Magic finger on his lips.

Five little rabbits in a tall black hat
The magician gives each one a pat.

His magic wand is on their ears
Chu uru phoo! One rabbit disappears.



1. Listen carefully

Your teacher will read the following words aloud.
Listen carefully and underline the word which sounds different.

- a. air care hair here
- b. hip lip cheap sip
- c. ear fear fare deer
- d. pan fan man pen
- e. fun run sun wan

2. Say out loud

Read aloud the words inside the box.
Then read the sentences that follow.



Lunch Catch Cheese Bench Touch

You hear the 'ch' sound in these words



Sheep Shoe Wish Flash Ship

You hear the 'sh' sound in these words





Thin Think Cloth Tooth Thorn


You hear the 'th' sound in these words

3. Read the riddles that follow and fill in the blanks.

What Am I?

 I start with sh,
I have lots of wool.
I am a farm animal.
What am I?

 I end with ch,
I rhyme with crunch.
I am an afternoon meal.
What am I?

 I start with th,
I can hurt
I am in a rose
What am I?

G. HAPPY FINGERS

1. A rainbow has many colours.
Let's make the colours that are in a rainbow!

Things we need

- a. a clear glass
- b. small mirror
- c. water
- d. sunlight / flash light
(white light)
- e. white paper/white wall

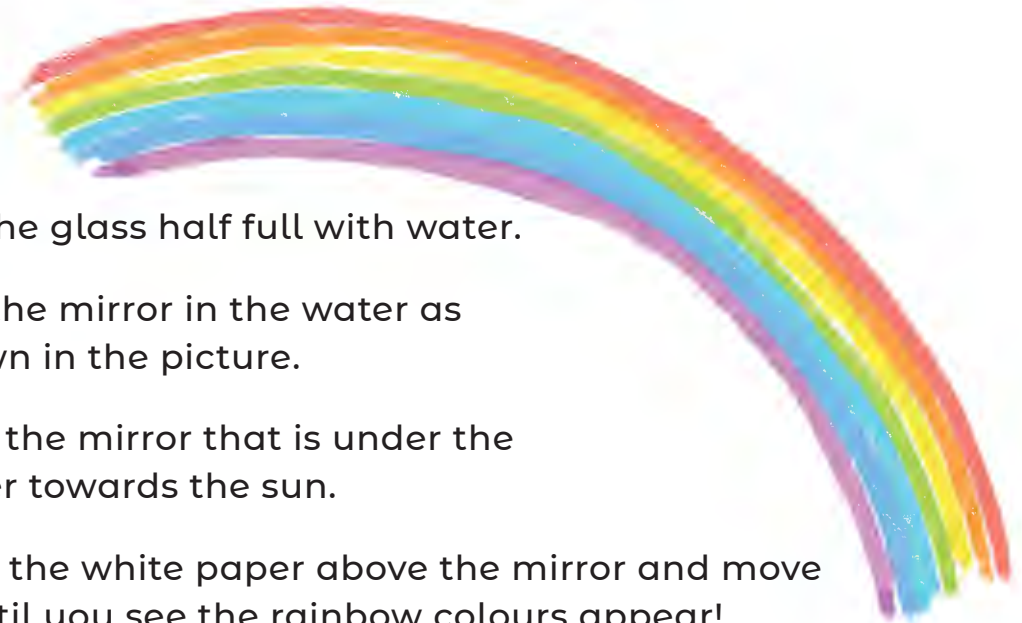
Steps

Step 1 - Fill the glass half full with water.

Step 2 - Put the mirror in the water as shown in the picture.

Step 3 - Turn the mirror that is under the water towards the sun.

Step 4 - Hold the white paper above the mirror and move it until you see the rainbow colours appear!



You can also use a flash light if there is no sun.

2. Let's Write

What are the different wonderful and magical things around you?

Describe them in a few lines.

PATTERN WRITING

abcdefghijklmnopqrstuvwxyz

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

Please pass the paper

Queens in a queue

Red waves by the sea

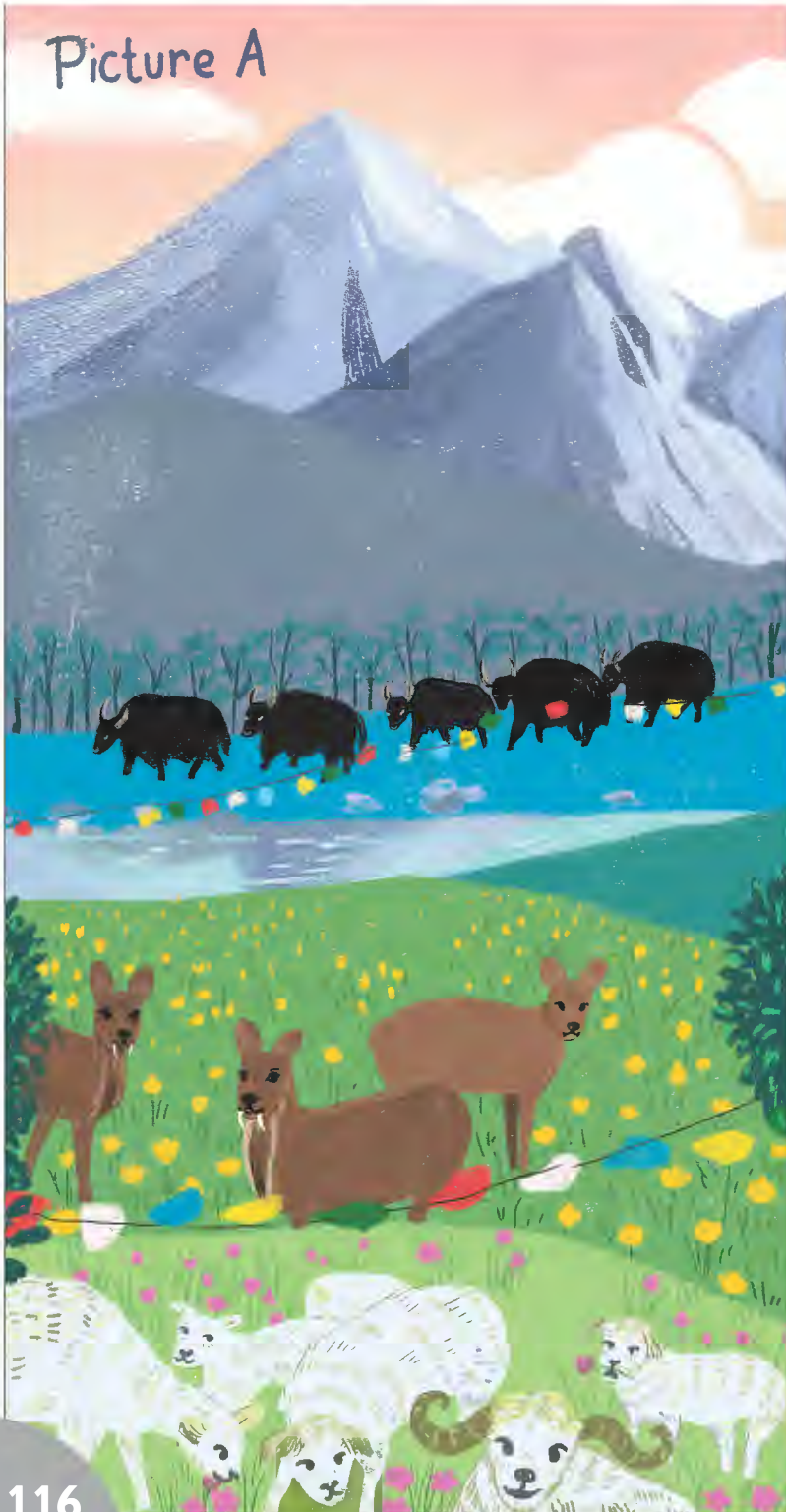
Stars shining in the sky

Car trains on the road

5. Rivers and Mountains

A. PICTURE FUN

Let us look at Picture A and Picture B below carefully



1. What do you see in these two pictures? Write below.

Things you see in Picture A

Things you see in Picture B

2. Which picture do you like? Give reasons for why you like and dislike the given picture and fill in the lines given below.

 I like _____

because _____

 I dislike _____


because _____


 Now share your answers with your friends.



3. Discuss with your friend, how can we solve the problems found in picture 'B'?


4. Observe your surroundings at school.
Discuss with your friends, how do your surroundings look? Are they different from the pictures given above?

 Draw your surroundings below. Also write a few sentences about them.



5. Given below are posters made by Biray.



-  Now, design a poster with at least two slogans requesting people not to harm their surroundings.

6. We go for a picnic with our parents / teacher(s) to a beautiful hill. We carry with us chips, bottled water, sweets and many more packed items. After enjoying the picnic we come home, happy. But what have we left behind? Empty plastic bottles, plastic packets, wafers, thermocol and many more such items.

Discuss with your friend what are the dangers faced by animals and birds by the 'garbage' that we have left behind? What can we do about it?



B. RECITE AND REJOICE


Sing the following song with your teacher.
Your teacher will teach you the tune.

I Love The Mountains

I love the mountains.
I love the rolling hills.
I love the flowers.
I love the daffodils.
I love the fireside.
When all the lights are low.

Boom dee ah dah. Boom dee ah dah.
Boom dee ah dah. Boom dee ah dah.
Boom dee ah dah. Boom dee ah dah.
Boom dee ah dah. Boom dee ah dah.

I love the flowers.
I love the daffodils.
I love the mountains.
I love the rolling hills.
I love the fireside.
When all the lights are low.



Boom dee ah dah. Boom dee ah dah.
Boom dee ah dah. Boom dee ah dah.
Boom dee ah dah. Boom dee ah dah.
Boom dee ah dah. Boom dee ah dah.

We walk together.
Hike by the quiet stream.
Watch for the sunrise.
Breathing the air so clean.
When we're together,
Sharing our fondest dreams.

Boom dee ah dah. Boom dee ah dah.
Boom dee ah dah. Boom dee ah dah.
Boom dee ah dah. Boom dee ah dah.
Boom dee ah dah. Boom dee ah dah.



There are many things that the poet loves. In your notebook draw all the things the poet loves. Also write a few sentences about them.

Teacher's Note: This is an old children's song. Please go online to find various tunes of it. Do a choral recitation in which one group sings Boom... and the other group sings the main stanzas.

Read the following poem with your teacher.

Rivers

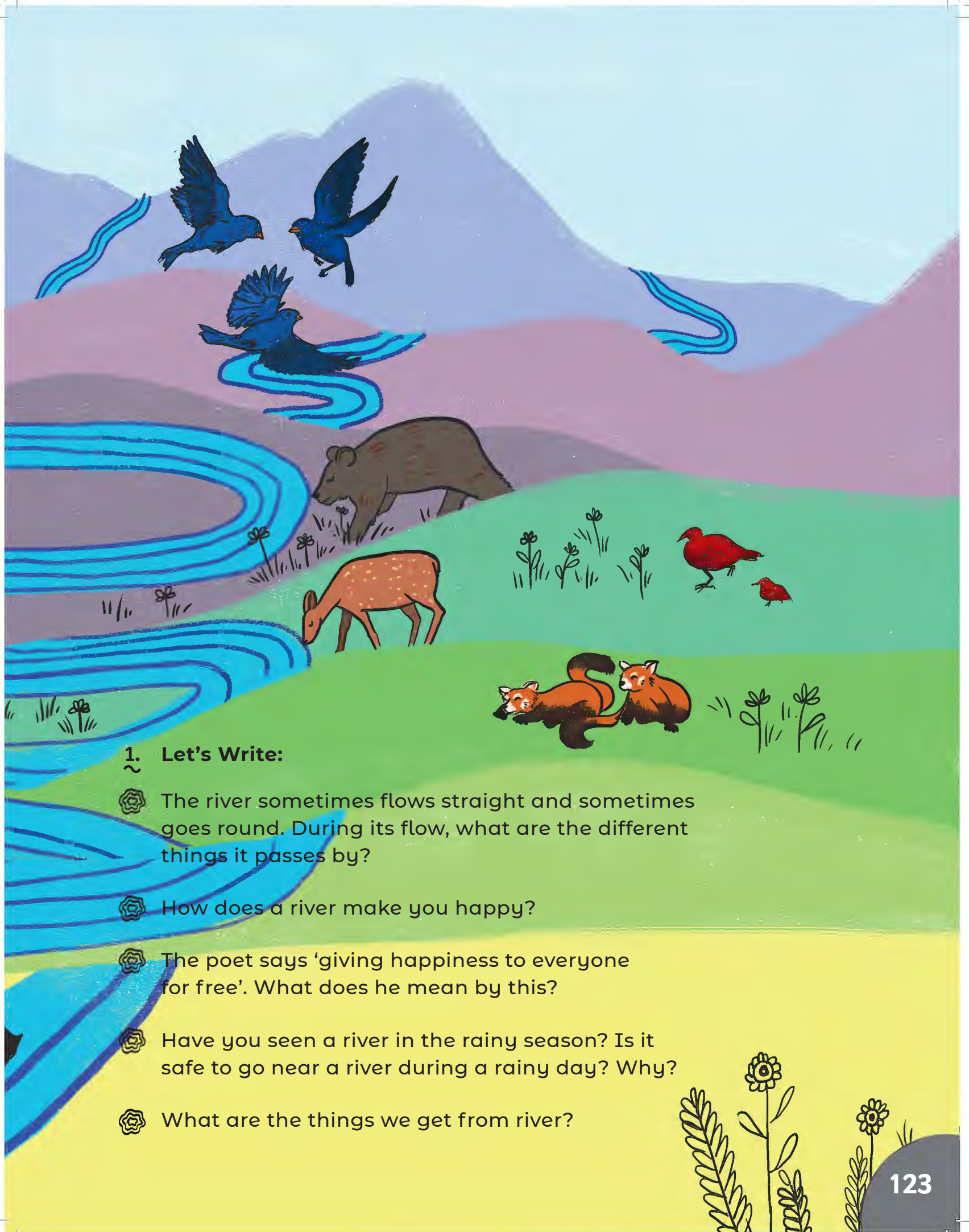
—Rajat Kapoor (Adapted and Abridged)

A river flows through
Mountains, plains and towns.
Sometimes flowing straight
Sometimes going round.

Its water is enjoyed by everyone,
Be it a king or a clown.
Bringing happiness to the thirsty
And smiles to faces that frown.

Never stopping,
the river ends in a sea.
Giving happiness to everyone
for free.






1. Let's Write:

- 🌸 The river sometimes flows straight and sometimes goes round. During its flow, what are the different things it passes by?
- 🌸 How does a river make you happy?
- 🌸 The poet says 'giving happiness to everyone for free'. What does he mean by this?
- 🌸 Have you seen a river in the rainy season? Is it safe to go near a river during a rainy day? Why?
- 🌸 What are the things we get from river?


2. Let's Write:


-  You see a shining new football in a shop. Your kaka buys it for you. You feel very happy. After playing with it for a few days, how do you feel? Share with your friend how your feelings change.

3. Fun with sounds

-  Read the following passage aloud and enjoy it.

We love to go for a picnic. We spread our mat on the hot sand. Sweet tunes come from the band. The music fills the land. The time we spend here is so grand.

-  Read the following words together
Sand, Band, Land, Grand

-  Now read the following words aloud. Understand the pattern. Add more words to each line.

let, set, bet, _____, _____, _____,

foil, toil, _____, _____, _____,

sale, whale, _____, _____, _____,

rail, fail, _____, _____, _____,

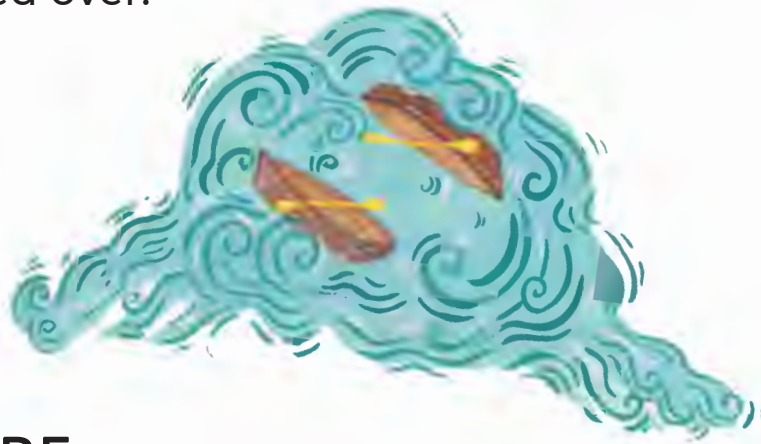
sake, make, _____, _____, _____,

4. **Twist your tongue and read aloud**

The crow flew over the river,
with a lump of raw liver.



Rolling on the roaring river the
rowing-raft rolled over.



C. LET'S EXPLORE

Your class decides to go for a nature walk. Walk around a place surrounded with trees. Observe the surroundings carefully: trees (trunk, barks of the trees, branches, leaves, flowers etc.), soil, insects around and so on. Listen to the sounds that you hear.

Pick up one fallen leaf and observe the leaf of the tree and see the pattern on it. Also, see the size, the shape and how it feels. Come back to your class with the leaf and draw its picture in your notebook and write in detail about the nature walk you had.



D. STORY TIME

Given below is a story of Rungeet and Teesta, the two rivers. What do you know about these two rivers? Have you ever heard any stories about these rivers? Share with your friends.

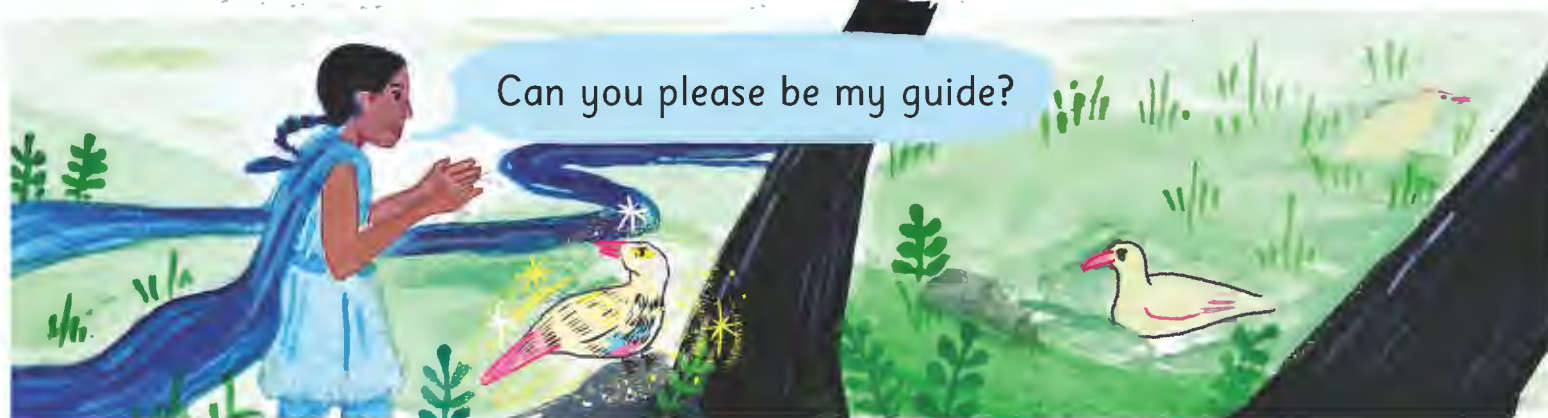
 Which river/s have you seen?

Teesta and Rungeet

River Teesta and Rungeet were very good friends. One day they decided to have a race. They started from the mountains and the race was about to begin.



Rungeet and Teesta were not sure about the way to reach the plains.
They wanted a guide.



Race starts.

READY SET GO!





Oh, dear bird!
Why do you slow down
at the turns? Hurry!
We should win the race.

Yes, I am flying.
I need to eat so that I can fly.
Don't worry, what's the hurry!

Dear snake, move fast
and I will follow you

Teesta went smoothly down to the plains. The snake guided her.
Rungeet had a lot of difficulty.



Hey! Silly bird, where are you taking me? Look, what have you done? We are losing the race. I am very sad. I may hurt others now. I am unable to control my flow.

I don't care!

Dear snake, thank you!
You have calmly guided me
through the mountains
till the plains.

You are a very good follower.
Thank you for being calm.



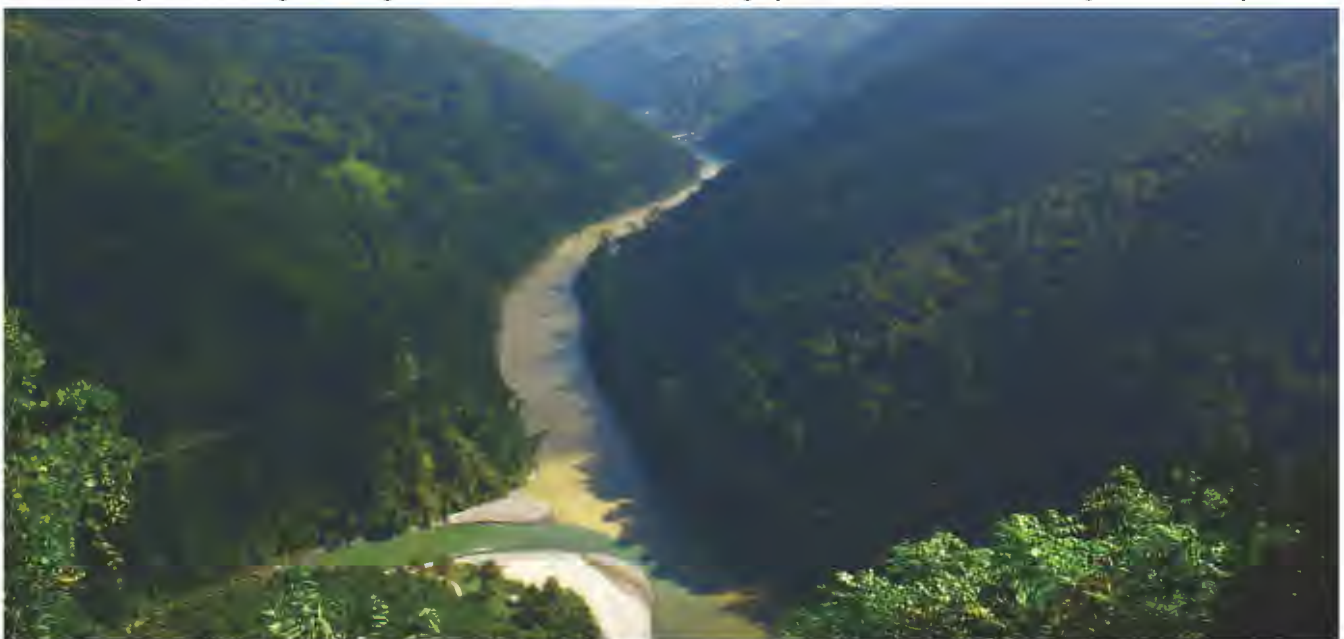
Finally Rungeet reaches the plains and meets Teesta.

I am very sad, Teesta. To win the race
I harmed the trees. I harmed everyone
who came my way. I harmed the hills.
I harmed the earth.







Do not be sad. From now
onwards, never harm anyone.



The meeting point where the two of them meet is known as Triveni.
People still get together at the meeting point to see their friendship.



1. **Let's Write:**

-  Did the bird help Rungeet? Why do you think so?
-  Which guide was better? The snake or the bird? Why?
-  What did Rungeet do while coming down the mountain?
-  How did Teesta come down the mountain?
-  How are the two rivers different from each other? Describe.
-  Given below is the summary of the story you have read. Fill in the blanks taking help from the words given in the brackets.

Once upon a time, Teesta and Rungeet _____ **(decide)** to have a friendly race from the hills of Sikkim to the plains. Teesta _____ **(pick)** the snake as her guide. Rungeet _____ **(choose)** the bird as his guide. The race _____ **(start)**. Teesta _____ **(reach)** first to the plains. She was _____ **(guide)** by the snake. Rungeet _____ **(follow)** the bird. He _____ **(lose)** the race. So, Rungeet _____ **(cry)**. Teesta _____ **(help)** him. She _____ **(say)** that it was just a friendly race. Rungeet _____ **(feel)** happy.

2. You are planning to go for a trek to Tendong hill with your friends. You can only take 6 things which will save your life and keep you safe.

Tick the things from the box below that you will take.



Backpack



Water bottle



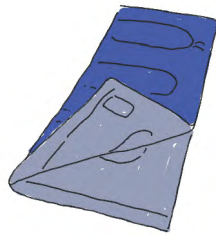
Plastic items



Umbrella



First aid box



Sleeping bag



Rope



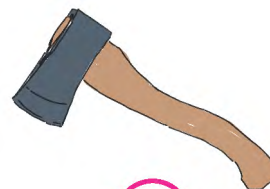
Mat



Catapult



Torchlight



Axe



Electric bulb

Compare your list of things with your friend sitting near you and explain why you chose these items. Listen to your friend as he/she explains his/her choices. Can you write the things that you both have chosen? Share them with your class.

3. Read the conversation below.



Trin, trin...

Hello, Meenakshi.

Hi, Tashi! How are you?



I am fine. Let us go for a picnic near the river. It looks beautiful from my place.

Oh yes! That would be great, Tashi. But my mother says that these days the river is muddy. It is filled with plastic waste, mud and lots of broken trees.



Yes. Aunty is right. The river looks very dirty. Whom can we talk to, what can we do?

Tashi, have you heard about the meeting? The elders from the village have fixed a day for cleaning the river. May be we should join them to clean the river.



How can we clean the flowing river?

Yes, we cannot clean the mighty flowing river. We can clean the river banks.

All of us love to see the flowing water and enjoy on the river bank. You must have seen people coming to a riverside. Many a times, they leave behind garbage in the form of bottles, food waste and other items.



These things make the river banks dirty. When they get into water they harm water animals.



So, the elders have decided to clean the river banks.



Yes, that is a good idea. I'll also join them.

4. Let's think.



Do you eat chips, sweets, biscuits in school? Where do you throw their cover? Who picks them up for you? Where does all this waste go?

Good To Know

Most people throw plastic bottles and plastic bags away after using them only once. This harms land, mountains and rivers.

Plastic bags, plastic bottles, toys, etc., block canals, rivers, and lakes.

Many fish and turtles die every year because of this. Many animals end up eating plastic bags and bottles from the open garbage.

Let us start using paper or cloth bags for shopping.

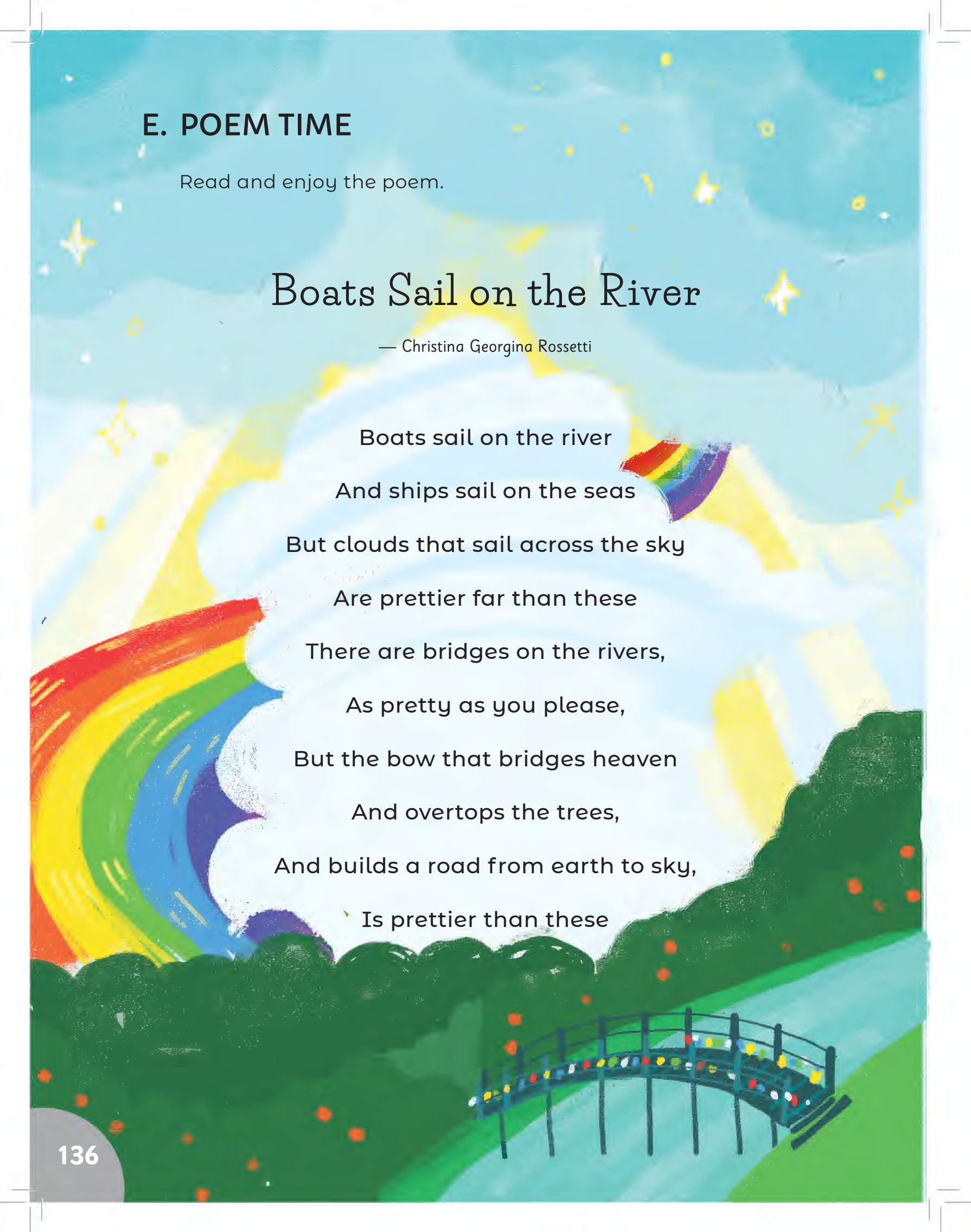


E. POEM TIME

Read and enjoy the poem.

Boats Sail on the River

— Christina Georgina Rossetti



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

1. Given below are some words from the poem. But the spellings are incorrect. Write the words correctly.

One is done for you

- a. atbo boat d. hips _____ g. wob _____
b. asil _____ e. ridegb _____ h. doar _____
c. evrir _____ f. repytt _____ i. crosas _____

2. Rewrite the poem below and draw pictures of objects in place of the words. The first two lines are done for you.



sail on the

And ships sail on the seas

Teacher's Note: Please help the children to identify the words/ objects that are to be drawn in the poem.

3. Let's recite a Gurung poem which tells us about the beautiful waterfall.

Do you know what a waterfall is?

Find out what it is called in your language.

Char

— Chandra Kumari Gurung

Prohongali Char Syon

Jhardim Kway Primni

Khayon Yumaphira Krahemni

Khayon Mai Homni

Ngojo Chyanba Ngojo Phui

Chang Chang Laba Syon

Yukuran Pyanrinamu

Khani Hyalaih



F. I CAN READ

Children, read the 'Mountain Story' on your own. You can take help from your teacher.



Mountain Story

A son and his father were walking on the mountains.

The son falls. He screams, "AAAhhhhhhhhhhh!!!"

He hears a voice in the mountain, "AAAhhhhhhhhhhh!!!"

He feels happy and surprised.

He shouts, "Who are you?"

He gets the answer, "Who are you?"

Then he shouts again, "I like you!"

The voice answers, "I like you!"

He screams, "Coward!"

He receives the answer, "Coward!"

He looks at his father and asks,
"What is going on?"

The father smiles and says:

"My son, listen carefully."

The father screams, "You are a champion!"

The voice answers, "You are a champion!"

The boy is surprised, but does not understand.

Then the father tells: "People call this ECHO.
We get back what we give".



Children, do you have any questions on this story? Ask your teacher.




G. PICTURE READING

1. Look at the following picture.



2. Tick the correct answer:

 What are the children doing?

- Swimming Washing clothes Catching fish Washing their feet

 The JCB (Excavator) in the picture is taking out


- water sand and rocks bricks fish

 When we clean our homes, garbage must be thrown in

- garbage trucks river road drains

 The mountain looks white because of

- snow white flowers clouds powder

 A _____ is sailing in the river.

- cloud boat crab helicopter

 Dolma caught _____ fish.

- four six one five

 _____ caught the most number of fish.

- Dolma Lakpa Yangchuk Pempa

3. Look at the picture below:



End



guru dogmar lake




SHOP



deer behind trees

Start

-  Given below is a diary entry of the journey where some words are missing. Complete it by looking at the picture.

Date: _____

Our English teacher took us for a class picnic to Guru Dongmar lake, North Sikkim. We went there by _____. While travelling, I saw _____, _____ and _____ trees by the side of the road. I also saw two _____. But after seeing us, they ran away to the jungle.

As we were travelling since morning, we soon felt hungry. We stopped at a shop to eat. The aunty in the shop was selling lots of things. She was selling vegetables like _____ and _____. She was also selling other things to eat. I ate _____ and _____.

After having lunch, we started our journey again to the lake.

H. HAPPY FINGERS

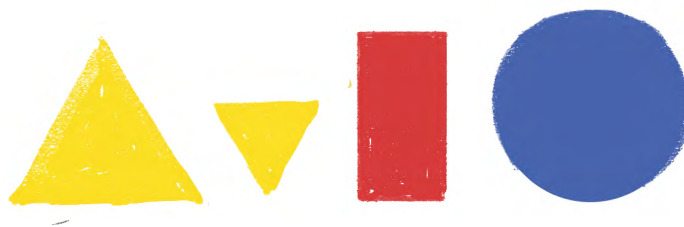
Let's make paper boats and stick them in the box. Your teacher will give you the shapes you need.

You will need:

- Cut out shapes of a circle, triangles and a rectangle
- Scissors
- Glue

INSTRUCTIONS:

Step 1 - Fold all the shapes and cut them into half.

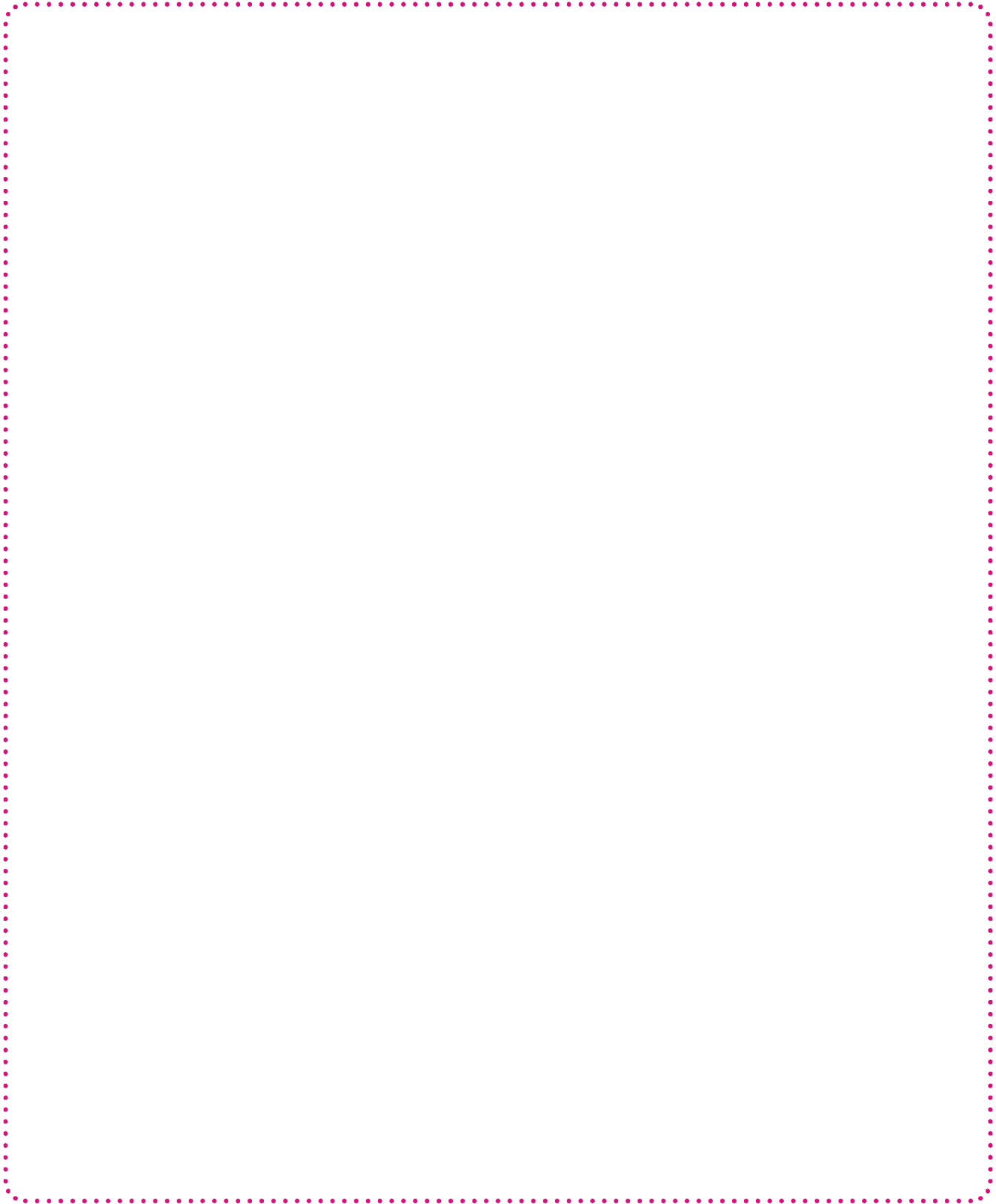


Step 2 - Keep half of each piece and give the other half to your friend.



Step 3 - Now stick your halves like this in the box like this.





Your boat is ready!
Now write your name on your boat.

PATTERN WRITING

abcdefghijklmnopqrstuvwxyz

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

Jack uses an umbrella.

Keena and Kinoy in a van.

Walking on a Wednesday

Cylophone under the x-mas

Yak and yai love yellow

Zippy zebras in a zoo

Teacher's Page



• THEME 1 - I WISH •

Picture Fun: Use the picture to generate conversations. It is okay if children respond in the local language. Write their responses on the board. This will help children connect their speech with what they see on the board. The writing exercise that follows encourages children to include the wider world around them in their thoughts and wishes.

Happy Fingers: The underlying objective here is to enable the practice of goodwill while developing integrated language skills.

Story Time: Read the story with expression and dramatization. Pause and ask children to predict the next event based on the pictures. Encourage them to guess the ending of the story. Put the key words in the story up on the word wall and play games with the words.

I Can Read: Penzi's Umbrella in I Can Read is a story on disappointment in comic form. Encourage children to share their stories of disappointment and guide them gently to an understanding that disappointments are a part and parcel of life. Ask children to read silently. Observe which children can read by themselves and those who need help. Set up a reading corner in the class to help children develop interest in reading. Dedicate time for children to read books of their choice. Make reading partners and give them time to read new books in pairs. This will help the struggling readers make significant progress.

Rhyme Time: Superheroes are the stuff of most children's fantasies. The superhero in our poem wants to save the oceans, trees and help the poor. Recite the poem with action and expression. Divide the children into groups. Each group will recite one stanza. Then each group will discuss and add a stanza of their own to the poem.

Grammar is integrated in the themes. It is taught through activities. Avoid using grammar labels and giving definitions at this stage. The use of grammar in meaningful activities is important. There is a creative exercise on prepositions in this section. Discuss the various things a super hero does, for example fly across mountains, swim under the sea with children before doing the exercise.

NCERT Learning Outcomes

- Talk about pictures, stories and their theme.
- Listen and respond and participate in stories read-aloud by the teacher.
- Re-present the story through role play, actions and drawing.
- Associate pictures with given words.
- Write simple short sentences.
- Answer simple comprehension questions.
- Write a few words on pictures.
- Ask questions on pictures, stories.

- Produce words with 'ch' sound.
- Recognize words ending in ee and et.
- Put jumbled events relating to story in sequence.
- Predict events of a story.
- Extrapolate from story and picture.
- Describe a character through drawing and writing.
- Use colour adjectives in instructions to paint pictures.

Education for sustainable development goals (ESD) Goals

- Understand that there are diverse beliefs and encourage beliefs (dreams and wishes) that promote the present and future well-being of people and the environment.
- Understand the importance of wishing well for others – personally, locally and globally.
- Appreciate their responsibility towards their community and environment.
- Learn how to deal with disappointment in a positive way.
- Appreciate the value and inevitability of change.



• THEME 2 - HAAT DAY •

Children love visiting Haat (markets). The theme on market day will give them a meaningful context to talk about people, things and activities.

Picture Fun: In this section encourage children to talk with peers and also with you. Write children's response on the board, encourage them to read. Ask children if they would also like to write a few sentences/ words on the board.

Story Time: Plan for this story. Read it many times and think where to pause and ask questions. Mark the important words so that you can discuss them with children. Prepare questions to ask, relate them to the pictures and help children to predict the story. Encourage children to participate in the story and share their experiences and questions. Voice modulation and facial expressions can make a story dramatic and retain the interest of the children.

Recite and Rejoice: Help children identify the rhyming words and enjoy the sound pattern. Ask children to make more rhyming words and put them up on the Word Wall. Help students to follow the sound pattern and find more words of the same pattern.

Rhyme Time: This introduces the theme of money, saving and spending through the poem, 'Kantoor'. In groups ask children to discuss what they do with money. Be sensitive to children who have no access to money. Ask them to present their thoughts to the class. Then do the activity on Ruden's savings. This activity integrates language and mathematics.

Let's Explore: Before you begin, ask the children whether they would like to create a Haat in the class. Enthuse the children. Fix a date in consultation with your colleagues. Involve the students in the planning, making groups, deciding location, roles and what they would like to bring and sell in their market. Help them to make

signboards, labels (e.g. Onions Rs. 30/kg). Invite your friends from other classes to visit your market.

• **NCERT Learning Outcomes**

- Recite poems individually /in groups.
- Read small text in English with comprehension and pause.
- Express orally his/her opinion /understanding about the story,in English / home language.
- Use a variety of nouns.
- Compare and talk about pictures and life.
- Identify exclamation and question marks and read accordingly with expression.
- Learn usage of countable and uncountable nouns.
- Write about an experience.

• **Education for sustainable development goals (ESD) Goals**

- Develop awareness/importance of organic produce.
- Develop awareness of market activities.
- Self-reliance by producing and carrying out market activity/sustainability.
- Learn the importance of inclusivity, of respecting and caring for all.
- Show gratitude towards farmers.
- Encourage community bonding.
- Learn about economy, entrepreneurship as a way to make a decent living.



• **THEME 3 - THINGS THAT ATTRACT ME** •

Children are attracted to and want to explore everything around them -nature, people, animals, insects, birds, toys, electronic gadgets etc. This theme provides an opportunity for them to explore and talk about what fascinates them.

Picture Fun: Do accept responses of the children where children mix English and home languages as the objective is to give children space to talk and share. Let children share through drawing and writing. Put up a copy of the picture fun activity on the display board. Encourage children to add their own wishes to the picture. Help children to enact the conversation between Doma and Dilman.

Story Time: Before reading the story show the pictures to the children. Ask them to name the characters in the pictures. Ask them questions to guess the story. After reading the story,sit with the children in a circle. Encourage each child to share an experience of conflict and discuss peaceful ways of resolving conflict. Let children share their own opinion with the class.

Recite and Rejoice: Take them out in the garden or a place where they can see some of the insects or animals mentioned in the poem. Prepare flash cards on insects not known to children and show them at relevant points while reciting the poem. The activity on observing insects integrates EVS skills of observation and recording while developing language skills of description.

I Can Read: ‘The Bright Jungle of Screens’ presents the problem of excessive use of electronic gadgets. After reading the story, divide the children into groups. Discuss their experience of using mobile phones – both their enjoyment and problems. Allow children to think what Shabnam would choose to do. Encourage them to ask questions. Before you do the exercise on present and past tenses generate a lot of examples of everyday tasks and tasks which were done in the past through a group game: e.g. I comb my hair every day. Yesterday I washed my hair. Write the sentences on the board.

Happy Fingers: Introduce diary writing in the class. Let each child make the diary after following the instructions and watching you do it. In the class dedicate time for children to write. It may be a few words or drawing or sentences.

• **NCERT Learning Outcomes**

- Recite poems individually/in groups with correct pronunciation and intonation.
- Read with comprehension and fluency.
- Express orally his or her opinion /understanding about the story or picture in English /home language.
- Use simple past and simple present tense sentences.
- Use words with similar meanings and opposites in short phrases.
- Name things in a picture and add to them.
- Draw and write a description.
- Use correct punctuation marks.
- Keep and write a diary.

• **Education for sustainable development goals (ESD) Goals**

- Show that they can work together peacefully and with love and harmony.
- Act with sensitivity towards animals and think of our responsibility towards them.
- Develop an understanding of responsible use of electronic gadgets.



• **THEME 4 - MYSTERY AND MAGIC** •

This theme will help them express their curiosity about things that interest them and the questions they have about things which are magical and mysterious to them.

Picture Fun: Create opportunities for children to ask questions. Let them respond to your questions by talking, drawing and writing. Respond to their questions sensitively to nurture the sense of wonder, awe and appreciation of things around them.

Story Time: The story, ‘The Himalayan BigFoot’ has a lot of scope for imagination and some suspense. Begin by showing the pictures. Decide the points where you are going to pause the story for a discussion. Encourage the children to observe the pictures and ask questions about the story. After the reading, children can be asked the meaning of the title, ‘The Himalayan BigFoot’. Ask children to find and share similar stories from the elders in the family in any language. Stock the reading corner with stories of mystery and magic in different languages. Devote one period a week for children to explore the reading corner.

Let's Explore: Let children collect information on their own about endangered animals or animals that are extinct. Supply them with children's encyclopedia or show simple documentary films.

I Can Read: Help children to read 'The Magic Garden' on their own silently at their own pace. Plan to read with children who need help in reading during the reading corner time. Ask questions to understand the children's natural sense of respect towards nature and nurture it.

There are two types of writing tasks in this theme requiring skills of description and imagination. Discuss with children before you ask them to write. Write the words and phrases and chunks of sentences from the discussion on the board so that children can refer to them while writing.

NCERT Learning Outcomes

- Recite poems individually/in groups fluently.
- Read aloud with comprehension and fluency.
- Express orally his/her opinion /understanding about the story,in English / home language.
- Use meaningful short sentences in English, orally and in writing.
- Use adjectives in sentences.
- Write 5-6 sentences in English on personal experiences/events using verbal or visual clues.
- Use imagination to describe things.
- Collect stories and narrate them.
- Identify blends like ch, sh, th and solve riddles.
- Describe people, pictures using words and sentences.
- Identify similar sounding words.

Education for sustainable development goals (ESD) Goals

- Develop awe and wonder about nature.
- Develop gratitude and respect towards nature.
- Understand nature as a living entity.



• THEME 5 - RIVERS AND MOUNTAINS •

The theme aims to reflect a sense of awe and wonder for nature and life on this planet. Through this unit we generate awareness about keeping our land, rivers and mountains clean, reducing different types of pollution and the consequences of it on the planet and on our lives.

Picture Reading: Draw columns on the board and ask children to come and write their thoughts. Encourage all the children, even if they are unsure of spellings.

Let's Explore: Take the children out of the class. Talk to them about whatever you see around. Help them to observe stones,mud, insects etc. Help children develop an appreciation, respect and care for the environment. Encourage their questions and

giving responses which nurture sensitivity. Encourage them to collect things. In class ask children to talk about the things they have collected and write the related words on the board. These words will be related to shape, size, colour etc. Now children can draw and write about them.

Story Time: You can have a role play on the story of Teesta and Rungeet. Let the children pick the roles and say the dialogue with action. The task in the subsection of Let's Write requires children to fill in the blanks with the past tenses of verbs. Before doing the task ask children all the things they did the day before and list them on the board. Put all the past tense verbs collected on the Word Wall.

The activity on diary writing deals with some samples of questions for National Achievement Survey for class III for practice. It develops the skill of inferring from pictorial information and transferring it back to words.

• **NCERT Learning Outcomes**

- Recite poems individually/in groups.
- Read small texts in English with comprehension i.e., identify main idea, details and sequence and draw conclusion in English.
- Express orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.
- Respond appropriately to oral messages/ telephonic communication.
- Write (guided writing) a diary entry, slogan.
- Rewrite a guided story using simple past tense.
- Performs in events such as role play/ skit in English with appropriate expressions.
- uses vocabulary related to subjects like Math, EVS, relevant to class III.

• **Education for sustainable development goals (ESD) Goals**

- Identify the impact of human activity on the environment. E.g. the harm that plastic can do to the environment.
- Help children become sensitive and responsible towards the practice of use and disposal of things.
- To plan how to keep the environment clean and healthy; monitor the way their environment-school, community-is treated; identify solutions for unhealthy and polluted places. E.g. river banks.
- To choose ways of showing respect and care for nature and other people e.g. draw pictures that show nature as a living entity.