

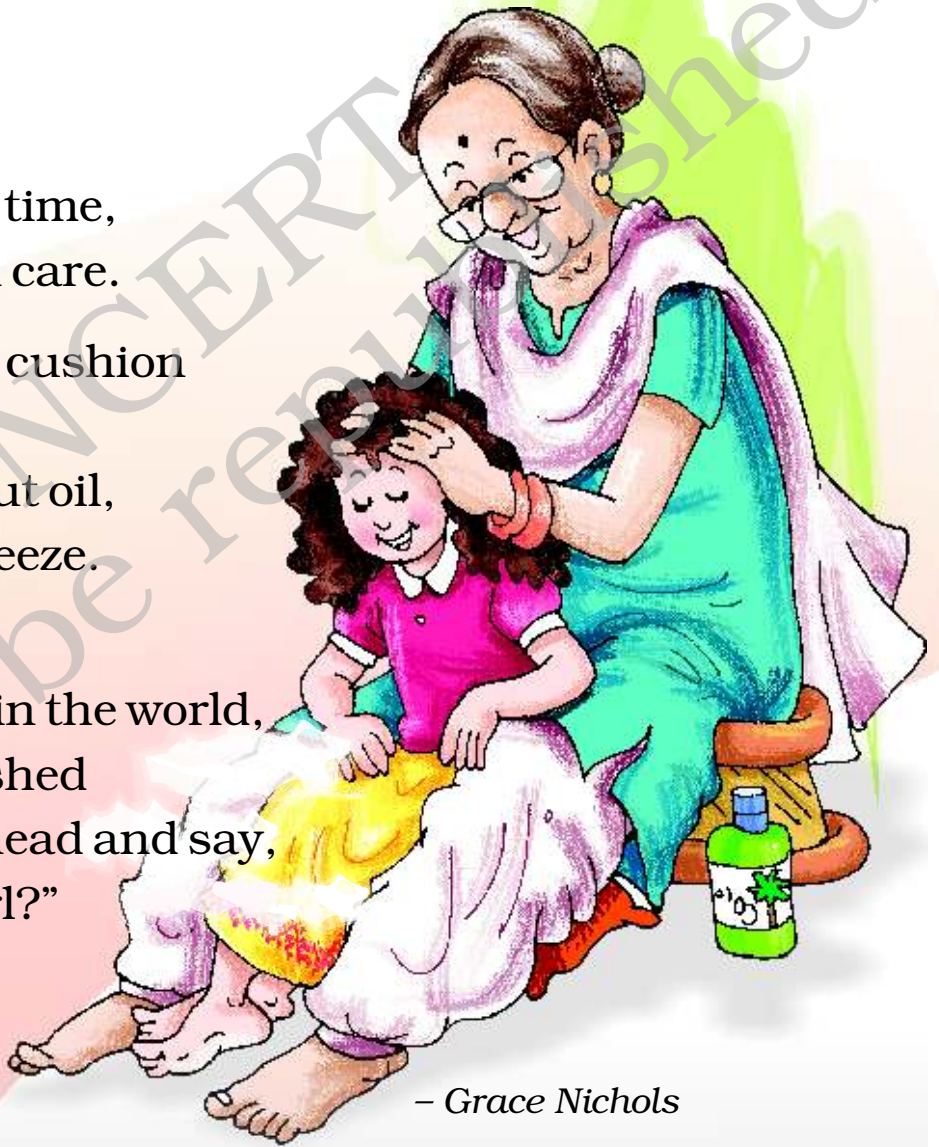
# Unit-9

*Do you have a grandparent who does things for you?*

*Let's read about the Granny in this poem.*

## Granny Granny Please Comb my Hair

Granny Granny  
Please comb my hair.  
You always take your time,  
You always take such care.  
You put me to sit on a cushion  
Between your knees;  
You rub a little coconut oil,  
Parting gentle as a breeze.  
... Granny  
You have all the time in the world,  
And when you're finished  
You always turn my head and say,  
"Now, who's a nice girl?"



– Grace Nichols

### New words

care, cushion, knees, gentle, breeze, world, nice



### Reading is fun

- ▶ What does the little girl want her Granny to do?
- ▶ What does Granny rub on her hair?
- ▶ Does the little girl love her 'Granny'?



### Let's talk

- ▶ Do your grandparents live with you?
- ▶ Do you spend some time with them?
- ▶ How do you help them?



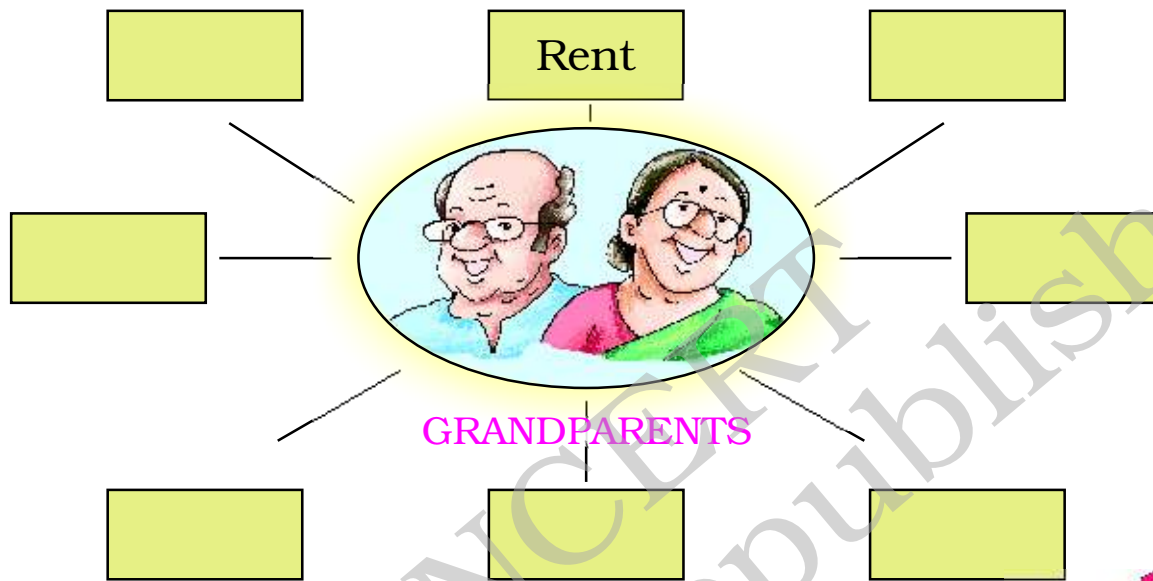
### Let's share

- ▶ What do you call 'Grandmother' in your language?
- ▶ What do you call 'Grandfather' in your language?
- ▶ Do you know any old people? Can you name them?
- ▶ How can you make them happy? Discuss with your class.
- ▶ Have you ever gone out with your grandparents?



## Word building

- Make new words using letters from the word **GRANDPARENTS**. You may use the letters in any order. One has been done for you.



- Sometimes we replace the names of people with another word, instead of repeating the name. Replace the names in the sentences using a word from the box.



It, I, He, She, My, You

1. Meena is playing with a doll. \_\_\_\_ is a girl.
2. Ram is climbing a tree. \_\_\_\_ is a boy.
3. Do not eat that mango. \_\_\_\_ is not ripe.







Let's write

Suppose you go to stay with your grandparents for a week. Make a list of things that you would like to take with you for them. Do not forget to put **a**, **an** or **the** before each thing.



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



### Fun Time



Make a **Thank you** card for your grandparents.



You need –

Chart paper of any colour of 9 inches x 12 inches, sketch pens, sticker, design block.



Make it this way –

1. Fold the paper into two.
2. Draw or stick pictures on it.
3. Write a message inside.

Begin with **Dear**  
**Grandfather/Grandmother.**



Activity time



This is an outline of Meena's grandfather. Add his hat, tie, moustache, glasses, stick, etc. Write each word in the given box. Colour the picture and write his name.




## A Picnic

This is a family picnic scene. Give names to all the people. Look at the picture and make sentences using phrases given in the box.



eating food together, picking up wrappers or waste papers, serving food, playing football, talking to elderly people, fishing with grandfather



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## The Magic Porridge Pot

Once, there was a little girl named Tara. She lived with her mother. They were very poor.

One day she went to a forest. There she met an old woman. The old woman gave her a pot. She said, "This is a magic pot. It will cook porridge for you when you say, 'Cook-Pot-Cook'. It will stop making porridge when you say, 'Stop-Pot-Stop'."

Tara was very happy. She ran to her mother and said, "Mother, we will no longer be hungry as I have got a magic pot."

Tara said to the pot, "Cook-Pot-Cook" and the pot cooked porridge. Her mother was very happy and they both ate porridge.

One day, when Tara had gone out, her mother felt hungry. She said to the pot, "Cook-Pot-Cook". The pot started cooking porridge.





After eating it her mother said, “Do not cook Pot”. But the pot went on cooking.

Soon the porridge started spilling on the floor. Mother called out again, “Wait – do not cook anymore.” But the pot did not stop.

Mother ran out of the house and the porridge followed her. Soon there was porridge everywhere. The whole village saw it. They ran to eat the porridge.

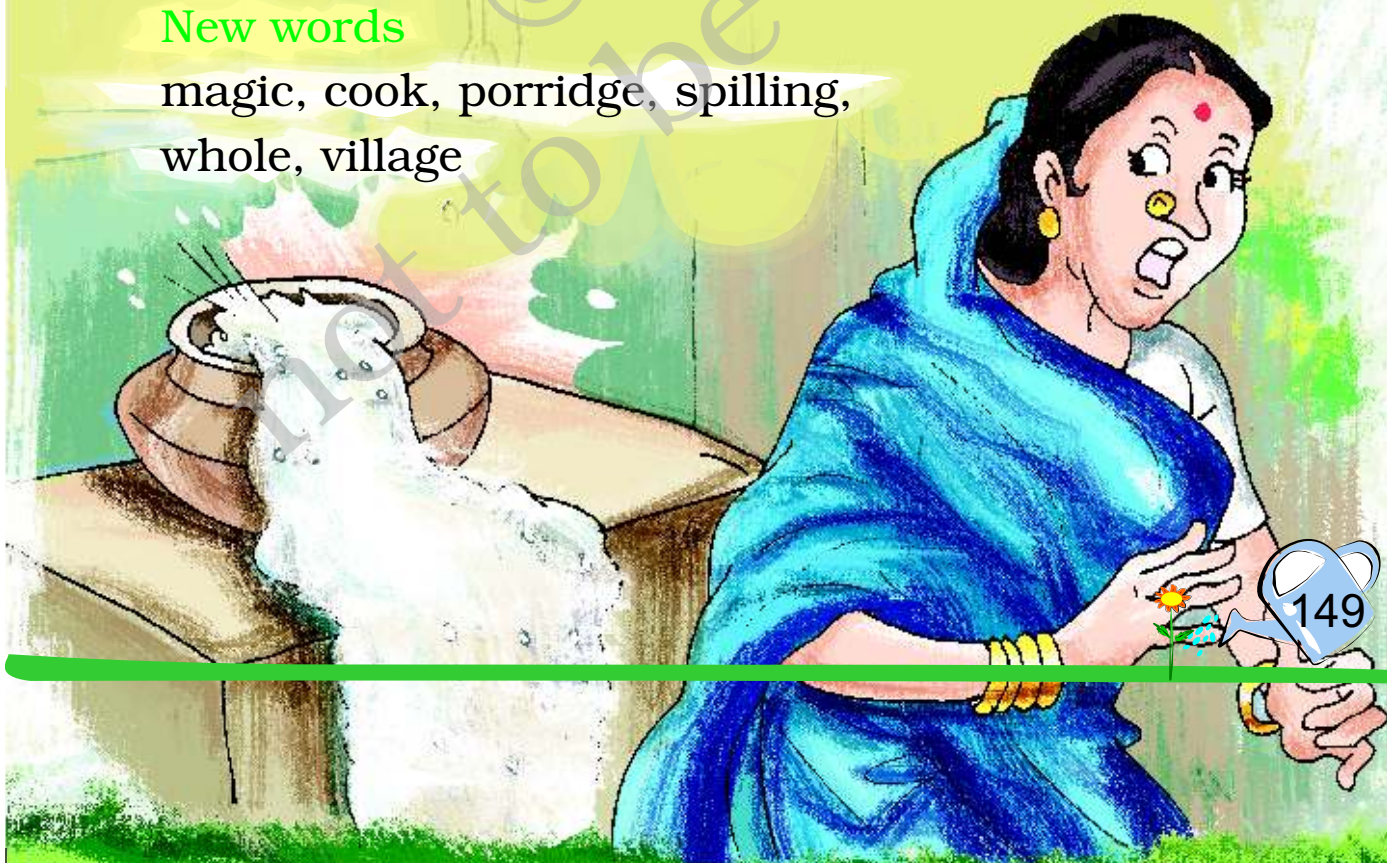
When Tara came back, she saw that the road was full of porridge. She ran back as fast as she could. She heard her mother shout, “Tara the pot is cooking and it will not stop.”

Tara called out, “Stop-Pot-Stop” and it stopped cooking porridge.

– A folk tale

### New words

magic, cook, porridge, spilling,  
whole, village







## Reading is fun

- ▶ Where did Tara go one day?
- ▶ What did the old woman give Tara?
- ▶ What did the magic pot cook?
- ▶ Who said, "Do not cook Pot"?
- ▶ Why was there so much porridge on the road?



## Let's talk

- ▶ What do you eat for your breakfast?
- ▶ Would you like to eat wheat porridge?
- ▶ Have you seen any magic? Tell us about it.
- ▶ What do you call magic in your own language?



## Say aloud

pot  
dot  
cot  
hot



caught  
bought  
taught  
fought

cook  
hook  
book  
took



boon  
soon  
moon  
spoon







Let's write

► Fill in the blanks with **a**, **an** or **the**

Once there was \_\_\_\_\_ beautiful garden.



\_\_\_\_\_ garden had \_\_\_\_\_ apple tree,



orange tree \_\_\_\_\_ and \_\_\_\_\_ guava tree.



In \_\_\_\_\_ garden lived \_\_\_\_\_ big giant. \_\_\_\_\_ giant



did not like children to play in \_\_\_\_\_ garden.



\_\_\_\_\_ giant used to eat \_\_\_\_\_ fruit every day from \_\_\_\_\_

garden. But he did not share these with \_\_\_\_\_

children. So his garden dried up.





## Word building

- ▶ Look at the letters given below and make words starting with them.

k

\_\_\_\_\_

p

\_\_\_\_\_

j

\_\_\_\_\_

t

\_\_\_\_\_

m

\_\_\_\_\_



## Let's eat

- ▶ Your mother makes delicious porridge. Would you also like to learn how to make it?
- ▶ Ask your mother or an older person to help you.

**You need** – Milk, porridge, sugar

1. Take hot milk.



2. Add cooked porridge.



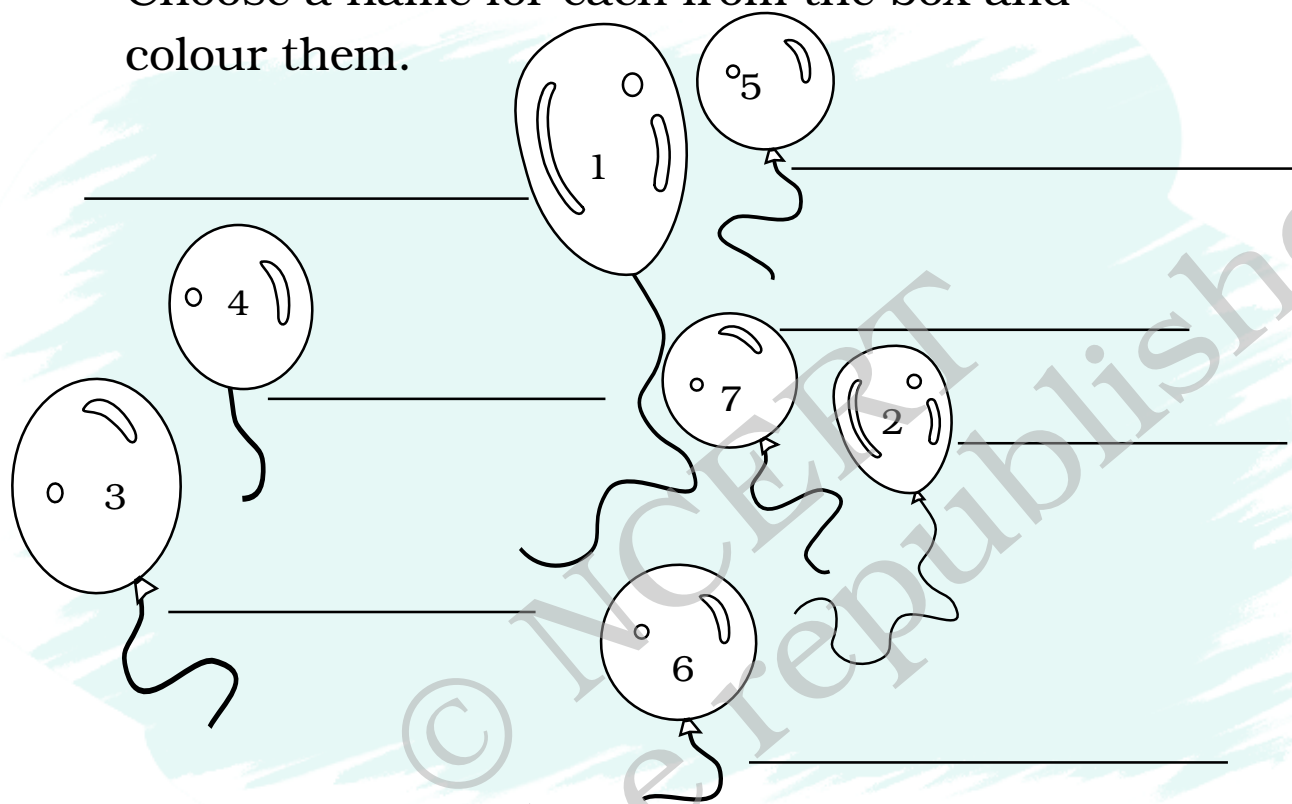
3. Add sugar and eat it.

Repeat this recipe in your language to the class.





- It is your friend's birthday. For decoration in her party you are presenting a bunch of balloons to her. These balloons are your friendship balloons. Choose a name for each from the box and colour them.



caring	sharing	kind	friendly
helpful	forgiving	truthful	

- Would you like to tell the class a story about any one of these balloons?



# Loving Grandfather

1



"Ever since grandpa fell down and sprained his arm, he has changed!"

2



"He has become very quiet. He does not even speak to us!"

3



"He keeps sleeping the whole day. He is very sad!"

"He does not even go out!"





Grandpa loved to go for walks. He loved to do his exercises!



4

We must try to make him go for a walk with us and do some exercise in the park!

5



I can see grandpa's friends. Let us talk to them!

Thank you, my children, for taking me out in the fresh air. It's been a long time I have been with my friends or for a walk.

Grandpa, your friends are here. Talk to them while we play. They have missed you!

6





## Let's read

- Read the picture story aloud (3 students).



## Reading is fun

- Tick (✓) the right answer.

1. Grandfather sprained his

(a) leg ☐ (b) back ☐ (c) arm ☐

2. Grandfather loved

(a) eating ☐ (b) walking ☐ (c) sleeping ☐

3. Grandfather missed his

(a) food ☐ (b) books ☐ (c) exercise ☐

### Before Grandfather fell

Grandfather used to go  
for walks.

Grandfather used to talk.

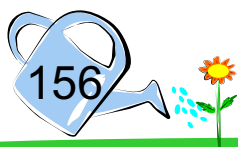
Grandfather met many  
friends.

### After he fell

Now he \_\_\_\_\_.

Now he is \_\_\_\_\_.

Now he does not \_\_\_\_\_  
\_\_\_\_\_.



Let's practise

A pen and a hen.

A pen and a hen.

A pen and a hen.

A pen and a hen.

A pen and a hen.





# Teacher's Pages



## Unit-9

The main emphasis of **Unit 9** is to further sensitise children to their home environment. Unit -1 began with 'myself' and 'my own feelings for the world.' A gradual shift to the child's engagement with experiences, thoughts, feelings and relationships with her/his immediate family and friends have been subtly built in from Unit to Unit.

- Love for elders and sharing and caring for the old is a feeling which when generated at this young age will go a long way to give children a feeling of interdependence with their world. It is when this true feeling is expressed that language will flow (so the emphasis is on language building and not translation).
- Motivate the children to read short stories and speak/narrate in their own words.
- Encourage them to look at pictures and talk about them.
- Read the story/poem aloud with proper stress, punctuation, rhythm and intonation, as the children repeat after you.
- Most teachers will recognise that one child's speech is different from that of other children. Perhaps a child hesitates, strutters, or blocks when attempting to communicate. The rhymes and stories in this book will give the child many successful speech experiences through choric speaking.
- In **Say aloud** put stress on the underlined syllables.
- By this Unit children should be able to do independent reading and comprehend the story.
- Use of repetitive sounds or words like 'cook-pot-cook' is a source of joy for the child, who may overcome timidity and speech difficulties easily and gradually.
- Put a word-chart of spellings from the lesson on the wall/board.
- Ask children to think of a time when they were sick and who looked after them.



- The chart paper used for the Thank you card in **Fun time** should be 9 x 12 inches thick.

### A few classroom suggestions

- Ask the children to share their feelings about any incident/story they know where an animal has helped old and sick people.
- Cards should be made and given to grandparents or older people whom they like.
- Vocabulary games must be encouraged and played, e.g., teachers will write four capital letters on the board. Each student chooses one and copies it down. Now write 3-4 lower case letters on the board. Again, let each child will choose one. Continue writing 3-4 letters at a time. Let students complete the words. Each time they complete one word, they may start a new word (using a capital letter).
- The teacher can act out the picture story along with the students in a group. Then students can enact it independently. This can be done following the red, blue, green, yellow group method. Dramatisation can bring a story or poem to life.

### Raising awareness

Invite grandparents to the school. Ask them to talk about their school days with the children.

