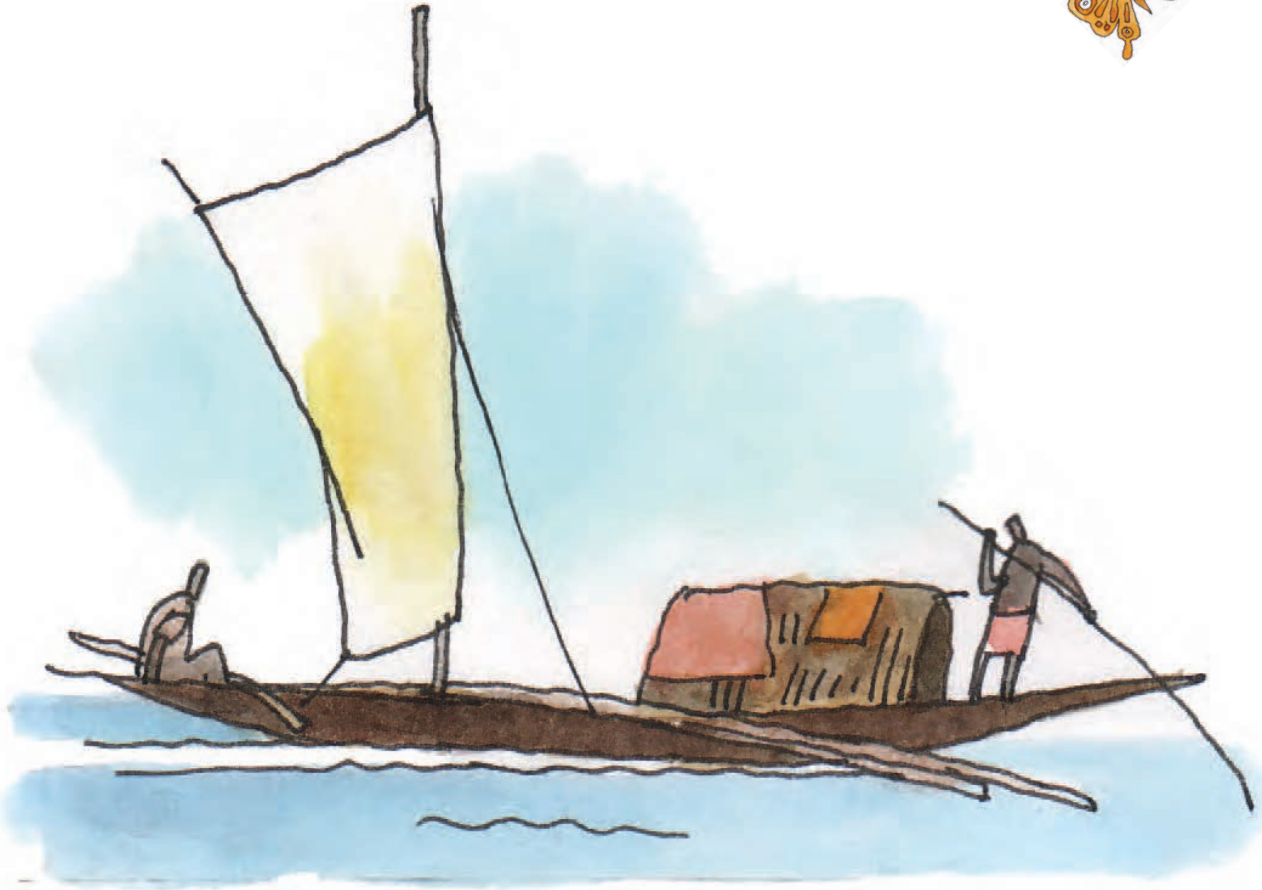




BUTTERFLY

English Textbook for Class III



Department of School Education (Govt. of W.B.)

&

West Bengal Board of Primary Education

**Department of School Education
Government of West Bengal
Bikash Bhavan, Salt Lake, Kolkata - 700 091**

**West Bengal Board of Primary Education
DK 7/1, Sector II
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Neither this book nor any keys, hints, comments, notes, meanings, connotations, annotations, answers and solutions by way of questions and answers or otherwise should be printed, published or sold without the prior approval in writing of the Director of School Education, West Bengal. Any person infringing this condition shall be liable to penalty under the West Bengal Nationalised Text Books Act, 1977.

According to the New Syllabus

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A MESSAGE FROM THE BOARD

The new English textbook for class III falls under a newly named series 'Butterfly'. This series is meant for the Primary level only. This book is thus named **Butterfly: A textbook for class III**. This book is based on the new curriculum and syllabus framed and recommended by the newly constituted 'Expert Committee' whose responsibility was to examine various aspects of the curriculum, syllabus as well as textbooks for Primary, Secondary and Higher Secondary courses formulated by the respective Boards. The textbook is in line with the vision of NCF-2005 and RTE Act, 2009. Innovatively designed, this series focuses on helping young learners to learn English as Second Language. The book encourages activity-based learning in a child-centric manner. The lively illustrations and activities with multiple levels of challenge make the book interesting and unique. The book aims to develop the four basic skills of language learning viz. listening, speaking, reading and writing in a well-graded manner. The units are woven around a specific theme that caters to various types of learners. We hope this new approach will help learners to develop and strengthen their language skills.

Teachers' guidelines appended at the end of the book help the teachers to enjoy their role as facilitators in the teaching-learning process.

A chosen group of educationists, teachers and subject experts worked hard to develop the textbook. We are grateful to them. The book has been illustrated by a renowned artist. We also thank him for his brilliant job.

Suggestions, views and comments to improve the book are welcome.

December, 2017
Acharya Prafulla Chandra Bhavan
DK-7/1, Sector II, Bidhannagar
Kolkata 700 091



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West Bengal Board
of
Primary Education**

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FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an 'Expert Committee' to review entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the primary level fall under a newly named series '**Butterfly**'. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act 2009. We have shifted from the conventional approach to a child-centric, activity-based approach to learning in this textbook, and the exercises for the learners have been designed accordingly. The vision of the great poet and educationist Rabindranath Tagore has been our major inspiration while doing the work. Rabindranath, in one of his lectures, exclaimed, 'I fled the classes which gave me instructions, but which did not inspire. One thing I have gained, a sensitivity of mind to the touch of life and nature'. We have tried to incorporate many new elements in the textbook to inspire our learners. The textbook ventures to link classroom experiences with life and nature. So we hope to supply our learners with enough materials to develop their sensitivity and provide a holistic viewpoint of life through the textbook. To make their learning joyful we had invited famous artists to illustrate the book. We hope this colourful and attractive book will be appreciated by all sections of the society. The textbook is woven around a specific theme. The theme for **Butterfly: English textbook for class III** is 'life around us'. A 'Teachers' Guidelines' is appended at the end of the book.

We thank the Primary Board, School Education department, Govt. of West Bengal and Paschim Banga Sarva Siksha Mission for their active support. The West Bengal Board of Primary Education is the academic authority of primary education in West Bengal. The committee appointed by the Board has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Education Minister Hon'ble Dr. Partha Chatterjee has enriched us with his views and comments. We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.

December, 2017
Bikash Bhavan,
5th Floor, Bidhannagar,
Kolkata- 700 091

Aweek Majumder
Chairman
Expert Committee
School Education Department
Govt. of West Bengal

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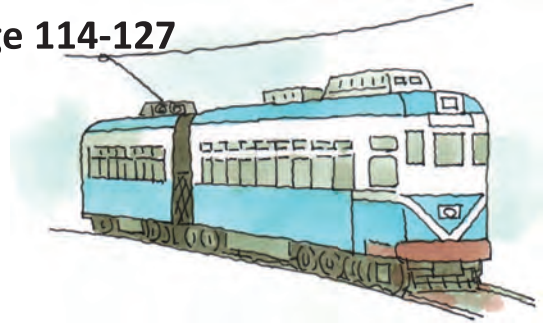
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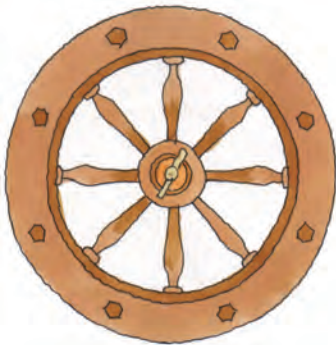


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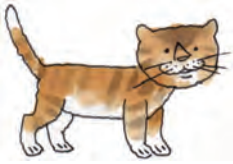
Revision Lesson



Let's do...

Activity 1

Let's look at the pictures and write the missing letters:



c _____



b _____



z _____ a



c _____ d



s _____ l



r _____ t



d _____ y



e _____ t

Activity 2

Let's arrange the letters given below to make meaningful words :

1. tam _____
2. grof _____
3. obko _____
4. toag _____
5. ilon _____
6. ylcec _____



Activity 3

Arrange these words in the order of a-z and write them in the space given below. The first two words are done for you :

cake, book, table, apple,
dog, fox, shirt, ox, goat,
pot, egg, lamb, hen, jug,
mat, rat, kite

(1) apple (2) book (3)

Activity 4

*In the help-box there are names of some **fruits** and **vegetables**. Now write the names of the vegetables in basket A and the names of the fruits in basket B. One is done for you :*

tomato



Basket A



Basket B

Help Box

apple, guava,
cabbage,
lemon,
banana,
potato, orange,
peas, grapes,
brinjal, onion,
tomato,
mango, litchi



Let's talk...

- Ask your friend which fruits and vegetables he/she likes.
- Tell your friend which fruits and vegetables you like.
- Which vegetables do you like to have in winter ?
- Which fruits do you like to have in summer ?

Activity 5

Some words are missing in the picture-story. Let's use words from the help box and complete the story :

The



_____ went for a walk. She saw a big



_____ fell heavily. But she had an



Help Box

rain, cloud,
girl, umbrella



My house

Activity 6

A. Let's look at the picture and match column A with column B:

A	B
1. There is a cat	hanging from the ceiling.
2. There is a table	on the table.
3. There are books	beside the table.
4. There is a fan	hanging on the wall.
5. There is a calendar	at the corner of the room.
6. There is a chair	under the bed.

B. Look at the picture on page 4 and complete the following sentences:

1. There is a curtain _____.
2. There are some pillows _____.
3. _____ on the backrest of the chair.
4. _____ on the mat.



Let's talk...

C. Let's tell the class what we see in the classroom. We may begin like this :

There is a blackboard.....



Let's do...

Activity 7

Let's fill in the blanks with am , is or are :

I _____ Mou. I _____ a girl. Ramen _____ my brother. Riya
_____ my sister. They _____ elder to me.

Activity 8

Let's fill in the blanks by using 'this' and 'these':

(1) _____ is a cat



and _____ are dogs.



(2) _____ is a flower



and _____ are leaves.



(3) _____ are birds



and _____ is an owl.



(4) _____ are ants



and _____ is a butterfly.



(5) _____ are children



and _____ is an old man.



Activity 9

Let's fill in the blanks with 'that' and 'those':

1. _____ is a boy and _____ are girls.
2. _____ is a tree and _____ are fruits.
3. _____ is a pond and _____ are ducks.
4. _____ are wickets and _____ is a cricket-ball.
5. _____ are hills and _____ is a river.

Activity 10(a)

Draw this picture by joining the numbers. Label the various parts of the body. You can use the help box:





Help Box

head,
fingers, toes,
throat, eye,
hair, leg,
foot, knee,
cheek

Activity 10(b)

Let's fill in the boxes :

Down : [1]



[3]



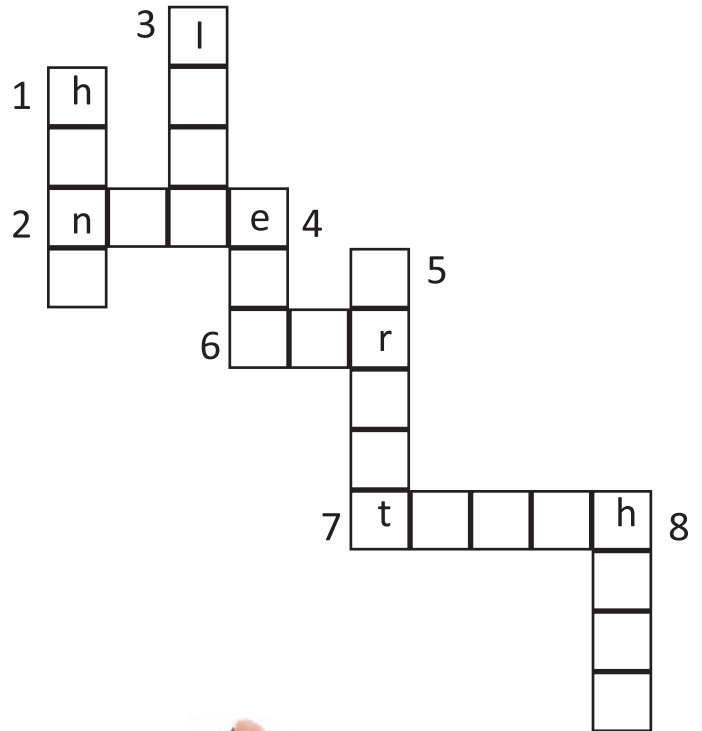
[4]



[5]



[8]



Across : [2]



[6]



[7]



Let's talk...

Ask your friend :

- What do you do with your eyes ?
- What do you do with your ears ?

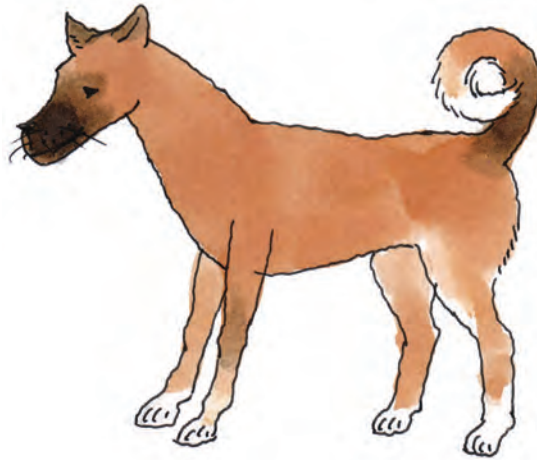
- What do you do with your nose ?
- What do you do with your legs ?
- What do you do with your tongue ?
- What do you do with your hands ?



Let's do...

Activity 11

Let's count and write :



A dog has _____ legs. It has _____ tail. It has _____ mouth and _____ ears. I love dogs.

Activity 12

Who am I?

Let's choose the names of the animals correctly from the help box and fill in the blanks :

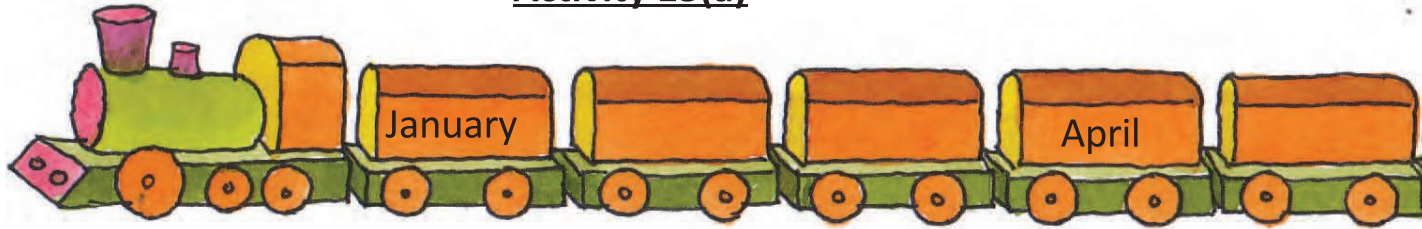
Help Box

1. I give milk. I have a long tail. I have horns. I am a _____.
2. I guard your house. I eat meat. I wag my tail. I am a _____.
3. I have a tail. I eat fish. I drink milk. I am a _____.
4. I have a tail. I eat grass. I can run fast. I am a _____.

dog,
cat,
cow,
horse



Activity 13(a)



Let's write the names of the appropriate months in the vacant compartments :

Activity 13(b)

*Place the names of the months according to the number of days in each.
One is done for you :*

28 or 29 days	30 days	31 days
		January

Activity 14 (a)

Let's underline the right answer :

- (1) I [have/has] a pet dog.
- (2) You [have/has] a nice pen.
- (3) Ravi [have/has] a cricket bat.
- (4) A butterfly [have/has] wings.
- (5) An elephant [have/has] a trunk.



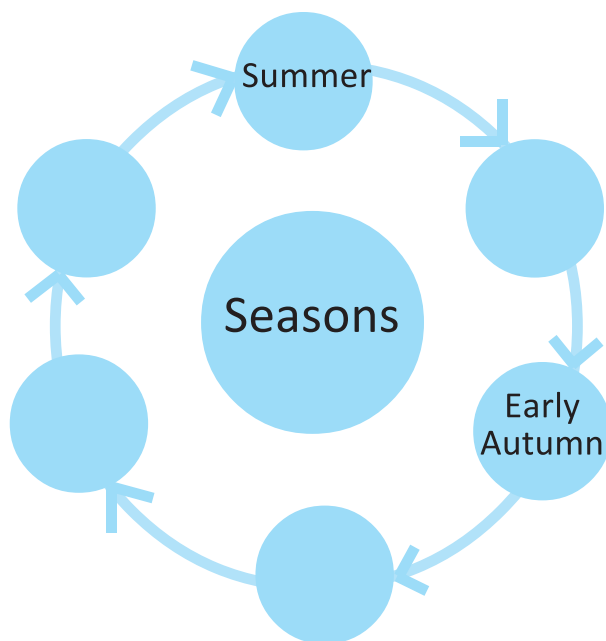
Activity 14 (b)

Let's fill in the blanks with 'has' or 'have' :

- (1) He _____ a red pencil.
- (2) We _____ a house.
- (3) Tanushri _____ a blue frock.
- (4) Birds _____ wings.
- (5) A lizard _____ a tail.

Activity 15

Write the names of the six seasons of West Bengal in the blank circles. Two are done for you:



Activity 16

Let's choose the right groups of words from the help-box and write them in the given spaces :

When do you

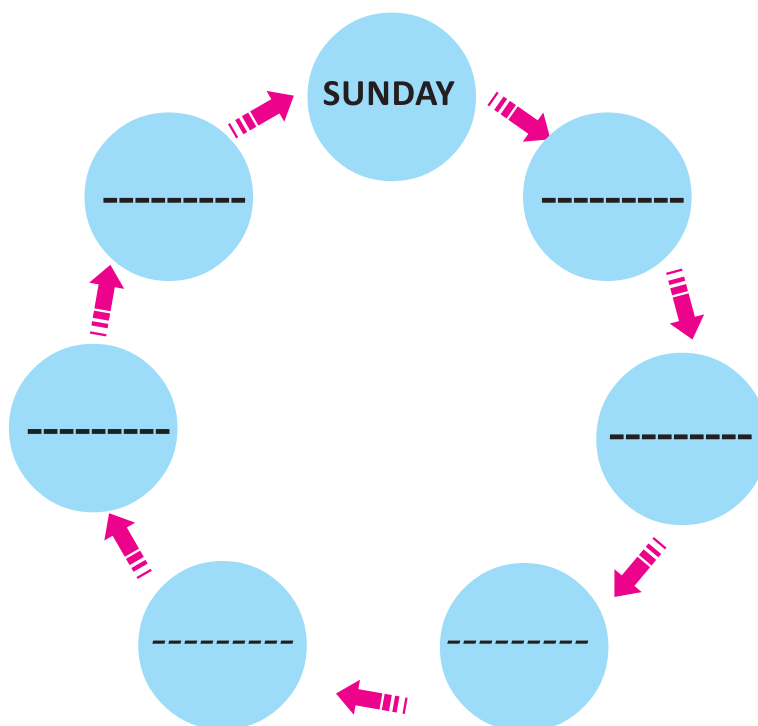
- see the sunrise? : _____
- see the moon? : _____
- see the sunset? : _____
- go to sleep? : _____
- go to school? : _____
- eat lunch? : _____
- see the stars? : _____
- go to play? : _____

Help Box

in the morning
in the afternoon
in the evening
at noon
at night

Activity 17

Fill in the empty spaces correctly. One is done for you:



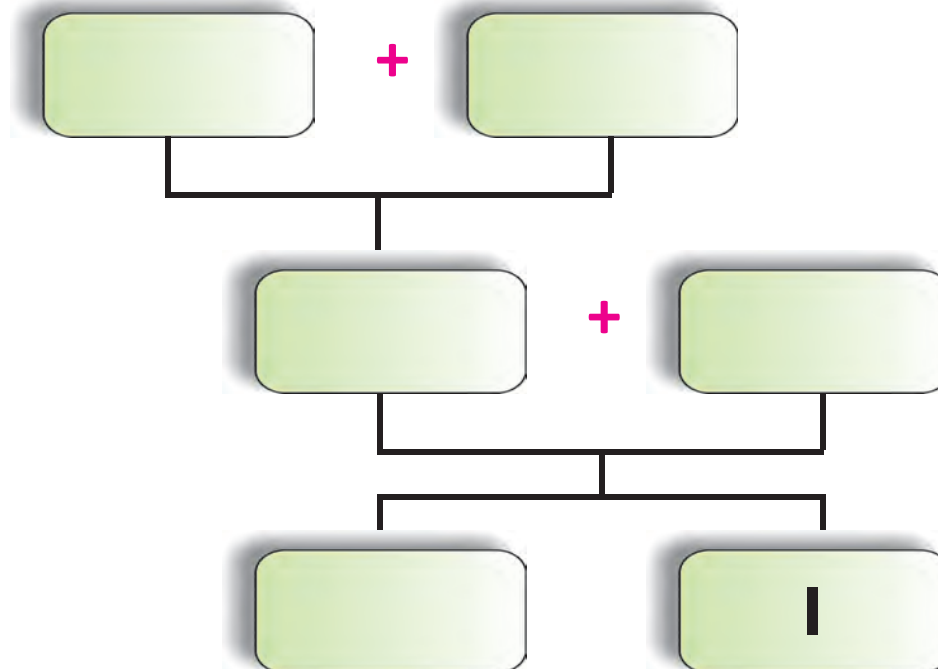
Activity 18

Let's arrange the words given below and make sentences :

1. Snoopy/ dog/ pet/ is/ my
2. loves/ eat/ It/ to/ biscuits
3. wags/ its/ tail/ It
4. can/ It/ fast/ run
5. with/ It/ me/ stays
6. looks/ The/ Snoopy/ doctor/ after

Activity 19

Let's look at the family-tree and fill up the boxes with words from the help box :



Help Box

mother, I,
grandfather,
father, sister,
grandmother

Activity 20

Let's fill in the blanks with the words given below:

red

black

green

brown

blue

1. The grass is _____.
2. The sky is _____.
3. The dog has _____ eyes.
4. The umbrella is _____.
5. The rose is _____.

Activity 21

Let's count and write in words :



+



= _____ little fingers



+



= _____ bananas



+



= _____ potatoes



It's rhyme time

Eight little fingers standing up tall,
Two little ears to hear mummy call;
One little nose that I can blow,
Ten little toes all in a row.
Two little thumbs that wiggle up and down,
Two little feet to stamp on the ground;
Hands to clap and eyes to see,
What fun it is to be just me!



Let's work together...

Which animal do you like the most ? Draw a picture of that animal. Show it to the class.

Lesson 1

My Friends



On your mark...

Work in groups. Ask your friends:

- Who are your friends? Name some of them.
- Do you have any pet?
- Do you love animals? Who are they?
- Which animals do you often see ?
- What do the animals do when you meet them?



Let's read :

Unit-I



Do you know this girl? She is Kajol. Kajol has many friends. She has many

friends in school. She loves all her friends very much. Some of her friends live far away. But some friends of Kajol live near her house.



Do you know who they are? They are Bholu the dog, Mini the cat, Ramu the sheep and Moti the cow. Bholu is very brave. Every morning, as he sees Kajol, he says, “Woof! Woof!” Kajol is not afraid of his bark. She carries biscuits for Bholu. Kajol loves Bholu. Bholu also loves Kajol. He **wags** his tail at her.

Mini, the cat, is very smart. Every morning, as she sees Kajol, she mews. She raises her paw and says, “Meow! Meow!” She loves Kajol. Kajol also loves Mini. She carries milk for Mini to drink.



Ramu, the sheep, is very **woolly**. Every day, as he sees Kajol, he bleats. He jumps and says, “Baa! Baa!” He loves Kajol. Kajol also loves Ramu. She carries green leaves for Ramu to **munch**.

Moti, the cow, is very gentle. Every morning, as she sees Kajol, she says, “Moo! Moo!” She nods her head. She loves Kajol. Kajol also loves Moti. She pats Moti on her back.



Who among her friends does Kajol love most?



Is it Bholu?



Is it Mini?



Is it Ramu?



Is it Moti?

Kajol loves all of them dearly.

Word Trove

wags : moves from side to side

woolly : soft like wool

munch : chew noisily



Let's do...

Activity 1

Match column A with column B to form meaningful sentences. One is done for you :

A		B
Bholu is		for Mini the cat
Kajol loves		is very woolly
Ramu the sheep		on her back
Kajol carries milk		all her friends dearly
Kajol pats Moti		a brave dog

Activity 2

Let's put [T] for true and [F] for false statements in the boxes:

1. Kajol has no friends. ☐
2. Mini is very smart. ☐
3. The cow moos as she sees Kajol. ☐
4. The sheep likes to drink milk. ☐
5. The dog barks and wags its tail. ☐
6. The sheep bleats and jumps. ☐

Activity 3

Let's match the animals with the sounds they produce:

Animals

Sounds



moo



bark



mew



bleat



Let's talk...

Let's have a game of quiz.

Do you know...

- Which animal gives us milk?
- Which animal catches mice?
- Which animal gives us wool?
- Which animal pulls carts?
- Which animal guards our houses?
- Which animal eats grass?
- What do the dogs eat?
- Who gives us eggs?



Let's read: Animals live all around us. Some animals live in forests. They are called wild animals. Some animals live with us. We call them domestic animals. Some animals live in our houses. We call them pets. They help us in many ways.

Dogs guard our houses. Cats catch mice. Cows give us milk. Hens and ducks give us eggs. Sheep give us wool. Bullocks pull carts and plough the field. Camels and donkeys carry heavy burden.



Let's do...

Activity 4

Who am I?

1. I live in your home. I guard your house.

Who am I?

I am _____

2. I give you milk. I say 'Moo! Moo!'

Who am I?

3. I give you eggs. I can swim.

Who am I?

4. I pull the carts. I plough the fields.

Who am I?

Activity 5

Let's put [T] for true and [F] for false statements in the boxes:

- | | |
|-------------------------------|--------------------------|
| 1. Pets live in forests. | <input type="checkbox"/> |
| 2. Hens give us eggs. | <input type="checkbox"/> |
| 3. Camels kill mice. | <input type="checkbox"/> |
| 4. Dogs guard our houses. | <input type="checkbox"/> |
| 5. Bullocks give us wool. | <input type="checkbox"/> |
| 6. Pets help us in many ways. | <input type="checkbox"/> |



Let's read:

All animals are different from one another. They eat different kinds of food. They make different sounds. Their young ones have different names.

Animals like cows, goats, sheep and horses eat grass and plants. Dogs eat meat, fish and even rice and bread. Cats eat fish and drink milk. All animals drink water.



We call a baby dog a puppy. The baby cat is called a kitten. A calf is the baby of a cow and a colt is the baby of a horse. The baby sheep is called a lamb while the baby goat is called a kid. The baby duck is called a duckling and the baby hen is called a chick.

The sounds of the animals are varied as well. Dogs bark, cats mew, cows moo, sheep bleat, donkeys bray and horses neigh. All these animals are different in nature. But they are our friends.



Let's do...

Activity 6

Let's match the animals with their babies:

Animals

dog
goat
cat
hen
horse
sheep
cow

Baby animals

kitten
calf
chick
kid
puppy
colt
lamb

Activity 7

Let's arrange these letters in the right order. These are the names of babies of animals:

1. bmal
2. dik.....
3. kchic.....
4. ypupp.....
5. falc.....
6. kcudling.....
7. tloc.....
8. niktet.....

Activity 8

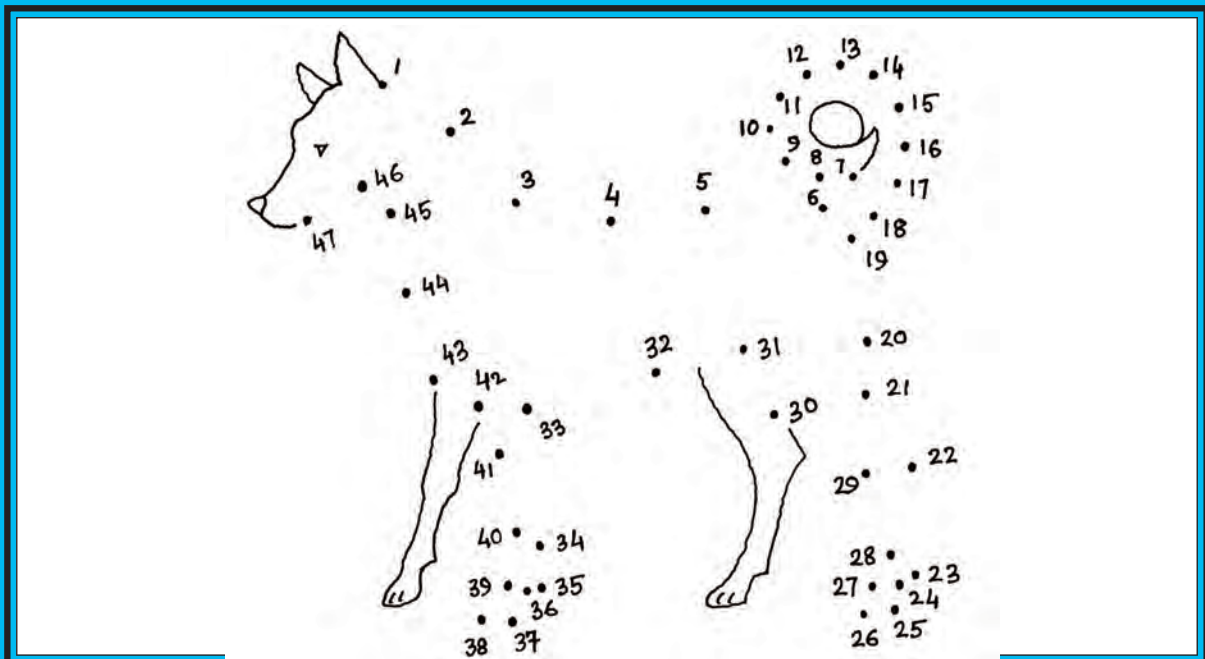
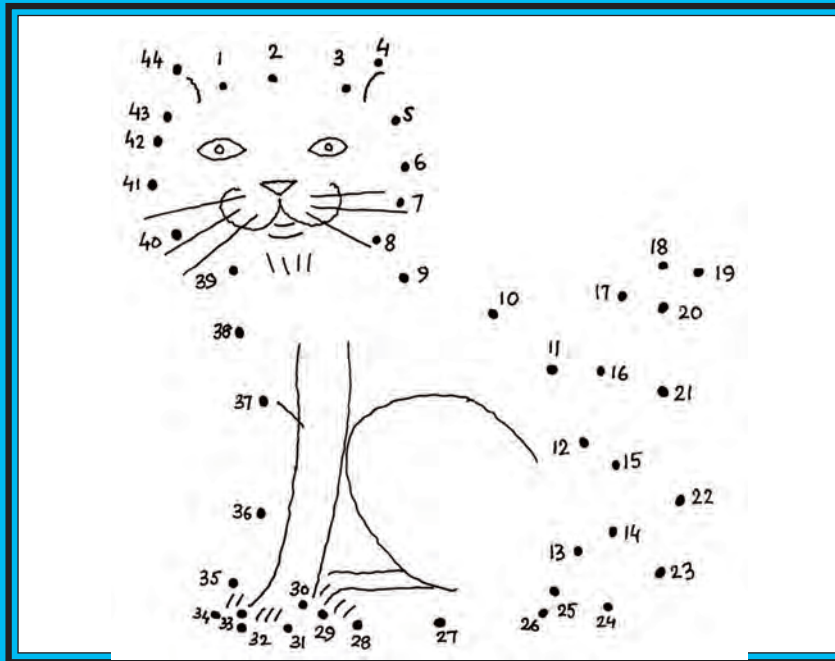
Complete the sentences with the appropriate sounds of animals. One is done for you:

1. A dogbarks.....but a cat.....
2. A cowbut a horse.....
3. A donkey.....but a sheep.....



Activity 9

Do you know who these animals are? Draw the animals by joining the dots. Colour them. Write down their names beside the pictures.



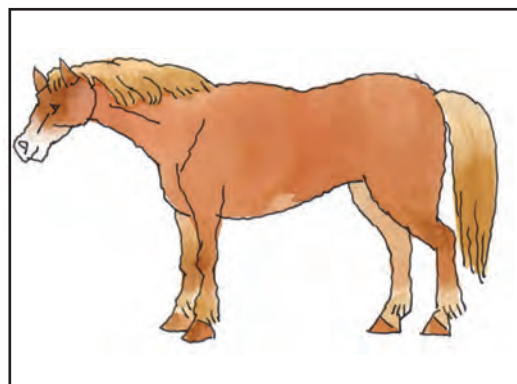
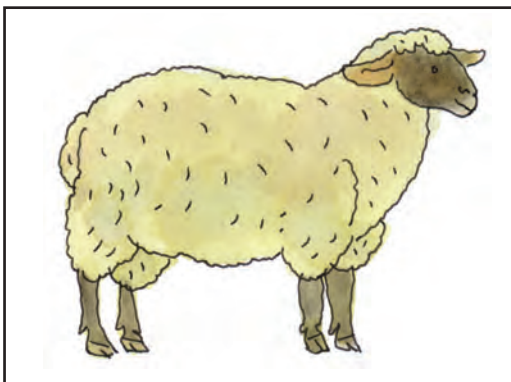
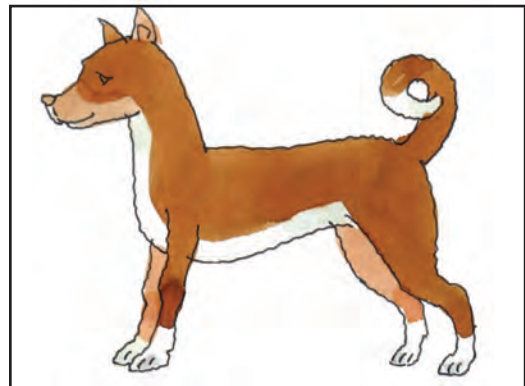
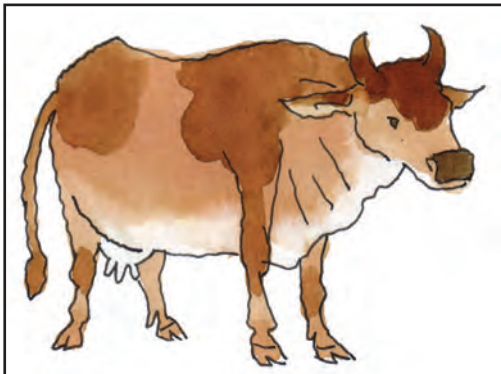


Let's talk...

Let's look at the pictures of the animals. Now tell your friends...

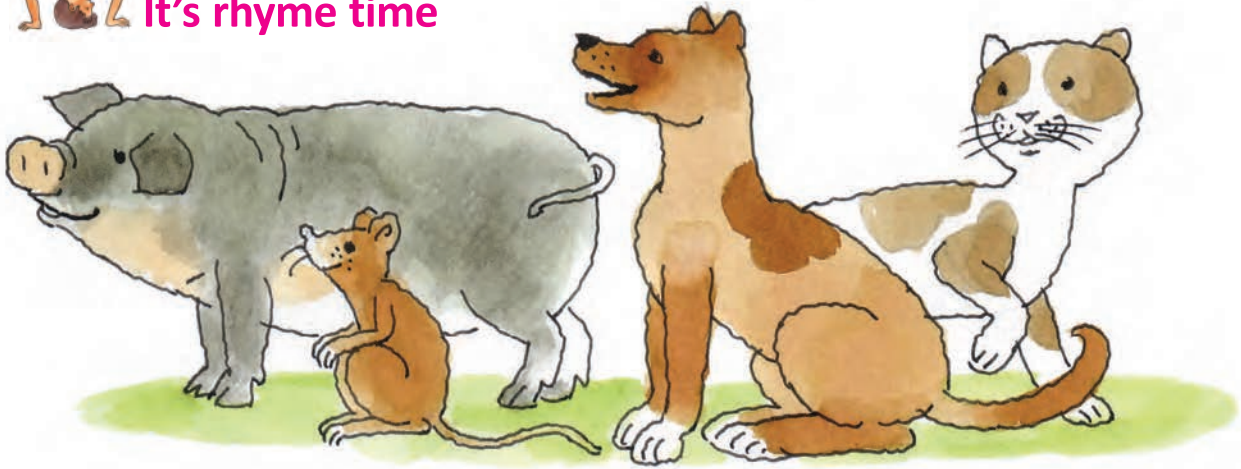
- the name of the animal
- what it eats
- the sound it makes
- the name of its baby

It is a dog.
It eats ...





It's rhyme time



Bow, wow, says the dog,
Mew, mew, says the cat,

Grunt, grunt, goes the hog,
And squeak goes the rat.



Tu-whu says the owl,
Caw, caw, says the crow,

Quack, quack, says the duck,
And what the sparrow says, you know!





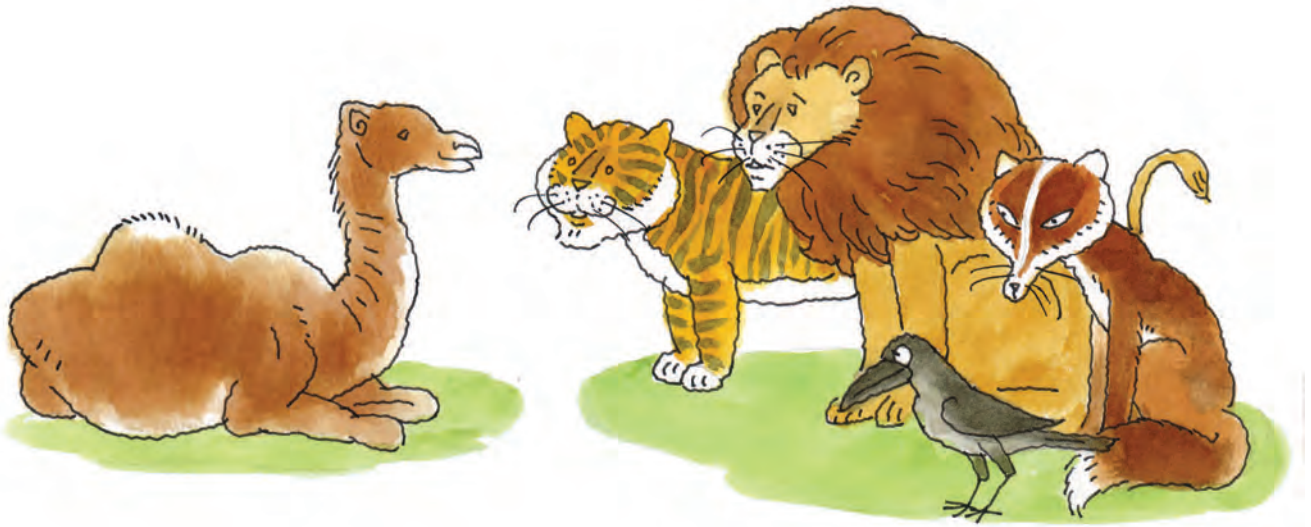
Unit -II

Let's read again:

The Wily Followers

Once a strong and big lion ruled over a large forest. He had three **wily** followers. They were the crow, the jackal and the tiger. They stayed with the lion king and praised him all the time. The lion used to go out for hunting. He used to hunt down an animal everyday and eat it. Then the followers would eat the leftovers.

One day, the followers of the lion saw a camel. They had never seen a camel before. The followers made friends with the camel. They invited him to meet the lion.



So, the camel came to the cave of the lion. The **hump** of the camel attracted even the lion. So he said, "Welcome, my friend; you can stay with us in this cave."

“Thank you, Your **Majesty**. I will forever be your faithful follower,” said the camel.

The lion, the tiger, the jackal, the crow and the camel thus lived happily in the lion’s cave.

One day the lion fell ill. He could no longer go out to hunt. The tiger, the jackal and the crow were too **lazy** to find food. So they all remained without food. They became weak and thin. Only the camel became fat. He ate grass, leaves and fruits. The hot summer could not make him weak.

Word Trove

wily	:	cunning
hump	:	a large lump on the back of an animal
Majesty	:	title used when speaking about a king
lazy	:	unwilling to work



Let’s do...

Activity 10

Let’s put [T] for true and [F] for false statements in the boxes:

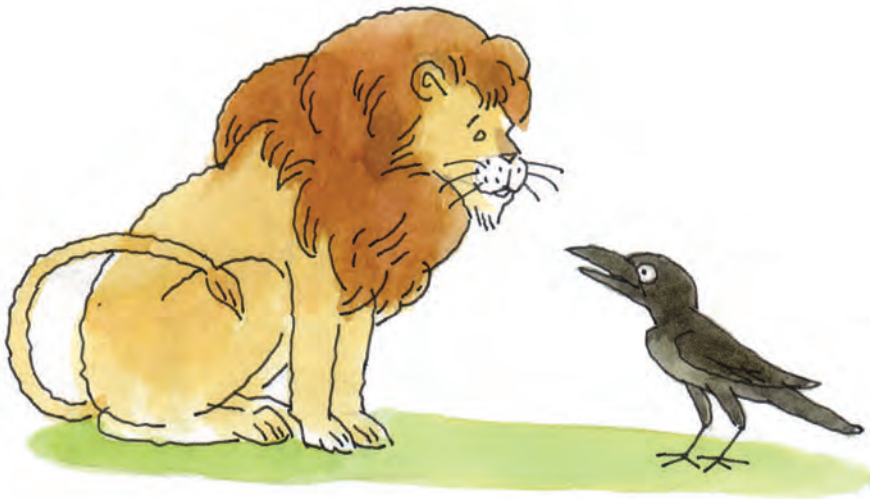
1. The lion had four followers. ☐
2. The tiger, the crow and the jackal had never seen a camel before. ☐
3. The lion invited the camel to stay with them. ☐
4. The tiger, the camel and the jackal were lazy. ☐
5. The hot summer could not make the camel weak. ☐



Let's read again:

The three wily friends were very angry. The crow said to the jackal, "This camel is fat and large. He can be our food for a week."

The jackal agreed. So did the tiger. Then the crow went to the lion and said, "Your Majesty, we cannot see you dying of hunger and weakness. We cannot find food for you. Please eat me."



The lion said, "Oh no! Dear crow, you served me for so many years. I cannot eat you."

Then the jackal said, "Please eat me, your Majesty." But the lion **refused**.

Then the tiger said, "My life is yours. Please eat me." The lion refused again. The foolish camel thought he should make the same offer. So he said, "Your Majesty, please let me give my life to you."

The lion and the tiger immediately **pounced** on the camel. Then the four animals had a grand meal.

But the lion lost a faithful follower forever.

[Adapted from the stories of *Hitopadesha*]

Word Trove

refused : did not accept

pounced : suddenly attacked



Let's do...

Activity 11

Let's answer the following questions:

1. Which animal was fat and large?

2. Which animals went to the lion?

3. Why did the lion refuse to eat the crow?

4. Who pounced on the camel?

5. Who were the wily followers?

Activity 12

Let's choose the right word and fill in the blanks:

1. Insects _____ [can/cannot] crawl on the wall.

2. Children _____ [can/cannot] walk on their heads.

3. A lion _____ [can/cannot] eat grass.

4. We _____ [can/cannot] walk on water.

5. I _____ [can/cannot] write English.



Let's learn...

One and Many

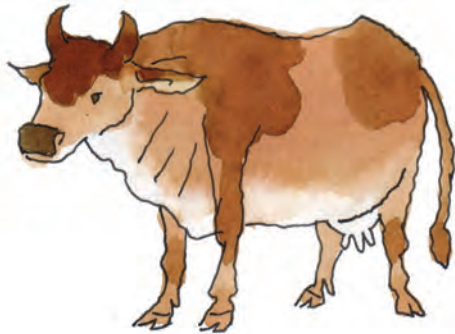
Look at the pictures. Let's spot the changes:



a cat



two cats



a cow



three cows



an egg



many eggs

Activity 13

Now let's fill in the chart:

one	many
goat	goats
camel
donkey
book
girl
boy
pencil
.....	dogs

Activity 14

Let's underline the right answer:

1. A cow has four [leg / legs].
2. A dog has one [tail / tails].
3. I have five [finger/fingers] in my left hand.
4. There are many [fruit/ fruits] in the basket.

Activity 15

The cards are not in order. Let's rearrange them to form meaningful sentences:

1.

bread

eat

Dogs

meat

and

2.

animals

Tigers

flesh

eat

of

3.

cannot

their

get

Pets

food

own

4.

eat

Animals

of

different

kinds

food

5.

leaves

grass

animals

eat

Some

and

Activity 16

Write five sentences about an animal you like the most. Use the hints mentioned below:

- name of the animal.
- its food habit.
- the sound it makes.
- name of its babies.
- your reason for loving it.



Let's work together...

Making a Mask

Things you need:

Art paper; crayons or colour pencils; string; scissors; glue.

Method:

- Take a piece of art paper, 8-10 inches long and 6-8 inches wide.
- Draw the face of any animal, such as a tiger, lion, camel or jackal.
- Colour the picture with crayons.
- Cut the eyes out.
- Take a 3-inch piece of art paper.
- Fold it into a conical shape.
- Fix it to the position of the animal's nose with glue.
- Make a hole at each end.
- Tie the two sides with a string.
- Your mask is now ready.
- Wear it and make the sound of the animal whose mask you have made.
- Discuss with your friends about the food habits of the animal whose mask you are wearing.



Lesson 2

Animal Meeting



On your mark...



- Look at the picture. Do you know the names of all these animals ?
- Where do you generally find these animals?
- Can you say a few words about each of these animals?



Let's read:

Once upon a time, some wild animals decided to hold a meeting. Animals came from all over the world to attend this meeting. The lion came from Africa, the tiger from India and the polar bear from Siberia. Many other animals came from faraway countries. As the lion is the king of the beasts, he **conducted** the meeting.

Lion (roars)- Welcome, dear friends. We are here to share our problems.

Tiger (roars)- Hello! I am from India. In our country, men are destroying the forests. So we have nowhere to live.

Lioness (roars)- How **terrible**!

Tigress (roars)- Besides, men are also hunting deer. It is our main food. So it is difficult for us to find food nowadays.



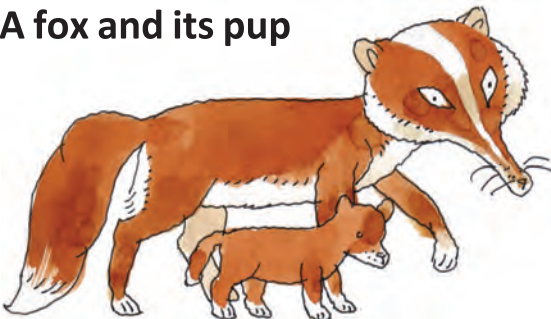
A lion and its cub

Tiger (roars)- Men are also killing us for our beautiful skin, our bones, claws and teeth. There is only a **handful** of tigers left in our forests.

Gorilla (gibbers)- I am from the Congo basin. We also have a similar problem. Our rainforests are vanishing fast.

Polar Bear (growls)- We have a different problem though.

A fox and its pup

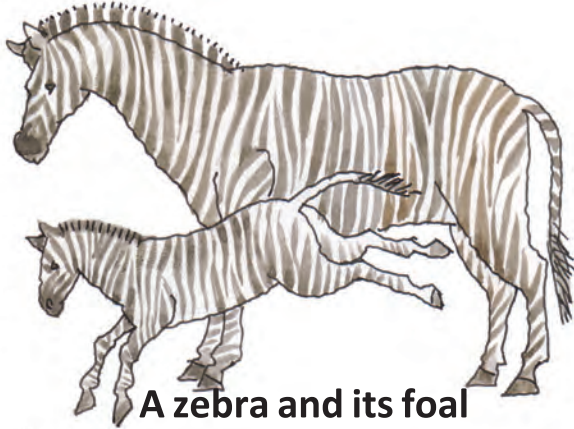


Fox (barks) Tell us about it, Mr. Polar Bear.

Polar Bear (growls)- The temperature of the earth is rising **gradually**. This is called global warming. It is our main problem.

Zebra (brays) - But how does global warming **affect** you ?

Polar Bear (growls)- It melts the ice. It makes the climate warmer. We cannot **survive** in such conditions.



A zebra and its foal

Giraffe - But who is responsible for this global warming?

Vulture (screams)- Who else, but men!

Crocodile - Men also pollute water. Water pollution kills the fishes in the river. So we cannot find enough food.

Snake (hisses)- Men kill us out of fear.

They think we are harmful.

Deer - But your bite is poisonous. It can really kill a man.

Snake (hisses)- But I only bite to protect myself. Besides, my poison is very valuable. Men use my poison for making medicines.

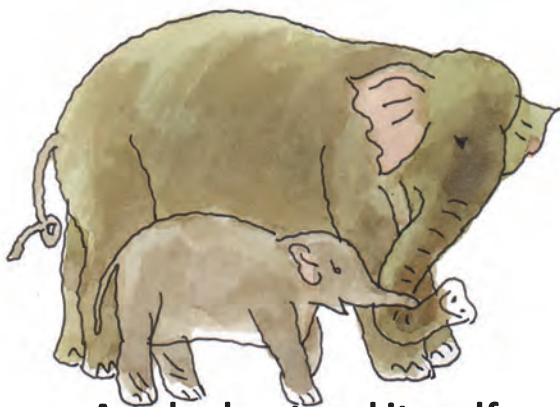
Elephant (trumpets)- So men are responsible for our problems!



A deer and its fawn

Lion (roars)- This earth is our home too. They must give us a chance to live in it.

All the animals together - O Lord ! Give men good sense. Make them kind. Teach them to share the earth with us peacefully.



An elephant and its calf

Word Trove

conducted	: led, guided
terrible	: fearful
handful	: a few
gradually	: slowly
affect	: influence
survive	: to be alive



Let's do...

Activity - 1

Let's underline the correct alternatives:

- The polar bear can live in moist/icy cold/hot conditions.
- The lion/tiger/elephant is the king of the beasts.
- The tiger lives in the forest/city/desert.
- Global warming is created by men/polar bears/vultures.
- The tallest animal of the group is the giraffe/deer/zebra.

Activity -2

Let's answer the following questions:

- Which animal is the common food of tigers ?
- Where is the gorilla from ?
- What causes the ice to melt?
- Which animal is poisonous ?
- Who is responsible for the problems of the animals ?

Activity - 3

Match the wild animals in column A with their babies in column B. One is done for you:

A	B
a. lion	cub
b. elephant	foal
c. deer	pup
d. fox	fawn
e. zebra	calf

Activity - 4

Fill in the blanks with the sounds made by each of the animals. Use the words given in the help box:

- a. A lion _____
- b. A bear _____
- c. A fox _____
- d. An elephant _____
- e. A snake _____
- f. A vulture _____

Help Box

screams
howls
roars
growls
trumpets
hisses



Let's learn...

Male	Female
stag (deer)	hind
bull elephant	cow elephant
tiger	tigress
fox	vixen
boar (wild pig)	sow
horse	mare



Let's talk...

Ask your friend :

- What is a female horse called ?
- What is a male elephant called ?
- What is a female tiger called ?
- What is a male deer called ?
- What is a female fox called ?
- What is a male wild pig called ?



Let's do...

Activity - 5

Look at the picture of a lion and a tiger. Write three sentences each about these animals. You may use the following words:

mane, stripes, colour, paws, tail, roar, powerful

The lion is the king of animals. It is very powerful. It has _____



The tiger is a wild animal. It _____

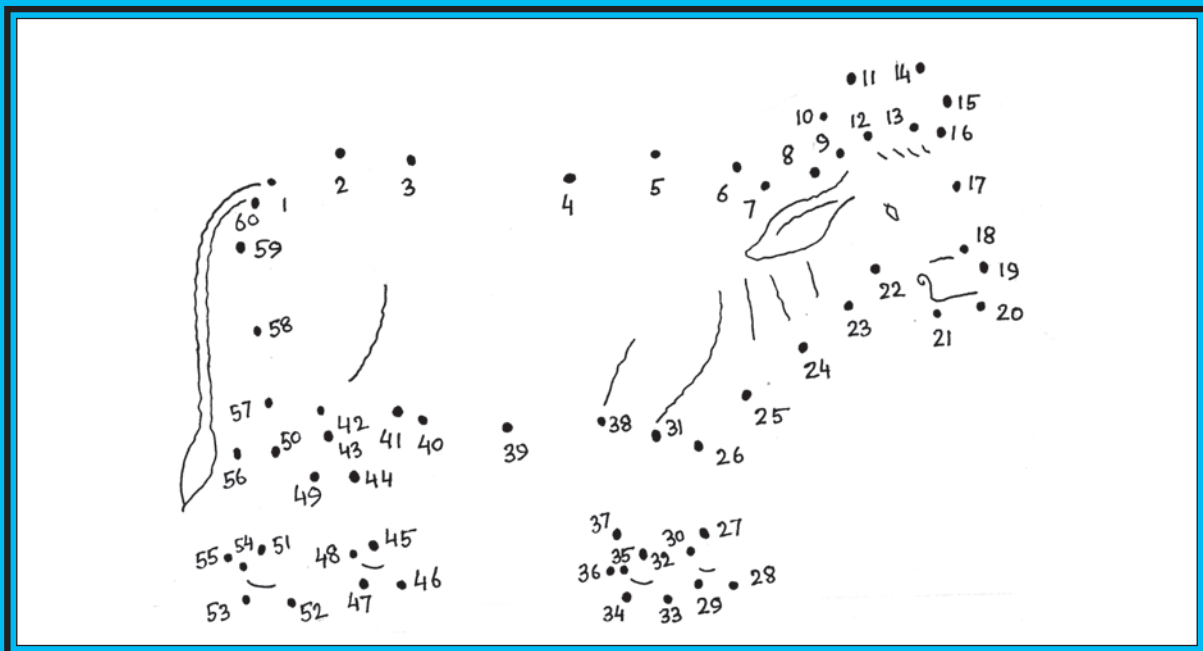
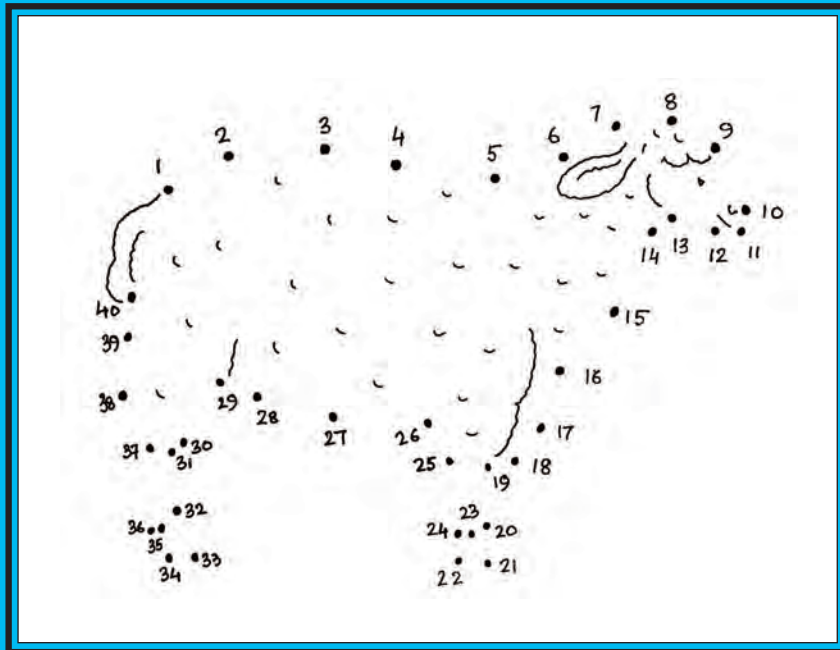


Let's work together...

Things you need -

- wax crayons
- colour pencils
- marker pen

Draw a sheep and a cow by joining the dots on page 43. Colour the animals. Label the body parts of the animals.



Lesson 3

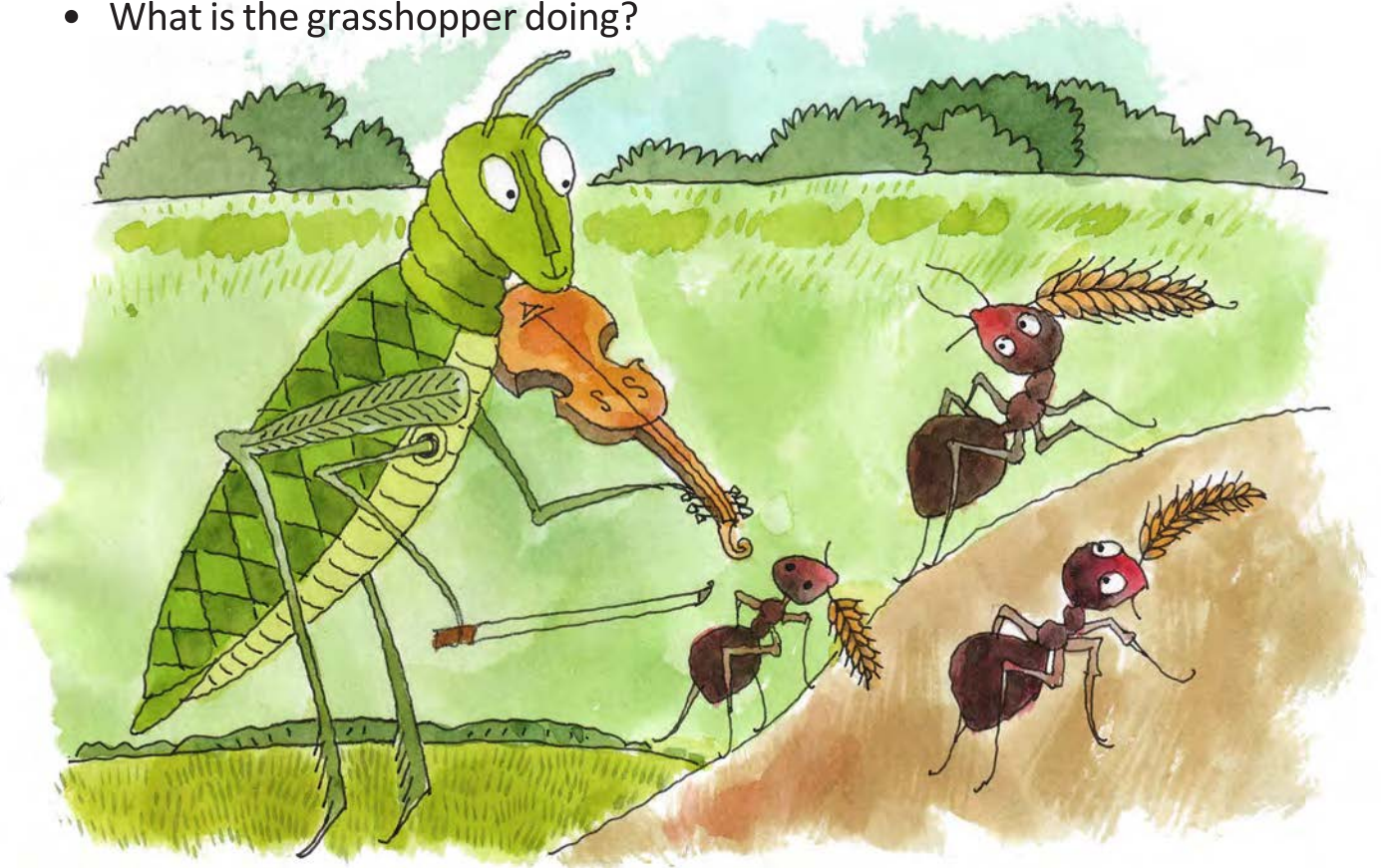
The Grasshopper and the Ants



On your mark...

Look at the picture.

- What creatures do you see here?
- Where do you find them?
- How many ants are there in the picture?
- What is the grasshopper doing?





Let's read:

Unit -I

One summer's day a grasshopper was **hopping** about in a field. He was chirping and singing merrily. A group of ants walked past him. They carried **plump** seeds of corn.

"Where are you going with those **heavy** things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill. This is the **third** seed I am carrying today."

"Why are you working so hard? Why don't you come and sing with me?" said the grasshopper.

"We are helping to store food for winter. You should also do the same," said the ant.

"Winter is far away.

It is a **lovely** day to play,"

sang the grasshopper.



But the ants went on their way. They continued with their **hard** work.

The weather soon turned **cold**. A **thick white blanket** of snow covered all the food lying in the field. The grasshopper could not find any food.

He went to the ants' hill. He saw that the ants had stored enough food for winter. He begged them for something to eat.

"What!" cried the ants in surprise, "Haven't you stored anything for the winter? What were you doing all summer?"

"I didn't have time to store any food," said the grasshopper; "I was so **busy** playing music."

The ants shook their heads in disgust. They turned their backs on the grasshopper and went on with their work.

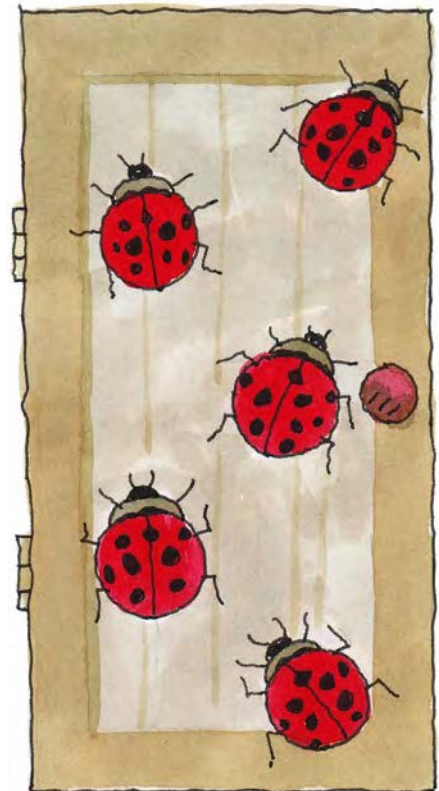
*[Adapted from **Aesop's Fables**]*

Word Trove

hopping: jumping

plump: fleshy

blanket : cover





Let's do...

ACTIVITY 1

Let's underline the correct answer:

- a. The grasshopper was hopping about in a [1] summer's [2] winter's [3] autumn day.
- b. The ants carried [1] fruits [2] corn [3] leaves.
- c. In winter the weather turned [1] hot [2] cold [3] wet.
- d. Snow is [1] white [2] green [3] brown.
- e. The grasshopper spent the summer [1] playing music [2] begging [3] working.

ACTIVITY 2

Let's match column A with column B to make meaningful words:

A	B
Grass	ter
Win	sic
Blan	prise
Sur	hopper
Mu	ket

ACTIVITY 3

*Let's fill in the blanks with the **red**-coloured describing words in the story:*

- a. The bag is very.....
- b. The grasshopper was playing music.
- c. In winter we use a blanket.
- d. Ice is
- e. She has a smile.

ACTIVITY 4

Let's arrange the following words in alphabetical order:

summer, winter, weather, hill, ant, cold, busy, music, field, snow.

1. ant

2.

3.

4.

5.

6.

7.

8.

9.

10.



Let's talk...

Ask your friend:

- a. Which insect can bite?
- b. Which insect can fly?
- c. Which insect lives in a group?
- d. Which insect is green in colour?
- e. Which insect moves in a row?



Let's read:

Unit -II

The Amazing World of Insects

We find insects everywhere – in the gardens, houses and trees. They are also present beneath the soil, in air and in water. Some insects live in shelters of their own. Honeybees build beehives and live in them. They also store honey there.

Insects feed on a number of things. Some insects even eat other insects or dead animals. Some insects, like ants, also eat leaves of plants.



A butterfly is the most beautiful insect. It has bright, colourful wings. It sucks nectar from flowers.

Mosquito is a harmful insect. It sucks blood from animals and human beings. Some mosquitoes also spread malaria.

The housefly is another harmful insect. It spreads diseases like typhoid, cholera and dysentery.

The glow-worm is an insect that glows brightly. Its **glow** can be seen clearly in the darkness. That is why it is different from other insects.

The grasshopper can jump for short distances. It makes a **strange** sound by rubbing the row of pegs on its back leg.

Most insects have wings. Again, some insects have **tentacles**, stings and claws.

Word Trove

- glow** : light from an object
strange : uncommon
tentacles : long, thin part of the body of some insects.



Let's do...

ACTIVITY 5

Have you ever seen these insects? Identify the insects with the help of their names given below:

honeybee, wasp, bedbug, cricket, cockroach, dragonfly











It's rhyme time

Incy Wincy Spider
Climbed up the water spout;
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain;
So Incy Wincy Spider
Climbed up the spout again.



Let's do...

ACTIVITY 6

Who am I ?

a. I live with my friends in a hive. I store honey. Who am I?

b. I work very hard. I store food for the future. Who am I?

c. I suck the blood of animals. I spread malaria. Who am I?

d. I am very small. I glow brightly in the darkness. Who am I?

e. I have colourful wings. I suck nectar from flowers. Who am I?

ACTIVITY 7

Let's write four sentences about a wasp with the help of the following words.

common, yellow, sharp sting, four wings, buzzing sound, wasp hive.

You may begin like this: The wasp is a common insect. It is yellow in colour.
It has _____



Let's work together...

Make a list of all the insects you see around you.

Prepare a poster with the pictures of all the insects in your list.

Lesson 4

Know Your Birds



On your mark...



Let's talk...

Ask your partner :

- Who can fly in the sky?



- Who has feathers?



- Who has a beak?



Let's read:

The Peacock and the Crane



Once upon a time, a peacock lived in a forest beside a lake. He was very proud of his beauty. Every day he used to go to the lake. There he looked at

his own reflection in the water. “Oh ! What a beautiful bird am I ! My feathers and wings are so beautiful!” he used to say to himself.

One day, a crane came to live by the lake. The peacock saw the crane. He murmured, “A new visitor is here to stay. I must go and introduce myself to him”. So, the peacock walked to the lake. The crane was busy there. He was catching fish for lunch.

The proud peacock spread out his colourful feathers for display. Then he said to the crane, “Hello, Mr. Crane! Welcome to the forest. I am your neighbour.”

“Thank you so much, Mr. Peacock,” the crane said.

The peacock then mocked at the crane, “Why do you have such colourless feathers? You look so ordinary!”

The crane replied, “Yes. I don’t have beautiful feathers and wings like yours. But I can fly across the lake with the help of my wings. Can your feathers help you to fly?” There was no reply from the peacock. He felt ashamed and went away.

Word Trove

murmured : said in a very low voice

introduce : make known

neighbour : someone living next door

mocked : made fun of



Let's do...

Activity 1

Put [T] for true and [F] for false statements in the given boxes. One is done for you:

1. The crane was catching frogs for lunch.
2. The peacock lived by the side of a river.
3. The feathers of the crane were colourless.
4. The peacock was sorry for his beauty.
5. The crane came to live by the lake.
6. The peacock felt ashamed at last.

F

Activity 2

Fill in the blanks with the words in the help box. One is done for you:

1. The peacock felt very proud of his beauty.
2. The peacock _____ in a forest.
3. The crane _____ him a good lesson.
4. The peacock _____ at the crane.
5. The peacock _____ away ashamed.
6. The peacock _____ a crane in the lake by chance.

Help box

lived
felt
met
mocked
taught
went

Activity 3

Now look again at the sentences in Activity 2. Put them in correct order to frame a story:

1. The peacock lived in a forest.
2. _____
3. _____
4. _____
5. _____
6. The peacock went away ashamed.

Activity 4

*A. In the text you will find some underlined words. Some of them end with '**-ed**' and some of them end without '**-ed**'. Make a list of them. One is done for you:*

Words ending with ' -ed '	Words ending without ' -ed '
1. looked	1. came
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

**B. Write six words of your own. Remember, the words should end with '-ed'.
One has been done for you :**

1. helped _____
2. _____
3. _____
4. _____
5. _____
6. _____



Let's learn...

A weaver bird can weave a nest.



An owl can see at night.



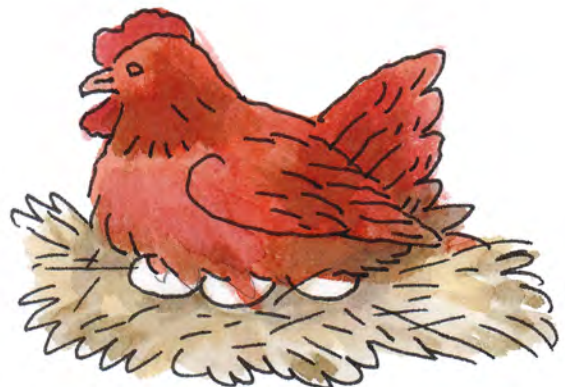
A vulture can fly very high in the sky.

A cuckoo can sing sweet notes.



A peacock can dance in the rain.

A hen can lay eggs.





Look at the chart below. Work in groups. Frame as many sentences as you can. One has been done for you :

I can dance well.



Activity 6

Dimpy's friend is waiting for her in the pond. Let's join the dots from a to z, to know who she is:





Let's learn...

Let's know how each bird cries :

Owls **hoot**

Crows **caw**

Ducks **quack**

Parrots **talk**

Sparrows **chirp**

Cocks **crow**

Pigeons **coo**



Let's read:



I am an eagle.
I eat snake, hare,
squirrel and fish.



I am a duck.
I eat tiny water-
plants and animals.



I am a bulbul.
I eat berries and insects.



I am a hornbill.
I eat lizard, fruits and
small insects.



I am an egret.
I eat fish.



I am a mynah.
I eat fruits, grains
and grasshoppers.



Let's do...

Activity 7

Let's tick (✓) the correct answer:

1. A duck eats (a) tiny water animals ☐ (b) fruits ☐.
2. An egret eats (a) hares ☐ (b) fish ☐.
3. A hornbill eats (a) lizards ☐ (b) water plants ☐.
4. An eagle eats (a) hares ☐ (b) fruits ☐.
5. A mynah eats (a) grasshoppers ☐ (b) snakes ☐.
6. A bulbul eats (a) squirrels ☐ (b) insects ☐.

Activity 8

Let's find the names of these birds from the help box :

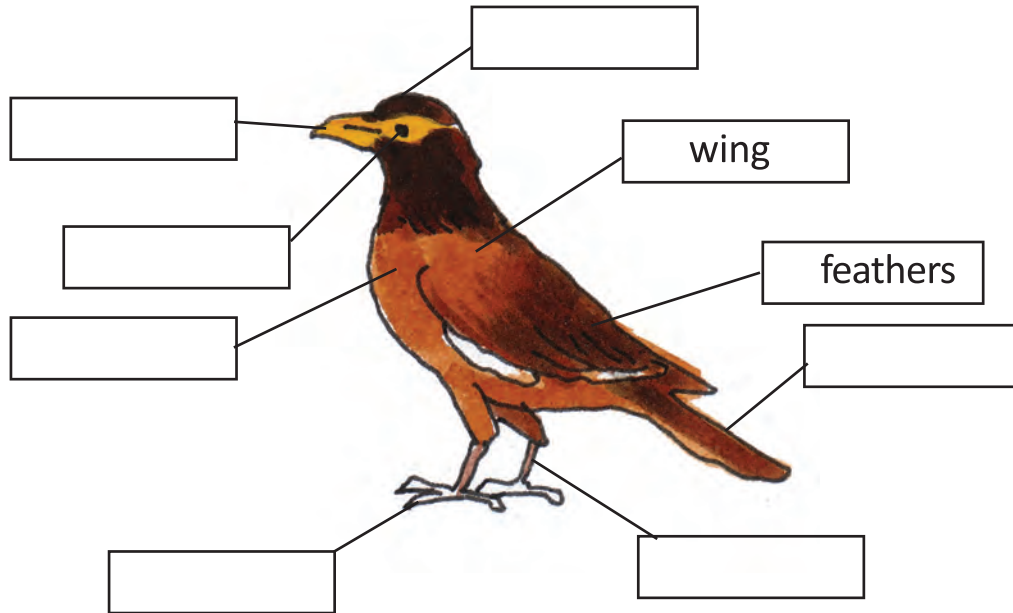


Help box

peacock
parrot
crow
owl
sparrow

Activity 9

Label the body parts of a bird using the help box:



Body parts of a bird

Help box

beak head eyes tail throat wing claw feathers leg

Activity 10

Match and write five sentences about birds. One is done for you :

Birds	sing	eggs.
	lay	sweet notes.
	eat	nests.
	build	seeds of a tree from one place to another.
	carry	harmful worms and save corn.