

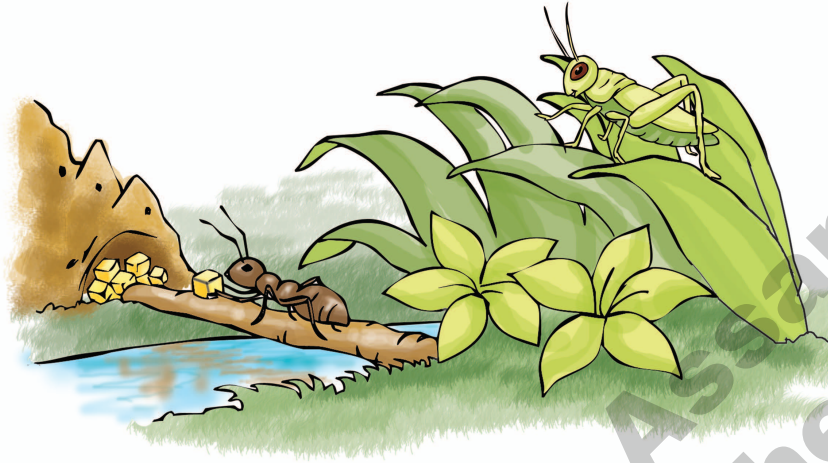
Lesson 2

The Ant and the Grasshopper

Discuss with your friend what the squirrel is doing:



Let's read this story of two friends- the ant and the grasshopper:



Hop, the grasshopper, and Annie, the ant, are friends. Hop loves to hop around from grass to grass. He spends all his time in summer singing and dancing.

Sa....Re....Ga....Ma....!

La....La....La....!!

What a nice weather!

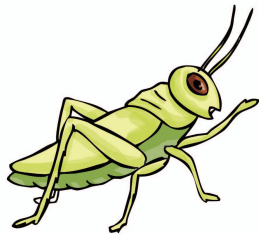
La....La....La....

But Annie loves to work hard all the time. She spends all her time in summer working and working.

It is winter now. One morning Hop gets up late. He is looking for Annie.

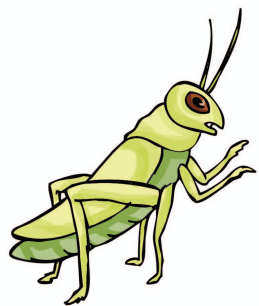
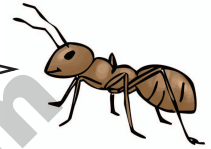


Hop sees Annie. She is busy in the store-house.



Hello! Good morning, Annie.

Good morning, Hop. What's the matter?



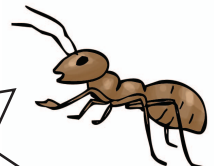
I'm very hungry. Will you please give me some food?

I have a good store of food. Didn't you store some food for winter?

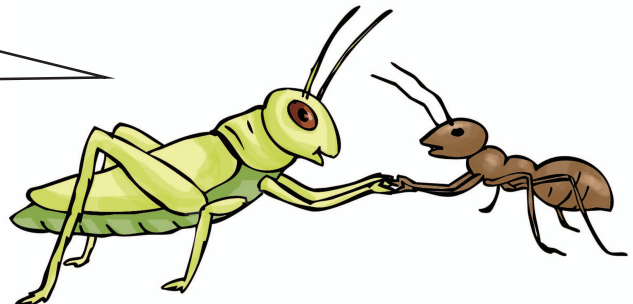


No, I didn't. I spent my days singing and dancing.

Very bad, Hop. We should think about our future. We should save some food for winter. Anyway, I'll give you some food this time. But only this time.



Thank you very much, Annie. I've learnt a lesson. From now on I'll work hard. I'll also save food like you.



ACTIVITIES

1. Read and write:

Annie wants to write a letter to Hop. Let's help Annie to complete the letter. Fill in the missing words in the letter:



My dear Hop,

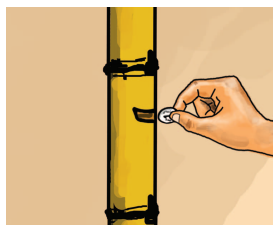
Hope you are fine. What are you _____ these days? Are you working hard? Or are you spending all your time, singing and _____? Do _____ remember what I said? I advised you to _____ food for the _____. Now I am very _____ with my work. Soon it will be the _____ season. I will meet _____ soon.

Lots of love,
Annie

2. The bees store honey in a honeycomb. Ants store food for winter. Here are some places where we keep money. Read them aloud:



a piggy bank



a bamboo tube



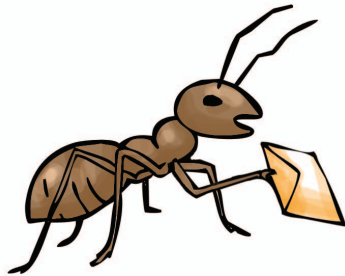
a post office



a bank

3. Let's read:

This is how Annie's letter goes to Hop. Follow the arrow marks and read.



Annie puts the letter in an envelope. She seals it and pastes a postal stamp on it. She also writes the address on it.



Annie drops the letter in a postbox.



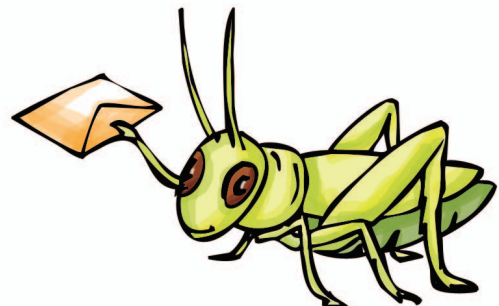
A postman collects the letter from the postbox. He takes it to the post office.



The post office sends the letter to Hop's place.



A postman delivers the letter to Hop.



4. Here is a song that you can play a game with. Your teacher will show you how to play it. Sing and enjoy the game.

I wrote a letter to my mother,
On the way I dropped it,
A postman came and picked it up
And put it in his pocket.



☞ The teacher will explain the game. All the children will sit in a circle. One student will hold a piece of paper and run around his/her classmates while singing the song. Then he/she will drop it behind a student. That student will pick up the paper, sing the song and go around the same way. The game can continue as long as the teacher wants.

5. Anjan is a good boy. He likes to do all his work on time.
Read what Anjan does during the day:



I wake up.



I brush my teeth.



I have a bath.



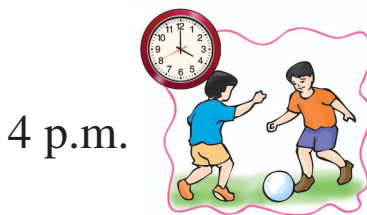
I eat breakfast.



I go to school.



I return from school.



I play with my friends.



I study.



I go to bed.

Now, write what Anjan does every day.

At 6 a.m. I,.....

At 7 a.m. I,.....

At 4 p.m. I,.....

At 9 p.m. I,.....

Sit in pairs and ask your partner what he/she does every day. You and your partner can use these words to begin each sentence:

First I,.....

Next I,.....

Then I,.....

After that I,.....

6. Read the announcements on the school notice board:

A

The students of Class III and Class IV will visit a flood relief camp next Sunday. Please bring old clothes and old books. Contact the class captain for bus timings.

B

Come One Come All!

Here's an announcement for you. Our school is starting 'Sanchayika' – a small savings scheme. Don't miss this golden opportunity. Save your pocket money. It will grow tomorrow.

Now, answer the following in one word:

- i) Day of visit to the relief camp_____.
- ii) The name of the small savings scheme_____.

7. Listen to your teacher's instructions and draw:

First open your notebook and find a blank page.

Then take your pencil.

Now draw a house on the blank page.

Then draw a tree to the left of the house.

After that draw a bucket to the right of the house.

Also draw a bird on the roof of the house.

Finally, colour the picture.

8. Read the words on the block. Some of them are in full forms, others in contracted forms. Circle the words in contracted forms:

I'm	I'll	can't	couldn't
I am	I will	cannot	could not
it's	isn't	let's	that's
it is	is not	let us	that is
don't	doesn't	didn't	won't
do not	does not	did not	will not

Now, write the contracted forms of the underlined words:

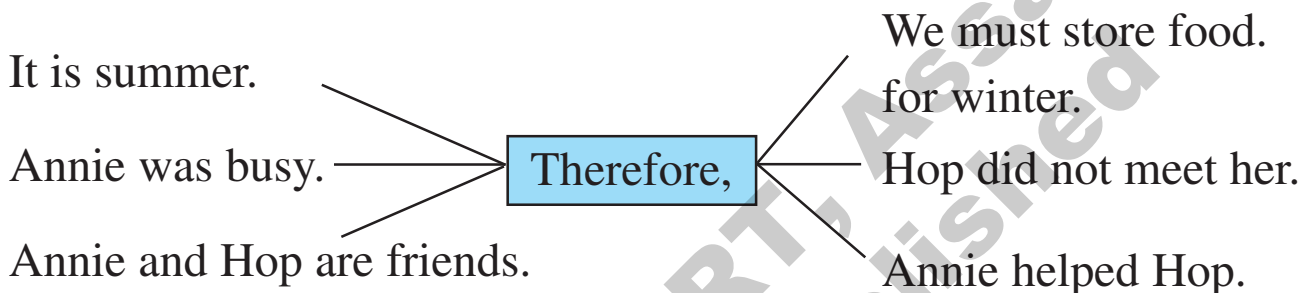
- Today I am going to the market.
- I will buy a cricket bat.
- I cannot play with my old bat because it is broken.
- My sister does not like to play cricket.
- So she will not come with me.



9. Read the sentence:

The grasshopper was singing and dancing. Therefore, he could not store food.

Now, join the two matching parts from each of the sentences given below. Write them together, beginning the second sentence with ‘Therefore’.



10. Do you know that ants are always busy and hard working? They work together and move in a line.

Choose words from the box and complete the sentences below:

busy tiny hard-working together line

- (a) The ant is a insect, smaller than a bee.
- (b) Ants are always They hardly take a rest.
- (c) They are very insects. They are not lazy.
- (d) Ants always move in a....., just like soldiers.
- (e) Ants like to work They do not usually work alone.

Lesson 2

For the Teacher

Reading

The story of “The Ant and the Grasshopper” is a reading input which is followed by a conversation between Annie the ant and Hop the grasshopper. Activity 3 is another interesting reading input, showing the movement of a letter from Annie to Hop.

Activity 6 will enable learners to read school noticeboards with comprehension.

Writing

The teacher will help learners complete the writing exercises with close monitoring and guidance.

Recitation

A song game has been introduced in Activity 4. The teacher will explain the game as children sit in a circle. One student will run around her classmates holding a piece of paper while singing the song. He/she will drop it behind a student, who will pick it up and sing a song while going around in the same manner.

Grammar Focus

Activity 5 may be used further to refer to habitual actions and use of verbs. The teacher will tell learners that for habitual actions, verbs take ‘s’ or ‘es’ after them if the doer is ‘he’ or ‘she’. For example: He/she plays/walks.....

Contracted forms are introduced in Activity 8. In Activity 9, the use of ‘therefore’ is shown. The teacher will help learners understand the use of ‘therefore’, ‘so’, ‘but’, etc. by conducting appropriate activities.

Sentences without a context (i.e. without details such as where, when, who, how) should not be encouraged. Learners should be given practice in composing sentences in a context.

Learning Outcomes:

The learner –

1. enacts different roles in short skits
2. responds to simple instructions, announcements in English made in class/school
3. responds verbally/in writing in English to questions based on day to day life experiences, an article, story or poem heard or read
4. presents orally and in writing the highlights of a given text/a short speech/narration/video, film, pictures, photograph, etc.
5. uses nouns, **verbs**, adjectives and prepositions in speech and writing
6. uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc.
7. reads printed script on the classroom walls, noticeboard, in posters and in advertisements
