

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક
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English

(First Language)

Standard 6

(First Semester)



PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



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Preface

A major change has been introduced in the curriculum of primary education and in the whole educational system in view of RTE-2009 and NCF 2005. These changes are mainly about our understanding of particular subjects and the process of education. The main goal of this new curriculum is to develop creativity, critical thinking, logical and analytical abilities in the child. In this textbook the activities are organized in such a manner that the active participation is followed by discussion and reflection on it. This teaching material will make students to work individually as well as in small and large groups. This text book is an instrument that helps construct knowledge, and is not to be seen as an object of knowledge. It is hoped that this textbook will facilitate the teaching-learning process and make it enjoyable.

We have received constant help and guidance in the formulation of the new syllabus, the curriculum and the textbooks from Hon. Principle Secretary (Education) and Hon. Principle Secretary (Primary Education).

We have received valuable cooperation of UNICEF and H M Patel Institute of English Training and Research during this whole process. The core group members of the respective subjects have also supported us in this process.

The textbooks of 6th, 7th and 8th standards have been prepared in view of the suggestions given by subject experts and teachers. We have made an attempt to prepare error free textbooks. However, we would welcome suggestions for any corrections, if necessary.

With all good wishes.

P. Bharathi (IAS)

Director

Date : 31-12-2019

Executive President

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FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India

- (A) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;**
- (B) to cherish and follow the noble ideals which inspired our national struggle for freedom;**
- (C) to uphold and protect the sovereignty, unity and integrity of India;**
- (D) to defend the country and render national service when called upon to do so;**
- (E) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;**
- (F) to value and preserve the rich heritage of our composite culture;**
- (G) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;**
- (H) to develop the scientific temper, humanism and the spirit of inquiry and reform;**
- (I) to safeguard public property and to abjure violence;**
- (J) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;**
- (K) to provide opportunities for education by the parent or the guardian, to his child or a ward between the age of 6-14 years as the case may be.**

***Constitution of India : Section 51-A.**

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Acknowledgments

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Introduction

All human beings learn language under the right conditions. In order to learn language, it is well-known that learners must encounter language they can understand and then must use that language to make their own meaning. This book aims to support the teacher in creating these necessary conditions. The design is created to make lesson planning easy for teachers. Each activity is complete and requires no additional preparation.

The content in this book is designed to hold the learners' interest so that language can be noticed and produced. The teacher is never responsible for testing content. Rather, the teacher will be facilitating opportunities for students to discuss content in order to process language meaningfully. Readings are kept short and simple so that students can read and understand on their own, without the teacher reading to them or translating. Because they do not need to test content, teachers may simply enjoy the interesting readings along with the students. Language tasks generally have no "right" answers. They are designed to be open-ended, to stimulate more critical thinking, and to encourage more production of language. Because these sections are designed for open learning, not testing facts, teachers can focus on helping students feel comfortable using language and on stimulating students' thinking.

For each story, article, or poem, teachers should allow students adequate time to read the text on their own. Encourage students to mark words that are unfamiliar to them while reading. When students don't know a word, the teacher should stimulate more language production and encourage collaborative learning, by first, encouraging students to ask other classmates if they know the unfamiliar word. If the text is the right level for the class, someone in the class will likely be able to share knowledge of the word with others. In this way, the entire vocabulary of the class will be raised with little effort and teacher time while the students naturally are encouraged to speak in the target language. When students check with each other and share knowledge of vocabulary, the teacher's job is much easier and the students gain autonomy. Finally, the teacher needs only spend a moment teaching the one or two words that no student in the class knows.

Teachers can easily implement the language tasks by remembering to focus on helping students to understand the questions and instructions, NOT in helping them to answer. For example, if a child does not know how to answer a question, asking "Which characters in the story speak?" The teacher can best encourage noticing and producing language by focusing on the question and the text, not on the answer. The teacher may help the student understand the question: "What does the question say? How many characters were in the story? How do we know someone is speaking in a story?" The teacher may direct the students to look more carefully at the text: "Let's look more carefully at the text. Does anyone speak in the first line? What about the second line?" The teacher may facilitate collaboration and production by encouraging students to interact. "Ask your partner who speaks first in the story? Ask the classmate behind you who speaks second?" Throughout the text, remember that tasks are designed to be open-ended, to stimulate more critical thinking, and to produce more language.

In traditional teaching, there has sometimes been an overemphasis on assessment and correction. This book aims to give students plenty of time to learn before any testing begins. Teachers are encouraged to repeat or expand activities and to wait until they observe increased production from students before attempting to assess progress. Teachers may find prepared revision and assessment items as well as additional activities and some video demonstrations of certain activities on the textbook website at onlinetextbook.info.





UNIT-1

The World of Colours

ACTIVITY - 1

The Quarrelling Colours – Part 1

Long, long ago, the colours in the rainbow started to quarrel. Each colour thought it was the most important colour of all.

Violet said “I am the colour of humility and wisdom. I am the most important.”

Indigo spoke softly, “I am the colour of silence. You need me for peace and prayer. I am the most important one.”

Blue interrupted, “I am the colour of water. Water makes up life. Without me you would be nothing.”

Green said, “I am the colour of nature. That is why I am the best.”

Yellow smiled, “I bring warmth to the world. The sun, the moon, and the stars are all yellow.”

Orange laughed, “I am the colour of courage! Surely, I am the best!”

Red shouted, “I am the sign of strength and authority.”



ACTIVITY - 2

What colours have you seen in the story so far?

Which colour do you like best?

Make a list of things you have seen in your favourite colour.

--

Ask all your classmates about their favourite colours. What colours do your classmates like? Make a chart showing all the colours that classmates like best. Count how many classmates like each colour.

Favourite Colours of Classmates	Number of Classmates Who Like Each Colour





ACTIVITY - 3

Look carefully at your chart.

Was there any colour in the rainbow that no one in your class liked?
Which colour was that?

Which colour did the *most* people like and how many people liked that colour? The colour that most people like is the most *popular* colour.

Which colour did the *fewest* people like and how many people liked that colour? The colour that fewest people like is the least *popular* colour.

Is your favourite colour one of the *most* popular colours or a *less* popular colour?

ACTIVITY - 4

The Quarrelling Colours – Part 2 (Do you need to read Part 1 again?)

Suddenly there was thunder and lightning and it began to rain heavily.

The seven colours - violet, indigo, blue, green, yellow, orange, and red - all heard the angry voice of the Rain.

“You stupid, foolish colours, why are you fighting among yourselves? Don’t you know each of you is important?” The lightning stopped and the thunder quieted.

The Rain said, “Listen to me. Each of you has a special purpose. When I stop the storm, you must all hold hands and help each other. You will help each other stretch across the sky to make the rainbow. The rainbow is a special sign. It shows that if we all work together and help each other, even with our differences, we will all shine.”

The colours understood their mistake. The storm ended and the colours happily joined hands.

ACTIVITY - 5

Just as all the colours helped to make a rainbow, everyone can help to make school a better place to learn. Look at this picture with a partner or group. Name all the things you see in the picture. Think together about some ways the students in this school could help in the classroom.



Use the picture to help you write two sentences about things you can do to help in your school.

- 1) _____
- 2) _____

Share your sentences with your classmates. Listen to the ideas of other classmates.

Which three ideas from other classmates did you think were the most interesting?

1	
2	
3	





ACTIVITY - 6

In a group, talk together about all the ideas for helping that your classmates wrote in the activity above. Choose five ideas that everyone in your group agrees are interesting.

My group thinks these five ideas are interesting:
1.
2.
3.
4.
5.

Many ideas are interesting, but not all ideas are easily done. Work with your group to rank the five interesting ideas from easiest to most difficult. Ranking means to put in order. Rank the easiest idea first, the next easiest second.... The most difficult idea to do should be number five!

My group ranks these five interesting ideas by how easy they are to do like this:	
1.	EASIEST
2.	
3.	
4.	
5.	MOST DIFFICULT

How could your group work together to actually **do** the easiest idea for helping?

ACTIVITY - 7

	Mix the colours as described in the poem.
Paints <i>by Ilo Orleans</i> When I put YELLOW Paint on RED, The colours change To ORANGE instead. And, mixing BLUE And RED, I get A pretty shade of VIOLET. Another trick That I have seen: YELLOW and BLUE Turn into GREEN. There's magic when My colours mix. It's fun to watch them doing tricks.	

ACTIVITY - 8

It is very easy to name the colours in the poem, "Paints", but some other colours are not so easy to name! For example, the makers of *Crayola* crayons use many shades of brown.

Look at some of the names for their brown crayons:

Chocolate, Dirt, Beaver, Copper, Chestnut, Raw Umber, and Burnt Umber

All of these names are things that have the brown colour of the crayon.





A tree being cut down by beavers.

A beaver is a brown animal that lives near water and is known for building dams from trees that it cuts down with its teeth.

Umber is a kind of clay. How do you think Raw Umber and Burnt Umber might be different?

Some colour names are not things. How do you think Razzle Dazzle Rose, Purple Pizazz, and Screamin' Green were named?

ACTIVITY - 9

In this language task, you will create your own name for a new colour and you will talk to your classmates about their created names. Some students may name their colour with a thing and some students may name it some other way. Do the task to find out what happens.

Mix the colours below, then create your own names for them.

Colour #1 Mix Green & Blue	Colour #2 Mix Orange & Purple	Colour #3 Mix Red & Blue & Yellow
Name Your Colour	Name Your Colour	Name Your Colour

Talk to your classmates to find out what your classmates named their colours.

	Colour #1	Colour #2	Colour #3
My Names			
Some Interesting Names from My Classmates			

Of all the new mixed colours and new names in your classroom, which colour and name do you like best?

ACTIVITY - 10

Read the example sentences that use the idiom, “once in a blue moon”.

- I only eat sweets once in a blue moon. I really try to take care of myself.
- The only part of the work I didn’t like was, once in a blue moon, we’d have to stay all night doing paperwork.
- Once in a blue moon, you might get lucky, but the best way to get what you want is to work hard.

Think about the sentences. What do you think “once in a blue moon” means?

Read the example sentences that use the idiom, “show true colours”.

- When people are under stress, they show their true colours.
- He seemed very loving before the wedding, but afterwards, he began to show his true colours.
- Your willingness to show your true colours proves you have nothing to hide.





Think about the sentences. What do you think show true colours means?

Read the example sentences that use the idiom, “get the green light”.

- If you want to have a party, you’ll need to get the green light from both parents.
- We have the green light now, so we can go build the stadium.
- I’m happy to say we’ve got the green light to go ahead with the sale.

Think about the sentences. What do you think "get the green light" means?

Helpline

Going Beyond the Textbook

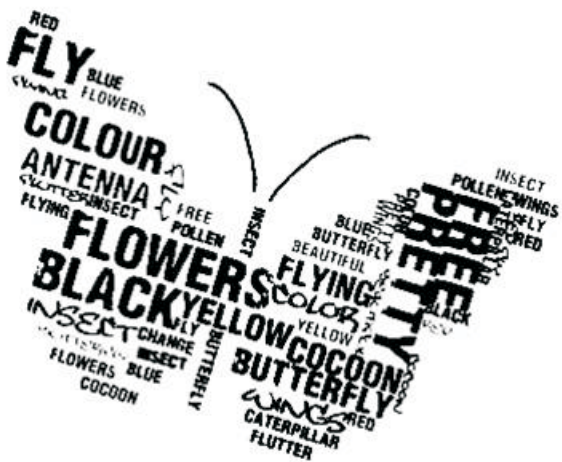
Use the internet or library resources to collect more information on colours. You may be interested in colour theory and mixing, or you may wish to find more poems or stories about colour or more interesting colour idioms. You may visit the textbook website, www.onlinetextbook.info, for more topics and activities related to colour. You can even post about what you've learned there. There is always more to discover in the world of colour!

For the favourite colour chart, demonstrate by asking a child for a favourite colour, tell the students they will write the colour the FIRST time a classmate says it, but the SECOND time they hear the colour, they will add to the count to show that TWO students like the same colour. Every time a student hears a new colour from classmates, the student adds that colour to the list. Every time he hears a colour that other students like as well, he adds to the count.

Ranking activities, such as the one where students decide which ideas for helping are easiest, are excellent ways to encourage discussion. Ranking requires more language and negotiation for groups to agree on the relative ranks of items than to simply answer ‘yes’ or ‘no’ or ‘true’ or ‘false’. The first time students do a ranking activity, the teacher may need to help them see how an unranked list is different from a ranked one.

Amazing Animals

This unit is about some of the amazing animals that share our world.



What words do you find in the shape?

Battle in the Jungle -Part 1

At last, an old parrot said, “Stop shouting. Let's not waste our time and energy in talk. Let's fight.”

“What!” said the lion, “Can you fight us? Don't be foolish. I can bite harder than any one of you.”

The elephant said, “I can lift a whole tree and fight you all at once.

We will easily defeat you.”

“Will you?” said the parrot. “We’ll see about that. Get ready to fight us.”

The lion became the commander of the animals. The parrot became the commander of the birds.

The lion called all the animals together and gave them a drill for practice. They marched for long hours. He gave them a lot of good food, too.

The poor birds did not have good food and they did not practice. Instead, they had a meeting with their friends, the insects.

New Words

- Quarrel : angry disagreement
 Mane : long hair from the necks of certain animals
 Battle : fight
 Sting : to hurt with a sudden sharp pain
 Roar : to utter a loud, deep, rumbling sound
 Spy : to watch closely and secretly

Did you find more new words? Write them to help you remember them.

ACTIVITY - 3

Three characters have spoken in the story so far. Who are they?

Look carefully at the story. How do you know who is speaking? How does the punctuation in the story show you that the characters are speaking? Notice and copy one of the quotations, with its punctuation, from one of the characters.

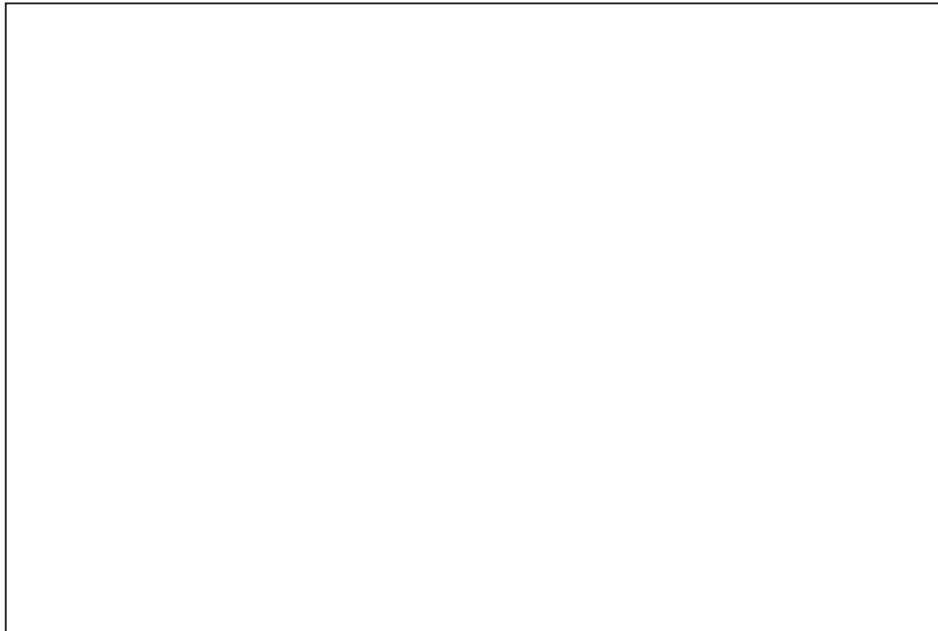
The story says,

“All the animals that walked on land and all the birds and insects that flew in the sky began to quarrel.... At first, they spoke softly. Then, slowly, they became angrier and louder.”

You know what three characters said, but what did the other animals say? For example, the story says,

“The tigers growled and the wolves howled. The birds gave loud cries and cackles. The insects buzzed as loudly as they could.”

What do you think the tigers and wolves were saying with their growling and howling? Work with a partner, in a group, or as a class. Imagine and create a new dialogue between two or three other characters. Use punctuation that you have noticed from the story to show who is speaking.



If you worked as a pair or group, share your dialogue with your classmates.

ACTIVITY - 4

Battle in the Jungle - Part 2

(Do you need to read Part 1 again?)



At the meeting, the parrot called on their friend, the fly, “You become the spy for our army. Tell us the animals' plan.”

“Yes,” said the fly, “I'll become the spy for our army.” Before the battle, the lion called all the animals together. The tiny fly flew in and hid nearby.

“Are you all ready?” the lion asked.

“Yes, we are ready,” they all shouted. “We are ready to go to the battlefield.”

“Then listen carefully,” said the lion.

The lion whispered, “I have a plan. Captain Fox, you have a nice long tail. You will be my signal. On the battlefield, I shall whisper in your ear when it is time to fight. You will put up your long tail to signal all the animals to attack the birds. Is that clear?”

“Very clear, sir,” said the fox.

“Very well,” said all the animals in one voice.

The fly hurried to tell the parrot the lion's secret plan.

The time for the battle came. Both sides met on the battlefield. Soon the lion whispered to the fox, “It is time. Put up your tail.” The fox put up his tail to signal the animals to attack.

But the parrot was ready. He quickly and quietly said to the bee, “Hurry at once and sting the fox's tail!”

The bee stung the fox. He stung him once. He stung him twice. He stung him three times.

The fox forgot all about the signal. He jumped. He shouted. He ran in circles after his injured tail and, finally, tucked his tail between his legs and ran away. The other animals were confused and ran after him. They ran away from the battlefield. They lost the battle.

The birds fluttered their wings in joy. They had won without fighting at all.

ACTIVITY - 5

The animals quarrelled about who was the smartest and the strongest. They had different opinions and your classmates will, too.

Who do **you** think was the smartest? The lion who prepared his army well? Or the parrot who tricked the animals?

Who do **you** think is the strongest? The elephant who can lift a tree? Or the bee who can win a battle with a sting?

Discuss these questions in pairs or groups to find out your classmates' ideas.

Who thinks the lion is the smartest?	Who thinks the parrot is the smartest?
Who thinks the elephant is the strongest?	Who thinks the bee is the strongest?

If a small bee can be stronger than a large elephant, then what does the word “strong” really mean? For example, if the elephant is strong, but the bee is stronger, what can a “stronger” person do that a “strong” person cannot? Discuss these ideas with your classmates. After discussing, decide together what it really means to be "smart" or "strong".

Record your group's ideas here.

Our group thinks 'smart' means
Our group thinks 'strong' means

Find out what your other classmates said. Are there different opinions about what it means to be strong or smart?

Choose your favourite explanations and write them here.

Smart means
Strong means

ACTIVITY - 6



There are many amazing animals in the world, but many animals are in danger of extinction. When animals are extinct, they no longer exist on earth. Animals that are in danger of becoming extinct are called “endangered” animals. Some of

these endangered animals live in India. One is called the Indian **purple frog**, and it is very rare.

The purple frog lives in India’s Western Ghats. This unusual place has mountains, forests, savannahs, peat bogs, and freshwater wetlands.

Because the Western Ghats have so much variety, it is home to a large variety of plants and animals. One of these animals, the purple frog, was only recently discovered.

Although local people knew about the frog, scientists only discovered it and realized it was a new species in 2003. The frog burrows underground and eats termites. It's called the purple frog, the Indian purple frog, or the pignose frog. Different names for the same animal can be confusing, so scientists give animals and plants scientific names. The scientific name for the purple frog is

Nasikabatrachussahyadrensis. It's a long name! But the name is useful for scientists, because all scientists know this one name is for this one kind of frog.

ACTIVITY - 7

Dinosaurs are *extinct*.

The purple frog is *endangered*.

How are these two words different?

Use the library, internet, or other people who know about animals to find more information on extinct and endangered animals. One good source is <http://www.arkive.org/>. Learn about at least one animal that is new to you so that you can share information about it with your classmates.

Name five animals that are extinct.	Name five animals that are endangered.

Compare your lists to your classmates' lists. "Compare" means to look carefully at their lists and yours to find out how the lists are the same or different. **Find an animal on a classmate's list that is not on your list. Ask your classmate to tell you about that animal.**

I learned about the _____ from my classmate,
named _____.



ACTIVITY - 8

The purple frog is larger than many other frogs. It has a very fat body and short, stout limbs. Males are 60% smaller than females. The small



head seems too short for the body and the firm snout sticks out in a small white knob. The purple frog has a shovel-shaped bump on each back leg and rounded toes on the webbed feet for digging. The snout and legs help the frog dig in the ground for insects. The

small, clear, black eyes are above the narrow mouth. The frog's mouth is only large enough to eat small insects like termites, the frog's favourite food.

The small, rounded tongue sticks out between the hard upper jaw and the soft lower jaw. The tongue has a round tip and the frog has no teeth. The tail is light brown with dark brown patches. The smooth skin is dark purple on the back that fades to grey on the belly.

ACTIVITY - 9

When scientists discover new animals and plants, they describe them very carefully. Without careful description, two similar species might be confused. **Notice the careful details in the description of the purple frog.**

Which parts of the frog are carefully described?

What behaviours are described?

Underline all the adjectives that are used to describe the frog.

How many adjectives did you find?

ACTIVITY - 10

A.A. Milne wrote many poems for children and he often wrote from the point of view of a child. "At the Zoo" is one of his poems written from the point of view of a child. Children do not always know the right names for things and Milne illustrates this in his delightful poem.

At the Zoo by A. A. Milne

*There are lions and roaring tigers,
and enormous camels and things,
There are biffalo-buffalo-bisons,
and a great big bear with wings.*

*There's a sort of a tiny potamus,
and a tiny nosserus too -
But I gave buns to the elephant
when I went down to the Zoo!*

*There are badgers and bidgers and bodgers,
and a Super-in-tendent's House,
There are masses of goats, and a Polar,*

*And different kinds of mouse,
And I think there's a sort of a something
which is called a wallaboo -
But I gave buns to the elephant
when I went down to the Zoo!*

*If you try to talk to the bison,
he never quite understands;
You can't shake hands with a mingo -
he doesn't like shaking hands.*

*And lions and roaring tigers
hate saying, "How do you do?" -
But I give buns to the elephant
when I go down to the Zoo!*

*Which words in "At
the Zoo" do not
name real animals?
Which ones are
real?*

Not Real

Real

Helpline

Going Beyond the Textbook

Use the internet or library resources to collect more information on animals and other topics you've read about in your textbook. You may wish to search for more information on endangered animals or more poems by A.A. Milne. You may visit the textbook website, www.onlinetextbook.info, for more topics related to animals and find things other students have posted there, too. There is so much more to learn about our amazing world!

This design is based on providing comprehensible input to students and then allowing them to use the language from the input to make meaning. In this regard, students are always expected to read the language of the text themselves, NOT to have the teacher translate the content. Where readings are split into two parts to make them easier for students to handle independently, teachers can offer an additional listening activity by beginning Activity #2 with an oral reading of the text that the students read in Activity #1. The teacher may wish to read, "Battle in the Jungle – Part 1," clearly and with expression or allow a student to read. Simply use the listening as a reminder of the story beginning, then return to allowing students time and space to read Part 2 on their own. At times, additional recordings of texts will be available on www.onlinetextbook.info

This model will be new to many students. Teachers can be prepared for the initial confusion of students by remembering to focus on helping students to understand the questions, not to help them answer.

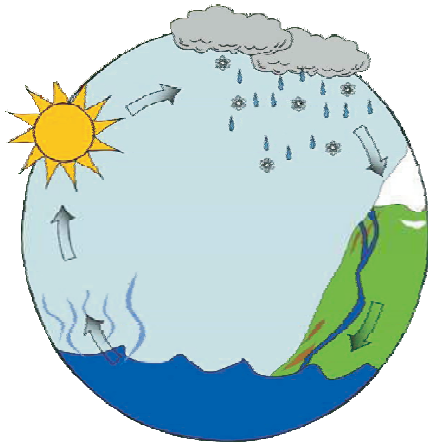
Any activity that seems initially difficult may be scaffolded by turning it into a full-class activity. For example, as a pre-activity to group dialogue writing, the teacher can divide the class in sections assigned to each part of the dialogue. Ask each section to contribute a line and record the dialogue on the board, one line at a time, as the class creates it. Do not over-correct students first utterances, rather simply elicit responses and encourage students to elaborate them only until they can express their idea to the rest of the class. Keep the students excited and interested in the task. Encourage students to help each other with vocabulary. If a student offers a response in the primary language, encourage the production and request help from students to express the same idea in the target language, or, if a word offered is new to the class, simply say, "Good! [Say the word in English.]," and write the word in only English on the board for all to see. Use the word several times in the lesson.

Where time permits, students will benefit greatly from repeating the activity with different assigned parts as a pair or small group activity. As often as possible, the teacher should facilitate additional language use by giving students time to share any work they do in small groups with their other classmates. Teachers will find it more time efficient and more conducive to language production to give students a few minutes individually or in pairs to share their work with others, rather than asking one student at a time perform for the entire class. Remember the goal is not to test the performance of one student but to allow the entire class to meaningfully produce language.

UNIT-3

Water, Water, Everywhere

ACTIVITY - 1



This unit is about the water that is necessary for life on our planet. Look at the picture. Write the names of as many objects as you can.

What is happening to the water in the picture?

ACTIVITY - 2

Water Boy– Part 1

Vijay liked to play with water. He liked to play with water in many ways:

- He liked to fill up a big tub with water and play with his toy boat in there.
- He liked to make big mud puddles in the garden and pretend it was a lake.
- He liked to open the hose and splash his friends when they walked by.

His mother told him many times not to waste water, but he did not listen.

One day his mother decided to take him with her to visit her brother. Vijay's uncle stayed in a small village. Vijay was very happy to go because he would be able to play with his cousins.

Vijay and his mother arrived at his uncle's place late at night and Vijay went off to sleep. Suddenly, in the middle of the night, Vijay woke up. There was a lot of noise outside his room. Vijay could not understand why so many people were awake at night, but he was very tired. Very soon, he fell back to sleep.

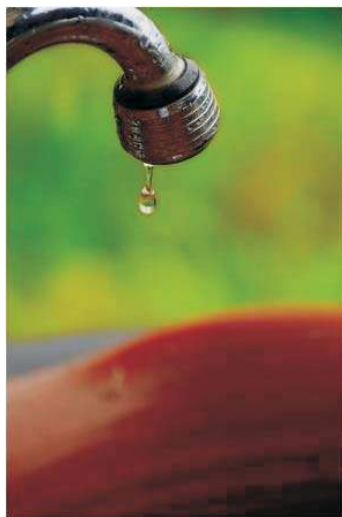
ACTIVITY - 3

What characters have been mentioned in the story so far?

While Vijay was sleeping, something happened to wake up the other people in the house. What do you imagine might have happened?

Ask your classmates what they think might have happened in the house. Write down the idea of your classmate that you find most interesting.

ACTIVITY - 4



Water Boy– Part 2

The next morning, Vijay got up and went to the bathroom. When he opened the tap, there was no water. He looked around and found water stored in many buckets. He was surprised and asked his cousin about it.

His cousin, Rajesh, explained that there was no water anywhere. It had not rained for a couple of years and all the lakes had dried up. They had to depend on some water that came from one tap and they had to keep awake to see that they did not miss it as it could come any day and any time!

Last night, luckily the water had come, but it might be days before it came again. Till then, they would have to only use the water they had collected in the night. Rajesh told Vijay to be careful and not to waste water.

If the family ran out of water, they would have to buy water from someone else, and it was very expensive.

Rajesh gave Vijay some examples of ways to use water wisely:

- He gave Vijay a glass of water and told him to use it for brushing his teeth.
- He told Vijay to take a bath with a very small amount of water in a bucket.
- He told Vijay to save the water used for washing his clothes so it could be used again later.

Vijay was surprised – he had never imagined that there could be a place where water was so scarce. His cousin laughed at Vijay and said, “Vijay, you use too much water every day. Soon there will be less rain, and you may have the same problems that we are facing now. You should learn to save water.”

Water is so important to people that it has inspired art, songs, and poems. Here is a poem about water by Mary Oliver. Mary Oliver is a well-known American poet who loves water. She lives near the ocean and writes many simple, but beautiful poems, about the nature around her. She writes about shore birds, water snakes, humpback whales, the ponds, and the harbour where she likes to take long walks.

ACTIVITY - 5



Vijay is carrying water. Imagine what Vijay will do with the water. Do you imagine him wasting water or using it wisely? Write one sentence describing what Vijay will do with the water.

Vijay will

Does your sentence describe Vijay using water wisely or wastefully?

Read your sentence to the class. Listen to classmates read their sentences. **Keep count of how many sentences describe Vijay using water wisely and how many sentences describe Vijay using water wastefully.**

Number of Sentences with a Wise Use of Water	Number of Sentences with a Wasteful Use of Water

Look at your count. Did your class imagine more wise uses of water or more wasteful uses of water?

What was one example of a wise use of water that one of your classmates imagined?

What is the name of your classmate who imagined this example?

What was one example of a wasteful use of water that one of your classmates imagined?

What is the name of your classmate who imagined this example?

Put your ideas and the answers to these questions in the paragraph below to help you describe the results of this activity for your class. Read your paragraph out a loud to a classmate.

In my class, more students described _____ ways of using water than _____ ways. My classmate, named _____, gave an example of a wise use of water: _____.

My classmate, named _____, gave an example of a wasteful use of water: _____.

I described a _____ use of water as _____.

ACTIVITY - 6

At Blackwater Pond

Mary Oliver

At Blackwater Pond the tossed waters have
settled
after a night of rain.
I dip my cupped hands. I drink
a long time. It tastes
like stone, leaves, fire. It falls cold
into my body, waking the bones. I hear them
deep inside me, whispering
oh what is that beautiful thing
that just happened?



ACTIVITY - 7

Look carefully at Oliver's poem, "At Blackwater Pond", to answer these questions:

The title, "At Blackwater Pond", tells us that the poet is "at" a certain place. **Use "at" to write a sentence telling where you are now.**

The poem says, I dip my cupped hands.
 I drink a long time.
 It tastes like stone, leaves, fire.
What tastes like stone, leaves, and fire?

The poem says, It falls cold
 into my body, waking the bones. I hear them
 deep inside me, whispering
 What *wakes up* in the poem and what do they
 say when they wake up?

Full stops (periods) and question marks tell us when we are at the end of a sentence. How many sentences does *At Blackwater Pond* have?

Commas tell us when a sentence has more than one part. Which sentences in the poem have more than one part?



ACTIVITY - 8

Oliver could have ended each line at the end of a sentence like this:

At Blackwater Pond the tossed waters have settled after
a night of rain.

I dip my cupped hands.

I drink a long time.

It tastes like stone, leaves, fire.

It falls cold into my body, waking the bones.

I hear them deep inside me, whispering oh what is that
beautiful thing that just happened?

Notice how the sentences differ. Some sentences are long, some are short, some sentences have more than one part, and one sentence is a question. The different kinds of sentences in Oliver's poem make it more interesting. Work with your group to write a poem about a place that uses sentences like Oliver's.

At _____

At _____.

_____.

_____.

_____.

_____?

Share your poem with your classmates.

ACTIVITY - 9

Water, Water, Everywhere

How much water is there on Earth? There's a lot! Something like 1,260,000,000,000,000,000 litres can be found on our planet. This water is in a constant cycle-- it evaporates from the ocean, travels through the air, rains down on the land, and then flows back to the ocean.

The oceans are HUGE! Most of the earth is covered in oceans. Ninety-eight per cent of the water on the planet is in the oceans, and therefore is un-drinkable because of the salt. Only about 2 per cent of the planet's water is fresh, but 1.6 per cent of the planet's fresh water is locked up in polar ice caps and glaciers. Another 0.36 per cent is underground in wells. Only about 0.036 per cent of the planet's total water supply is found in fresh lakes and rivers. The small percentage in lakes and rivers is still many trillions of litres, but it's a very small amount compared to all the water in the whole world.

The rest of the water on the planet, .004% is either floating in the air as clouds and water vapour, or is locked up in plants and animals. Did you know that *your body* is 65 per cent water? That means if you weigh 30 kilograms, 19.5 kilogram of you is water!

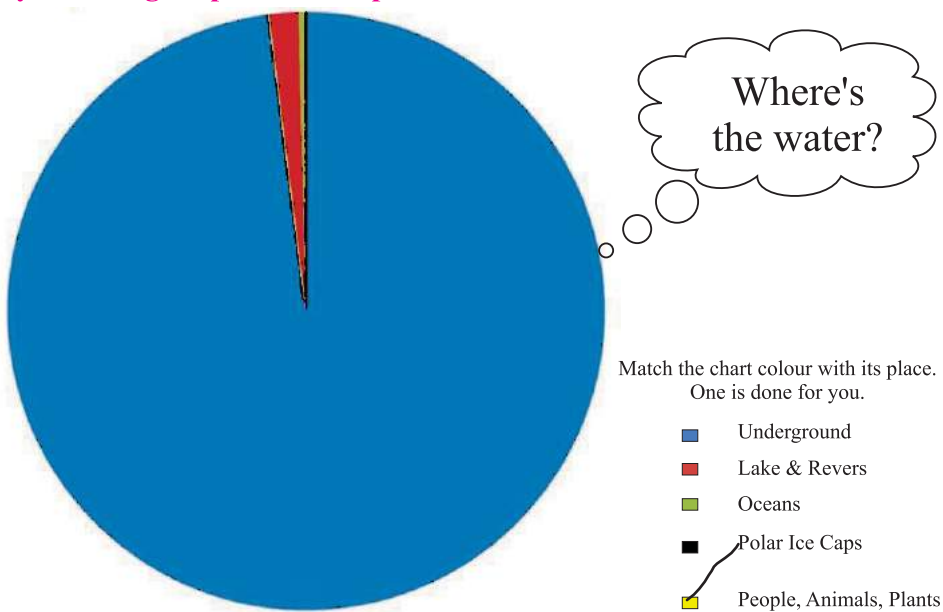
ACTIVITY - 10

The text, “Water, Water, Everywhere,” has a lot of numbers! Sometimes numbers are easier to understand in graphs or charts. A pie chart is a circle divided into parts, like a pizza pie. How many parts does the pizza have? Which part shows one half of the pizza?



Pie charts show the size of each part of the whole pie. How many parts does the pie chart below have? *Notice two of the parts are very, very small!*

Read Water, Water, Everywhere carefully and show your understanding by matching the places in the pie chart with the correct colours.



Helpline

Going Beyond the Textbook

Use the internet or library resources to collect more information on water and other topics you've read about in your textbook. You may visit the textbook website, www.onlinetextbook.info, for more activities related to water, and you can post things you've learned there, too. There is always something new to learn!

Remember throughout these units that the best answers are all the different original ideas that your students can imagine! If children imagine many interesting things that might have happened to wake Vijay, for instance, you may wish to extend the activity by letting them write a new story of their own about Vijay and what happened that night.

Traditionally, poems have been either treated as stories where students learn facts about the poem or as something to be enjoyed without further explanation, but poetry is a very exacting use of language and will be better appreciated when students look carefully at the language the poet has carefully crafted. Remember to focus on helping students notice this language. Avoid translating. Help students to discuss vocabulary first with other students to help them understand new words. The language task is designed to encourage students to notice the form of the poem on their own. Avoid answering the questions as though they were facts to be learned. Instead, direct students to focus on the text in order to answer on their own.