

HANDS ON English 3



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EDUCATION (I) PVT. LTD.

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Preface

SAAR's 'Hands on English' is a English series for grades 1 to 5 designed in accordance with the requirement of the latest curriculum prescribed by the National Curriculum Framework of NCERT.

SAAR believes in imparting knowledge that is transferrable to daily life, is fun to learn and helps to acquire values. The core structure focuses on both scholastic and co-scholastic activities. The idea of this series is to arouse an educated awareness among students; and develop them as Inquirers, Thinkers, Communicators & Risk-takers with tasks based on-

- Conceptualisation (Knowledge & Understanding)
- Reflection (Observation & Review)
- Application (Relate to Real Life)
- Connection (Transfer Knowledge across Subjects)

The course is structured around everyday themes, so that students can study the lessons in context to real life through their own hands-on experiences. Research has shown that children learn: 10% of what they READ, 20% of what they HEAR, 30% of what they SEE, 50% of what they HEAR & READ, 70% of what they SAY and 90% of what they DO! Therefore, the concepts have been developed based on the Concrete-Pictorial-Abstract (CPA) approach.

The series follows an integrated approach to provide the students an opportunity to stimulate and enhance their aptitude, cognitive and analytical skills, and also develop life skills related to the subjects so that they can adjust with their surroundings and their milieu a lot better.

There is an added activity by the name 'Fun Time' at the end of every chapter. 'Review Sheets' and 'Evaluation Sheets' given in the books provide scope for continuous review and evaluation.

The course structure also assists in sensitising children to be self aware and develop positive attitude towards life & environment. The students can be evaluated according to the following skills:

- Life Skill : Thinking Social Emotional
- Attitude towards : Schoolmates Teachers Environment
- Values : Discipline Care & Share Respect

A Walkthrough of the 'Hands On English Series'

HANDS ON is a primary school level academic programme governed by the principles of **Experiential Learning**. These learnings have been addressed in the following way:

1 The Testing Time

Let's Get Started

What does the word 'kindness' mean to you? Recall and tell the class about any three instances, when someone was kind to you.

Put a Tick (✓) against the kind deeds.

- Helping an elderly lady to carry a bag.
- Pushing a friend.
- Offering a seat to a classmate.
- Throwing a chocolate wrapper on the floor.

Key Words

righteously : morally good and right
envid : to feel jealous
generosity : kindness
disguised : to hide someone's identity
trembling : shaking involuntarily
caressed : to touch or stroke gently, or lovingly
mocked : to make fun of

Once, there was a great king called Sibi. He was kind and generous to his people. He ruled the kingdom **righteously**, and treated the people of his kingdom as his own children. All the other kings **envid** him as there were no complaints from his people and neither from any of the neighbouring kingdoms against him. He showered his love on the birds and animals too. He was true to his words.

Let's Get Started
pre-reading activity

Key Words
to comprehend meaning of new words

5. Which is your favourite fruit? Find out the season in which it grows.

Let's Listen

Read aloud the words given below, and listen to the long and short vowel sounds for letter 'u'. Then circle the words with the short vowel sound /u/ as in 'cut'.

use	music	umbrella	up	unicorn
uncle	ugly	blunt	hut	unit

Let's Speak

Read the conversation between Mrs Roy and Rony.

Mrs Roy: What do you do?
 Rony: I am a bus driver. I drive a bus.
 What do you do?
 Mrs Roy: I am a teacher. I teach children in school.

Now, along with your partner, practise a similar conversation by replacing the underlined words with words from the table below.

A doctor	looks after sick and injured people
A carpenter	makes objects out of wood
A farmer	grows crops
A singer	sings songs
An actor	acts in plays

Let's Answer

A Fill in the blanks with the correct words from the lesson.


- It was a shining purple _____.
- It had a small _____ too.
- The _____ had an orange bicycle.
- _____ checked the seat.

B Complete the following lines from the story.

- It had two big wheels and _____.
- 'Sir, could you please _____? It is wobbling.'
- 'We can take it _____,' said Tara.

C Read the extracts given below and answer the questions that follow:

- After some time, Rohit stopped riding. He got down from his bicycle.
 - Who stopped riding?
 - What did he do after stopping?
- 'Tara and Rohit went to the cycle repair shop. They met a mechanic.'
 - Where did Rohit and Tara go?
 - Whom did they meet?
- 'Sir, could you please fix this seat?'
 - Who said the above words to whom?
 - What had to be fixed?



HOTS
to encourage lateral thinking

Let's Answer
comprehension questions

Let's Listen
practice of phonics and listening skills

Let's Speak
to develop speaking and spelling skills

Let's Read

There is a distinct difference between using 'May I?' and 'Can I?'

May refers to seeking or giving permission.

Can refers to asking about or stating one's capability to do something.

Often not just children but grown-ups too mix up the usages that result in speaking incorrect English.

Watch this excellent video to learn more:
<https://youtu.be/swUxjHVKNOQ>

It is very important to use both of them correctly.

Let's Write

What is an acrostic poem?

An acrostic poem is said to be a type of poetry where the first, last, or other letters in a line spell out a particular word or a phrase. The word or phrase can be a name, a thing, or any other word.

For example: SITA

S mart
 I ntelligent
 T alented
 A ctive

Now, write an acrostic poem about any classmate. Share it with the class.

Let's Build Grammar

Proper Nouns

We have learnt about proper nouns in the previous class.

A proper noun names a particular person, place, animal, or thing.

For example: Muralidhar, Rajagopal

Let's Build Grammar

contextual grammar with definition, examples & exercises

Let's Build Vocabulary

vocabulary building tasks

SAMVED Education

Let's Read

reading skill tasks

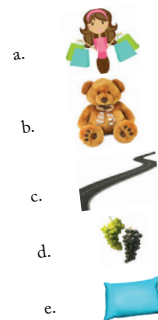
Let's Write

to hone writing skills

- d. The sky _____ blue.
 e. It _____ a rainy day.

2. Match the sentences with the pictures.

- My teddy is cuddly.
- The pillow is fluffy.
- These grapes are sour.
- The bags are light.
- The road is narrow.



Let's Build Vocabulary

Write the names of the months that can be associated with pictures given below.



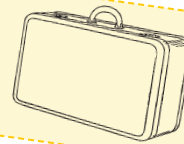
Did You Know?

Vacations can be a good opportunity for learning lot of interesting things. During vacations we meet more people and make new friends. A short vacation is called a holiday.



Let's Do

List the things that you would pack in your bag for a vacation.



Values and Life Skills

Your grandparents are often lonely. You like to spend time playing with your friends. Do also plan sometime specifically to spend with your grandparents each week. Discuss in the class the activities you can plan for with them.

Weblink

Know more by clicking the following link:
<https://www.youtube.com/watch?v=MTteKESRzyg>

Values and Life Skills

to hone co-scholastic abilities & inculcate values in children

Weblinks

interesting internet links

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Skill-Content Mapping

Sr. No	Name of Lesson	Page No.	Genre	Values	Grammar	Pronunciation/ Phonics	Writing Skills	Speaking Skills
1.	The Testing Time	1	Short Story	Philanthropy and Generosity: The pillars of a magnanimous society	Personal and possessive pronouns	The long vowel sound: 'a'	Blanks; short answers; planning a short story; shape poetry	Recitation and conducting a Conversation
2.	Making a Sandwich	9	Short Story	Helpfulness	Adjectives with 'er' and 'est'	The long vowel sound: 'e'	Blanks; short answers; process writing	Word Race Game
3.	Where Go the Boats?	17	Poetry	Appreciating nature and its bounties	Poetic License	Rhyme and Rhythm	Short answers	Recitation
4.	An Act of Kindness	20	Short Story	Kindness, a treasured virtue	Subject-verb agreement; past tense; 'ie' and 'ei' spelling rules	Past tense forms of verbs and their sounds	Blanks; short answers	Narration of a short story
5.	The Ant and the Grasshopper	28	Parable	The importance of hardwork and consistency	Kinds of sentences: affirmative, negative, imperative and interrogative and collocations	The long vowel sound: 'i' and homophones	Blanks, short answers	Enacting a conversation
6.	The Wind and the Leaves	38	Poetry	Awareness about the seasons	Poetic License	Rhyme and Rhythm	Blanks and short answers	Recitation
7.	A Wish Fulfilled	43	Short Story	Importance of dreams and aspirations		The long vowel sound: 'o'; rising and falling intonation	Blanks; writing dialogues; reference to context and short answers	Dialogue in conversation

Sr. No	Name of Lesson	Page No.	Genre	Values	Grammar	Pronunciation/ Phonics	Writing Skills	Speaking Skills
8.	Safety in Our Hands	54	Short Story	First-aid and safety: a priority	Affirmative and imperative sentences; use of 'can' and 'may' when making requests	The long vowel sound: 'u'; homonyms	Blanks and short answers	Conducting an interview
9.	Winter's Blessings	64	Poetry	Awareness about the seasons	Poetic License	Rhyme and Rhythm	Blanks and short answers	Recitation
10.	Tortoises on a picnic	72	Short Story	The importance of trust in familial relationships	Prepositions; compound words	Sounds: 'oi' and 'ou'; 'r' blends	Blanks and short answers	JAM
11.	Eklavya - the Archer	83	Short Story	The importance of gratitude towards your Guru; keeping promises	Adverbs of time and place; contractions and interjections	Sound of a controlled 'r'	Blanks; reference to context and essay writing	Oral rendition
12.	Egbert and Me	96	Poetry	Treasuring a loving and safe home	Poetic License	Rhyme and Rhythm	Blanks and reference to context	Recitation
13.	Leisure	100	Poetry	Awareness of the world around us	Poetic License	Rhyme and Rhythm	Blanks and short answers	Recitation
14.	On the Hill	104	Short Story	Importance of a healthy body and mind	Affirmative and negative sentences in the future tense and collective nouns		Blanks; short answers and construction of a paragraph	Drafting and asking questions
15.	Betty at the Party	114	Poetry	Importance of being kind; possessing a good spirit and sense of humour	Poetic License	Rhyme and Rhythm	Blanks and short answers	Recitation
16.	The Flying Doctor	117	Short Story	Concern for the greater good of all humanity	Interrogative sentences: use of going to/not going to and few/little	Syllable and spelling rules	Blanks; short answers and diary entry	JAM

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1

The Testing Time



Let's Get Started

What does the word 'kindness' mean to you?

Recall and tell the class about any three instances, when someone was kind to you.

Put a Tick (✓) against the kind deeds.

- a. Helping an elderly lady to carry a bag.
- b. Pushing a friend.
- c. Offering a seat to a classmate.
- d. Throwing a chocolate wrapper on the floor.

Key Words

righteously : morally good and right

envied : to feel jealous

generosity : kindness

disguised : to hide someone's identity

trembling : shaking involuntarily

caressed : to touch or stroke gently, or lovingly

mocked : to make fun of

Once, there was a great king called Sibi. He was kind and generous to his people. He ruled the kingdom **righteously**, and treated the people of his kingdom as his own children. All the other kings **envied** him as there were no complaints from his people and neither from any of the neighbouring kingdoms against him. He showered his love on the birds and animals too. He was true to his words.

He was so popular that even the Gods felt like testing his **generosity** and honesty. One day, Lord Indra, along with Lord Agni, decided to test the king. Indra took the form of a vulture and Agni **disguised** himself as a pigeon. They flew down to the king's palace, where he was sitting in his balcony. The pigeon flew hurriedly towards the king, while the vulture swooped down. The pigeon, nervously **trembling**, flew to the king's lap.



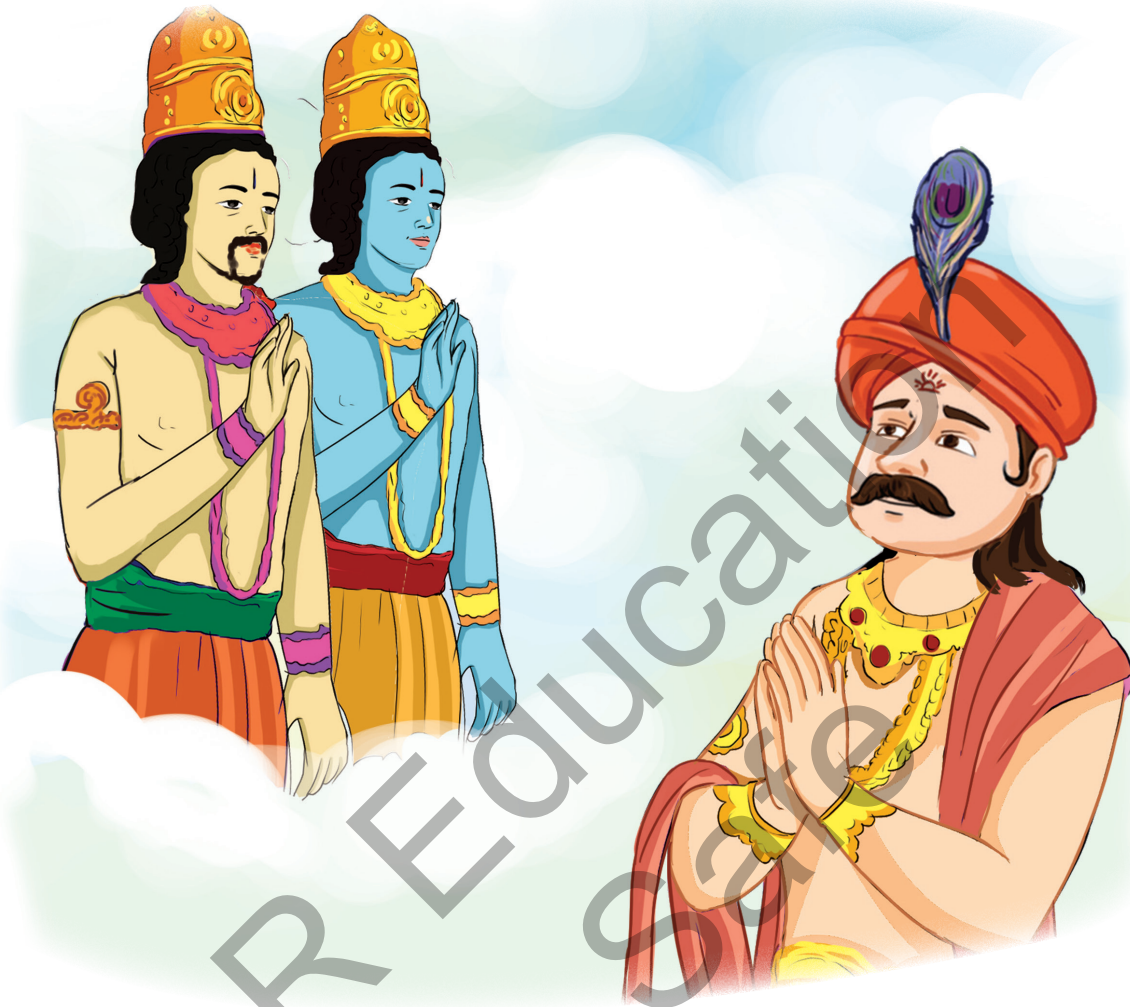
The kind-hearted king was watching the vulture follow the pigeon to hunt it. He could not tolerate an innocent bird being chased by such a strong creature. He took the pigeon in his arms and **caressed** it.

Seeing this, the vulture said, 'Oh king! Kindly return the pigeon to me. I am hungry and I want to eat it.' The king replied, 'I cannot let you harm an innocent pigeon. Leave it and I promise to give you gold that is equal to its weight.'

The vulture **mocked** the king, 'And you think I can eat the gold to satisfy my hunger?' The king replied, 'Oh, great creature! I shall ask my chefs to prepare the finest meal for you!'

But the vulture shook its head. 'A creature for a creature, O king,' he said. The king stepped forward. 'If that is what you wish for, you can eat me instead,' said the king. The pigeon and the vulture were speechless.

On hearing the king's words, the vulture and the pigeon returned to



their true forms of Lord Indra and Lord Agni. They rewarded the king for his generosity and kind nature, and left for their heavenly abode.

Let's Answer

A Fill in the blanks with the correct words from the lesson.

1. King Sibi _____ his love on birds and animals too.
2. Indra took the form of a _____.
3. King Sibi took the pigeon in his arms and _____ it.
4. They rewarded the king for his _____ and kind nature.

B Answer the following questions.

1. What kind of a king was Sibi?
2. Who wanted to test the king and why?
3. Who disguised themselves, and as what?
4. Why did the vulture mock the king?
5. What was the king's offer to the vulture?
6. What lesson do we learn from this story?



HOTS

1. Do you think it is necessary for everyone to have qualities like honesty, generosity and kindness? Why do you think so?
2. Discuss with your classmates how you can perform random acts of kindness.



Let's Listen

Listen to the words and underline the words with the long vowel sound /a/

cake	back	crab	plate	plain	hat
name	stack	stay	drain	mat	pray

The most common examples containing the long vowel sound /a/ are _____, _____ and _____

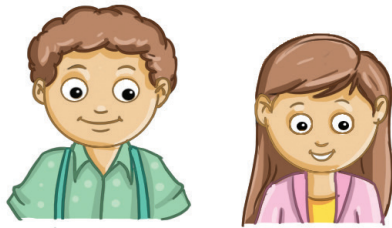


Let's Speak

We show respect and regard towards people by being polite to them. There is a difference in the ways we speak to our friends and to our elders.



Hi, how are you?
Please, give me that book.
Good to meet you.
Let me go.



How are you doing, Sir?
Could you please give me that book?
It was a pleasure meeting you.
Please excuse me.



Work in pairs. One of you can play the role of an elderly person; Have a conversation with your partner about help you require for your summer project.



Let's Read

Here is a short list of '35 Little Acts of Kindness'. Go through it and see which ones you too can try out sometime.

<http://www.oprah.com/spirit/35-little-acts-of-kindness>



Let's Write

You may have seen your mother making a shopping list. She writes the items one after the other. We can also make various lists of 'things to do'; like, *places we want to visit, the games we like to play*, etc. Create a list of five of your favourite stories or story books.



Now think of a story you would like to write. Write the beginning and share it with the class. Get creative!

Let's Build Grammar

Personal and Possessive Pronouns

As learnt earlier, words used instead of nouns are called pronouns. We use them to avoid repetition in speaking and writing.

Personal pronouns are I, me, you, he, she, it, him, her, etc.

Possessive pronouns are used to show possession.

1. **Read the following lines and make a mental note of how pronouns have been used:**

They flew down to the king's palace, where he was sitting on the balcony.

Here '**They**' refers to the pigeon and the vulture, while '**he**' refers to king Sibi. These pronouns are called Personal Pronouns.

They rewarded the king for his generosity and kind nature, and left for their heavenly abode.

Here '**his**' and '**their**' show the possessions of king Sibi and the Lords respectively. These are called Possessive Pronouns.

2. **Fill in the blanks with personal or possessive pronouns. The first one has been done for you.**

- a. I shall bring **my** boats ashore.
- b. This car belongs to Jack. _____ loves driving it.
- c. Ravi's grandparents are arriving today. _____ will stay here for a week.
- d. This is Delia. _____ lives in Mumbai.
- e. My name is Ryan. _____ like to play cricket.
- f. Don't touch that pan. _____ is very hot.
- g. This book belongs to Ram. It is _____ favourite book. _____ reads it everyday.



Let's Build Vocabulary

The profession of a king is to rule. He is also called a ruler.
Circle the professions from the help box in the following word grid.
The first one has been done for you.

dentist astronaut teacher scientist surgeon
author farmer pilot chef soldier nurse

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

What would you like to become when you grow up? _____



Values and Life Skills

Many people help the beggars by donating money to them. Is this really an act of kindness?



Weblinks

Learn about the long sound of the letter 'a', follow the links below
https://www.youtube.com/watch?v=_7byj6wgUE4
<https://www.youtube.com/watch?v=CxwmUea2dQI>

Fun Time

Poetry

Look at the following pictures given below.

No
Not more rain
splashing on the window
pane. In the main, I don't complain.
The fact remains, the drains contain so much
rain that they are strained. The weather vane's
become inane, when every day it rains again. It's plain
to
see
for
you
and
me
it
has
to
be
the
end
of play

TREES

Trees
are old friends.
They have so many jobs.
Homes for birds, shelters
from the cold and the rain,
oxygen producers, and are
providers of shade.
So big, so alive.
Roots, bark, branches
Roots, bark, branches
Roots
Soil, soil, soil, soil, soil, soil, soil, soil

Do you know these pictures are actually poems? This kind of poem is called 'shape poetry' or 'concrete poetry'. In this, you write a poem describing an object in the shape of the same object. Create your own shape/ concrete poem in the given space.

A large rectangular area with a dashed orange border, intended for students to write their own shape/concrete poem.

2

Making a Sandwich



Let's Get Started

1. Name two things that you like to have for breakfast.
 - a. _____
 - b. _____
2. Discuss with your classmates, why you should eat healthy food and not junk food.

Key Words

- early** : before the usual time
- breakfast** : a meal eaten in the morning
- sandwich** : two slices of bread with some filling between them
- spread** : soft food put on the bread
- recipe** : directions to make a dish
- ingredients** : the items needed to cook a dish or make a product

It was six in the morning. Lalit woke up and brushed his teeth. His mother was in the kitchen boiling milk.

‘Good morning, Mummy,’ said Lalit. ‘Very good morning, Lalit,’ said Mummy. ‘You woke up very **early** today.’ ‘Yes, I thought I could help you a little,’ said Lalit.

‘That is so nice of you dear,’ said Mummy. ‘Have your glass of milk.’

‘What will you have for **breakfast**?’ she asked.

‘I will have a vegetable **sandwich** today,’ said Lalit.

Suddenly, he had an idea.

‘Can I make my own sandwich, Mummy?’ he asked.

‘Yes, you can, I will help you make it,’ said Mummy. ‘Making a vegetable sandwich is very easy. First, let us collect all the things that we need to make a sandwich. We need **ingredients** like bread, butter, tomato, cucumber, potato, capsicum, and onion; tools like a knife and a peeler. We need plates to keep the sandwiches and other ingredients.’ They collected everything together.



‘Mummy, how can we eat raw potatoes?’ asked Lalit. ‘I shall boil them while you finish your glass of milk,’ said Mummy. ‘How long will it take for the potatoes to boil?’ asked Lalit. ‘It will take some time, till then I shall peel the cucumber and the onions.’

Once she was done with the peeling of the vegetables, Lalit’s Mummy told him, ‘The potatoes must have boiled by now. Lalit, can you help me peel the potatoes while I cut the rest of the vegetables? I shall slice the potatoes once you have finished peeling them.’

When Mummy had finished all the cutting, she said, ‘Now, you can make a sandwich for yourself. Please get a plate, and place it on the table.’

‘I am ready,’ said Lalit. Then Mummy started giving instructions to Lalit.

‘First, take a slice of bread, and place it on the plate. Now, **spread** some butter on the upper side of the slice with the help of a butter



knife. Then, place the slices of tomato, cucumber, capsicum, onion, and potato on it. Take another slice of bread and butter it on one side. Finally, place this slice of bread on top of the vegetables to make a sandwich. Now the last step is to cut the sandwich into half,' said Mummy as Lalit followed her instructions.

'This is so easy!' said Lalit.

'So, now you know the **recipe** of a sandwich,' smiled Mummy.

Lalit had his first cooking experience today.



Let's Answer

A Fill in the blanks with the correct words from the lesson.

1. It was six in the _____.
2. Lalit woke up and _____ his teeth.
3. _____ was in the kitchen boiling milk.
4. 'I will have a _____ today,' said Lalit.

B Answer the following questions.

1. What time did Lalit wake up and why?
2. What did mother boil in the story?
3. What did Lalit have just before breakfast?



HOTS

Lalit asks, 'How can we eat raw potatoes?' Do you think he is a smart boy? Give reasons for your answer.



Let's Listen

Listen to the words and underline the words with the long vowel sound /e/.

tent	fresh	theme	sheet	teacher	complete
thread	eagle	quench	these	queen	pentagon

The most common examples containing the long vowel sound /e/ are _____, _____ and _____



Let's Speak

Play a word race game with your classmates.

Think and speak out words producing the sounds of letters 'e' with 's', and 'e' with 'k'. The one who is able to think and speak out the maximum number of words, shall be the winner.



Let's Read

The story of the first sandwich in space!

Co-pilot John W. Young, during his space mission on a two-week space flight Gemini 3, smartly managed to carry a sandwich, that he had got from a restaurant a few days ago.

Later in space, he asked his colleague, astronaut Virgil Grissom if he wanted a sandwich. Grissom thought Young was talking about the regular space food and consented. Thus unknowingly, Grissom ate the world's first space sandwich that was made on the Earth! Because

of this incident, all astronauts were, thereafter, required to sign an inventory of all the things they were taking aboard a spacecraft on future missions.

Let's Write

Which is your favourite food item? With the help of your mother or anyone in your family, make a list of all the ingredients used in that food item. Then, ask for the process of its preparation.

Write down the entire process of making your favourite food item in your own words.

Let's Build Grammar

Adjectives with **-er** and **-est**

Read below to see what Tania, Sumit and Raina are saying.

Tania: I have a big pencil box.

Sumit: My pencil box is bigger than yours.

Raina: But, my pencil box is the biggest.

The children are describing their pencil boxes by using the adjective big, bigger, and biggest.

- Tania describes her pencil box as big. This is the first degree of comparison. It is known as **positive degree of adjective**.
- Sumit says that his pencil box is bigger than her box. He adds **-er** to big, because he is comparing two things. This is the second degree of comparison. It is known as **comparative degree of adjective**. When we use **-er** with an adjective, the word **than** is also used after **the** adjective.

- Raina says that her pencil box is the biggest when he compares it with the other boxes. She adds **-est** to big to show the comparison. This is the third and the last degree of comparison. It is known as **superlative degree of adjective**. When we use **-est** with an adjective, we must use **the** before it.

1. Complete the following sentences using -er or -est with the adjectives given in the brackets.

- Riya's sister is _____ than her. (short)
- Dhiraj is the _____ boy in the class. (tall)
- The black bird is flying _____ than the red bird. (high)
- This bus is _____ than that one. (long)
- Raj had the _____ piece of cake. (small)
- My mother's necklace is _____ than her mother's. (beautiful)
- The _____ drawing won the first prize. (good)
- I have three sisters. I am the _____. (young)
- He received several gifts on his birthday. My gift was _____ than the other gifts. (big)
- My house is located on a _____ street. However, the street parallel to it is _____, and the street on the opposite side is the _____. (narrow)



Let's Build Vocabulary

Some words are usually spoken or used together because they form meaningful pairs. Such words are known as **collocations**.

Let us study about adjective + noun collocations.

For example: favourite fruit furry animal

1. Now, choose the correct words to complete these sentences.

- We went outside in the _____ rain. (heavy / weight)
- Tony is a _____ boy. (tall / high)



- c. Rani has _____ hair. (small / short)
- d. We had _____ fun at the zoo. (big / great)
- e. Rita aunty made _____ dish. (an ugly / a tasty)
- f. Rocky has a _____ voice. (noisy / loud)
- g. The curry has a _____ taste. (deep / rich)
- h. May you have _____ dreams tonight. (sweet / nice)
- i. It was his _____ mistake to have not attended the meeting. (big / large)
- j. Father loves to have _____ tea when he has a headache. (strong / powerful)



Let's Do

Sandwich competition

Get into groups. Bring ingredients for sandwiches from home.

For example: vegetables, boiled gram, butter, cheese, mustard sauce, pudina chutney, chips, boiled or scrambled eggs, or other protein pieces. Each group should make various types of sandwiches. The group with the most number of variety and/or the most creativity will be declared the winner.



Values and Life Skills

Do you think children should help their parents in household work? Give reasons to support your thoughts.



Weblink

Learn more about 'c' sound with the help of the given link.

<https://youtube/SIZb4z7p-Dg>

Fun Time

Delicious Sandwiches from Around the World

Putting stuff between sliced bread is the best thing.

Match the names of the sandwiches with their respective countries.

Sandwich		Country
vada pav	<input type="radio"/>	France
doner kebab	<input type="radio"/>	Australia
katsu-sando	<input type="radio"/>	Turkey
vegemite	<input type="radio"/>	Japan
jambon beurre	<input type="radio"/>	India

