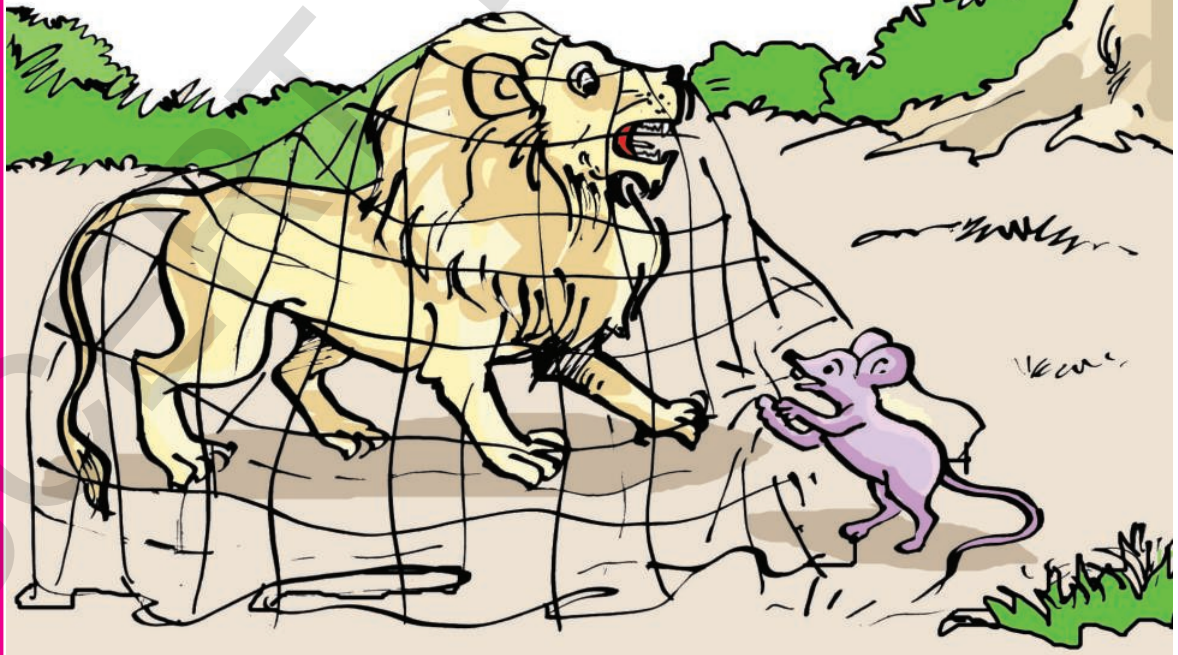


Suddenly, the lion woke up and roared in anger. He caught the mouse. The mouse trembled in fear. It begged the lion to leave it. The lion took pity on it and let it go.

The mouse thanked the lion. It promised that it would help the lion in times of need. The lion laughed at the mouse.

One day a hunter trapped the lion. The poor lion roared for help. The mouse heard the cries and came there. It cut the net with its sharp teeth. The lion came out and they became good friends.



Free distribution by T.S. Government 2019-20



UNIT - 5

THE LITTLE RED HEN

1. Look at the picture.

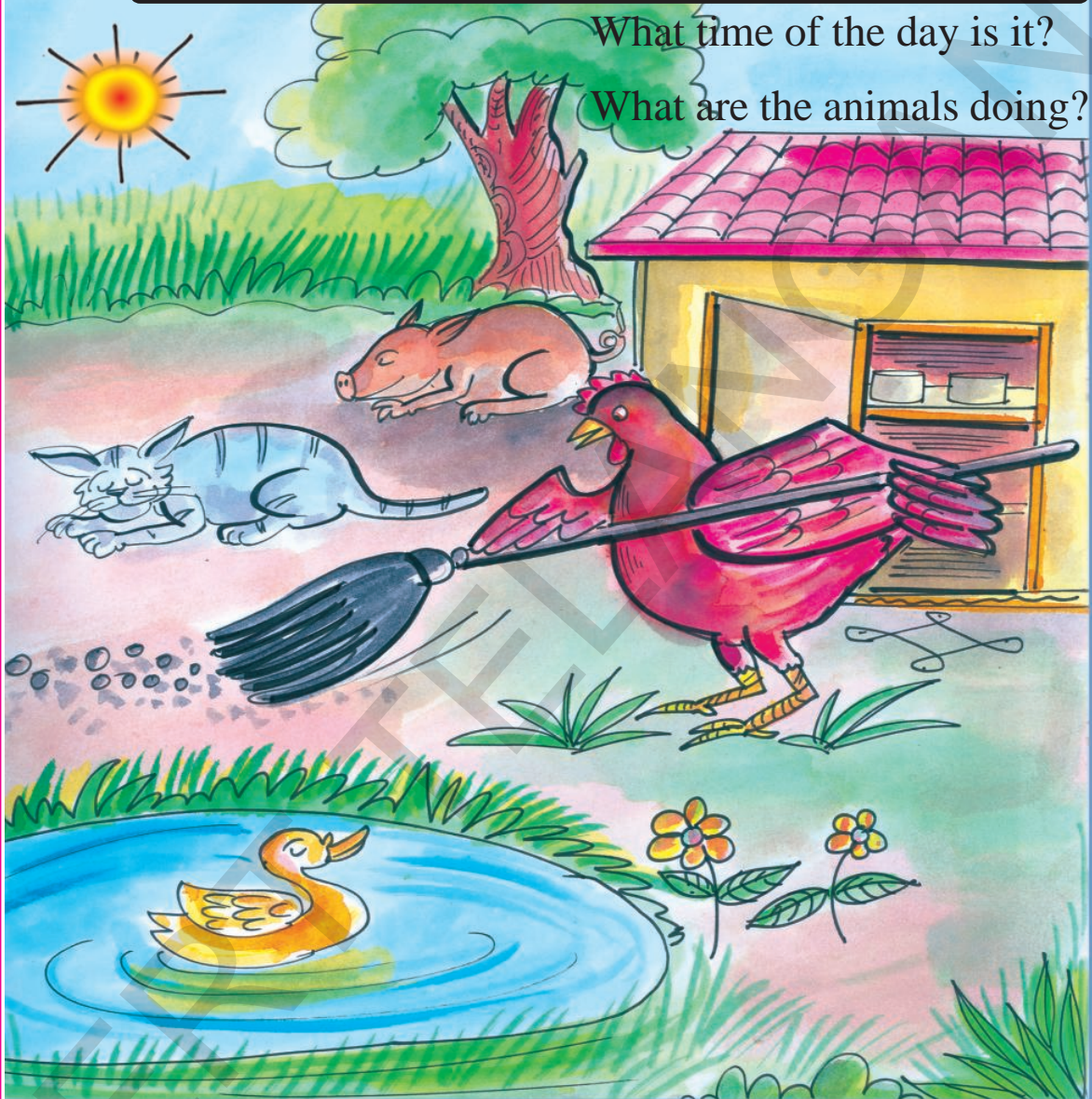


What are the different people doing in the picture?

Free distribution by T.S. Government 2019-20



II.A. Look at the picture and answer the questions.



What time of the day is it?

What are the animals doing?

B. Now listen to your teacher and answer the following questions. (Note : Listening text is in Appendix-1)

1. How did the hen help her friends?
2. Name the birds and animals who are lazy in the story.
3. Can the hen do something to make them work?
4. How can we help our friends to be active and learn new skills?

Free distribution by T.S. Government 2019-20



A Reading

The little red hen

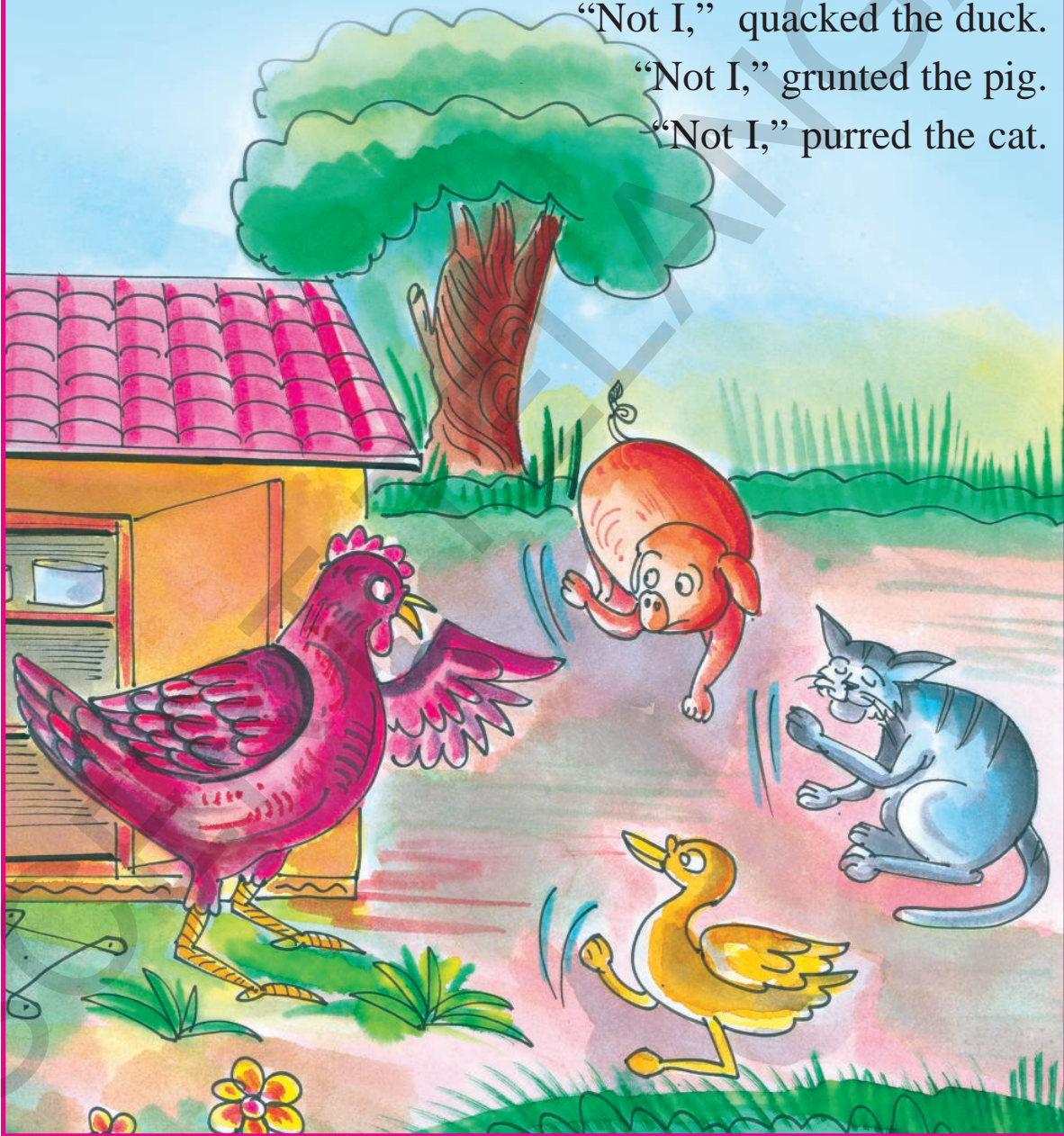
One day the little red hen found a grain of wheat.

“Who will plant this grain of wheat?” she asked.

“Not I,” quacked the duck.

“Not I,” grunted the pig.

“Not I,” purred the cat.



Free distribution by T.S. Government 2019-20





So, the little red hen planted the grain. It soon grew into a plant. It was full of wheat.

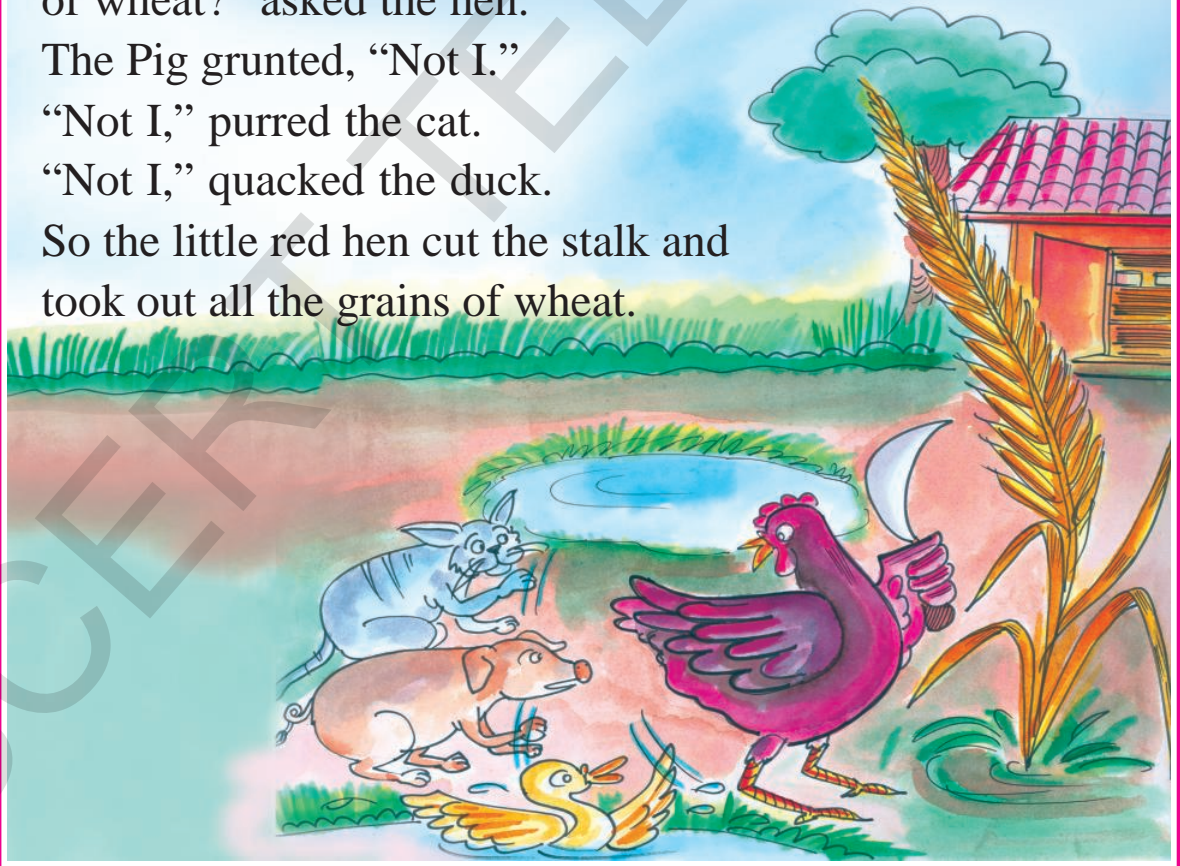
“Who’ll help me cut the stalk of wheat?” asked the hen.

The Pig grunted, “Not I.”

“Not I,” purred the cat.

“Not I,” quacked the duck.

So the little red hen cut the stalk and took out all the grains of wheat.



Free distribution by T.S. Government 2019-20



“Who’ll take the wheat to the mill?” asked the hen.

“Not I,” the Pig grunted. “Not I,” purred the cat.

“Not I,” quacked the duck.

So the little red hen took the wheat to the mill. The miller ground it into flour.



The hen made bread with the wheat flour. She called the duck, the pig and the cat. She wanted to teach them a lesson.

What lesson, do you think, the hen will teach them?

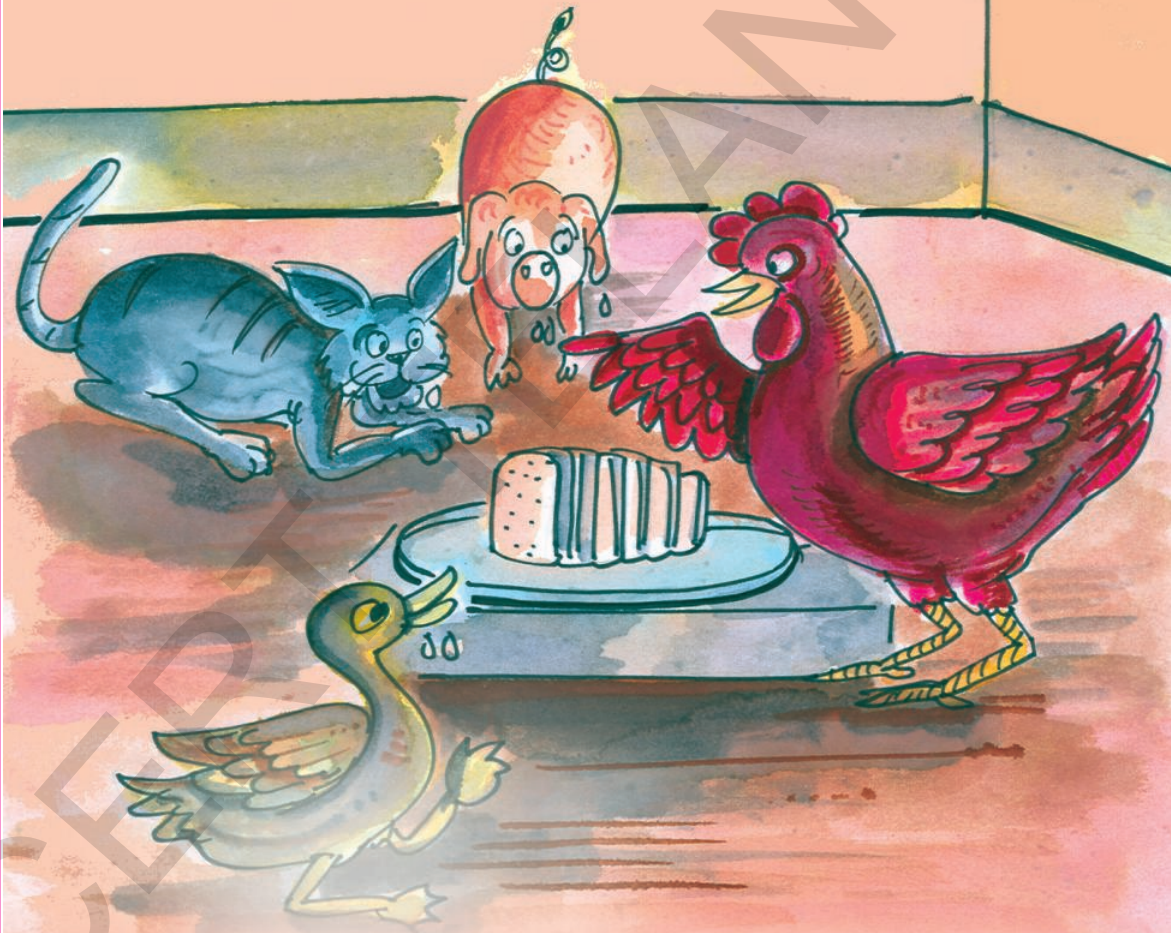


“Who’s going to eat the bread?” asked the hen.

“I will,” grunted the pig. “I will,” quacked the duck.

“I will,” purred the cat.

“No, you will not. I planted the grain. I cut the grain. I got it ground. I made the bread. So, I’ll eat all the bread,” said the little red hen. And she started eating.



“We’re sorry. We’ll not be lazy from today. Please give us something to eat,” said the pig, the duck and the cat.



Comprehension

A. Answer the following questions.

1. What did the little red hen do with the grain?
2. Where did the little red hen take the wheat?
3. What would you do if you were in the hen's place?

B. Write the following sentences in the order in which they appear in the story.

The little red hen cut the wheat.

The little red hen ate the bread.

The miller ground the wheat into flour.

The little red hen took the wheat to the mill.

The little red hen planted the grain.

The little red hen found a grain of wheat.

.....

.....

.....

.....

.....

.....

.....



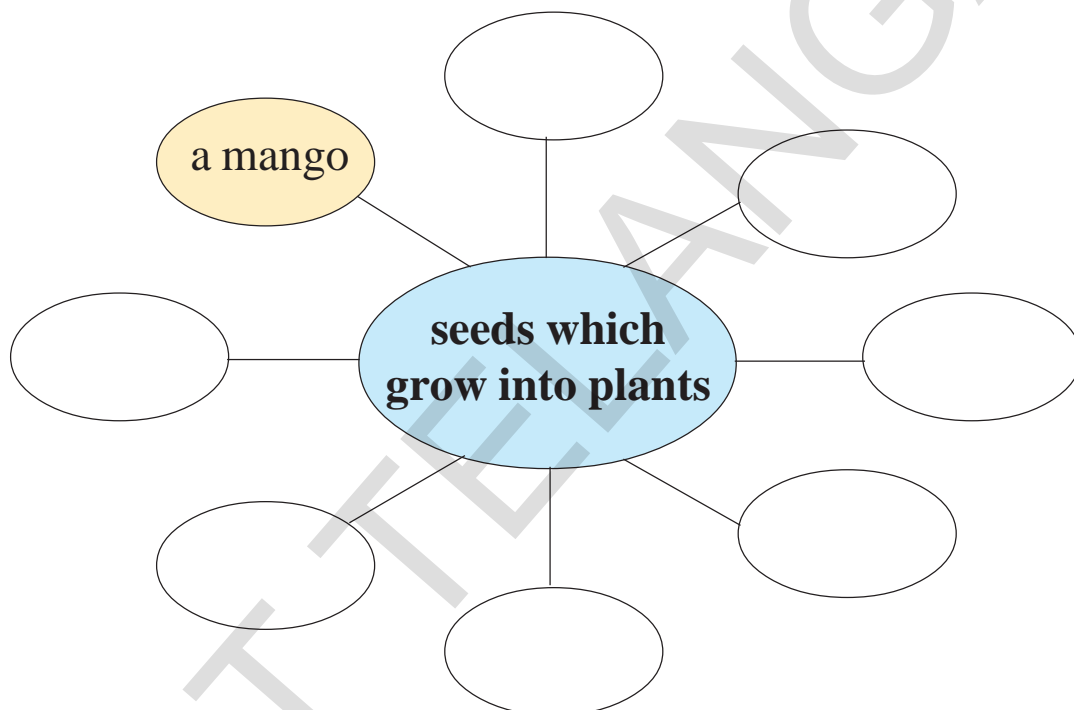


Vocabulary

A. One day the little red hen found a grain of wheat. She planted it and it soon grew into a plant.

Now think of some **seeds** which grow into plants.

Write their names below. One is done for you.



B. We have come across some animals and birds in the story. Add a few more names of animals and birds you know.

birds		animals	
1. a hen	5.	1. a cat	5.
2. a duck	6.	2. a pig	6.
3.	7.	3.	7.
4.	8.	4.	8.

Free distribution by T.S. Government 2019-20



Grammar

A. Read and observe the underlined parts of the following sentences.







1. The little red hen found a grain of wheat.
2. The little red hen planted the grain.
3. The little red hen cut the stalk.
4. I made the bread.

Found, planted, cut, made etc. are the different actions done by the **Little Red Hen** in the story.

B. Now write the actions done by different animals and birds in the story.

1. Duck – quacked, slept
2. Pig -
3. Cat-
4. Miller -

C. Tick the right word for each picture.

run drive jump		slip swim jump		push eat drink	
throw hear vote		hop sit run		write walk read	





frown cry smile		learn read draw		sing dance laugh	
-----------------------	--	-----------------------	--	------------------------	--

Writing

A The little red hen made some sweet bread from the wheat flour. What are the other food items we can make with wheat?

For example you can write.

We can make upma.

1.
2.
3.
4.

B. List out the things you need to make a chapati.

What items (ingredients) do you need? How much (quantity) do you need?

Ingredients:

- | | |
|----------------|----------|
| a. wheat flour | two cups |
| b. | |
| c. | |



Write the steps you need to make chapati. Use the clues given below.

(take, add, knead, make, roll, roast)

Step 1 Take wheat flour.

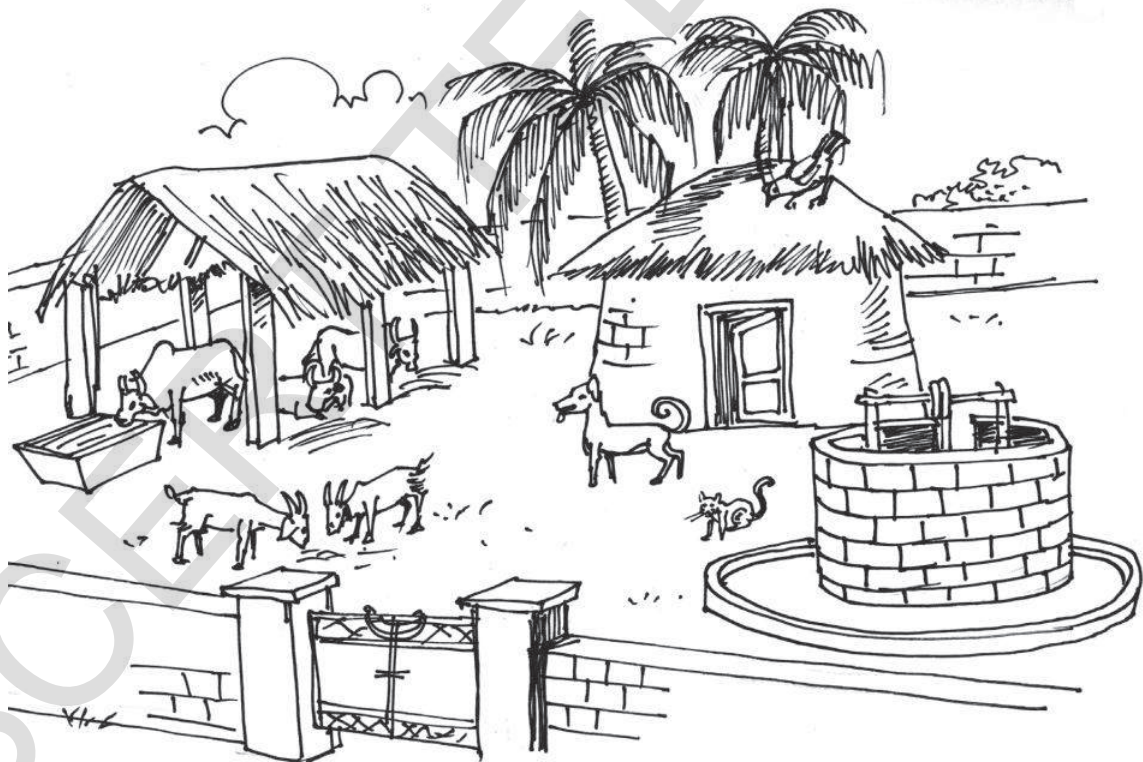
Step 2

Step 3

Step 4

Step 5

C. Colour the picture. Write 3 or 4 sentences about it.



Free distribution by T.S. Government 2019-20





Oral Skills

Talk about the picture given on previous page. Where are the animals and what are they doing in the picture?

Conventions of Writing

Read the following sentences. Make necessary changes using question mark (?), capital letters and correct spelling.

1. "Who will plant this grain of wheat."

2. i planted the grian.

Fun with Words

Read the following. Observe that they read the same in both the directions.

1. eye	4. noon	7. nun
2. madam	5. level	8. put it up
3. Malayalam	6. mom	9. deed

Free distribution by T.S. Government 2019-20



B Reading

Good morning Mrs. Hen

“Good morning, Mrs. Hen!

How many chickens have you got?”

“Madam, I have got ten.

Four of them are yellow.

Two of them are brown.

Four of them are speckled red,

The nicest in the town.”

B. Add lines

Good morning, _____

How many _____ have you got?

The nicest in the town.



Project Work

My plant

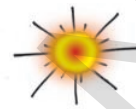
A. The following steps will help you to plant a seed.

1. Take an earthen pot.
Fill it with soil and manure.



2. Put any seed in the soil.

3. Keep the pot in sun light.



4. Water the seed every day.



5. The seed grows into a sapling.



B. Tell your friends in your group how you got the sapling from the seed. You may begin as shown below.

I took an earthen pot.

Now, write what you have told the group.

My plant
.....
.....
.....
.....



UNIT - 6

MARY AND THE THREE BEARS

I. *Look at the picture.*



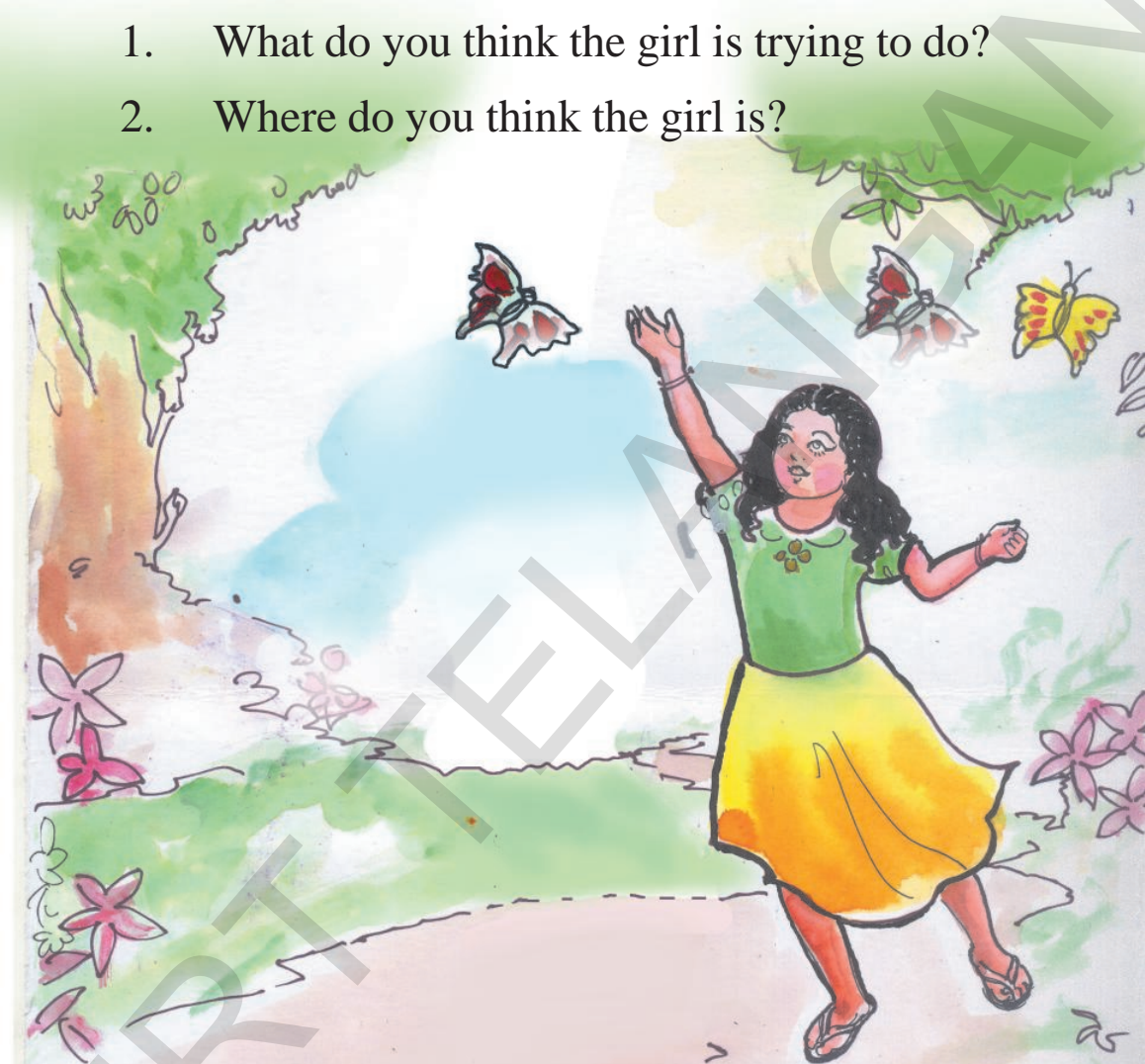
1. What do you think the two animal trainers in the picture are trying to do?
2. Where do these events take place?
3. Have you ever seen such events happen?
4. Is it ok to make animals perform such tricks for the amusement of human beings? Discuss.





II.A. *Look at the picture and answer the questions.*

1. What do you think the girl is trying to do?
2. Where do you think the girl is?



B. *Listen to your teacher and answer the questions.*

(Note : Listening text is in Appendix-1)

1. Why do you think Mary entered the house?
2. Whose house it might be?
3. How did she reach the house?
4. What would you do if you were in Mary's place?

Free distribution by T.S. Government 2019-20



A Reading

Mary and the three bears

Mary was very hungry. She tasted the payasam from the first bowl. “This payasam is too hot to eat.” Then she tasted it from the second bowl “This payasam is too cold to eat.”

Finally, she took a spoonful from the third. “This payasam is just right.” Mary gulped all the payasam.



Free distribution by T.S. Government 2019-20



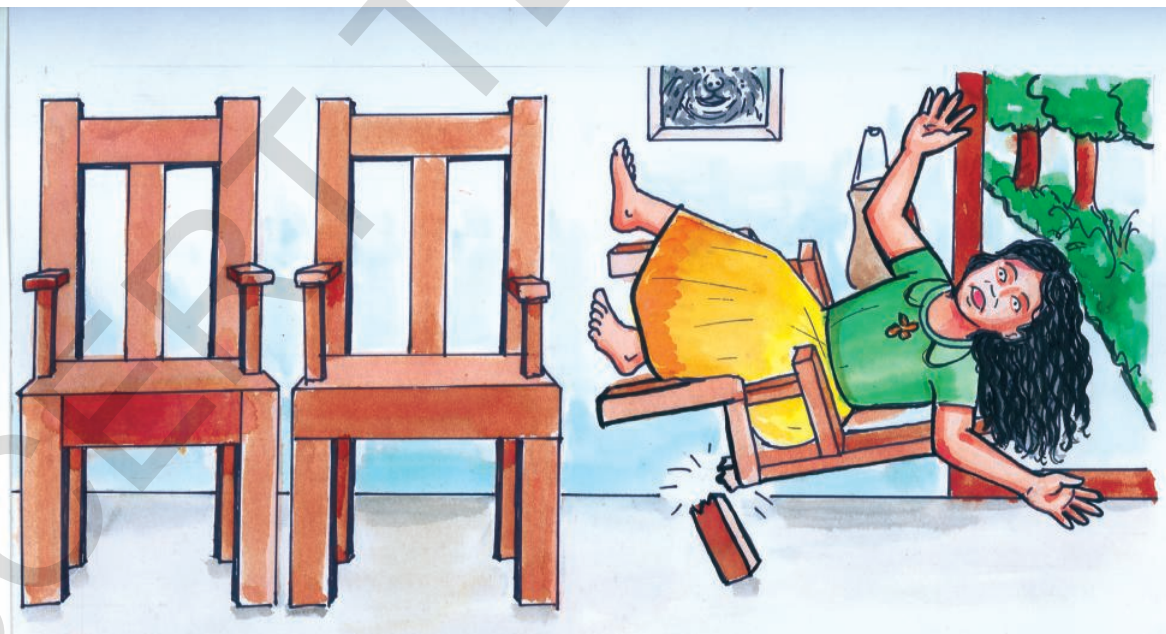
Mary was tired then. She wanted to sit on a chair. "This chair is too big to sit on !"



Then she tried to sit on the second chair.



"This chair is also too big!" And next she sat on the third chair. "This chair is just right."



Mary started relaxing but alas! The chair has broken !



Mary was very tired. She got up and went upstairs. There were three beds in the bedroom. She lay on the first bed.

“This bed is too hard to sleep on.”

Then she went to the second bed.

“This bed is too soft to sleep on.”

Finally she went to the third bed.

“This bed is just right.” She lay down on the bed and fell asleep.

Soon three bears entered the house.



What will the bears do now?

“Someone has eaten my payasam!” said Daddy bear.

“Someone has eaten my payasam too!” said Mummy bear.

“Someone has eaten my payasam and it’s all gone,” cried Baby bear.



Free distribution by T.S. Government 2019-20



“Someone has been sitting on my chair!” said Daddy bear.

“Someone has been sitting on my chair too !” said Mummy bear.

“Someone has been sitting on my chair and it’s broken,” the Baby bear cried again. Now the three bears went into the bed room.



“Someone has been sleeping on my bed !” said the Daddy bear. “Someone has been sleeping on my bed too !” said the Mummy bear. “Someone has been sleeping on my bed too and is still there !” screamed the Baby bear.

Mary woke up. She was terrified to see the three bears. She jumped out of the bed crying, “Help!” and ran out of the house.



Comprehension

A. Arrange the events in the order of their happening in the story.

Mary broke a chair.

Mary slept on the bed.

Mary ran out of the house.

Mary ate payasam.

The three bears returned home.

1

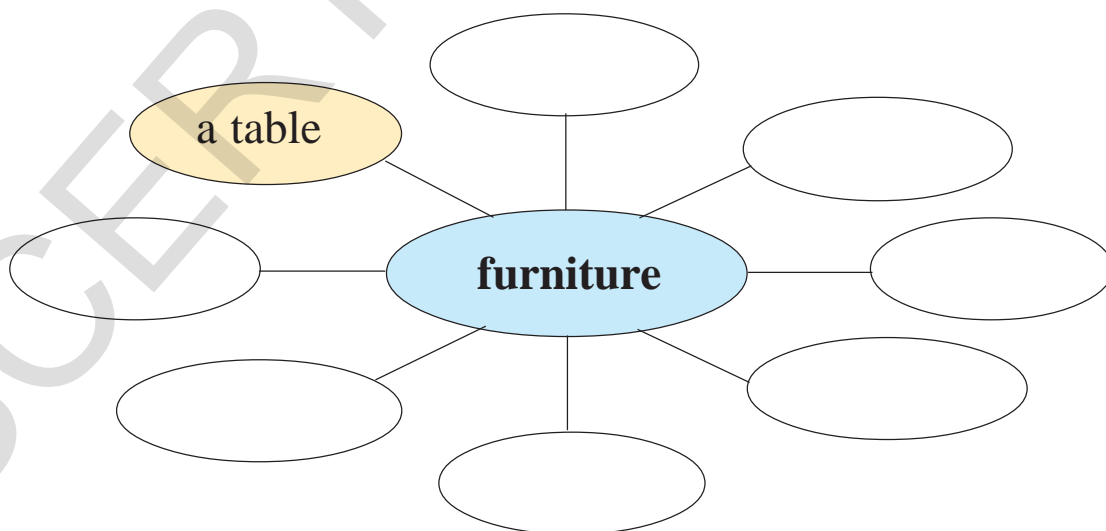


B. Answer the following questions.

1. Why did Mary eat the payasam from the third bowl?
2. Do you think the bears will follow Mary? Why?
3. Will Mary visit the bear's house again?

Vocabulary

A. Mary found different pieces of furniture in the bear's house. Think of some more words related to furniture.





B. One day, a special dish payasam was prepared in the bears' house. What special dishes would your mother prepare on special occasions at your home?

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Grammar

Read the following.

1. was/hungry/Mary/very
2. up/Mary/woke

Do these group of words make any sense(meaning)?

No, they don't.

Now, read the same group of words. But the order has changed.

1. Mary was very hungry.
2. Mary woke up.

Do these group of words make any sense (meaning)?

Yes, they do.

A. Change the order of the given words to make it meaningful.

1. girl/ the / is/reading _____
2. the/ boy/ a book/ has _____



3. dog/ ran/ the _____
4. fisherman/ the / came _____

B. Match the following to make sentences.

A	B
Hyderabad is the	lay eggs
Hens	are good friends
The earth	swim in water
Amar and John	is round
Fish	capital city of Telangana

Writing

A. If you want to make payasam, what items (ingredients) would you need? How much (quantity) do you need?

Ingredients:

- | | |
|------------------------|---------|
| a. Vermicelli (Semiya) | One cup |
| b. | |
| c. | |
| d. | |
| e. | |
| f. | |
| g. | |



How do you prepare payasam? Use the following clues to write the steps. (roast, boil, add, stir, serve)

- Step 1 Roast vermicelli in a pan.
- Step 2
- Step 3
- Step 4
- Step 5

B. Describe Mary's house.



.....

.....

.....

.....



Oral Skills

Read the following sentences taken from the story.

Mary said, "This payasam is too hot to eat."

"This chair is too big to sit."

"This bed is too hard to sleep."

Read the situations given below and say sentences using 'too...to'.

1. Imagine you are at a tea shop. The shopkeeper serves you a cup of very hot tea. What will you say?
2. Imagine your uncle asked you to carry a bag. But the bag is very heavy. What will you say?
3. Imagine your mother asks you to bring the sugar tin from the shelf. But the shelf is very high. What will you say?

Look at the picture. Make sentences using 'too...to'. One is done for you.



too high



too heavy



too hard



too narrow

The fruit is too high for the girl to pluck it.





B Reading

Run

Away from the city
And into the sun
Out to the forest
Run! Run! Run!
Run in the rain drops
Run through the trees
Run little races
With each little breeze!
Run down the hillside
Run up the lane
Run through the meadow
Then run back again.



- Mary Daunt

B. Add lines.

Away from the Bear's house
Into the
Out
Run!

Free distribution by T.S. Government 2019-20



Project Work *Our furniture*

List out the furniture in your house or in any body's house you wish.

Fill in the following table. What do you use these things for?

S.No.	Name of the thing	Use of the thing and where it is kept
1.	a cot	to sleep; in the bedroom
2.		
3.		
4.		

Conventions of Writing

Make corrections using capital letters and correct spelling, wherever necessary. Rewrite the following sentences.

1. she tasted the payasam frm the first bowl.

2. mary was wery tired.

Fun with Words

Read the following words. We use these words to ask questions.

who	what	why	when	where	how
-----	------	-----	------	-------	-----

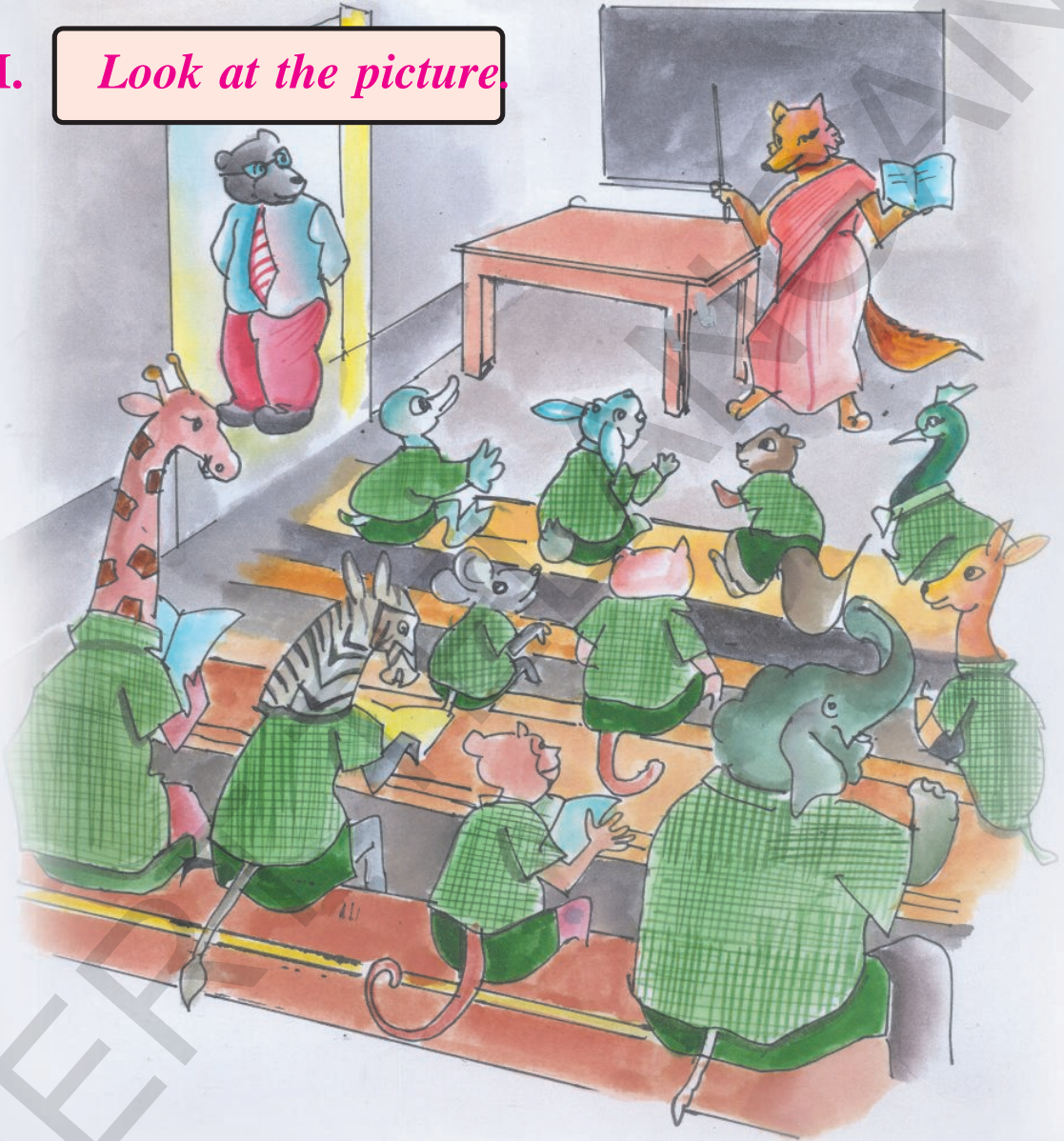
Try making questions with the above words.



UNIT 7

THE ANIMAL SCHOOL

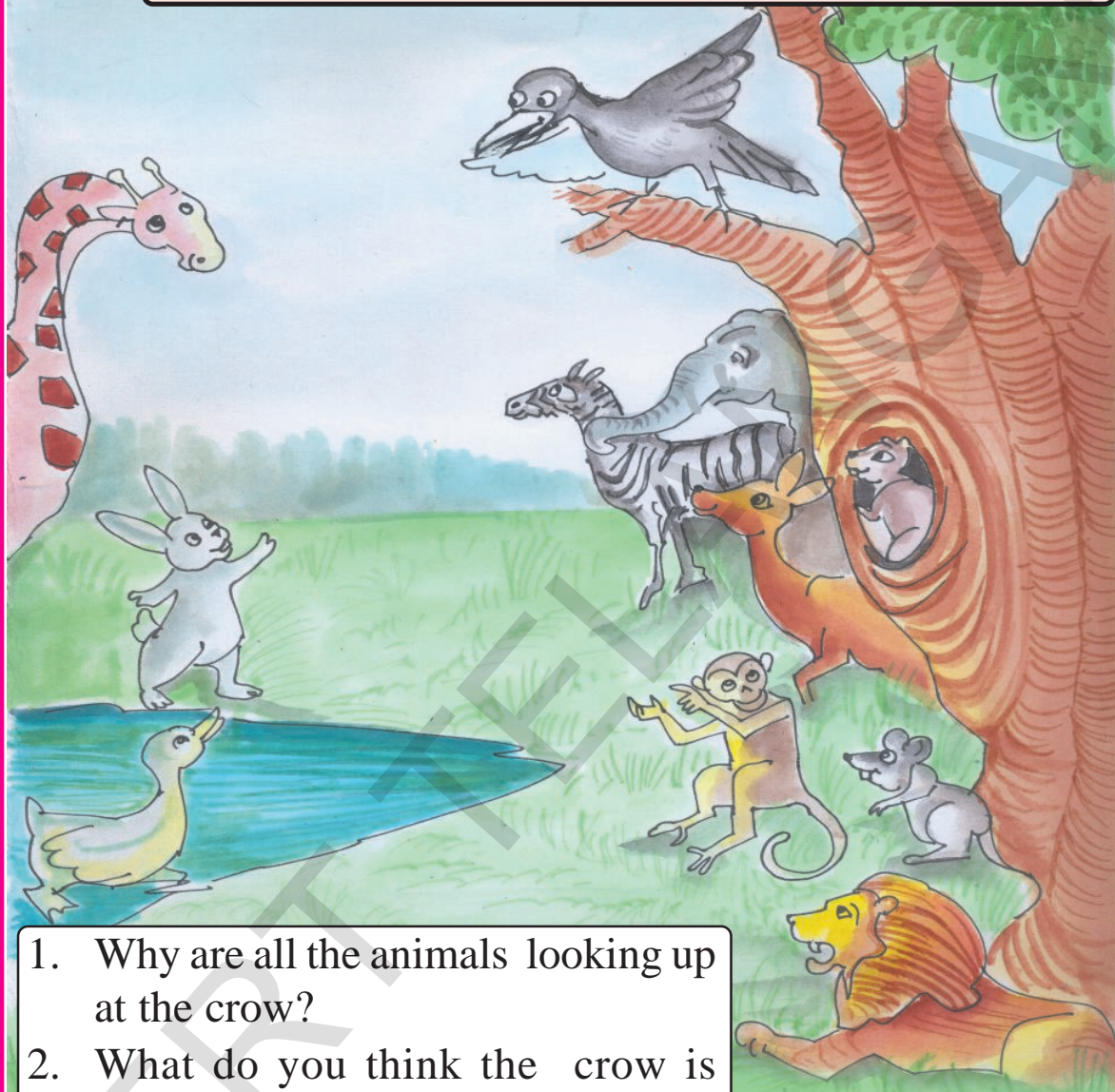
I. *Look at the picture.*



1. What do you see in the picture?
2. Where do you see these animals?
3. Why are they sitting in the class?



II.A. Look at the picture and answer the questions.



1. Why are all the animals looking up at the crow?
2. What do you think the crow is saying?

B. Listen to the story and answer the questions.

(Note : Listening text is in Appendix-1)

1. Why did all the animals want to join the animal school?
2. What would the duck like to learn in that school?
3. Who would be the teachers of that school?

Free distribution by T.S. Government 2019-20



A Reading

The animal school

All the animals wanted to learn something new.

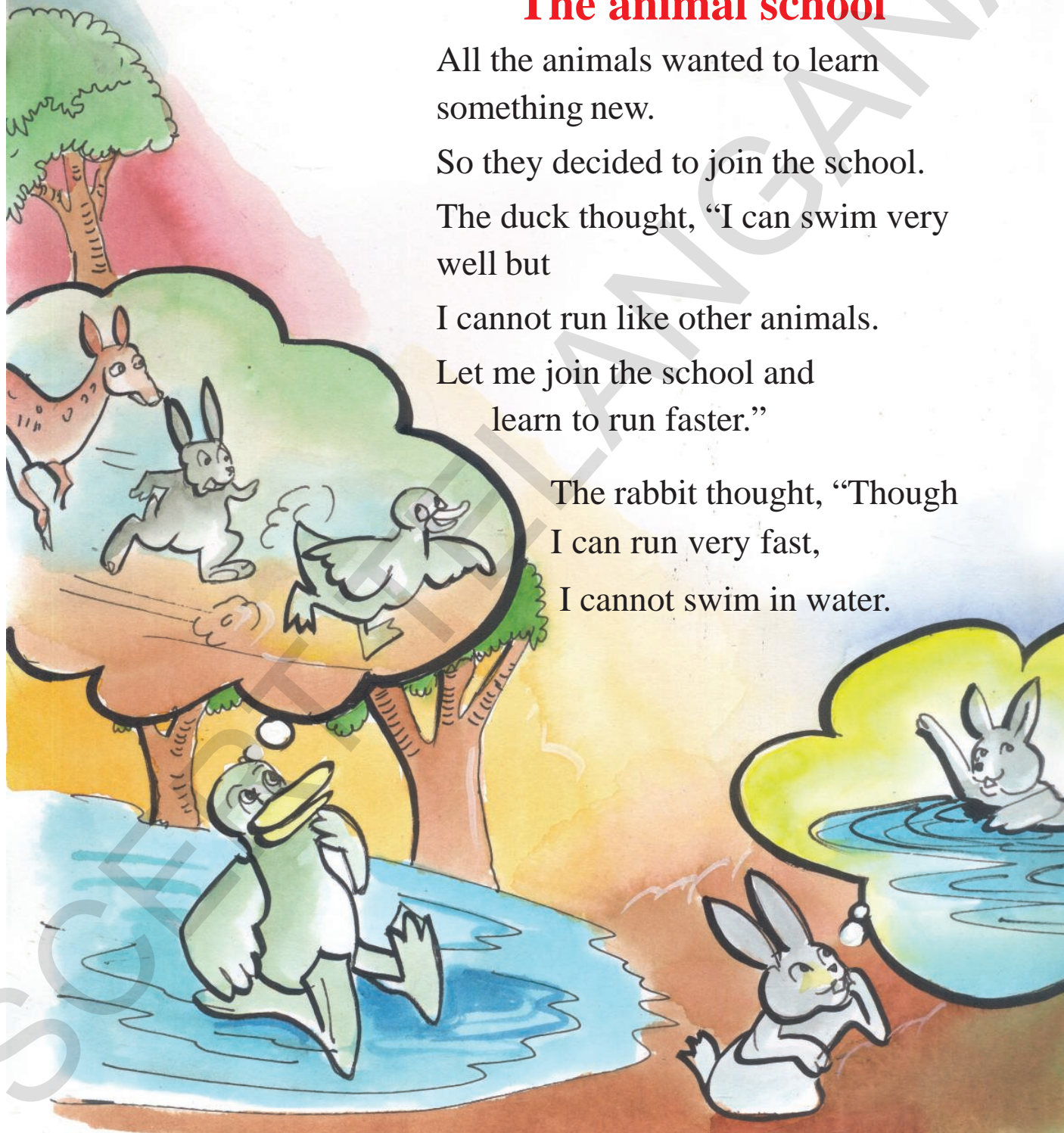
So they decided to join the school.

The duck thought, "I can swim very well but

I cannot run like other animals.

Let me join the school and learn to run faster."

The rabbit thought, "Though I can run very fast, I cannot swim in water.



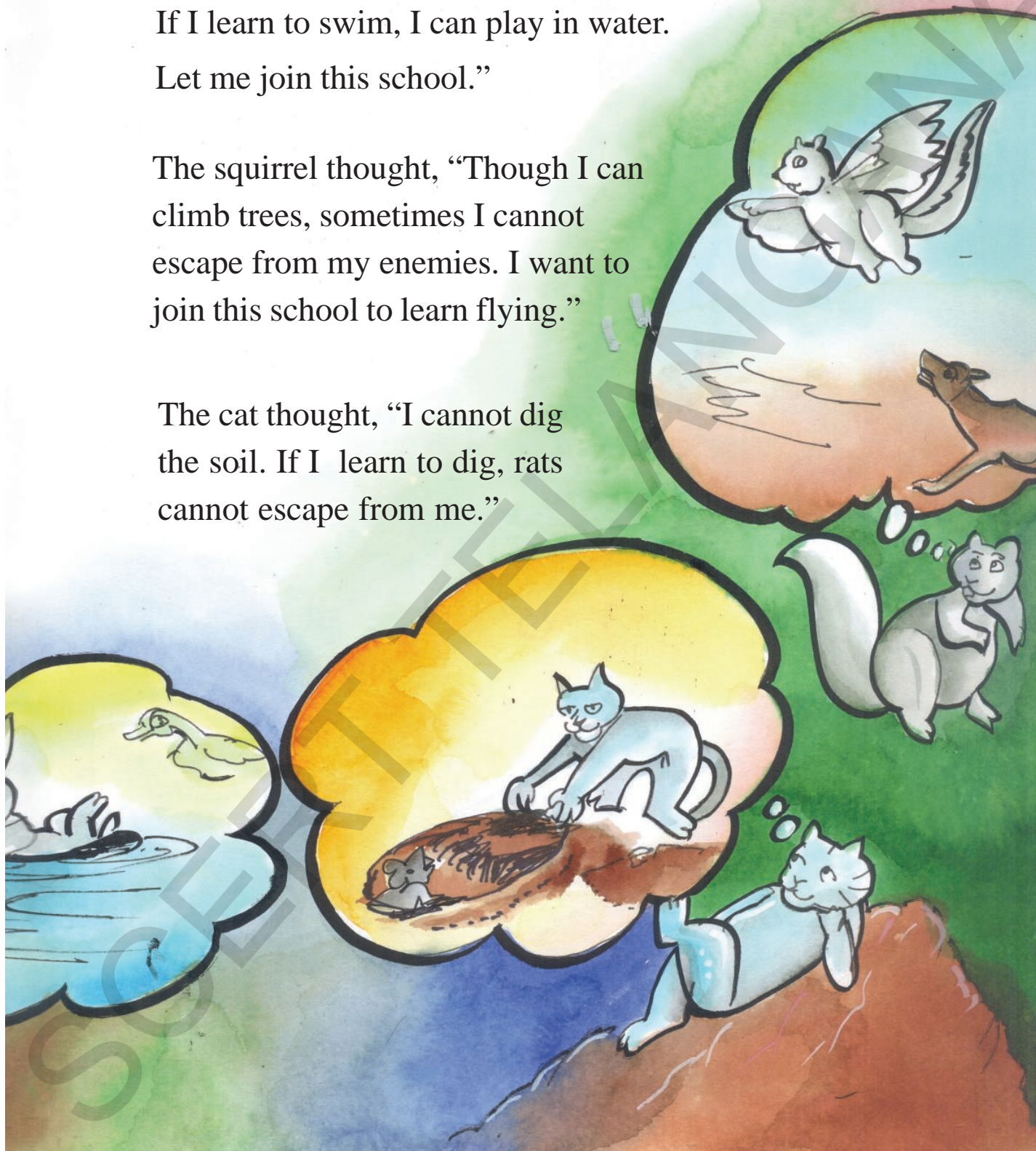
Free distribution by T.S. Government 2019-20



If I learn to swim, I can play in water.
Let me join this school."

The squirrel thought, "Though I can
climb trees, sometimes I cannot
escape from my enemies. I want to
join this school to learn flying."

The cat thought, "I cannot dig
the soil. If I learn to dig, rats
cannot escape from me."



Free distribution by T.S. Government 2019-20





So, all of them went to the school. The rat was the principal of the school. They all got admission in the animal school except the cat.

Digging and burrowing were not taught in the school.

The duck was excellent in swimming. But, he got less marks in flying and was poor in running. So, he stayed after school to practise running.

He practised until his webbed feet were badly wounded. So he became poor in swimming.



The rabbit was good at running but he had to learn swimming.
So, he practised swimming and forgot running.



The squirrel was excellent in climbing. She practised flying and neglected climbing. At the end of the year, the animals did not learn anything but forgot their own skills.

Finally, the animals and birds had a meeting. They decided that such schools are not useful. Schools must help students to improve their natural skills. So, they closed the animal school.

We work according to our unique qualities and abilities





Comprehension

A. Answer the following questions.

1. Why did the squirrel join the animal school?
2. What did the duck try to learn in the school?
3. Why did the animals and birds neglect their natural skills?

B. Write what each animal “can do” and “wanted to learn”. One is done for you.

S.no.	Animal	Can do	Wanted to learn
1	duck	swimming	running
2	rabbit		
3	squirrel		
4	cat		

Vocabulary

A. Write as many words as possible related to SCHOOL.

teacher		



B. Pick out the words from the story to replace the underlined words. Rewrite the sentences.

(excellent, good, forgot, escape)

1. The rabbit was not bad at running.

2. The duck was not poor in swimming.

3. I can run fast, so I do not get caught.

4. The animals could not remember their own skills.

C. The place where the animals went to learn is the animal school. We also go to different places to do different things.

1. The place where we go to buy vegetables is _____

2. The place where we go to worship God is _____

3. The place where we go to read books is _____

4. The place where we go to watch films is _____

Grammar

Read the following words from the story.

animals^s trees^s rats^s birds^s

These words show that they are more than one in number.
Such words are called **Plurals**.









The following words are one in number. Such words are called **Singular**.

an animal a tree a rat a bird

B. Read the following:

Singular	Plural
 one tree	 two trees
 one duck	 three ducks

Most of the naming words (singular) take 's' to form the plural.

Complete the following.

1. flower -



2. rabbit -



3. book -



4. chair -



5. goat -



Add a few more to the above list.

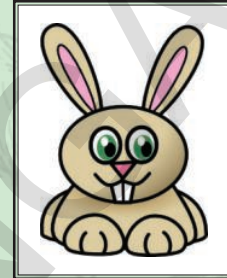


Writing

A. Here is the admission form of Mr. Rabbit White.

Admission Form

Admission No: 0852



1. Name : Rabbit White
2. Age : 6 years
3. Date of birth : 22.03.2010.
4. Mother's name : Ms.Bunny Brown
5. Mother's occupation : Gardener
6. Father's name : Mr.Hare White
7. Father's occupation : Animal Doctor
8. Address : 25, Bushy Street, Jungle deep.
9. Name of the school : Model Animal School
10. Hobbies : Collecting leaves of different shapes.

Use the information given in the admission form of Mr.Rabbit White and write a few lines about him.

The name of the student is

He came to join school.

He is years old.

His father's name is

His father is an

His hobby is

Free distribution by T.S. Government 2019-20





B. You want admission in a school. Fill in the admission form.

Admission Form

Admission No:

1. Name :
2. Age :
3. Date of birth :
4. Mother's name :
5. Mother's occupation :
6. Father's name :
7. Father's occupation :
8. Address :
9. Name of the school :
10. Hobbies :



Oral Skills

A. Prepare the masks of different animals/birds and wear them. Enact the roles of these animals/birds speaking about their likes and dislikes. One is done for you.



I like dancing but I don't like singing.

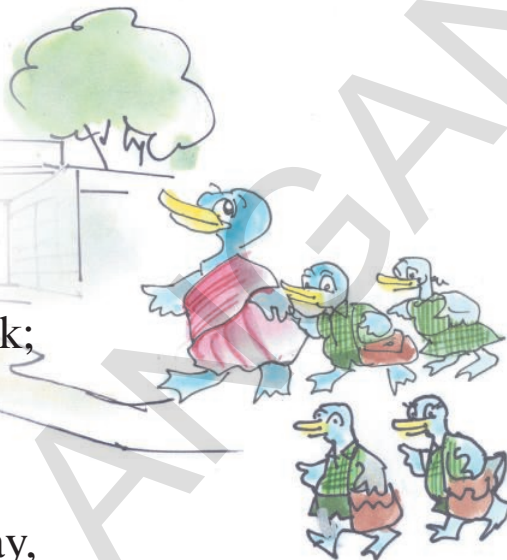
Free distribution by T.S. Government 2019-20



B Reading

The ducklings' school

Little ducklings go to school,
By a clear and sunny pool.
And a lot of things they learn;
How to swim and dive and turn;
How to spread their toes and walk;
With a waddle; how to talk;
In the funny duckling way
Quack, quack quacking all the day,



B. Add lines to the rhyme.

Little kittens.....
By a
How to
How to
In the funny kitten way
Mew mew mewling all the day.



Little puppies

.....
.....
.....



UNIT - 8

BIRBAL OUTWITS THE CHEAT

I. Look at the pictures.



1. What are the children doing?
2. What is the boy complaining about?
3. What do you think the teacher will do?



II.A. *Look at the picture and answer the questions.*

1. Who do you think are these people in the picture?
2. Where are they?
3. Can you guess what is happening?



B. *Listen to your teacher and answer the questions.*

(Note : Listening text is in Appendix-1)

1. How can you say that Bajrang was greedy?
2. Will Bajrang succeed in the quarrel? Why?
3. When you quarrel with your friend, how do you solve it?





A Reading

Birbal outwits the cheat

This is a scene from the court of Emperor Akbar. The Emperor was sitting on his throne. He always had his trusted advisor and minister, Birbal, by his side. Now Bajrang went to the Emperor to complain about Gopal.

One day, in the court of Akbar



Free distribution by T.S. Government 2019-20





Free distribution by T.S. Government 2019-20







Free distribution by T.S. Government 2019-20





Comprehension

A. Answer the following questions.

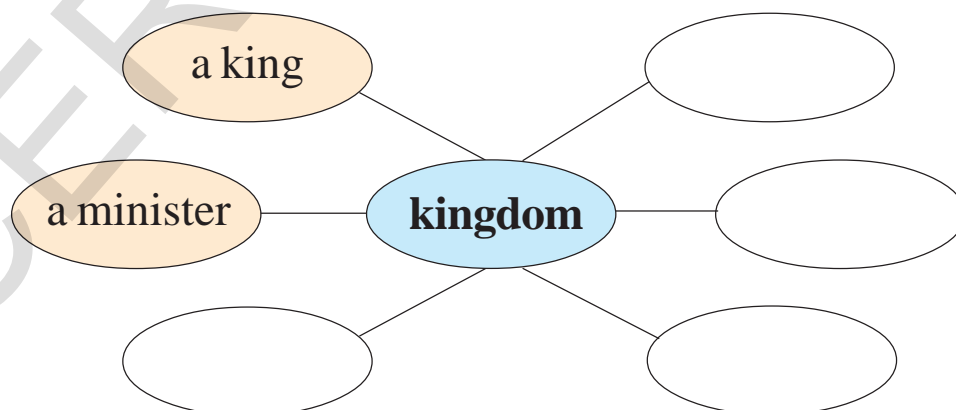
1. Who was known for his wit and wisdom?
2. What was Bajrang's complaint about Gopal?
3. What lesson did Bajrang learn?

B. Write true or false.

1. Birbal was Akbar's minister. ()
2. Bajrang sold water to Gopal. ()
3. Gopal was innocent. ()
4. Bajrang wanted to cheat Gopal. ()
5. Gopal gave money for water. ()







Vocabulary

A. In olden days, a person who ruled a kingdom was called a 'king'. Write more words related to kingdom.



B. In the story, Gopal used the water from the well. What other sources of water do you know?

Read the following.

		
river	water tap	lake
		
hand pump	well	canal

Write 3-4 sentences on uses of water.

Grammar

A. Read the following words from the story.

Akbar, Gopal, throne, well and court are the names of the characters, things and places.





Write any three names of persons, places and things you know.

persons: _____

places: _____

things: _____

B. Read the following actions from the story.

went, sold, paid, complain

Write any three actions in the following places.

school: _____

home : _____

playground: _____

Writing

Somebody has stolen your pen from your bag. You complain about it to your teacher. What will be the conversation between you and your teacher?

You : Teacher, I have _____

Teacher : _____

You : _____

Teacher : _____

You : _____

Teacher : _____



Oral Skills

A. After Bajrang realised that he had been outwitted by Birbal, he went out and met Gopal.

Now, sit in pairs and enact the possible conversation between Bajrang and Gopal.

B. There are different events (scenes) in the story of 'Birbal Outwits the Cheat.'

The scenes are :

1. At Gopal's home
2. At Akbar's court

The characters in the first event are Gopal and Bajrang.

The characters in the second event are Akbar, Birbal, Gopal and Bajrang.

Now, add dialogues and enact the roles in each scene.

Fun with Words

Here is a word game for you.

A four-letter word is given. Write another word, starting with the last letter of the given word and so on.

Ex:	king	goat	tail	lion
1.	well			
2.	face			
3.	last			
4.	paid			



Project Work



Tell a story by drawing a picture.

Sit in groups. Think of a story. Draw a picture related to your story. Now, write your story below the picture. Present the story before the class.

Picture

Based on the picture you have drawn, write the story using the following steps.

Step 1 : What happened before?

Step 2 : What is happening in the picture?

Step 3 : What will happen at the end?



B Reading

And then thurrrr.....

A story teller was tired of telling stories. But the children and the grownups who were around him were not yet tired of listening to them. They asked for more. So, he began to describe how a vast number of birds were sitting on a tree. People asked as usual at a pause, “And then?”

He said, “One bird flew from the tree with the sound like Thurrrr...”

“And then?”

“Thurrrr,” went another bird, flying from the tree.

“And then?”

“Another bird went thurrr!”

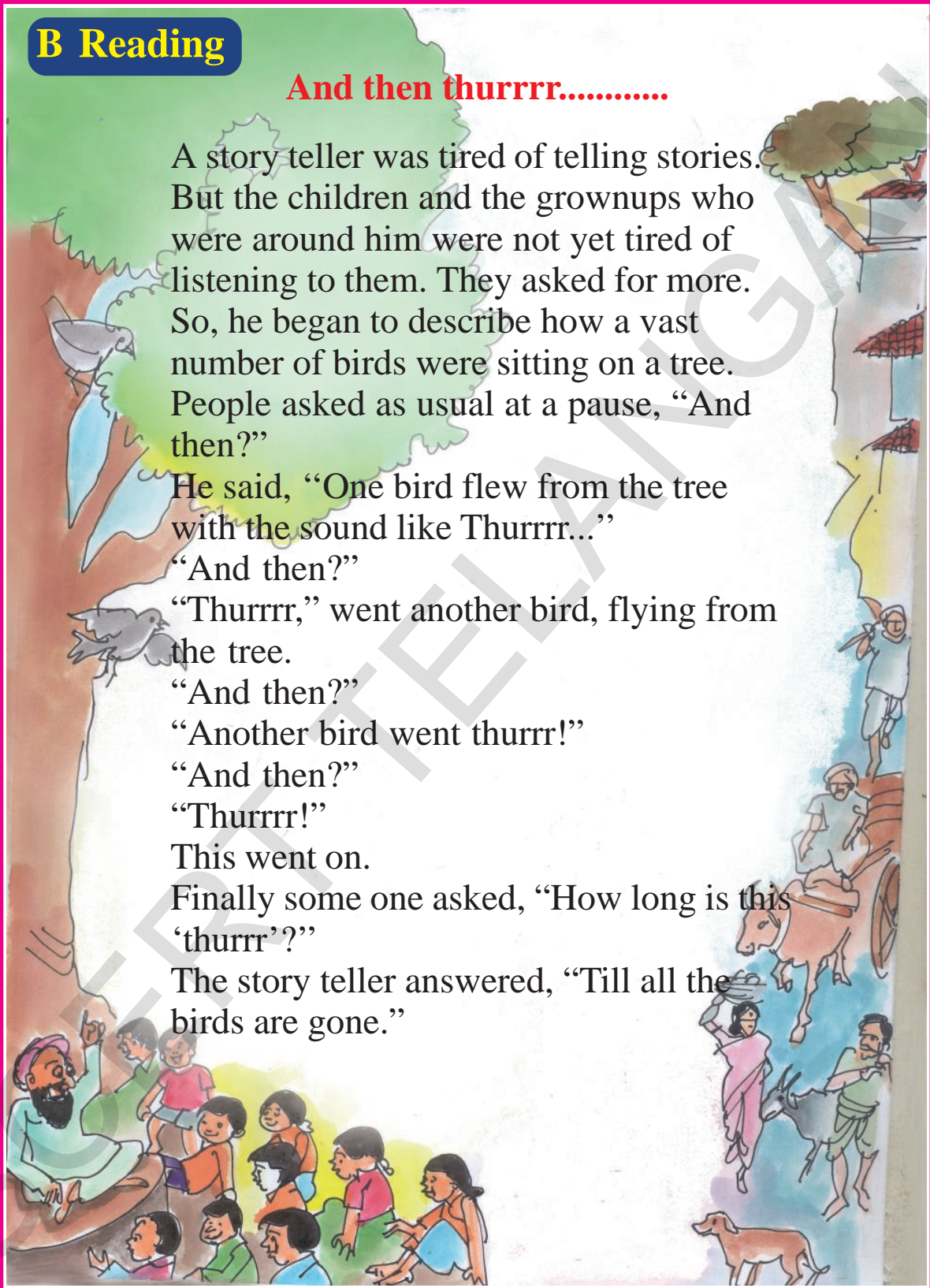
“And then?”

“Thurrrr!”

This went on.

Finally some one asked, “How long is this ‘thurrr’?”

The story teller answered, “Till all the birds are gone.”



Free distribution by T.S. Government 2019-20



Appendix - I

Texts for Listening

Unit -1

TALKING TRAIN

Mary went to the railway station with her parents to receive her grandparents. She heard an announcement. Here it is.

“Your attention please! Train No. 12727 Godavari Express coming from Visakhapatnam is running late by 45 minutes. It will now arrive at 9.45 p.m. We regret the delay because of bad weather.”

Unit-2

SWAMY AND THE MAGIC BEANS

Once upon a time, there was a boy called Swamy. He lived with his mother. They were very poor. They lived in a small hut. All they had was a cow.

One morning, Swamy's mother told him to take the cow to the market and sell her. On the way, Swamy met a man. He was looking strange with a long beard and whiskers. He gave Swamy magic beans and took the cow. Swamy took the beans and went back home.

When Swamy's mother saw the beans, she became very angry. She threw the beans out of the window. The next morning, Swamy looked out of the window and was shocked.

Unit -3

I Like It This Way

It was evening. The school bell rang. Sita and her friends were coming out of the school gate.

Sita asked, “Friends! Will you come to my house to play?”

“Yes, I will,” said Radha. Sania nodded, “I will also come Sita.”

Sita said, “Ok”, and ran to her house.

At home, Sita quickly changed her dress and left the uniform on the cot.

Took out her books from the school bag and began writing her homework.

Then Radha and Sania came. Sita left her books on the floor and spread all her toys around. Sita, Radha and Sania started playing.

Suddenly, they looked out of the window. It was growing dark.

Radha said, “Sita It's getting dark. We'll go home.”

“Ok Bye. Good Night!” said Sita.

Unit -4

THE MOUSE AND THE PENCIL

Chintu fell asleep while doing his homework. He left his books on the table as they were. He left his pencil box open.

One long pencil suddenly woke up and stretched its hands and legs. It felt happy to find itself free.

It thought, “Yeah! How lucky I am! Today the box is open. I can breathe some fresh air. I can play for a while and take a walk. Ha.....Ha

The pencil stood up and looked down.

“Oh! The table is so high. How will I get down ?”

It thought and thought. The pencil got an idea.

“Yes... I can slide down the leg of the table.”

It got down safely and started walking. It ran back and forth. It climbed up and down. It danced and rolled on the carpet. It got up and walked towards the drawing board. Suddenly, it saw something dangerous .It cried out of fear.

Unit – 5

LITTLE RED HEN

Once upon a time there was a little red hen. It had three friends – a pig, a duck and a cat. They all lived in the same house. But the little red hen was different from the friends.

The pig always got up late. But he wanted his meals to be kept ready on the table.

“Hey – you there” he called the hen.

“Get my meal ready.”

“Ok, dear! I will get your meals ready.” said the hen.

The duck never used to do any work. She always made the place dirty.

“My dear little hen! Will you clean up my place?” The duck requested the hen.

“Yes, my dear! I will do that for you,” said the hen.

The cat was always sleeping and never kept its bed tidy.

“Dear friend, will you make my bed tidy?” asked the Cat.

“Why not? I’ll do it for you.”

After some days, the hen thought, “These fellows are being lazy. Will they ever do any work? I must do something.”

Unit -6

MARY AND THE THREE BEARS

Once upon a time, there was a little girl. Her name was Mary. She had curly hair. She was very naughty.

One day Mary ran into a forest. She was chasing butterflies. She saw a house and knocked at the door. There was no answer. She pushed the door open. There was no one inside.

“What a beautiful house!” exclaimed Mary. “Is anybody there?” said Mary clapping her hands. But there was no response. Mary saw three bowls on the table. There was payasam in those bowls. Mary was very hungry.

Unit-7

THE ANIMAL SCHOOL

It was a hot summer day. Many animals of the forest assembled in and near the pond. All of them were relaxing and talking. Just then, a crow came flying and sat on a branch. A rabbit saw it.

“Welcome Mr. Crow! Where did you go in the hot sun?” asked the rabbit.

“I went deep into the forest and I saw something very surprising,” said the crow.

“Surprising? What was that?” asked a duck.

“I saw an animal school deep in the forest,” said the crow.

A squirrel which was lying in her burrow, heard these words.

She said, “School for animals! What do they teach there?”

“Many things... running, jumping, flying, swimming and much more,” said the crow.

“We would like to join that school!” shouted all the animals.

Unit -8

BIRBAL OUTWITS THE CHEAT

Once upon a time, in the kingdom of Akbar, there was a man called Bajrang. Bajrang was very poor. He wanted to start a business and become rich. But all he had was a well in his backyard.

One day he went to his neighbour, Gopal and said, “Gopal! I want to sell my well. Would you like to buy it?”

“Of course, it will be useful for the vegetable garden in my backyard,” answered Gopal.

Bajrang sold the well and got quite a good sum. He started a business with the money. Within a year, he became very rich. But he became greedy too. He wanted to get his well back. And that too without paying anything. He went to Gopal and said, “Gopal! You have been using my water all these days. You have to pay me for that.”

“What? Are you crazy? I bought the well from you. So the water is mine,” said Gopal angrily.

“But I have sold you only the well, but not its water,” quarelled Bajrang.

Appendix - II

About the Textbook

The textbook for class III has been developed keeping the following as the learning outcomes expected from the learners at the end of the academic year.

Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The following are the six broad categories of the Academic Standards.

1. Listening and Responding
2. Reading Comprehension
3. Conventions of Writing
4. Vocabulary
5. Grammar
6. Creative Expression (Oral and Written Discourses)

The children should listen to, read and construct the following discourses both orally and in the written form.

1. Descriptions (objects, persons and places, experiences)
2. Conversations with at least two exchanges related to their likes, dislikes, needs, etc.
3. Stories / Narrative containing events and dialogues
4. Rhymes / songs
5. Recipe
6. Slogans
7. Posters
8. Messages
9. Choreography

This textbook contains eight theme based units which are within the experiential orbit of the children. Each unit has a listening passage and two reading texts (A) and (B) along with textual exercises covering vocabulary, grammar, writing, project work etc.

Assessment

There are two types of assessments.

1. Formative assessment
2. Summative assessment.

Formative assessment

Formative assessment is done four times in an academic year. It is based on four tools given below.

1. Observation
2. Notebooks
3. Project work
4. Slip tests.

Formative Assessment is conducted for 50 marks, out of which observation, notebooks and project work are allotted 10 marks each and 20 marks for slip test.

Teacher has to assess the performance of the learners during each term. This is not a single day activity; it is a cumulative account of what has happened on a day-to-day class room transaction.

Criteria for awarding marks under each tool:

Observation: The oral performance of children related to classroom activities which cover the academic standards i.e., listening and speaking, reading comprehension, oral discourses and their indicators should be considered while awarding marks.

Notebooks: The written performance of children related to conventions of writing, vocabulary, grammar, written discourses and the indicators written should be considered while awarding marks.

Projects: The oral and written performance of children which cover all academic standards should be considered while awarding marks in various stages i.e., planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover any two / four targeted discourses in each formative assessment. This way all the targeted discourses should be covered. This practice will help children in attempting the written discourses in Summative Tests.

The following are the evidences for awarding marks:

- Teacher's unit cum period plans that reflect children's oral performance.
- Scripts of Slip Test.

Summative Assessment

In an academic year two summative assessments are to be conducted for 50 marks covering all the academic standards. Out of these, 10 marks are allotted for oral test and 40 marks are allotted for written test.



Wash away the germs

Washing hands helps prevent the spread of germs, and should be done frequently.

- Before you eat.
- Before and after you help a sick person.
- Before you care for a wound or cut, and again after.
- After you use the toilet.
- After you cough, sneeze or blow your nose.
- After you handle animal waste or an animal, or pet treats/food.

General Service List - Common Words of English

First 200 Words

1. the	22. this	43. man
2. be	23. we	44. out
3. of	24. you	45. other
4. and	25. do	46. so
5. a	26. but	47. what
6. to	27. from	48. time
7. in	28. or	49. up
8. he	29. which	50. go
9. have	30. one	51. about
10. it	31. would	52. than
11. that	32. all	53. into
12. for	33. will	54. could
13. they	34. there	55. state
14. I	35. say	56. only
15. with	36. who	57. new
16. as	37. make	58. year
17. not	38. when	59. some
18. on	39. can	60. take
19. she	40. more	61. come
20. at	41. if	62. these
21. by	42. no	63. know

64. see	87. look	110. place
65. use	88. before	111. little
66. get	89. great	112. world
67. like	90. back	113. very
68. then	91. through	114. still
69. first	92. long	115. nation
70. any	93. where	116. hand
71. work	94. much	117. old
72. now	95. should	118. life
73. may	96. well	119. tell
74. such	97. people	120. write
75. give	98. down	121. become
76. over	99. own	122. here
77. think	100. just	123. show
78. most	101. because	124. house
79. even	102. good	125. both
80. find	103. each	126. between
81. day	104. those	127. need
82. also	105. feel	128. mean
83. after	106. seem	129. call
84. way	107. how	130. develop
85. many	108. high	131. under
86. must	109. too	132. last

133. right	156. since	179. program
134. move	157. against	180. problem
135. thing	158. ask	181. however
136. general	159. late	182. lead
137. school	160. home	183. system
138. never	161. interest	184. set
139. same	162. large	185. order
140. another	163. person	186. eye
141. begin	164. end	187. plan
142. while	165. open	188. run
143. number	166. public	189. keep
144. part	167. follow	190. face
145. turn	168. during	191. fact
146. real	169. present	192. group
147. leave	170. without	193. play
148. might	171. again	194. stand
149. want	172. hold	195. increase
150. point	173. govern	196. early
151. form	174. around	197. course
152. off	175. possible	198. change
153. child	176. head	199. help
154. few	177. consider	200. line
155. small	178. word	