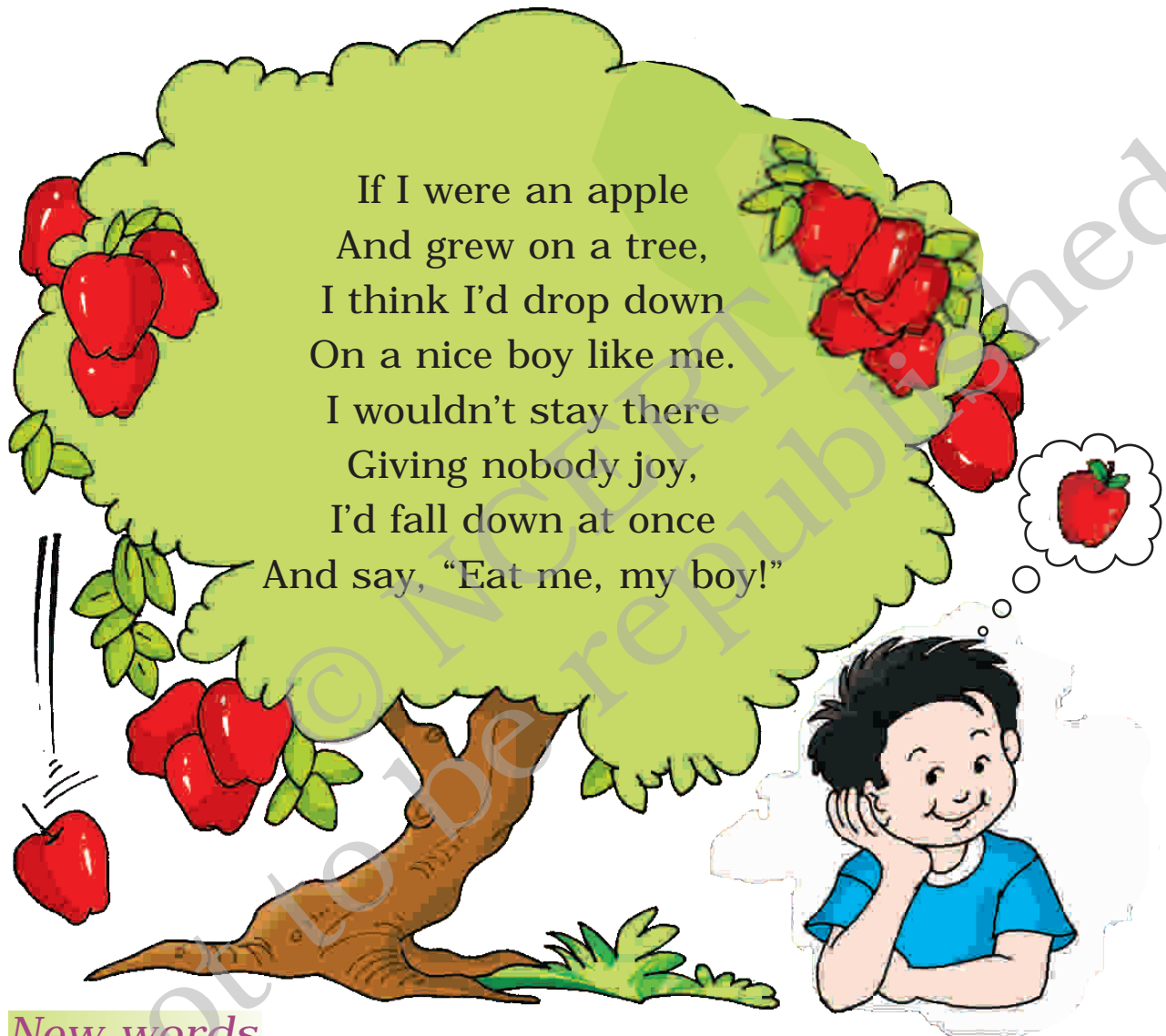


# If I Were an Apple

UNIT  
6

*Learn, recite and enjoy this poem*



If I were an apple  
And grew on a tree,  
I think I'd drop down  
On a nice boy like me.  
I wouldn't stay there  
Giving nobody joy,  
I'd fall down at once  
And say, "Eat me, my boy!"

## New words

apple 

boy 

eat

drop

joy

## Let's read

I like to eat an **apple**.

We clap our hands with **joy**.

## Reading is fun



- ▶ Where is the apple?
- ▶ Where is the boy?
- ▶ How can the boy get the apple?

## Let's talk



- ▶ Do you like apples?
- ▶ Have you ever climbed a fruit tree?

## Let's share



Fill in the blanks.

If I were a bird, I would \_\_\_\_\_. (fly, cry)

If I were a bee, I would \_\_\_\_\_. (buzz, chirp)



## Let's read and write



s t u v

s

t

u

v

s

t

u

v

s

t

u

v

## Say aloud



apple

drew

dew

ball

people

grew

few

call

ripple

threw

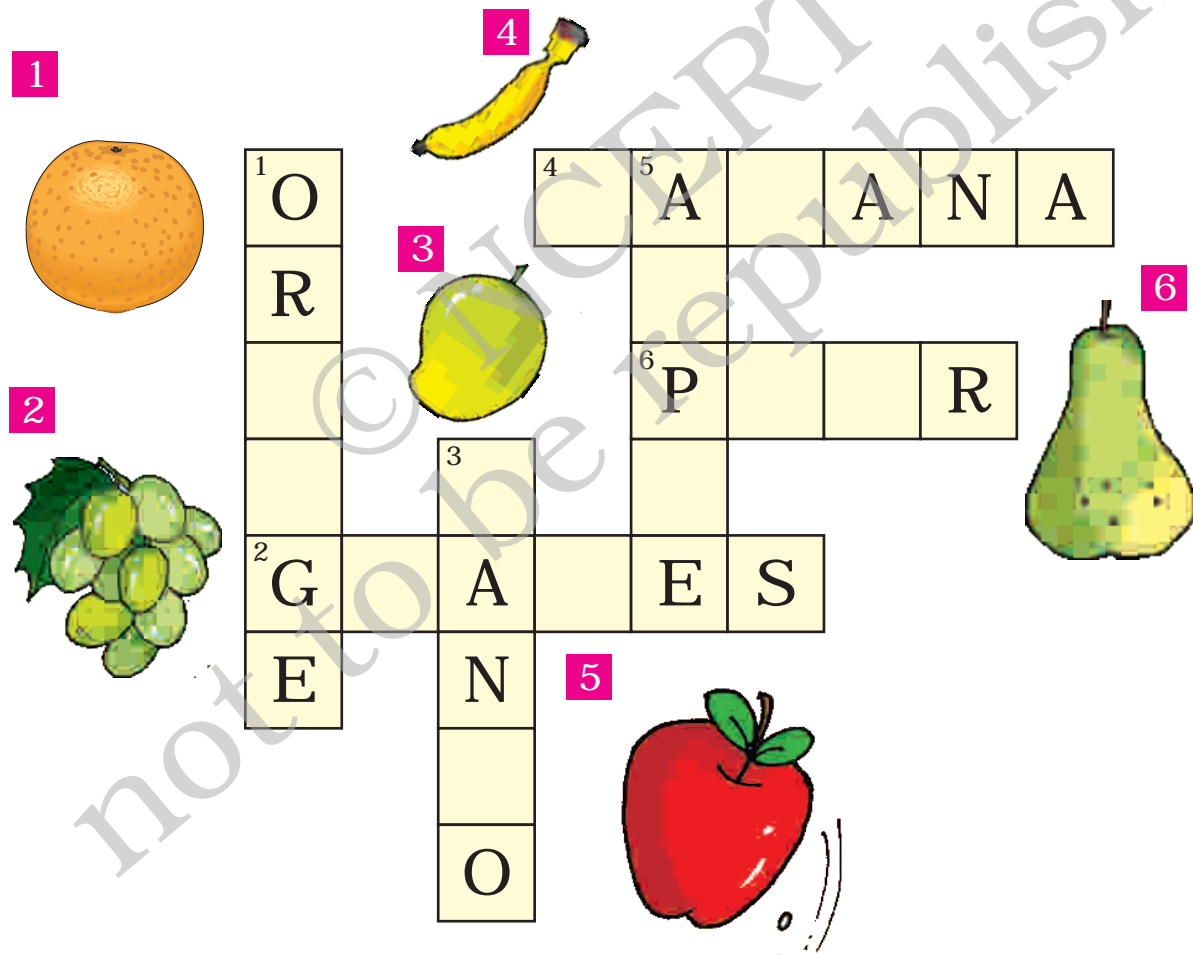
mew

fall

## Word fun



Fill in the letters to complete the crossword puzzle.  
Use the pictures as clues to find the fruit.



Which is your favourite fruit? Say why you like it,  
first in your own language and then in English.

# Our Tree

## *Listen and read*

A little bird sees  
Ripe fruit on our tree  
And eats a tasty berry.  
The bird flies tall  
And a berry seed falls.



The rains have come  
Hurry! let's run.  
Clouds, rain and sun...  
Our plant is born, a little one.

Now a tree,  
With branches long,  
Crows and bird-song,  
Crawling ants and spiders' webs,  
Caterpillars with tiny legs,  
Rich green leaves, life aplenty.





The tree has fruit,  
Some big, some small,  
Let us pluck them  
But do not fall!

Crows perch, squirrels run,  
And see the monkeys  
Having fun!

Strong branches,  
With pretty swings,  
Our beautiful tree  
Has so many things.

*Pranab and Smita Chakravarti*

### New words

berry 

caterpillars

nest 

rain 

tree

### Let's read



Clouds bring rain.

The tree has branches.



## Reading is fun



- ▶ Where does the little bird see the fruit?
- ▶ What does she do?
- ▶ What happens when she eats the berry?

## Let's talk



- ▶ Where do birds live?
- ▶ Have you seen any birds near your house?
- ▶ Do you know their names in English or in your own language?

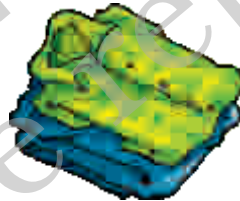
## Let's share



*Circle the things you can find on a tree.*



beehive



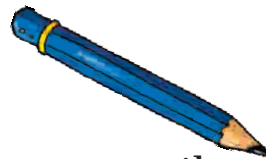
clothes



kite



crows



pencil



leaves



ant



book

## Juicy fruits

- Name the fruits you can see on the push cart.  
Say which ones you like the most.

apples

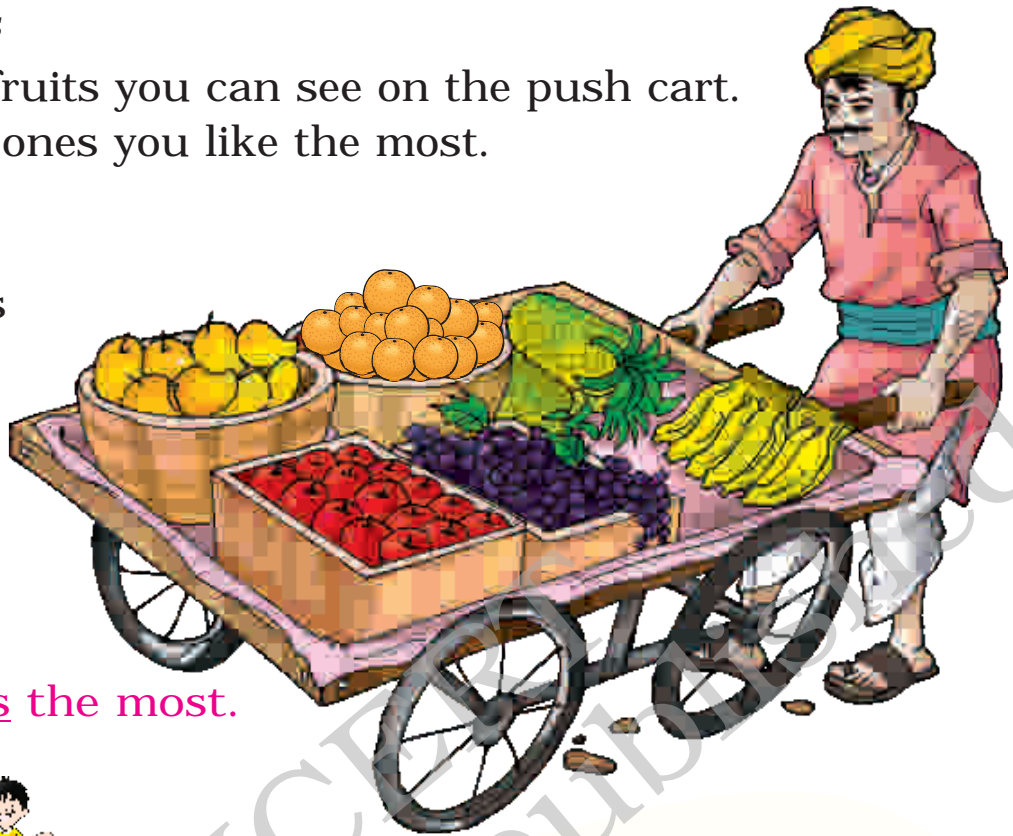
pineapples

mangoes

bananas

grapes

oranges



I like apples the most.

## Let's do



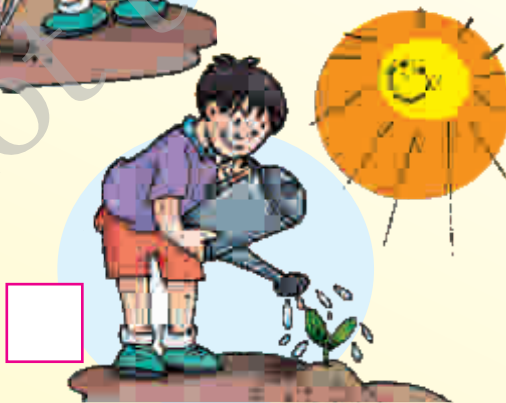
How does a seed grow? Look at the pictures below and number them in the correct order.



I dig the earth.



I plant the seed.



I water the plant.



The plant grows.

## Let's think



Put a tick (✓) if it is true. Put a cross (X) if it is not true.

	True	Not true
I like fruit.		
I like flowers.		
There is a tree near my house.		
The tree has flowers.		
The tree has fruit.		

## Let's read and write

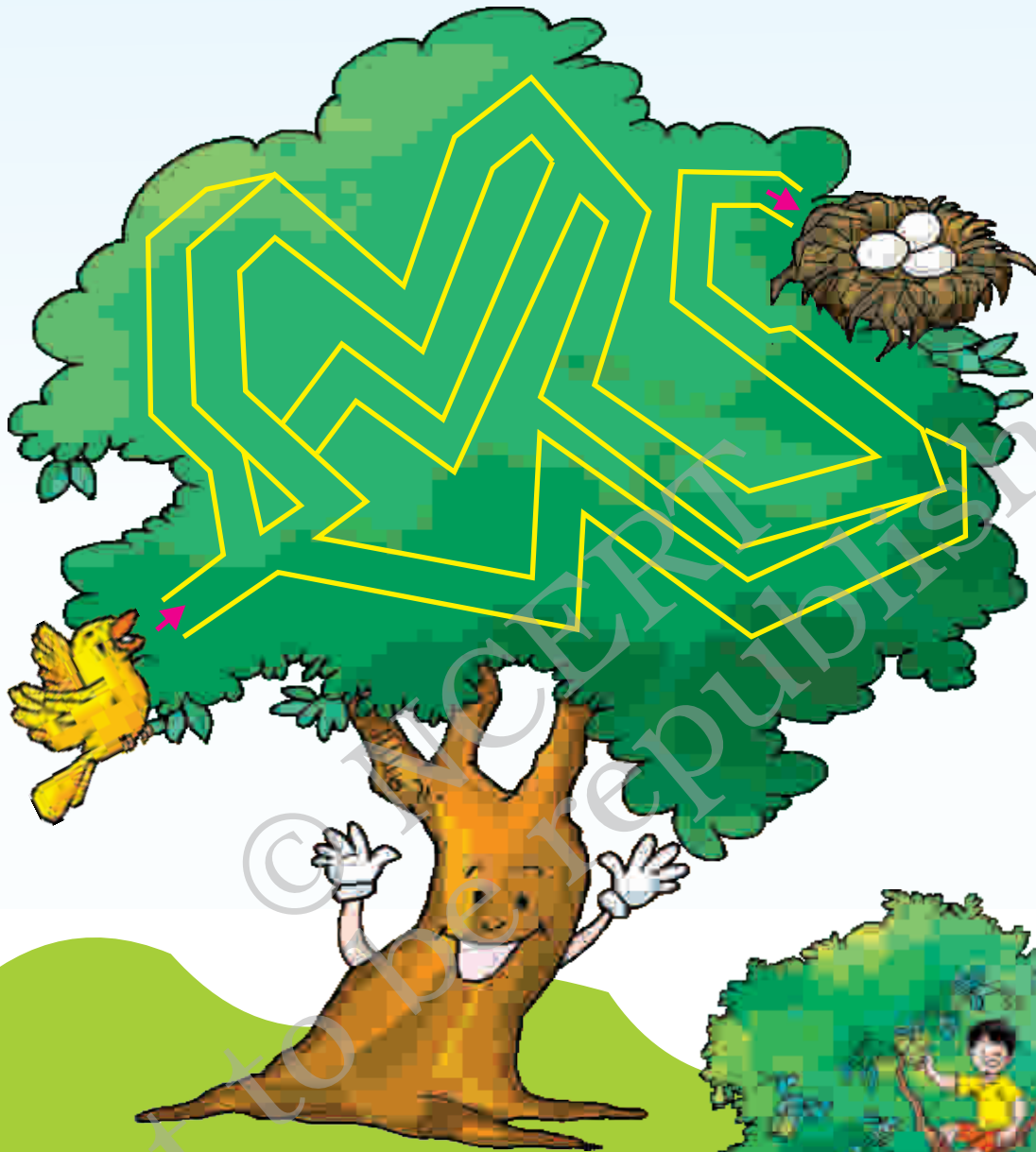


w x y z

Handwriting practice lines for the letters w, x, y, and z. Each letter is shown in a dotted format on a four-line grid (top blue, middle blue, bottom blue, and baseline pink) for tracing. The letters are arranged in four rows, with each row containing one letter. The first row includes directional arrows for the strokes of each letter. The second and third rows show the letters in a dotted format for tracing. The fourth row shows the letters in a dotted format for independent writing practice.



*Help the bird reach its nest.*



- Can you climb a tree?
- Yes, I can climb.
- Yes, I can pluck.
- Yes, I can catch.
- Yes, I can jump.



# Murali's Mango Tree

*Listen, read and enjoy this story*

One day Murali ate a mango.  
He threw the seed behind his house.  
Many months later, he saw a plant.  
He watered the plant every day.  
The plant grew into a big mango tree.  
Every summer, many mangoes grow on it.  
Now, Murali's children eat the mangoes.



*Read the sentences and tick (✓) the right picture.*

Murali ate a (banana  /mango  ) one day.

He threw the (seed  /mango  ) behind his house.

Many months later, he saw a (seed  /plant  ).

He watered the (seed  /plant  ) every day.

Many (apples  /mangoes  ) grew on the tree.

*Draw a tree showing leaves, branches, fruit, birds, nest and a swing.*



**Let's talk** 

- ▶ Describe the picture using all the words given above.
- ▶ Should trees be cut?
- ▶ Name some trees which you have seen.



This unit is a good opportunity for involving children in interesting activities about their environment. Encourage children to look and listen attentively and express their thoughts freely.

- Talk to them about trees around and how important they are.
- Share with them topics like “Why do you think trees are important for us?”

Give them clues like, “They give us shade, flowers, fruits etc.”

### ► Group Activity

Let the children make a class tree with their handprints. Let them stick leaves and twigs on it. Write this verse and stick it under a tree.

*What do I plant*

*When I plant a tree?*

*I plant a circle of shade around me;*

*A circle of shade*

*Where people come*

*To rest under the sun.*

### MATERIAL REQUIRED

A sheet of paper, some twigs, some leaves and an old cardboard sheet

### ► Develop pronunciation

Words like tree, bee, flea can be introduced.

### ► Exposure to language

This time let the *sight words* be the names of children which can be pasted on the tree that the children have made.

Names of all the children such as **Ritu** **Kabir** **Mohan** **Lofang**

### ► Develop speaking skills

Give children a week or two to learn a rhyme, one in their language and one in English. Let them recite these. Always appreciate their efforts. Do not push children who are not ready for it. As facilitators we must let children speak at their own pace.

► Develop writing skills

Write the letters from r to z on the blackboard. Let the children read from the board and the picture dictionary. Encourage these early writing attempts and ensure a feeling of success for all children. Use Activity Sheets and a notebook to further encourage the patterns as on pages 65, 66, 69, 70, 71, 72 and 74.

► Use the method of developing fine motor coordination

Tell the class how to sort out three mixed pulses into different piles or sort leaves on the basis of their colour, shape and texture.

► Awareness raising

Have a discussion on the hazards of throwing things into the river and why we must stop this from happening.