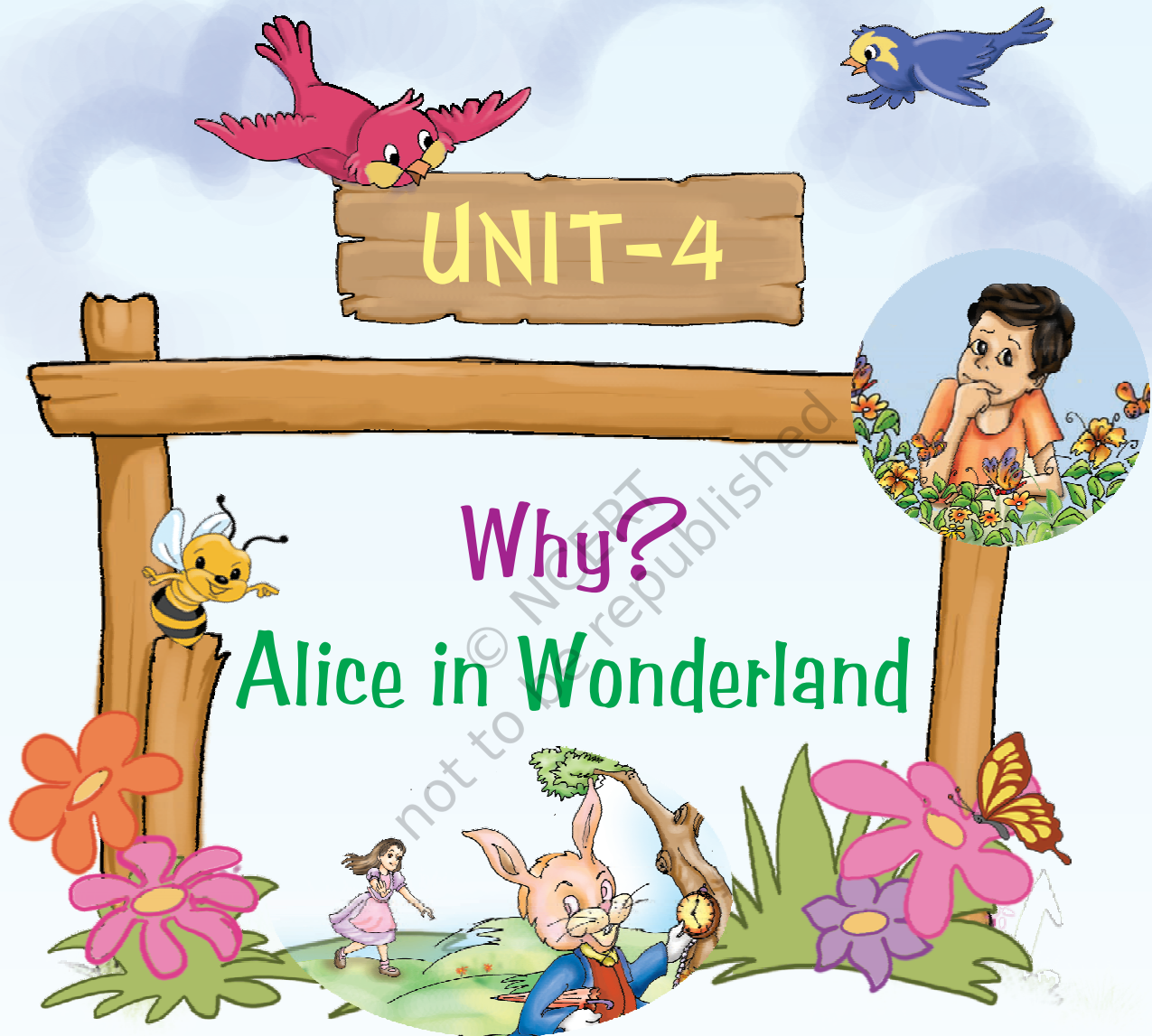




*Read and enjoy the poem*

# Why?



0424CH04

I know a curious little boy,  
Who is always asking “Why?”  
Why this, why that, why then, why now?  
Why not, why by-the-by?

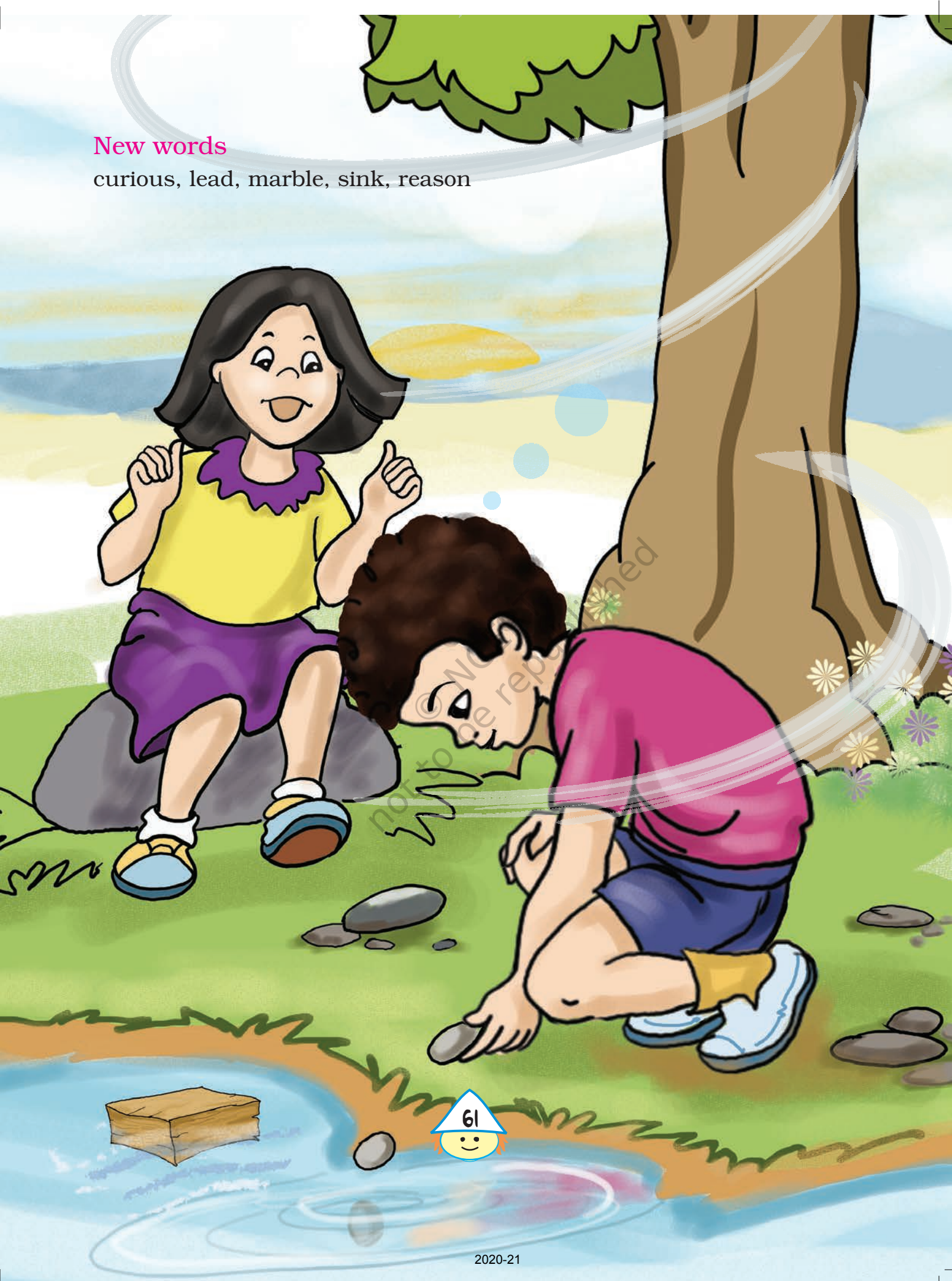
He wants to know why wood should swim,  
Why lead and marble sink,  
Why sun should shine and wind should blow  
And why we eat and drink.

He wants to know what makes the clouds  
And why they cross the sky,  
Why sinks the sun behind the hills  
And why the flowers die.

Some of these why’s are not too hard  
To answer if you’ll try;  
Others no one ever yet  
Has found the reason why.

## New words

curious, lead, marble, sink, reason





## Reading is fun

1. Name a few things that sink.
2. List three questions that the little boy asks.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

3. What sort of a boy is described in the poem?

(a) sad      (b) curious      (c) brave



## Let's talk

Ram is a curious little boy. He is always asking questions. One day he came home and asked his grandfather questions like –

1. Why can't we look at the sun during a solar eclipse?
2. Why can't we touch the sun?
3. Why can't we go out to play in the dark?

Discuss these questions with your teacher and class. Do you know the answers?

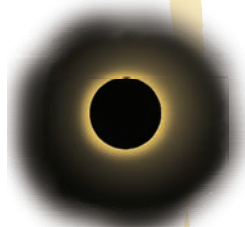
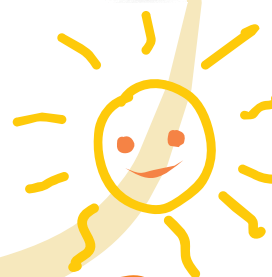


## Word building

1. Fill in the blanks with words from the poem which rhyme with the coloured words in the sentences –

**Why** is the \_\_\_\_\_ so high?

Do you **know** the colour of \_\_\_\_\_?



Have you **found** who made the \_\_\_\_\_?

Put the glass in the **sink** after you finish your \_\_\_\_\_.

2. The spellings of these words are jumbled. Put them right and make sentences of your own –

wokn      know      \_\_\_\_\_

wism      \_\_\_\_\_

dael      \_\_\_\_\_

blarme      \_\_\_\_\_

llihs      \_\_\_\_\_



### Let's write

1. Discuss and write –

(a) Why do cats and dogs fight?

\_\_\_\_\_  
\_\_\_\_\_



(b) Why do we walk across the road, not run?

\_\_\_\_\_  
\_\_\_\_\_



(c) Why do people like ice-cream?

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2. Write down at least two questions using 'why'?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

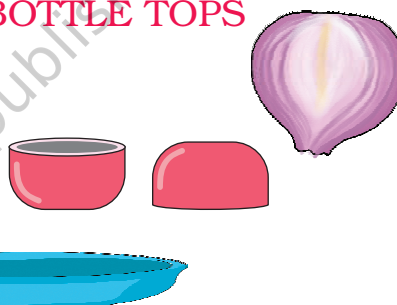


### Fun time

Painting with **ONION HALVES** and **BOTTLE TOPS**

You need –

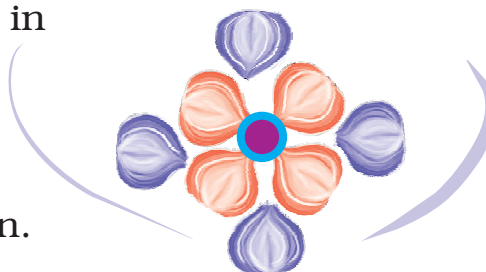
two onion halves, two bottle tops,  
water colour, plate for mixing.



Method –

Take an onion. Cut it into half. Mix some paint of any colour with a little water in a plate. Dip the cut side of the onion into the colour. Now press it on a paper to make designs. Press the bottle top into the centre of the design.

You can use another colour for the other onion half and the other bottle top.



*Let's sing*

## The Man in an Onion Bed

I met a man in an onion bed.  
He was crying so hard his eyes were red.  
And the tears rolled off the end of his nose  
As he ate his way down the onion rows.  
He ate and he cried, but for all his tears  
He sang, "Sweet onions, oh my dears!  
I love you, I do and you love me,  
But you make me as sad as a man can be."

– John Ciard



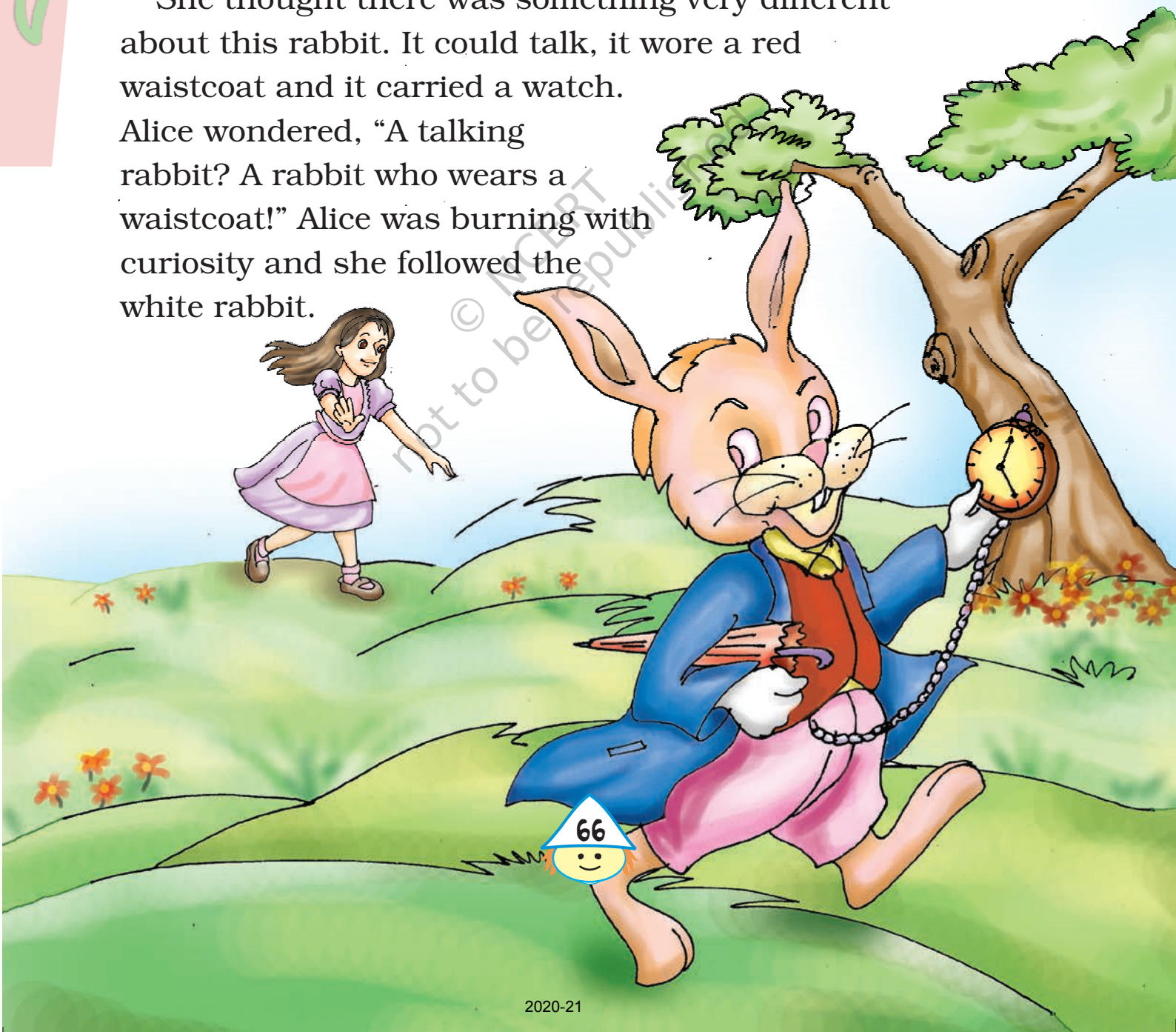
# Alice in Wonderland

One day, Alice was lying under a tree listening to her sister reading a story.

Suddenly, she saw a white rabbit scamper by. He had pink eyes and was wearing a blue coat. He took out a big watch from his waistcoat pocket and as he hurried away, he said, "Oh dear, I will be too late!"

She thought there was something very different about this rabbit. It could talk, it wore a red waistcoat and it carried a watch.

Alice wondered, "A talking rabbit? A rabbit who wears a waistcoat!" Alice was burning with curiosity and she followed the white rabbit.



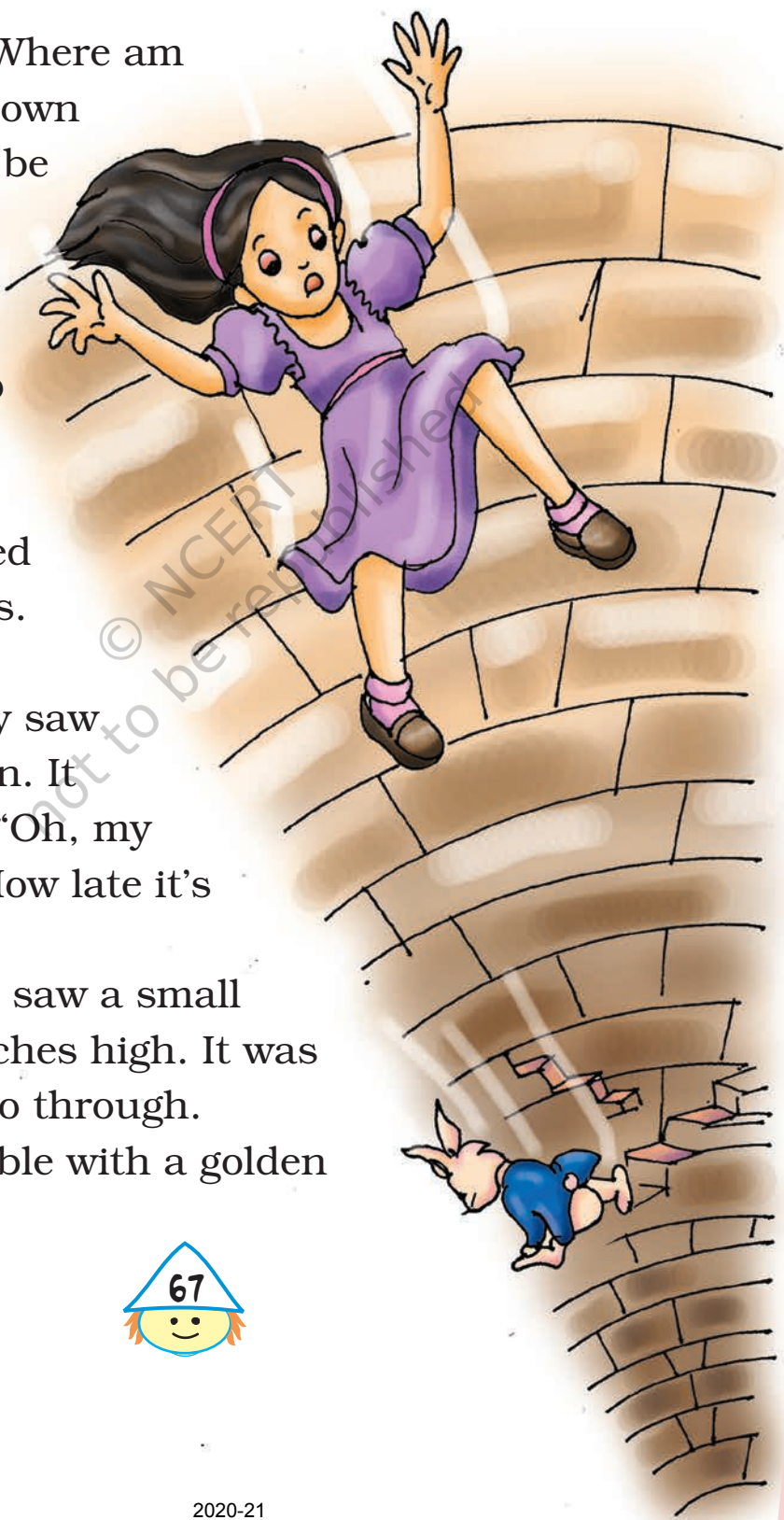
The rabbit started running and Alice followed the rabbit. The rabbit suddenly popped down a large rabbit hole. Alice jumped into the rabbit hole too! The rabbit went down and down and down and down into the rabbit hole.

Alice said aloud, “Where am I? How many miles down have I fallen? I must be getting somewhere near the centre of the earth.” She wondered, “Will I slip through the earth to the other side?”

*Thump!* Alice landed on a pile of dry leaves. She looked around quickly and suddenly saw the white rabbit again. It disappeared saying, “Oh, my ears and whiskers! How late it’s getting!”

Alice stood up and saw a small door about fifteen inches high. It was too small for her to go through.

She saw a glass table with a golden





key on it. She tried the little golden key in the lock and to her delight it fitted! Alice opened the door and looked into the loveliest garden she had ever seen! How she longed to be among those beds of bright flowers and those cool fountains! But she could not even get her head through the doorway.

“Oh! How I wish, I could become smaller!” she exclaimed loudly.

— Adapted from *Alice in Wonderland*  
by Lewis Carroll

### New words

scamper, hurried, popped, disappeared, whiskers

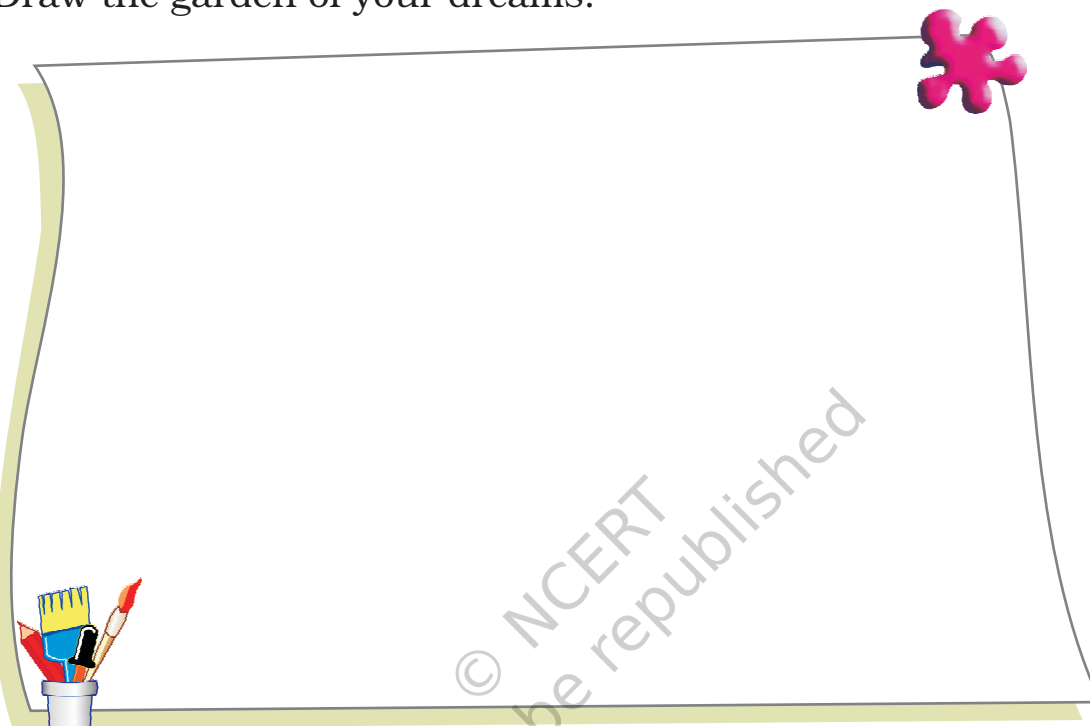


Reading is fun

1. While listening to the story, what did Alice see?
2. What was different about the rabbit that Alice saw?



3. Where did the rabbit go?
4. How did Alice reach Wonderland?
5. What strange things did Alice see?
6. Describe in your own words the garden that Alice saw.
7. Draw the garden of your dreams.



8. Tick (✓) the correct answer.

● The rabbit had

☐ white eyes

☐ big eyes

☐ pink eyes

● Who was burning with curiosity?

☐ Alice

☐ the rabbit

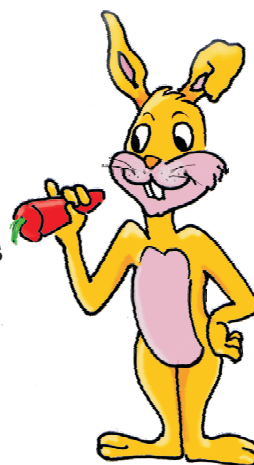
☐ children

● Who fell down and down and down?

☐ Alice

☐ a mouse

☐ the rabbit



- Who said – “Oh, my ears and whiskers? How late it’s getting!”

☐ the rabbit

☐ Alice

☐ Alice’s sister

- The garden Alice saw was

☐ big

☐ lovely

☐ small



### Let’s talk

- Describe some of the sounds you hear at night.
- Imagine you are Alice and your partner is a rabbit. What would you do?
- What do you think Alice saw in the garden?
- How could Alice have got into the garden?



### Let’s write

- Find one word from the story that means

(a) to walk fast **h** \_\_\_\_\_ .

(b) to think **w** \_\_\_\_\_ .

(c) happy **d** \_\_\_\_\_ .

(d) to be seen  
nowhere **d** \_\_\_\_\_ .

(e) at once **q** \_\_\_\_\_ .

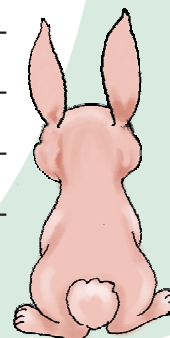
(f) move fast **s** \_\_\_\_\_ .

(g) to be inquisitive **c** \_\_\_\_\_ .



2. Give another word for the ones given below with similar meanings and make sentences. Now write the opposites of these describing words and make sentences with them –

|           | Opposite | Sentence |
|-----------|----------|----------|
| lovely    | _____    | _____    |
| talking   | _____    | _____    |
| listening | _____    | _____    |
| see       | _____    | _____    |
| centre    | _____    | _____    |



3. Imagine you are going on a journey to the centre of the earth. What do you think you will see? What would you feel?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Alice follows the strange rabbit because she wants to know a number of things. Re-arrange the words to make the questions that Alice has in her mind, and put a question mark (?).

(a) talk rabbit a how can

\_\_\_\_\_

(b) going he is where

\_\_\_\_\_

(c) read he can time the

\_\_\_\_\_

(d) hurry is in a why he

\_\_\_\_\_



## THEMES

Curiosity and wonder  
Developing creativity



## Teacher's page

## Unit 4

Poem: *Why?*

Story: *Alice in Wonderland*

This Unit builds up a sense of imagination, curiosity, wonder and creativity, self-expression, courage and spontaneity.

### Warm up

Initiating a class warm up time with children playing a game/exercising around, pose as if you are a statue showing different expressions – **smile, share, think, imagine, wait...**

### Reading time

Along with the text, children can be encouraged to read/enact 'Alice in Wonderland' and other fairy tales. Through the use of words the child can let his friends see the wonderful stories and poems he invents in his mind.

### Sharing time

Talk about curiosity with children. Ask them questions related to what they are curious about or interested in. Where do they experience most things?

Answer the various questions that they would like to ask.

Tell them other stories related to curious things in the world. Tell them to read the newspapers and talk about important events. In what areas do they get their best ideas?

### Creative time

An environment that is laced with the child's freedom to express how he thinks the world is can be encouraged by any medium that she/he chooses, e.g., through **role play**, (e.g: What do you want to be? Why?) **Aesthetics** (e.g., creating rhymes, music, art, craft...).

### Language corner

Use of dictionary in the classroom is very important. It will encourage the students to increase their vocabulary and understand different words. The teacher can use the mother tongue to explain difficult words and ask them to make sentences of their own.

### Environment

**Vermiculture** is a simple, efficient and environment friendly technique to decompose organic waste into valuable organic manure. Help from the local school gardener can be taken.

