

10



The Wrong Move

In this chapter the learners are expected to

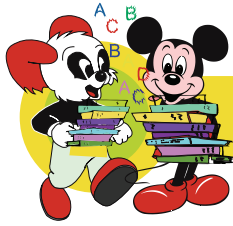
- identify and summarise the main idea of the story
- match traffic signs with their meanings
- rewrite jumbled words into sentences
- use action words in meaningful contexts

Warm-up

- This is a guided practice.
- Let children draw and colour traffic light on a piece of chart paper.

OR

- Play a short video about traffic rules.



Let's Read

“Aunty, Rahul has hurt his leg. He is in the garden.
Please come fast,” said Riyan.



“Oh God!” shouted Reema.
She hurriedly ran out. Rahul was crying in pain.
“Oh! The wound is bleeding. I will take you to the

doctor. Don't worry. You will be fine,” she said to Rahul.

She went out of the gate and stopped a taxi. All three of them went to the doctor's clinic.

The doctor immediately examined Rahul and bandaged his wound. He also gave him an injection.



“Don't worry. Take this medicine for five days. You will be fine. But how did you get hurt?” the doctor asked Rahul.

“Riyan and I had gone to the market to buy a pencil

box. I tried to cross the road hastily. I stumbled and fell down,” Rahul explained.

“ I had asked him to wait for me but he didn't listen,” said Reema.

“ Good children listen to their parents,” the doctor said seriously.

“Sorry, Mummy,” Rahul apologised.

“On your way back, you should tell Rahul how to cross the road safely,” the doctor advised Reema.

“Sure, Doctor,” she replied quietly.

Rahul, Riyan and Reema came out of the clinic and began walking homeward.





Stop, Think and Write

1. How did Rahul get hurt?

2. What did the doctor tell Reema?

On their way home they meet Kalia, the traffic light.

“Hello! I give permission to people in the vehicles to stop, slow down and move,” said Kalia.

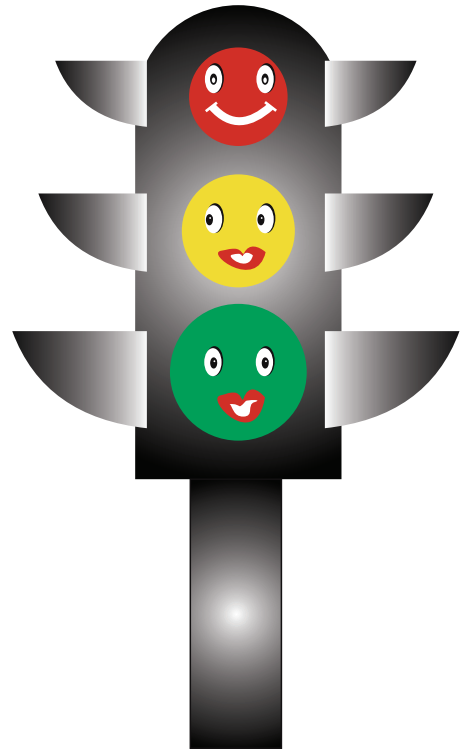
“What does that mean Mummy?” Rahul asked Reema.

“Rahul, can you see the colour of Kalia's three lights?” asked Reema.

“Yes, Mummy,” said Rahul.

“When Kalia's red light is on, it means that people in the vehicles must stop. When its green light is on, it means that the vehicles can go ahead. And

when the yellow light is on, it means that the vehicles should slow down. And for pedestrians, the green-man-signal means that they can cross the road while the red-man-signal means that they can't cross the road,” Reema explained.



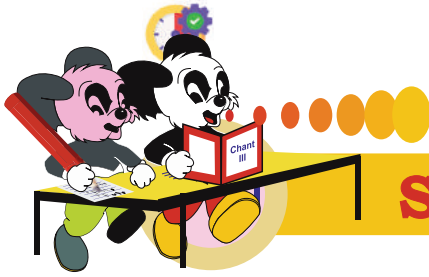
“Be careful. Let's cross the road at the zebra crossing,” Reema said to Rahul and Riyan.

“What's that Aunty, asked Riyan.

“It is a pedestrian crossing with black and white



stripes on the road like the coat of a zebra. We should look right, left and then again right before crossing the road. It should be completely safe before we cross the road,” Reema explained to the children.



Stop, Think and Write

1. What do red, yellow and green lights of a traffic light mean ?

2. What is a zebra crossing?



While Rahul, Riyan and Reema were waiting for the bus, Reema's friend, Ruksana came in a car. She stopped and three of them got into the car.

“Please wear seatbelts,” said Ruksana.

“Why do we need to wear seatbelts?” asked Riyan.

“They provide us safety against sudden stops and falls,” said Ruksana.

“Hey Riyan! Don't take out your head or arms. You can be hit by a coming vehicle and get badly hurt,” said Ruksana.

“Sorry Auntie, I will never do it again,” said Riyan.

Tring, Tring, Tring, Tring.....

“Auntie, your phone is ringing,” said Rahul.

“Yeah, I will call back this number. We should never use cell phones while driving. It can cause an accident,” Ruksana explained.

“I will tell my school bus driver about it. He often uses his cell phone while driving,” said Riyan.



“Rahul and Riyan, I hope you will follow traffic rules that you learnt today,” said Reema.

“You are a responsible driver, Ruksana Aunty. You made us feel safe. Thank you so much for teaching us about the traffic rules,” said the children .



Stop, Think and Write

1. Why should we wear a seatbelt?

2. Is it good to use cell phones while driving?
Who tells us about it in the story?



New Words

hurriedly

wound

pedestrians

stumble

seriously

courtesy

medicine



Let's Talk about Life Skills

- Divide children into groups. Let them discuss the importance of traffic rules.
- Life skills equip students to respond to their daily life situations. Awareness about traffic rules is an important life skill . Discuss.



Let's Write

Match the traffic signs with their meanings

A

B

1.



school ahead Stop

2.



stop

3.



safe to cross

4.



hospital

5.



speed limit

6.



no parking

7.



cannot walk

8.



dangerous dip

9.



pedestrian crossing

Rewrite the following jumbled words into sentences.

1. Rahul/ leg/ hurt/has/his

2. Reema /Rahul/ the/ to /took/ clinic/doctor's

3. It/safe/ cross/ is/ the /to / at / crossing/ zebra
/ road

4. The/green/says/light/go

5. The/red/stop/light/says

6. The/light/says/ yellow/ slow down

7. should/wear/seatbelt/we /the/in/ vehicles

8. not/use/we/should/driving/cell phones/while

9. should /we/always/ follow/ traffic/rules

10. thank you/we/say/should/when /helps/
someone/us

11. we / follow / should / rules / traffic

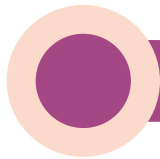
12. we / should / make / never / a / wrong move



Let's Do

- A. Divide the class into groups. Ask each group to speak about how to behave on the road.
- B. Divide children into pairs and ask them to narrate an incident related to the theme of the lesson.
- C. Divide them into groups and ask them to do project work on traffic rules. They can make a poster, drawing or a collage using the following messages.
 - a. Safety first, speed next.
 - b. Speed thrills but kills.
 - c. Don't play on roads.
 - d. Cross the road on zebra crossing.
 - e. Wear a helmet while cycling or riding a motor bike.

The students may use chart papers, pictures, drawings and colours.



Grammar in Context

It is a busy market. Many cars are **moving** on the road. Some of them are **honking**. Rahul and Riyan are **walking** on the sidewalks. People are **buying** different things from the shops. There are two men in the market who are **selling** ice-cream and popcorn. Children are **eating** fruit, ice-cream and popcorn. Some women are **driving** cars. There are children **waiting** at the zebra crossing. They are **looking** at the traffic light to cross the road safely.



A) Notice the words in pink. They show some kind of action. **Walking** has been derived from **walk** and **eating** has been derived from **eat**. Now write the present form of the action words given below. One has been done for you.

moving

move

honking

walking

buying

selling

eating

driving

waiting

looking

B) Write down at least five action words with - ing form mentioned in the story.

[illegible]

C) Write down at least ten action words that define your daily activities.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Sight Words

show

six

small

start

ten

today

together

try

warm

Tongue Twister

She sells sea-shells on the seashore.

The shells she sells are sea-shells, I'm sure.

For if she sells sea-shells on the sea-shore

Then I'm sure she sells sea-shore shells.

Name of the Student



STAR TRACK

Roll No.

Punctuality



Listening



Speaking



Reading



Writing



Participation



Teacher's remarks

For star rating please refer to *A Handbook of Teachers' Resources, Chant-III*.