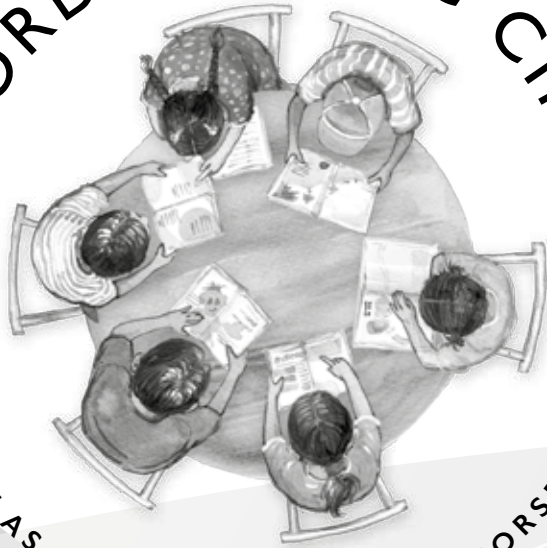


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SECOND EDITION

OXFORD READING CIRCLE



NICHOLAS HORSBURGH • CLAIRE HORSBURGH

Teaching Guide

OXFORD
UNIVERSITY PRESS

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Introduction

The Teaching Guides of *Oxford Reading Circle* provide some guidelines for the help of the teacher in the classroom. This Teaching Guide includes:

- an introduction on how to use *Oxford Reading Circle* in class.
- suggestions for pre-reading tasks or warm-ups to the main lesson.
- suggestions for while reading tasks with in-text questions.
- suggestions for post-reading activities, based on basic concepts of literature presented progressively with respect to difficulty level within and across each grade.
- suggested answers and hints to the exercises in the book.
- additional questions related to the text.

1. Theoretical framework: The Teaching Guides for *Oxford Reading Circle* have been developed on the theoretical framework of Reader's Response Criticism. The reader-response-critic examines the reader's reaction and its scope to evaluate distinct ways in which readers or interpretive communities engage with a text. Reader-response suggests that the role of the reader is essential to the meaning of a text, for only in the reading experience does the literary work come alive. There is no right or wrong answer to a reading response. Nonetheless, it is important that you demonstrate an understanding of the reading and clearly explain and support your reactions.

Hence, the teaching activities focus on learners' responses, experiences, and insights.

1.1 Group work and guided discussions form the underlying basis of all activities in the teaching guides throughout the years. Hence, learners' shared experiences would be the centerfold of their interpretations for each text in the *Oxford Reading Circle*.

1.2 Exploring literary texts by incorporating skills of listening, speaking, reading, and writing. The skills of language learning have been embedded within the teaching activities. This includes the following.

- Focus on how meaning changes through pronunciation, intonation, and stress
- Exploiting poetic language to invoke learner's language awareness and creativity
- Exploiting the skills of inference and analysis to gauge a text and its purpose

1.3 Developing pluralism and cross cultural awareness by exploring situations, cultures, characters, and worldview. The teaching guide focuses on the following.

- Awareness regarding festivals across the globe as covered in the stories
- A focus on target cultures and global identities
- Inculcating curiosity regarding different authors, their backgrounds, and its importance in shaping learners' worldview

USING OXFORD READING CIRCLE IN CLASS

1. Teaching vocabulary

It is not necessary to give the meanings of all the unknown words to the students because getting the message/meaning of a text does not depend on understanding every word occurring in it.

It is best not to give the meanings of the essential words to the students right away. For young learners, the following approach can be used to deal with the vocabulary items occurring in a text:

- Generally, the meaning of a word is available from the context in which it occurs. Learners should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'stomped'.

2. Before starting a text

A *pre-reading activity* is useful in securing the attention of the learners through activities that lead them to the text. Pre-reading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been suggested. It should be used to lead a class discussion. Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text.

Teachers may use any other interesting pre-reading activities with direct relevance to the text to be taught.

All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that learners read a text with that focus in mind.

3. Reading

A carefully planned reading class will go a long way in creating a love for reading in the minds of the learners. Some techniques are suggested here to help learners proceed step-by-step in the class from guided reading to becoming independent readers.

a. Shadow reading

For young learners, read aloud each sentence of the text slowly. Ask learners to follow the sentence with a finger and repeat after you. If a sentence is longer, break the sentence into meaningful parts. Take a clear pause at each break and at the end of each sentence.

Show action wherever possible to accompany your reading aloud.

Read a text aloud at least twice. Then, ask learners to read aloud. Help them with reading where necessary. All the texts should be taught in this manner. However, in later years, the concept of silent reading is to be introduced as well as it will help with independent learning and comprehension.



b. Chunk reading

Instead of asking learners to read a whole text all together, for Classes 1–4, each text should be divided into *reading chunks* that can be better managed by learners. Each text has been divided into two/three reading chunks for the students to understand with ease. Use a *focusing* question/statement before each reading chunk. Ask one/two *link* questions when students have finished reading a chunk. The link question/statement can function as the focus for the next reading unit. This has been done for all the prose texts. Linking/reflecting and prediction questions/activities for the reading chunks are given to assist learners in dealing with the texts. Allow learners to guess answers before each reading chunk. It does not matter if their answers do not match the text.

Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a *class discussion* leading towards better understanding of a text. They should not be used for rote learning and memorization of facts from a text.

Extra clues from the text/learning questions should be used during discussion to help learners grasp the context and the text better.

It is always a good idea to ask learners to go back to the text to find out the facts during a class discussion.

c. Comprehension of poems

Poems for young learners reflect the rhythm of the language in a very obvious manner. Since poems are shorter in length, teachers should read aloud the poetry texts with rhythm for learners to capture the natural pronunciation of English. All the poems here have been marked for their stress pattern, which creates the rhythm. Teachers should practice the rhythm by saying each poem aloud with appropriate stress several times before doing it in class.

For each poem, apart from the rhythm, a listening focus has also been provided. As learners listen, they try to get an answer for the listening focus.

Each poem should be read aloud by the teacher at least twice. Then, learners should be asked to repeat the poem after the teacher. This is an effective listening and pronunciation activity for English stress and rhythm.

When the listening is going on, the books must be kept closed. After the second listening, learners can look at the text and listen to the teacher at the same time.

Learners should then read the poem aloud, and then silently for better comprehension.

For older learners, the teacher should ask the students to keep their books closed and read the poem out to them. Then the teacher could ask a global question, elicit a response which connects to their world knowledge or ask for the theme of what has been read. See if the students can recall phrases and words.

4. Comprehension questions

Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.

Learners may write the answers after the oral work.

5. Classroom procedure (group and pair work)

Learners should be given enough opportunities to find answers in pairs and groups, and refer to the texts as many times as they want.

After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.

The Hungry Mouse

Pre-reading

- What do you like to do on a hot day?
- What do you like to eat when you are hungry?

While reading

Students to form pairs. Each pair will read the poem together silently. Teacher will help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following questions to be discussed in the class.

Reading chunk (Page 9)

- What kind of a day was it?
- Where does Mr Mouse look?
- What does he find?

Read the first page to answer.

Reading chunk (Page 10)

- Where does the hungry mouse go?
- What does Mr Mouse see down the path?
- What does he do when he sees the basket of corn?

Read on to answer.

Reading chunk (Pages 10–11)

- How does Mr Mouse look after he goes on eating?
- What does he do when he cannot come out?
- What does Mr Rat tell Mr Mouse?

Read the passage to answer the questions.

Post-reading

Character description

A character in a story can be described in a number of ways. By using adjectives or describing words as in *The Hungry Mouse*, characters can be described.

Describe Mr Mouse before and after he eats the corn. Teacher may help learners identify the adjective used repeatedly in the chapter. Referring to the picture of Mr Mouse, to help learners infer his physical appearance, is also a good idea.

Activity:

Before Mr Mouse eats the corn, he was _____.

After Mr Mouse eats the corn, he becomes _____.

Answers (Pages 12–13)

- A.** Learners to practise with teacher's help.
- B.**
1. Mr Mouse is looking for food, because he is very hungry.
 2. Mr Mouse waited for a month before he found any food.
 3. Mr Mouse finds a basket of corn, with a thick cloth on top. The basket has a hole.
 4. Mr Mouse becomes fat upon eating a lot.
 5. Mr Rat told Mr Mouse to become thin so that he would be able to come through the small hole.
 6. Answer depends on the children.
 7. We learn that we should not be greedy.
- C.**
3. It is a hot day.
 6. Mr Mouse is hungry.
 8. Mr Mouse looks for food.
 1. He finds a basket.
 4. He climbs in the hole.
 7. He eats and eats.
 5. He gets fat.
 2. He cannot get out.
- D.**
- | | | |
|---------|----------|-----------|
| 1. FROG | 2. MOUSE | 3. RAT |
| 4. GOAT | 5. BEAR | 6. MONKEY |
- E.**
1. basket
 2. path
 3. come
 4. corn

Two Little Dicky Birds

Pre-reading

- See the pictures and tell me what the poem could be about.

Listen to the poem and check your guesses.

Listening

(Follow the steps for listening as suggested.)

While reading

Students to form pairs. Each pair will read the poem together silently. Teacher will help students recite the poem together with appropriate gestures, stress, and pronunciation.

Post-reading

Identification of characters

Characters are the people or animals in a story or a poem. For example, in the poem, there are two birds.

Help learners to identify the two characters and their names in the poem.

Activity:

Who are the characters in the story? (Hint: Read the first line of the poem)

What are their names? (**Hint:** Read the third and fourth line of the poem.)

P _ _ _ _ R

P _ _ L

Answers (Page 15)

- A. (Produce the polysyllabic words with proper stress.)
- B. 1. Peter and Paul are two birds.
 2. They sit on a wall.
 3. They are asked to fly away and then come back.
 4. The poet is talking to the bird.
 5. Answer depends on the children.

C. A

dicky
bunny
pussy
teddy
puppy

B

bird
rabbit
cat
bear
dog

D. 1. duck

luck

2. bull

pull

3. dog

frog

4. pail

sail

5. mill

pill

Tom's Parrot

Pre-reading

- Do you have a pet? Would you like to keep a pet?
- We're going to read a story about a boy and his pet. Can you guess what the pet could be?

While reading

Teacher to introduce the vocabulary (words and meanings) shared in the beginning of the text.

Students will read the text in groups. They would be advised to refer to the meanings of the words. After reading, the following questions to be discussed in the class.

Reading chunk (Page 16)

- Who was Tom's pet?
- Can you guess what Tom did to find the parrot?

We'll read and check our guesses.

Reading chunk (Pages 17–18)

- What did Tom do?
- Was Tom happy at the end?

Post-reading

Identification of character

Characters are the people or animals in a story or a poem. Help learners to identify characters in a story or poem.

Activity

In the lines given below, circle the three characters.

Tom goes to his Mum.

'Can I have a mango, Mum?' says Tom.

'Yes, Tom,' says Tom's Mum.

Tom goes to find Polly.

What are the three characters in the story *Tom's Parrot*?

1. T __
2. M __
3. P _____

Answers (Page 19)

A. Learners to practise with teacher's help.

- B.
1. The parrot sits in a tree.
 2. The parrot is called Polly.
 3. Tom wants the parrot to come to him.
 4. The parrot does not come at first because there is nothing that Tom can give him.
 5. Tom showed a mango because he thought the parrot likes mangoes and seeing it, the parrot will come to him.
 6. Answer depends on the children.

- C.
- | | | |
|----------|----------|-----------|
| 1. pecks | 2. calls | 3. parrot |
| 4. not | 5. tree | 6. happy |

- D.
- | | | |
|----------|------------|-----------|
| • a leaf | • a flower | • a fruit |
|----------|------------|-----------|

The Balloon Man

Pre-reading

- Do you like balloons?
- Where else do you see balloons other than birthday parties?
- Do you know the difference between shape and size?

While reading

Teacher to introduce the vocabulary (words and meanings) shared in the beginning of the text.

Students will read the text in groups. They would be advised to refer to the meanings of the words.

Reading chunk (Page 20)

- What is the balloon man carrying?
- What are the sizes of the balloons?

Read the first page to answer.

Reading chunk (Page 21)

- What are the names of the friends looking at the balloon man?
- What are the colours of the balloons that he gives them?
- What does he ask the children to do?

Read on to answer.

Reading chunk (Page 23)

- What does the balloon man show the children?
- What colour is it?

Read the passage to answer the questions.

Post-reading

Identifying visual images

Imagery is the use of words by authors or poets to help the audience create a mental image of what they are trying to show. Visual imagery appeals to the sense of sight.

In this activity, help learners to identify the visual imagery used by the narrator to describe the different balloons.

Activity:

Read the story again. Find the different balloons mentioned in the story. They are in different sizes and colours.

1. S _ _ L _
2. B _ G
3. L _ _ G
4. T _ _ _ K
5. T _ _ N
6. H _ _ E
7. R _ D
8. B _ _ E
9. G _ _ _ N

- Draw any one kind of balloon and then colour it.

Answers (Page 24)

A. Learners to practise with teacher's help.

- B.
1. The balloon man had many balloons. They are small, big, long, thick, thin, big, or huge.
 2. Asif, Tara, and Sana are looking at the balloon man.
 3. The balloon man makes a funny animal which is red, blue, and green in colour.
 4. We can see balloons at birthday parties, at fast food chains, and also being sold on the roadside.
 5. Sara asks the balloon man to make two more for her friends.
 6. Children can make their own drawings.

- C.
- | | | |
|----------------|-----------------|---------------|
| 1. Knows—Shows | 2. Late—Eight | 3. Tree—Three |
| 4. Card—Hard | 5. Learns—Turns | 6. Gum—Some |

- D.
1. A Parrot—Green
 2. A Carrot—Orange
 3. A Mango—Green
 4. A Cloud—White
 5. A Tooth—White
 6. A Tomato—Red

Toot the Engine

Pre-reading

- Do you like to ride in trains?
- What do you like the best about a train?
- What does a train carry?

Teacher to read the poem. As you listen, find out what this train carries.

Listening

(Follow the steps for listening. Beat for rhythm as you read aloud.)

What does this train carry?

While reading

Teacher to introduce the vocabulary (words and meanings) shared in the beginning of the text.

Students will read the text in groups. They would be advised to refer to the meanings of the words.

Post-reading

Identifying auditory images

Imagery is the use of words by authors or poets to help the audience create a mental image of what they are trying to show. Auditory imagery appeals to the sense of sound.

In this activity, help learners to identify the auditory imagery used by the narrator to describe the different sounds produced by *Toot the Engine*. Teachers are to facilitate learners with identifying the sounds.

Activity:

Toot the Engine produces different sounds when it goes up and down the hill. Circle the sounds that it produces.

puff, puff, puff.

I go up the hill.

Chug, chug, chug.

I come down again.

Answers (Pages 27–28)

- A. (Produce the polysyllabic words with proper stress.)
- B.
1. The engine is called Toot because it blows its whistle and makes this sound.
 2. Hoot or Huff and Puff. Answers will vary.
 3. Toot pulls a long train behind it.
 4. Toot carries men, women, boys, and girls. It also carries bags, sacks, tins, boxes, sand, and rocks. The engine goes from one place to another. It goes up and down a hill.
 5. After hearing the whistle, Toot starts moving, and also blows out steam.
 6. Toot tell us to buy the ticket if we want to ride on the train.
- C. (Ask students to sit in pairs, and look up the text together to get the answers here.)
1. hoot, toot, puff, chug, tweet, whoosh, tickety-tick, clickety-click
 2. men, women, boys, girls
 3. bags, sacks, tins, boxes
- D. seat, window, chimney, door, whistle
- E. lions—roar
turkeys—gobble
monkeys—chatter
hens—cluck
cows—moo
cats—meow
dogs—bark
- F.
1. a train—long, black, smoke, noisy
 2. a hill—green, grassy, high, rocky
 3. a trip—long, easy, difficult, exciting
- Accept all suitable answers.



Old Ahsan

Pre-reading

- What do you find in your local market?
- Who goes to the local market each morning from your house?
- Have you ever been to your local market?

While reading

Teacher to introduce the vocabulary (words and meanings) shared in the beginning of the text.

Students will read the text in groups. They would be advised to refer to the meanings of the words.

Reading chunk (Page 29)

- Where is Old Ahsan?
- What is he doing?
- What vegetables does he mention in his song?

Read the first page to answer.

Reading chunk (Page 30)

- What is he carrying?
- Why is Old Ahsan tired?
- Where does he fall asleep?

Read on to answer.

Reading chunk (Pages 31–32)

- Who ate the vegetables?
- What does he do when he wakes up?

Read the passage to answer the questions.

Post-reading

Identifying setting

Setting tells the place and time where the story takes place. Authors use the place and time to bring meaning to their stories.

Help learners identify the setting of the story *Old Ahsan*.

Activity:

Where does the story, *Old Ahsan*, take place? Circle the correct place from the choices given below.

Market

School

Playground

Park

Hint: The answer is on the first page (page 29).

Answers (Pages 32–33)

- A. Learners will practise with teacher's help.
- B. 1. Old Ahsan is buying vegetables and singing in the local market.
2. Old Ahsan buys vegetables in the market.
3. Old Ahsan wants to rest because he is very tired of carrying the heavy bags on the sunny day.
4. He lies under a cart full of grass because it is cooler there.
5. Answer depends on the children.
6. Old Ahsan starts shouting because the goats were eating his vegetables.
- C. cabbages, carrots, greens, see, sunny, asleep, grass, passes
- D. 1. Names of vegetables: potato, tomato, beans, carrot, onion, cauliflower, cabbage, chilli
2. Things at a market: vegetables, eggs, meat, chocolates, grams, flour, fruits
3. Names of animals: lion, tiger, monkey, elephant, zebra, giraffe
- E. Learners will draw pictures.

Wild Beasts

Pre-reading

- Do you have pets?
- Do you like animals?
- Where can you see lions, tigers, and other wild animals?

While reading

Students to form pairs. Each pair will read the poem together silently. Teacher will help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following questions to be discussed in the class.

Reading chunk (Page 34)

- Where will our den be?
- Which animals will we dress as?
- What sounds can we make?

Listening

Follow the steps for reading aloud. Students will listen.

Post-reading

Identification of characters

Characters are the people or animals in a story or a poem.

Help learners to identify characters in the poem.

Activity:

In the poem *Wild Beasts* there are two characters that are animals.

Circle the two characters mentioned in the poem.

bear chair lion den growl

Answers (Pages 35–36)

- A. Learners will practise with teacher's help.
- B. 1. A lion and a bear are mentioned in the poem.
2. A lion's home is called a den.
3. A lion roars.

4. A bear growls.
5. I can bark and meow! Answers will vary.
- C. hair—bear
still—will
four—roar
bill—will
when—then
howl—growl
- D. woc—cow
lulb—bull
tar—rat
act—cat
arm—ram
peshe—sheep
keymon—monkey
ilon—lion
gerit—tiger
- E. My favourite animal is a dog. It has golden fur and barks when I come back home from school. When I go to sleep, my dog sleeps under my bed. Answers will vary.

Mr Fox and Mr Goat

Pre-reading

- Which is your favourite season? Why?
- What do you like to drink when you are thirsty?
- When do you get thirsty?

While reading

Teacher to introduce the vocabulary (words and meanings) shared in the beginning of the text.

Students will read the text in groups. They would be advised to refer to the meanings of the words. After reading, the following to be discussed in the class.

Reading chunk (Page 37)

- What kind of a day is it?
- Since when has it not rained?
- What does Mr Fox find?

Read the rest to know.

Reading chunk (Pages 38–39)

- Who comes along?
- How does the fox cheat the goat?
- What is the moral of the story?

Read the rest to know.

Post-reading

Sequencing of events

Events are things that happen in a story. These events make a story complete. For example: 'Mr Fox falls into the well' is an event.

Activity:

Read the story *Mr Fox and Mr Goat* again. Rewrite the sentences in the correct order.

Mr Fox goes to the top.

Mr Goat comes that way.

And Mr Fox goes away.
Mr Goat jumps into the well.
'Now get me out,' says Mr Goat.
Mr Fox falls into the well.

1. Mr Fox falls into the well.
2. _____
3. _____
4. _____
5. _____
6. And Mr Fox goes away.

Answers (Page 40)

- A. Students will practise with teacher's help.
- B.
1. Mr Fox is looking for water as it is a very hot day and it has not rained since a long time.
 2. Mr Fox finds a well.
 3. Mr Goat comes walking that way.
 4. The goat jumps into the well because he wants to drink water.
 5. The fox does not help the goat because he is selfish.
 6. Answer depends on the children.
- C.
1. key—opening the door
 2. knife—cutting a fruit
 3. bucket—filling water
 4. axe—to cut wood
 5. hammer—to hit a nail
 6. hook—to hang things
- Answers may vary.
- D. think path bath with
than these brother that

Doctor Dan

Pre-reading

Lead a class discussion using the following leads:

- Who do you visit when you are ill?
- Is there a doctor who you like/don't like? Why?

We'll read the text, and find out what kind of doctor Dr Dan is.

While reading

Students to form pairs. Each pair will read the story together silently. Teacher will help students to perform the story together with appropriate gestures, stress, and pronunciation. After reading, the following questions to be discussed in the class.

Reading chunk (Page 41)

- What kind of a doctor is Dr Dan?
- What does Dr Dan do first when you go to see him?

Now, we'll read the next part, and see what the doctor does.

Reading chunk (Page 43)

- Do you think Dr Dan will do something more?

Read till the end and find out.

Post-reading

Identifying main idea

The main idea in a story is the most important thought. It answers what the story is about.

Help learners identify the main idea of the story *Doctor Dan*.

Activity:

Read the story *Doctor Dan*. Tick the main idea of the story:

- Doctor Dan is a kind doctor.
- Doctor Dan gets angry.
- Doctor Dan eats apples.

Answers (Page 44)

A. Show the sound-spelling relationship to students in this activity.

Ask students to give more words for each spelling which have the same sounds as given in the activity.

To-day has two syllables of which *-day* is stressed. Pronounce the word with extra emphasis on *-day*.

B. 1. Dan is a doctor.

2. He may tell you to sit down and open your mouth wide or to open your eyes. He may tap your chest, touch your forehead to see if you are hot, give you pills, or tell you to take a good rest.

3. The writer says—Do as the doctor says, so that we may become better.

4. Yes, I was ill with cold and temperature last week/month.
Or

Yes, I had measles last year. Or No, I have never been ill.
Answer may vary.

5. It means that apples are good for health, and if we have apples we will be healthy and will not have to go to the doctor.

C. 1. actor acts in movies, television, or on stage

2. baker bakes bread and cakes

3. teacher teaches in school or college

4. fireman puts out a fire

5. farmer grows crops for food

6. postman brings letters, cards, telegrams for people

(Ask students to mime the work each of the above does.)

D. • a fire

• sand (on a sunny day)

• your head (when you have temperature)

• a cup of tea

• an oven (when it is switched on)

• the sun



Clouds

Pre-reading

- Look at the picture on page 45.
- Which things are white in colour in the picture?

Listening

Learners listen to the poem. Beat rhythm as you listen. (Teacher to guide the learners.)

While reading

Teacher to introduce the vocabulary (words and meanings) shared in the beginning of the text.

Students will read the text in groups. They would be advised to refer to the meanings of the words.

Post-reading

Rhyming words

Words that end with the same sound are called 'rhyming words'. For example, bat/cat/rat all rhyme with each other.

Activity:

Circle the pair of words that rhyme with each other.

hill	stops	blows	sheep
still	grows	slows	go

Answers (Page 46)

A. The spelling wh- is pronounced w-. Teacher to guide the learners.

- B.
1. The sheep stand still when the wind stops.
 2. The sheep walk away when the wind blows.
 3. The white sheep are the fluffy white clouds in the sky.
 4. They are blown away to some other place. Answers may vary.

- C.
- | | | |
|----------|----------|-----------|
| 1. snow | 2. waves | 3. clouds |
| 4. trees | 5. sand | 6. grass |

Answers may vary.

Jen's Shop

Pre-reading

- Do you like to go for shopping?
- What do you like to buy?
- See the picture on page 47. What do you think Jen keeps in her shop?

We'll read and check our guesses.

While reading

Students to form pairs. Each pair will read the story together silently. Teacher will help students to perform the story together with appropriate gestures, stress and pronunciation. After reading the story, the following questions to be discussed in the class.

Reading chunk (Pages 48–49)

- What does Jen keep in her shop?
- What do you think Jack wants to buy?

We'll read the next part to check our answers.

Reading chunk (Pages 48–49)

- Does Jack buy anything?
- Do you think he really wants to buy anything?
- Do you think Jen will get angry with Jack?

We'll read and see what happens.

Reading chunk (Page 50)

- What does Jen do finally?

Post-reading

Identifying setting

Setting is the place or time where a story takes place. Help learners identify the setting of this story.

Activity

Jen sells lots of things. Where does she sell lots of things? Circle the right answer.

Park

Office

Street

Shop

Answers (Page 51)

- A. Learners to practise with teacher's help.
- B.
1. Jen sells things in her shop.
 2. Jen has pens, nibs, books, bags, clocks, clips, and buttons in her shop.
 3. Jack asks about so many things because he is not sure what he wants to buy.
 4. Jen gets angry and chases Jack away.
 5. Jack said—I was checking. This means he wants to check and find out about things.
Jen said—I will give you a checking! This means Jen will give him a scolding.
- C. At Jen's shop you can get buttons, clocks, books, clips, and bags.
- D. books, lots, yes, puts, some, silver
has, things, pens, goes, nibs, buttons

The Wind and the Sun

Pre-reading

- Do you like the wind or the sun?
- Have you ever seen an owl?
- What do you do to become strong?

While reading

Students to form pairs. Each pair will read the story together silently. Teacher will help students to perform the story together with appropriate gestures, stress, and pronunciation. After reading the story, the following questions to be discussed in the class.

Reading chunk (Page 52)

- Where does the owl sit?
- What is the colour of the moon?

Read the rest to know.

Reading chunk (Page 53)

- Who can the owl not see?
- Who does the owl hear?

Read on to find out!

Reading chunk (Page 54)

- When does the man take off his coat?
- Who is the strongest?

Read the rest to know.

Post-reading

Description of characters

The writer uses adjectives to describe characters. For example, the night is dark.

Choose the correct adjectives for the following.

1. At the end of the story, the man was feeling _____.
 - a. Kind
 - b. Hot
 - c. Cold
2. The sun was _____.
 - a. shining
 - b. hiding
 - c. trembling

Answers (Page 55)

- A. Learners to practise with teacher's help.
- B.
1. The owl is sitting on a teak tree.
 2. The owl asks the moon who is strong.
 3. The moon tells the owl that they both are strong. However, it adds that the sun is stronger and the wind is the strongest.
 4. The owl asks the wind and sun that they should make the man take off his coat.
 5. The sun is the strongest, because it is clever. It does not use all its might like the wind, but shines brightly to make the man take off his coat.
- C. Tree, See
Answers may vary.
- D. Trees: teak, banyan, gulmohur, oak, tamarind

Hello and Goodbye

Pre-reading

- What are the outdoor games you play?
- Which is your favourite season?

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to perform the text together with appropriate gestures, stress, and pronunciation. After reading, the following to be discussed in the class.

Reading chunk (Page 56)

- When do you say hello?
- When do you say goodbye?

Read the first stanza.

Reading chunk (Page 57)

- Where do the birds go in winter?
- Where do you go during your winter vacation?

Read the second stanza.

Listening

Follow the steps for reading aloud. Students will listen.

Post-reading

Rhyming words

Words that end with the same sound are called 'rhyming words'. For example, bat/cat/rat all rhyme with each other.

Activity

Circle all the rhyming words:

Goodbye	High	Car	Try	Sky
Sun	Fun	Pass	Run	Done

Answers (Pages 57–58)

- A. Learners to practise with teacher's help.
- B. 1. The poet says 'Hello' for greeting and 'Goodbye' when leaving somebody.
2. Some other words that can be used for Hello are—Hi; Good morning or afternoon, or evening; It's nice to meet you; etc.
- Some other words that can be used for Goodbye are—Bye; See you later; Take care; Have a nice day; etc.
3. The child first says goodbye to the sun when it rains and it hides behind the clouds, then the child says hello to the sun when the rain is done and shines again.
4. The birds fly away in winter.
5. Answer will vary.
- C. goodbye—hello
tall—short
high—low
rich—poor
here—there
summer—winter
start—end
quiet—noise
- D. Some of the things found in a playground are swings, see-saws, parks, slides, puppies, and friends.

Happy the Hippo

Pre-reading

- Have you ever been to a zoo?
- Talk to a friend. Tell her/him about the animals you saw there.

We'll now read about a hippo.

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation. After reading, the following to be discussed in the class.

Reading chunk (Page 59)

- Does Happy have friends?
- Do you think Happy helps his friends?

We'll read and find out.

Reading chunk (Page 61)

- Does Happy help his friends?

Post-reading

Identifying setting

The place where a story takes place is called the setting. Help learners identify the setting in the story *Happy the Hippo*.

Activity:

Circle the correct answer:

- Happy the Hippo is in the
lake street park
- Penny the Hen is at the
bank of the lake side of the street inside of the park

Answers (Pages 62–63)

- A. Learners to practise with teacher's help.

- B.**
- Happy is in the lake.
 - Penny the Hen comes along.
 - Penny is looking for worms to eat.
 - Happy makes lots of holes in the mud by walking in it. Many worms come out of these holes. So Penny has lots to eat.
 - Penny says she is happy because she has eaten the worms.
 - Answer depends on the children.

- C.**
- | | |
|-----------------|--------------|
| nappy-happy | take-lake |
| many-penny | sticks-picks |
| squishy-squashy | bank-tank |

- D.** (Ask students to say the dialogues in pairs.)

- S1: Please, may I have your pencil?
S2: Here you are.
S1: Thank you for giving me your pencil.
- S1: You wrote with my pencil, and you broke it!
S2: I am sorry for breaking your pencil.
- S1: I have three pieces of cake for lunch today.
S2: Please, may I have some cake? You can share my lunch with me.
- S1: Excuse me, may I go out?
Tr: Yes.

- E.** (First show how this can be done by using an example: walk, laugh, jump, swim. Ask students: between w, l, j, and s, which letter will come first, then which letter, and so on. Then allow them to put the words in order.)

- ant, bat, cat, dog, hen, tiger
- bend, feel, find, help, sing, take
- big, dark, hot, red, small, tiny

- F.**
- | | | |
|------------------|-----------------|----------------|
| 1. a happy hippo | 2. a sad dog | 3. a long rope |
| 4. a good boy | 5. a full glass | |

Answers will vary.

Tidying Up

Pre-reading

- How do you like your friend's house to be: neat and tidy or messy?
- How do you think your friends like your house to be?

Listen to the poem on keeping everything tidy.

Listening

(Follow the steps for listening. Beat for rhythm as you read aloud. Ask the question after listening is over.)

- Is the room tidy now?

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation.

Post-reading

Identifying moral in a poem

Most stories and poems have a moral or lesson in them. The poet in the poem, *Tidying Up* conveys an important message or lesson to the readers.

Help learners identify the moral or lesson of the poem. Ask them the message of the poem.

Activity:

Tick the message that the poet wishes to convey.

The poem gives the following message:

- a. Keep your rooms messy.
- b. Keep your rooms tidy.
- c. Keep your rooms dirty.

Answers (Page 66)

- A. Learners to practise with teacher's help.
- B.
1. The boys and girls are in their room.
 2. They are putting away their books and toys.
 3. The poet asks if the room will stay tidy all day and night.
 4. The poet says that it will not stay tidy.
 5. The poet knows the answer because he was also a child once.
 6. Answer depends on the children.
 7. Answer depends on the children.
- C.
- | | | |
|-----------|---------|-----------------|
| 1. answer | 2. too | 3. putting away |
| 4. wee | 5. toys | |

Sheila's Shoes

Pre-reading

- What kind of shoes do you wear to school?
- Have you seen other kinds of shoes?

Read the title of the story. What could the story be about?

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress and pronunciation. After reading, the following to be discussed in the class.

Reading chunk (Page 68)

- What does Sheila want?
- Do you think her father will buy her a pair of shoes?

We'll read the next part and check our answers.

Reading chunk (Pages 69–70)

- Was there a surprise for Sheila? Why do you think so?

Let's check our answers.

Post-reading

Describing main idea

Every story has a main idea. It tells what the story is about.

Help learners identify what the story is about.

Activity:

The story is about Sheila's wish. She wishes for shoes.

Circle what her father brings for her:

Boat

Shoes

Shell

Fish

Answers (Pages 70–71)

- A. Learners to practise with teacher's help.
- B. 1. Sheila's father is a fisherman. She goes with him to the river every day to see him off.

2. Sheila wishes for shoes.
 3. Sheila's father said he would bring fish which they could eat or sell to get money.
 4. Sheila got shiny black shoes in a box.
- C.**
4. Sheila puts her feet in the water.
1. Sheila makes a wish.
 6. Sheila steps out of the boat.
 2. Sheila's mother takes her home.
 5. Sheila's father comes home.
 3. Sheila gets some shiny shoes.
- D.**
- | | | |
|----------|----------|----------|
| 1. shop | 2. shiny | 3. shark |
| 4. sheep | 5. shoot | |

Betty Botter

Pre-reading

- Do you like butter?
- Do you know what a tongue twister is?
- What is batter used for?

While reading

Students to form pairs. Each pair will read the poem together silently. Teacher will help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following questions to be discussed in the class.

Reading chunk (Pages 72–73)

1. What is better batter?
2. Who is Betty Botter?

(Read on to know.)

Listening

Listen to the poem and try to identify the rhythm made by the repetitions.

Post-reading

Identifying consonant sounds in poetry

Poetry is meant to be sung and enjoyed. Alliteration, which is the beginning of a consonant sound used repeatedly in a poem, gives the poem a musical touch. For example, most of the words begin with the letter 'B' in the poem *Betty Botter*.

Help learners sing the given stanza in chorus (all learners singing together). Make learners recite the poem and help them read 'bitter', 'butter', 'batter', 'Botter'. Make them read these words aloud with difference in vowels. Also, write these words on the board so as to emphasize the difference in sound.

Sing along to this stanza:

*Betty Botter had some butter,
'But,' she said, 'this butter's bitter.*

*If I bake this bitter butter,
It would make my batter bitter.*

Answers (Pages 73–74)

- A. Learners to practise with teacher's help.
- B. 1. Betty had some bitter butter.
2. Betty was using the butter to make batter.
3. Betty wanted to buy better butter to make her batter better.
4. Answer depends on the children.
- C. Things found in the kitchen:
pan, knife, chicken, tomato, cooker, turnip, spoon, fork, egg,
biscuit, salt
- D. 1. Betty Botter bought a bit of (b) butter.
2. Clever Cathy caught a (c)cold.
3. Fast Fred found a (f) fish.
4. Little Laila likes (l) lollipops.

Roy's Toys

Pre-reading

- Which activity do you like more: to play with toys, to draw and paint, or to read books?
- See the picture. Do you like the boy? Why or why not?

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation. After reading, the following to be discussed in the class.

Reading chunk (Pages 75–76)

- Do you think sharing is good?
- Do you think Roy's friends like to play with him?

Read and check your answer.

Reading chunk (Page 77)

- Did Roy's friends like to play with him?
- Why did Roy cry?
- What do you think will happen after this?

Read the last part and see if you guessed right.

Reading chunk (Page 77)

- Why did Roy share his toys with his friends?

Post-reading

Identifying moral

Most stories have a moral or lesson in them. The writer in the story *Roy's Toys*, conveys an important message or lesson to the readers.

Help learners identify the moral or lesson of the story. Ask them the message of the story.

Activity:

Tick the message that the writer wishes to convey.

The story gives the following message:

- a. Keep your room tidy.
- b. Play hide and seek with friends.
- c. Share your toys with friends.

Answers (Page 78)

- A. Learners will practise with teacher's help.
- B. 1. Roy has a toy train, a lorry, cars, a big yellow drum, a puppet, a puzzle, and many other toys.
2. The other boys want to play with his toys.
3. Roy wants to play hide and seek.
4. No, the boys run away because Roy doesn't want to share his toys.
5. Roy learns that you must share your toys if you want to have friends.
6. Answer depends on the children.
- C. 1. road 2. book 3. dog
- D. 1. hide: The stars hide behind the clouds.
2. shut: Put the toys in the box and shut it.
3. enjoys: Roy enjoys reading.
4. met: I met two boys today.

Answers will vary.

Peaches for Life

Pre-reading

- What is your favourite fruit?
- What makes you angry?

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation. After reading, the following to be discussed in the class.

Reading chunk (Pages 79–80)

- What did the king do when he was angry?
- Who was he angry with?

Read on to find out.

Reading chunk (Page 80)

- What present did the Emperor of China send the King?
- How old was the Emperor?
- What was written in the letter?

Read the rest to know.

Reading chunk (Pages 81–82)

- Who was Rajab?
- What did the king tell Rajab?

Post-reading

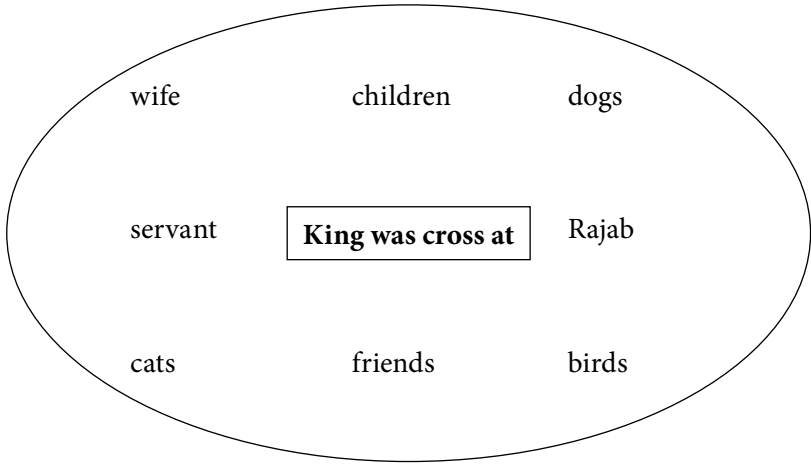
Identifying character traits

Every character in a story has a role to perform. They have some qualities. These qualities are usually adjectives or describing words. For example, in this story, the king was an angry man. Angry is a character trait.

Help learners identify with whom was the King angry.

Activity

King was an angry man. Circle the people he was 'cross' at:



Answers (Pages 83–85)

- A. Learners will practise with teacher's help.
- B. 1. The king lived in a far-off country.
2. No, the king was always angry with everyone.
3. The king was angry with the Emperor of China because he had sent him a basket of peaches.
4. The sweet peaches gave a long life to whoever ate them.
5. Rajab took a peach and bit into it.
6. Rajab was said that the Emperor had lied about the fruit, because he had taken only one bite of the peach and the king said he would die, so what would happen if anybody ate the whole peach. The king was happy with his answer and he was saved.
- C. big bigger biggest
near nearer nearest
small smaller smallest
short shorter shortest
low lower lowest
tall taller tallest
hot hotter hottest

D. Across Down

Cat

Tap

Pot

Mat

Mug

Gum

Map

Pan

Bun

Bat

Nut

Sun

Bus

Bag

Dog



The Tiler

Pre-reading

- See the picture on page 87. Can you remember a rhyme?
- What happens if you become careless when you run or walk?

Listen to the poem. It's about a man. As you listen, find out if the man is careful or careless.

Listening

(Follow the steps for listening. Beat for rhythm as you read aloud. Ask the question after listening is over.)

Is the man careful or careless?

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation. After reading, the following to be discussed in the class.

Post-reading

Identifying moral

Most poems have a moral or lesson in them. The poet in the poem *The Tiler*, conveys an important message or lesson to the readers.

Help learners identify the moral or lesson of the poem. Ask them the message conveyed by the poet.

Activity:

Read the given lines from the poem. What lesson does the poet give? Colour the line which conveys the lesson of the poem.

The lesson is what the poet tells you must do.

So, take good care while climbing heights,

Watch every step you take!

Or you will see some fancy lights,

And worse—your bones you'll break!

Answers (Page 88)

- A. Learners will practise with teacher's help.
- B.
1. The tiler is climbing the ladder to lay tiles on the roof.
 2. He does not look down because he does not wish to fall.
 3. He speaks to Jack because Jack went up the hill and fell down because he didn't take care of himself.
 4. Those who fall see fancy lights and break their bones.
 5. We learn that one should take care while climbing heights.
- C.
- clouds
 - plane
 - moon
 - star
 - lighting
 - bird

Sleepy Saira

Pre-reading

- What do you say when you meet someone in the morning?
- When do you feel most sleepy?

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation. After reading, the following to be discussed in the class.

Reading chunk (Page 91)

- ‘What about saying good night to me?’ Who said this? Why?

Reading chunk (Pages 91–93)

- What was her dream?

Read till the end of the story to check your guess.

Post-reading

Identifying auditory images

Imagery is the use of words by writers to help the audience create a mental image of what they are trying to show. Auditory imagery appeals to the sense of sound.

In this activity, help learners to identify the auditory images used by the narrator to describe the different sounds. Teachers are to facilitate learners with identifying the sounds produced by the clock.

Activity

Circle the sound of the clock:

Drip Drip Drip Drip

Plip Plop Plip Plop

Beep Beep Beep Beep

Answers (Pages 94–95)

- A. Learners to practise with teacher's help.
- B.
1. Saira was going to her room.
 2. Saira was counting the steps on the staircase as she went up.
 3. Shahid asked Saira to wish him good night.
 4. Saira laughed and said, 'Deeeeeeep sleep, Shahid.'
 5. Saira dreamt that she was on a cloud made of ice cream.
 6. Mum did not get up as it was Sunday.
 7. Shahid was smiling because he was in deep sleep and he was probably having a sweet dream.
 8. Answer depends on the children.
- C. 2 and 3
- D.
1. A mouse is smaller than an elephant.
 2. Saira's mother was sleepy on the Sunday morning.
 3. The sun is shining today.
 4. Ali rubbed his eyes when he woke up from sleep.
- E.
1. fox
 2. book
 3. Lahore

First Class

Pre-reading

- See the picture on page 96.
- Do you know who are called twins?

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation. After reading, the following to be discussed in the class.

Reading chunk (Pages 96–97)

- Who are Amir and Anika?
- What discussion are they having with their mother?
- Who is Aunty Neha? What has she sent for the children?

Read the first two pages of the chapter to answer.

Reading chunk (Pages 98–99)

- What did Mum give Amir and Anika?
- What were they asked to do?

Read on to know.

Reading chunk (Pages 100–101)

- What has Amir lost?
- Where has it gone?

Read on to know.

Post-reading

Describing details using visual cues

Activity:

Look at the picture on page 96 and answer the following questions:

- a) Who is sitting in the middle?

M _ M

b) Where are they sitting?

S _ _ A

c) What are they doing?

T _ _ K _ _ G

Answers (Pages 101–102)

A. Learners will practise with teacher's help.

B. 1. Amir was older than Anika.

2. Aunty Neha sent cards and two lovely presents. She sent Amir a toy car and a paint box for Anika.

3. Mum asked the children to write a letter to Aunt Neha.

4. Mum had been in the garden so she wiped her feet before entering the house and washed her hands to clean them.

5. Mum and Anika laughed when they saw that the stamp was stuck to Amir's shorts.

C. horse—colt

duck—duckling

elephant—calf

sheep—lamb

goat—kid

hen—chick

D. PAINTBOX

paint, an, it, ant, box, pat, pant, ox,

E. butterfly

dewdrop

seashore

blackboard

bookshelf

somewhere

sunshine

Rainclouds

Pre-reading

- Have you ever seen the rainclouds? How does it feel on a rainy day?

Listening

Please listen to the poem. Can you identify a rhythm? Teacher to recite and learners to repeat in chorus.

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress and pronunciation.

Post-reading

Rhyming words

Activity:

Match the words that rhyme with each other:

- | | |
|-----------|---------|
| a) Other | Brown |
| b) High | Door |
| c) Again | Brother |
| d) More | Sky |
| e) Plains | Rain |
| f) Down | Pains |

Answers (Page 105)

- A. Learners to practise with teacher's help.
- B.
1. The poet and brother went walking up the big hill and they reached the sky.
 2. When the two children got to the top, they jumped and leaped, touched the sky, and felt the rain.
 3. They saw the distant plains from there.
 4. The earth is described as dusty, dry, and brown.
 5. Answer depends on the children.
- C.
- | | | |
|---------|---------|----------|
| 1. felt | 2. door | 3. gush |
| 4. down | 5. open | 6. dusty |

Simple Simon

Pre-reading

See the picture on page 107.

- What is meant by 'simple'?

Read the first page and see if you guessed correctly.

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation. After reading, the following to be discussed in the class.

Reading chunk (Page 106)

- Who is Simple Simon?
- Why do you think so?

Read the next page, and find out what happened to Simple Simon one day.

Reading chunk (Pages 107–108)

- What happened to Simple Simon one day?
- Do you think Simple Simon was clever?
- What do you think Simple Simon would do with the man? Would he punish him?

Read the last part of the story to find out.

Reading chunk (Pages 109–110)

- What did Simple Simon do?
- Do you think he was silly or clever?

Post-reading

Description of a character

Activity

Students to work in pairs to read *Simple Simon* carefully. Describe Simple Simon's character.

- a. Simple Simon is o _ d.

- b. Simple Simon is w _ _ k.
- c. Simple Simon is s _ d.

Answers (Pages 110–111)

- A. Learners will practise with teacher's help.
- B.
 - 1. Simon went to the market every Saturday.
 - 2. Simon needed help to carry his things because he was old and weak.
 - 3. The man started running as he wanted to go away with the things that Simple Simon had bought.
 - 4. His friend, Patrick, went with Simple Simon to the market the following week.
 - 5. Simple Simon hid because he thought the man would ask him for money.
 - 6. Patrick wanted Simple Simon to ask the man to return his things.
 - 7. Answer depends on the children.
- C.
 - 1. every **Saturday**—all Saturdays (Saturday after **every**)
 - 2. keep up **with someone**—walk as fast as someone else
 - 3. huffed and puffed—breathed heavily
- D. (Ask students to use dictionary for this activity.)
 - 1. weak—not strong
week—days from Monday to Sunday
 - 2. meat—part of an animal's body that people eat
meet—come face to face with someone
 - 3. saw—past tense of 'see'
sore—in pain
 - 4. one—the first number
won—was the best in a game or competition
 - 5. there—at or to that place
their—belonging to them
- E. flour, potato, turnip, sugar, corn, meat, salt, eggs, hen, radio

If**Pre-reading**

- Look at the picture on page 112. Notice the eyes of the girl. What do you think she is doing?

Listening

Listen to the poem. See if you guessed right.

Follow the steps for listening.

- What is the girl doing?

Read the poem aloud. Then read the poem silently.

Find out the two things the girl is thinking about.

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation.

Post-reading**Identifying rhyming words**

Students to work in pairs to circle the pair that rhymes with each other:

cup	garden	tree	pippin	do	many
up	it	me	grow	you	penny

Answers (Page 114)

- A. Learners will practise with teacher's help.
- B.
1. The acorn will grow into a big acorn tree.
 2. The acorn must never be dug up. It must get plenty of rain and sunshine to grow.
 3. An orange tree with oranges will grow from an orange pippin.
 4. No, the oranges will be sold for two a penny.
 5. Answer depends on the children.
- C.
- | | | |
|--------------|--------------|------------------|
| 1. flow-grow | 2. any-penny | 3. few-do |
| 4. she-tree | 5. pup-cup | 6. casket-basket |

- D. Trees:** 1. Banyan 2. Peepal 3. Fir
 4. Mango 5. Maple
- Flowers:** 1. Lily 2. Rose
 3. Jasmine 4. Sunflower
 5. Petunia

Answers will vary.

Mrs Crab's Lesson

Pre-reading

- Have you ever been to the seashore?
- Have you seen tiny crabs running on the sand?
- Can they run straight?
- See the picture on page 116. What do you see?
- What do you think the story would be about?

Read and check your guesses.

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation. After reading, the following to be discussed in the class.

Reading chunk (Pages 115–117)

- What is the story about?
- What did the crabs do?

Do you think the mother crab could walk straight?

Post-reading

Deducing moral

The moral or the lesson of this story is 'Set an example yourself before teaching others'.

Help learners to identify the moral or lesson which Mrs Crab is teaching to her children.

Activity:

Guess what lesson Mrs Crab gave to her children? Circle the right answer.

(**Hint:** Answer is on page 115.)

How to behave

How to walk

How to shout

Answers (Page 118)

- A. Learners will practise with teacher's help.
- B.
1. The crabs lived on a sandy beach by the deep blue sea.
 2. Mrs Crab taught her babies to walk in a line and march smartly. She also taught them how to dig a hole in the sand and to walk straight.
 3. The other crabs told the baby crab to keep quiet and to speak only when spoken to because the mother crab might get angry. Accept all other logical answers.
 4. The baby crabs cheered because they saw their mother appear from inside the hole.
 5. The mother crab asked the tiniest crab to walk straight. The baby crab then noticed that the mother crab herself could not walk straight. So the baby crab was puzzled.
- C.
1. run: You run to catch a ball or get away from danger. You also run to Mummy when you are scared or want a sweet or a hug from her.
 2. march: The way the soldiers walk in parades. Students walk on Sports Day.
 3. shuffle: Old people shuffle because they are weak.
 4. scuttle: When you move away from the 'den' while playing hide and seek.
 5. crawl: The way babies move on the floor before they know how to walk. You crawl under the bed to get your toy that has fallen under it.
 6. creep: You creep up to a friend from behind to scare him or her.

Answers will vary.

- D.
- | | | |
|-----------------|-------------|--------------------|
| 1. sand | 2. boat | 3. seagulls |
| 4. crabs | 5. spade | 6. bucket |
| 7. shells | 8. umbrella | 9. ice cream stand |
| 10. rubber tube | | |

Answers will vary.

Bed in Summer

Pre-reading

- Do you know what seasons are?
- How does your day change with seasons?

Listening and reading

Listen to the poem and then read it aloud.

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation.

Post-reading

Identifying visual imagery

Activity:

How does the poet describe the sky?

The Sky

C _ _ _ R

B _ _ E

Draw a picture of the sky as described by the poet.

Answers (Pages 120–121)

- A. Learners to practise with teacher's help.
- B.
1. In winter it is dark early in the morning.
 2. In summer, the child goes to bed early. She can see the birds hopping on the tree and can hear the grown-up people's feet going past on the streets at bedtime in summers.
 3. It seems hard to the child to have to go to bed by day.
 4. Answer depends on the children.
 5. Answer depends on the children.

- C.** Seasons: Spring, Summer, Autumn, Winter
Types of weather: hot, cold, rainy
Cold things: ice cream, ice, cold coffee, snow
Hot things: sun, tea, coffee
Games: cricket, football, badminton
- D.** 1. hop—to leap
2. skip—to jump
3. gallop—the way a horse runs
4. slide—a swift downwards movement

The Three Bears

Pre-reading

- What is a play? Find out in this chapter.

While reading

Students to form pairs. Each pair will read the text together silently. Teacher will help students to understand the vocabulary in the text with appropriate gestures, stress, and pronunciation.

Post-reading

Description of images through pictures

Imagery is the use of words by writers to help the audience create a mental image of what they are trying to show. Visual imagery appeals to the sense of sight.

In this activity, help learners to identify the visual imagery used by the narrator to describe what objects are in the picture on page 127.

Activity:

Look at the picture on page 127.

Circle the correct answer. Goldilocks goes in a room. What does she see?

Three bears

Three plates

Three beds

Answers (Page 130)

- | | | | |
|----|----------|-------------|----------|
| 2. | 1. BEAR | 2. ELEPHANT | 3. ZEBRA |
| | 4. TIGER | 5. MONKEY | 6. LION |

Notes

Notes
