



CLICK HERE TO ACTIVATE

LESSON
PART 2





UNIT 4

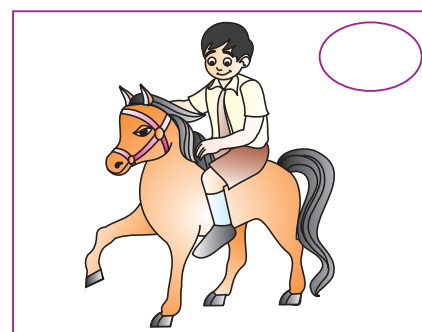
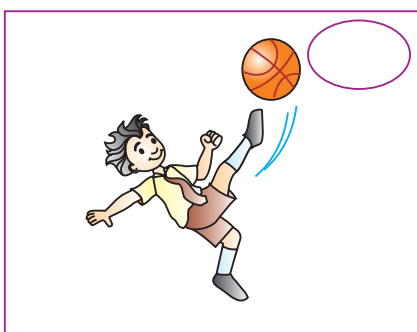
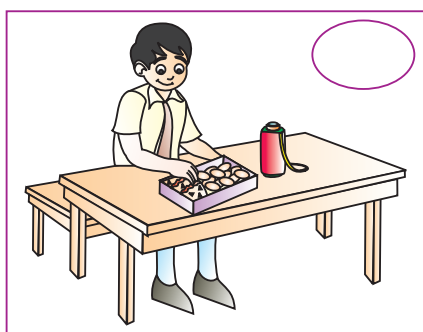
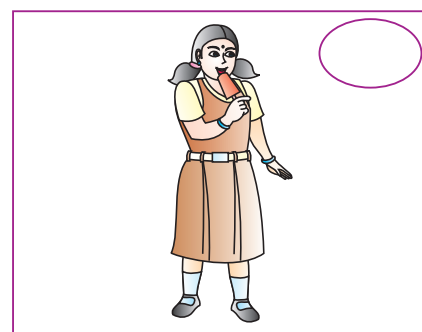
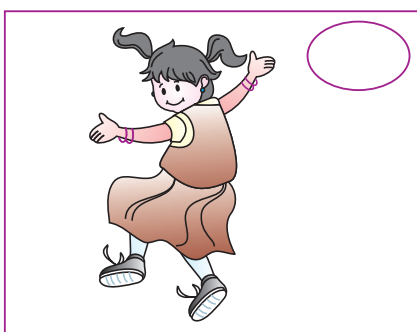
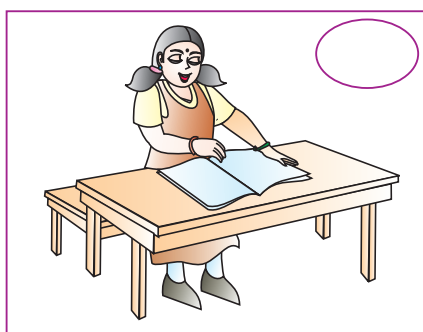
Parents Visiting A School



Warm Up



1. What are the different things you enjoy doing in school? Discuss.
2. Look at the pictures and put a tick (✓) for the activities of your choice.



Read and Enjoy



“Here we are!” **exclaimed** Reshma as she quickly jumped out of the car. “Come Mama and Papa, I’ll show you my school.” Her parents **followed** as she moved ahead with **confidence** and pride. They were passing the

exclaim : to cry out or speak suddenly in surprise

follow : to go or come after

confidence : belief in oneself

assembly ground when Reshma pointed out and said, “We gather here every morning. We usually have announcements and prayers followed by the national anthem. Here is the **flagpole**.”

She stopped to say ‘Good morning, madam,’ as they went past the reception desk. They walked down the long **corridor**. A section of it had a wooden railing and was painted in bright colours. There were toys all around.



“Here is the special Kids’ Corner,” explained Reshma, “we usually watch them at play whenever we go by. It is so much fun.”

“Further down, on the left is the library,” she continued. “It has many books. We spend happy time reading books during the library period.”

“Here are the activity rooms,” Reshma continued pointing at different rooms. “We come here for skating, **taekwondo**, music and dance classes. This room is full of musical instruments of all kinds.” She enjoyed very much showing off her school to her parents!

As they came near the main building, they could hear the excited

assembly ground : a ground where many persons come together for a purpose
flagpole : a pole used to hoist a flag
corridor : a passage into which several rooms open
taekwondo : a Korean system of fighting without weapons, similar to karate

chatter of all the children who had come along with their parents for the Parent Teacher Meeting. Reshma also showed them the art and craft room.

“Here is our computer room,” said Reshma taking them into the computer lab that had many computers. “We come here once a week and really enjoy ourselves.”

“On the right, is my classroom,” she continued with a bright look on her face.



“Good morning, teacher,” said Reshma, wishing her teacher as she entered the classroom.

Her parents also met other teachers who praised Reshma. They said that she was a well-behaved, bright and happy child.

Beautiful paintings and craft work made by the children decorated on wall. It was a well-lit room with shelves in a corner, where school bags could be neatly kept. Reshma met many of her friends and soon they were busy chatting and laughing.

“Bye, Reshma,” “Bye Priya,” “Bye everyone, see you after the holidays,” said the children to each other. On the way out, Reshma showed her parents the huge **auditorium** with a big stage.

chatter : rapid and noisy talk

auditorium : a big assembly hall

“Here we have special programmes like poetry recitation, singing, dancing and plays,” she explained.

Behind the classrooms were a big swimming pool and courts for games like basketball, tennis, etc. Next was the playground and then the school **cafeteria**. It was neat and clean, where the children could eat without the fear of falling sick. But, even if any child did feel sick in school, there was the sickroom with a cheerful-looking nurse and a visiting doctor.

“How lucky am I !” exclaimed Reshma as they were driving back home. “Thank you Mama, thank you Papa, for sending me to this wonderful school.”

Her father turned around with a twinkle in his eye and said, “Best school for the best child!”

Suddenly Reshma burst into a song:
Holidays! holidays! Come dear soon!

I wait for you morning, night and noon.

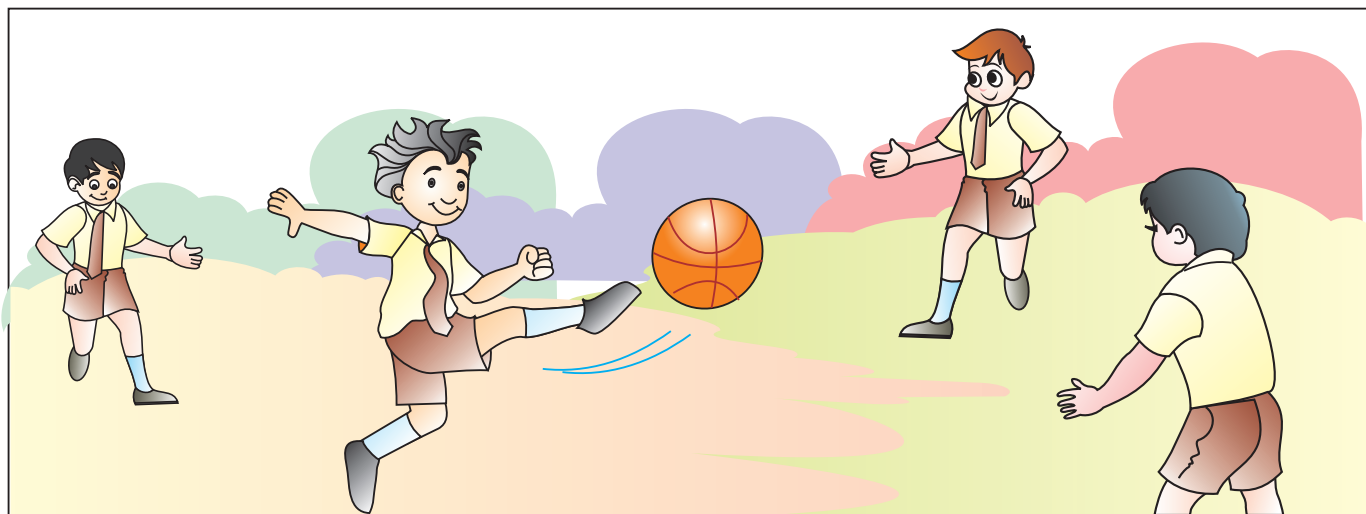
But when you come you go away soon. I love each holiday.

Whether it’s in August or in May.

I am sad when each holiday ends,

But feel happy when I meet and play with friends.

cafeteria : a dining room in a school where food is served from counters



Read and Understand



A. Tick (✓) the correct answer.

1. Reshma went to her school with her

(a) friends

(b) parents

(c) grandfather

(d) grandmother

2. All the children of Reshma's school gathered in the _____ every morning.

(a) assembly ground

(b) playground

(c) garden

(d) sickroom

3. There were many toys in the

(a) music room

(b) kid's corner

(c) sickroom

(d) playground

B. Answer the following questions.

1. How did Reshma go to her school?

Ans. _____

2. Where were the music and dance classes held?

Ans. _____

3. What were kept in the computer room?

Ans. _____

4. Who praised Reshma?

Ans. _____

5. Pick out two pairs of rhyming words from Reshma's song.

Example: soon - noon

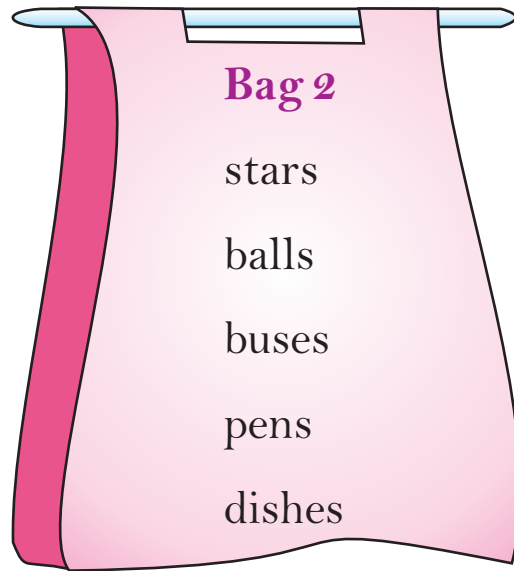
1. _____ 2. _____





One and Many

Read the words given in the two bags.



The words given in Bag 1, denote one thing. They are said to be in the Singular Number.

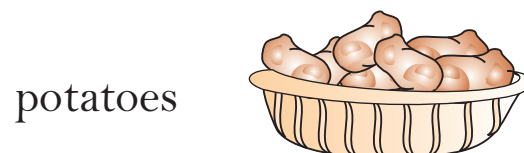
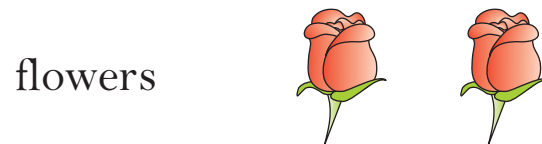
The words given in Bag 2, denote more than one thing. They are said to be in the Plural Number.

Here are some more examples.

One (Singular Number)



Many (Plural Number)

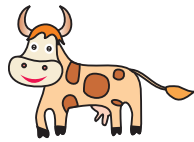


- ❁ You will note that some words form their plural by adding ‘-s’.
For example: ‘star’ - ‘stars’.
- ❁ Some words form their plural by adding ‘-es’.
For example: ‘dish’- ‘dishes’.
- ❁ For some words ending in ‘-o’, we add ‘-es’.
For example: ‘potato’ - ‘potatoes’.
- ❁ Some words change completely in the plural form.
For example: ‘child’ - ‘children’, ‘ox’ - ‘oxen’ and ‘man’ - ‘men’.

Given below are some more examples.

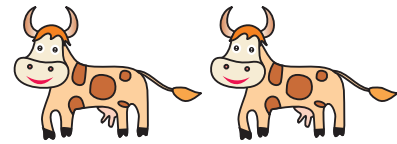
Singular (One)

1. cow
2. fox
3. box
4. mango
5. story
6. milkman
7. washerwoman



Plural (More than one)

- cows
- foxes
- boxes
- mangoes
- stories
- milkmen
- washerwomen



- ❁ Some words do not change in the plural form.
For example: ‘sheep’-‘sheep’.

A. Fill in the columns with appropriate form of the naming words.

Singular

Plural

Singular

Plural

- | | | | |
|------------|-------|------------|------------|
| 1. car | _____ | 2. parent | _____ |
| 3. tomato | _____ | 4. teacher | _____ |
| 5. _____ | games | 6. toy | _____ |
| 7. book | _____ | 8. _____ | classrooms |
| 9. holiday | _____ | 10. _____ | friends |
| 11. sheep | _____ | 12. pen | _____ |

B. State whether the coloured words show one (singular) or many (plural). One has been done for you as an example.

1. Reshma greeted the **teacher** near the reception desk. One
2. There were beautiful **paintings** on the classroom wall. _____
3. There was a **flagpost** in the assembly ground. _____
4. Reshma enjoyed reading **books** in her library period. _____
5. The rose **plant** in the garden has three roses. _____
6. Our school has ten **buses**. _____

Interjections

Read the following sentences carefully.

1. **Wow!** Such a lovely gift.
2. **Oh!** I lost my purse.

In the above sentences, the **coloured words** (**wow!** and **oh!**) express sudden and strong feelings. Such words are called **interjections**. They are always followed by an exclamation mark (!). The word 'Wow!' expresses feelings of joy and wonder. The word 'Oh!' expresses a feeling of loss.

Here are some more examples :

1. **Oh!** I felt sad to hear about the death of your grandfather. (feeling of sorrow)
2. **Hurrah!** We have won the basketball match. (feeling of joy)
3. **Hi!** Nice to see you here. (greeting someone with joy)
4. **Alas!** The cat is dead. (feeling of surprise and sorrow)

C. Match the words given in the two columns to frame sentences.

Column (A)

1. Hi! I am glad
2. Oh! I broke the
3. Hurrah! Reshma and

Column (B)

- (a) beautiful vase.
- (b) her team have won the match.
- (c) to meet you after years.

LET'S SPELL

Fill in the missing letters to form complete words. Use the words given in the box.

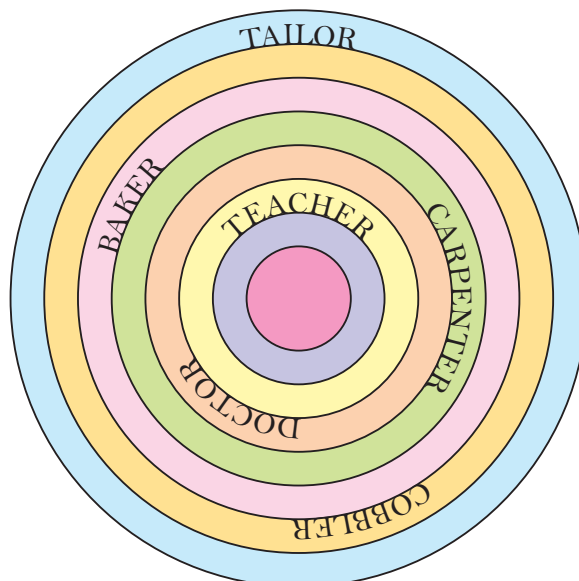
chatter noon happy night huge morning

1. h ___ p ___ y
2. ch ___ tt ___ r
3. m ___ rn ___ ng
4. n ___ g ___ t
5. h ___ ge
6. n ___ ___ n

VOCABULARY

Word Power

A. Find the names of the people from the wordwheel who help us and write them in the blanks.



1. She/He teaches me new things. T _____ R
2. I go to see him/her when I am sick. D _____ R
3. He makes cakes, pastries and cookies for me. B _____
4. He makes tables and chairs with wood for me.
C _____ R
5. He mends my shoes. C _____ R
6. He stitches clothes for me. T _____ R

B. Look at the given word grid and find five more three-letter words by joining letters as shown. You can move from left to right or from top to bottom on the grid and write all the words down.

1. pen
2. _____
3. _____
4. _____
5. _____
6. _____

P	E	N	Z
X	B	A	G
R	U	N	U
A	N	E	M
T	U	T	V

LET'S READ

Read the following passage :

Mini, the sparrow, was very small. She was afraid of flying. Her mother brought her to a special school where birds learn to fly. The teacher Sunny was a beautiful white eagle. She said, "Birds! Do not be afraid. I will show you how to fly. Now look at me as I fly, little birds." Sunny went up in the air and circle tall trees. She came down slowly and sat near the student birds. She said "When you fly, flap your wings fast.

Once you reach a little higher look down and enjoy the view. Flap your wings slowly when you want to come down. Mini, Chinky - the mynah and Kulbul - the cuckoo were all small and were new students. Mini was the first one to go up. She took a deep breath and flapped her wings fast. She was surprised that she was up in the air. Then came other birds. They were very happy. Now they all could fly.

Now answer these questions.

1. Who brought Mini to the special school?
2. What would Mini learn at the special school?
3. Who was the teacher at the special school?
4. Who went up in the air first?
5. Why were the three birds happy?



LET'S PRACTISE

A. Words with the |i:| long 'e' sound are given below.

- | | |
|-------------------------|----------------|
| 1. <u>fe</u> t | 5. <u>be</u> t |
| 2. <u>te</u> th | 6. <u>he</u> t |
| 3. <u>sl</u> ee <p></p> | 7. <u>se</u> t |
| 4. <u>me</u> t | 8. <u>le</u> p |

Here are more examples of words with a long 'e' sound.

eat, read, sleep, bleat

B. Add 'ea' or 'ee' and read aloud the words given below with the long 'e' sound.

- | | | |
|-------------|-------------|------------|
| 1. m ___ t | 2. ch ___ t | 3. ___ t |
| 4. s ___ d | 5. l ___ d | 6. n ___ d |
| 7. fr ___ d | 8. k ___ p | 9. l ___ p |

C. Add 'i' and then read aloud the words.

1. k ___ d

2. b ___ ll

3. f ___ ll

4. h ___ ll

5. k ___ ll

6. g ___ ve

7. ___ ll

8. m ___ ll

9. l ___ ve

LET'S CONVERSE

Read the following conversation and enact it out with your partner in the class.

Amit : Hello! What have you made for the class board, Veena?

Veena : Hello! I have made a picture of a butterfly.

Amit : Wow! That is beautiful.

Veena : Amit, what have you got for the class board?

Amit : I have made this small fish.

Veena : That is lovely! Let us put these on the board.

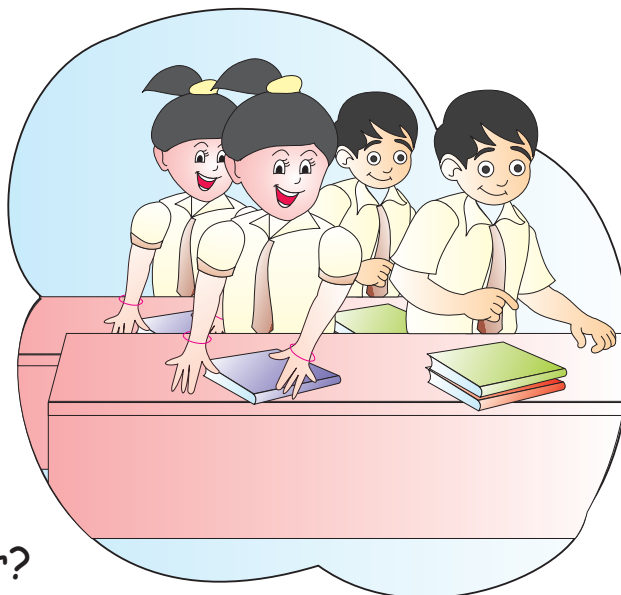
Amit : Yes, let us do that right away.

RHYME TIME

Recite the following poem in groups.

Our Classroom

Our classroom is airy
And every girl is a fairy,
The boys are angels
We all love stories and fables.
Our school is a wonderful place,
Here teachers are all full of grace,
We enjoy being here,
Why don't you, come and join us, dear?



Based on your reading of the poem, answer the following questions orally.

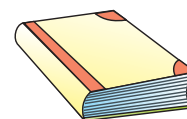
1. Which is said to be a wonderful place?
2. Find out two more rhyming words like 'airy' - 'fairy'.

WRITING SKILLS

Read the riddles given below and write down the answers.

1. You use me when you read. I have many pages. Who am I?

B _____



2. She teaches you in school. She loves you. Who is she?

T _____



3. You use me to write with. I have ink in my tummy. Who am I?



4. Now look at the picture and make your own riddle.

You sit on me. I have _____ legs.

Who _____?



HOME WORK

Copy the following sentences neatly in your notebook.

I love my school. I learn to read, write, draw, sing and dance here.

PROJECT WORK

Draw and colour a picture of your school and write its name beside the picture. Also write 2-3 sentences about it.

VALUE CORNER / LIFE SKILLS

I love my school. I feel happy going to school.