

A Watering Rhyme







Reading is fun

- 1. What is the best time to water the plants?
- 2. When should we not water the plants?
- 3. Which part of the plant should be watered?



Word building

Place letters in their right order to form the names of flowers.

PAETWEES	S	_	_	_	_	_	_	A
111111111111111111111111111111111111111	\sim	_	_	_	_	_	_	







You have visited your school garden and seen different kinds of plants, shrubs and trees. This grid has the names of different parts of a tree. Look for these words – BUD, POD, LEAF, STEM, ROOTS, THORNS, BRANCHES and FLOWERS as fast as you can – vertically, horizontally and

diagonally.



В	P	R	S	Т	Q	V	F	S	U	J	L
A	U	В	C	D	F	F	E	F	G	Н	E
I	J	D	K	L	M	L	N	O	P	Q	A
R	S	Т	U	V	W	X	O	Y	Z	A	F
В	C	Т	D	E	P	O	D	W	F	G	H
I	J	Н	E	K	L	M	M	O	E	P	Q
R	S	O	Т	M	U	V	W	X	Y	R	Z
A	В	R	A	N	C	Н	E	S	C	D	S
E	F	N	G	Н	Ι	J	K	L	M	N	O
P	Q	S	R	S	T	U	R	O	O	T	S
V	W	X	Y	Z	A	В	C	D	E	F	G





Let's talk

- 1. Do you have a garden at home?
- 2. Name some flowers which grow in your garden or near your house.
- 3. Give another word for 'thirsty feet'.







- 4. What happens when we water plants in the morning? Choose one answer.
 - (a) They will grow well.
 - (b) They will dry up.
- 5. From where do flowers get water?
 - (a) From the bottom (roots).
 - (b) From the top (leaves).



Say aloud

early curly surely

our hour are flower flour shower their there care

could hood should

where wear seat sheet shake sake bread spread high sigh

Pick out the silent letters from these words

hour	knit	wrong	doubt
often	know	night	could
write	knife	high	walk



Let's write

- 1. Write rhyming words for the words given below. One has been done for you.
 - (a) morning evening

(b) car _____



	(c) high		(d) boots				
	(e) heat		(f) where				
2.	six mor		h ing can be ad	end in ing. Write ded at the end to			
	(d)	(e)	(f)				
3.	given be	_		nd like the words (c) flour			
	(d) when	re (e) :	son	(f) threw			
4.	In the sentences below the capital letters, commas, full stops and question marks are missing. Put these in the correct places.						
		monday i will go t	to school				
	(b) rah	im ravi and raju	are going to see	the circus			
	(c) sita	where are you lo	ooking				
	(d) the	tailor went to the	e market mr sinş	gh			
			, uo				





- (e) every sunday i go for a walk have breakfast read story books listen to music and watch television
- (f) laxmi why are you crying
- (g) what is the colour of the sky
- (h) oranges mangoes bananas and papayas are fruits



Team time

Write a Story

Write a story about a plant that is in danger. Write about how you might help to save it. Be sure the story has a beginning, a middle, and an end.



Prepare a Speech

Prepare a speech giving some reasons why it is important to protect flowers and plants. Include ways that you could help protect endangered plants in your school.







Read the story

The Giving Tree

How do you feel when you help someone?

How do you feel when you share your things with others?

Read this play to know how a tree feels when it helps a boy.

Narrator: Once there was a tree and it loved a little boy. Every day the boy would visit the tree and enjoy its

company.

Tree: Come here, my boy. Come and climb up my trunk and swing from my branches.

Boy: (swinging from branches)

Ah, what fun!

Tree: Are you hungry? Eat

my apples.

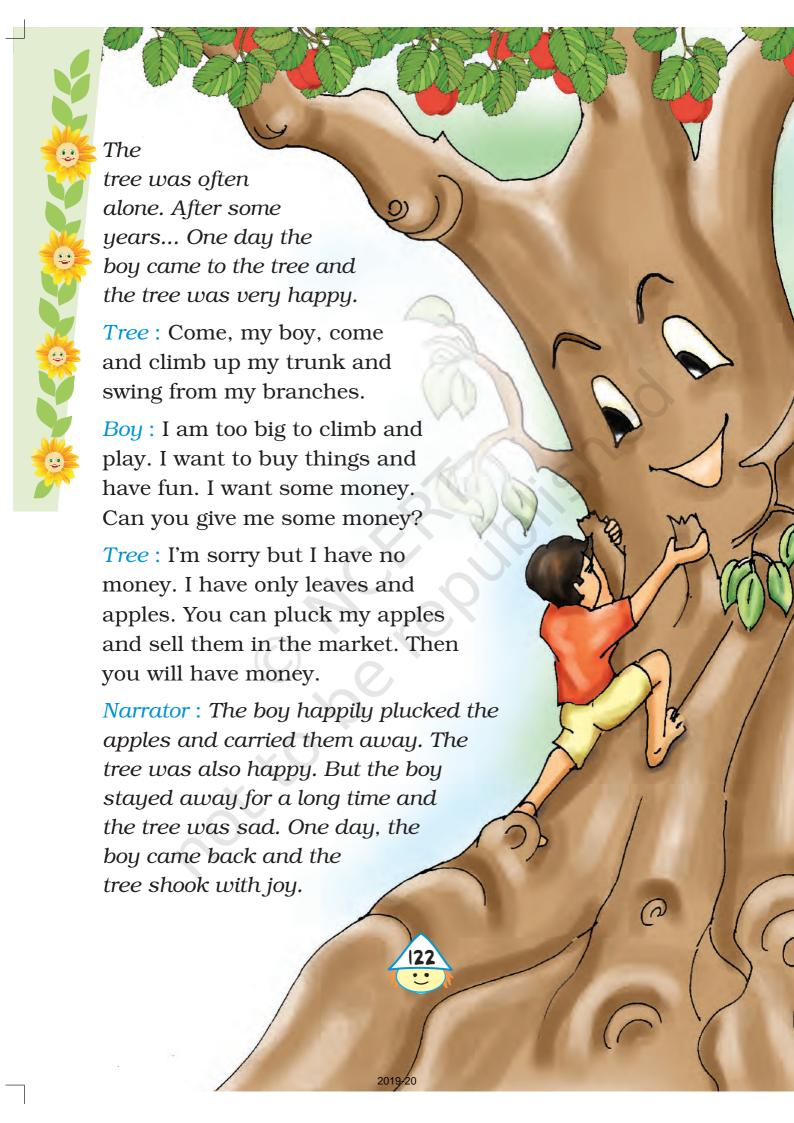
Boy: (eating apples) How

delicious!

Narrator: When the boy was tired, he slept under the tree. The tree was happy to give its shade. But time went by.
And the boy grew older and went away.







Tree: Come, Boy, come and climb up my trunk. Swing from my branches, eat my apples, play in my shade and be happy.

Boy: I am too busy to climb trees. I am getting married and I need a house for my wife and children. Can you give me a house?

Tree: I have no house but you may cut off my branches and build a house.

Narrator: So the boy cut off the tree's branches and carried them away to build a house.

The tree was very happy.

But the boy stayed away for a long time and the tree was sad again.

And when he came back after some years, the tree was so happy that it could hardly speak. Now, the boy was a young man.

Tree: Come, Boy, come. What can I do for you?

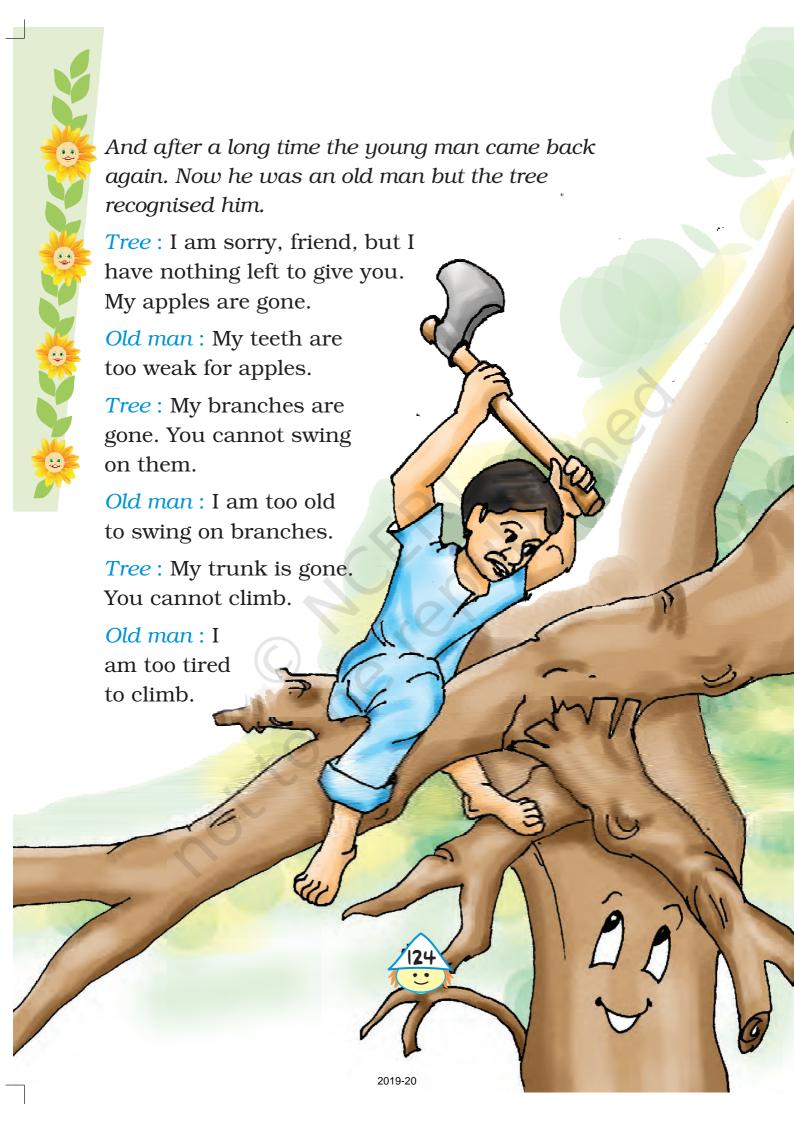
Young man: I am going on a business trip. I want a boat to take me away. Can you give me a boat?

Tree: All I have left is a trunk. Cut down my trunk and make a boat. Then you can sail away.

Narrator: The young man cut the trunk of the tree and sailed away in a boat. The tree was left only with a stump.







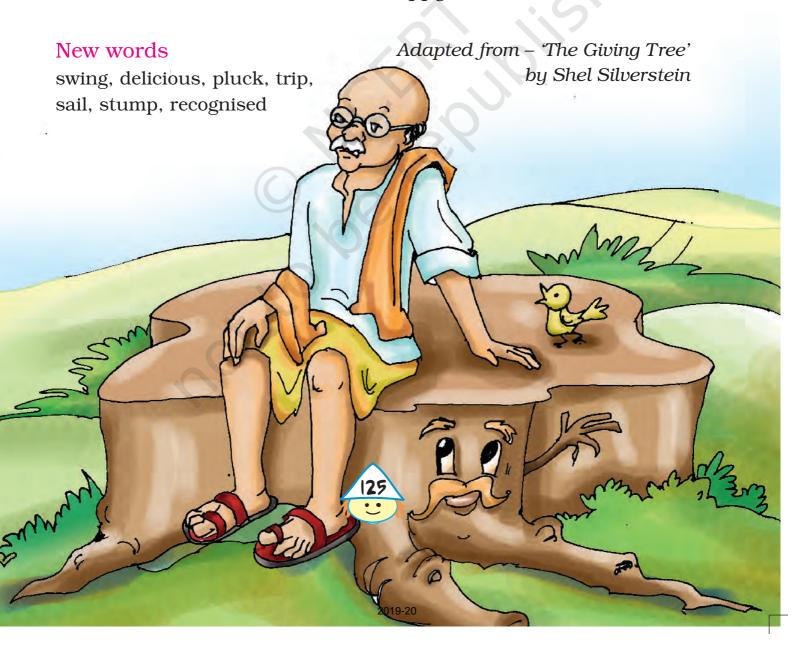
Tree: (*sighing*) I am sorry. I wish that I could give you something... but I have nothing left. I am just an old stump. I am sorry...

Old man: Dear tree, you have always given. But now I don't need much—just a quiet place to sit and rest.

Tree: (happily) Well, an old stump is good for sitting and resting on. Come, friend, sit down and rest.

Narrator: The old man did.

And the tree was still happy.





Reading is fun

- 1. How did the boy enjoy the company of the tree?
- 2. How did the tree help the boy earn money?
- 3. What did the boy make with the branches of the tree?
- 4. What did the boy make with the trunk of the tree?
- 5. How was the stump of the tree useful?
- 6. Why is the play called 'The Giving Tree'?



Word building

1.	Make new words and complete the sentences.
	(a) The children love to sing(loud)
	(b) Read your lesson (silent)
	(c) Throw the ball (slow)
	(d) The tree gave its fruit to the boy (happy)
	(e) Do your work (neat)
2.	Fill in the blanks with the correct word. My mother went to the market and bought a kilogram of (apple/apples), a dozen (banana/bananas) and a dozen
	(orange/oranges).
	I love oranges. So I ate an (orange/oranges).
	My brother wanted a (banana/bananas)
	and my sister asked for an (apple/apples).
	A tree has one (trunk/trunks) but many

(branch/bra	anches). A
(branch/branches) has a ni	imber of

(leaf/leaves) and _____(flower/flowers).





Let's talk

- 1. Why should we not cut trees?
- 2. At the end of the play, only the stump of the tree is left. Find out if it will grow into a tree again.
- 3. Say the given sentences with different expressions.
 - (a) Come and play with me.
 - (b) I want to buy things and have fun.
 - (c) Come and climb up my trunk and swing from my branches.
 - (d) Cut down my trunk.
 - (e) I am too old to swing on branches.
 - (f) I am too tired to climb.



Let's write

1. Write these sentences in the correct order. Also, choose the right word from the box and add it before each sentence. Remember to put a comma after it, for example, Finally, ...

First Then After that Finally

(a) It gave him its branches to make a house.









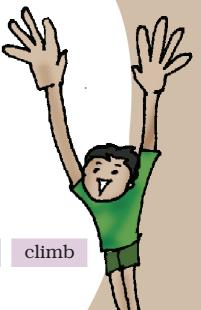
- (b) It asked him to sit on the stump.
- (c) It gave him its trunk to make a boat.
- (d) The tree gave its apples to the boy.
- 2. Work in a group and decide the things that you can do to help your grandparents or any old person.

 Now, write five of these things that you will do.



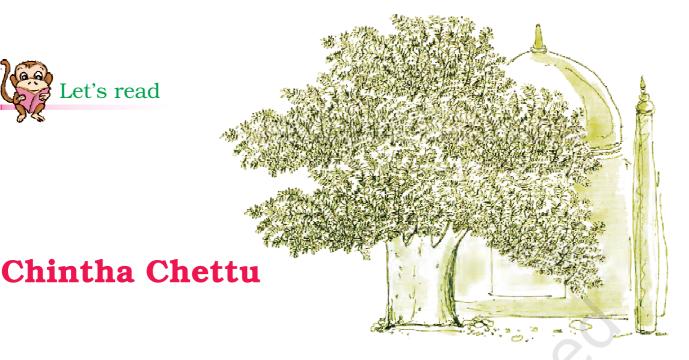
- You are reading and talking about trees.
 You are thinking about trees too.
 Can you make the shape of a tree with your body?
 - (a) Let's see your branches.
 - (b) Let's see a full tree with fruits and leaves.
 - (c) Enact a cut tree with only a trunk.
 - (d) Enact a tree with only a stump left.
 - (e) Communicate the idea in this play.
- 2. Use your body to –

stretch bend jump twist



hop





Chintha Chettu is a tamarind tree. This famous tamarind tree is in Gwalior. It grows over Tansen's tomb. Tansen was a great singer. People in Gwalior say: "Eat the leaves of this tamarind tree And you'll also sing like Tansen!"

Choose the right words.

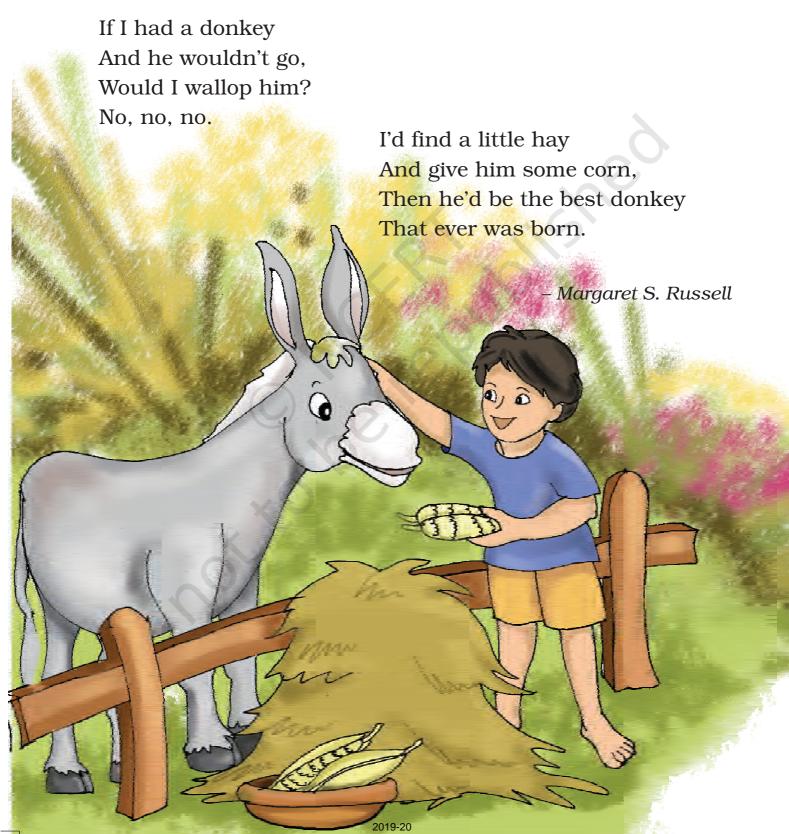
1.	Chintha Chettu is a tamarind _	(tree/leat).
2.	This famous tree is in	(Guntur/Gwalior).
3.	Tansen was a famous	(singer/dancer).
4.	The tamarind tree grows over Ta	ansen's
	(house/tomb).	

"Eat the leaves of the tamarind tree, and you'll also sing like 5. (Tansen/Akbar)."



Read and enjoy this poem

The Donkey





1. Complete what is missing in these drawings. What work do these men or women do?

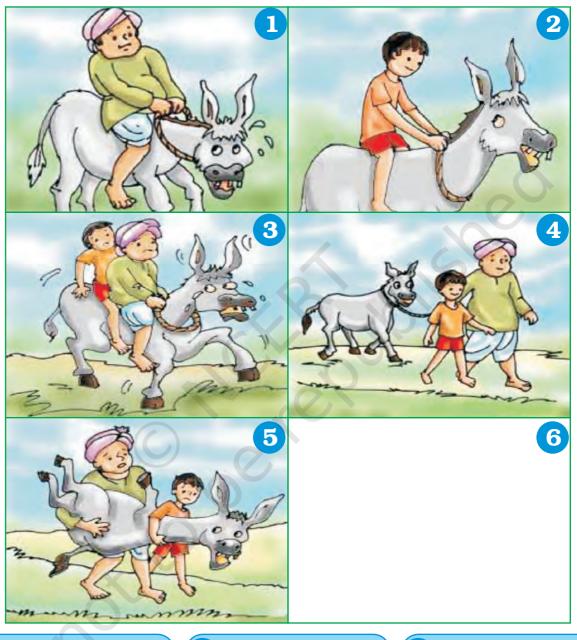
A milkman ______ A grocer _____ A policeman _____ An ice-cream man A wrestler ____





PICTURE STORY

Match pictures to the text and give an ending to the story by drawing the sixth picture. Give it a title.



- 1 He is heavy.
- 2 He is young.
- 3 I am sad.

- 4 I am happy now!
- 5 They are strong.



THEMES

Caring for plants and trees



linit 7

Poem: A Watering Rhyme
Drama: The Giving Tree

Poem: The Donkey

This Unit further sensitises children to use the language that energises from their natural surroundings.

Warm up

Divide the class into groups of four students each to read and discuss. While groups are working, encourage and help students with vocabulary or any expressions only after you have given them a chance to make their own choices.

Reading time

Repeat the instructions as given before. Encourage children to read aloud with voice modulation. This can now be a time of class evaluation/ assessment. Let the class be divided into four groups and each group can be assessed for reading by the others on scales like –

1. Excellent! 2. Good

3. Try harder

Sharing time

Encourage creative writing with emphasis on self-expression, sharing ideas, feelings, responses to experiences in their own ways.

With emphasis on observation, perception, imagination, let children be aware of the natural world around.

Language corner

Writing pattern poems

You may help students write their own poems following the given pattern-

Line 1: Noun
Children
Line 2: Same noun, verb, adverb 1
Children play happily
Children play happily, merrily
Children play happily, merrily
Play, happily, merrily, joyfully
Line 5: Adverb 1, adverb 2, adverb 3
Happily, merrily, joyfully, cheerfully

Line 6: Phrase or clause showing time or place In the garden

Children will be able to write a short composition based on pictures.

Take part in group activity, role play and dramatisation.

Environment

Tabulate all that the children have done in all the Units and see to it that this is being followed both with love and commitment. Remember, only when children participate in caring for their environment will there be a world where language (English or any other) would be used.

