

Lesson 8

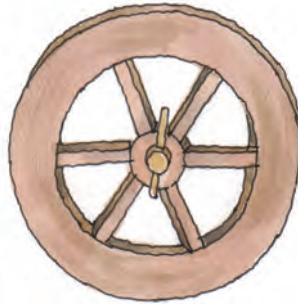
The Journey of Wheels



On your mark...

Let's look at the pictures:

- How many of these objects have you seen?
- What is common in all these pictures ?

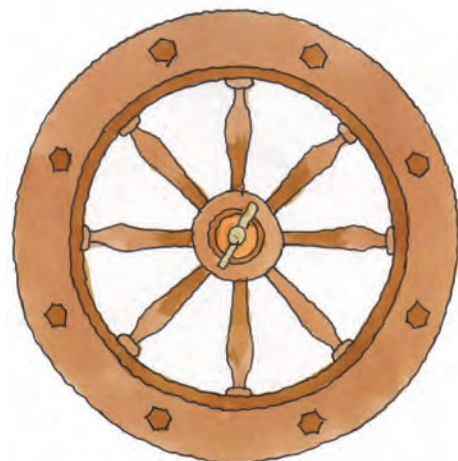


Let's read:

Unit -I

Do you know Munni ? Munni is a little girl. She studies in class III. Her father is a potter. She helps her father in making earthen pots. She goes to the market with her father in a bullock cart. Her father takes her to school on his bicycle everyday. Last Sunday she went to the village fair. She took a ride in the Giant Wheel and the Merry-go-round.

Munni was very happy. She saw how we use the wheel in different ways. Without the wheel there would be no bicycles, cars or trains. Wheels are used in windmills and steam engines, too. Without the wheel her father would not be able to make pots, her mother would face trouble in drawing water from the well.



Many **factories** run on wheels. But who **invented** the wheel ? Nobody knows the answer. One of the first wheels used was the potter's wheel. It happened 5500 years ago. Later man used the wheel for **transport**. The first means of transport was a wooden cart. Wheels changed our lives. We can now move easily and quickly from one place to another. We can easily transport heavy goods on wheels. Our physical work became less with the invention of wheels. Right from the tiniest watch **gear** to the large vehicles, the wheel is found everywhere. It saves our time. It makes our life better.

Word Trove

- factories** : workshops where machines make things
invented : created something new
transport : means of getting from one place to another
gear : that part which controls the speed of a machine

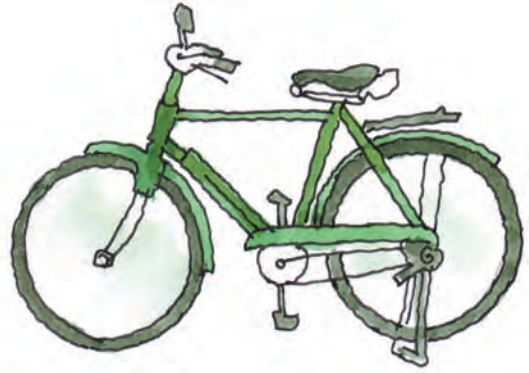


Let's do...

Activity 1

Name four things that are run by wheels. One is done for you:

1. Bicycle
- 2.
- 3.
- 4.



Activity 2

Let's put "T" for true and "F" for false sentences in the boxes given below :

1. A bicycle needs wheels to move. ☐
2. The first transport was a bullock cart. ☐
3. We observe the use of wheels right from the watch to the Giant Wheel. ☐
4. Munni took a ride only in the Giant Wheel. ☐

Activity 3

Let's complete the following sentences :

1. Without the invention of the wheel, there would have been no vehicle like _____.
2. Man used the wheel _____ years back.
3. One of the first wheels was _____.
4. The invention of the wheel changed _____.

Activity 4

Let's answer the following questions :

1. What does Munni's father do ?
2. Why is the wheel very important for a potter ?
3. When was the wheel invented ?
4. Why do you think a wheel plays an important role in our lives ?



Let's learn...

Study how the following sentences can be divided in two parts :

1. Munni was very happy.
2. She studies in class III.
3. Man used the wheel for transport.
4. Wheels changed our lives.
5. Our physical work became less.



1. Munni
2. She
3. Man
4. The wheel
5. Our physical work

1. was very happy
2. studies in class III
3. used the wheel for transport
4. changed our lives
5. became less



Let's do...

Activity 5

A. Let's match the words of the blue box with that of the green box to make complete meaningful sentences :

1. Wheels
2. Physical labour
3. One of the first wheels
4. Nobody
5. We

1. became less
2. run machines
3. move easily
4. was the potter's wheel
5. knows the answer

B. Now divide the sentences as shown before :

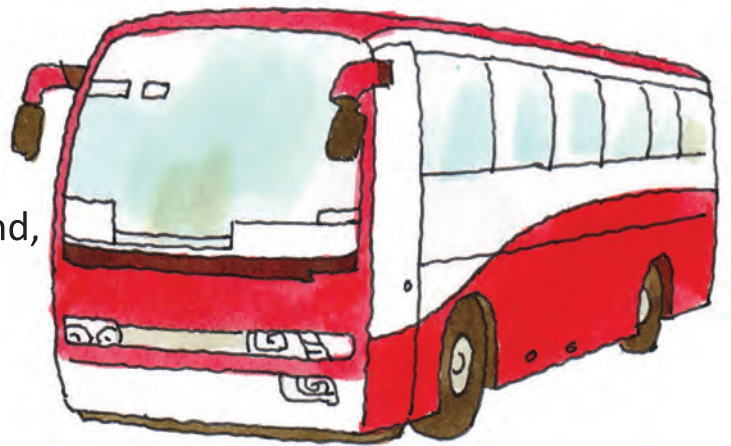
1. She helps her father.
2. She went to the fair.
3. He bought a pen from the market.
4. We use wheels in different ways.



It's rhyme time

Let's sing together :

The wheels of the bus
Go round and round
Round and round, round and round,
The wheels of the bus
Go round and round
All day long.



Let's talk...

Have you ever seen a spinning wheel ? Look at the picture on the next page.
Can you say what it is used for ? Ask your partner.



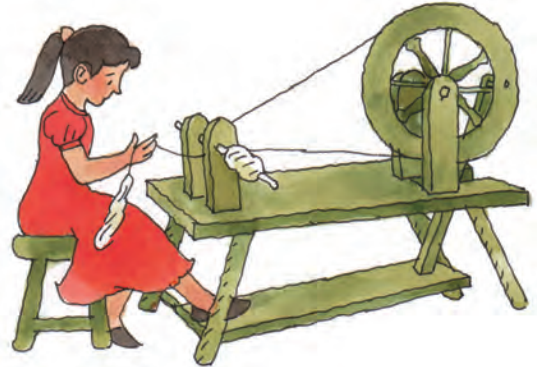
Let's read:

Unit - II

Once there were two sisters. They lived in a village.

All day long the elder sister used to work at the spinning wheel. She was very hard working. But her younger sister was very lazy.

One day the elder sister was sitting by the well. She was also working at the spinning wheel. Her hands



were wet with sweat. Dirt stuck to the sweat. So she

dipped her hand into the well to clean them. By mistake, she dropped the shuttle into the well. She began to weep.



Word Trove

shuttle : a bobbin for carrying the thread across the cloth



Let's talk...

If you are the girl who has dropped her shuttle, tell your friend what you would do to get back the lost shuttle. Will you -

- tell your mother
- ask a friendly neighbour to fetch it from the well



Let's do...

Activity 6

Let's tick the correct answer :

1. The girl lived in a
 - (a) town
 - (b) city
 - (c) village
2. The girl spun the wheel sitting
 - (a) at home
 - (b) by the well
 - (c) under a tree
3. The little girl worked
 - (a) till night
 - (b) all day long
 - (c) till afternoon



Let's read again:

The poor little girl dived into the well to get the shuttle. As she fell, she became senseless. Thus she dropped down to the bottom of the well.

When she awoke she found herself sitting in a meadow. The sun was shining brightly. There were flowers



everywhere. Across the meadow she saw some apple trees. The trees were full of apples. As she looked up, each of the trees called out, 'Shake me, shake me. The apples are all ripe'.

So she shook the trees. The apples fell like rain. She gathered them in a heap. Then she came to a little house. There she saw an old woman. The woman had large teeth. The girl was afraid.



Let's do...

Complete the following sentences with information from the text :

1. The poor little girl dived
2. The meadow had some



Let's talk...

- If you were the elder sister, would you be afraid on seeing the old woman ? Discuss with your friends.
- Would you run away ?
- What would you do otherwise ?



Let's read again :

The girl was about to run away. But the old woman called her, 'Why are you running away? Don't be afraid. I am Mother Moon.'

The old woman spoke very kindly. So, the little girl decided to stay with her.

She looked after the old woman. The woman was very happy. The little girl enjoyed good food everyday. She had everything she wanted.

But one day, she wanted to go home. She told Mother Moon her wish. So the woman took her near a big door. At once the door opened. The girl looked out. There was a shower of gold. Mother Moon said, "All these are yours. You work hard all day. This is your reward."

The door closed. The girl found herself in front of her house. There was a cock close by. It cried out-

"Cock-a-doodle-do

Your golden girl comes to you."

She entered her house. She told her mother all that had happened. Her mother wished the same luck for her younger daughter as well. So the younger daughter went and sat by the well. She dropped the shuttle into the well. She jumped into the well. She came to the same meadow. She saw the same trees. But she did not shake the trees. She came to stay with Mother Moon. But she was very lazy. She did not get up in the morning. She did not work hard like her sister. Mother Moon did not like her. So, when she returned home empty-handed, the cock began to cry-

"Cock-a-doodle-do

Your lazy girl comes to you."



Word Trove

meadow : green field

[Adapted from **Grimm's Fairy Tales**]



Let's do...

Activity 7

Let's answer the questions :

1. Why did the elder sister stay with the old woman ?
2. Why was Mother Moon very happy with the elder sister ?
3. Why did the elder sister get gold ?
4. How was the younger sister different from the elder sister ?

Activity 8

Using the letters of the given word make three new words. One is done for you:

Mother : her/other/home

Happened :Pen...../...../.....

Thought :/...../.....

Before :/...../.....

Meadow :/...../.....



Let's learn...

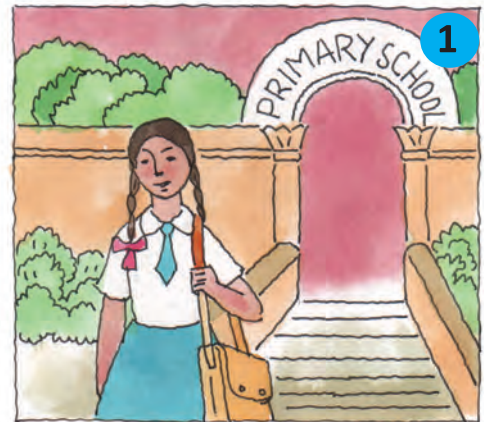
The natures of the two sisters were completely opposite. One was hardworking, the other lazy. Look at the opposite pair of words.

elder	younger
hardworking	lazy



Let's talk...

Imagine the girl in the picture is you. Can you tell the class what happened on that particular day?





Let's do...

Activity 9

Here are some opposites. But the letters of the words in table B are jumbled. Let's rearrange the letters in the right order to find out the opposite words:

A

Young
Little
Happy
Small
Light
Near

B

dlo
egral
yppahnu
gib
yvaeh
raf

Activity 10

Let's write down what happened the other day by looking at the pictures on page 111. The first sentence is written for you :

1. I was leaving school to go home.
- 2.
- 3.



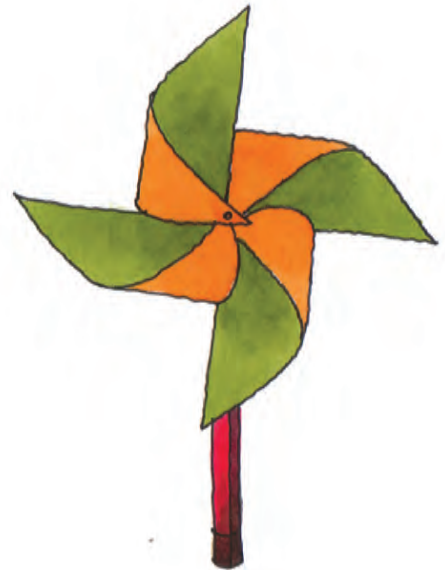


Let's work together...

Have you seen a pin-wheel ? Do you know how to make it ? Come, let's make a pin wheel.

Things we need :

- A sheet of plain paper
- A pair of scissors
- A pencil with an eraser at the end
- Crayons or colour pencils
- A hole-puncture
- A pin



Method :

- Draw a square of 6 inches on the paper.
- Draw any pattern or picture with the crayons.
- Starting at each corner of the square cut a diagonal slit from the edge towards the centre. Stop about halfway to the centre.
- Now use the hole-puncture. Make a hole at each corner of the square and also at the centre of the square.
- Carefully fold each punctured corner. Align all the holes at the corners with the hole at the centre. Be careful not to crush the paper.
- Finally, attach the pin-hole to the pencil. Insert the pointed head of the pin through the punched holes sticking it into the eraser at the end of the pencil.

Your pin-wheel is ready. See how it turns when the wind blows on it.

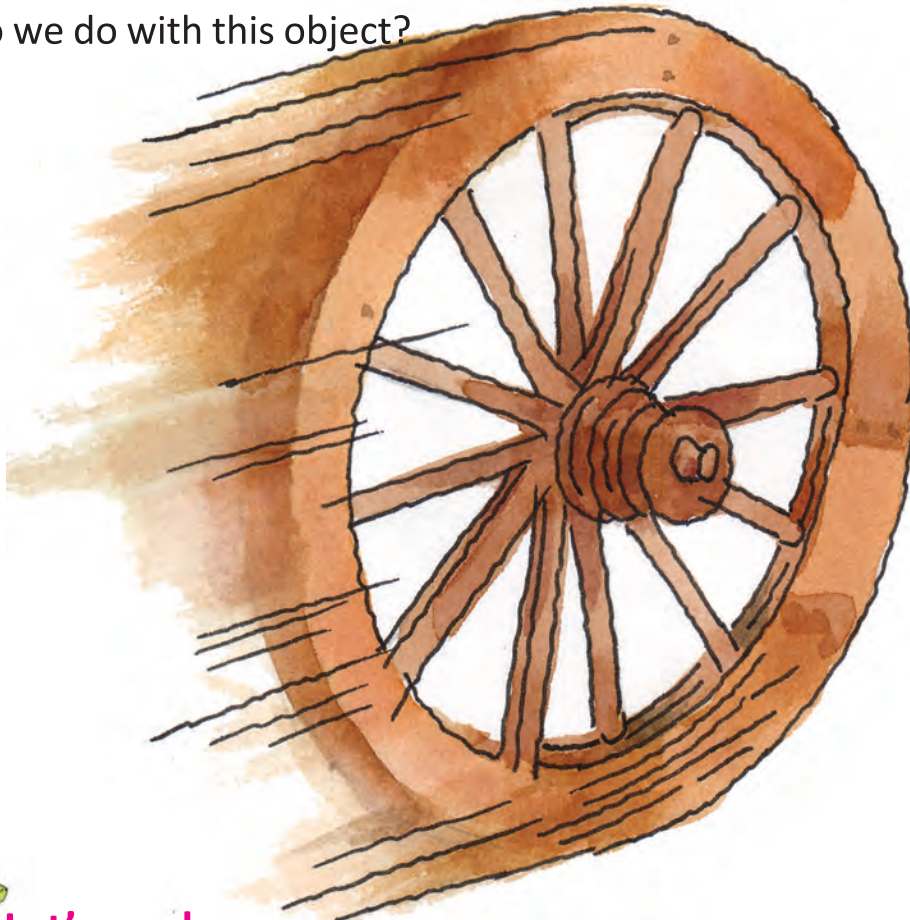
Lesson 9

Moving Around



On your mark...

- What do you see in the picture?
- What do we do with this object?



Let's read:

Unit-I

Transportation on Wheels

I am Mirik Roy. I am a student of Class III. I live in a small village. I ride the cycle-van to school everyday. This van is blue in colour. A van has three wheels.

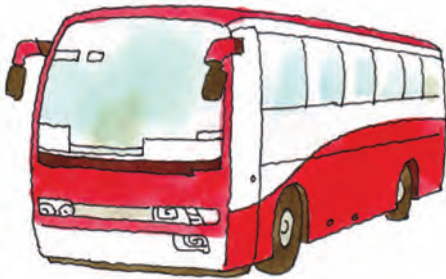




My father has a green bicycle. It has two wheels. Last year, my father taught me to ride the bicycle. It was great fun.

I enjoyed a visit to Kolkata, too. The trip was during the summer vacation. My parents took me there. My father told me about a **variety** of vehicles in the city.

From our home, we took an auto-rickshaw to the bus stand. The auto-rickshaw was yellow in colour. It had three wheels.



A big red and white bus took us to the railway station. I saw the bus had six wheels.

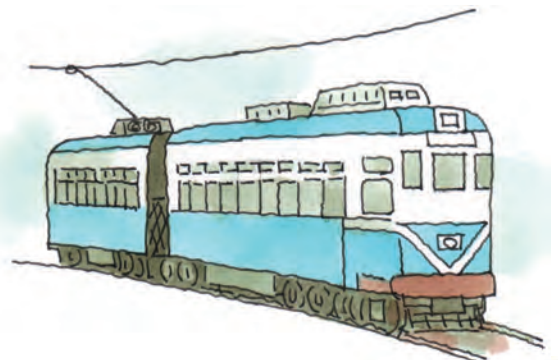
At the station, we got into a train. It was green and gold in colour. It was like a big snake. A train has many wheels.

In the city, I saw a train-like thing with two compartments moving on rails.



My father told me it was not a train but a tram. It was blue and white in colour. It also moved on wheels.

There were many cars in the city. Cars of different colours moved very **fast**. Cars have four wheels. My father told me all these were vehicles. They move on wheels.



I was happy to ride the auto-rickshaw, the bus and the train. I was also **glad** to see the tram and the cars. But what I enjoy the most is a **ride** on my father's bicycle.

Word Trove

variety : different kinds
fast : quick
glad : happy
ride : journey



Let's do...

Activity 1

Let's fill in the chart :

Vehicle	Number of wheels	Colour
	three	yellow
Van		
	many	green and gold
Bus		
	two	
Tram		

Activity 2

Let's write "T" for true and "F" for false statements in the given boxes :

- Trains move very slowly.
- Cars are of one colour.
- The bicycle of Mirik's father was green in colour.
- Mirik lives in the city.
- Mirik is a student of Class III.

Activity 3

Let's make a word-train :

Arrange the following words in the shape of a train with each word looking like a compartment of the train.

red	yellow	blue	orange	green
purple	black	white	brown	
one	two	three	four	



Look at the pictures on the right side and choose the correct word from the word-train. Circle the words that you use :

1. I ride on the _____ bus.



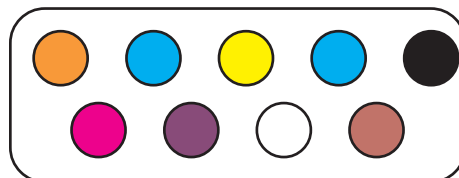
2. This is a _____ car.



3. These are _____ vans.



4. _____ is my favourite colour.



5. This is a _____ bicycle.



Activity 4

The word-cards are not in order. Rearrange them to form sentences:

bicycle	ride	a	I	
wheels	trams	on	move	
a	three	has	wheels	van
big	is	a	it	train



It's rhyme time



Stamp, stamp, stamp your feet,
Stamp them on the ground.
Travelling, travelling on your feet,
Walk to get around!



Let's do...

Activity 5

Produce the sounds :

- Sound of footsteps :
- Sound of trains and trams :



Let's talk...

Ask your friend [work in pairs]:

- How do you go to school ?
- How do you go to the market ?
- Name a vehicle with two wheels.
- Name the vehicle(s) you like to ride.



Let's do...

Activity 6

Discuss with your friend and write four sentences on some uses of a vehicle that you have seen:



Let's work together...

A. Make a list of the vehicles you see around you.

1. Bicycle

2.

3.

4.

5.

6.

7.

8.



B. Draw pictures of any two of them.



Unit - II

On your mark...

- Have you ever travelled by water?
- If so, did you enjoy your journey?



Let's read:

Transportation on Water

Bunny was a rabbit. His **burrow** was beside a pond. His best friend was Punny. Punny was a fish. She lived in the pond.

Every afternoon, Punny used to swim close to the **bank**. Bunny sat on the bank. The two of them talked till evening.

One afternoon Punny said, "Tomorrow is my birthday. You must come."

Bunny said, "I cannot come. I cannot swim like you." He was sad.

Punny told him, "Don't be sad, Bunny. Take a boat, and come."

Next afternoon, Bunny took a boat to the middle of the pond. The boat was made of wood. It had a **hull**. The hull helped the boat to float. The hull was built around a long beam called a **keel**. The keel helped the boat to keep its direction.



boat



steamer

Bunny enjoyed the ride. Punny gave him some **watercress**. As he ate, Bunny heard stories from Lobu. Lobu was Punny's mother.

She told him about the steamer. The steamer looks like a large boat. It is made of iron. It moves on steam power. The steamer has a **propeller**. The propeller helps the steamer to move through water. The steamer carries people and goods.

Bunny also heard about ships from Lobu. A ship is large. It is made of iron, too. Earlier, ships moved on sails. Later, ships started moving on steam power. Now, ships move on diesel and electric power. Ships have many hulls and keels. Ships also have propellers.



ship



vessel

Bunny rode the boat back to the bank. Punny swam beside the boat. She told him about a vessel.

A vessel is a very large boat. It carries heavy goods like cars and jeeps. The vessel has no roof. It

moves on diesel power. Vessels have propellers, too.

As Bunny went to sleep that night, he dreamed about boats, steamers, ships and vessels.

Word Trove

- burrow** : a hole made by a rabbit to live in
- bank** : the side of a pond or river
- hull** : framework of a boat or ship
- keel** : wood or steel at the base of a boat or ship
- watercress** : *halim shak or jalkumbhi, an edible water weed*
- propeller** : a machine with blades to help movement



Let's do...

Activity 1

Let's see the pictures and write:

a.



This is a _____.

b.



This is a _____.

c.



This is a _____.

d.



This is a _____.

Activity 2

Let's answer the following question:

- Who is the friend of Bunny?
- Who is Lobu?
- What did Bunny eat?
- Why was Bunny sad ?
- What does a hull do ?
- What does a keel do ?
- What did Bunny dream about ?



Activity 3

Who am I ?

- I am made of wood. I have no propellers. I am a _____.
- I have many hulls and keels. I move on diesel and electric power. I am a _____.
- I have no roof. I carry heavy goods. I am a _____.
- I move on steam power. I carry goods and people. I am a _____.



Let's learn...

Let's look at the table:

Animals	Home
Rabbit	Burrow
Horse	Stable
Cow	Cow-shed
Dog	Kennel
Pig	Sty



Let's do...

Activity 4

Let's match the animals with their homes:

animals

home



sty



cow-shed



kennel



stable



burrow



It's rhyme time

Over the river,
Over the bay,
Boats travel
Every day.



Most of the people,
Crowd to the side,
Just to enjoy
Their boat ride.



Watching the seagulls,
Laughing with friends,
I'm always sorry
When the ride ends.





Let's talk...

Ask your friend [work in pairs]:

- Do you like a ride on a boat ?
- Can you name any other means of transport on water ? What are those ?
- Do you think Bunny will take a boat ride again ? Why?
- Have you ever heard of a ship that travels under water ? What is it called ?



Let's work together...

A. Make a boat and a ship with paper. Stick these on the blank page overleaf. Write about some of their uses.

A Boat

A Ship





MY PAGE -1

What do you feel about the book?
Please write and draw.





MY PAGE -2

What do you feel about the book?
Please write and draw.



Teachers' Guidelines

We must understand that for all practical purposes, the students of any given classroom hardly represent a homogeneous unit. The teachers should expect to meet, and interact with, a classful of students from a wide cross-section of society. Their ability and readiness of reception may vary. This variability of competence must be considered and accommodated in the teaching methodology. This may be effected in a number of ways : 1) peer observation is a process that may be encouraged, where the comparatively advanced learners may be observed and emulated by others; 2) to talk and interact in class, so that the ones who are shy or reticent due to compromised competence get easily noticed and are then gradually helped by the teacher to participate fully in classroom conversation; 3) an environment of equality has to be carefully created within the classroom, and this is the biggest responsibility of the teacher. For the underprivileged child, the classroom must represent a window of liberation, a slice of society where class differences dissolve. This is especially relevant in the context of English teaching as the language still carries invisible links with privilege.

The vision of joyful learning that has received a significant focus in RTE Act, 2009 forms the foundation of the present textbook. The book aims to create an enjoyable atmosphere by providing an abundance of pictures and activities for the students, and it is expected that the teachers will exploit these resources to enrich the learning experience. The rubrics 'On your mark', 'Let's talk', and 'Let's work together' have been designed with the concept of co-operation and collaboration in mind, so that the spirit of belonging and camaraderie helps to enliven the classroom and remove any residual drudgery. All activities are to be transacted within the classroom in an open-ended manner, inviting multiple responses. These are to be done in line with RTE Act, 2009, clause 29(2)(g) that emphasizes upon 'making the child free of fear, trauma and anxiety and helping the child to express views freely.'

Specific guidelines for classroom transaction

Revision lesson (25 Periods) :

The main objectives of the Revision Lesson are:

- to assess the four major language skills of the students acquired in class III
- to facilitate the students to have easy access to the textbook, based on the new syllabus.

Activities 1-4(a) are to be done in pairs. The teacher should warm the students up before engaging them in activities. He/she will show a variety of pictures [TLM] of various objects and elicit response from them by asking questions. Such oral-aural activities will help them in—

- English conversation practice
- motivating them to participate in the activities mentioned in the textbook and also those that fall beyond it.

Teacher-student and student-student interactions are necessary before taking up Activity 3 and 4. The oral interactions should be done in groups. The teacher may involve them in a game of arranging words in alphabetical order. He/she will also elicit responses from questions like:

- Is apple a fruit or a vegetable?
- What is a radish- a fruit or a vegetable?
- What is a cucumber?
- What is a cherry? etc.

Let's talk is a Listening-speaking activity. The teacher may also devise some additional topics to develop their oral-aural skills. Activities 5 and 6 are pair activities. The teacher will use the given picture in the textbook and involve them in English conversation. He/she can ask them –

- What do you see in the picture?
- Where is the cat in the picture?
- Where are the pillows?
- Where do you find the fan?
- What is there on the window?
- Where are the books? etc.

The teacher should also ask questions related to real-life situations before they get involved in the group activity in Let's talk. The teacher can ask them:

- Where is the blackboard?
- Where is the duster?
- Where is your English book?
- How did you come to school?
- Where are you sitting? etc.

The objective is to allow the students to have further practice of prepositional phrases like 'on the wall', 'on/under the table', 'in the bag', 'by bus/on foot', 'in the room' etc. The teacher will then facilitate the students to describe in English (orally) the various objects in the classroom with the introductory subject-phrase 'there is a...'

Activities 7-8 are to be done in pairs. All the students should do Activity 9 individually and the CCE is to be done. Activity 10 (a) and 10(b) are to be done in groups. The activities should be preceded with oral-aural activity related to the identification of human body parts. Activity 10a) is an integration of visual art and language learning in a joyful mode, as envisaged in NCF 2005. Let's talk is a Listening-speaking activity. The objective is to develop English conversational skill of the students through

wider exposure. Activity 11 and 12 are to be done in pairs. Activity 11 integrates mathematical skill with language skill, something that a person actually requires in a real-life situation. Activity 13(a), 13(b) and 14(a) are to be done in pairs. Activity 14(b) is to be done individually.

Here the teacher should tell the students that in Bengal there are six seasons. They are: summer, monsoon, early autumn {‘*Sharat kal*’}, late autumn [‘*hemanta kal*’], winter and spring. This is an activity that integrates First language [L1] with Second language [L2 or English]. Activity 15 is to be done in groups. Activity 16 and 17 are to be done in pairs. Activity 18 is for individual work. Activities 19-21 are to be done in pairs.

Its rhyme time is meant to impart the experience of joyful reading, involving the entire class. The teacher should recite the poem with correct pronunciation,, stress, accent and intonation. The objective of the task is to develop the skill in performing art among the students as envisaged in NCF 2005:

“The arts, visual and performing, need to become an important component of learning in the curriculum. Children must develop skills and abilities in these areas and not treat these as a mere entertaining fringe.”

Lesson 1: My Friends (22 Periods)

On your mark is a pre-reading task. The teacher should motivate the children before engaging them in reading the input. The pre-reading task is a listening-speaking activity which should be undertaken in groups. The teacher may add some questions for oral-aural activity.

Let’s read stresses upon the reading skill. The teacher should demonstrate to the students how to read correctly. He/she will read the text with correct pronunciation, stress, accent and intonation. He/she should show them how to read a sentence in word-clusters with proper pronunciation and intonation so that the text becomes meaningful. The learners will follow the teacher by reading aloud. At this point CCE can be done. Silent reading will follow for assessing the reading comprehension skill of the learners. Activities 1-3 should be done in pairs while reading the text. Teacher-student interaction follows and CCE can be done. The teacher may ask the students questions like these:

- ‘Kajol has no friends’- is it true or false? How do you get to know this? Read/Show the correct statement from the text.

Let’s talk is a Listening-Speaking activity. The teacher can play the role of a quiz-master. Students sitting in groups will have to respond to the questions. Activity 4 is a riddle. Students should undertake the activity in pairs. Activities are individual work and here the CCE is to be done. Activity 9 is a group work integrating visual art with language. Let’s talk is an oral-aural activity which should be done in groups. The teacher will monitor the activity and encourage peer-learning.

It’s rhyme time should involve the whole class. The teacher should show the students how to recite a rhyme with proper gestures or actions, correct pronunciation, stress and intonation.

Let’s read of Unit-II should be preceded with oral-aural activity for motivating the students. The teacher is expected to motivate them by asking questions like—

- What are the names of animals in the picture?
- What are they doing?
- Who is the king of the forest?
- What do the tiger, the lion and the fox eat?
- What does a camel eat? etc.

The rubric Let's do indicates activities to be done in pairs or individually. Activities 10-12 are to be done in pairs. The objective of Let's learn is to develop the language/grammatical skill of the learners through functional application. Activities 13-15 are to be done individually. Activity 16 is a writing task which should be preceded by oral-aural activity. The teacher may ask questions like-

- Which animal do you like the most?
- What does it look like?
- What does it eat?
- What sound does it make?
- What do we call the baby of that animal?
- Why do you love it? etc.

Let's work together is a group activity. The objective here is to go beyond the boundary of textbook learning. The practical application of knowledge through joyful activity has been envisaged here.

Lesson 2: Animal Meeting (15 Periods)

On your mark is a pre-reading activity in the form of an oral-aural exercise motivating the learners to read the text. Role-play is to be organized by the teacher. Activity 1 should be done individually. Activities 2-4 are for pair work. Let's talk is a Listening-Speaking activity which is a group work. Activity 5 and Let's work together are also group work. The teacher should organize pupil-pupil [P/P] interaction before they are engaged in the writing activity.

Lesson 3: The Grasshopper and the Ants (18 Periods)

The teacher motivates the learners. The learners are involved in discussion. Interaction occurs between teacher-pupil [T/P] and also pupil-pupil [P/P]. All the learners are expected to engage in silent reading. Activity 1 is individual work and here CCE is to be done. Activities 2-4 are pair work. Let's talk is an activity on English conversation. Activity 6 and 7 are for pair work while Activity 8 and Let's work together are for group work.

Lesson 4: Know Your Birds (20 Periods)

The learners are to be involved in conversing in English. T-P and P-P interaction occurs. The pictures of birds [TLM] can be used as stimulus. The word trove provides meanings In English to prepare the learners to use English dictionary in higher classes. All the learners are expected to engage in silent reading . Pair work is required for Activities 1-4(a). Activity 4(b) is for individual work. Activity 5 is a group work. T-P and P-P interaction will occur. Individual learning is supplemented with teacher

support. Activities 6-7 are for individual work. Activity 8 is to be done in pairs. Activities 9-10 are to be done individually for CCE. It's rhyme time is to be done by the whole class for the development of performing skill. Let's work together is group work which integrates language skill with visual art. The students working in groups can be inspired to use the picture of the duck for making a poster. Parts of the duck will be coloured and labeled and then displayed in the classroom.

Lesson 5: Water (22 Periods)

The lesson begins with the rubric On your mark for the motivation of the students. Let's talk is a Listening-Speaking activity which is to be done in groups. The teacher acts like a coordinator facilitating the learners to interact among themselves and thereby develop their conversational skill. Role play can be organized. Activities 1-6 are to be done in pairs. Activity 7 is to be done in groups but it should be preceded with an oral-aural activity. Activities 8-9 are to be done individually and for CCE. Activity 10 is a group activity but it should be preceded with an oral-aural activity. Let's work together is group activity for the purpose of experiential learning.

Note: "Crafts should be taught as projects, and not as classroom exercises." [NCF 2005, pg.55]

Lesson 6: The World Under Water (16 Periods)

On your mark is a warm-up activity involving the learners in English conversation. Activity 1 is for individual work and CCE. Activities 2-5 are to be done in pairs. Activity 6 is to be done in groups but it should be preceded with an oral-aural activity. Let's work together is group activity for the purpose of experiential learning.

Lesson 7: Our Green Friends (21 Periods)

The teacher motivates the class and interacts with the students. P-P interaction follows, Silent Reading is done by entire class. Activities 1-4 are for pair work. Let's talk is group activity with an objective to develop the students' conversational skill. Activity 5 is for individual work and for CCE. Activities 6-8 are for pair work. Activity 9 is for individual work. Activity 10 is to be done in groups.

In Unit II Activities 1 and 2 are for individual work. Activities 3-4 are for pair work. It's rhyme time is for

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CCE. Activities 4-5 are for pair work. It's rhyme time is for the whole class and the teacher should teach them a song with correct intonation. It is worth mentioning that NCF 2005 advised us that "all

the four streams covered by the term arts , i.e. music, dance, visual arts and theatre, should be included.” Activity 6 is for individual work and for CCE. Activities 7-9 are for pair work. Activities 10-11 are to be done in groups.

Lesson 9: Moving Around (21 Periods)

The teacher motivates the students by involving them in T–P and P-P interaction. Pair work is required for Activities 1-4. Rhyme is for the whole class. Activities 1-4 are for individual work and for CCE. Activities 5-6 are for group work.

In Unit II Activities 1-3 are for pair work. Activity 4 is for individual work. Activity 5 is for pair work and Let’s work together is to be done in groups.

Continuous and Comprehensive Evaluation (CCE)

RTE Act, 2009, (Ch.5) suggests that all teachers have to ensure Continuous and Comprehensive Evaluation (CCE) of a “child’s understanding of knowledge and his or her ability to apply the same” [R.T.E. Act, 2009]. It also makes mandatory that “no child shall be required to pass any board examination till the completion of elementary education.” These activities indicate the child’s holistic development which includes his/her knowledge, potentiality and talent. These should closely be monitored through continuous evaluations based on the child’s various activities. Various activities that test to the multifarious skills of language are included in this textbook. It may be noted that peer learning and group activity facilitates a CCE round and so remedial work lessons become unnecessary.

As a last word, it may be pointed out that there is no fixed and unique methodology for classroom transaction. The teacher will use the methodology that best caters to the holistic development of the students.