

Coursebook
Teachers' Resource Manual
Sample

THULI'S BISCUITS

Objectives

- To identify this as a story with the value of sharing
- To learn that sharing brings happiness
- To connect the text with their own personal experiences
- To identify the simple settings and characters of the story

Warm Up

Whole class activity

- Read the question and the options in the Warm Up section given in the Coursebook. Discuss the question and give them a few minutes to think before answering the question.
- Write the title *Thuli's Biscuits* on the board. Now ask them:
What do you think this story is about? (List a few of the responses on the board.) (You may get varied responses. It is important to encourage varied responses as it develops imaginative/creative thinking.)
- Write some of the responses on the board, so that after reading the lesson students will see how close their suggestions were to the actual story.

READING

Identify characters, setting

Read the story to the class clearly and with modulation/play the audio, while students listen and follow silently in their text books.

- *Thuli lives with her grandmother ... milk is fresh and creamy.*

Ask students:

Who are the characters introduced? Where is the story taking place? (Note: Tell students that this is the setting of the story.) Where are Thuli's parents? Why does Thuli's grandmother wake her up early, every morning?

1. *How old do you think Thuli is? (Suggested answer: She is a little girl. She may be four or five years old.)*
2. *What do you do first thing in the morning? (Free response)*

Have you ever watched the sun when it is rising? How do you feel? Is this a special moment for Thuli and her grandmother? (Yes, she is watching the sunrise which is beautiful and her grandmother wants to share this beautiful moment with her granddaughter.) What does grandmother give Thuli for breakfast? Why does Thuli love the milk more than the porridge?

Can you name something else that is creamy? (Suggested answer ice cream, custard, pudding)

'Thuli feeds Queenie her breakfast of fresh grass'. 'What does this tell you about Thuli and Queenie? (Thuli loves Queenie. We know this as she helps to feed Queenie every morning.)

- *After they have eaten, to ... She thinks, 'I must give Queenie a biscuit just for her!'*

Ask students:

What do they do after completing their breakfast? What do you do after your breakfast? Who loves the stories that Grandmother tells? (Thuli and Queenie) Do you think Thuli's parents love her? How do you know? (They bring biscuits especially for her each time they visit.)

Why do you think Queenie looks at Thuli when she eats biscuits? (Ans: Queenie wants to eat biscuits too.)

Why does Thuli say, "I must give Queenie a biscuit just for her!"? (She gives the cow only small pieces of her biscuit, but wants to give her one whole biscuit.)

Prediction: *Do you think Thuli will be able to give one whole biscuit for Queenie? How?* (Encourage varied answers)

- *Thuli whispers to Queenie ... Thuli says happily.*

Ask students:

What does Thuli promise Queenie? What does she ask Grandmother? Does Grandmother like this?

Why does Grandmother smile at Thuli? (Grandmother is happy that Thuli wants to share her biscuits with Queenie.)

Has your prediction been right? (Allow students to see how close they were to the real story.)

Tell them there is no right or wrong answer. This helps students feel more connected with the story.) *Is Queenie happy? How do you know?*

1. *Imagine Queenie moos to thank Thuli. How do you think she will moo? Moo like Queenie. (Free response)*
2. *Why do Queenie and Thuli smile at each other? (They are both happy that they are good friends.)*

How do you feel when you share with others?

Post-reading

Ask students:

- Why do you think it is important to know how to share?
- What are some ways you can share things like books and toys?
- How does it feel when someone else shares with you?

Group work (groups of six)

Sharing crayons: Give each student one piece of drawing paper. Tell each member of the group to draw Thuli and Queenie. Give the group a total of six crayons. Explain that they must figure out a fair way to share the crayons. After the children have drawn their pictures, they can show and tell how they decided to share the crayons.

GRAMMAR

Singular, Plural

Get a bag load of objects ready. (Pebbles, pens, pencils, blocks, plastic animals, and so on). Make sure that most of the objects have more than one. Ask one student to give you a pencil. Ask another student to give you two pencils. Remember to have a few items which are only one of a kind.
Example: one pen, one pebble etc.

Step 1: Call a student to give you a pen. Put it inside the bag and then ask the student to give two pens.

Step 2: Ask the following questions in front of the class.

- | | |
|---|-----|
| <i>Do you have only one pen inside?</i> (Stress the word one) | Yes |
| <i>Did you find one more pen inside?</i> (Stress the word one more) | No |
| <i>So you have a pen. You can't find more pens. Right?</i> | Yes |

Step 3: Now write on the board **One** and write **Singular** next to it. Write **More than one** and **Plural** next to it.

Tell them we add 's' or 'es' to make **plurals**.

Talk about **irregular plurals** if you think your class can understand.

Optional/additional activity

This is an action rhyme so, teach them to do it with actions.

One little finger standing on its own

Five little fingers, they're not alone.

Two round eyes open wide

One little mouth to eat and sing

Ask students to give the answer as '**one**' or '**more than one**' for the given questions.

nose? *one?* *eyes?* (more than one) *pencils* (show at least two pencils) (more than one)

Now follow the inputs in the Coursebook. Lead them on to do the exercises in the book.

VOCABULARY

Gender

Tell students:

Masculine nouns are words for men, boys and male animals. **Feminine nouns** are words for women, girls and female animals. Write these examples on the board:

Masculine	Feminine
<i>boy</i>	<i>girl</i>
<i>brother</i>	<i>sister</i>
<i>man</i>	<i>woman</i>
<i>daddy</i>	<i>mummy</i>
<i>father</i>	<i>mother</i>
<i>waiter</i>	<i>waitress</i>

Encourage them to name other such words and list them on the board under the correct column.

WRITING

Describing things

Ask students:

Why do we describe something? (Allow free response)

Proceed to explain that we describe something

- to give details about that thing.
- to help the reader understand and imagine the thing as they themselves see it.

Choose any picture from the Coursebook and write a set of questions on the board that will bring out the description of the picture in the answers.

Once students are familiar with the concept, let them proceed to the task.

(*Note:* Help students with the clues given in the text by asking questions to elicit responses which give the sentence to describe the object in question.)

LISTENING

Listening for Details

Note: Before letting students listen to the text, help them focus by telling them what they are about to hear. (Set the mood)

- Tell students that they are about to listen to a story about a farmer and his farm.
- Tell them that some words are missing in the given sentences. Instruct them to listen carefully and fill in the blanks, choosing the correct option from the given words.
- Inform them that they would hear the story twice.
- Tell them that the questions are given in order of the text.
- Allow them to read the questions before listening to the story.
- Instruct them to listen carefully and mark the answers.
- Tell them that if they miss out the answer to a question and are unable to answer it, they should not waste time worrying about it. They must go ahead and listen for the answer to the next question.
- Tell students that they can complete the answers when they listen to the script/audio for the second time.

Read the text slowly with articulation/play the audio. Pause for a short while after every sentence, giving students time to read and answer the question.

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. Guide students into developing empathy towards people and animals. This helps students develop social-emotional 21st century learning skills.

1. Encourage students to identify the bond between the child and the animal by asking: Is the child happy? Do you think that Thuli and Queenie were happy? This helps students relate to others around them and strengthen their *interpersonal intelligence*.
2. By identifying and naming three friends, students are given the freedom and autonomy to make their own choices, and to understand differences between themselves and people from other cultures and traditions. The *21st century skill of Cultural Awareness* is developed.

3. This question encourages the student to develop *emotional intelligence*. By recognising how a person feels in different situations, the learner becomes emotionally aware and gradually builds relationships with others. They begin to develop, respect and understand others.

WHAT I HAVE LEARNT

This section encourages students to reflect on how much they have understood the concepts taught. It promotes metacognition 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

Thuli's Biscuits

A. Answer in brief.

What do Thuli, Grandmother and Queenie do after breakfast?

Ans: Thuli listens to the stories Grandmother tells, and Queenie, while eating grass also listens to the stories.

B. Answer in detail.

Where are Thuli's parents? How do you know that they love her?

Ans: Thuli's parents are working in a city far away. We know that they love her because when they come to visit her they bring her favourite biscuits.

C. Choose the correct answer.

How does Queenie thank Thuli after she gets the biscuit?

- a. She moos loudly.
- b. She licks Thuli.
- c. She smiles at Thuli.

Ans: b

D. Answer in brief (Think and Answer)

1. How do you know that Thuli is a small girl?

Ans: Every morning Grandmother bathes Thuli, brushes her teeth, washes her face and brushes her hair. All this shows that she is a small girl.

2. *Grandmother smiles. "Of course!" she says. "It is good to share with our friends."* What kind of a person do you think Grandmother is?

Ans: She is a kind person and teaches the little girl, Thuli to share. She tells her to share with friends even if they are animals.

STUDENTS' BOOK ANSWER KEY

Thuli's Biscuits

Warm Up

2.

Reading Skills

- A. 1. Thuli lives in a small village in Africa. Her parents work in the city far away.
2. They watch the sunrise, they get ready for the day and they eat breakfast.
3. Thuli loves the milk because it comes from Queenie.
4. Thuli gives Queenie small pieces of her biscuits. She wants her friend to enjoy one whole biscuit herself.
5. Thuli asks Grandmother if she can give Queenie a biscuit and Grandmother says yes.

- B. 1. b 2. a.

Thinking Skills

1. Thuli and Queenie go everywhere together. Thuli feeds Queenie her breakfast and shares her biscuits with her. Queenie loves to listen to stories with Thuli.
2. a. Grandmother—She looks after Thuli, tells her stories and takes her to see the sunrise.
b. Thuli—She shares her biscuits with her friend and loves and respects her grandmother.
c. Queenie: She gives creamy milk to Thuli and her grandmother. She likes to be close to Thuli all the time.

Values

1. 2. 5. 6.

Grammar in Use

- A. 2. lunches 3. pens 4. apples 5. roofs 6. lorries
B. 2. leaves, onions 3. glasses 4. cherries 5. friends

Words in Use

Male	Female
1. man	a. woman
2. grandfather	b. grandmother
3. lion	c. lioness
4. tiger	d. tigress
5. brother	e. sister

Writing Skills

1. The carrot is a vegetable.
It is long and orange.

Carrots are very good for health.

It grows under the ground.

2. This cat is called Mini.

She is one year old.

She is black and white.

She eats fish and rice.

She climbs trees and walls.

She can catch mice.

Punctuation Skills

1. The small,red bird sings so beautifully.

2. Priya will come on Tuesday.

3. Peter and Maria are going to Mysuru.

4. I would like some sweets too.

5. Holi is a very colourful festival.

6. Kajol could not find her shoes.

Listening Skills

1. c 2. b 3. a 4. c 5. c

Listening Text

Listen to a story. As you listen, circle the correct answers.

1. In a village, there lived a farmer called Mr Giri.

2. He had goats, cows, hens and ducks on his farm.

3. One day, a young boy came to the farm.

4. He asked Mr Giri, "Can I help you feed the animals?"

5. "That's very nice of you," said Mr Giri.

Picture Corner

1. *Suggested answer* There is a little child and a goat in the picture. They are friends.

2. *Free response*

3. *Free response*

Objectives

- To visualise the flowers
- To associate flowers with qualities other than colour
- To infer the poet's love for nature
- To note the alternate line rhyme scheme

Summary: The speaker of the poem, *The White Flowers* likes the jasmine, tuberose and the champaks. Though these flowers are not brightly coloured, they have a wonderful fragrance and bloom in large numbers. There are so many of these flowers that bloom at the same time that there are enough flowers for all.

Warm Up: Coursebook

Pre-reading

Bring a rose or a picture of a rose to class.

Ask students:

1. Do you like roses?
2. What do you like about them? (Guide them to answer: *the colours, the fragrance, the soft petals*)

Tell students that you are going to read a poem about certain flowers.

Instruct them to underline the names of the flowers mentioned in the poem. Now, ask them if they have seen these flowers and what they like about it the best.

Ask students to call out the difficult words in the poem, and note them on the board.

Note: As you explain the poem write the meanings of the difficult words on the board.

READING

Encourage them to listen carefully and let their books remain closed. Read the whole poem aloud. Re-read the poem with their books open and they follow carefully in the book.

Ask students to look for the rhyming words in the poem. Tell them to use coloured pencils to underline the last word of each line such that words that rhyme are underlined in the same colour.

Read the poem again, this time, chorally, with the whole class. Allow them to open their books and answer the questions.

Ask students:

Name the flowers that the speaker likes? What are flowers generally known for? (Their bright colours) Are the flowers in the poem very colourful? What is the colour of the jasmine? What is special about these flowers? (Fragrance)

Is the poet generous? (Yes, she wants to share the champak.) Why does the poet say that they will “bloom for you and me!”? (There are so many of these flowers that bloom at the same time that there are enough flowers for all.)

Post- reading

Class activity

Recite the poem aloud with actions, asking the students to join you in the recitation.

QUESTION BANK

The White Flowers

A. Answer in brief.

1. Name the flowers that the speaker likes.

Ans: The speaker likes the jasmine, tuberose and the champaks.

2. What is special about the flowers in the poem?

Ans: They are not brightly coloured but they have a lovely fragrance.

B. Answer in brief. (Think and Answer)

Why does the poet say that flowers will bloom for “you and for me”?

Ans: The jasmines, tuberoses and the champak have many flowers when they bloom. There will be enough flowers for several people.

C. Choose the correct answer.

Why are the jasmine, tuberose and champak not able to boast about their colours?

- a. They only have a sweet smell.
- b. They have mild colours.
- c. They look lovely.

Ans: b

STUDENTS' BOOK ANSWER KEY

The White Flowers

Reading Skills

- A.**
1. The speaker says the champak flower is lovely.
 2. The speaker wants to share them with the readers.
 3. a. T b. NT c. T
- B.**
1. jasmine, tuberose and champak.
 2. white.
 3. you and me.

Thinking Skills

People usually write about colourful flowers. The speaker thinks the white flowers are beautiful too and wants us all to look at them and see how pretty they are. She also wants us to notice the fragrance.

Activity

Free response

Literature Reader
Teachers' Resource Manual
Sample

CHEEKU AND CHIKOOTICHOO

Objectives

- To explain the friendship between a boy and a squirrel
- To identify that animals sense love and affection
- To describe the qualities of the boy and the squirrel
- To infer that the squirrel wants to move in with the boy
- To sequence the events in the story

Summary: The story is a heart-warming tale of friendship between a boy and a squirrel—Cheeku and Chikootichoo. Cheeku loves to watch the squirrels in his neighbourhood park. He always carried peanuts with him to feed them. Slowly, a squirrel gets friendly with Cheeku. He starts calling her Chikootichoo because the squirrel always called out to him that way. A friendship develops between the boy and the squirrel. One day, he finds Chikootichoo on their terrace. Cheeku is happy that she came to meet him. He could not see Chikootichoo in the park for the next few days and is sad. Suddenly, one day, he sees Chikootichoo hiding behind his room window curtain. Cheeku's excited call scares Chikootichoo away and she leaves behind her nest. Cheeku and grandmother carry the nest and leave it near a tree in the park. Chikootichoo carries it up the tree. A few days later, when Cheeku goes to the park with the peanuts, he sees Chikootichoo with her baby squirrels. All three squirrels eat peanuts happily from Cheeku's hands.

Pre-reading

Ask students to keep their book closed. Write the title of the story on the board. Ask students:

- Who or what is Cheeku and Chikootichoo?
- What do you think this story is about?

READING

Read the parts to the students / play the audio.

- *Cheeku liked...the other squirrels in the park.*

Ask students:

Where did Cheeku meet the squirrels? (In the park near his house) Why did he carry peanuts in his pocket? (To feed the squirrels) Was the squirrel scared of Cheeku? How do you know? (The word 'braver' tells us that he was not as scared as the other squirrels. Also, he picked up the peanuts from Cheeku and ate them.) What did Cheeku call the squirrel? (Chikootichoo) How did their friendship develop? (The boy and the squirrel got to know each other and the squirrel would call out to him fondly.) Why is their friendship different? (It is between a boy and a squirrel.)

- *One day Cheeku was helping... got scared and ran away.*

Ask students:

Where did Cheeku find Chikootichoo while cleaning the courtyard? (On the terrace) Where did he see him again? (Outside the window, behind the curtain) Chikootichoo was described as a brave squirrel. She knew Cheeku well. Why did she get scared then? (She did not expect Cheeku to jump and shout with joy. Since she is a squirrel, she was not able to predict the emotions of a boy.) Do you think another boy or girl would have been scared to see Cheeku jump with joy? (Free response)

- *grandma lifted...happily from his hand.*

Why did the squirrel build the nest? (To protect the young squirrels) When do they build nests? (They build nests when they expect babies.) Do you think grandma knew this? How can you say that? (Yes, along with Cheeku she took the nest to the park where the squirrel lived. She knew that the squirrel needed the nest.) Why did the squirrel build the nest in Cheeku's house? (She wanted to live close to Cheeku.) Was Cheeku and Chikootichoo happy at the end of the story? Why? (Cheeku and Chikootichoo's friendship continued and Cheeku had two more friends, the baby squirrels.) What words would you use to describe the boy and the squirrel? (Free response/ sweet, cute, brave, affectionate, kind, friendly, loving etc.)

Post-reading

Ask students to revisit their predictions about the story. Did anyone guess it right? Appreciate them. Do give credit to other students' imagination as well. Tell them there is no right or wrong answer.

Class discussion

- Do you think we need to know more about animals and their ways/behaviour before we bring a pet home? Why?

Instruct students to draw examples from the text:

- The food they eat, where they live, what they do, what they need, how they feel, how they protect their young ones etc.

QUESTION BANK

CHEEKU AND CHIKOOTICHOO

A. Answer in brief.

1. Describe how friendship developed between Cheeku and Chikootichoo.

Ans: Cheeku met Chikootichoo in a park. She ate peanuts from him every day. Soon they got to know each other well. Cheeku named the squirrel Chikootichoo as she made that noise whenever she saw Cheeku. They liked each other.

2. Did Chikootichoo come to Cheeku's place by mistake? If not, why did she come there?

Ans: She wanted to live in the same place where her friend lived. She came to his house twice. So she did not make a mistake. She even wanted her babies to be there. That is why she built a nest there.

3. Write three things about squirrels you learnt from the story, Cheeku and Chikootichoo.

Ans: Answers vary. Suggested answer: Squirrels eat nuts. Squirrels live in trees. Squirrels build nests.

B. Answer in brief. (Think and answer)

Why did Chikootichoo get scared when Cheeku saw her behind the curtain?

Ans: She did not expect Cheeku to jump and shout with joy. Since she is a squirrel, she was not able to predict the emotions of a boy.

C. Read the lines and answer the questions.

“I am so happy that Chikootichoo came to meet me!”

- a. Who is happy?
- b. Who is the listener?
- c. Why is the speaker happy?

Ans: a. Cheeku b. Grandma
c. Chikootichoo is Cheeku’s friend. She came all the way to meet him.

STUDENTS’ BOOK ANSWER KEY

CHEEKU AND CHIKOOTICHOO

Warm Up

Free Response

Reading Skills

- A.** 1. Cheeku liked to watch squirrels in the park near his house.
2. He always carried peanuts in his pocket.
3. Every time the squirrel saw him, she would call out to him with a shrill “Chikootichoo”. So Cheeku named her Chikootichoo.
4. Cheeku saw the shadow of a squirrel behind the curtain.
5. Cheeku and Grandma picked up the empty nest, went to the park and left it near a tree.

- B.** 1. braver 2. nuts / peanuts 3. nest 4. friend 5. two baby

Thinking Skills

1. Chikootichoo knew and trusted Cheeku. She knew that Cheeku would not harm her babies.
2. Yes, the baby squirrels and Cheeku will also be friends. They will also accept nuts from his hand and they will play around him.

Words in Use

1. excited 2. sad 3. surprised 4. happy 5. scared

Writing Skills

1. A squirrel is a small furry animal.
2. It has black stripes on its body.

3. A squirrel can be brown, reddish brown or grey in colour.
4. It has a long and bushy tail.
5. It eats nuts, fruits and seeds.

Activity

Free Response

Values

Free Response

Objectives

- To explain how leaves change colour and fall from the trees
- To infer that the poem talks about autumn
- To identify the elf as nature
- To appreciate the images in the poem

Paraphrase: A little elf sat in a tree, painted the leaves in different colours and threw them on the speaker. The leaves came down on the speaker's head. The leaves on the trees looked like cornflakes (breakfast cereal). It was as though the breeze was having breakfast.

Pre-reading

Prior to the class, you can instruct students to draw and colour different leaves. They can do this as a home assignment. Allow them to show each other their coloured leaves.

Ask students:

1. Generally, what colours are the leaves?
2. Have you seen leaves in different colors?

If some students have colored the leaves other than green, ask them if they have a reason behind it.

Note: Very few places in India have trees that shed coloured leaves in autumn. So, accept students' answers without validating any of them.

READING

Read the poem. Ask students to repeat after you.

- *A little elf...the breeze?*

Ask students:

Who sat in a tree? (A little elf) What did the elf do? (Painted the leaves and threw them at the speaker.) What colour did he paint the leaves in? (Red and yellow) Who blows the leaves away? (The breeze) Have you seen/eaten cornflakes? (Free response) Why does the speaker call the leaves cornflakes? (The dried or the coloured leaves look like cornflakes.) Is the elf really sitting on the tree and painting the leaves? (No, the poet shows nature as an elf here.)

Introduce the word 'autumn' and talk about the season. You may choose to do this at any juncture based on your convenience.

QUESTION BANK

A LITTLE ELF

A. Answer the following.

1. What is the poem *A Little Elf* about?

Ans: The poem is about autumn. The poet talks about the beautiful autumn leaves and how the breeze blows them away from trees.

2. Describe autumn using the images in the poem *A Little Elf*.

Ans: During autumn, leaves change colours. The green leaves change to red and yellow. They fall from the tree and the breeze blows them away.

B. Answer in brief. (Think and answer)

Cornflake leaves

Upon the trees—

What do these lines mean?

Ans: The dried or the coloured leaves look like cornflakes.

C. Read the lines and answer the questions.

Sat in a tree

Painting leaves

To throw at me

- a. Who sat in a tree?
- b. What was he doing?
- c. Who did he throw the leaves at?

Ans: a. The little elf sat in a tree. b. he was painting leaves.
c. He threw the leaves at the speaker/poet.

STUDENTS' BOOK ANSWER KEY

A LITTLE ELF

Warm Up

The names of the seasons are summer, monsoon and winter.

*Answers vary. Sample answers—*Summer is the warmest time of the year. We feel hot during summers. During monsoon, there is heavy rainfall. We use umbrellas and raincoats to protect ourselves from the rains. Winter is the coldest time of the year. We wear woollen clothes to keep our body warm during winters.

Note to the teacher: please explain what happens in other seasons like spring and autumn as well while discussing the warm up exercise.

Reading Skills

- A. 1. A little elf sat in a tree.
2. He painted leaves to throw at the speaker.
3. The leaves were yellow and red.
4. They look like cornflakes to the speaker.

B. cornflakes red yellow

Thinking Skills

1. The speaker says that the leaves look like cornflakes. Since cornflakes are usually eaten for breakfast and the leaves are carried away by the breeze, the speaker asks if they are a breakfast for the breeze.
2. No, an elf is not painting the leaves. The season is autumn so the leaves are changing colour. The trees are shedding their leaves as winter is coming.

Enjoying the poem

1. me
2. head
3. breeze / trees