Subject: English  |  Level: A2  |  Class: III  |  Lesson: 1 The Magic Garden

ACTIVITY

Listen to the text and circle the flowers which appeared in the text which was read.

The magic garden was in a school playground. It was very pretty. Sunflowers and roses stood high against the wall. There were also marigolds, poppies and pansies.

ACTIVITY 2

Read the passages on Daisies on Roses and state true or false

Daisies are very popular flowers. They are very decorative.

The flower and the plant have the same name. They have a yellow disc in the centre surrounded by long thin white petals.

Daisy plants what can be between forty and sixty cm high

Daisies grow in the fields but we can find them in flowerpots also.

True or false? Tick the correct column.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daisies have a central white disc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is a very popular flower which grows in fields and balconies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Their petals are long, white and thin.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The plant and the flower didn’t have the same name.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 3

TLO: To be able to write the plural form of words based on their word ending.

Rewrite the sentences by changing the underlined words into their plural forms.

1. The gardener liked pansy and poppy.
2. The fairy smiled at the child.
3. The root of the plant held the plant to the soil.
4. There are many malls in the city.
5. The story had a happy ending.

ACTIVITY: 4

TLO: To be able to write sentences with the help of verbal clues.

Find the words from the passage and make sentence using each of the words.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rose is known as the “princess” of the flowers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are the most sold flowers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rose is the real name of the plant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They only blossom in Summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All the roses have the same size.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

seeds
sprinkler
flowers
gardener
pots
butterflies
birds
pond
fountain
spade
ACTIVITY: 5  

Locate the words in the puzzle and write a paragraph on My Garden using the words

ACTIVITY: 6  

Rewrite the following negative sentences as affirmative sentences.
1. Rahul did not attend the conference yesterday.
2. Shalini does not have a car.
3. Urmila does not want to be an architect.
4. Gautam did not drop out of school.
5. Shiva did not participate in the tour.
6. This shopkeeper does not sell eggs.
7. We did not create any problem.

| Subject : English | Level : A 2 | Class : III | Lesson : 2 Nina and the Baby Sparrows |

<table>
<thead>
<tr>
<th>Skill Focussed</th>
<th>Target Learning Outcomes</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening</td>
<td>• To be able to listen and underline the onomatopoeic sounds of birds</td>
<td>• Individual</td>
</tr>
<tr>
<td>• Speaking</td>
<td>• To be able to locate words</td>
<td>• Group</td>
</tr>
</tbody>
</table>

**ACTIVITY: 1**

TLO: To be able to listen and underline the onomatopoeic sounds of birds

Listen to the following sentences and underline the sounds made by birds
1. Cuckoos coo
2. Crows caw
3. Sparrows chirp
4. Ducks quack
5. Owls hoot

buzz, caw, hiss, meow, quack, coo, moo, hoot, chirp, purr

**ACTIVITY: 2**

TLO: To be able to locate words from the lesson which have double letters

Pick out words from the lesson which have:

- dd
- rr
- ee
- oo
**ACTIVITY: 3**

| wings | beaks | feathers | webbed feet | Can't fly |

**TLO:** To be able to write guided sentences using appropriate words

Write sentences about birds using **all or some**.

**Example:** All the birds have wings

---

**ACTIVITY: 4**

**TLO:** To be able to read small texts with comprehension

---

**Read the passage on the Humming Bird and answer the questions:**

What is two inches tall, can fly around in mid-air, and fly in every direction including backwards? It’s not an insect. The answer is the bee hummingbird. Most hummingbirds are about three to five inches long. But the bee hummingbird is only five centimeters. It can beat its wings up to 80 times per second. They can fly backwards and upside down, and they are amazing flying machines.

In a single day the bee hummingbird can visit up to 1,500 flowers. And just like a bee, when the bee hummingbird drinks nectar from the flowers, pollen is transferred from the flower to the bird’s body. This pollen is carried to the next flower. Transferring pollen from one flower to another helps plants make seeds. Besides drinking nectar, bee hummingbirds eat insects. They eat insects about half of their body weight.

1. What do hummingbirds drink?
   a. pollen  b. insects  c. flowers  d. nectar

2. If a bee hummingbird weighed 2 grams, about how many grams of insect would it eat everyday?
Subject : English  |  Level : A 2  |  Class : III  |  Lesson : 3 The Enormous Turnip

a. 2  |  b. 1  |  c. 4  |  d. 3

3. The scrambled words below are words from the article. Unscramble each word and write.

1. ___________________ c t e a r n (sweet liquid inside of flower)
2.___________ csdnoes(60 .........................................make a minute)
3.___________ wfolre (beautiful part of a plant)

<table>
<thead>
<tr>
<th>Skill Focussed</th>
<th>Target Learning Outcomes</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening</td>
<td>• To be able to respond to questions asked on narrated stories.</td>
<td>Story narration</td>
</tr>
<tr>
<td>• Speaking</td>
<td>• To be able to refer the dictionary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to express creatively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to fill in blanks</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY: 1

TLO: To be able to respond to questions asked on narrated stories.

Identify the correct choice

1. Which word would mean the same as ‘enormous’?

2. What was the problem in the story?
   1. the old man was weak
   2. the turnip was rotten
   3. No one helped the old man
   4. the turnip would not come out

3. The turnip came out at last because of the
   1. the girl
2. teamwork
3. the boy
4. the boy and the girl
4. What is the story about?
   1. weak people
   2. big turnips
   3. working together
   4. farmers

**ACTIVITY: 2**

**TLO:** To be able to refer the dictionary to know the meanings of words

enormous, tiny, mammoth, giant, small, huge, mini, heavy, monster, jumbo, baby, mega, micro

**ACTIVITY: 3**

**TLO:** To be able to express creatively by describing the picture in own words.

Look at the characters in the picture below. There are three new characters in the picture. Use those characters and narrate the story in a different way.

**ACTIVITY: 4**

**TLO:** To be able to fill in blanks to complete a text cohesively.

Complete the following sentences using an appropriate word or phrase.
1. All living things move .................. their own in search of food and shelter.
   a) on
   b) by
Subject : English  |  Level : A 2  |  Class : III  |  Lesson : 4  A Little Fish Story

<table>
<thead>
<tr>
<th>Skill Focussed</th>
<th>Target Learning Outcomes</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grammar</td>
<td>• To become aware of nouns with identical singular and plural form.</td>
<td>Individual</td>
</tr>
</tbody>
</table>

**ACTIVITY: 1**

**TLO:** To become aware of nouns with identical singular and plural form

**Focus words:** The following words remain the same in both their singular and plural forms. Sheep-sheep, fish-fish, deer-deer, music-music, news-news, furniture-furniture, dice-dice
Rewrite the sentences by changing the words underlined into their plural form

1. The deer is grazing.

2. The furniture was moved into the house.

3. Fish has scales on the body.

ACTIVITY: 3

Use a expression from the first table and a verb from the second table and make any 5 sentences.

ACTIVITY: 2

TLO: To be able to use the past tense and speak about simple known themes.

Take turns and throw the dice and move along the board. When you land on a board, talk about the topic for 1 minute without stopping.
Activity: 3

Use a expression from the first table and a verb from the second table and make any 5 sentences.

TLO: To be able to construct a simple past sentence using the clue words.
Write words related to ‘Garden’ beginning with the letters of the alphabet

3. Smile | Joy | Happy | sad | Cheerful
Read the text and choose True or False.

Leela has a big box of sweets. Her little brother, Karthick, wants a sweet.

Karthick: I want a sweet!

Leela: No, Karthick. You can’t have a sweet.

Karthick: Leela, can I have a sweet?

Leela: No, Karthick. You can’t have a sweet.

Karthick: Leela, can I have a sweet, PLEASE?

Leela: Yes, now you can. Here you are.

Karthick: Great!

Leela: Karthick! What’s the word?

Karthick: THANK YOU! Now Karthick is happy. He knows the magic words.

1. Leela has a small box of sweets. True False
2. Karthick is Leela's brother. True False
3. At first Karthick can't have a sweet. True False
4. The magic words are "please" and “Thank You”. True False
5. We must use polite words when we speak. True False
ACTIVITY 1

Listen to the narration and colour the objects as per the colours mentioned in the narration.

A yellow butterfly flew around Sonu’s garden. It had brown spots on its wings. It sat on a red rose. It sailed on a lotus leaf. The pond had white lotus flowers. Next it flew to a tree which had pink flowers. At last it got caught in a black spider’s web.

ACTIVITY 2

Use the following words and describe the sequence in which the butterfly flew.

Start like this:
First the butterfly flew into Sonu’s garden. ________
ACTIVITY: 3

TLO: To be able to express creatively by reproducing a text.

Read the passage given below. Change the underlined words into their opposite and read out to your partner.

The butterfly is a beautiful insect. The butterfly has four thin wings. The wings have many different colors on them. As time passes, the colors on its wings become dull. This means they are not bright. Butterflies live all over the world. Most butterflies live where it is very warm and not dry.

ACTIVITY: 4

TLO: To be able to locate double letter words from the lesson

e p t l d

ACTIVITY: 5

TLO: To be able to write sentences using the rules of sentence construction

To be able to make polite forms of expression

Use the word pairs given below and make meaningful sentences

flower leaf

flew sat

ACTIVITY: 6

TLO: To be able to make polite forms of expression

Situation: You are in the garden. You see insects. You want to eat them. You want to say they are not tasty.

<table>
<thead>
<tr>
<th>You actually feel</th>
<th>What you actually say</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are not tasty.</td>
<td>They are not tasty.</td>
</tr>
</tbody>
</table>
Subject: English  
Level: A2  
Class: III  
Lesson: 6 The Story of the Road

Skill Focussed  
Target Learning Outcomes  
Suggested Strategies

- Vocabulary
  - To be able to listen and co-relate various onomatopoeic sound and talk about them
  - To be able to participate in whole class activity
  - To be able to write sentences with the help of visual

Fill in the blanks

Mother has made sweets for you.

Grandmother brings a dress for you.

Your classmate sings a song.
In the story “caw, caw” said the crow and “chirrup, chirrup” said the sparrows. Now let’s imagine what these would say:

“________________________” said the phone.

“________________________” said the clock.

“________________________” said the temple bell.

“________________________” said the racing car.

(Teacher prepares number chits depending on the number of students in the class. A print out of the board activity can be given to each bench)

Pick up the number chit. Look for the activity on the board sheet. Perform it and say ‘Yes, I can’ or ‘No, I can’t’

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can you say “I love India” in 3 languages?</td>
<td>2. Can you spell ‘Kendriya Vidyalaya’ backwards?</td>
<td>3. Can you say “Hello” in Hindi and Kannada (in the local language of the place where the KV is situated)?</td>
<td>4. Can you say the names of all the primary teachers?</td>
</tr>
<tr>
<td>13. Can you say 5 words in English that start with the letter W?</td>
<td>14. Can you say fast “can you can a can as a canner can can a can?”</td>
<td>15. Can you say fast “I scream, you scream, we all scream for Ice Cream”?</td>
<td>16. Can you write the name of your Principal on the blackboard?</td>
</tr>
<tr>
<td>Question</td>
<td>Question</td>
<td>Question</td>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>21. Can you stand on 1 foot for one minute?</td>
<td>22. Can you say the names of all your classmates?</td>
<td>23. Can you name the days of the week in English?</td>
<td>24. Can you name the capital cities of 5 countries?</td>
</tr>
<tr>
<td>29. Can you jump on one foot?</td>
<td>30. Can you name the days of the week in Hindi?</td>
<td>31. Can you talk about your family for 1 minute?</td>
<td>32. Can you say a tongue twister in English?</td>
</tr>
<tr>
<td>33. Can you act like a rabbit for 15 seconds?</td>
<td>34. Can you spell the word ‘because’?</td>
<td>35. Can you spell the word Giraffe?</td>
<td>36. Can you make a funny face?</td>
</tr>
<tr>
<td>41. Can you spell the word ‘mountain’?</td>
<td>42. Can you write a word with your left hand?</td>
<td>43. Can you meow like a cat?</td>
<td>44. Can you name 5 capital cities of India?</td>
</tr>
<tr>
<td>45. Can you name any 5 rooms in your Vidyalaya?</td>
<td>46. Can you say 5 words in English that start with the letter R?</td>
<td>47. Can you say fast “the butter with the batter is the batter that is better”?</td>
<td>48. Can you name 5 jobs?</td>
</tr>
<tr>
<td>53. Can you say fast “very well” for 10 times?</td>
<td>54. Can you say very fast “red lorry yellow lorry” for 5 times?</td>
<td>55. Can you say fast “two tiny tigers took a taxi to town” for 3 times?</td>
<td>56. Can you say fast “she sells sea shells on the sea shore”?</td>
</tr>
</tbody>
</table>

**ACTIVITY: 3**

**TLO:** To be able to write sentences with the help of visual clues

Look at the picture and circle any 5 hazards and write why for each one.
ACTIVITY: 4  

TLO: To be able to make book marks with suitable drawings and a caption

Make book marks on Road Safety and distribute it to your senior friends in classes X –XII during the UN Global Road Safety Week(Month of May) or Road Safety Week in India
ACTIVITY 1

Say these words aloud

1. queer-‘ku’ and ‘er’ as in teacher
2. bellow- ‘be’ as in ‘bay and ‘low’
3. purr- ‘pur’ (rhyming with fur)
4. glisten-glisen –‘t’ is silent
5. pheasant- feasant
6. deer - as you pronounce ‘dear’
7. quiet- ‘qui’ as in ‘question’ and ‘et’ as in ‘set, pet etc’

See the last word in the above list. It starts with ‘ph’ but is pronounced as ‘f’. Now write 5 more such words.

ACTIVITY 2

TLO: To be able to learn spelling of words with ‘q’

Write the words given below in the puzzle.
The mother tiger and the baby tiger lived in a jungle. On days when the moon was bright, she did not hunt for game but waited for early morning. The cub did not like to stay near his mother at night. One day the cub went behind a frog. There he met another tiger. The tiger’s eyes shone when it saw the cub. The cub was afraid.
ACTIVITY: 4  TLO: To be able to fill in the blanks with suitable words from the lesson

Fill in the missing blanks with describing words from the lesson.

A mother tiger lived with her _______ cub in a _______ jungle. She used to hunt when the sky was _______. She did not hunt every night. She did not hunt when the moon was _______. When the cub went _______ away she would call him in a _______ grunt. One day the cub saw a _______ frog and went behind it and lost its way.

ACTIVITY: 5  TLO: To be able to write dialogues on animals and their little ones

The following animals meet in their children’s school function. They want to know whose mothers they are. Write the dialogue against each animal.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog</td>
<td>Hello, I am the mother of a pup. Whose mother are you?</td>
</tr>
<tr>
<td>Cat</td>
<td>Hello, I am the mother of a kitten. Whose mother are you?</td>
</tr>
<tr>
<td>Lion</td>
<td></td>
</tr>
<tr>
<td>Cow</td>
<td></td>
</tr>
<tr>
<td>Duck</td>
<td></td>
</tr>
<tr>
<td>Sheep</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY:6

Look at the pictures and fill in with the cries of animals and their homes.

1. The duck **quacked** and went into the **pond**.

2. The lions _____________ and went into the _____

3. ______________________________________________________

4. ______________________________________________________

(Note to the teacher: More animals can be added in activities 2 and 3)

TLO: To be able to fill with appropriate content words.
### ACTIVITY 1

**Turn the story into a conversation**

Brother: Your baby is Silly! She is so very childish!

Mother: Oh! Why?

Brother: We played with pebbles

Mother: What happened?

Brother: She tried to put them into her mouth

Mother: Oh No! Then what happened?

Brother: I opened a book before her.

Mother: What happened then?

Brother: She tore the pages.

Mother: Oh! Then what happened?

---

<table>
<thead>
<tr>
<th>Skill Focussed</th>
<th>Target Learning Outcomes</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>To be able to participate in role play.</td>
<td>pair</td>
</tr>
<tr>
<td></td>
<td>To be able to write alliterations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To be able to comprehend the story and make inferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To be able to correct simple errors in sentences</td>
<td></td>
</tr>
</tbody>
</table>
(Likewise the conversation can continue)

**ACTIVITY: 2**

The title of the story is My Silly Sister. ‘Silly’ and ‘Sister’ begin with ‘S’. Now write similar pairs:

1. My _____________ Brother (fill with a suitable word which starts with ‘b’)
2. My _____________ Father (fill with a suitable word which starts with ‘f’)
3. My _____________ Mother
4. _____________ Friend
5. My _____________ Cousin
6. My _____________ Aunt
7. My _____________ Classmate

**ACTIVITY: 3**

Pick out the lines in the story which state the following:

1. The brother is complaining to the mother.
2. The sister irritates her brother.
3. The sister is scared of her father.
4. The brother wants his sister to give him respect.

**ACTIVITY: 4**

The underlined word in every sentence is wrong. Correct it and rewrite.

1. Rabindranath Tagore was ___________ in 1861.
2. He was a Bengali poem.
3. She was called Gurudev.
4. He wrote our National Song, Jana Gana Mana.
5. He was dies in Kolkata.

**ACTIVITY: 5**

**TLO: To be able to complete half sentences.**

**Complete the sentences with your imagination.**

1. I love my sister ______________________________
2. Yesterday it was raining ______________________.
3. We went to the market _________________________
4. I bought a ________________________________
5. The sky _________________________________
ACTIVITY 1

Read the following text. Separate the sentences and rewrite.
Meena was twelve years old; she carried a small boy on her back; he was four years old; his hair was curly; his eyes were black and his face was as fresh as the morning dew; as the sunshine danced through the trees, Meena climbed the hill slowly and slowly; Meena was happy; the boy was also happy.

ACTIVITY 2

Maya’s Family
Maya is ten years old. She is from Ooty; her hair is long. Navya is her friend. She has got a cat and a dog. Their names are Power and Prince. Power, the dog has got a small house in the garden.

Mary’s cat, Prince is three years old.

Maya's mother is Janaki. She is a teacher. She’s thirty-six years old. Her father is Raghu. He is thirty-eight. He’s a bus driver. He has got a mole on his left cheek. They have got three children Maya, Shilpa and Piyush.
Shilpa is six and Piyush is twelve years old. The children are students. Piyush’s pet is a parrot. Its name is Tiny. She is so small. Shilpa’s has got a goldfish. Its name's Goldie.

Janaki has a friend. Her name is Lalitha.

Raghu has got a pet rabbit. Its name is Lightning. Raghu's friends are bus drivers. They are Tilak, Prem and John.

**Fill in the chart with the suitable information from the text. Write "No " if there is no information.**

<table>
<thead>
<tr>
<th>Names</th>
<th>Maya</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>job</td>
<td></td>
<td>bus driver</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>friend(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pet(s)</td>
<td></td>
<td></td>
<td></td>
<td>parrot</td>
<td></td>
</tr>
<tr>
<td>pet’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY:3**

TLO: To be able to write short compositions on known themes.

Write a composition about your family. Write down the following information about mother, father, sister(s), brother(s) and you: name, age, hobbies, their likes and friends. You can take the help of the text given in activity 2.
Look at the sign language chart and understand the sign for each letter. Now translate the sign language quote into text. Write them neatly and say them aloud.

(Assertion 1. The quieter you become the more you can hear. 2. The only way to have a friend is to have one)

Note to the teacher – One sheet can be given per bench. A copy of the chart also should be given to each bench. More such sheets can be made as per the number of benches.

**ACTIVITY: 5**  
**TLO:** To be able to use ‘have’ or ‘has’ correctly
Your class is collecting money for an orphanage. You are the class leader. You are reporting to your teacher about the amount each of your friends brought. Use ‘have brought’ or ‘has brought’ to complete the conversation.

Clues: Sunil-Rs 50, Ravi-Rs 20, Priya-Rs 5, Kumar and Kumari-Rs 25, Yourself-Rs 15)

Teacher: Can you please tell me how much each student has brought?
Yourself: Madam, I ____________________________

Teacher – What about Ravi?
Yourself: She _________________________________

Teacher – How much did the twins bring?
Yourself: They _________________________________

Teacher: Who has brought the maximum?
Yourself: ___________________________________

Teacher: How much did Priya bring?
Yourself: She _________________________________
Fill in the puzzle with the plural form of each word

**Clues:**

<table>
<thead>
<tr>
<th>ACROSS</th>
<th>DOWN</th>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Tooth.</td>
<td>1 Man.</td>
<td>Baskets, benches, boxes, bushes, feet, fingers, geese, girls, hammers, houses, knives, leaves, men, parties, shoes, snakes, socks, stories, teeth, wives.</td>
</tr>
<tr>
<td>17 Finger.</td>
<td>14 Shoe</td>
<td></td>
</tr>
<tr>
<td>7 Wife.</td>
<td>15 Sock</td>
<td></td>
</tr>
<tr>
<td>19 Knife</td>
<td>18 Goose</td>
<td></td>
</tr>
<tr>
<td>8 Snake.</td>
<td>4 Bush.</td>
<td></td>
</tr>
<tr>
<td>20 Basket</td>
<td>5 Foot.</td>
<td></td>
</tr>
<tr>
<td>10 Party.</td>
<td>6 Bench.</td>
<td></td>
</tr>
<tr>
<td>12 Leaf.</td>
<td>9 Girl.</td>
<td></td>
</tr>
<tr>
<td>13 Box.</td>
<td>11 Story.</td>
<td></td>
</tr>
<tr>
<td>16 House.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY: 1

TLO: To be able to prepare and deliver an oral presentation on an imaginary theme.

In the story you learnt how camels protect themselves from bad weather. Now prepare a speech on how you will protect yourselves from harm.

Clues:
Do not talk to strangers.
Do not share your address or phone numbers with strangers.
Inform your parents if someone tries to hit you or scold you unnecessarily.
Do not let anyone touch you in places which makes you feel uncomfortable.
If you are unhappy, sad or upset about something, talk to your parents, teachers or friends.

ACTIVITY: 2

TLO: To be able to use ‘there’ and ‘their’ correctly

Look at the example and complete the table using ‘there’ and ‘their’ correctly:

Look at the hens there.
<table>
<thead>
<tr>
<th>Look at <strong>their</strong> beaks.</th>
<th><img src="" alt="Chicken Beak" /></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="" alt="Lion Mane" /></td>
</tr>
<tr>
<td></td>
<td><img src="" alt="Cat Whiskers" /></td>
</tr>
<tr>
<td></td>
<td><img src="" alt="Fish Scales" /></td>
</tr>
</tbody>
</table>
Note to the teacher: Teacher can include more such animals with special body parts like trunk, paw, hoof etc

**ACTIVITY: 3**
**TLO:** To be able to use the correct homophone.

*Read each sentence. Rewrite the sentences after replacing the misused homophone.*

1. There are too apples in the bag.
2. Seven days make a weak.
3. I eight an ice cream.
4. Switch of the fan.
5. By! Let’s meet again.
6. Sixty minutes make an our.

**ACTIVITY: 4**
**TLO:** To be able to form sentences

*A cactus plant and a rose plant are having a conversation. But the sentences are jumbled. Arrange them in order to know what they are talking about.*

Cactus: name is my cactus
Rose: rose my is name
Cactus: desert I grow in
Rose: garden grow I in
Cactus: I have don't leave
Rose: leaves I have
Cactus: I needles have on stem my
Rose: thorns my have on I stem
Cactus: best friends my are the camels
Rose: children best friends my are

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
Take the sentence dictation

1. Go there and bring their notebooks.
2. It’s funny to see a pup play with its mother.
3. I kept ice on my burning eyes.
4. Come here and speak. I can’t hear you.
5. I know that the answer is no.

Correct the mistakes in the sentences

1. She have got two pencils.
2. My have to write the answers.
3. I didn’t came yesterday.
4. I is not crying.
5. Come fastly.

Say these words aloud

1. pheasant
2. listened
3. floundering
4. wriggled
5. million

Fill in the blanks

1. The _______is in the car .(man/men)
2. Look! this is my ______.(foot/feet)
3. Where are the ________(people/person)
4. There ______two children in the park.(is/are)
5. Are you from Delhi ? Yes ,__________(I do/I am)