# UNIT – 4

*Let's recite this poem*

## RAIN

The rain is raining all around,
It falls on field and tree;
It rains on the umbrellas here
And on the ships at sea.

– *Robert Louis Stevenson*

**New words**

field, umbrellas, ships

### Reading is fun

▸ Where does the rain fall?

▸ What do people use when it rains?

### Let's talk

▸ What do you do on a rainy day?

▸ How do you keep yourself dry in the rain?

▸ Do you like to play in water?

▸ Say what things live in water.

### Let's listen

▸ Have you heard the sound of rainfall?

▸ What sound does the rain make on umbrellas?

▸ What sound does the rain make on the leaves of the trees?

▸ What sound does the rain make on your window? Make all these sounds yourself.

# COUNTING CLOUDS

▸ Complete the story

As One little white cloud floated in the sky one day,
Another little cloud called out, "Come, let us play!"

As Two little clouds danced in the sky so blue,
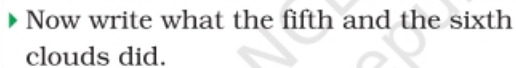Another little cloud asked, "Can I join you?"

As Three little clouds held hands in the sky,
The wind blew another little cloud very close by.

As Four little clouds decided what to do,
Another little cloud joined them very quietly too!

*– Santhini Govindan*

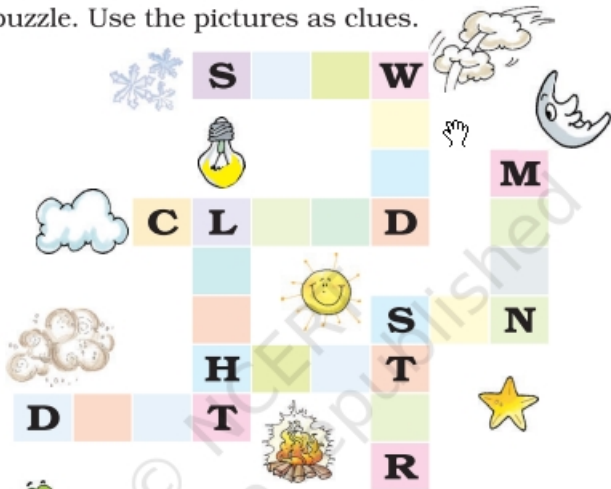▸ Now write what the fifth and the sixth
clouds did.

_____
_____
_____
_____

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## Word fun

▸ Fill in the letters to complete the crossword
puzzle. Use the pictures as clues.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| **S** |   |   | **W** |   |   |   |
|   |   |   |   |   |   | **M** |
| **C** | **L** |   | **D** |   |   |   |
|   |   |   |   | **S** |   | **N** |
|   | **H** |   | **T** |   |   |   |
| **D** |   | **T** |   |   |   |   |
|   |   |   | **R** |   |   |   |

## Let's share

▸ What would you call these pictures in your
language? Now label the pictures in English.

_____   _____

_____   _____

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**Who am I ?**

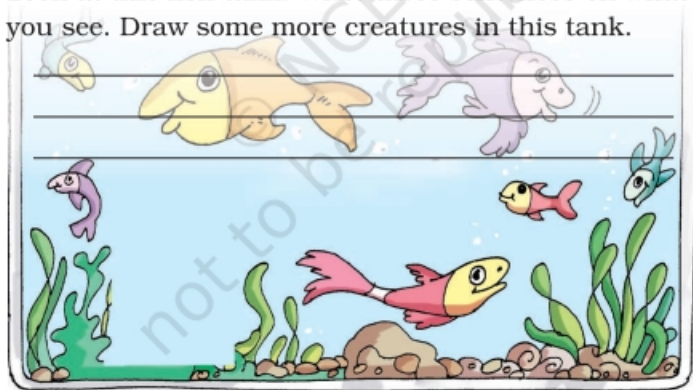I go up and down a lot,

Whether it is cold or hot.

Sometimes I am on the ground,

Other times I am in the clouds.

My name rhymes with daughter,

I am your friend named [ ] .

Answer: Water

## Fish tank

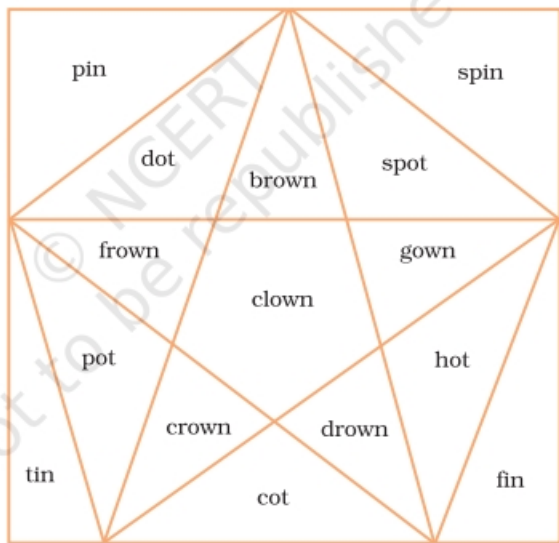Look at this fish tank. Write three sentences on what you see. Draw some more creatures in this tank.

**Let's sing**

Rain on the green grass,
Rain on the tree,
And rain on the housetop
But not upon me.

▸ The words away, day, play are rhyming words.
Now colour the words that rhyme with –

in    down    not

red    yellow    blue

pin

spin

dot

spot

brown

frown

gown

clown

pot

hot

crown    drown

tin

cot

fin

**Let's write**

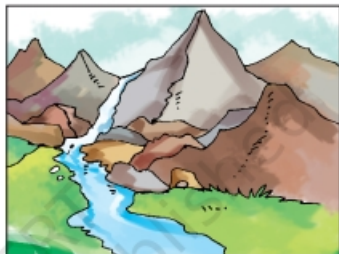▶ Look at these pictures and fill in the blanks from the words in the box.
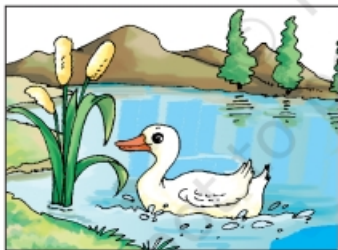
| river | pond | sea | lake |



The ship is sailing on the _____ .



The _____flows from the mountain.



The duck is swimming in the _____ .
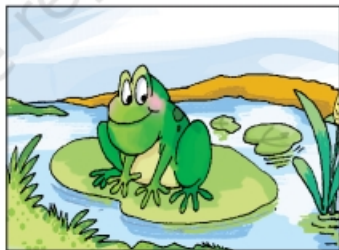


The frog lives in the _____ .

# STORM IN THE GARDEN

*(Sunu-sunu, the snail is playing with his friends, the ants. Suddenly there is a storm. He 'hurries' to his mother and tells her all he saw and heard.)*

Sunu-sunu, the snail, was visiting his friends, the ants. They climbed all over him. *Hee! Hee! Hee!* They climbed under him. *Hee! Hee! Hee!*

Suddenly, a great white light crashed through the clouds. Sunu-sunu quickly pulled in his head, pulled in his tail, and sat v-e-r-y still.

Outside, the sky grew dark and the crows flew past. *Kaa! Kaa! Kaa! Kaa!*

Oh, but where were the ants? Sunu-sunu stuck out his feelers and looked for them. They were hiding under a flower pot.

"Go home, Sunu-sunu," the ants cried out. "Hurry, hurry, your mother will worry."

Sunu-sunu went to his mother where she sat under a stone near the well.

"Amma," said Sunu-sunu, "there's a storm in the garden. I heard the wind blow blow blow. *Ooo! Ooo! Ooo! Ooo!*

I saw trees sway sway sway. *Shay! Shay! Shay! Shay!*

I saw lightning flash flash flash. *Zzzak! Zzzak! Zzzak! Zzzak!*

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I heard thunder
roll roll roll.
*Gadaam! Gudoom!*
*Gadaam! Gudoom!*
I heard rain fall
fall fall. *Sittasitta!*
*Pittapitta! Sittasitta!*
*Pittapitta!* I heard
water drip drip drip.
*Plip! Plip! Plip! Plip!"*

It was the
biggest storm
Sunu-sunu had
ever been in.
*Ooo! Ooo! Shay! Shay!*
*Zzzak! Zzzak! Gadaam! Gudoom!*
*Sittasitta! Pittapitta! Sittasitta! Pittapitta! Plip!*
*Plip! Plip! Plip!*

And do you know what?
Sunu-sunu didn't get wet! Do you know why?

– *Sandhya Rao*

**New words**

snail, dark, feelers, storm, lightning, thunder

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## Reading is fun

**Answer the questions**

Who was Sunu-sunu?

Who was Sunu-sunu visiting?

Where were the ants hiding?

Did Sunu-sunu get wet?

## Let's talk

▶ Do you go for morning walks?

▶ Have you ever seen ants in the garden?

▶ Watch and see where they go and what they carry to their holes.

## Team time

▶ Do you know why you see snails and earthworms after it rains? Sit in a group and discuss.

*Answer:* Because their homes in the ground get filled with water.

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**Let's write**

▶ Look at the picture and complete the sentences.
Pick the right word from the box.

| in | on | under | behind | over |

The cat is jumping _____ the wall.

The cat is _____ the box.

The cat is _____ the door.

The cat is _____ the stool.

The cat is _____ the suitcase.

## Let's sing

Out in the garden each fine day,
With my ball, I like to play;
    I bounce my ball, I bounce my ball,
    I bounce my ball on each fine day.

Out in the garden each fine day,
With my kite I like to play;
    I fly my kite, I fly my kite,
    I fly my kite on each fine day.

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## Let's practise

rain     *rain*     *rain*

tree     *tree*     *tree*

coat     *coat*     *coat*

ship     *ship*     *ship*

field     *field*     *field*

play     *play*     *play*

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# TEACHER'S PAGES

Unit-4

The idea in **Unit 4**, is to further assist children to build their imagination by listening carefully, reading, speaking and writing sentences.

## Developing listening skills

If the breathing exercises have been introduced as suggested in Unit 2, the children would gradually have learnt to stay calm. Now is the time to show them how to sit with their eyes closed as if in a thinking pose. Read the poem slowly and loudly two or three times so that they can take in the beauty of nature and also be a part of it. Then ask them to open their eyes and read the text with proper voice modulation. Now encourage them to recite it with proper actions and gestures.

## For listening skills

Play the recorded sounds/use class facility.

? Jingling of bells can be brought to class.

? Gurgling of river water – pour water and make swishing sounds.

? Make sound boxes by using material like salt, pulses and pebbles. Put them in a box or cans which you can shake. Children can also be asked to listen to the

— honking of a horn

— banging of a door

— ticking of a clock

If you cannot record the sounds, then think of common sounds that you can create in the classroom. Ask the students to close their eyes while you make the sounds. Ask them which sound it is. Introduce the English word for that sound like soft, hard, low, loud. Let the children say what they feel the 'sound' sounds like.

### Develop correct pronunciation

- Ensure that the text is read aloud with expression. The difficult words are then discussed. If there is a doubt regarding correct pronunciation of the word, refer to the dictionary. Let each child be given a chance to read. The more confident she/he feels in reading, the more motivated she/he will be.

- Don't forget to put up a word-chart of spellings that you want the children to learn.

  Give the concept of Big Books through 'Counting Clouds'. Shared reading of Big Books which are large-sized books of high interest with text and illustrations can be encouraged. As the teacher reads, pupils become familiar first with the story in spoken language and the illustration. Gradually an acquaintance develops with the print code.

  Ask children if they have seen clouds in the sky and the colours they see in them. Ask them to make sentences.

### Develop speaking skills

- Try to build up the vocabulary of the children on the different sources of water.

- Other than earthworms and snails, discuss with them all the creatures that crawl e.g. snakes, lizards, crocodiles etc. What are their eating habits?

- Frogs have webbed feet – their feet are their gumboots. Name a few water birds that have webbed feet.

- Discuss with the children the need for drinking clean water. What are the different methods used to conserve and clean dirty water? Guide them to describe the uses of water.

- Involve children in describing the colours of objects in their class, e.g. red bag, black shoes, etc.

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- Introduce children to the following rules –

  1. Take turns
  2. Listen quietly
  3. Speak clearly

## Group activity

- Divide the class into groups of four.
- Each group is to be asked to discuss what they like about rain and what they don't, giving reasons for the same.

## Develop writing skills

Before writing the exercise on prepositions –

1. Introduce children to sight words 'in', 'on', 'under'.
2. Introduce the preposition using objects available in the classroom, e.g., put a book on the table and then ask the students where the book is.
3. Talk about fish to children and make sentences on different animals.
4. More activity sheets should be prepared using other prepositions. For e.g., above, below, in front, behind, at, etc.

## Ready to follow instructions

Introduce children to "talking on the telephone" using polite words.

Cardboard/tin boxes can be used to make mock phones in the class. Let two children take turns to speak on the phone to each other.

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