Santoor

Textbook of English for Grade 5

Part - I

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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 to not overwhelm but 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 children are well-prepared both at the cognitive-sensitive and physical-pranic (emotional) levels to effortlessly transition to the Middle Stage.

Santoor, the textbook for Grade 5, is meticulously designed to align with these objectives. It adheres to the recommendations of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 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.

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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 be nurtured by addressing their questions and designing activities based on core learning principles. Though 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.

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Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

New Delhi
31 May 2025



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 (NCF-SE, p. 234). The present textbook is designed in alignment with the visionary framework of the NEP 2020 and the NCF-SE 2023. In 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. It incorporates digital elements and external references suitably within the material. 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 from guided to independent reading. For honing writing skills, the selected content systematically imparts writing proficiency. Students

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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 Recite', 'Let us Think', 'Let us Speak', 'Let us Learn', 'Let us Listen', and 'Let us Write', 'Let us Do', and 'Let us Explore'. This not only helps the learner in the process of language acquisition but also builds up their confidence level.

Curricular Goals (CGs) lay the foundation of every learning-teaching material. In line with the textbooks for Grades 1 and 2, Santoor (Grade 3) 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 Discuss' subsection of 'Let us Think' present opportunities for students to be creative with replies and share with classmates allowing them 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 limited only 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. For example, Unit 1 has activities related to shapes whereas, Unit 4 provides scope for students and teachers to discuss ordinal numbers.

In Grades 3 and 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 students' reflecting their understanding of the text through the 'Answer the following' subsection.

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One of the major recommendations of NCF-SE 2023 is the inclusion of knowledge of India. Indian values and traditions have been presented to the learner in an easily comprehensible way.

The theme of Unit 1 is 'Let's Have Fun'. This unit introduces the child with the magic of humour. Humour can transform the classroom into a space where creativity, confidence, and critical thinking thrive. The unit comprises a humorous and heartwarming poem 'Papa's Spectacles' and a story 'Gone with the Scooter'. In the poem the father is looking for his spectacles everywhere in the house and when it is found at an obvious place, resulting in laughter. Similarly, in the story, a boy and his friends are playing with a hockey ball when suddenly things take an unexpected turn.

The theme for Unit 2 is 'My Colourful World', and it comprises of a poem 'The Rainbow' and a story 'The Wise Parrot'. Both the chapters are inspiring, and encourage learners to respect nature and freedom. Through a short poem titled 'The Rainbow', students are introduced to the concept of things created by humans and things created by mother nature. The story 'The Wise Parrot' helps the learners understand the value of freedom and to use it responsibly.

Unit 3, titled 'Water', attempts to expose children to the world of water— underwater life and aquatic organisms, and the importance of saving water. The unit begins with an engaging poem, 'The Frog' that talks about a playful frog, and aims to develop an appreciation of nature. The unit also includes a chapter, 'What a Tank', that describes different traditional and artistic water tanks found in rural areas of Punjab. The chapter emphasises the judicious use of water.

The theme for Unit 4 is 'Ups and Downs'. It includes successes and failures, joys and sorrows, and life's ups and downs. Under this theme, a poem 'Gilli Danda' and a story 'The Decision of the Panchayat' have been incorporated in the book. The poem showcases the joys of childhood, and inspires teamwork. Through the story 'The Decision of the Panchayat' the students are introduced to the importance of presence of mind, problem-solving, and truthfulness. Both the chapters intend to prepare the learners to adapt to the changing environment, navigate complex situations, and achieve their goals effectively.

Unit 5, 'Work is Worship', introduces children to the world of work. The unit contains a poem 'Vocation' allowing the readers to look into the world from the lens of a child. The chapter 'Glass

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Bangles' emphasises the importance of crafts and skills. The chapter depicts a wonderful bond and teamwork between a father and his daughter. The unit endorses the idea that no work is superior or inferior.

Throughout the textbook, 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 *Vijnanmaya kosha* 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 also absorb a wealth of knowledge by observing their surroundings, interacting with peers and 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 stage. Educating our children is a shared responsibility that extends beyond formal textbooks.

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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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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CONSTITUTION OF INDIA

Part III (Articles 12 – 35)
(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

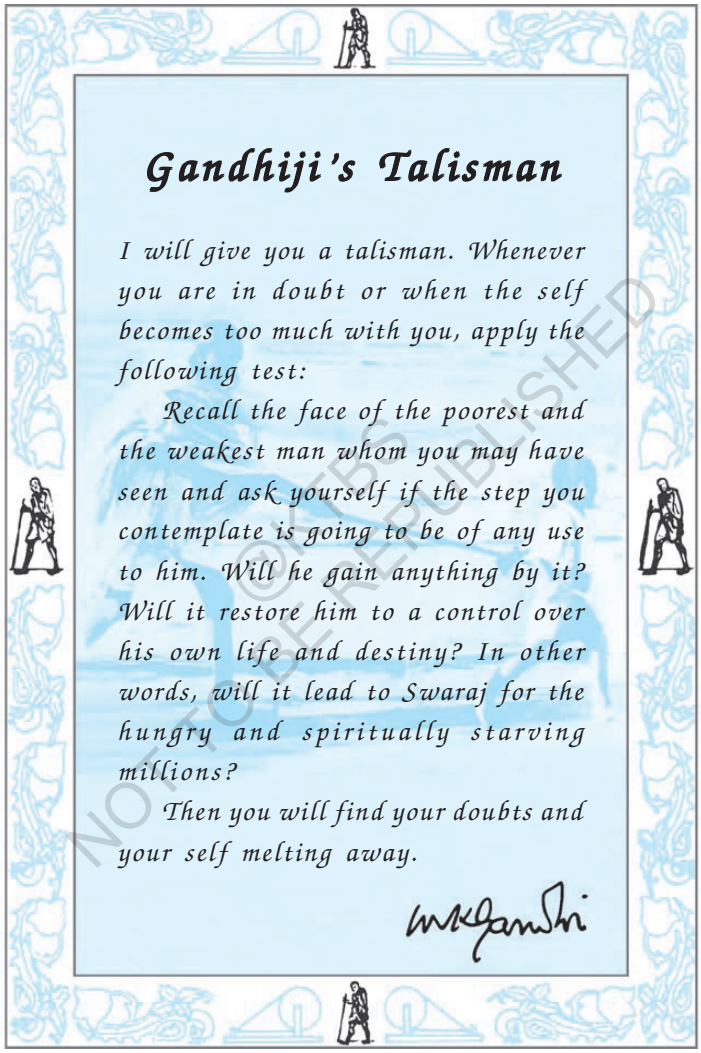
Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

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1 Papa's Spectacles

Let us Recite



Today our papa
Is searching everywhere,
He has lost his spectacles,
It was his only pair!

He can't read the newspaper,
He can't watch TV,
He can't cut the vegetables,
Oh! Where can it be?



He checked inside his pockets,
He glanced under his chair,
He searched near the window,
He looked everywhere.



I told him, "Stop, Papa!"
I went up close, and said!
"Papa, your spectacles
Are right there on your head!"









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New Words

spectacles pair glanced searching



Let us Think

A. Answer the following questions.

1. What is Papa searching for?
2. What are the possible places where Papa can find it?
3. At last, where does Papa find his lost item?

B. Think and discuss



1. Apart from reading, guess some other chores that Papa cannot do without the spectacles.
2. What makes your papa happy?
3. Make a list of things as instructed below.

Things generally misplaced at your home	Who helps in finding these misplaced things?

How would you express your gratitude to them?

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Things generally misplaced at your school	Who helps in finding these misplaced things?

How would you express your gratitude to them?



Let us Learn

A. Look at the words in each group. Arrange them in ascending order (Write the smallest or lightest object first and the biggest or heaviest last.)

1. Towel, Sari, Handkerchief, Bedsheet

   .....

2. Apple, Strawberry, Cherry, Watermelon

   .....

3. Twenty-nine, Fourteen, Ninety-one, Forty-seven

   .....

4. Hen, Crow, Sparrow, Eagle

   .....

5. Ox, Rabbit, Elephant, Squirrel

   .....

Write two examples more, following the same pattern.

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B. Note the following phrase:

a pair of shoes 

The word 'pair' is used in all the phrases given below.

Fill in the blanks and complete the phrases.



1. a pair of .....



2. a pair of .....

3. a pair of .....





4. a pair of .....



5. a pair of .....



6. a pair of .....



7. a pair of .....

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C. Encircle the word that is spelt correctly. One has been done for you.

1.	watter	water	weter
2.	vegatables	veggetables	vegetables
3.	balloon	baloon	ballon
4.	hause	house	houze
5.	elephant	elefant	ellephant
6.	spactacles	spektacles	spectacles
7.	karpenter	carpenter	carpainter
8.	fruitt	friut	fruit
9.	receive	recieve	raceive
10.	prinsipal	principal	princpal

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D. Complete the story using the correct prepositions.

around, after, before, in,
above, on, among

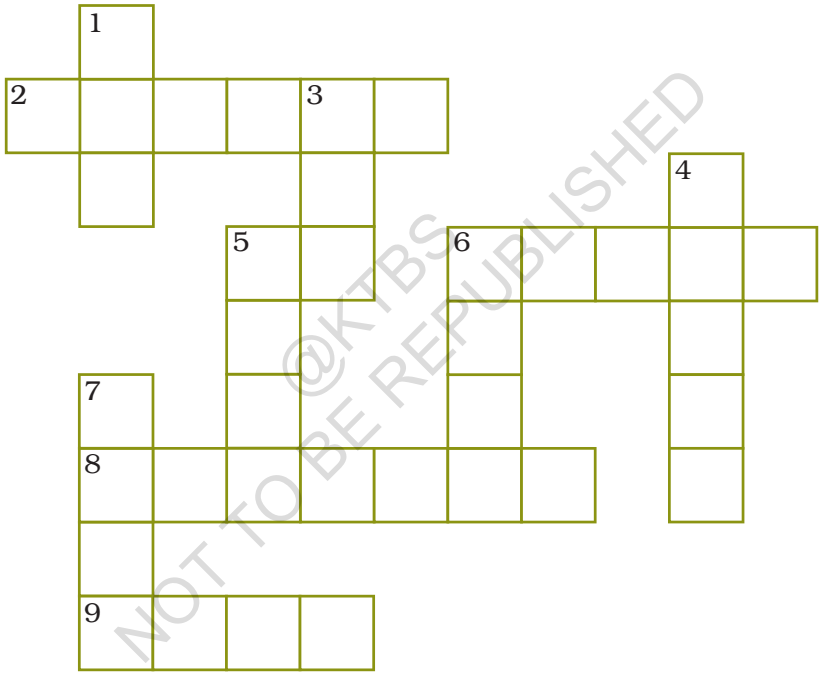
My father has a habit of keeping his spectacles ..... random places. Last week, he could not find his spectacles and looked ..... the house. We checked the big box that reached ..... our waists. My father looked for the spectacles ..... the newspapers kept ..... the table. He continued searching for two hours ..... finally giving up. He sat down on the bed ..... giving one final look to the room and said with a sigh, 'Looks like it is time to get a new pair.'

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E. Use the clues given below to complete the crossword puzzle!

Across	Down
2. Not far, it's	1. I said no but he said ..... .
6. I want ..... clothes, not the dirty ones.	3. Something small is not ..... .
8. Not inside, play	4. Don't be sad, be ..... .

	5. You are slow, she is ..... .
9. When it's not bright, it's	6. Not hot, she likes ..... coffee.
	7. Not bought, but ..... .



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Let us Speak

'Papa' is a commonly used word in English to address one's 'father'. Say aloud the word you use for 'father' in your language. Make a list of such words in your notebook. Share them with the class.



Let us Listen

Your teacher will read aloud a few word pairs. Listen carefully and encircle pairs in which the words sound different.

pair-peer	ate-eight	bed-bad	knot-not
fair-fare	hair-hare	fair-fear	where-were
sun-son	deer-dear	cold-could	heal-heel
knot-note	dare-dear	wood-would	fill-feel

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Note to the Teacher

- Repeat each pair 3–4 times so that the learners can focus on the sounds.
- It is advised that facilitators listen to the pronunciation of each word so that they may familiarise the learners with the sounds in a better way.
- You may also use audios in the class.



Let us Write

Write the poem *Papa's Spectacles* in the form of a story in your notebook. Share your story with the class. You may start like this.

Today, my father is unhappy…



Note to the Teacher

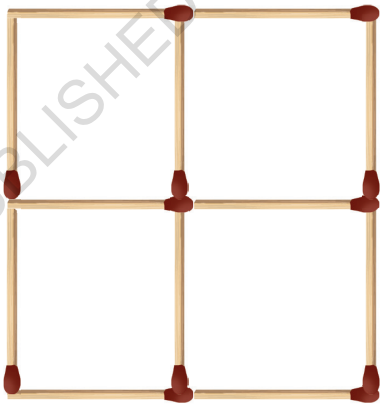
- Learners may work individually or in pairs.
- You may revisit tenses before this activity.
- Encourage the learners to use the present tense while writing the story. However, learners who want to write the story in the past tense may be given a different prompt to begin the story. For example, One day my father lost his spectacles ...
- You may ask the learners to convert more poems into stories.



Let us Do

A. Fun with matchsticks.

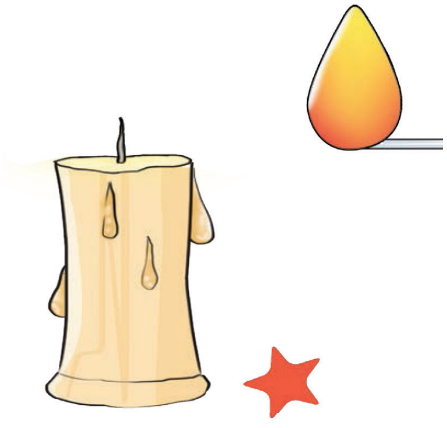
Move 3 matchsticks to make 3 squares.



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B. Look at the flame.

Touch the red star with the tip of your nose, and look at the candle. And lo! It starts burning!



C. Look carefully. Can you find 'd'?

b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	d	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b

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Just for Fun

Riddle

I go to the market,
I lovingly bring you home,
I sit in front of you,
And I cry, cry, cry.
What is it?

0532CH02

2 Gone with the Scooter

Let us Read

It was a summer afternoon. Gopi was sitting in the veranda, reading a book.

Suddenly, he heard something rustling past and falling with a thud in the garden. He wondered what it could be. Perhaps, it was a mango falling from the tree. Immediately, Gopi put his book aside, got up, and ran into the garden.

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He searched in between the thick grass near the garden fence. But, he found nothing. He looked among the bushes. Nothing was there again. Then, his eyes fell on a heap of dry leaves. There was a white ball on the heap. Gopi reached out and took the ball in his hands. It was a hockey ball.



Gopi wondered, “Whose ball could this be?” He looked around, and peeped outside the gate, but could see no one. Just then he heard his mother calling. “Gopi! What are you doing out in the garden? It’s very hot. Come inside.”

Gopi went inside, and drank a glass of water. He lay down on the mat, and said to himself, “I can’t keep this ball for myself. I will ask around.”

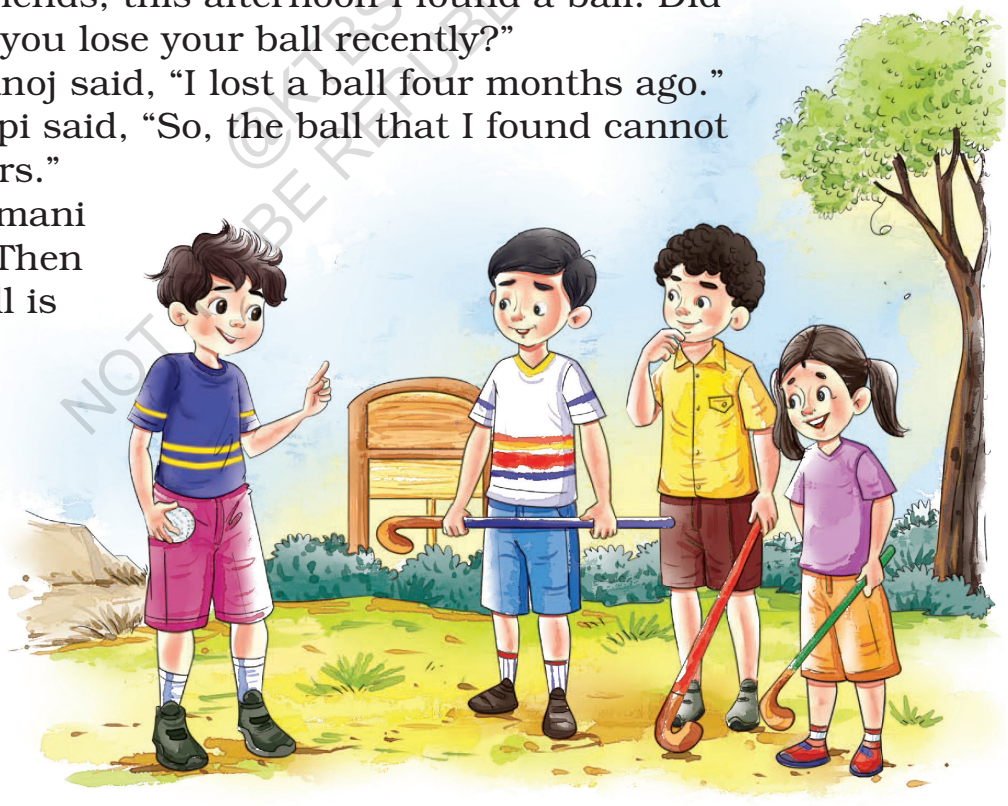
In the evening, Gopi went to the nearby playground where all his friends regularly gathered to play hockey.

“Friends, this afternoon I found a ball. Did any of you lose your ball recently?”

Manoj said, “I lost a ball four months ago.”

Gopi said, “So, the ball that I found cannot be yours.”

Ramani said, “Then the ball is mine.”



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"How do you know?' asked Gopi. "What colour is it?"

"Show me the ball and I will tell you," said Ramani smilingly.

Another friend Deepak boasted that his father had bought him a brand-new football the previous day. "The ball I found is a hockey ball," said Gopi.

Everyone laughed. Gopi took out the ball from his pocket. Manoj grabbed it and tossed it over to Deepak.

Seeing this, Gopi said at the top of his voice, "Stop! I say, stop! Let's play before it gets dark."

Manoj went to the goalpost as he liked to be a goalkeeper. Gopi stood at the centre of the field holding the hockey stick. He passed the ball to Deepak, who drove the ball towards Ramani. Ramani dribbled the ball with the stick and it went to Jay.

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"Come on Jay, play the shot and drive it towards the goalpost," Manoj said loudly.

Jay tightened his wrist around the stick with the flat side touching the ball. He hit the ball so hard that it went past the playground gate and fell into the basket of a passing scooter. The scooterist who was unaware of what had happened, drove past. By the time the children ran to the gate, the scooter was gone… and so was the ball. They looked at each other and burst into laughter.





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New Words

dribble rustling grab boast unaware thud



Let us Think

A. Answer the following questions.

1. What was Gopi doing on the veranda?
2. What sound did Gopi hear before he went to the garden?
3. Describe Gopi's search for the ball.
4. Complete the table given below.

S. No.	Dialogue	The dialogue was said by	The dialogue was said to
a.	The ball I found is a hockey ball.		
b.	My father bought me a brand-new football.		
c.	I lost a ball four months ago.		
d.	Show me the ball and I will tell you.		

5. Who grabbed the ball from Gopi? How did the game start?
6. Why did everyone laugh at the end of the story?

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B. Think and answer



1. What would you have done if, like Gopi, you had found a ball that did not belong to you?
2. Imagine what happens to the hockey ball after it is taken away by the scooter. Where does it go? Who finds it?
3. Notice that the scooterist is wearing a helmet. Why is it important to wear a helmet? Should the pillion rider also wear a helmet?



Note to the Teacher

Initiate a discussion on various aspects of road safety.

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Let us Learn

A. Match the following

Word		Meaning
Dribble	•	• a soft crackling sound
Boast	•	• take something with a sudden movement
Rustle	•	• moving a ball with small taps while playing hockey
Grab	•	• to speak too proudly

B. Complete the following story using the words given in the box.

since, however, because, when

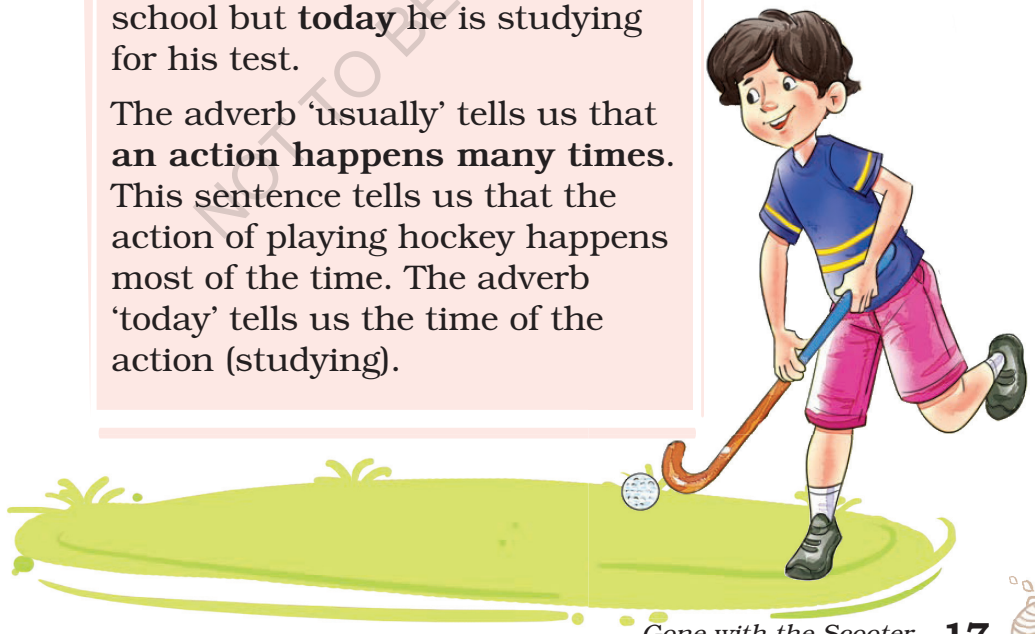
Gopi completed his work ..... he wanted to go outside and play. ..... when he reached the playground nobody was there. ..... his friends were yet to join him, he decided to take a walk. After 15 minutes, five of them came and everyone started to discuss the games. They decided to play hopscotch ..... they got to know that Ramani would not be joining them.

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C. Read the following sentence

Gopi **usually** plays hockey at school but **today** he is studying for his test.

The adverb 'usually' tells us that **an action happens many times**. This sentence tells us that the action of playing hockey happens most of the time. The adverb 'today' tells us the time of the action (studying).



Now encircle the adverbs in the following sentences.

How many times the action happens/happened	Time of the action
	a. Gopi immediately got up and ran into the garden.
	b. Shama often writes in her diary.
	c. All his friends regularly gathered to play hockey.
	d. I always complete my homework.
	e. Yesterday I ate an ice cream after lunch.
	f. Monika never eats junk food.
	g. Now they are going to sing their favourite song.

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Note to the Teacher

- You may share the meanings of the adverbs with your learners.
- Explain the difference between the adverbs of frequency and adverbs of time, using examples from daily life.
- Once the learners have understood the concept, you may introduce forming questions as a part of identifying adverbs for example 'for adverbs of frequency' answer the question of 'how many times?' and 'for adverbs of time' answer the question 'when'? Encourage learners to frame questions using this method.



Let us Listen

A. Listen to your teacher. Follow the instructions and draw accordingly in the space provided below.

- Draw a few big dry leaves at the centre with no gap between the leaves. Draw a ball in the middle of the leaves.
- Draw a few twigs here and there.
- Colour the leaves yellow and brown. Colour the twigs brown.
- Now you have found the ball.

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Let us Speak

A. The teacher starts a story with one sentence. Each student adds a sentence to continue the story.

For example:

Teacher: "Once upon a time, a boy found a magic key."

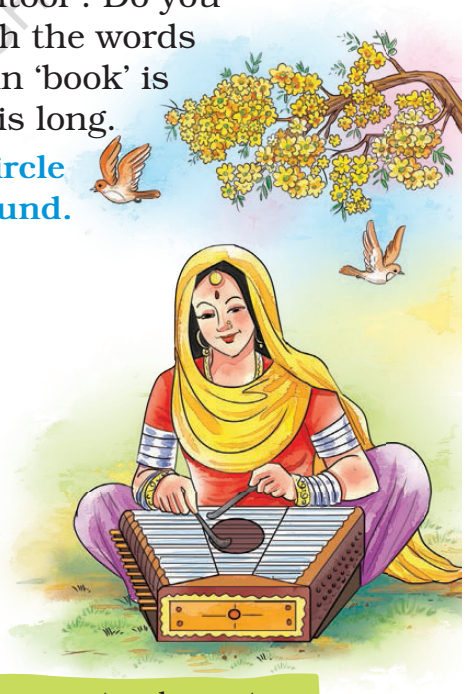
Student 1: "The key opened a door to a secret garden."

Student 2: "In the garden, he saw a talking rabbit."

B. The title of this textbook is 'Santoor'. Say the word 'book'. Next, say the word 'Santoor'. Do you notice the difference? Although, both the words have 'oo' in them, the sound of 'oo' in 'book' is short; the sound of 'oo' in 'Santoor' is long.

Say aloud the following words. Encircle the words which have a long 'oo' sound.

1. Hood	2. School
3. Foot	4. Maroon
5. Scooter	6. Shook
7. Bloom	8. Food
9. Look	10. Moon
11. Book	12. Took





Note to the Teacher

- Continue the story till all the learners get a chance to add one sentence each to the story.
- Ensure the learners pronounce the long and the short vowel sounds clearly.

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Let us Write

A. By the time the children ran to the gate, the scooter was gone… and so was the ball. They looked at each other and burst into laughter.

Write a possible conversation between Gopi and his friends after this incident?

Gopi: .....

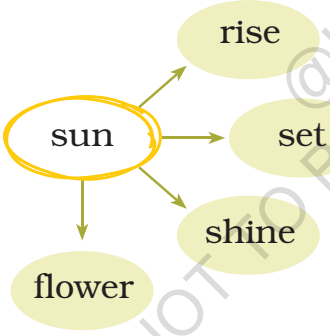
Ramani: .....

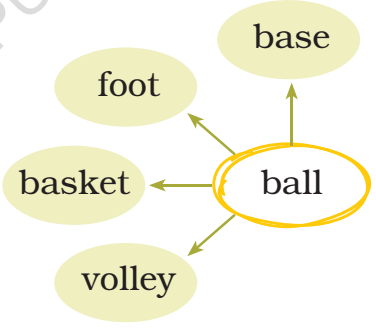
Deepak: .....

Manoj: .....

Jay: .....

B. **Form new words by following the examples given below:**





sun + rise = sunrise

foot + ball = football

....

....

....

Write a sentence using each of these words in your notebook.

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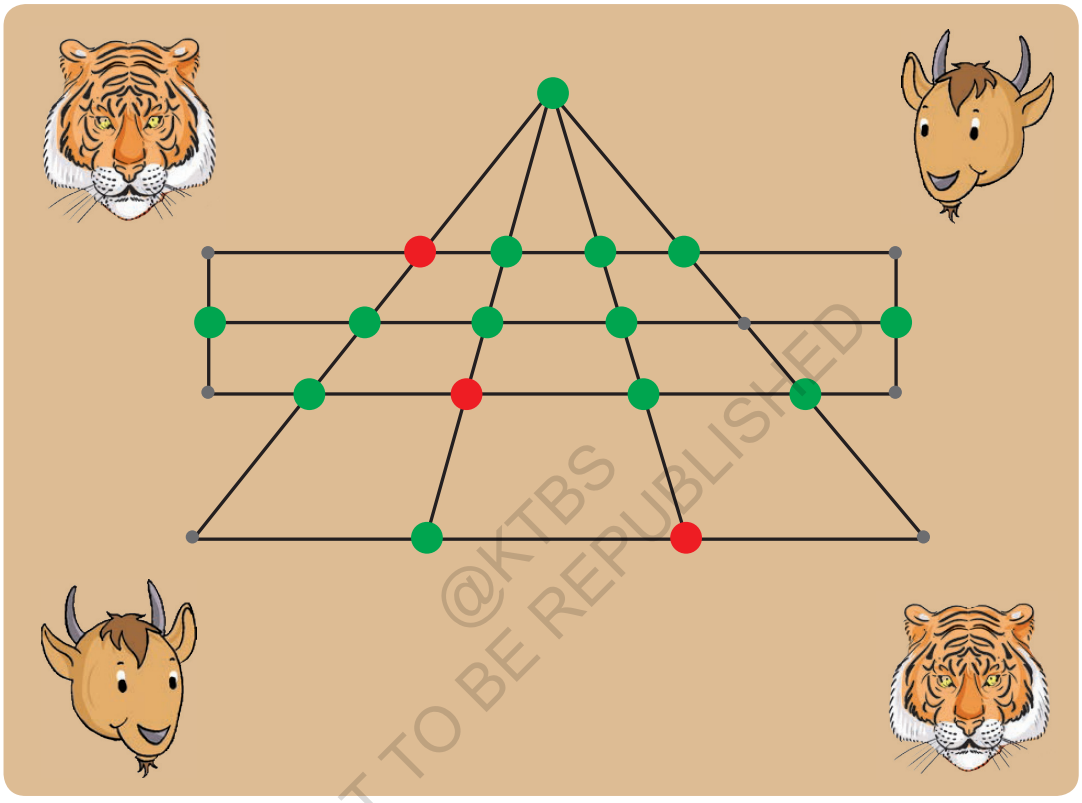
C. You have already noticed that the word 'scooter' has 'oo' in the middle. Using the clues given below, write ten words that have 'ai' in the middle. One has been done for you?

Clue	Word
1. Something that has four legs, on which you generally sit.	chair
2. Water that falls from clouds.	.....
3. A vehicle that runs on tracks.	.....
4. You use this to colour your wall or pictures.	.....
5. The part of body that helps you think.	.....
6. A slow moving creature with a shell.	.....
7. Letters and packages you send or receive.	.....
8. The movements of boats on water.	.....
9. All animals have them, long or short.	.....
10. Steps that takes us from one floor to another.	.....

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Let us Do

Prepare a board game to play 'Tigers and Goats'.



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1. Take a square piece of cardboard.
2. Paste a chart paper on it.
3. Draw the pattern as shown in the picture.
4. Collect two different types of pebbles—three big pebbles and thirteen smaller ones. Paint them red for tigers and green for goats. Keep three similar pebbles for tigers and thirteen similar pebbles for goats.

How to play the game?

- At least two players are needed to play the game. One player represents the 'Goat' and the other represents the 'Tiger'.
- If you are playing as the 'Tiger', your objective would be to 'defeat' five goats. If you are playing as the 'Goat', your objective would be to surround all three tigers such that the tigers cannot make a move.
- Both the pebbles can be placed on the intersecting points. The goat player places a pebble first on any intersection Next, the tiger places a tiger stone on any intersection, as indicated.
- The tiger may jump over the goat to the next intersection. If so, the goat is considered 'captured' and will be out of the board.
- In order to prevent the tiger from jumping over the goat, the next intersection has to be covered. So the goat player places another pebble at that intersection.
- The goat player places one goat on the board at a time. The tiger player can either place the tiger stone or move.
- But, the goats cannot move until all thirteen of them are on the board. The tigers must attempt to 'capture' the goats by jumping over them into a free space, the goat is then taken off the board.

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Let us Explore

A. Prepare a chart with the following categories

S. No.	Name of the game	Outdoor/ indoor	Players needed	Equipment needed
1.	Kabaddi	outdoor	team	nil
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

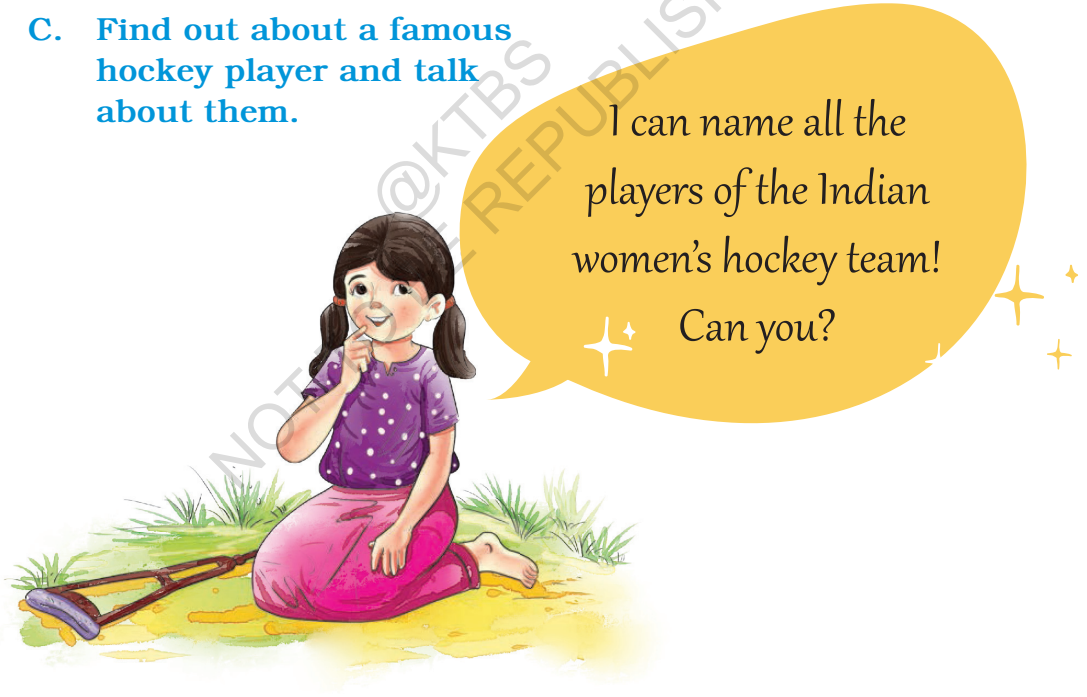
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B. Write a mini biography about a famous sports person of your choice. You may use the following hints:

- Name of the sportsperson.
- Name of the sport the person is famous for.
- When and where the person was born?
- List one or two achievements.
- Why the person is famous/inspiring?

C. Find out about a famous hockey player and talk about them.



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3 The Rainbow

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Let us Recite

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

–Christina Rossetti

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New Words

overtops bridges bow



Let us Think

A. Answer the following

1. Explain the meaning of the word 'bow' used in the poem.
2. Which bridge does the poet like more and why?
3. The word 'these' is used for different things in stanzas one and two. What are the things for which 'these' has been used in each stanza?
4. State whether the following are True or False.
   a. Ships sail on the river.
   b. Boats sail on the sea.
   c. Bridges are built on the river.
   d. A road is built from earth to the sky.

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B. Think and discuss

1. What are the ways in which you can cross a river?
2. Have you ever seen a rainbow in real life or in pictures? How did you feel?
3. If you could walk on a rainbow, where do you think it would take you?



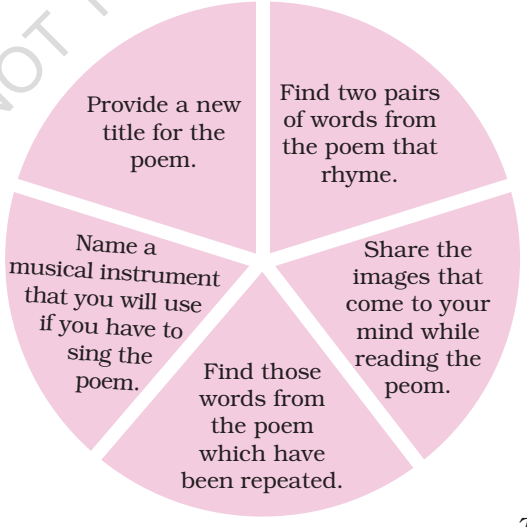
Let us Learn

A. Rearrange the letters of each word to form a meaningful word from the poem. Write them in the space provided.

1.	sial	S	A	I	L				
2.	vierr								
3.	sae								
4.	oduscl								
5.	risebgd								
6.	nhveea								
7.	eoptvros								
8.	owb								
9.	droa								

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B. Work in pairs. One of you moves a finger around in the circle. When your partner says 'Stop', perform the action indicated by the segment that the finger lands on.





Let us Listen

Sit in a circle and listen to the words read aloud by your teacher. Give five rhyming words for each word as indicated.

- Ship – *chip*, *trip*, ..., ..., ...
- Tree – ....., ..., ..., ..., ...
- Bow – ....., ..., ..., ..., ...
- Rain – ....., ..., ..., ..., ...
- Sun – ....., ..., ..., ..., ...
- Sea – ....., ..., ..., ..., ...
- Sail – ....., ..., ..., ..., ...
- And – ....., ..., ..., ..., ...
- Sky – ....., ..., ..., ..., ...
- Far – ....., ..., ..., ..., ...

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Note to the Teacher

Draw learners' attention to the aspect of sound. The focus should be on the sound and not on the spelling.

You may select more words according to the level of your learners.

Let us Speak

Recite the poem given below in three ways:

a. In a happy voice

b. In an angry voice

c. In a surprised voice

1. **Colours**

You have a few crayons,
Red, yellow and blue.
Green, purple and black,
I have some too
I need the red
and you need the black.
If we share our crayons,
we have a full pack!

– *Santoor,* Grade 3

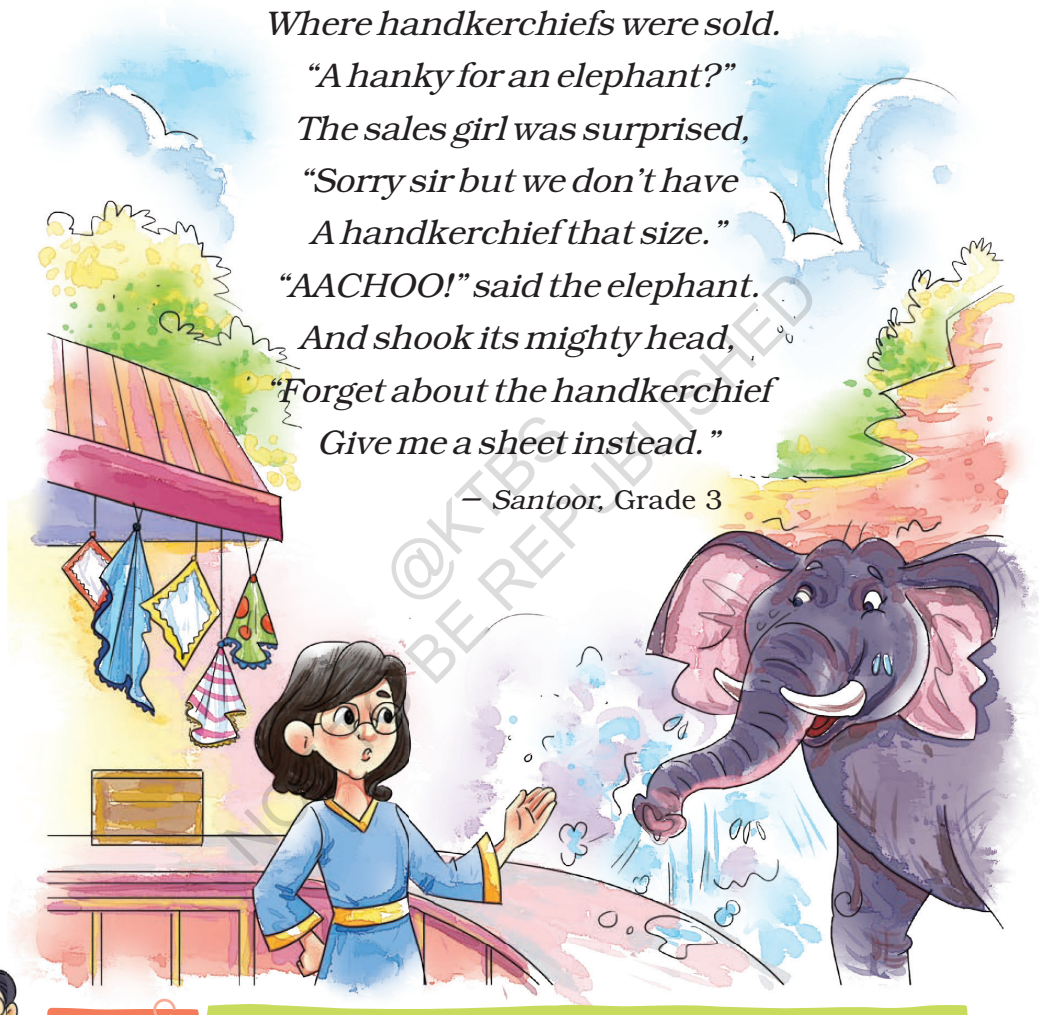


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2. **Aachoo!**

Once a mighty elephant,
Got a mighty cold.
It went to buy a handkerchief,
Where handkerchiefs were sold.
"A hanky for an elephant?"
The sales girl was surprised,
"Sorry sir but we don't have
A handkerchief that size."
"AACHOO!" said the elephant.
And shook its mighty head,
"Forget about the handkerchief
Give me a sheet instead."

– *Santoor*, Grade 3



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Note to the Teacher

You may recite another poem in 'different' voices to demonstrate different emotions. Ask learners about feelings that the person reciting the poem is trying to convey. Draw their attention towards gestures and expressions. Learners may recite the poems individually or in pairs.



Let us Write

A. The poem *The Rainbow* mentions boats and ships and their journey across the water bodies. You too may have travelled to different places. Share your experience of travelling to any one place with your class.

Write a short paragraph of 80–100 words about your journey to a place you visited recently.

You may include the following points in your paragraph:

- Time of journey and destination
- Purpose of travel
- Whom you travelled with
- Things you liked or disliked during your travel
- Local dishes and snacks
- Monument, landmark or scenery

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Note to the Teacher

- Focus should be on the experience of travelling and not on the place visited by the learners.
- Learners may share experiences of travelling to meet their relatives.
- Revisit the rules of past tense before assigning this activity.
- Facilitators are also encouraged to share their travelling experiences with the learners.

B. A word joins a 'friend word' to make new words, as shown below. Complete the table.

	Word	Friend word	New word	
1.	rain	bow	rainbow	
2.	tea	cup	.....	
3.	wrist	.....	.....	
4.	arm	.....	.....	
5.	earth	.....	earthworm	
6.	.....	.....	sunflower	
7.	table	cloth	.....	
8.	note	.....	notebook	
9.	.....	.....	earring	
10.	tooth	.....	.....	

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Read the following sentences.

a) I have seen a **bridge** made of roots in Meghalaya.

In the above sentence, the word 'bridge' is a noun.

b) Some planks of woods were used to **bridge** the stream.

In the above sentence, the word 'bridge' is a verb.

C. The following words are both nouns and verbs. Create two sentences for each word, once as a noun and then as a verb and write them in your notebook.

1. cut
2. bat
3. picture
4. cry
5. filter
6. dance
7. plant
8. paint
9. fly
10. face



Note to the Teacher

- Create sentences using the above words and share them with learners.
- Encourage the learners to work in pairs or small groups and share their sentences with their peers.

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D. 1. Write the opposites of the following words in the space provided. All your answers must begin with an 'S'.

a. large × small

b. weak × s.....

c. fast × s.....

d. rough × s.....

e. dull × s.....

f. curved × s.....

g. finish × s.....

h. addition × s.....

i. complicated × s.....

j. mild × s.....

k. blunt × s.....

Now, make sentences using the words that you have written in the blanks. Write them in your notebook.

2. In small groups, choose a letter of the English alphabet and create an exercise similar to the one above.



Note to the Teacher

- Learners may require support with vocabulary, which can be provided during the activity.
- A dictionary may be brought to the class for reference.

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E. VIBGYOR—The colours of the rainbow.

VIBGYOR is an easy way to remember the seven colours of the rainbow in order.

V – Violet
I – Indigo
B – Blue
G – Green
Y – Yellow
O – Orange
R – Red

When sunlight passes through rain droplets, it splits into these seven beautiful colours forming a rainbow in the sky.

F. The following items, generally found in kitchens, add colour and taste to the food. What colours are they? Write them in the column. What do you call them in your mother tongue?

Item	Colour	Name in mother tongue
clove		
cinnamon		
dry chilli		
garlic		
curry leaves		
peppercorns		
fennel seeds		
cumin seeds		
mustard seeds		

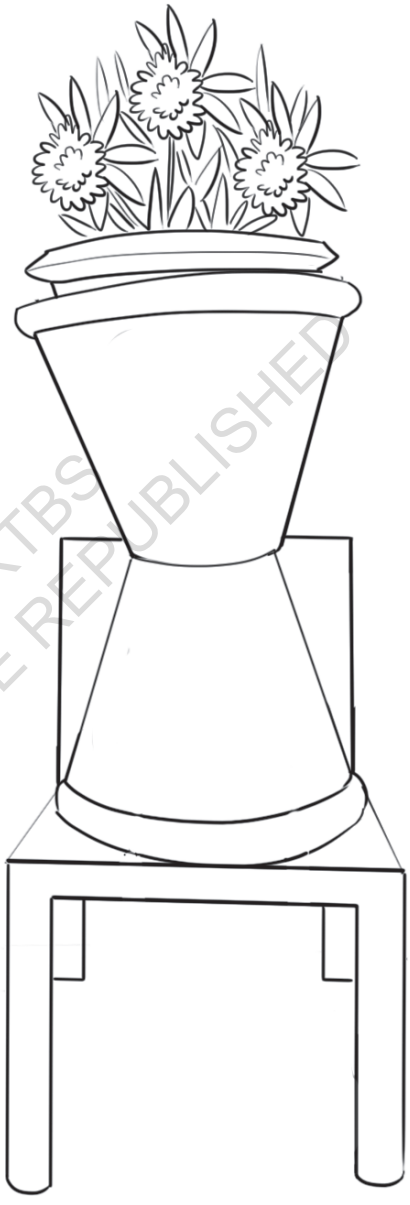
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G. Welcome to the land of flowerpots! Design and colour a Flowerpot Friend!





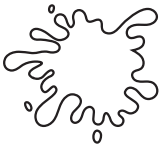




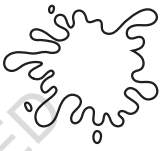
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Let us Do

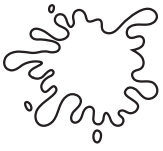
Do you know these colour combinations? Colour within the outline and write the name of the new colour.

1.  +  = 

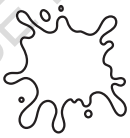
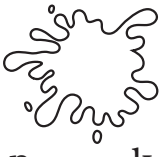
red blue p __ __ __ __ e

2. +  = 

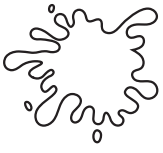
yellow blue g __ __ __ n

3.  +  = 

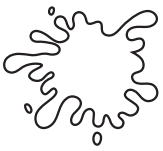
red yellow o __ __ __ __ e

4.  +  = 

red white p __ __ k

5.  +  = 

red black m __ __ __ __ n

6.  +  +  = 

red yellow blue b __ __ __ n

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Let us Explore

A. Make a list of different types of boats. Collect pictures and information about the listed types of boats. Make a presentation to depict the differences among them.

B. Split the class into two groups. One group can talk about human-made things like ships and bridges. While the other discusses natural things like clouds and rainbows. Let them share their thoughts!

Did You Know?

Isaac Newton created a spinning disc painted with the seven colours of the rainbow to show that white light is actually made of many colours! When the disc spins very fast, your eyes see white instead of all the colours.



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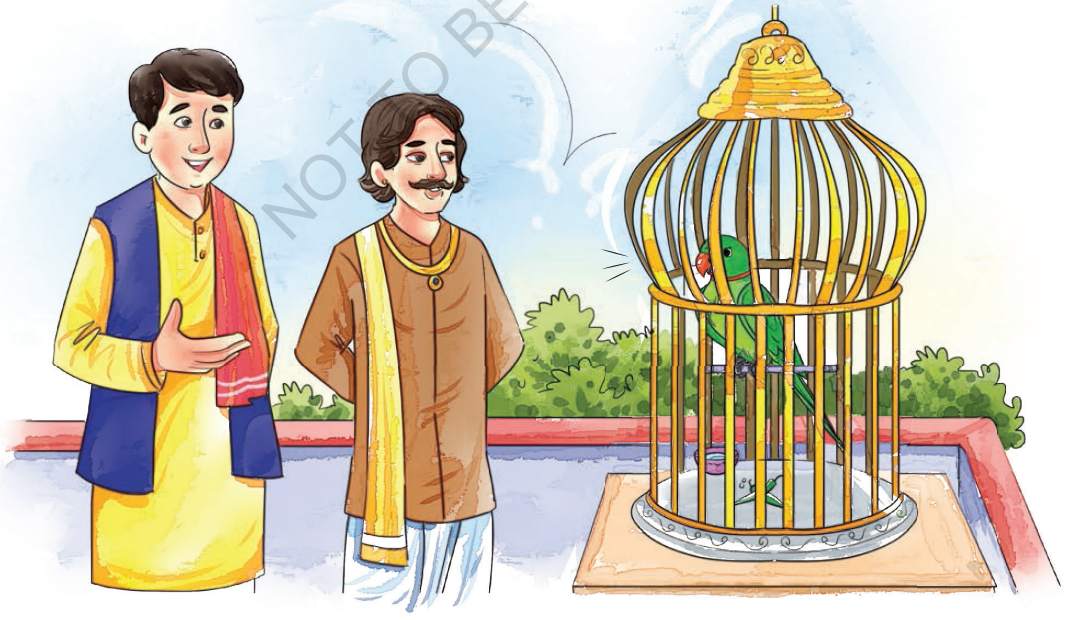
4 The Wise Parrot

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Let us Read

In a quiet village, a rich merchant kept a bright and talkative parrot in a cage of gold. The parrot had a sharp mind and often entertained the merchant with stories and songs. However, deep inside, the bird longed for the open skies and green trees.

One day, the merchant decided to travel far away for business. He thought he would do something to please his pet. He walked up to the cage and said, "My beloved parrot, I am about to travel to a far-off land. What can I bring for you from there?"



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The parrot replied, “Dear master, you look after my needs so well that I have tasted all the tender fruits and chillies. But, I want to taste the joy of flying in the sky. If you really want me to be happy, please let me fly off into the sky.”



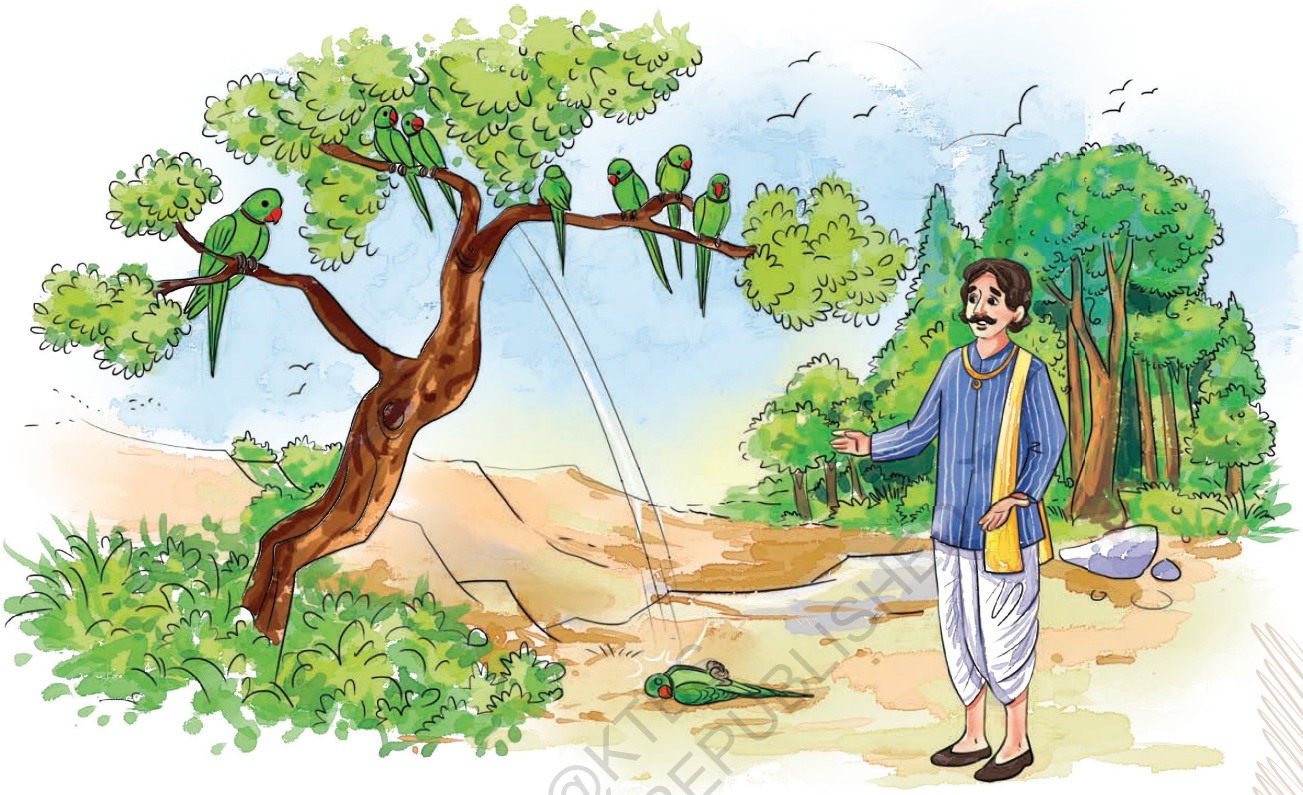
The merchant said, “You are very dear to me and I cannot bear to let you go away. Ask for anything else.”

The bird sighed. “Since you cannot let me fly, when you see my friends in the jungle tell them that I send them greetings from my cage.”

The merchant went off on his travels. One day in a forest, he saw a flight of parrots with the same colour as his pet. He walked up to the tree and said, “O beautiful parrots, I have one of your relatives as a pet and I keep it in a cage of gold. It has sent greetings for you all.”

As the merchant finished speaking, one parrot dropped like a stone from the tree and fell on the ground.

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The merchant was distressed at this. He hurried away from there.

On returning home, he went up to his parrot's cage and described all the wonders and the beauty he had seen on his journey, and how a flight of parrots had come to the forest he was visiting.

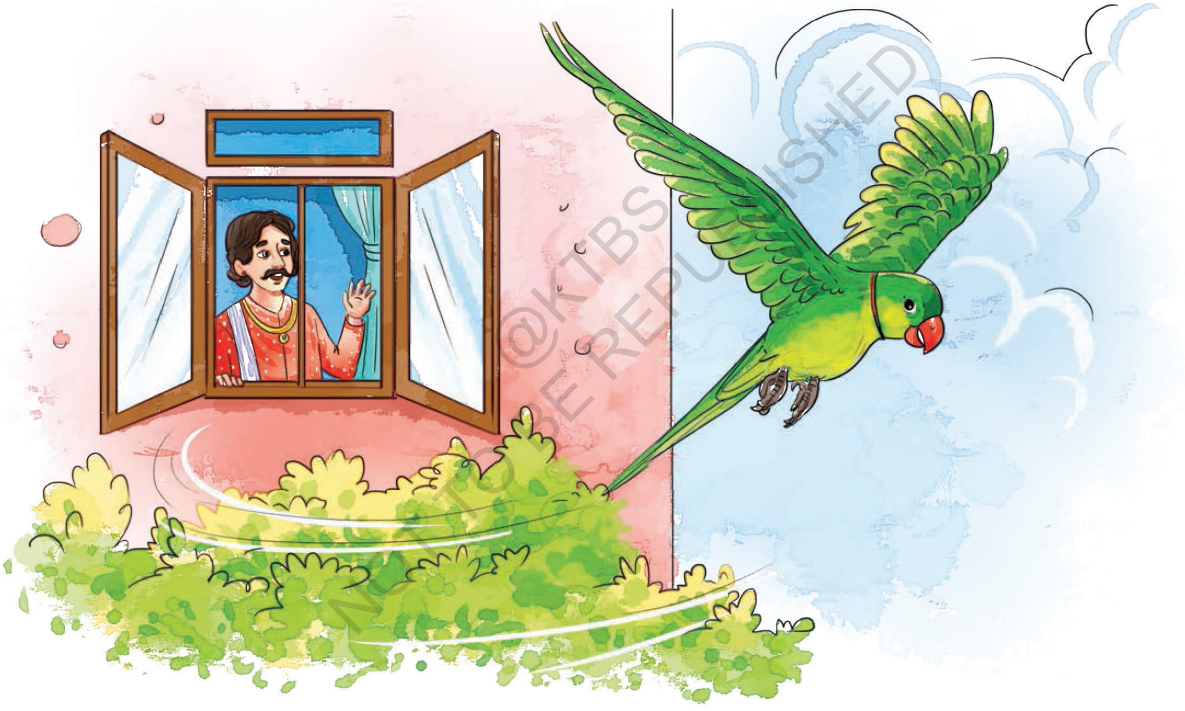
He then told his pet about the message he had conveyed, and, with great sorrow, described how one bird had been so shocked that it fell to the ground.

As soon as he finished talking, his own pet parrot fell from the perch to the floor of the cage.

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The merchant couldn't understand how his beloved pet died so suddenly. He reached into the cage and gently took the still warm body of the bird and placed it on the windowsill.

As soon as he stepped back, the bird stirred, stretched its beautiful green wings and flew off into the open sky saying, "My friend showed me how I could escape and now I can fly in the sky. Goodbye!"



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New Words

merchant	tender	distressed
perch	windowsill	sighed

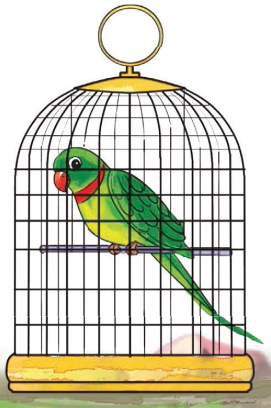
Let us Think

A. Answer the following questions.

1. Why did the merchant keep the parrot in a cage of gold?
2. What made the parrot a favourite pet of the merchant?
3. What message did the parrot ask the merchant to convey to its friends?
4. What happened after the merchant gave the message to the parrots?
5. How did the parrot escape from the cage?

B. Think and discuss

1. If you were the merchant, how would you respond to the parrot's request for freedom?
2. Can you think of a real-life situation where intelligence is more useful than strength?
3. Which parrot from the chapter was actually 'wise' according to you? Give reasons for your answer.



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Let us Learn

A. Fill in the blanks with suitable phrases given in the box to make a meaningful paragraph.

stand upright, all over, look after, stepped out, went away, came across, about to

One winter morning, as I ..... of my home, I saw that the snow was ..... the place. While walking uphill towards my shop, I ..... a small puppy. Its leg was injured and it was ..... collapse. Being in pain it was unable to ..... . So, I decided to take it home and ..... it. With good care, all its pain ..... .



Note to the Teacher

- Share the meanings of these phrases with your learners.
- Explain the difference between a sentence and a phrase using examples from different texts.

B. Complete the sentences. The first one has been done for you.

pack, bouquet, army, flock, bunch, flight, swarm,

1. A .....flight..... of parrots came to the forest.
2. I saw a ..... of sheep in the fields.
3. A ..... of wolves was howling loudly.
4. We gave a ..... of flowers to the chief guest.
5. A ..... of bees hovered around the flowers.
6. An ..... of ants is moving towards the anthill.
7. I helped my mother find a ..... of keys.

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Note to the Teacher

- Encourage learners to use the collective nouns in mentioned the previous question in conversations.
- You may share more examples of collective nouns with them.
- Revisit the words whenever you get the opportunity to bring them up during informal conversation.

C. Read the following.

1. I have come from Jalandhar.

   The underlined part tells us that the action of 'coming from Jalandhar' took place sometime in the recent past.

2. Rita has read all the poems written by Sarojini Naidu.

   The underlined part tells us about an 'experience of reading', that took place in the past but is still relevant in the present.

The above sentences have used present perfect tense.

We use present perfect tense to talk about:

- Actions that were completed in the recent past.
- Actions or experiences that happened in the past but affect the present.

Rule

Subject + has/have + Verb + Object

Now complete the following sentences using present perfect tense.

a. I ..... (visit) Delhi many times. It is a city with many historical sites.

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b. My friend Onshangla is an artist. She ..... (draw) pictures of ten monuments.

c. Mr. Joon ..... (buy) a new car.

d. I ..... (complete) my homework and my brother ..... (revise) for his test.

e. They ..... (write) letters to their friends.



Note to the Teacher

Draw learners' attention towards the aspect of 'completion' of the actions in the present perfect tense. Use examples to differentiate between 'has' and 'have'. Help learners frame sentences related to their day-to-day activities.



Let us Listen

Your teacher will read the paragraph given below, listen to the paragraph carefully. Your teacher will ask you some questions, which you can try to answer.

Birds are beautiful creatures with feathers and wings. Due to various reasons, many species of birds have become endangered. To protect these birds and their species, bird sanctuaries have been built. There are more than 70 bird sanctuaries in India. The Vedanthangal Bird Sanctuary, located in Tamil Nadu, is the oldest bird sanctuary in India. The Bharatpur Bird sanctuary, located in Rajasthan, is the largest bird sanctuary in our country.



Note to the Teacher

Ask factual questions based on the above paragraph.

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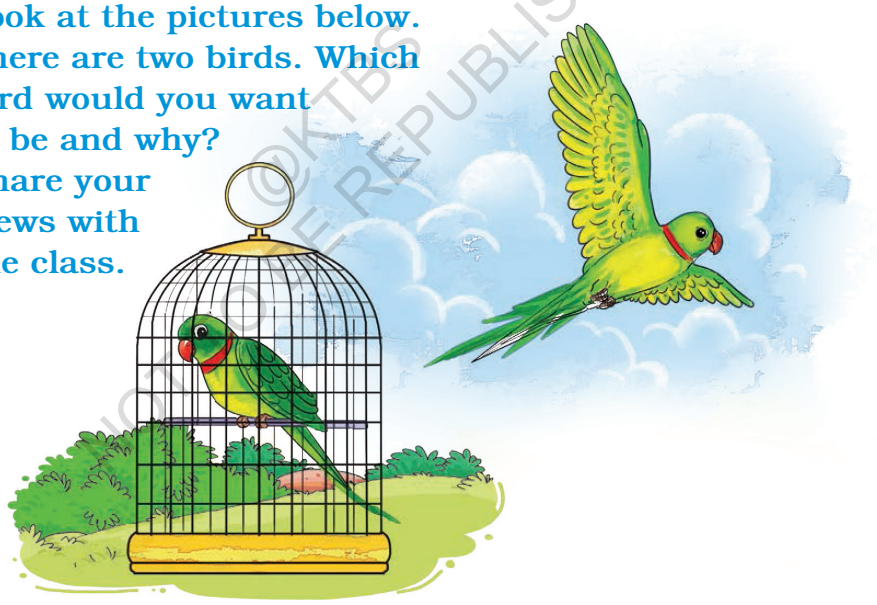


Let us Speak

A. Listen and repeat

tail	toil
bail	boil
ail	oil
fail	foil
cane	coin
sail	soil

B. Look at the pictures below. There are two birds. Which bird would you want to be and why? Share your views with the class.



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Note to the Teacher

- Encourage the learners to share their views with the class.
- Ensure that the learners pronounce the words clearly, distinguishing between the 'ai' and 'oi' sounds.



Let us Write

In the story, you read how the parrot tricked the merchant into releasing it but the story does not end here. Use your imagination to complete the parrot's story.

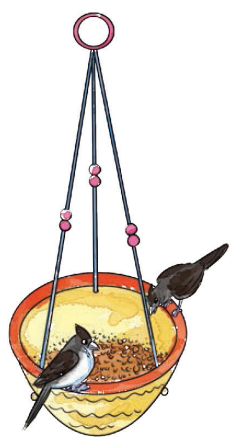
After escaping from the golden cage, the parrot decided to fly away…

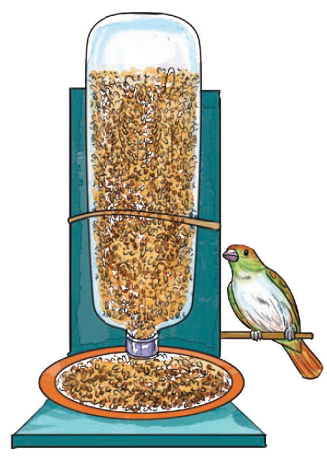
Let us Do

A bird feeder is an object used to keep food for birds. You might have seen bird feeders placed outdoors in balconies, gardens, or parks to attract and feed birds. They are filled with seeds, grains, or nuts and placed in safe locations to help birds find food easily.

1. Look at the pictures of bird feeders given below and try to identify the material used to make them.







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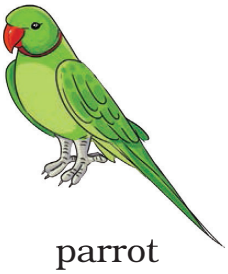


These materials are easily available in our homes.

2. Make a bird feeder with the material of your choice. Fill it up with water, seeds, and grains like millets. With the help of your parents, place it at an appropriate location outside your house.

Happy feeding!

Let us Explore



parrot



macaw



sparrow

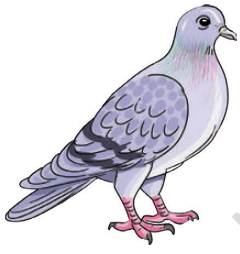


crow





seagull



pigeon

ostrich



flamingo



weaver bird



tailor bird

Choose any two of the above and find out a few interesting facts about them.

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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 the 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 the questions
   - in my mother tongue. ☐
   - in English. ☐
   - in English with a few words of my mother tongue. ☐
   - in my mother tongue, with a few words of English. ☐

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4. I can write a paragraph

- 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 a part of their learners' progress trajectory.

New Words

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Notes



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