

# UNIT-3



0218CH03

*A smile makes everyone happy. Enjoy this poem.*

## A SMILE



A smile is quite a funny thing,  
It wrinkles up your face.  
And when it's gone  
You'll never find  
Its secret hiding place.  
But far more wonderful it is  
To see what smiles can do.  
You smile at one,  
He smiles at you,  
And so one smile  
makes two.



### New words

wrinkles, secret, hiding place



## Let's read

- ▶ My grandmother has many **wrinkles** on her face.
- ▶ Shall I tell you a **secret**?



## Reading is fun

- ▶ Why is a smile a funny thing?
- ▶ What happens when you smile at someone?



## Let's listen to a **Joke**

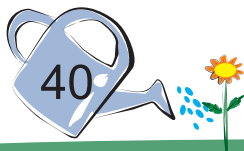


*I asked my mother for twenty rupees,  
to see the lion jump the trees.*

*He jumped so high, he touched the moon,  
and never came back till the end of June.*



- ▶ Can you tell a joke and make everyone laugh? Say it first in your language and then in English.





Say aloud

1

trunk

sunk

junk

2

sink

think

pink

3

wrinkle

wriggle

write

4

worry

work

wonderful

- ▶ When we read 'w' in column 3 it has no sound.
- ▶ Look at the word 'talk'. Here 'l' is silent. Now say the silent letter in the following words aloud –

walk more wrap joke

- ▶ All the following words have an 'i' sound that rhymes with 'my'. Can you fill in the letter and then say the words aloud?

sm\_le, k\_te, m\_ce, l\_ne



Riddle time



Which is the longest word in the world?

Answer: 'SMILES' because there is a mile between the two Ss.



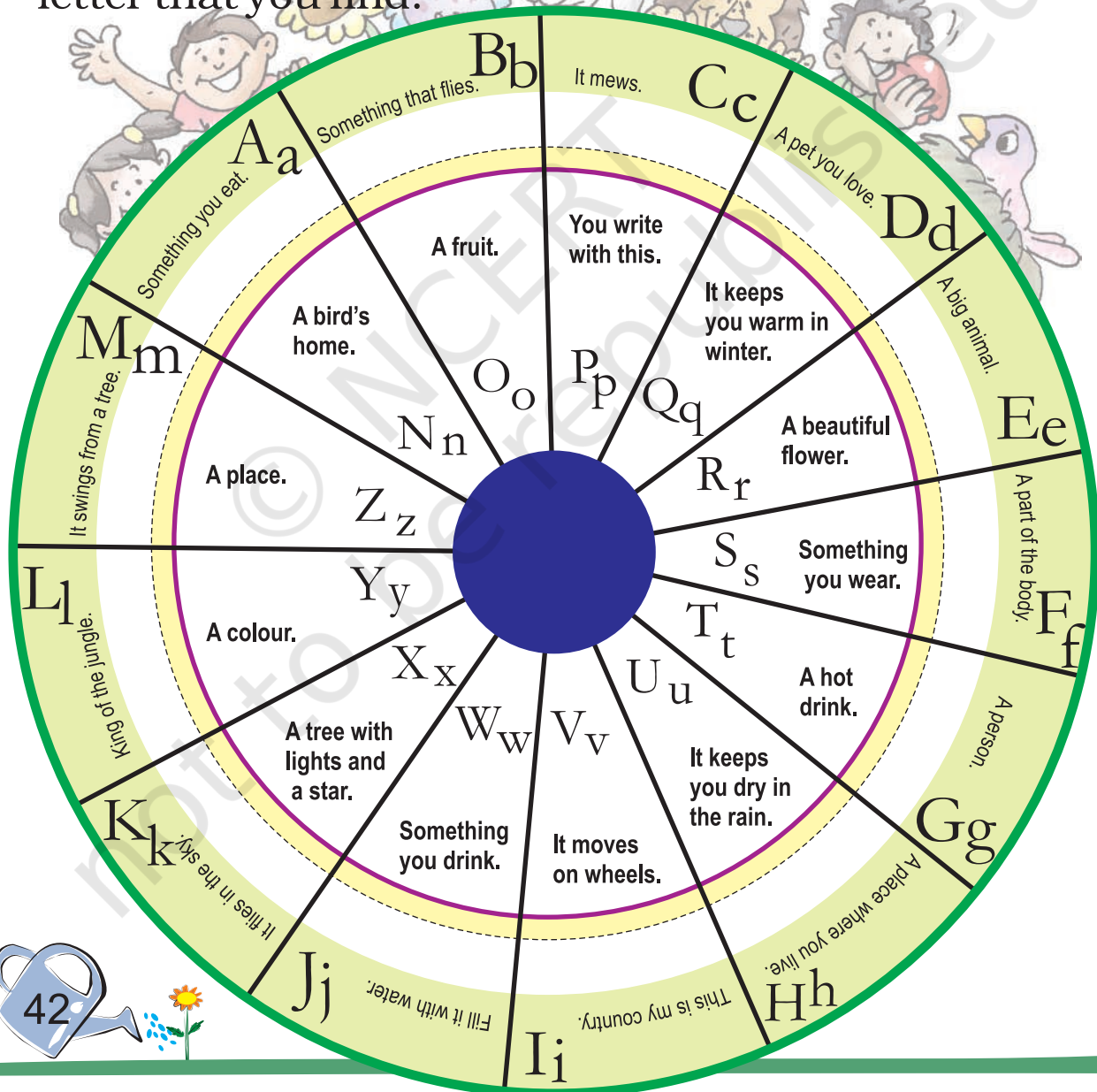


## Let's write





- ▶ Play this game with your partner. Close your eyes. Move your finger over the page while you sing –

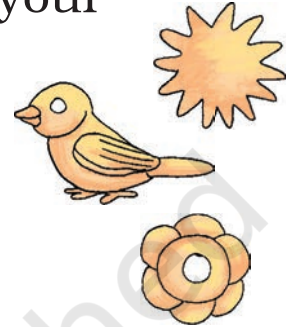
**TIC TAC TOE, ROUND I GO, IF I MISS, I'LL TAKE THIS.**

When you finish reciting the poem, stop moving your finger. Open your eyes, see which letter you stop at. Use the clues to write the word beginning with the letter that you find.









## Team Time

- ▶ Form a Clay Club in groups. Give your club a name.
-  Take a wet slab of clay.
-  Use a matchstick to write the name of your club and all the club members on it.
-  Let the slabs dry.
-  Display your slabs in the classroom.
- ▶ Try making different things with clay like bird, sun, flower, etc.



## Fun Time

- ▶ Have fun with clay
-  Take a clay ball.
-  Use a rolling pin and roll the clay out flat.
-  Make a clay pancake (round like a roti or idli).
-  With the help of a matchstick, draw a circle or use a bowl to cut a circle out of the rolled clay.
-  Use the extra clay to make eyes, nose, ears and a 'smiley' or a sad face.
-  Also try making hair.
- ▶ What else can you do to make the face colourful?



# IF YOU'RE HAPPY AND YOU KNOW IT



*Sing with actions. Remember to keep smiling!*



If you are happy and you know it,  
Clap your hands.

If you are happy and you know it,  
Clap your hands.

If you are happy and you know it,  
And you really want to show it,  
If you are happy and you know it,  
Clap your hands.

**Repeat the rhyme with the following actions also.**

If you are happy and you know it,  
Nod your head.

If you are happy and you know it,  
Stamp your feet.

If you are happy and you know it,  
Say "ha, ha!"

If you are happy and you know it,  
Do all four!

*Clap-clap, nod-nod, stamp-stamp.*



# Let's practise

won sun man

won sun man

day fan hot

day fan hot

one two far

one two far



# THE WIND AND THE SUN

WIND: Sun, can you see that man walking down the road? I can get his coat off more quickly than you can!

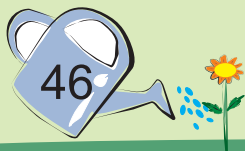
SUN (*smiling*): We will see who is stronger. I will let you try first.



WIND (*puffing his cheeks and blowing hard*): Whooooooooooh...  
whoooooooooooooh!  
Whooooooooooooooooooh...

MAN: How strong the wind is today! It is blowing my coat away! I must hold it tightly round myself.

WIND (*blowing harder*):  
Whooooooooooooooooooooooh...  
whooooooooooooooooooooooooooooo !





MAN (*pulling his coat more tightly*): How cold it is!

WIND: Sun, I give up. I cannot get his coat off!

SUN: Now it is my turn. Let me try. (*He shines hard.*)

MAN: What a funny day! It was so cold and now it is so hot!

SUN (*shining harder*): I will



make him feel hotter and hotter.

MAN (*wiping his face*): I must take off my coat!

SUN: Wind, I have won. I have made him take off his coat!

– Adapted from Aesop's Fables

### New words

road, coat, quickly, stronger, cheeks, won





## Reading is fun

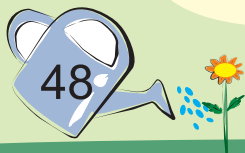
- ▶ What did the wind do to get the man's coat off?
- ▶ What did the sun do to get the man's coat off?
- ▶ Who won in the end?
- ▶ Who said this to whom –
  - "I can get his coat off more quickly than you can."
  - "I will let you try first."
  - "How cold it is!"
  - "I give up. I cannot get his coat off!"
  - "I have won."



## Let's think

- ▶ Rohan tries to snatch Gita's new book from her. What do you think is the best thing to do? Choose an answer –
  - Gita runs away with her book.
  - Gita fights with Rohan.
  - Gita talks to Rohan.
  - Gita cries in a corner.

Now share with the class why you feel so.

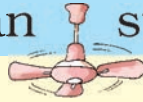




## Say aloud

- ▶ Find a rhyming word from the story for each of these words –

bun    hold    boat    fan    sunny    pot



## Let's write

- ▶ Here are some 'doing' words in the story

walking    smiling    blowing    pulling

Find three more 'doing' words in the story that end in **ing** and then write them here.

\_\_\_\_\_

- ▶ Choose the right word from the box below and fill in the blanks.

pulled    took    blew    felt    wanted    started

One day the wind and the sun had a competition. They \_\_\_\_\_ to make a man take off his coat. First, the wind \_\_\_\_\_ hard. The man \_\_\_\_\_ his coat tightly round himself. Then the sun \_\_\_\_\_ shining hard. The man \_\_\_\_\_ hot and he \_\_\_\_\_ off his coat.



- ▶ Look at these pairs of words with opposite meanings –

hot    cold    big    small    strong    weak





- ▶ Now write the opposites of –

good \_\_\_\_\_                      tall \_\_\_\_\_

hard \_\_\_\_\_                      black \_\_\_\_\_

### Crossword fun –

- ▶ Look at the pictures and complete the words in the puzzles.

1  2  3  4 

1 O A N  
2 O A N  
3 S N

### Team Time

Act out the play, “The **Wind** and the **Sun**” in class. Make paper masks for the Sun and the Wind using coloured chart paper. Everybody can take turns to be the Wind, the Sun or the Man. Now write two sentences about one of the masks.





Let's read and answer

## A BIG WIND

A big wind is blowing.

Look, the leaves are flying!

The wind can blow trees down.

It can blow houses down.

My house is old.

Will it come down?

► Are these sentences Right (✓) or Wrong (x) ?

1. The wind can blow down a house.
2. The wind can blow down a field.
3. The wind can blow down a child.
4. The wind can blow down a tree.
5. The wind can blow down a river.





## Unit-3

This Unit widens social horizons of children and is a good opportunity to introduce the importance of good manners and courtesy, where children speak in turn, do not interrupt or shout. They must also be asked not to be aggressive on the playground. A smile and consideration for others can achieve much more than arrogant or aggressive behaviour, or the use of force and violence. Let the children talk about something they achieved through gentle means, e.g., taking a book back from a younger sister or brother before it is torn without snatching it from their hands. Discuss the meaning of being a bully and whether they ever bully others.

### Develop listening skills

Read the poem and the play aloud with expression and actions. The class can be asked to guess the meaning of the difficult words. Avoid explanation as much as possible, especially of poems. Let them arrive at their own meanings, which they can change or modify by listening to class discussions and to other children.

- This will also give you an opportunity to observe if children are listening. If you feel that they are fumbling, you can backtrack and involve them in reading the poem and the prose aloud.
- All meanings need not be explained immediately.

### Group Time

Discuss with the class how the sun brings light, warmth and joy to the world. Talk also about a world without sunshine and about what would happen to all the birds, animals, plants, etc.

### Develop vocabulary

- Help the children to enact the play with expression and actions. You could use a yellow mask with extending rays for the Sun and a grey mask with chubby cheeks for the Wind, made of chart paper. Coloured glazed paper could be pasted on it for a colourful effect. Bring a coat and a handkerchief for the Man. Make sure that everybody



participates by making blowing sounds like the Wind and actions like the Sun.

- Help the children with word games (like the picture crossword) and word building on the blackboard. Explain 'doing' words (these could be enacted as well), opposites, rhyming words etc. with more examples of your own. Encourage the children to give their own examples. Participation of all children is more important than their giving correct answers, for interest will surely increase the will to learn.
- Use contextual words like 'hot', 'cold', 'strong', 'weak'.

### Exposure to language

Let children build words with – 

|     |
|-----|
| hot |
|-----|

|     |
|-----|
| pot |
|-----|

|     |
|-----|
| cot |
|-----|

Lead them to weave sentences using these words like –

- Are you feeling hot?
- Do you sleep on a cot?

### Develop speaking skills

1. Sounds of words using : W — Whooooo, Watch, Water, Wall, Warm.  
V — Van, Violin, Very, Vet

**Remember :** *When we say 'V' we bite our lips.*

*When we say 'W' the lips go round and do not meet.*

### Conversation based on 'Role-play'

- Divide your class in four groups and let them enact the parts of the wind, sun, a smile, flowers, etc.

### Develop writing skills

Check the students' grip on the pencil (the tripod grip) and help individual children write words from A to Z.

You can write the alphabet and words on cardboard sheets (use old cartons for sheets) and hang them in the class.

Let each child write her/his name under the alphabet with which her/his name begins. If there are letters with which no name begins involve children in a class activity of coining new names to write under those letters.

