



UNIT IV

Rain of the Night

Raining, raining
All night long,
Sometimes loud, sometimes soft,
Just like a song.
There'll be rivers in the gutters
And lakes along the street,
It will make our lazy kitty
Wash her dirty little feet.
I'll sail my boat tomorrow
In wonderful new places,
But first I'll wear my swimming suit
And have a rainy bath.

Reading is fun



1. How long did it rain?
2. What does the sound of the rainfall remind the poet of?
3. What happens to the streets and the gutters?
4. What will the cat do?
5. Is the "I" in the poem a child or a grown up *person*? Which are the two things that tell you so?



6. Have you noticed the rhyming words at the end of the verses?

long --- song

street --- feet

Now find the rhyming words for these two words:

kitty ---

might ---

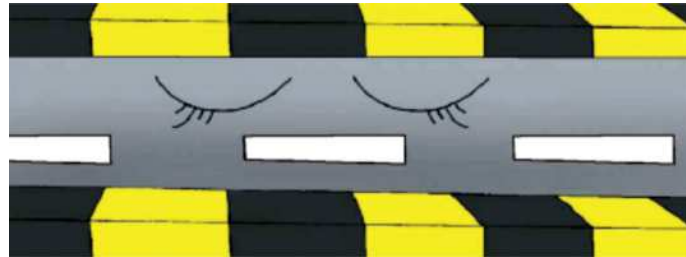
ACTIVITY

Draw a scene of a rainy day:



THE STORY OF THE ROAD

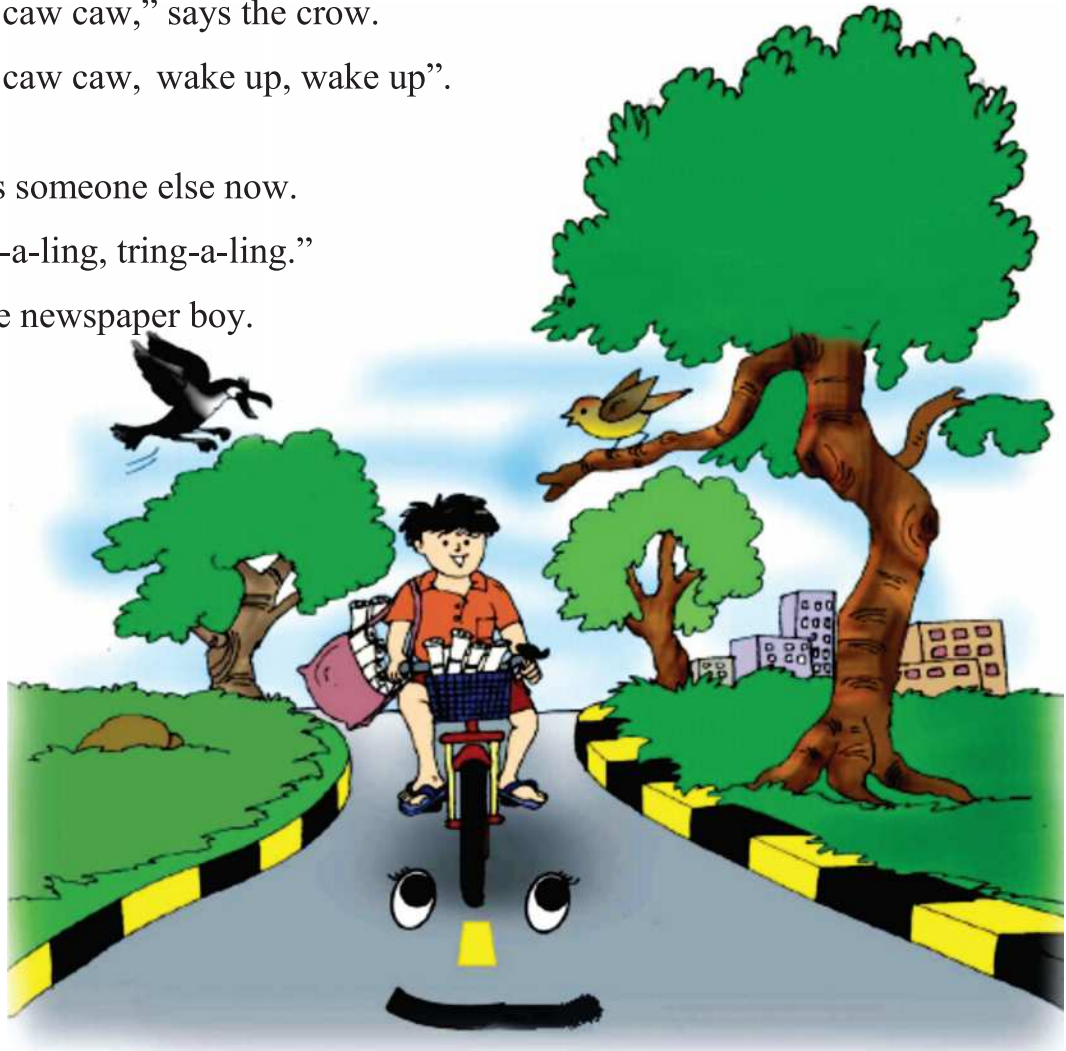
It is early morning.
The road is asleep.
Everything is quiet.



But listen!

The birds are calling softly.
“Chirrup, chirrup, chirrup,” say the sparrows.
“Chirrup, chirrup, chirrup.”
“Caw, caw caw,” says the crow.
“Caw, caw caw, wake up, wake up”.

Here is someone else now.
“Tring-a-ling, tring-a-ling.”
It is the newspaper boy.





“Tring-a-ling, tring-a-ling,” says his bicycle.

“Tring-a-ling, wake up.”

“Chirrup, chirrup, chirrup”, say the sparrows.

“Chirrup, Chirrup.”

“Caw, caw,” say the crow, “wake up.”



Who is this coming now?

It is the vegetable man.

“Peas, cauliflowers, cabbages”,

says the vegetable man.

“Potatoes, cucumbers, radishes, carrots”.

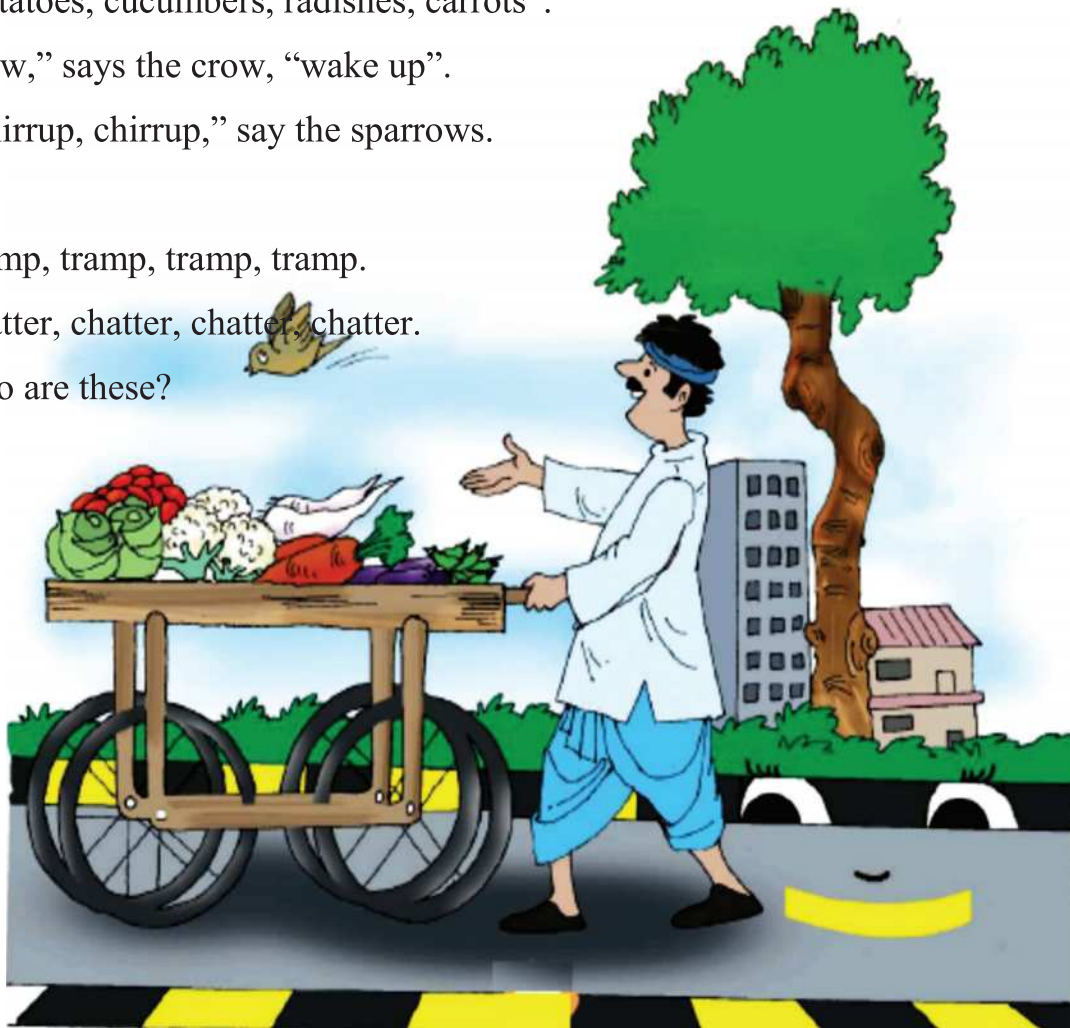
“Caw,” says the crow, “wake up”.

“Chirrup, chirrup,” say the sparrows.

Tramp, tramp, tramp, tramp.

Chatter, chatter, chatter, chatter.

Who are these?





They are children going to school.

“Chatter, chatter, chatter,” talk the school children.

“Tramp, tramp, tramp”, go their shoes.

“Peas, carrots, cabbages”, calls the vegetable man.

“Chirrup, chirrup, chirrup,” say the sparrows.

“Caw, caw,” says the crow, “wake up”.

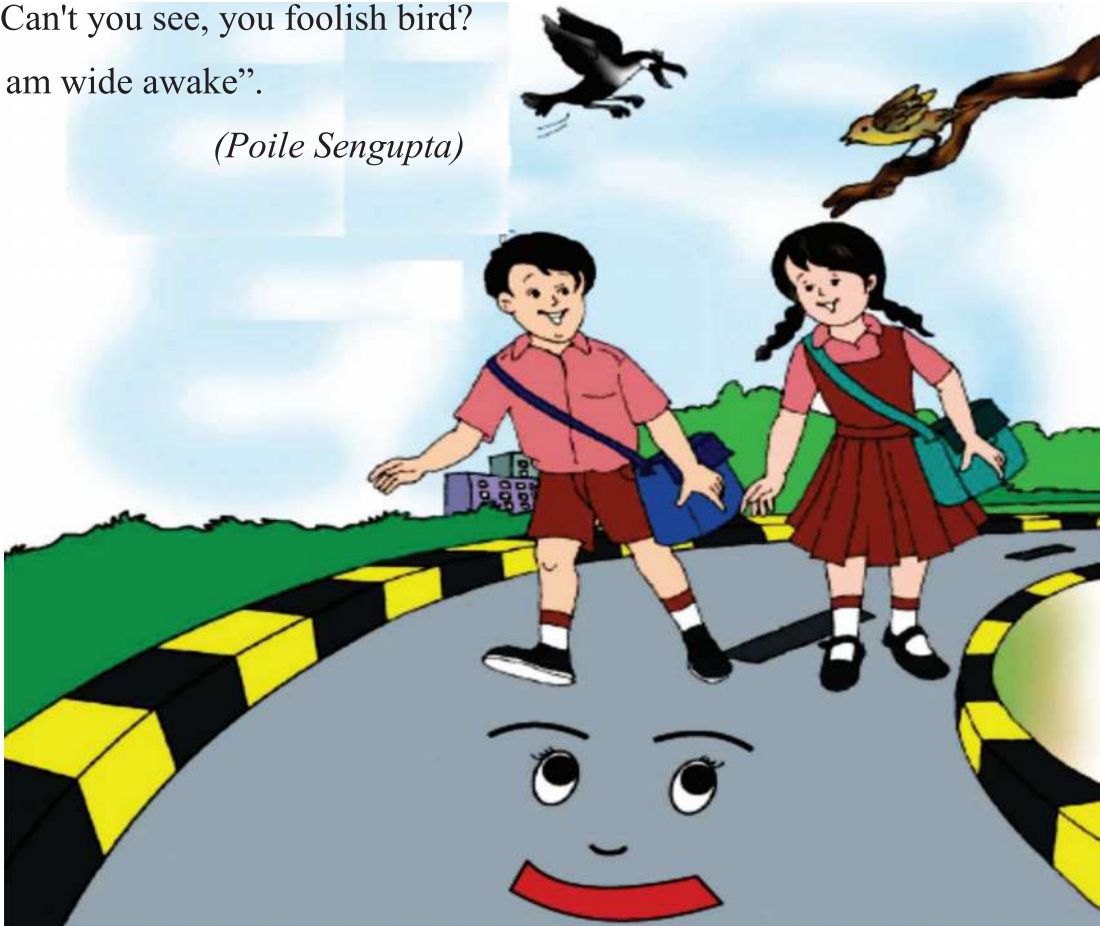
“Caw, caw, caw”, says the crow.

“Caw, caw, wake up”.

“Wake up!” asks the road.

“Can't you see, you foolish bird?
I am wide awake”.

(Poile Sengupta)



New words

newspaper

cucumber

cabbage

potato

radish

cauliflower

foolish



Reading is fun



1. What sounds do you hear on the road in the morning?
2. What is the vegetable man selling?
3. Why is the road annoyed with the crow?

Talk time



1. ***Stop, Look and Listen***

Stop, Look and Listen

Before you cross the street.

Use your eyes, use your ears

And then use your feet.

Talk about how you would cross the road.

2. Can you make the sounds which you hear when you walk on the road? Talk about them.
3. Use *can* and *cannot* alternatively in the following sentences:

I _____ hear the sound of cars.

I _____ hear the train whistle.

I _____ hear the wind blow.

I _____ hear the clock.

I _____ hear the sound of feet.

I _____ hear the sound of moving of chairs.

I _____ hear the dogs barking.

I _____ hear the speech of angels.



Zebra Crossing



Song time



Let's sing

'The Bus'

The wheels on the bus go *round, round, round,*
round, round, round, round, round, round.

The wheels on the bus go *round, round, round.*
all through the town.

The horn on the bus goes *beep, beep, beep...*

The wipers on the bus go *swish, swish, swish...*

The money on the bus goes *clink, clink, clink...*

The babies on the bus go *waa, waa, waa...*

The driver on the bus says, "*Move on back*"...

The bell on the bus goes *ding, ding, ding...*

The windows on the bus go *up and down...*

(Traditional)

Team time

Let's Act



The Race

I am going home in a bus.

There is a railway line alongside the road.

Look, there is a train coming.

I tell the bus driver, "*Go fast!*"

Go faster than the train!"

But the driver slows down.

There is a railway gate.

"*I must stop,*" says the driver.

The train whistles loudly.

"I am first!" it says.



Look at the picture and write four sentences about what you see:

1. I can see a tree.
2. _____
3. _____
4. _____



Let's write



An antonym is a word which has opposite meaning of another word.

e.g., Good: its antonym is bad;

Day: its antonym is night.

Now match the words of A with their antonyms from B:

A	B
1. remember	heavy
2. cold	cowardly
3. young	hot
4. daring	forget
5. light	old
6. immense	small

A synonym is a word which has the same meaning as that of *another* word.

Write synonyms of the underlined words in the sentences without changing their meanings, in the space provided.

e.g., cowardly, fearful;

brave, daring

1. Rainu is a beautiful girl. _____
2. Fara was a daring boy. _____
3. One avalanche of immense size and speed hit Fara's hut. _____
4. Darakshan likes milk chocolates. _____

Grammar work



A verb is a word which tells us something about a noun or pronoun, like action, position, etc.

Kamal plays.

Rainu washes clothes.



‘Plays’ and ‘washes’ are verbs because they tell us what the boy and the girl do.

Fill in the blanks with the following verbs:

erected, embraced, rolled down, looked, crawling

1. The sun _____ bright.
2. The avalanche _____ at high speed.
3. Fara and his friends _____ each other.
4. Fara sighted his dog _____ up a distant steep.
5. The four friends _____ a wall of snow.

Activity time



1. During winter, gather a lot of snow on a wooden plank.
2. This will be used to erect a snowman.
3. First make its legs.
4. Above them, place a huge lump of snow to make the belly.
5. Then make a ball of snow and place it above its neck. It will form the head.
6. Take some more snow to make the arms and ears.
7. Then get some coal and make the eyebrows, nose and lips.
8. Your snow man is ready now.





Fill in the blanks with verbs:



drinking

sleeping

singing

crying

reading

dancing



Fill in the blanks with verbs :



The two girls are



The boy is



The girl is



The baby is



The boy is



The children are

painting writing eating talking swinging crawling



What do these animals do?



crows mews brays moos buzzes barks

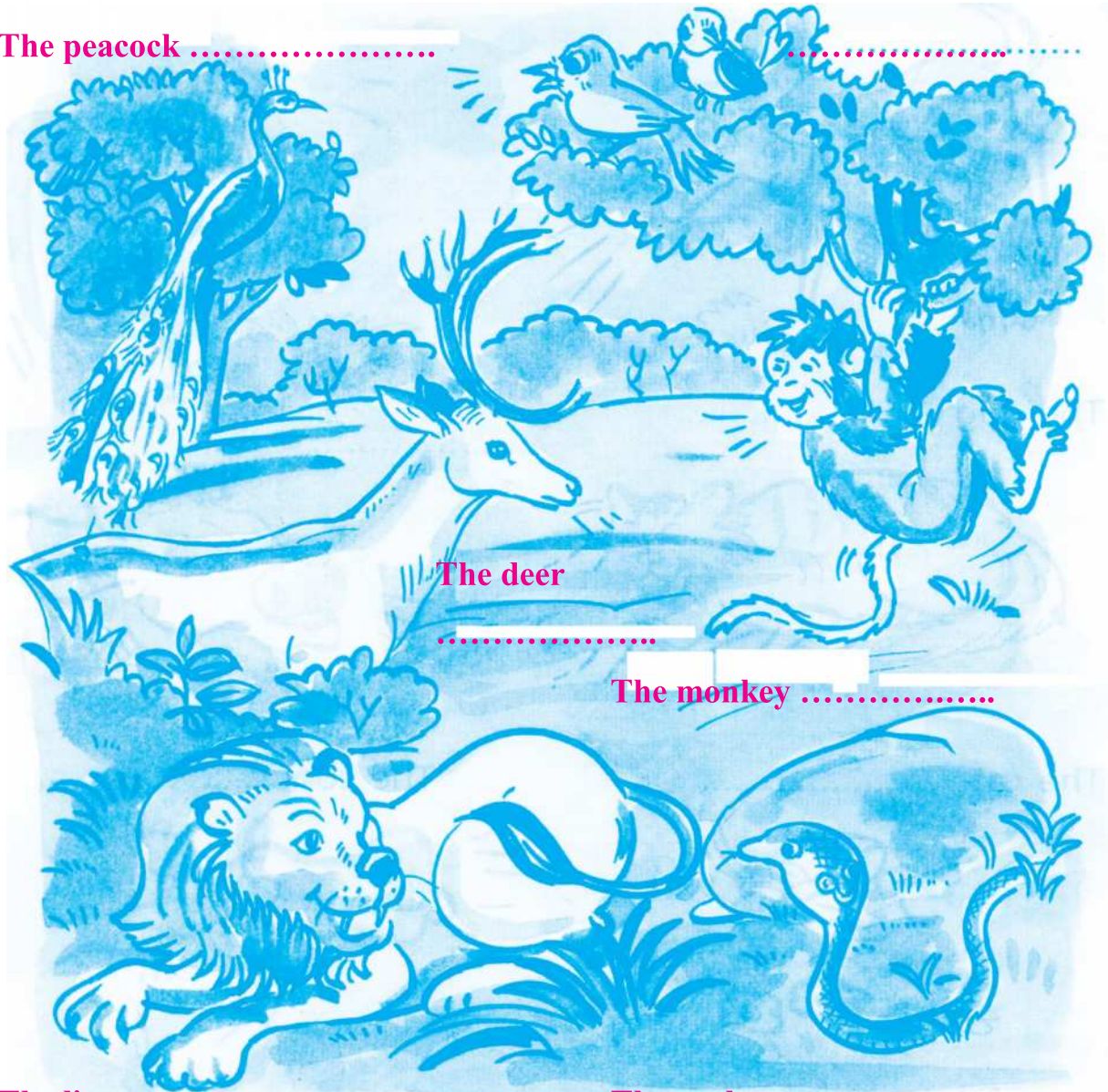


Take a guess.....

What do these animals do?

The bird

The peacock



The deer

The monkey

The lion

The snake

roars

screams

chirps

chatters

hisses

grunts



Take a guess.....

What do these people do?



The children are



The man is



The girl is



The man is



The boy is a kite.



**The boy is
a pram.**

fighting

pushing

cooking

flying

riding

driving



What do you think they are doing? Tick the right verb.



**The dog is rolling/sleeping
in the sand.**



**The child is eating /licking
an ice cream.**



**The children are talking/
shouting.**



**The children are talking/
shouting at each other.**



**The family is looking at/
watching television.**



**The man is driving/riding
a horse.**



TEACHER'S PAGE_____ UNIT IV

THEMES

Seasons

Travel

SUGGESTIONS FOR CLASSROOM TEACHING

- Recite the poem to children.
- Make them enjoy the poem.
- Make them understand the meaning of the poem.
- Ask them about the difference between a rainy day and a sunny day.
- Ask them about the difference between the four seasons.
- Ask them about their favourite season.
- Read the story aloud to children.
- Give information about different land forms like mountains, plains, valleys, etc. Talk about places where trains can run and where they cannot (e.g., high mountains). You can discuss different modes of transport on land. You can also talk about the different kinds of roads around your town or village, and the local modes of transport used generally, e.g., bullock carts, cycles, buses, scooters, etc.
- The class can also be made to enact a scene from a road/railway station (have characters like porters, vendors, passengers, etc.).
- Let children enjoy moving to beat and playing instruments in rhythm. They can sing to the accompaniment of rhythmic sounds made with their hands, feet, mouth, etc.
- Ask them if they have seen snow.
- Tell children to write a small paragraph on winter in Kashmir/summer in Jammu or any *other* season they like.
- *Have a discussion* with children about the difficulties of winter/summer.
- Ask them if they have ever made a snowman.

