

**Coursebook**  
**Teachers' Resource Manual**  
**Sample**

# NINA'S BIRTHDAY

## Objectives

- To note what makes a person happy
- To learn to summarise

## Warm Up

A. Guide students to do the Warm Up in the Coursebook.

Generate a discussion of the things they would like to gift a friend. Try to direct them to gifting their friends with useful gifts, if possible.

B. Ask students:

1. What gifts would you like for your birthday?
2. Are you grateful for the gifts you receive? (Discuss)
3. How do you show that you like your gift?

## READING

*Students comprehend and learn to summarise by answering questions*

Tell students they are going to listen to a narration about Nina's birthday and the gift she loves the most.

Read the story aloud, with modulation/play the audio, while students listen and follow. Check students' understanding by asking questions.

Re-read the story by going around the classroom and ask students to read some sentences out loud for the rest of the class.

Tell students that they will help you summarise the lesson by answering simple questions.

- *TING TONG! ... chips and sandwiches to the table.*

Ask students:

*Who is the first to come for Nina's birthday party? Who comes along with her? What is Grandfather doing? Who helps Grandfather? What does mother bring to the table?*

**Summary:** It is Nina's birthday and her cousin comes with her uncle and aunt. Grandfather decorates the house with red and yellow balloons. Nina's aunt and uncle help him. Nina brings sandwiches and chips to the table.

- *TING TONG! ... puts it on the table.*

Ask students:

*Who comes next to Nina's house? Is Nina happy? (Yes, she runs to the door and calls them in.)*

*How do you feel when your friends come home? (Free response)*

*What does Father bring?*

**Summary:** Nina's friends come and she is happy to call them in. Her Father brings the cake.

- *TING TONG! ... jumps and hugs Ishi.*

1. *Act this out.*

*The doorbell rings. Nina looks around the room. (To be enacted: The doorbell rings. Nina looks around the room.)*

2. *Why does Nina look round the room?*  
 (Ans: Nina looks around the room to see if everyone is already in the room. She wonders who is at the door now.)

Let us sing and wish Nina a happy birthday.  
 (To be sung in class)

Ask students:

*What does Mother ask her to do? (To open the door because it was her birthday present) Did Mother know about the special gift? (Yes) Who does Nina find when she opens the door? Where was she? For how long did she come to stay?*

**Summary:** The doorbell rings again. Nina wonders who has come. Mother tells her that it is her birthday gift. She finds her sister, Ishi at the door. She was at college and came home for a week.

- *This is the best... She has a very happy birthday.*

Ask students:

*Which is her best birthday gift? What do you think Nina likes more – her gifts or love for her family? What does Father ask her to do? What do the others do?*

*Is Nina happy?*

**Summary:** Nina says that her sister was her best birthday gift. She loves her sister more than all the other gifts. Father asks her to cut the cake. All sing for Nina. Nina is very happy on her birthday.

Now instruct students to combine all the boxes and write in a paragraph. Tell them that this is a summary of the narrative.

**Post-reading**

**Fill in the blanks.**

It is Nina's \_\_\_\_\_. Her cousin, \_\_\_\_\_, \_\_\_\_\_ and friends come home. Her Mother brings chips and \_\_\_\_\_. Her Father brings a \_\_\_\_\_. Her best birthday gift is her \_\_\_\_\_. Nina is very \_\_\_\_\_.

**GRAMMAR**

**Naming words**

Draw a table with four columns on the board. Do not give the columns any headings yet.

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

Ask students to think of people they would come across in their school (*teacher, principal, gardener* and so on). List them in the first column. Now, instruct them to think of animals (animals, birds and insects). List the words in the second column. Ask students to look around the classroom and list things they see in the classroom. Write these in the third column on the board.

Now ask students:

*Can you give me one word to describe the words given in each column?*

If you cannot elicit the word, help them by writing on the board—*people, animals* and *things*.

Explain that nouns or **naming words** are names of people, animals and things.

**VOCABULARY**

**Colour names**

Follow the inputs given in the Coursebook.

## SPEAKING

## Greeting each other

### Pair work

- Tell students to turn to their partner and greet each other.
- Do a demonstration of the exercise with one of the students.
- Tell them that they must speak loud and clearly.
- They must speak in complete sentences.

Make sure every pair in class gets an opportunity to speak. Guide them when necessary.

## LISTENING

## While listening

Tell students that they will be listening to the names of some people, animals and things. Instruct them to listen carefully and then place a tick in the right column while they listen.

Play the audio track once and let students do the task. Play it once again so that students fill in the answers they may have missed / check their answers.

Monitor the activity.

## WRITING

## Sentences

*Note:* Help students set their objectives. (*Why do I want to write this?*)

Guide students through every step. Share the sample passage and guidelines with them but encourage them to write their own composition.

Write these sentences on the board:

- *The crow is swimming in the pond.*
- *The lion is eating grass.*
- *The cat is barking at the man.*

Read the sentences aloud and ask students if anything is wrong with these sentences. Help them identify the incorrect words if they find it difficult:

*Can a crow swim?* (No)

*Which bird swims in water?* (A duck) and so on

Elicit from students that the sentences are not meaningful.

## PICTURE CORNER

Please note that

- the exercises in the *Picture Corner* section are meant to be verbal and/or activity-based. The students are to be encouraged to make use of **the four 21st century skills**. The responses are not to be written down in the note-books, unless specified in the instruction line.

- some of the questions also cover the different *Multiple Intelligences*. Encourage new ways of learning that will help develop *linguistic, mathematical, kinaesthetic, spatial, interpersonal, intrapersonal or naturalistic intelligences*.

*Encourage varied responses and accept all logical answers to the questions. Guide students into developing empathy towards fellow humans. This helps students understand the importance of social responsibility, in keeping with the 21st century learning skills. It strengthens individual's understanding and relating to other people, especially one's brothers and sisters. It develops strong interpersonal intelligence.*

1. The picture helps *collaborative and social responsibility*.

Ask students: What do you see in the picture? Who do you think they are? (Lead them to say that they are brother and sister.)

2. Generate a discussion with students and encourage them to share the ways in which they help their sisters/ brothers / cousins. This helps them develop empathy towards their sister/ brother /cousin and, at large, towards other people. It develops *interpersonal and intrapersonal intelligence* and the importance of the *21st century learning skills of social responsibility*.

3. The activity focuses on *linguistic-verbal intelligence*.

## WHAT I HAVE LEARNT

This section encourages students to reflect on how much they have understood the concepts taught. It promotes meta cognition and helps self-evaluate.

Besides, teachers can help clear their doubts and ensure that students have comprehended the lesson.

Let students fill in the suitable options and state their reasons if they have not understood any of the concepts.

## QUESTION BANK

### NINA'S BIRTHDAY

#### A. Answer in brief.

1. Who comes first for Nina's birthday party?

**Ans:** Nina's cousin and aunt and uncle come first for her birthday.

2. What special gift did Nina get for her birthday?

**Ans:** Her sister Ishi came from college for her birthday.

#### B. Read the lines and answer the questions.

*"This is the best birthday gift!"*

- a. Who says these words?
- b. What is her best gift?

**Ans:** a. Nina says these words      b. Nina's sister, Ishi is her best gift.

**C. Choose the correct answer.**

*Who hangs the balloons?*

- a. Grandfather
- b. Nina's father
- c. Nina

**Ans:** a

**D. Answer in brief. (Think and answer.)**

1. How do you know Nina is happy when her friends come?

**Ans:** She runs to the door to call them in.

2. Why does Nina look around the room when the door bell rings a third time?

**Ans:** All the people she called for her birthday have come. She did not know who was at the door now.

3. What do you think Nina likes more – her gifts or love for her family?

**Ans:** Nina loves her family more than her other gifts.

**STUDENTS' BOOK ANSWER KEY**

**NINA'S BIRTHDAY**

**Warm Up**

*Free response*

**Reading Skills**

- A.** 1. Nina opens the door.      2. Uncle and Aunty help in hanging the balloons.  
3. Ishi is at college.      4. The best gift of Nina is Ishi coming home.

- B.** 1. c      2. c

**Thinking Skills**

Yes, Mother knows. When the doorbell rings, Nina does not know who it is. But Mother smiles and tells her that it is her birthday gift.

**Values**

2. A gift that will make our friend happy.

**Grammar in Use**

- A.** 1. girl      2. boy      3. rabbit      4. toys      5. box  
**B.** 1. chair      2. hat      3. mat      4. cat      5. frog

**Words in Use**

- A.** 2. red      3. pink      4. yellow      5. blue      6. grey

- B.** *Free response*

### Listening Skills

|        | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--------|---|---|---|---|---|---|---|
| person | ✓ |   |   | ✓ |   |   |   |
| animal |   |   | ✓ |   |   |   | ✓ |
| thing  |   | ✓ |   |   | ✓ | ✓ |   |

### Writing Skills

1. Nina closes the door.
2. Nina's friends sit on the sofa.
3. Father cooks the food.
4. The balloons hang in the living room.
5. I get many presents.

### Life Skills

1. a
2. b

### Picture Corner

Suggested answers:

1. The boy is teaching his sister how to ride a bicycle.
2. *Free response. Encourage students to think and share their experiences.*
3. *Encourage collaborative work*

## Objectives

- To identify the uniqueness of each individual
- To note the qualities that are different for each person

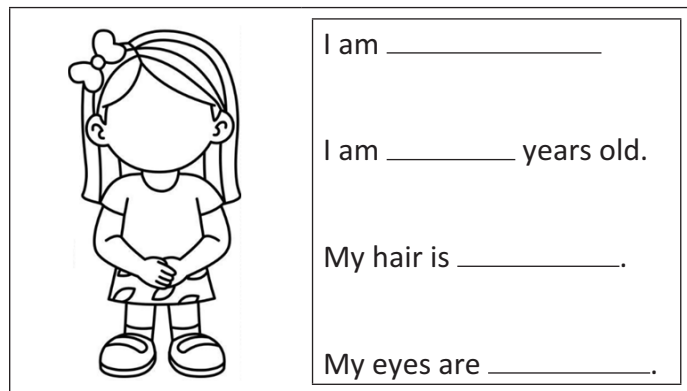
**Warm up:** Coursebook

**Summary:** The speaker notices that no one looks, talks or laughs, or does things like him. He knows that he is made special. Everyone is special.

## Pre-reading

### *Individual activity*

Take a print out of the picture and hand over to each student. Ask them to draw the face and colour it. Allow them to fill in the blanks. Guide them.



Alternately, you can ask students:

1. What is the colour of your hair?
2. What is the colour of your eyes?
3. What is your favourite food?
4. Do you like cats, dogs or parrots?

Tell students you are going to read a poem about how special each student in this class is.

## READING

Play the audio track / Read the poem aloud and let students pay attention to the intonation, expression and pauses.

Ask students:

Stanza 1 & 2

*What is the child wondering? Do people look the same? Do people talk alike?*



### *Pair work*

Tell students to turn to their partner and tell you about their partner:

Colour of eyes ..... Big or small ears.....

Colour of hair..... Curly hair or straight hair.....

Students will realise that they do not look like anyone else in class.

Stanza 3 & 4

Now point out to students that each student looks different from anyone else. Tell them there are no two people alike.

### **Post-reading**

#### *Whole class activity*

- Ask five students to come to the front of the class and say one by one, what their favourite game is. Ask students who like the same games to join them in front. Repeat till all students have completed the activity.
- If there are students who have favourite games other than the ones mentioned by the five students, ask them individually what their favourite game is.
- Continue the activity with favourite colour and favourite food.
- Point out to students how they are different from one another. Make it a point to tell them that it is okay to be different.

#### *Whole class activity*

Recite the poem and tell students to repeat. Once they are familiar, conduct a choral drill with them.

## **ANYONE LIKE ME?**

## **QUESTION BANK**

### **Answer in brief. (Think and answer)**

*I'm special, oh it's true! How do you know you are special?*

#### *Free response*

Suggested answer: I look around and see that no one looks like me, talks like me, laughs like me and does things that I can do. I know that I am made special.

## **STUDENTS' BOOK ANSWER KEY**

### **ANYONE LIKE ME?**

#### **Reading Skills**

1. The speaker is wondering if there is anyone else who is like him/her.
2. The speaker has looked around, up and down at every other face.
3. There is only one of me in the world.

## Thinking Skills

1. *Free response*
2. The speaker is talking to us the readers of the poem.

**Literature Reader**  
**Teachers' Resource Manual**  
**Sample**

# LITTLE GOAT

## Objectives

- To identify and describe the characters
- To sequence the events in the story
- To recall the meanings of specific words in the story
- To connect the story to one's personal experience

**Summary:** Little Goat wants to eat some grass and Mother Goat takes her to a meadow. Little Goat wanders off to eat the sweetest grass. A bird asks her where she goes. Little goat does not answer but continues walking. She walks far away from Mother Goat. Mother Goat looks for her in the cornfield and near the river. She cannot find her. Then the bird says that Little Goat is across the river sleeping on the sweet grass. When Mother Goat tells her that she was lost, Little Goat says that she was never lost. Little goat adds that she was on the sweet grass all the time.

## Pre-reading

Guide students to do the Warm Up given in the Reader. Now, elicit from students:

*What does a goat eat?*

Write the title on the board and read it aloud. Ask them to guess where the story would take place. Now ask them to open the book, look at the illustrations and check if their guesses have been right.

## READING

Read the parts to the students / play the audio.

- *This is Little Goat...keeps walking.*

Ask students:

*Where are Little Goat and Mother Goat? (In a meadow) Why did they come there? (To eat grass)*

*What does Little Goat want to do? (To find the sweetest grass)*

- *A bird calls out...go home, Little Goat.*

Ask students:

*Why does Little Goat not answer the bird? Is she not a polite goat? (She is busy searching for the sweetest grass. So, maybe, she does not hear the bird calling out to her.) Does Little Goat find the sweetest grass? Is it close to where Mother Goat is? (Yes, she finds the sweetest grass. She moves far away from Mother Goat.) "Time to go home, Little Goat." What does Mother Goat not know, but you know? (That Little goat wandered off)*

- *But where is...says Little Goat.*

Ask students:

*Where does Mother Goat search for Little Goat? Does she find her? (She searches in the cornfield and near the river. No, she does not find her.) Who helps Mother Goat? (The bird) Where was Little Goat? (Asleep on the sweet grass)*

*The meaning of lost is 'not knowing where you are and how to get to a place'. Discuss: Why do we say Little Goat was lost? Did she want to go back to the meadow? (We say she is lost because she moved far away from her mother. Also, she did not know where she was going.) Is little goat disobedient / not doing something that Mother Goat does not want her to do? (No, she walked away without thinking. She is childish.) Is Little Goat afraid? How do you know? (She is not afraid when she wanders off. She is not afraid to answer Mother Goat when she finds her.)*

*What do you know about Mother Goat from the story? (Mother Goat loves and cares for Little Goat. She is kind and gentle. She does not scold her when she finds her on the sweet grass.)*

### Post-reading

Ask students:

- Do you know anyone who was lost? Share the experience of how and when she/he was lost and how she/he was found.
- If you were lost how will you try to get back home?

## QUESTION BANK

### LITTLE GOAT

#### A. Answer in brief.

1. Why does Little Goat walk far away from Mother Goat?

**Ans:** She does not find the sweetest grass anywhere nearby.

2. How do you know that the bird is helpful?

**Ans:** The bird tells Mother Goat that Little goat is sleeping on the sweetest grass across the river.

3. Do you think Little Goat wants to enjoy nature? How do you know?

**Ans:** No, Little Goat does not want to enjoy nature. She does not stop to see the beautiful blue sky or the gurgling river. She only wants to find the sweetest grass.

#### B. Read the lines and answer the questions.

*"Wake up, Little Goat," she says gently. "You were lost!"*

- a. Who says these words?
- b. Where was the Little Goat sleeping?
- c. Why was the Little Goat lost?

**Ans:** a. Little Goat's mother says these words.

b. She was sleeping on the sweet grass

c. She went in search of the sweetest grass.

**C. Choose the correct answer.**

*Where does Mother Goat take Little Goat to eat grass?*

- a. Across the bridge
- b. To the meadow

**Ans:** b

**STUDENTS' BOOK ANSWER KEY**

**LITTLE GOAT**

**Warm Up**

1. c    2. b    3. a

**Reading Skills**

- A.**
- 1. Mother Goat takes Little Goat to the meadow because Little Goat wants to eat some grass.
  - 2. Little Goat wants to eat the sweetest grass.
  - 3. A bird says these words.
  - 4. Little Goat keeps walking to find the sweetest grass. She gets too far from Mother Goat and soon gets lost.
  - 5. The bird helps Mother Goat find Little Goat.

- B.** ● the corn field    ● the river

**Thinking Skills**

*Answers vary. Accept any logical answer—*I think the bird flew behind Little Goat to see where she was going. She sees Little Goat going across the river.

**Words in Use**

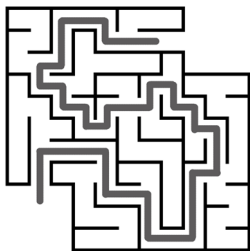
1. c    2. e    3. a    4. b    5. d

**Writing Skills**

*Answers vary. Accept any logical answer—*

- 2. I can have a picnic with my family or friends.
- 3. I can climb on the bridge and look at everything that is around me.
- 4. I can lie on the grass and enjoy the cool breeze.

**Activity**



**Values**

*Free Response*

## Objectives

- To compare the clock with people
- To infer that we should do only the right things
- To identify what a clock is and what it does
- To describe a clock

**Paraphrase:** There is a neat, small clock in the school room. It tells or shows time with its two hands. The face of the clock is bright and clean. The clock always shows the right time. Like the clock, we should also keep our faces clean and do the right things with our hands.

## Pre-reading

Ask students:

*How does a clock help us?* (Free response, Suggested answer: Tells us time / helps us to wake up, tells us when to come to school, sleep on time etc.)

## READING

You may read the poem and ask students to repeat after you.

Then give them time to read the poem silently.

- *There is a neat...what is right.*

Ask students:

*Why is the clock called neat?* (It looks clean.) *Where is the clock?* (In the school room) *How does it tell time?* (By pointing the numbers with its two hands) *Why do you think the clock is in the school room?* (Free response) *What words in the first stanza tell us that it is compared to people?* (Stands and hands) *How should we keep our faces?* (Bright and clean like the clock's face) *Why does the poet say that the clock's hands always do the right things?* (They show the right time, help people.) *What two parts of the body are mentioned in the poem?* (Face and hands)

## Post-reading

Instruct students to

- draw a clock.
- mark the clock's face and hands.
- write below the picture, two right things they would like to do.

Encourage them to connect the right things with time. (Helping to get ready on time, helping grandparents take their medicines on time, complete schoolwork / homework on time, reminding someone to eat on time etc.)

## QUESTION BANK

### THE CLOCK

#### A. Answer the following.

1. What two parts of the body are mentioned in the poem?

**Ans:** Face and hands are mentioned.

2. Why do we need a clock?

**Ans:** *Free response*

#### B. Read the lines and answer the questions.

*And it points to the time,*

*With its two little hands*

- a. Who is the *it* here?
- b. How does it show time?

**Ans:** a. *It* is the clock      b. It shows time with its little hands

#### C. Choose the correct answer.

*What is clean and bright?*

- a. The face of the clock
- b. The hands of the clock

**Ans:** a

## STUDENTS' BOOK ANSWER KEY

### THE CLOCK

#### Warm Up

1. b      2. c      3. a

#### Reading Skills

1. The clock is in the school room.
2. It looks neat.
3. It shows the time.
4. The clock points to the time with its two little hands.

#### Thinking Skills

The clock teaches us to keep our faces clean and bright. It also teaches us to always be ready to do the right thing.

#### Enjoying the Poem

neat      little      clean      bright



**Words in Use**

1. c    2. a    3. d    4. b

**Discussion**

*Free Response*