



ICSE EDITION

# Mulberry

ENGLISH COURSE

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COURSEBOOK **1**

**SUMITA BOSE**

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# New Mulberry English Course

New Mulberry English Course is an easy-to-use integrated language and literature course. With grammar at its core, the course is based on sound language learning principles, literary content, multicultural themes and inclusive learning. This new edition is completely aligned to the ICSE curriculum released in November 2016. The reading passages and the tasks have been carefully chosen to attain the learning outcomes defined in the curriculum, employing the suggested transactional processes and learning resources.



## Features of the ICSE Curriculum

### Theme-based selections

- Selections curated from the ICSE reading list and aligned to the interdisciplinary themes recommended by the ICSE curriculum

### Child-centred approach

- Course designed so as to develop skills required by the learners at each level
- Progresses from immediate to external environment, simple to complex, familiar to unfamiliar

### Spiralling

- Topics are carefully graded to provide a spiral of cumulative learning

### Variety of learning experiences

- Wide range of tasks, such as projects, interviews, presentation, reports, posters etc.

### Integration

- Learning is linked across various subject areas through activities and projects

### Social-constructivist approach

- Projects involve learning by doing
- Research-based tasks

### Inclusivity

- Caters to different learning styles
- Based on Howard Gardner's theory of Multiple Intelligences
- Promotes inclusivity and respect for all

### Life skills

- Integrated life skills such as communication, critical thinking, caring, self-awareness

### Contextualization

- Universal themes, relevant to the learners
- Content provides the flexibility to be adapted to individual's needs

# Course Features

## Coursebooks

Primers A & B

Classes 1–8

- ICSE recommended selections—prose, poetry, drama and graphic stories
- ICSE curriculum suggested vocabulary, grammar, writing, and listening and speaking tasks
- Interdisciplinary integrate section
- Intercurricular projects
- Life skills
- Posters that explore the elements of a story
- Special grammar revision

## Workbooks

Classes 1–8

- ICSE based grammar and writing
- Multiple Intelligence based writing tasks
- Life skills
- Intercurricular projects
- Special grammar revision

## Areal—

Digital

support

for students

- Animation
- Audio
- Interactivities
- Slide shows
- Video

## Oxford Educate—

Digital support for

teachers

- Animation and audio
- Interactivities and slide shows
- Video and worksheets
- Lesson plans
- Answer keys
- Test Generator

## Teacher's

Resource Packs

Primers A & B

Classes 1–8

- Teacher's Resource Books
- Audio CD
- Oxford Educate and Test Generator

## Life Skills

are categorized as communication, logic and emotion to encourage learning beyond the book.



Logic



Emotion



Communication

## Intercurricular

projects and the integrate sections blend language learning with other subjects such as GK, math, science and social science.



GK



Math



Science



Social science



Extracurricular activities

The course content takes into account Dr Howard Gardner's theory of **Multiple Intelligences** that includes a focus on eight skills.



Intrapersonal



Interpersonal



Visual-spatial



Musical



Linguistic



Math-logical



Kinaesthetic



Naturalistic



# Coursebook Structure

Each coursebook has selections from a variety of genres and are organized into ten prose, six poems, one play and one graphic story, based on the ICSE syllabus. Six of the twelve are new prose units.

Spot the not. Which of the following statements are not true?

- Cocoa is made from the seeds of the *Theobroma Cacao* tree.
- *Theobroma* means food of the gods in Greek.
- The majority of the world's cocoa beans come from Africa.
- Cocoa is used to make white chocolate.
- The Swiss eat the most chocolate.



Warm-up gets learners ready for learning.

In-text questions comprise factual, inferential and vocabulary questions related to the text.

## IN-TEXT QUESTIONS

Which word tells us that Heidi is happy?

## Integrate

To print books, we use machines called printing presses. The press was invented by a man named Johannes Gutenberg. Look around you and write down machines that you use in your everyday life. Find out who invented them and share the information with your classmates.

Integrate section suggests intercurricular activities related to the chapter.

## GRAMMAR TIME

### Going to + action word

Read these sentences.

- Matilda is going to borrow books from the library.

Grammar time introduces grammar topics that are based on the ICSE syllabus.

## MAKING CONNECTIONS

### Quick answers

1. The people in a story are called characters. Name four characters from a story you have read.
2. Write true (T) or false (F) for the sentences given below.

Making connections comprises factual, inferential and extrapolative questions in different formats.

## SAY IT RIGHT!

Read this sentence.

- She tells me a story every day.

Notice the sound /ay/ in the word day.

Say it right! guides learners towards better pronunciation.

## WORD WALL

### Be a book detective

1. Use the clues given below to complete the 'book' words.

- a. A piece of furniture with shelves to hold books.

book \_\_\_\_\_



Word wall builds vocabulary through a variety of activities based on the ICSE syllabus.

## APPRECIATION

### Comparisons

Comparing things can be very interesting. In the poem, the poet says that the dinosaur 'as big as tennis balls', its stomach was 'bigger than a garage' and its neck was 'as long as a snake'. Here are a few more examples of comparisons.

Appreciation introduces learners to poetic devices and literary elements.

## LET US WRITE

Susan does so many different activities. Think of your favourite activity and write three sentences about it.

Let us write covers the writing topics recommended by ICSE through guided tasks.

## Project 2

### SEED STORY

#### Learning Goals

Create and tell a graphic (picture) story about how seeds grow.

Observe and learn how plants grow from a seed.

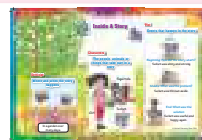
Intercurricular projects mapped across subject areas.

## LET US DO

Look at this picture of Miss Moppet's house. There are many objects listed in her house. Find the objects listed below and colour them in the picture.

a car a banana a doll an apple a bowl a lamp

Let us do has a variety of exercises to encourage communication through individual, pair and group work.



Posters capture the elements of a story in an interactive and fun way.

## Grammar at a Glance

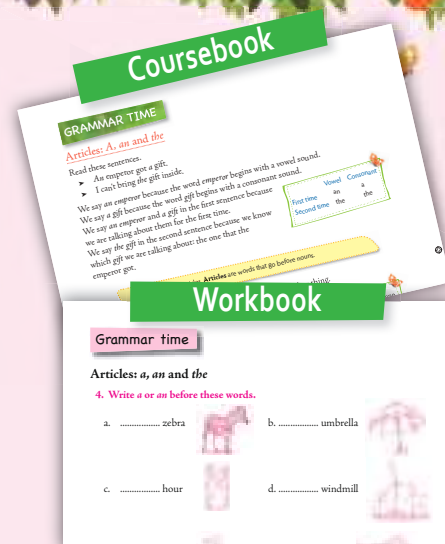
### NAMING WORDS

Naming words are called nouns. Nouns are names of people, places, animals and things. Fishes, New Delhi, cat and table are all nouns.

Grammar at a Glance aids grammar revision through graphic representation.

## Workbook Links

At each level, the Coursebook unit is complemented by a corresponding Workbook unit. In addition to comprehension passages, the Workbooks provide practice for grammar, writing and study skills. The Workbooks also contain Assessment practice and interdisciplinary projects.



## TEACHER'S RESOURCES

The **Teacher's Resource Pack** provides teachers with pedagogical notes, handy lesson plans, listening scripts and answer keys. It comprises a **Teacher's Resource Book** and an **Audio CD** containing listening and poem audio.

### FEATURES OF OXFORD EDUCATE:



- Animation for poems and prose
- Audio for prose, poetry, graphic stories, plays, pronunciation and listening tasks
- Slide shows to explain concepts
- Worksheets for practice in the classroom (printable)
- Interactivities for active learning
- Short animation to explain difficult words
- Video to guide learners towards better writing
- Comprehension passages for practice in the classroom
- Lesson plans (printable)
- Answer keys for each unit (printable)

**Oxford Educate** is an innovative digital resource that provides teachers with an e-book integrated with learning materials and interactive tools. The package also includes an easy-to-use **Test Generator** for generating test papers and worksheets.



**Oxford Areal** is a magical app that makes your textbook come alive! The digital content can be accessed through the icon marked on the relevant pages.


Setting up and using the free Oxford Areal app is easy. Simply follow the steps given below.

- 1 Search and install the free Oxford Areal app from the App Store (iOS)/Play Store (Android).
- 2 Run the app and locate your book using the SEARCH box.
- 3 Tap the book cover to select it.
- 4 Tap GET THIS BOOK.
- 5 Tap SCAN and scan any page that has the icon. Tap DOWNLOAD to save the Oxford Areal content for that page.
- 6 Once you have scanned and downloaded a page, you will be able to view the digital content linked to it offline. To do so, simply tap the cover of the book and then the scanned page. To scan a new page, tap SCAN.

















**Oxford AREAL contains**

- **Animation** for poems, prose and graphic stories
- **Slide shows**
- **Audio and video**
- **Interactivities** for vocabulary and grammar





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Unit	Theme	Making connections	Word wall/Appreciation	Grammar time	Say it right!	Let us do/ let us write
1. Inside Aisha's House 	Self and Family	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Things in a house	Naming words	Pronunciation—long <i>i</i> as in <i>like</i>	Paste photographs on the family tree
2. Priya's Friend 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Rhyming words			
3. The Old Man and his Sons 	Plants	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Parts of a tree	Articles— <i>a</i> and <i>an</i>	Pronunciation—/ay/ as in <i>day</i>	Paste different kinds of leaves
4. The Tale of Miss Moppet 	Art and Culture	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Family members	One and many	Pronunciation—/ow/ as in <i>now</i>	Draw a monkey
5. Susan Laughs 	Animals	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Sound words			
6. Out in the Garden 	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Words with <i>-ing</i> Animals and their food	<i>This</i> and <i>that</i> ; <i>these</i> and <i>those</i>	Pronunciation—/ow/ as in <i>own</i>	Find objects in a picture and colour
7. The Boy and the Toffees 	The world around us	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Word search Opposites	Action words	Pronunciation—/gh/ as in <i>laugh</i>	Write about favourite activity
8. The Belly and the Members 	Our neighbourhood	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Rhyming lines			
9. Moon and Stars	Art and culture	Factual, inferential, evaluative and extrapolative comprehension. Integrate	Words and their group names	Present time	Pronunciation—long <i>o</i> as in <i>stone</i>	Draw and decorate a jar
10. Moon and Stars	Science	Factual, inferential, evaluative and extrapolative comprehension. Integrate	Body parts	<i>Is</i> , <i>am</i> , and <i>are</i>	Pronunciation—soft <i>c</i> as in <i>nice</i>	Write about how you take care of your body parts
11. Moon and Stars	Science	Factual, inferential, evaluative and extrapolative comprehension. Integrate	Concrete poem			



Unit	Theme	Making connections	Word wall/Appreciation	Grammar time	Say it right!	Let us do/let us write
8. A Big Parcel 	Self and family	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Jumbled words	Describing words	Pronunciation—hard c as in <i>cake</i>	Write about a birthday party
9. Who Pulled the King's Beard?  <i>Summer Time</i> 	Art and culture	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Jumbled words People who help us	<i>I, you, he, she, it, they</i>	Pronunciation—/ew/ as in <i>new</i>	Draw two musical instruments. Write about them.
10. The Kite and the Kitten 	Self and family	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Rhyming poem Jumbled words			
11. Goldilocks and the Three Bears  <i>The Rainbow</i> 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Food pairs	Place words— <i>in, on, under, inside, outside</i>	Pronunciation—soft g as in <i>gentle</i>	Paragraph on your hobby
	Adventure and information	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Analogy	Conjunctions— <i>and</i>	Pronunciation—/aw/ as in <i>boil</i>	Draw two animals that have seen/would like to see
12. The Happy Frog 	The world around us	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Words that show action	Capital letters and full stop Revision of present time	Pronunciation—silent k as in <i>knee</i>	Picture composition
Project 1: My Report  						
Project 2: Let Us Make a Doll  						



# Acknowledgements

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'Susan Laughs' by Jeanne Willis and Tony Ross, published by Andersen Press Ltd., London;  
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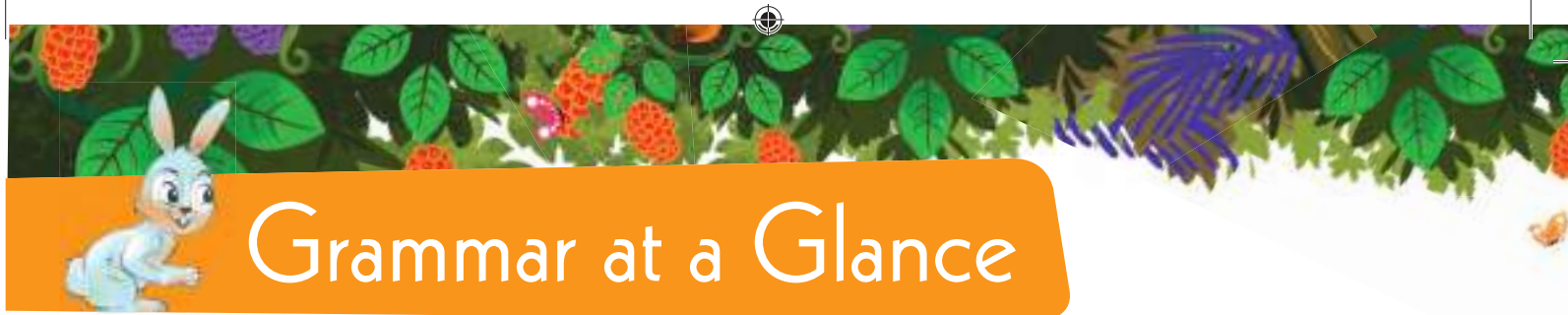
**The publishers would appreciate information about the pieces listed below which they have not been able to trace. Appropriate acknowledgements will be made in the future editions of the book.**

'Moon and Star' and 'Out in the Garden' from english-for-students.com

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Family tree, p. 23: © Shutterstock

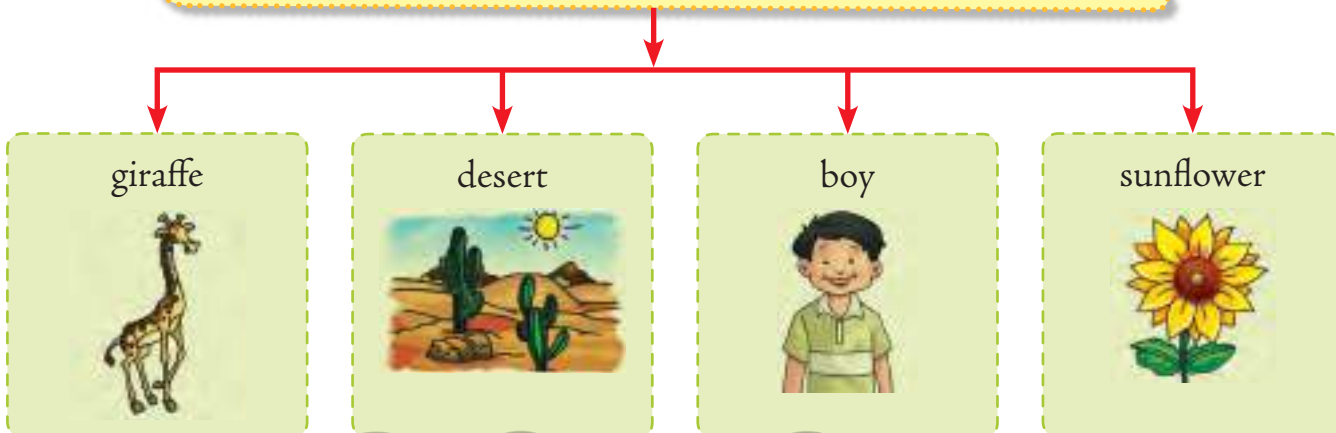
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# Grammar at a Glance

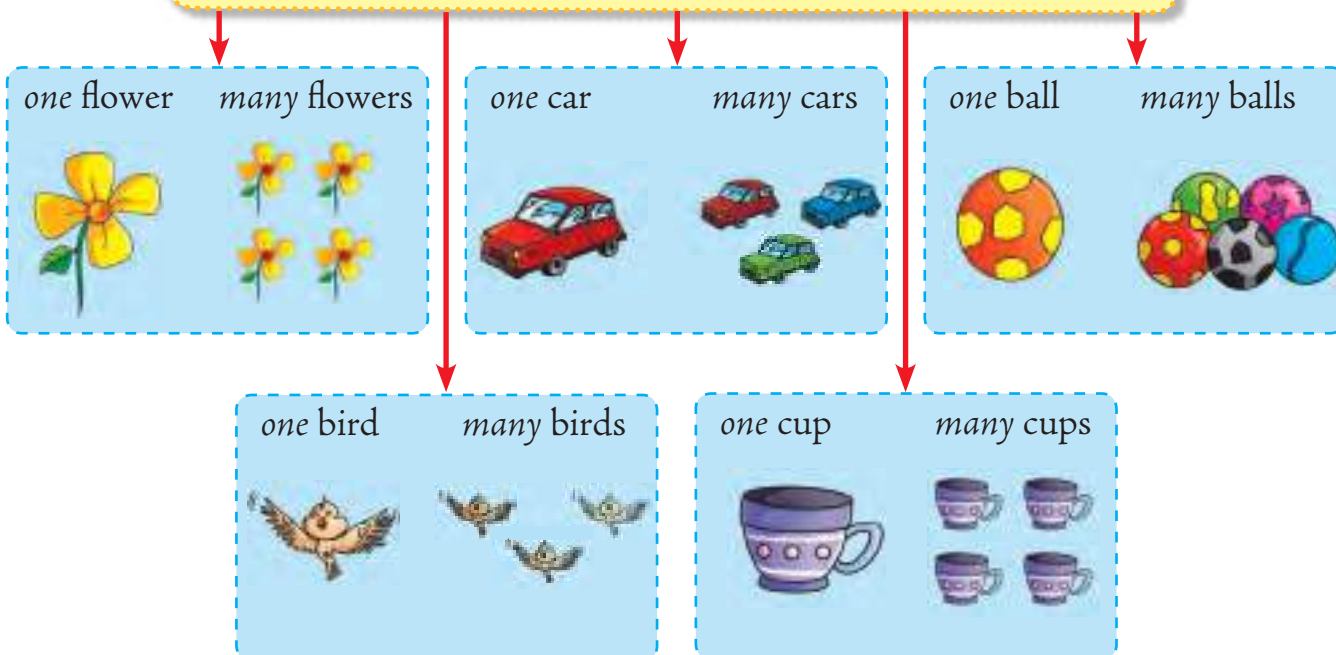
## NAMING WORDS

A **naming word** is the name of an animal, a place, a person or a thing.

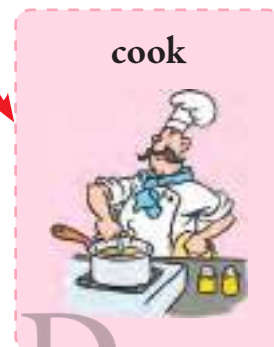


*One and many*

Naming words can be *one* or *many*. Sometimes we add the letter *s* to naming words to show more than one.



## ACTION WORDS



An action word tells us what someone or something is doing.

## IS AND ARE

This *is* a cub.



When we talk of one thing, we use *is*.

When we talk of more than one thing, we use *are*.

These *are* cubs.



## I, HE, SHE AND WE

I



He



She



We





## THIS AND THAT

We use *this* to talk about one thing near us.  
We use *that* to talk about one thing far from us.

*This* is a parrot.



*That* is an owl.



## THIS AND THESE

We use *this* to talk about one thing that is close to us.  
We use *these* to talk about many things that are close to us.

*This* is a seal.



*These* are seals.



## THAT AND THOSE

We use *that* to talk about one thing that is far away from us.  
We use *those* to talk about many things that are far away from us.

*That* is a little plant.



*Those* are little plants.



## DESCRIBING WORDS

a *cute* dog



a *round* ball



a *new* watch



an *empty* basket



A **describing word** is a word that tells us something about a person, place, thing or an animal.

a *yellow* car



## IN, ON AND UNDER



*in* a nest



*on* a car



*under* an umbrella

## JOINING WORDS

A **joining word** is used to join two words in a sentence. The word *and* is a joining word.

Rohit is dancing. Sneha is dancing.

Rohit *and* Sneha are dancing.

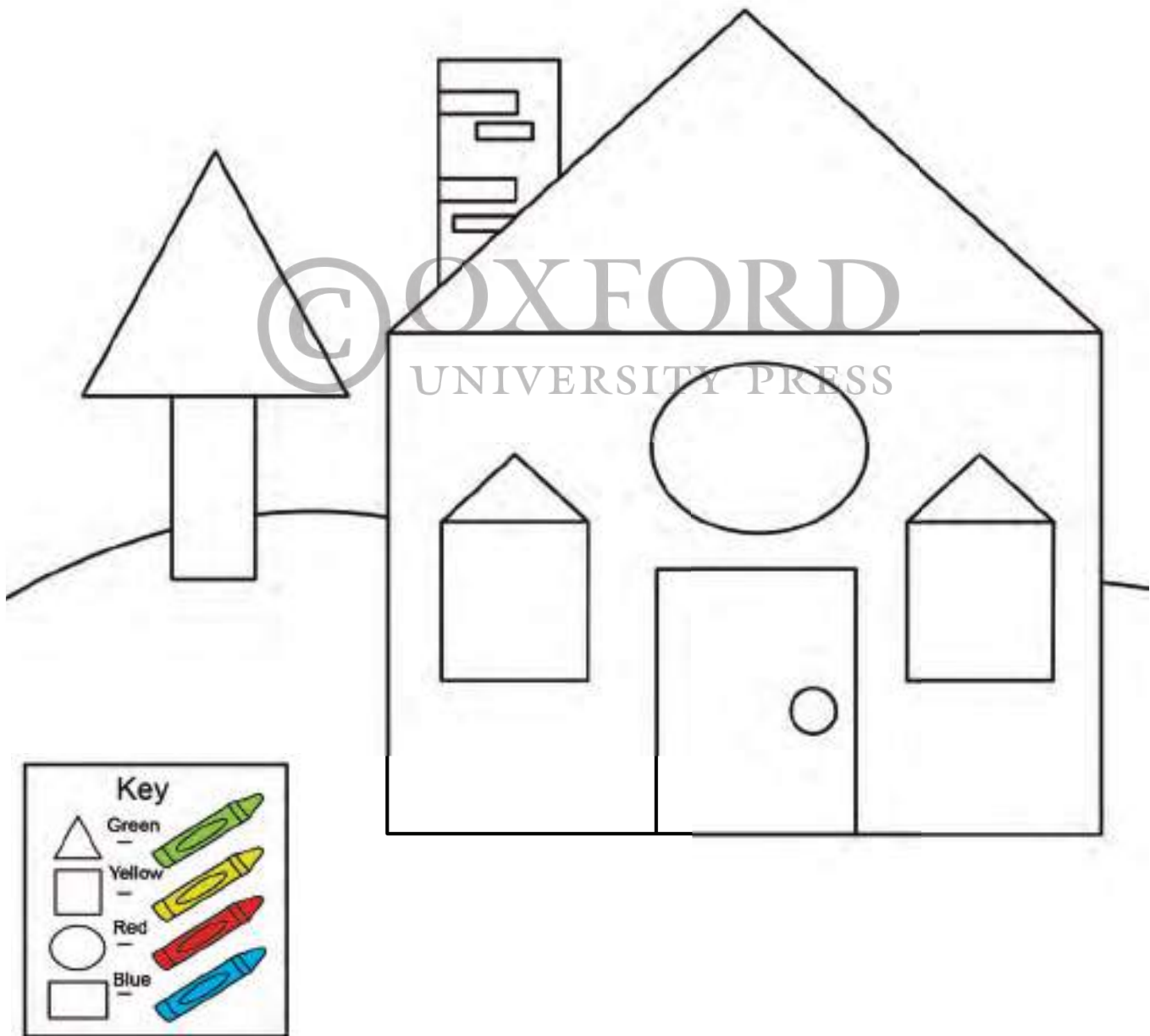


# Inside Aisha's House

1



Colour the shapes in the shape house below.





Now let us look at Aisha's house and find out how she spends time with her family.



This is Aisha's bedroom. Aisha loves to look out of the window before going to sleep.



This is the bathroom. Aisha brushes her teeth twice a day. She does not waste water while bathing.





This is the living room. Here, Aisha watches the best TV show, 'The Little Monkey', with her family.



This is the kitchen. Aisha's mother and father make yummy food together.



This is the dining room. Aisha, her little brother, Rinkoo, Mother and Father sit and eat delicious<sup>1</sup> food together. Sometimes, Rinkoo chews his food noisily. Then Aisha shows him the proper way of eating.



<sup>1</sup>delicious: tasty

## MAKING CONNECTIONS

### Quick answers

1. Put a tick (✓) against the correct answer.

a. What can you see in the bedroom?

i.

☐

ii.

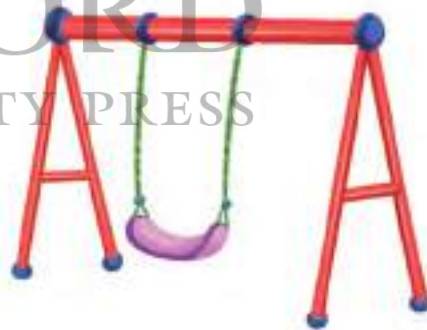
☐

b. What can you see in the bathroom?

i.

☐

ii.

☐

c. How many rooms are there in Aisha's house?

i. 4

☐

ii. 5

☐

2. What does Aisha do when Rinkoo chews his food noisily?

Put a tick (✓) against the correct answer.

a. She joins him and starts chewing her food noisily too.

☐

b. She shows him how to eat properly.

☐

c. She complains to her parents.

☐

## Read, reflect and write

3. Do you like Aisha's house? Why or why not?
4. An igloo is also a type of house. So is a cave! How many kinds of houses do you know about? Discuss in the classroom.

## Integrate



5. We have seen what is inside Aisha's house. Now, tell us what you have seen at your friend's or neighbour's house. You can start by telling us about the house.

## WORD WALL



### Things in a house

#### 1. Match the correct words to the pictures.

a. i. cushion

ii. bed

iii. sofa

b. i. door

ii. curtain

iii. window

c. i. stove

ii. oven

iii. cups and saucers

d. i. chair

ii. table

iii. stool

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## GRAMMAR TIME



### Naming words

Look at the pictures given below.



cupboard



cat



house



school



umbrella



cup



girl



boy

All these words are examples of naming words.

**Naming words** are the names given to animals, places, things and people.

#### 1. Circle the naming words in the following sentences.

- The elephant wants a friend.
- The frog jumps into the pond.
- The lion sleeps in the cave.
- Children go to school every day.
- The man with the drum is my father.



There are two types of naming words. Some are called common names while others are called exact names.



**Common names** are the names of people, animals, places and things in general. A common name does not begin with a capital letter unless it is the first word of a sentence.

**Exact names** are the special names given to people, animals, places and things. An exact name begins with a capital letter.

Let us look at some examples of common and exact names.

Common names	Exact names
girl	Ankita
boy	Imran
elephant	Jumbo
dog	Goofy
building	Taj Mahal
planet	Earth
city	Mumbai
book	<i>The Jungle Book</i>



2. Circle the common names and underline the exact names in the short story given below.

### Getting Ready for School

Every morning I wake up, brush my teeth and take a bath. I get dressed and go downstairs to eat breakfast. My pet, Momo, waits for me at the dining table. I like to eat porridge for breakfast. Porridge makes me strong. Rimi, my sister, is younger to me. She loves to eat porridge too.

After I finish my breakfast, I pack my bag just in time for Mr Borit, our bus driver, to take us to school.



### SAY IT RIGHT!

Read this sentence.

- Aisha *likes* to watch the TV show, 'The Little Monkey'.

Notice the sound of the letter *i* in *like*.

Sometimes when there is a silent *e* at the end of a word, the vowel *i* takes the sound of the word *eye*.

1. Listen to these words and repeat them after your teacher.



kite	white	nine	ripe
file	lime	chime	smile



2. The word *kite* rhymes with the word *white*. Can you think of a word that rhymes with each of the words below?



a. line \_\_\_\_\_  
b. mile \_\_\_\_\_

c. bite \_\_\_\_\_  
d. pipe \_\_\_\_\_



LET US DO



Paste photographs of your family members on the family tree below.  
Write their names below the photographs.





# Itsy Bitsy Spider

Have you seen a spider moving on a wall? Let us read a poem about a spider who climbed up a spout<sup>1</sup>.



The itsy bitsy



climbed up the water spout.

Down came the rain

and washed the



out.

Out came the



and dried up all the rain

and the itsy bitsy



climbed up the spout again.

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<sup>1</sup>**spout:** a pipe that carries rainwater from roof to ground



# MAKING CONNECTIONS

1. Number the pictures in the correct order. One has been done for you.



2. Put a tick (✓) against the correct answer.

a. What does the spider climb?

i.


☐

ii.


☐

b. The spider gets washed out because of the

i. rain

☐

ii. sun

☐

c. The spider is able to climb the water spout again

i. when the sun comes out

☐

ii. when the moon comes out

☐

3. How do you think the spider feels when he is able to climb up the spout again?

Talk about it in class.











4. Do you like rains? Talk about what you like to do when it rains.



## APPRECIATION

The word *sun* rhymes with the word *fun*. Here are some more rhyming words.

	rain	train	
	spout	snout	
	kite	bite	
	glue	shoe	

Think of two rhyming words for each of the following words. Write them in the space given.



1. cat \_\_\_\_\_



2. tree \_\_\_\_\_



3. fan \_\_\_\_\_

# Priya's Friend

# 2



Look at the pictures of some friends.



Name some fun activities that you do with your friends.

---

---

---



Let us now read a story about a girl called Priya who has a very special friend.



This is Priya's class.

'We will talk about friends today,' says Teacher.

'Soni is my best friend. I play with her,' says Soma.

'My grandmother is my best friend. She tells me a story every day,' says Avi.

'My friend is so big he can cover the sun. He is so big he can hide the moon. He has curly green hair. He sways<sup>1</sup> in the wind. He protects me from the rain. He protects me from the hot sun,' says Priya.

Everyone wants to meet Priya's friend. Priya takes them to the school garden.

Who is Avi's best friend?



<sup>1</sup>**sways:** moves slowly from side to side



She points to a big tree. It is the banyan tree.

All the children play with Priya's friend!



## MAKING CONNECTIONS

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### Quick answers

1. Put a tick (✓) against the correct answer.

a. Where does the story take place?

i. in Priya's classroom

☐

ii. at Priya's home

☐

b. Who is Soma's best friend?

i. Soma's grandmother

☐

ii. Soni

☐

iii. Avi

☐

c. *He has curly green hair.*

What do you think 'curly green hair' means?

i. trunk of the tree

☐

ii. branches of the tree

☐

iii. leaves of the tree

☐

d. Which of the following can Priya's friend do?

i. talk to Priya

ii. tell Priya a story

iii. protect her from the rain and the hot sun

☐  
☐  
☐

2. Put a tick (✓) against the sentences that are true and put a cross (✗) against those that are false.

a. Avi's grandmother sings songs to her.

b. Priya's friend is a small plant.

c. Priya's friend lives in the school garden.

☐  
☐  
☐

## Read, reflect and write

3. Write three things that Priya's friend can do.

4. How do trees help us? Talk about it in the classroom.



## Integrate



5. Plant seeds of basil (*tulsi*) in your kitchen garden or a small pot in the house. Keep it in sunlight and keep the soil moist. Then, make observations and draw once in seven days to show how the plant grows.

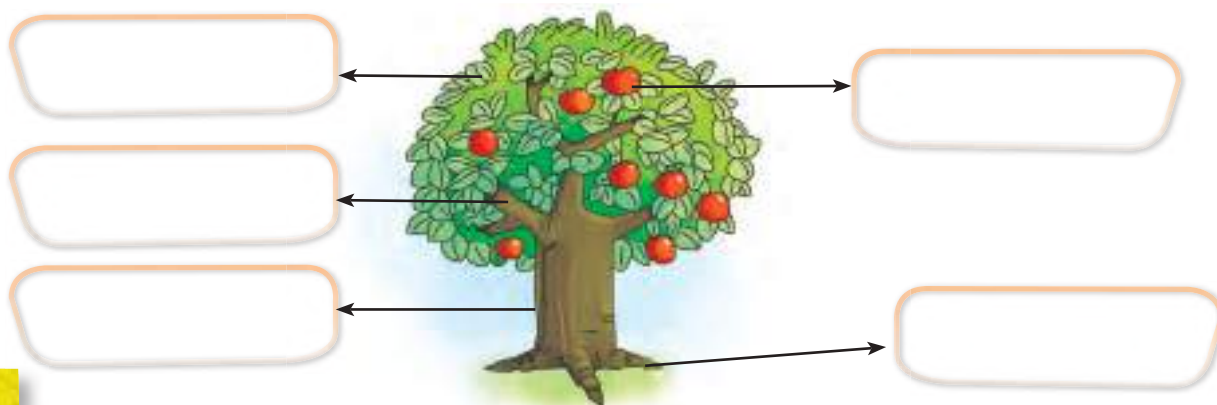
## WORD WALL



## Parts of a tree

1. Label the parts of the tree with the words given in the box.

roots   branch   fruit   trunk   leaves



# GRAMMAR TIME



## A and an

Read the following sentences.

► Priya points to *an* apple.



► Priya points to *a* tree.



- We use *an* in front of words that begin with vowel sounds. The five vowels are *a, e, i, o, u*.



*an* ant



*an* ice cream



*an* aeroplane

- We use *a* in front of words that do not begin with vowel sounds.



*a* lemon



*a* clock



*a* candle

### 1. Fill in the blanks with *a* or *an*.

a. \_\_\_\_\_ egg



f. \_\_\_\_\_ umbrella



b. \_\_\_\_\_ shoe



g. \_\_\_\_\_ kite



c. \_\_\_\_\_ onion



h. \_\_\_\_\_ bowl



d. \_\_\_\_\_ axe



i. \_\_\_\_\_ cake



e. \_\_\_\_\_ orange



j. \_\_\_\_\_ igloo





2. *A* and *an* have not been used correctly in some of the following sentences. Find the sentences with errors in them. Rewrite them as correct sentences.

- There is an kitten in the house.
- There is an insect on the floor.
- There is an glass on the table.
- My brother sleeps in a cot.
- I have an watermelon.
- Mother drives an car.
- Manu wants a apple.
- There is an owl on that branch.



## SAY IT RIGHT!

Read this sentence.

► She tells me a story every *day*.

Notice the sound /ay/\* in the word *day*.



Sometimes when the letters *a* and *y* come together in a word, they make the sound /ay/, as in the word *day*.

1. Listen to these words and repeat them after your teacher.



play   pay   way   away   may   ray

2. Find and write down one word from the story that has the sound /ay/, as in the word *day*.

\_\_\_\_\_

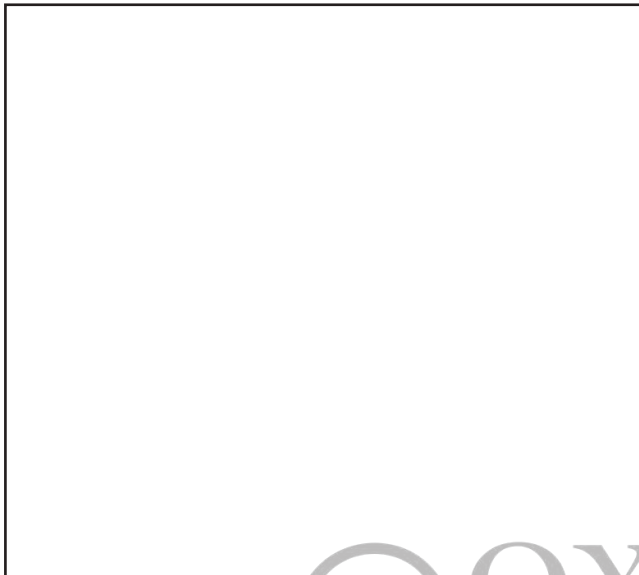
\*In this book, letters written in parallel lines // denote sounds, not letters of the alphabet.



LET US DO



Bring four different kinds of leaves to the classroom and paste them in the squares given below.



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# The Old Man and his Sons

# 3



What do you say after you fight with someone? Tick the correct answer below.



- Thank you
- Sorry
- Goodbye

☐  
☐  
☐

Now let us read a story about an old man who gives a wonderful lesson to his sons.



An old man had three sons. They did not love one another. They kept fighting all the time. This made the old man very sad.

How many sons did the old man have?





One day the old man called his sons. He brought a bundle of sticks. He said, 'Here is a bundle of sticks. Break the bundle.'

Each of the sons tried to break the bundle, but they could not!

Then the old man untied the bundle. He gave one stick to each of his sons and said, 'Try to break your sticks.'



Now they broke their sticks very easily.

The old man said, 'My boys, you have seen that you cannot break the sticks when they are tied with a string. But you can break them when they are separated. This is the strength of unity. If you are united, nobody will be able to harm you. So do not fight with each other. Try to live in peace. Then you will all be happy.'

What could the sons not break? What were they able to break easily?

## MAKING CONNECTIONS

### Quick answers

1. Put a tick (✓) against the correct answer.
  - a. How many sons did the old man have?
    - i. one ☐
    - ii. two ☐
    - iii. three ☐
  - b. What had the old man brought?
    - i. a bundle of sticks ☐
    - ii. a bouquet of flowers ☐
    - iii. a basket of fruit ☐
  - c. What broke easily?
    - i. a single stick ☐
    - ii. a crayon ☐
    - iii. a flower pot ☐
2. Put a tick (✓) against the sentences that are true and put a cross (✗) against those that are false.
  - a. The old man's sons kept fighting with each other. ☐
  - b. The sons could not break the bundle of sticks. ☐
  - c. The old man broke the bundle of sticks. ☐
  - d. The old man told his sons to be united. ☐

### Read, reflect and write

3. Why do you think the old man wanted to teach his sons about unity?
4. Do you think your elders give you good advice? Talk about it in the classroom.





## Integrate

5. We read in the story about the family of the old man. Now tell your friends or the class about your family. You can tell who all are there in your family, whether you have a brother/sister or not, the games you play together, and so on.

### WORD WALL

#### Family members

We read a story about a father and his sons. Let us look at some more people in a family. Look at the picture of Namrata's family given below and use the words in the box to fill in the blanks.

grandmother      grandfather      mother      father      pet

My name is Namrata. My family and I love playing carrom. Usually, I sit in my \_\_\_\_\_'s lap to play carrom. My little brother sits in my \_\_\_\_\_'s lap. Our \_\_\_\_\_, Mini, likes to look at the carrom board too! So, my \_\_\_\_\_ holds her while we play. My \_\_\_\_\_ wears spectacles when she plays. She wins the game most of the time!



## GRAMMAR TIME



### One and many

Naming words can be one or many.

We add the letter *s* to some naming words to change them from one to many.



one stick



three sticks



one tree



two trees

### Read the following story.

There was once a boy who sold caps. One day he sat under a tree and fell asleep. There were monkeys on the tree. The monkeys climbed down the tree and took one cap, two caps, three caps and ran away.

The boy woke up and saw there were no caps. He looked up and saw the monkeys. He got angry and threw his own cap down. The monkeys saw this and threw their caps down.

The boy took all the caps and ran away.



Change the naming words in the story from one to many and many to one. One has been done for you.

One	Many
boy	boys
cap	
monkey	
tree	



Many	One
caps	cap
monkeys	
trees	
boys	
legs	

## SAY IT RIGHT!

Read this sentence.

► *How* did they break the bundle of sticks?

Notice the sound /ow/ in the word *how*.

Sometimes when the letters *o* and *w* are next to each other, they make the sound /ow/, as in the word *cow*.

1. Listen to these words and repeat them after your teacher.

now   how   crown   gown   down

2. Look at the given pictures and write the words that have the sound /ow/, as in the word *cow*.



a. \_\_\_\_\_



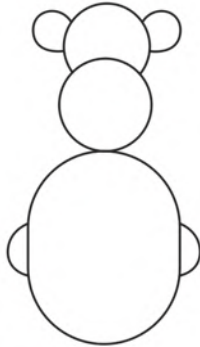
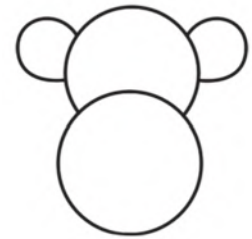
b. \_\_\_\_\_

## LET US DO



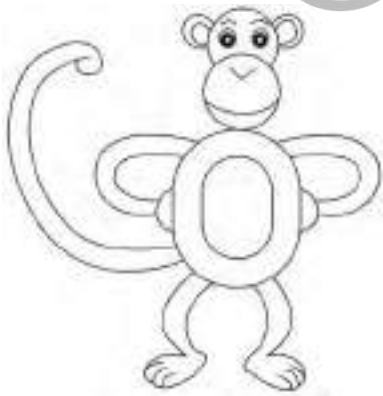
**Let us draw a monkey.**

**Step 1:** Draw a big circle. This is the monkey's face. Draw one more circle on top of the first circle. This is the monkey's head. Now draw the ears of the monkey as shown in the picture.

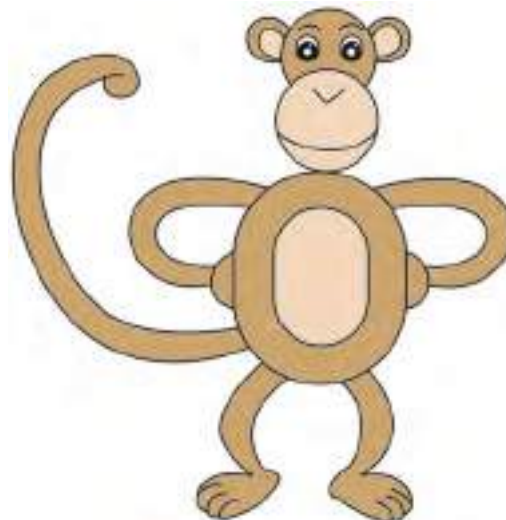


**Step 2:** Draw a big oval shape below the monkey's face. This is the monkey's body. Next, draw two rings on the either side of the body.

**Step 3:** Now draw the legs of the monkey. Also, draw the hands and tail.



**Step 4:** Now draw the eyes, nose and feet of the monkey.



**Step 5:** Colour the monkey. Your monkey is now ready for a stroll!



# Baby Chick

Let us read a poem and find out how a chick comes out of an egg.



Peck  
peck  
peck

On the warm brown egg.  
OUT comes a neck.  
OUT comes a leg.



How  
does  
a chick

who's not been about<sup>1</sup>,  
discover the trick  
of how to get out?

*Aileen Fisher*



<sup>1</sup>who's not been about: who does not know anything

## MAKING CONNECTIONS

1. Put a tick (✓) against the correct answer.

a. Who pecks on the egg?

i. the chick inside it

☐

ii. the mother hen

☐

b. What comes out of the egg first?

i. the chick's leg

☐

ii. the chick's neck

☐

c. What does the chick want to do?

i. get out of the egg

☐

ii. go to the pond

☐

2. Describe the egg in the poem.

3. Find a word in the poem that rhymes with 'chick'.

4. Have you ever seen the nest of a bird? Where was it? What did it look like?

Discuss in the classroom.



## APPRECIATION

Read this sentence.

► Peck, peck, peck.

The word *peck* describes the sound of the chick poking the eggshell with its beak.



1. Look at the following pictures and the sounds they make. Can you think of some more sound words?



pitter patter



knock knock



hiss hiss



tick-tock



tring tring

2. Look at the pictures of some animals and birds given below and write down the sounds they make.

meow meow

woof woof

caw caw

moo moo

cheep cheep



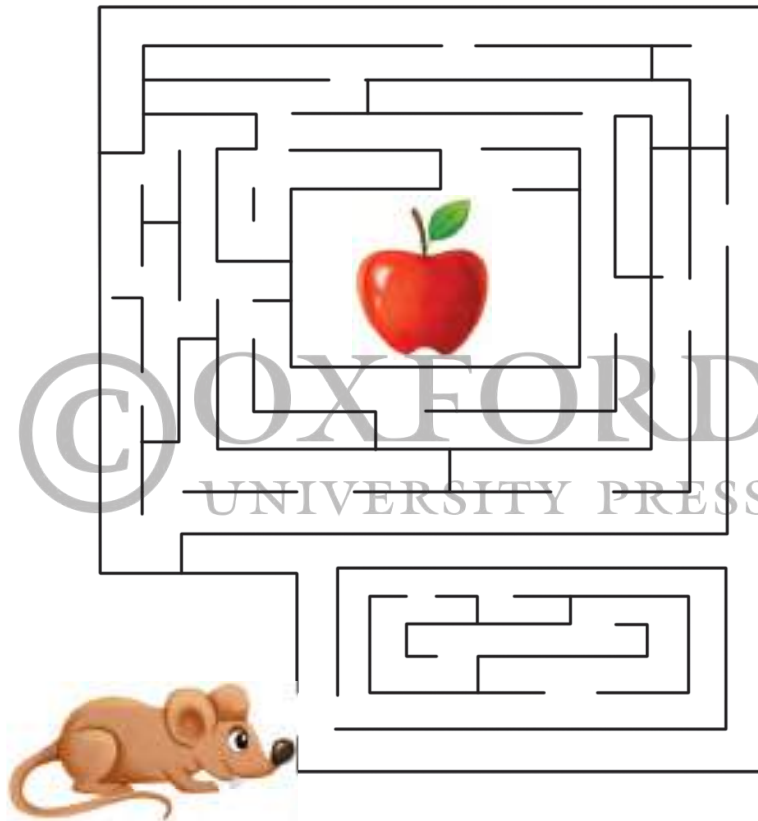


# The Tale of Miss Moppet

# 4



This mouse is hungry. Help him find the apple!



Now let's see whether Miss Moppet, the cat, will be able to catch the clever little mouse behind the cupboard!



This is a cat called Miss Moppet, she thinks she has heard a mouse!

This is the Mouse peeping out behind the cupboard, and making fun of Miss Moppet. He is not afraid of a kitten.

This is Miss Moppet jumping just too late; she misses the Mouse and hits her own head. She thinks it is a very hard cupboard!





The Mouse watches Miss Moppet from the top of the cupboard.

Miss Moppet ties up her head in a duster, and sits before the fire.

The Mouse thinks she is looking very ill. He comes sliding down the curtain.



Miss Moppet looks worse and worse.

The Mouse comes a little nearer.

Miss Moppet holds her poor head in her paws, and looks at him through a hole in the duster. The Mouse comes *very* close.

And then all of a sudden, Miss Moppet jumps upon the Mouse!

And because the Mouse has teased Miss Moppet; Miss Moppet thinks she will tease the Mouse which is not at all nice of her.

She ties him up in the duster, and tosses it about like a ball.



What does Miss Moppet tie the Mouse in?

But she forgot about that hole in the duster; and when she untied it, there was no Mouse!

He has wriggled out and run away and he is dancing a jig on the top of the cupboard!

*Beatrix Potter*

## MAKING CONNECTIONS

### Quick answers

1. Put a tick (✓) against the sentences that are true and a cross (✗) against those that are false.
  - a. Miss Moppet thinks she has heard a cockroach. ☐
  - b. The Mouse is making fun of Miss Moppet. ☐
  - c. Miss Moppet hits her own paw. ☐
  - d. The Mouse thinks Miss Moppet is looking very happy. ☐
  - e. Miss Moppet forgot about the hole in the duster. ☐

### Read, reflect and write

2. Why do you think the Mouse comes sliding down the curtain?
3. Why did Miss Moppet want to tease the Mouse?
4. How did the Mouse save himself from Miss Moppet?

### Integrate



5. Do you know that cats can see well in the night? There are many interesting facts about cats. Gather as much information as you can about cats. You can ask the elders at home, or in the neighbourhood, or a friend who has a cat!

## WORD WALL



Read these sentences.

- This is the Mouse *peeping* out behind the cupboard.
- This is Miss Moppet *jumping* too late.

*Peeping* and *jumping* are words that tell us what the Mouse and Miss Moppet are doing.

## 1. Fill in the blanks with the correct words given in the box below.

watching   sliding   packing   kicking   flying

- a. The Mouse comes \_\_\_\_\_ down the curtain.
- b. My father is \_\_\_\_\_ TV.
- c. The aeroplane is \_\_\_\_\_ high up in the sky.
- d. Rajiv plays with the ball by \_\_\_\_\_ it hard.
- e. Simi's mother is \_\_\_\_\_ a gift for the birthday party.

## Animals and their food

### 2. Miss Moppet is a cat. She likes to eat fish. What are some of the things other animals eat? Pick the correct words to complete the following sentences.

honey   leaves   grains   fish   bananas

- a. A giraffe likes to eat \_\_\_\_\_.
- b. A bear likes to eat \_\_\_\_\_.
- c. A hen likes to eat \_\_\_\_\_.
- d. A penguin likes to eat \_\_\_\_\_.
- e. A monkey likes to eat \_\_\_\_\_.



## GRAMMAR TIME

### *This and that*

*This* is a cupboard.

*That* is a cat.



We use *this* to talk about a thing that is close to us. We use *that* to talk about a thing that is far away from us.



### *These and those*

*These* are shoes.

*Those* are trees.



We use *these* to talk about many things that are close to us. We use *those* to talk about many things that are far away from us.



1. Put a tick (✓) against the correct answer.

a. (This/That/These/Those) is a tree.



b. (This/That/These/Those) are kittens.



c. (This/That/These/Those) are books.



d. (This/That/These/Those) is a pineapple.



e. (This/That/These/Those) is a house.



f. (This/That/These/Those) are pretty flowers.



g. (This/That/These/Those) are my pencils.



h. (This/That/These/Those) is your bottle.



i. (This/That/These/Those) is a sunflower.



## SAY IT RIGHT!

Read this sentence.

► Miss Moppet hits her *own* head.

We already know that sometimes the letters o and w make the /ow/ sound, as in the words cow, now and how.



In the sentence you just read, notice the sound /ow/ in the word *own*.

1. Listen to these words and repeat them after your teacher.



row grow arrow window show low

The letters o and w make a different sound when they are next to each other in some words such as *snow* and *bowl*.



2. Look at the pictures given below and write down two words that make the same /ow/ sound as in *own*.



a. \_\_\_\_\_



b. \_\_\_\_\_

LET US DO



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Look at this picture of Miss Moppet's house. There are many objects lying around in her house. Find the objects listed below and colour them in the picture.

a cat a banana a doll an apple a bowl a lamp

