Santoor

Textbook of English for Grade 4

Part - I





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0432

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable *samskaras* rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory Stage acts as a bridge between the Foundational and the Middle Stages, spanning three years from Grade 3 to Grade 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way, discovery, and activity-based learning methods continue, children are also introduced to textbooks and more formal classroom settings. This introduction aims not to overwhelm but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures that children are well-prepared at both the cognitive-sensitive and physical-pranic (emotional) levels to effortlessly transition to the Middle Stage.

The textbook, *Santoor* for Grade 4, is meticulously designed to align with these objectives. It adheres to the recommendations of the National Education Policy 2020 and the National Curriculum Framework for School Education 2023. The textbook emphasises conceptual understanding, critical thinking, creativity, values and dispositions essential for this developmental stage. It incorporates cross-cutting themes such as inclusion, multilingualism, gender equality, and cultural rootedness integrating appropriate ICT and school-based assessments. The engaging content and activities are designed to captivate students and encourage peer group learning, thus enriching the educational experience for students as well as teachers.

It is crucial to remember the pedagogical focus of the textbook emphasising understanding, critical thinking, reasoning, and decision making. Children's innate curiosity at this stage should

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be nurtured by addressing their questions and designing activities based on core learning principles. While the play-way method continues, the nature of toys and games used for teaching evolves to enhance engagement rather than mere attraction.

While this textbook is valuable, children should also explore additional resources on the subject. School libraries should facilitate this extended learning, and parents and teachers should support their endeavours.

An effective learning environment motivates students, keeping them engaged, and fostering curiosity and wonder vital for learning.

With confidence, I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, hopeful that it will meet expectations.

As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

New Delhi
12 March 2025

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About the Book

Language lies at the centre of human cognitive, social, and cultural experiences. It enables effective communication, which is integral to the formation and functioning of societies and cultures as enphasiged in the National Curriculum Framework for School Education (NCF SE, p. 234).

The present textbook is designed in alignment with the visionary framework of the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) for School Education 2023. At the preparatory stage, students develop proficiency in speaking and competencies in reading and writing in both languages—Reading in Language 1 (R1) and Reading in Language 2 (R2). While students achieve these faster in R1, they are expected to gain familiarity with R2, gradually progressing from basic communication skills to greater fluency and proficiency in speaking and writing.

To take children well beyond foundational literacy and develop a genuine interest in independent reading, the textbook draws from children's real-life experiences and reflects their cultural and social milieu. It is purposefully crafted to meet specific stage competencies and grade-based learning outcomes, ensuring alignment with core principles of the subject. It uses language appropriate for the grade level and provides support for unfamiliar vocabulary and complex sentence structures. Additionally, it incorporates digital elements and external references suitably within the material. The local context heavily influences content selection. The textbook aims to be engaging, striking a balance between visuals and text, leaning towards visually appealing material making it suitable for easy comprehension by young learners.

To foster oral skills, this textbook offers engaging learning materials that encourage students to converse with each other. The content features a range of activities such as reciting rhymes, singing songs, role-playing, etc., facilitating in-class practice. To enhance reading abilities, the textbook presents a diverse array of content, encompassing stories, poems, narratives, and a comic strip. It maintains a balance between familiar and unfamiliar texts and contexts. With large font sizes, colourful illustrations, and captivating chapter titles, it captivates student interest. The text stimulates critical thinking and sparks imagination, fostering curiosity. The content is structured to aid students in transitioning

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from guided to independent reading. For honing writing skills, the selected content systematically imparts writing proficiency. Students engage in activities that encourage independent practice, such as constructing simple sentences, encouraging creative expression, and skill development in writing.

All these are done through various sections, like 'Let us read', 'Let us recite', 'Let us think', 'Let us speak', 'Let us learn', 'Let us listen', 'Let us write', 'Let us do', and 'Let us explore'. They not only help the learner in the process of language acquisition but also builds up their confidence level.

Curricular Goals (CG) lay the foundation of every learning-teaching material. In line with the textbooks for Grades 1,2 and 3, Santoor (Grade 4) has been developed after careful consideration of the curricular goals. The curricular goals for language address the diverse needs of learners in a language classroom. Communication and comprehension are at the heart of every language and the same has been reiterated through CG1: Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas. The book provides ample opportunities for learners to engage with the text and share their input. Sections titled 'Let us speak' and 'Think and answer' subsection of 'Let us think' present opportunities for students to be creative with replies and share with classmates allowing learners to engage with language in a meaningful way.

Similarly, CG 4: Develops a wide range of vocabulary in various contexts and through different sources has been addressed by incorporation of texts and activities that are not only limited to literature but also encompass content areas like mathematics and 'The World Around Us'. Activities and vocabulary pertaining to the same find a place in different units.

In Grade 4, although guided writing is the main component, there is a gradual progress towards making learners independent writers. This is in alignment with the CG 3 that develops the ability to express their understanding, experiences, feelings, and ideas in writing.

Reading as a process is not limited to decoding, says CG 2, which aims to develop fluency in reading and the ability to read with comprehension. The activities in Santoor are designed to evoke responses by the learners' reflecting their understanding of the text through the 'Answer the following' subsection.

One of the major recommendations of NCF-SE 2023 is the inclusion of knowledge of India. Indian values and traditions have

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been presented to the learner in an easily comprehensible way, for instance, the chapter on Maheshwar brings into light the rich cultural heritage, architectural magnificence, and the legacy of Ahilya Bai, inspiring appreciation for the history and traditions of Bharat.

The theme of the Unit 1 is 'My Land'. This unit encourages students to understand the importance of togetherness, honesty and road safety in building a strong, harmonious, and responsible nation. It begins with the poem 'Together We Can', which talks about the joy of togetherness, helping each other in times of need, and the power of teamwork.

Chapter 2, 'The Tinkling Bells', inculcates the value of honesty and a bond of love between Chinna and his pet. It introduces the young learners to the fact that one should treat other's belongings with respect, just as one would want their own to be respected.

Chapter 3, 'Be Smart, Be Safe: Road Safety Tips for Little Feet', is a guideline-based letter from the Traffic Police of Bharat to young students on learning traffic rules in a fun and effective way.

Unit 2, titled 'My Beautiful World', takes the children into the world of focus, wisdom and perseverance. It encourages them to pursue one goal at a time, gather insights from the timeless tales of Panchatantra, and be inspired by those who brought hope and light into the lives of others.

Chapter 4, 'One Thing at a Time', encourages children to focus on a single goal at a time enabling them to complete their tasks faster with better results. This approach also makes learning easier and more enjoyable.

Chapter 5, adapted from The Panchatantra, titled 'The Old Stag', teaches an important lesson about wisdom, love, and gratitude. It brings into light the fact that nature provides abundantly for all creatures, offering shelter and food equally, if used wisely.

Chapter 6, 'Braille', is about the life of 'Louis Braille', a Frenchman who lost his sight as a child. His invention of a special code using small dots made the world accessible for the visually impaired which brought new hope and possibilities for them.

Unit 3, titled 'Fun With Games', steers us into the world of health and fitness.

It begins with a poem, 'Fit Body, Fit Mind, Fit Nation', which is about children involved in various activities like hockey, skating, playing musical instruments, cycling, and singing. Balancing studies with fun activities helps them relax and unwind. A happy and active child grows with confidence and shine!

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Chapter 8, 'The Lagori Champions', is about an intense Lagori match between the Sunderban Tigers and the Green Warriors. Both teams give their best performances. Read the story to find out which team wins.

Chapter 9, 'Hekko', allows readers to peep into the golden history of Nagaland, where this sport originated. Read on to discover more about this game of strength and power.

Unit 4 titled 'Up High' takes the readers on a journey of wonder, adventure, and heritage. It begins with the poem 'The Swing' which talks about the most pleasant things a child can ever do— enjoying the view while playing on a swing from a height. What fun it is!

Chapter 11, 'Journey to the Magical Mountains', tells the story of the bond of love and adventure shared by Minam and her grandfather, who was once a Sherpa. He takes her on an unforgettable journey.

Chapter 12 of this unit takes the readers to the majestic fort 'Maheshwar' built by Ahilya Bai of Holkar dynasty. Read to find out what else is interesting about the place.

Language and literacy, physical, socio-emotional, aesthetic and cognitive domains have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of Annamaya, Pranamaya, Manomaya, and Vijnanamaya koshas is an ongoing process which leads to the manifestation of Anandmaya kosha. The present textbook is a step in this direction.

In addition to the material provided in the textbook, teachers may also use the matter embedded in the QR code. Further, as suggested in 'Note to the teacher' section given throughout the book, teachers are encouraged to use local stories, proverbs and objects in the classroom, as well as audio and video support from DIKSHA platform. The textbook is only one tool; learning needs many resources. Children absorb a wealth of knowledge by observing their surroundings, interacting with peers, elders like grandparents, engaging in hands-on activities, watching TV, using mobile devices, playing with toys and games, listening to stories and poems, working on projects, visiting culturally significant places, and travelling. It is crucial to appreciate and align this diverse learning with the competencies and curricular goals set for this phase. Educating our children is a shared responsibility that extends beyond formal textbooks.

Varada Mohan Nikalje

Professor, Academic Coordinator,

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Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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1 Together We Can



Let us Recite

Together we stand, strong and tall,
Helping each other, we never fall.

Cheering aloud, we shout and sing,
Teamwork can overcome anything.

Win or lose, we always share,
Our bond of trust is always there.

With each hand joined, the goal is near,
Team spirit fills the air with cheer.

Together we shine, our hearts as one,
For in our team, the joy's begun!

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Let us Think

A. Answer the following.

1. What happens when you join hands with your team?
2. Why is helping each other important?

B. Think and discuss.

1. What makes you feel joyful?
2. Can you think of a good activity that you can do together with a friend?
3. Have you ever lost a game? How did you feel?
4. Imagine you are the team leader of a group project, and two of your teammates disagreed with each other for some reason. What would you do to unite your team again?

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Let us Speak



Read what Bokali and Darsana are saying. Turn to your friend sitting beside you and exchange the conversation with each other. Share what foods and festivals you like the most and say few lines about them.

Hello, I am ..... .

My favourite food is ..... .

My favourite festival is ..... .

In this festival, ...

..... .



Note to the Teacher

- Model the conversation for learners. Sentences may be added or simplified according to the learning level of the learners.
- Encourage the learners to talk in pairs or small groups by following the conversation etiquette of turn-taking.
- You may write the lines on the board to provide a structure. However, it is advised to encourage the learners to add their inputs.

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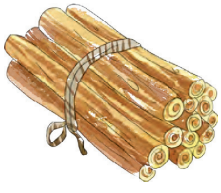


Let us Learn

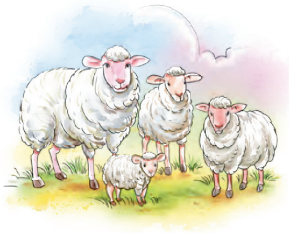
A. Look at the pictures and fill in the blanks, by using words from the box. One is done for you.

choir pack grove herd
swarm bunch bouquet

1. a .....bundle..... of sticks







2. a ..... of sheep



3. a ..... of wolves



4. a ..... of flowers



5. a ..... of trees



6. a ..... of bees



7. a ..... of boys



8. a ..... of keys

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Do You Know

Honeybees use a waggle dance to communicate with their hive members. They share the exact location of flowers having nectar, pollen, or water sources.

Ants also work as a team using signals to find food, defend their colony, and build complex nests.

B. Look at the map given below and pay attention to the various places mentioned in it.



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Now, fill in the blanks with words chosen from the box.

behind between near in front of

1. The post office is ..... the hospital.
2. There is a bookstore ..... the Children's Park.
3. The bank is ..... the school.
4. There is an ambulance ..... the post office and the hospital.



Note to the Teacher

You may discuss the picture with respect to the prepositions in their mother tongue/L1 before proceeding to their English counterparts.



Let us Write

A. Look at the pictures and answer the questions given below.



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1. What is Lubang doing, to help his injured friend, and what will they do next?

   .....

2. What are Obang, Manya and Tina doing, and what will they do next?

   .....

3. What is Anna doing, and what will the old lady do next?

   .....

4. What are Zakir, Gulpreet, and Gilashree doing, and what will they do next?

.....

5. What are the students doing, and what will the teacher do next?

.....



Note to the Teacher

Draw the learners' attention to the use of 'will' to talk about events that will take place in the future.

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Let us Do

A. Working Together

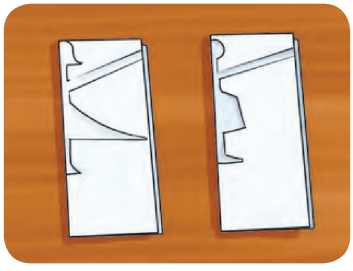
Create your symbol for togetherness by following the simple steps given below and paste a picture of what you have created in the box.

Materials required:
Plain paper, Pencil/ pen, crayons/any sketch pens and scissors.

Steps

1. Take a sheet of paper and fold it this way.

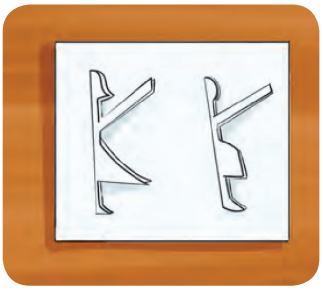


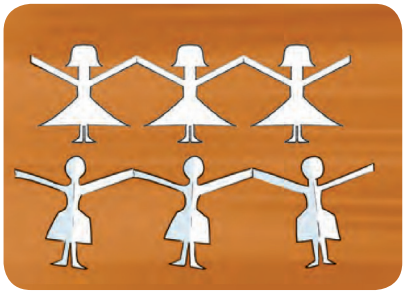


2. Draw one side of a body including head, neck, hand, dress, leg, and shoe. *(You can draw a boy or a girl).*



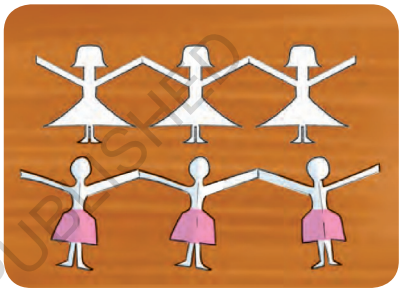
3. Cut the paper along the drawing with scissors.





4. Unfold the paper gently.

5. Colour it based on your choice with crayons or sketch pens.



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B. Paste a picture of what you have created.

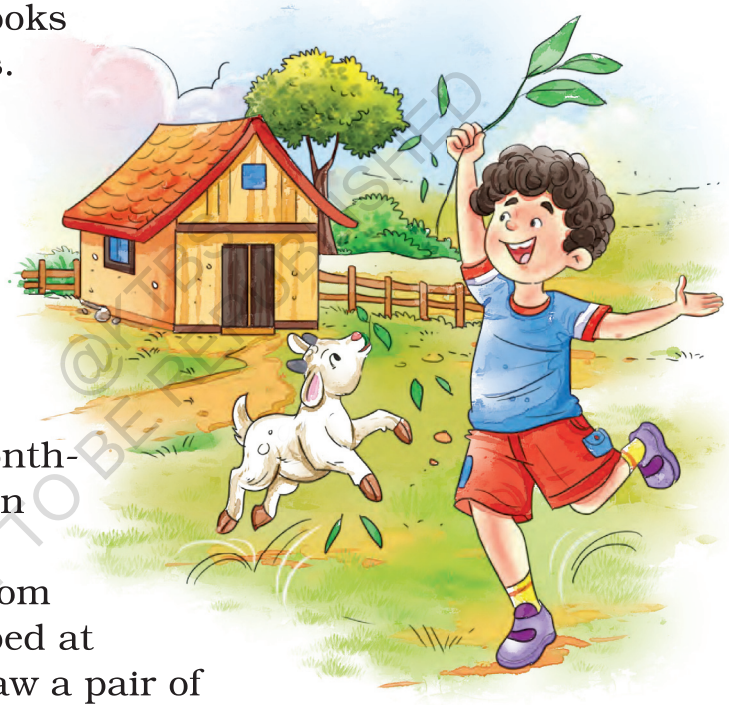


2 The Tinkling Bells

0432CH02

Let us Read

Chinna was a little boy who lived in a village. He studied in grade 4. He was a bright boy who liked to read storybooks and learn new things. He had many friends with whom he played. But, most of all, he loved to play with his little pet "kid" named Tara.



Tara was a five-month-old kid, milky white in colour. One day, while coming back from school, Chinna stopped at Chacha's shop. He saw a pair of beautiful, shiny tinkling bells. He went inside the shop and politely asked the shopkeeper to show him the tinkling bells.

DO YOU KNOW?

Goats under the age of six months are called "kids".

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"Ten rupees please," Chacha said.

Chinna liked the bells a lot. He put his hand in his pocket to take out the money.

He was shocked to find that his money was missing. "Oh! Where is the money Dadaji gave me yesterday?"
He searched all his pockets but couldn't find the money.

Feeling sad, he returned the tinkling bells to Chacha and began walking home.





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Chinna reached home. He removed his shoes and placed them in the corner. He went inside and dropped his school bag on the study table. He sat on the chair and rested his head on the table.



His mother Kamala, who had been watching all this, came to Chinna.

She asked gently, "What happened, Chinna?"



Kamala laid her hands softly on his shoulders. At once, Chinna hugged her and started crying. On seeing this, Kamla wiped his tears. After a while, Chinna told her about the missing money.

Kamla consoled him, saying, "I'm so sorry, dear. It's ok, don't cry. I'll give you money to buy the bells. But, make sure to be careful with money in the future".

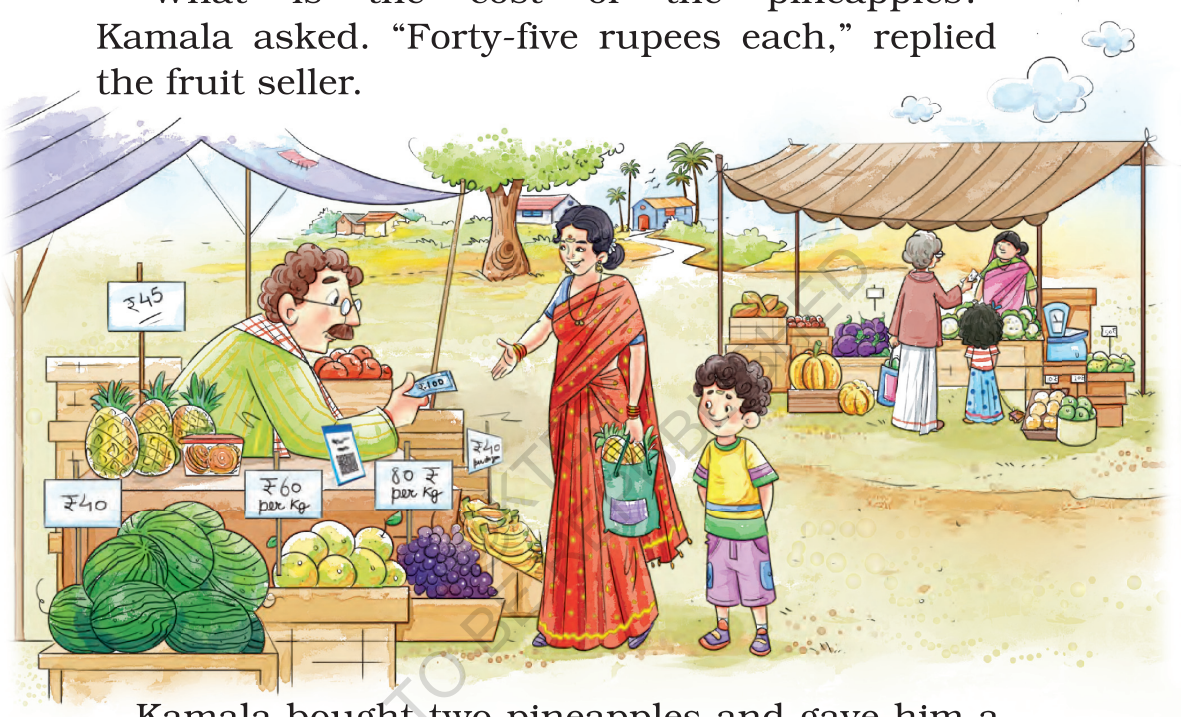
Chinna smiled and said, "Sure Amma".

"That's my boy! Cheer up! Now, let's go to the market to buy some fruits and vegetables," Kamala said warmly.

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Kamala and Chinna went to the market. They bought apples, mangoes, tomatoes and brinjals. Chinna also wanted pineapples. So, they stopped at the pineapple stall.

"What is the cost of the pineapples?" Kamala asked. "Forty-five rupees each," replied the fruit seller.



Kamala bought two pineapples and gave him a hundred-rupee note. She asked Chinna to take the change. Then, she went to other shops to buy some more fruits.

The fruit seller gave Chinna two ten-rupee notes. Hiding a mischievous smile, Chinna ran to his mother.

"Amma, do you know? The fruit seller gave me ten rupees extra by mistake. Can I buy the bells and some chocolates?" whispered Chinna.

"Chinna, that's very bad. It is stealing. How did you feel when you found your money missing?" asked Kamla.

"I felt very sad and angry!" replied Chinna.

"The fruit seller will also feel the same when he comes to know the mistake. Now, be a good boy," said Kamala gently.

Chinna looked at his mother thoughtfully. He ran back to the fruit seller to return the extra money. The fruit seller was very happy. "You are an honest boy," he praised him.

Chinna ran back to his mother. Kamla felt pleased with Chinna's honesty and took him to Chacha's shop to buy the tinkling bells. Chacha was about to close his shop. 'Wait!' called Chinna. 'Do you still have the bells?' 'Yes, I do' said Chacha. Chinna paid him ten rupees and they both happily walked home. The bells were tinkling in Chinna's pocket. Hearing the sound of bells, Chinna's pet kid Tara came running out. Chinna happily tied the tinkling bells around Tara's neck.

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DO YOU KNOW?

A baby goat is called a 'kid', just like a young child! So, when someone says, 'Look at that 'kid' playing in the field, they might not be talking about a human – they could mean a baby goat!

Let us Think

A. Answer the following.

1. Why was Chinna upset?
2. How did Kamala help Chinna feel better?
3. What did the fruit seller do by mistake?
4. How did Chinna manage to buy the bells from Chacha in the end?

B. Write 'T' for true or 'F' for false.

1. Chinna wanted to buy the bells to attach them to his bicycle. { }
2. Chinna's mother, Kamala, comforted him when he came home feeling sad. { }
3. The fruit seller gave Chinna twenty rupees extra as change. { }
4. Chinna decided to keep the extra money and bought chocolates with it. { }
5. The fruit seller was unhappy when Chinna returned the extra money. { }

C. Think and discuss.

1. Why do you think Chinna decided to return the money instead of keeping it?
2. Think of a time when you found something that didn't belong to you. What did you do? How did it make you feel?



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Let us Learn

A. Find the given words.

CALM	HONEST	LOVE	RESPECT
COURAGE	LOYAL	TRUTH	FAIR
KIND	PEACE		

N	D	A	T	T	P	E	A	C	E	M	N
R	A	E	E	F	H	E	E	A	T	C	O
E	O	E	N	L	O	Y	A	L	O	V	E
S	N	C	N	T	N	T	O	M	V	P	F
P	A	O	O	R	O	S	D	S	H	T	N
E	T	U	I	U	U	E	E	A	O	T	Y
C	L	R	R	T	R	R	L	O	N	F	T
T	A	A	U	H	C	D	K	E	E	Y	T
E	A	G	W	K	F	A	I	R	S	N	C
O	T	E	A	T	H	O	N	O	T	O	K
O	D	G	T	O	N	N	D	A	A	G	E
U	L	A	R	S	G	T	S	I	O	A	E

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B. Read the following.

Chinna, Charu and Jasmine are friends. They study in grade 4.

1. 

Chinna is tall.

2. 

Charu is taller than Chinna.

3. 

Jasmine is the tallest person in the group.

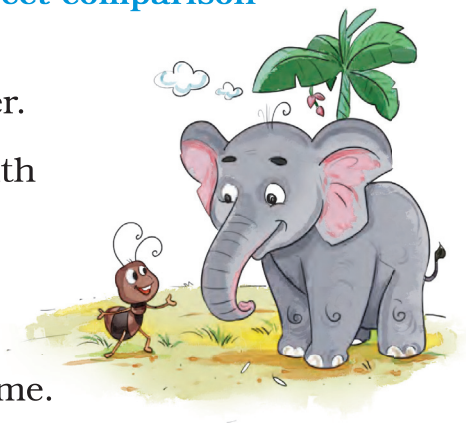
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- We use different forms of adjectives to compare the qualities of people or things.
- When we compare the qualities of two people or objects, we add -er to the adjective. We always use 'than' while comparing two people or objects.

  Example- Aman is shorter than Jiya.
- When the comparison is made in a whole group or collection, we add -est to the adjective.

  Example- February is the shortest month of the year.

Fill in the blanks using the correct comparison markers (-er or -est).



1. I am tall*er*..... than my brother.
2. January is the cold..... month of the year.
3. An ant is small..... than an elephant.
4. My sister is smart..... than me.
5. Jay was the fast..... person in the race.

C. Circle the word that means the opposite of the highlighted word in each sentence.

1. Chacha showed him some beautiful tinkling bells.
   a) Attractive
   b) Ugly
   c) Broken
2. The fruit seller was so happy that he gave Chinna ten rupees as a reward.
   a) Offer
   b) Prize
   c) Punishment
3. I'll give you money to buy the bells.
   a) Sell
   b) Purchase
   c) Order

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4. “Can I buy chocolates with the money?” whispered Chinna.

   a) Murmured

   b) Shouted

   c) Talked



Let us Listen

Your teacher will read out the story ‘The Tinkling Bells’ once again to you. Now read the following sentences and number them in the sequence of the story.

- Chinna discovered that his money was missing and felt sad.
- Chinna went to the market with his mother.
- Chinna hugged his mother and told her about the missing money.
- Chinna returned the extra money to the fruit seller.
- Chinna bought the tinkling bells after getting some money from his mother.
- Chinna wanted to buy bells for his pet at Chacha’s shop.

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Let us Speak

What would you do in the following situations?

1. You borrowed your friend's favorite pen. After using it, you accidentally broke it. What would you do?

2. During a math quiz, your friends ask you to show them your answers because they didn't study. If you don't help, your friends might get upset with you. What would you do?

3. You see a classmate taking a notebook from the teacher's desk without permission. The classmate tells you not to tell anyone. What would you do?

4. You bring your favourite snack to school. But you find that your classmate has not brought anything to eat. You really want to enjoy the snack alone. What would you do?



Note to the Teacher

- Encourage learners to share their opinions.
- Refrain from directing the discussion to get the "acceptable" or "correct" answers.

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Let us Write

A. Frame sentences using the following words from the story.

1. smiling: .....

   .....

2. mistake: .....

   .....

3. honest: .....

   .....



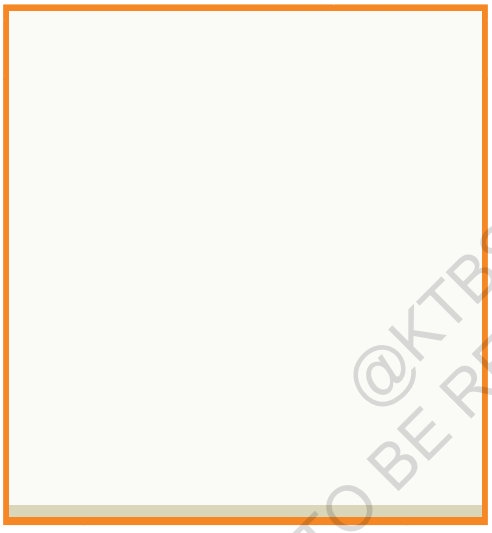
4. praise: .....

.....

5. careful: .....

.....

B. Draw two national symbols (e.g., national flag, national bird) and write a few sentences about each.





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Let us Do

Create your own bell craft, similar to the bells Chinna wanted for his pet goat.



Materials Needed (Waste or Recyclable Items):

- Small metal bottle caps (from used bottles) or small tin cans (cleaned and dried)
- String (about 12–15 inches for each bell)
- Old cardboard (for making a tag or decoration)
- Small pebbles, beans, or beads (for the tinkling sound inside the bell)
- Aluminum foil (for decoration)
- Markers, crayons, or paint (optional, for decoration)
- Glue or tape
- Safety scissors
- Hole punch or nail (with adult supervision for punching holes)

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Preparation:

- *If using bottle caps.* Collect around two or three for each student.
- *If using tin cans.* You should have an adult help to make a small hole near the top rim of the can for threading the string and also ensure they are cleaned and dried.

Step 1 Place one or two small pebbles, beans, or beads inside a bottle cap or tin can. These will create the tinkling sound when shaken.

Step 2 If using bottle caps, glue another cap on top to seal it, creating a small bell shape. Use tape around the edges to ensure it stays closed. If using a tin can, the items can remain inside without sealing.

Step 3 Thread the string or yarn through the hole in the tin can or make a hole in the top of the sealed bottle cap using a nail (with adult supervision).

Step 4 Tie a knot at the end of the string to secure it, allowing the bell to hang from the string.

Step 5 Cut a small piece of aluminum foil and wrap it around the bell to give it a shiny, decorative appearance.

Step 6 Decorate with markers, crayons, or paint if desired. You can also add patterns, colours, or even drawings on the foil.

Step 7 Cut a small shape out of the cardboard (e.g., a circle, heart, or star) and punch a hole at the top.

Step 8 You can write your name, draw a picture, or colour the tag.

Step 9 Thread the tag onto the string above the bell, tying it in place.

Step 10 Adjust the length of the string as needed, and make sure the bell can dangle freely to create the tinkling sound.

Step 11 Shake the bells to hear the sound and enjoy your creation.

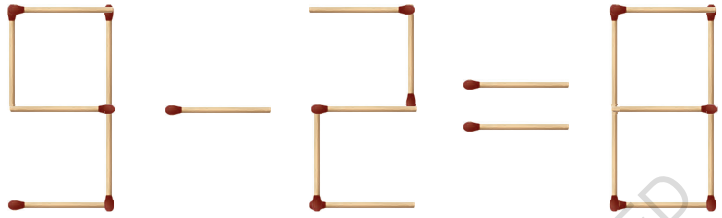
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Fun with Matchsticks

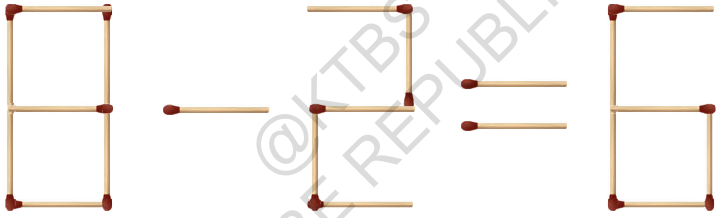
Activity: Fix the equation.

Objective: Move one matchstick to make the equation correct.

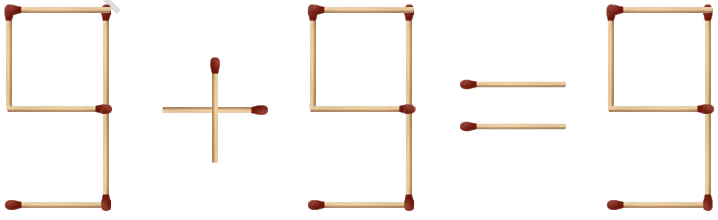
One puzzle has been solved for you.



Solution



Now, solve the following equation by moving one matchstick.



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Let us Explore

We have read about Chinna's love for tinkling bells in the story. Collect or draw pictures of different types of bells found in India.

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3 Be Smart, Be Safe

Road safety tips for little feet

0432CH03

Let us Read

Dear Children,

Namaste! How are you all? I'm sure you are happy and safe, and enjoying school. Some of you reach school on foot, some by bicycle and others by bus.

You may have noticed that there is often a lot of traffic on roads. Roads can be busy and, at times, dangerous. We, the traffic police, are here to keep you safe on the roads. So, we want to share some important safety tips to help you stay safe while walking on, or crossing, the streets.

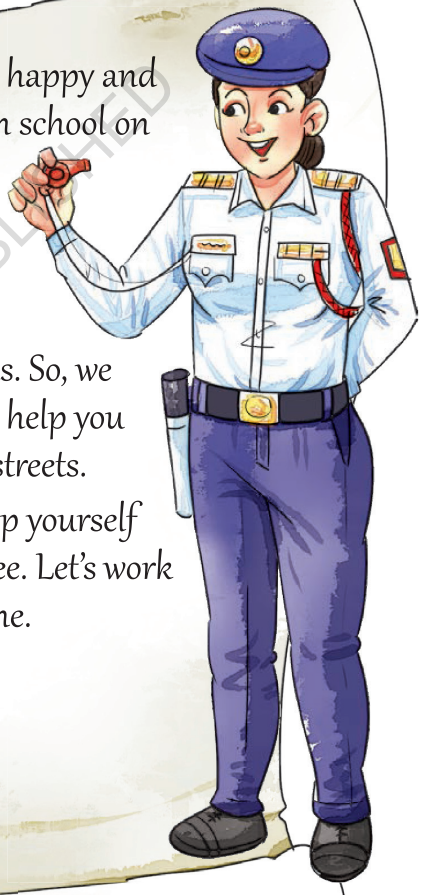
By following these simple rules, you can keep yourself safe and help us keep the roads accident-free. Let's work together to make our roads safer for everyone.

Stay safe & be careful,

With Best Wishes,

The Traffic Police

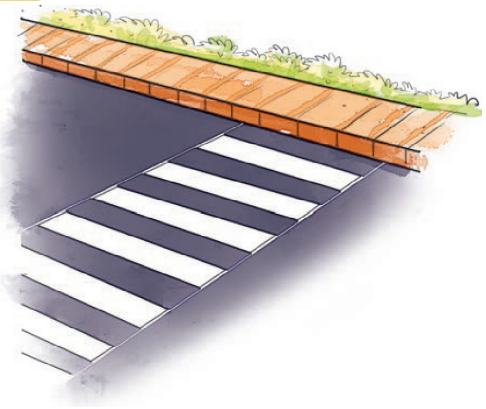
Bharat



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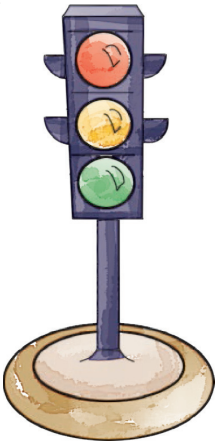
Rule 1: Always Use The Zebra Crossing

When you need to cross the road, look for a black and white strip which is known as "Zebra Crossing". Look right, then left, again right to ensure that no vehicles are coming. Cross only when it's safe.



Rule 2: Follow The Traffic Lights

Traffic lights are installed on very busy roads to regulate movement. Wait for the pedestrian signal to turn green before crossing. Never run across the road. It's safer to walk calmly!



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Rule 3: Walk On The Footpaths

Footpaths are meant for pedestrians. Always walk on them and stay away from moving vehicles.



Rule 4: Hold An Adult's Hand

If you are walking near the road, always hold an adult's hand, especially while crossing the road.



Rule 5: Use Reflective Stickers In The Dark

If you are walking on a road in the evening, stick some reflective stickers on your clothes, so that the drivers can see you clearly.



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Rule 6: Be Alert

Do not play or get distracted near roads. Also, avoid using headphones or mobile phones while walking near traffic. These can distract you from traffic sounds.



New Words

pedestrian footpath reflective distract



Let us Think

A. Answer the following.

1. What should you do before crossing a road?
2. Why should you not play on the footpath?
3. Why should you hold an adult's hand while crossing the road?



Let us Learn

A. True or False.

1. You should always walk on the footpath. .....
2. It is safe to run while crossing the road. .....
3. You should use the zebra crossing to cross the road. .....
4. Wearing dark clothes in the evening makes you more visible. .....
5. It is safe to play near the road. .....
6. You should wear headphones while walking on the road. .....

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C. Encircle the correct option.

1. What should you do before crossing a road?
   a) Run quickly
   b) Stop, look right, then left, again right
   c) Close your eyes

2. Where should you walk near the road?
   a) On the footpath
   b) On the road
   c) In the middle of the vehicles

3. Why should you avoid using headphones on the road?
   a) It looks bad
   b) It makes you run faster
   c) It can distract you from traffic sounds

D. Identify the following symbols and write their meanings.

Help box

- School ahead
- No littering
- Gents restroom
- Handicapped
- Drive slow
- U turn
- No honking
- Ladies restroom
- Right turn
- No left turn
- Danger ahead






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Let us Do

A. Classify the following activities as "safe" and "unsafe".

- Looking right and left before crossing
- Playing on the road
- Crossing at a zebra crossing
- Walking on the footpath
- Listening to loud music on the road

Safe	Unsafe
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

B. Spot what's wrong with the picture.

Look at the following picture below and spot six errors.



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1. ..... 2. .....

3. ..... 4. .....

5. ..... 6. .....



Let us Write

A naming word/Noun is a word that names a person, place, thing or an idea. However, some nouns can be counted and some cannot.

The nouns that can be counted are known as **countable nouns**.

Example: apples, buses, chairs, etc.

Nouns that cannot be counted individually are known as **uncountable nouns**. They usually do not have a plural form.

Example: water, rice, air, etc.



Note to the Teacher

Ensure that children understand that **rice, sugar, salt, water, oil, milk, etc. are uncountable**, whereas, **drops of oil, drops of water, bottles of milk/bowls of rice/ sugar/salt are countable.**

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A. Classify the following as "C" (Countable) and "U" (Uncountable).

- Bananas .....
- Biscuits .....
- Curd .....
- Tomatoes .....
- Sandwiches .....
- Mashed potatoes .....
- Coffee jars .....
- Lemonade .....
- Flour .....
- Chocolates .....
- Tomato ketchup .....
- Potatoes .....
- Coffee .....
- Tables .....



B. Now, Classify the following into countable and uncountable nouns.

Traffic, Pollution, Helmet, Buses, Cars, Speed, Pedestrian, Bicycle, Safety, Transportation, Fuel

Countable Nouns	Uncountable nouns

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C. Read the recipe below. Underline the countable nouns and circle the uncoutable nouns.

Recipe: Yummy banana milkshake

Step 1: Peel two bananas and put them in a blender.

Step 2: Pour one glass of milk into the blender.

Step 3: Add sugar and a little honey for sweetness.

Step 4: Blend everything until smooth.

Step 5: Add some ice cubes and enjoy your banana milkshake!



D. Write a letter to the traffic police of Bharat to thank them and promise to follow all the traffic rules and stay safe.

Dear Traffic Police Officer,

Thank you for keeping us safe on the roads. You work so hard to make sure everyone follows the rules and no one gets hurt. I see how you stand in the sun, rain, and cold to help us.

I have read your letter carefully and understood that .....

.....

.....

.....

.....

.....

.....

.....

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.....

.....

Jai Hind!

Name .....

Grade .....

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4 One Thing at a Time

0432CH04

Let us Recite



Work while you work,
Play while you play;
To be useful and happy,
That is the way.

All that you do,
Do with all your might;
Things done by halves,
Are never done right.

One thing at a time,
And that done well;
Is a very good rule,
As many can tell.

Moments should never,
Be trifled away;
So, work while you work,
And play while you play.









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Let us Think

A. Answer the following.

1. Why is it important to focus on doing one thing at a time?
2. Make a list of words that rhyme in the poem 'One thing at a time'.
3. How do you feel after finishing a task that you have done well?
4. What are some of the things you do every day that help you stay calm and focused?

B. Think and discuss.

What do you like doing in your free time?

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Let us Learn

A. Match the words with their meanings.

1. might	•	• helpful or beneficial
2. useful	•	• short periods of time
3. moments	•	• strength or power

Now use the words and frame meaningful sentences.

.....

.....

.....



Note to the Teacher

Focus helps us completing tasks faster and better. It improves learning, reduces mistakes and increases efficiency. To enhance focus, you can tell children to incorporate simple yoga asanas like: Pranayama, Tree Pose, etc.



Let us Speak

Describe what everyone is doing in the picture.



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Who	Is/Are	Doing What (Action)
two girls	are	going to school
a woman	is	typing on a computer

Example: Two girls are going to school.

A woman is typing on a computer.

Using the above sentence structure, create sentences of your own. Write at least seven sentences in your notebook.



Note to the Teacher

- You may begin this activity by encouraging learners to describe the picture in English (Ensure that they use the structure "is/are + action word + ing").
- Provide additional verbs if required.

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Let us Listen

The case of missing 'l'.

Read aloud the following lines:

All that you do,
Do with **all** your might;
Things done by **halves**
Are never done right.

Your teacher will read aloud a few words to you. Circle the words in which you don't hear the 'l' sound.

leaf	calm	pale	jail	palm
hall	clean	calf	shelf	chalk
talk	silk	balm	plum	self



Let us Write

Write down your daily routine in the space given below. Tick (✓) if they are work or play.

Time	What I Do	Work	Play

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Now write the above routine as a paragraph.

My Routine

I begin my day at ..... a.m.

I ..... and then ..... . After this,

I ..... . By ..... a.m.,

I am ready for ..... . My mother helps

me to ..... and then I leave for school at

..... .

At School

My school starts at ..... a.m./p.m. I have ..... periods before recess. When the time on the big clock reads ....., the students goes to the playground and play many games together. The school ends at ..... p.m.

At Home

.....

.....

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Note to the Teacher

- Explain the concept of a.m. and p.m. to learners.
- Use a.m. and p.m. while talking about day-to-day activities, for example, the activity ends at 11 a.m.
- Encourage the learners to write about their routine after school. You may model some sentences for them.

Let us Do

A. Guess the following riddles.

Thirty white horses
On a red hill
Now they chomp
Now they stomp
Now they stand still





Tall lady
In a white frock,
With a yellow face,
And a red nose.
The longer she stands,
The shorter she grows.

Hard and brown outside
Soft and white inside
Who am I?



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B. Use the space to draw activities that you enjoy doing in holidays. You may also paste pictures from old newspapers or magazines.

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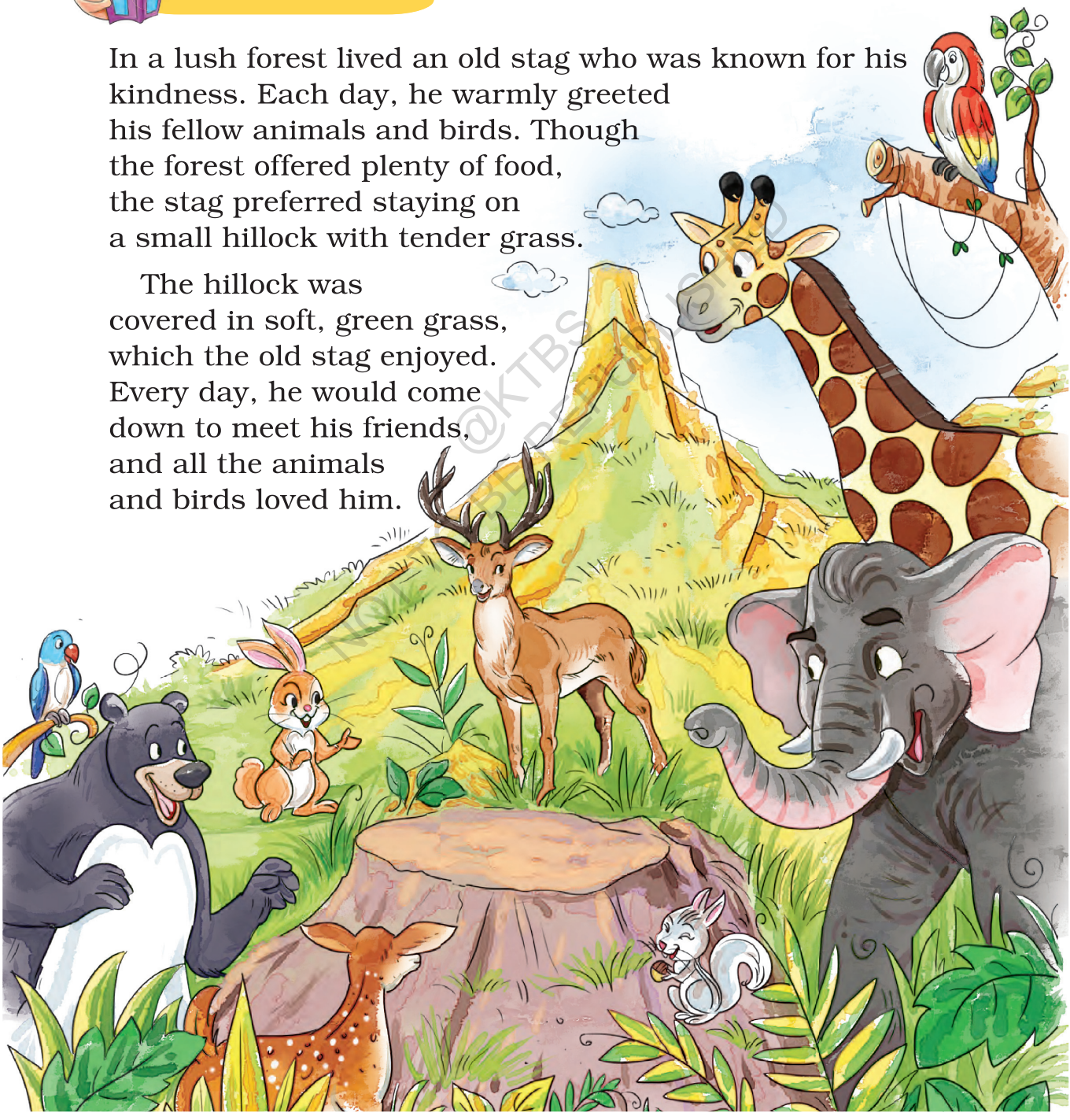
5 The Old Stag

0432CH05

Let us Read

In a lush forest lived an old stag who was known for his kindness. Each day, he warmly greeted his fellow animals and birds. Though the forest offered plenty of food, the stag preferred staying on a small hillock with tender grass.

The hillock was covered in soft, green grass, which the old stag enjoyed. Every day, he would come down to meet his friends, and all the animals and birds loved him.



One day, the stag fell ill. He struggled to reach the hillock. The stag knew that fresh, healthy food and proper rest would help him to get well soon, so he ate the tender grass and decided to rest for a while.



The old stag could not go down the hillock to greet his friends. His friends were worried. When they learnt that the stag was unwell, they came to check on him.

"Dear stag! How are you?" asked a deer.

"Too weak to come down and meet you all," replied the stag.

"Get well soon, dear stag!" said the deer.

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The animals wished him a speedy recovery and left. However, before they went back into the forest, the animals ate the fresh green grass growing on the hillock.





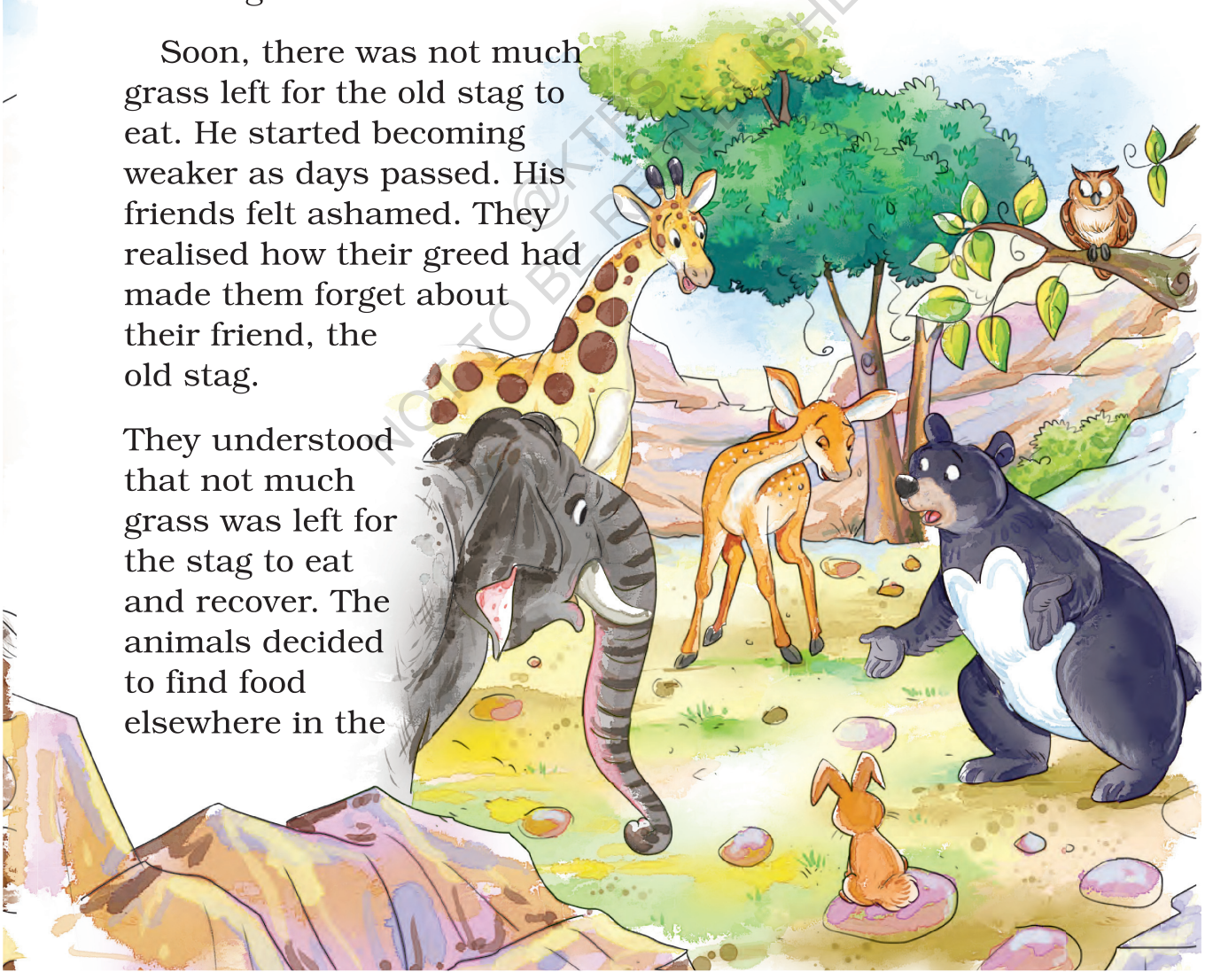
"The grass is so tender and nice," said an elephant.

"I have never eaten such juicy green leaves," said a giraffe.

Word soon spread about the tender green grass. Soon, all the animals who came to visit the stag feasted on the tender grass. Anyone who came to visit the stag would also eat the grass.

Soon, there was not much grass left for the old stag to eat. He started becoming weaker as days passed. His friends felt ashamed. They realised how their greed had made them forget about their friend, the old stag.

They understood that not much grass was left for the stag to eat and recover. The animals decided to find food elsewhere in the



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forest and not disturb the hillock. Some of them also brought fresh leaves for their friend.

It rained well that week. The grass soon grew back, and the old stag had enough food once again. Slowly, the old stag recovered from the illness.

The animals learnt the most important lesson:

"Nature has enough for everybody. But we need to use its resources wisely."

– Adapted from *The Panchatantra*

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New Words

lush	stag	hillock
tender	sheltering	recovery

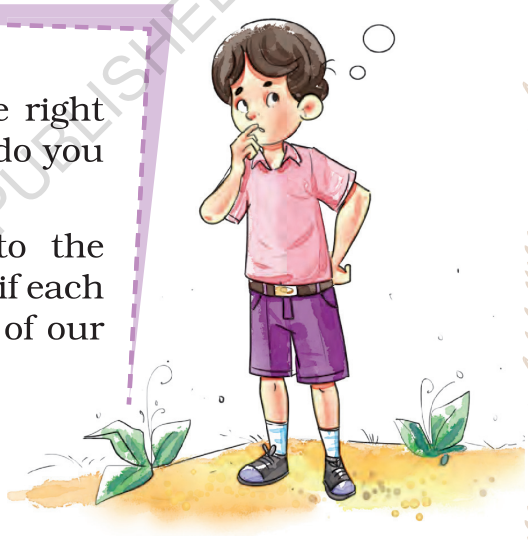
Let us Think

A. Answer the following.

1. Why was the old stag popular?
2. Why did the old stag not go down the hillock to meet his friends?
3. Why did the green cover of the hillock slowly vanish?
4. Did the animals realise their mistake towards the end? What did they do?

B. Think and Discuss.

1. Did the animals do the right thing in the end? Why do you think so?
2. What would happen to the green plants around us if each one of us thought only of our own needs?



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Let us Learn

A. Match the words to their meaning.

1. Lush forest	•	• cool resting place
2. Tender grass	•	• green and dense woods/forest
3. Shaded spot	•	• quick healing
4. Healthy food	•	• delicate young grass
5. Speedy recovery	•	• nourishing wholesome food

B. Look at the following words.

lush forest, friendly animals, shaded spot, tender grass, healthy food

These words are descriptive words that give us more details about scenes, people and objects. These words are used to make writing more interesting.

Draw the image that comes to your mind when you read the following.

lush forest

tender grass

healthy food

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C. Read the following sentence.

Each day, he **warmly** greeted his fellow animals and birds.

The word 'warmly' is an adverb. Here, 'warmly' tells the way or the manner of the stag's greeting.

Let's take a look at some more examples:

- The old stag **slowly** recovered.
- The rabbit **quickly** ate the carrots.

The adverbs in the above sentences describe:

- how the old stag recovered.
- how the rabbit ate the carrots.



Encircle the adverbs that describe how something is done.

soon	badly	lately	cheerfully
quietly	early	carefully	highly
fast	regularly	nearby	loudly

Now work with your partner and write a sentence for each encircled adverb.



Note to the Teacher

- Draw the attention of the learners to the fact that all the words given in the table are adverbs.
- Emphasise the "how" or "description" aspect of the adverbs of manner.
- Encourage the learners to create as many sentences as they can.

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Let us Write

A. Complete the story by writing dialogues in the speech blurbs.

The Monkeys' Fast



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Note to the Teacher

- Encourage the learners to observe the pictures for a while.
- Ask them to describe the pictures in their own words.
- Let the learners discuss the placement of the dialogues in pairs.

B. Write about your best friend and complete the paragraph.

My best friend's name is ..... .
..... is a .... is ..... years old. .....
studies in class ..... . There are .....
members in ..... family. ..... hobbies are
..... .
..... wants to be a ..... . When we are
together, we ..... .
..... is my best friend because .....
..... .

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Note to the Teacher

- Help students revise the concept of personal pronouns.
- Guide students to use correct pronouns while filling in the blanks.
- You may provide a help box if the learners require it.
- You may provide more paragraphs on different topics in this format.

Let us Speak

Look at this picture.



Imagine a large bowl of delicious *jalebis* is in your classroom. You and your friends start enjoying the sweets, one by one. Everyone loves the *jalebis* so much that you keep reaching for more. Now, think about what might happen next.

Discuss the following in the class:

1. How would you feel if the jalebis were almost finished, but some friends hadn't had enough yet?
2. What will happen to the bowl of jelebis after some time?
3. Why is it important to share when we have something that everyone enjoys?
4. How can we make sure there are enough jalebis for everyone to enjoy?

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Let us Do

Create a Thank You Card from the Old Stag.

Instructions:

- Imagine you are the old stag, grateful to the friends who helped you while you were sick. Prepare a thank you card to show your appreciation.
  These hints shall help you:
- **Front of the Card**: Draw a picture of the stag surrounded by his friends in the forest.
- **Inside the Card**: Write a kind thank you message to his friends, expressing how their help made him feel better.



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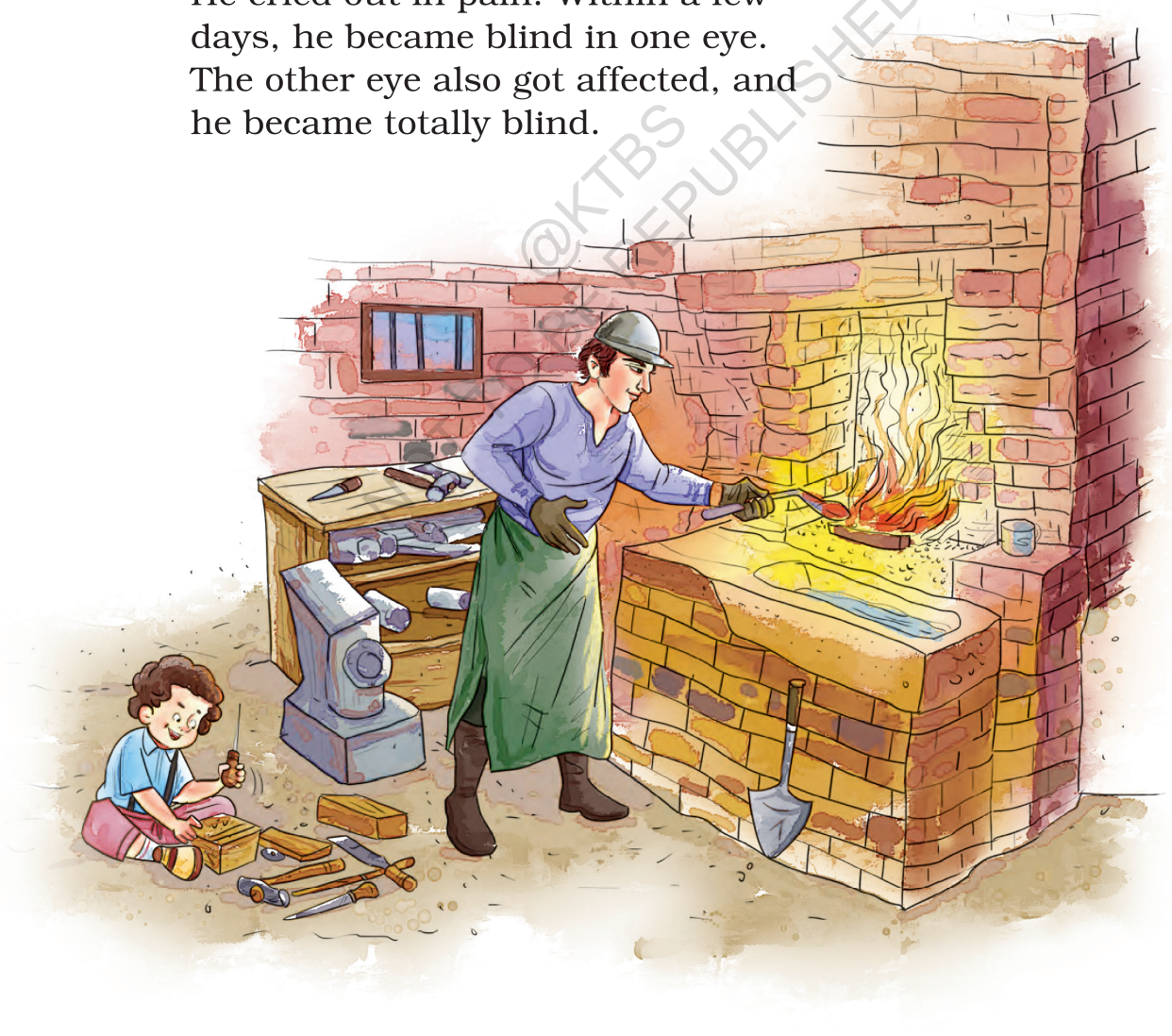
Dear friends,

from:
Stag

6 Braille

Let us Read

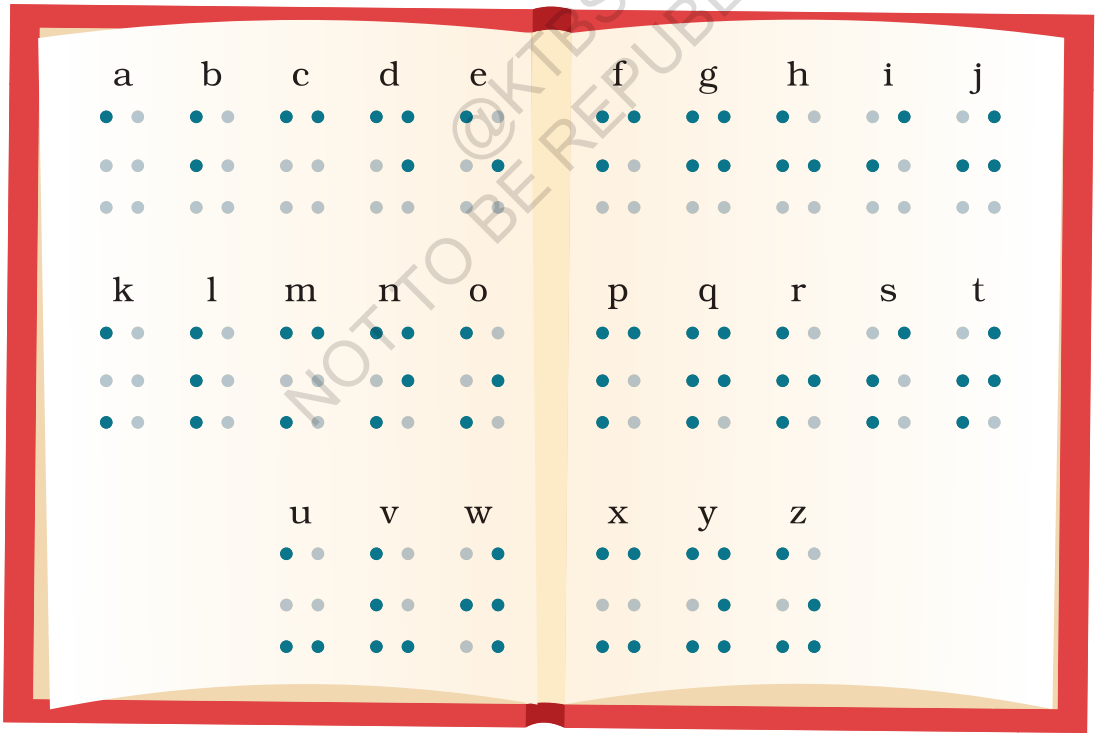
Long ago, in France, a little boy named Louis Braille was playing outside his home. He was three years old. His father, a blacksmith, was working nearby. Louis started playing with the tools around him. Suddenly, a sharp tool pierced his eye. He cried out in pain. Within a few days, he became blind in one eye. The other eye also got affected, and he became totally blind.



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In 1819, Louis, who was ten years old, got admission in the Royal Institute for Young Blind Persons in Paris. He learnt letters by using wood, cloth or pins arranged in pincushions. Around this time, an army man named Capt. Charles Barbier de la Serre had invented something called 'Night Writing'. It was an alphabet of raised dots and dashes that soldiers could 'read' with their fingers in the dark. However, it was too difficult and, therefore, not a success. But Louis, now a teenager, became interested in it and simplified it. He gave the world the Braille alphabet.

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Thus, a blind person taught the world to see.

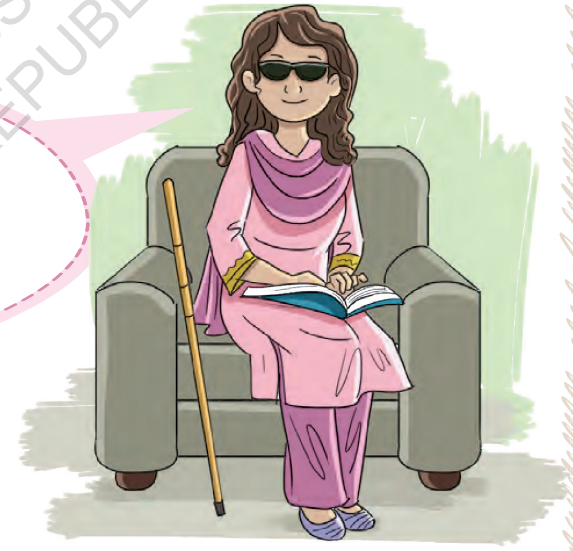


Braille is a method of reading through touch. As you can see in the figure, there is one Braille symbol for each of the twenty-six symbols (letters) of the English alphabet.

But Braille requires more space. This is because the letters cannot be written too close together. Since Braille requires more space, a Braille book is thicker than a regular printed book.

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Braille is not just for people with blindness. Even people with sight can learn Braille too. Then they can write small poems and stories in Braille.



New Words

blacksmith blind pincushions invented

Let us Think

A. Answer the following.

1. Describe the Braille alphabet.
2. Why was 'Night Writing' not a success?
3. What did Louis Braille do to make reading easier for the blind?

B. Think and discuss.

1. You may have seen people with blindness walking with a white cane. Why is the cane always white-coloured?
2. Imagine that the world becomes dark for a day and there is no light. What difficulties might one face on such a day?



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Let us Speak

Close your eyes. Pick an object. Keep the object back. Now complete the sentences and share them with the class.

1. The object in my hand was ..... in shape.
2. The object in my hand was ..... (longer/ shorter) than my forefinger.

3. The object in my hand was a ..... .

Now add two more lines to describe the object.



Note to the Teacher

- Keep a box of items in class for this activity. You may include items that are commonly found around.
- You may write the above sentences on the board to facilitate the activity.
- You may also include adjectives related to those objects.



Let us Listen

Your teacher will read out the following words. Listen carefully and repeat.

spoon	splinter	spin	splash
speak	split	space	splendid

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Note to the Teacher

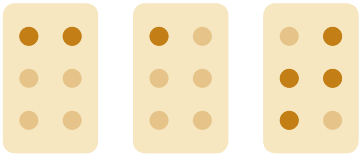
- Put stress on the consonant cluster 'spl'.
- Repeat each word 3-4 times.
- Give learners time to familiarise themselves with the sound.



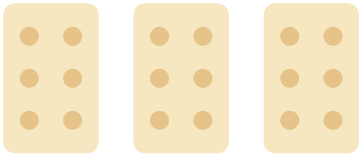
Let us Write

A. Write these words using the Braille alphabet. You can paste "*bindis*". One is done for you.

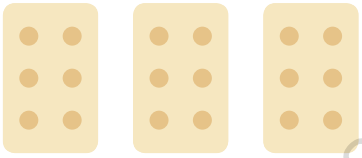
1. Cat



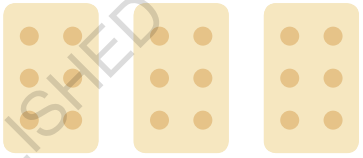
2. Man



3. Boy



4. Jug



5. Write your name in Braille.



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B. Louis Braille lost his eyesight in an accident.



Some time ago, a newspaper reported that a child lost one eye while lighting firecrackers.

List the precautions that should be taken to protect eyes from harm.

C. Read the following sentences and notice the underlined words.

- Long ago, in France, a little boy named Louis Braille was playing near his home.
- The cats were sleeping when I reached home.
- Sameer was playing hopscotch last evening.

All the above sentences are examples of events that started in the past and continued for some time.

If the sentence is about one person, animal or bird, we use 'was + action word + ing.'

Example: The student was writing in his notebook.

If the sentence is about more than one person, animal or bird, we use 'were + action word + ing.'

Example: The students were writing in their notebooks.

The following sentences describe actions in the present. Change them to the past as shown in the examples.

Present	Past
I am sleeping.	I was sleeping.
The dogs are barking at the stranger.	

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Grandfather is searching for his spectacles.	
Sheeba is writing a letter.	
He is singing a song.	
We are playing kho-kho.	
The man is using his hands to push his wheelchair.	



Note to the Teacher

- Draw the attention of learners towards the words and phrases. These words indicate the past, e.g., 'long ago', 'yesterday', 'last night', etc.
- Help learners revise the simple past tense.

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D. Look at the picture story.











Now fill in the blanks from the suitable options.

was clapping	was scattering
were sitting	was hanging
was entering	was feeding

My friend Tarandeep told me an interesting thing yesterday. She ..... her friends, the squirrels and the sparrows. She ..... grains for them.

Her grandmother ..... out the clothes to dry on a clothesline.

Grandmother ..... the house when a strong wind began to blow.

When she returned with the clothes pegs, she saw a wonderful scene! The sparrows and squirrels ..... on the clothes to prevent them from falling. Tarandeep ..... her hands with joy. Grandmother put the pegs on the clothes, and Tarandeep set down a bowl of water for her friends.

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Let us Do



1. Take a piece of paper. With the help of a matchstick, or the back of a pencil, press hard on the paper to 'draw' a circle, a plus sign, or a letter of the alphabet. Now, close your eyes, turn the page over, and run your finger on the raised surface on the paper. Can you make out what the shape or outline is? Now, try the same activity with your friend. You may also use white clay for the same.

2. There are some children with low vision. (e.g., wearing thick glasses or holding a book too close to their eyes). Being a classmate and friend, how can you assist them?

   For example:

   Bringing a printout of a paragraph with large fonts to help them read.

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Let us Explore

Find out about the nearest resource centre for people with blindness.

Self Assessment 1

You may select more than one box for each point.

1. I can recite the poems with gestures:
   - By myself ☐
   - In a group ☐
   - By repeating after my teacher ☐
   - None of the above. I like reading poems quietly ☐

2. I can understand new words:
   - By using a dictionary ☐
   - After listening to my teacher's explanation ☐
   - By reading with my classmates in groups ☐
   - By reading the entire sentence again ☐
   - By looking at the pictures ☐

3. I can answer questions:
   - In my mother tongue ☐
   - In English ☐
   - In English with a few words from my mother tongue ☐
   - In my mother tongue, with a few words of English ☐

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4. I can write:

- By myself ☐
- After following my teacher's instructions ☐
- After reading my friends' work ☐
- With my teachers'/friends' help ☐

5. I was able to do all the activities:

- By myself ☐
- With the help of my teacher ☐
- With the help of my classmates ☐
- With the help of my family members ☐

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Note to the Teacher

- The assessment sheet should be filled by the learners.
- Teachers may include this as part of their learners' progress trajectory.