

*Read and learn this poem*

# A Watering Rhyme



0424CH07

Early in the morning,  
Or the evening hour,  
Are the times to water  
Every kind of flower.  
Watering at noonday,  
When the sun is high,  
Doesn't help the flowers,  
Only makes them die.







Also, when you water,  
Water at the roots;  
Flowers keep their mouths where  
We should wear our boots.  
Soak the earth around them,  
Then through all the heat  
The flowers will have water  
For their thirsty 'feet'!

– P.A. Ropes

### New words

hour, watering,  
noonday, boots,  
soak, heat





## Reading is fun

1. What is the best time to water the plants?
2. When should we not water the plants?
3. Which part of the plant should be watered?



## Word building

Place letters in their right order to form the names of flowers.

PAETWEES      S \_ \_ \_ \_ \_ A

MRAIDOLG      M \_ \_ \_ \_ \_ D

JMINEAS      J \_ \_ \_ \_ \_ E

TLOUS      L \_ \_ \_ \_ S

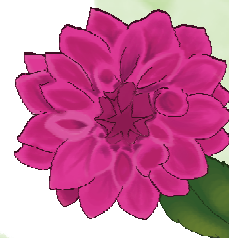
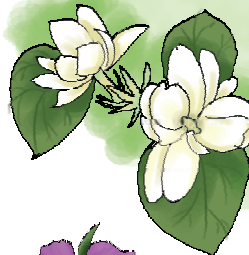
ARGOM      M \_ \_ \_ \_ A

DHAAIL      D \_ \_ \_ \_ A

XOLHP      P \_ \_ \_ \_ X

ANSPY      P \_ \_ \_ \_ Y

BISHCUS      H \_ \_ \_ \_ \_ S

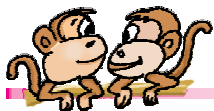
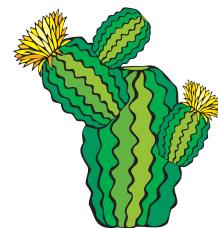
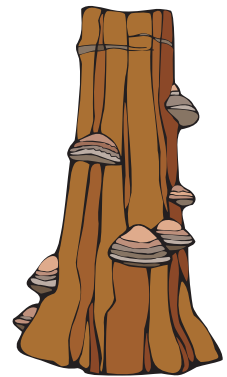




## Fun time

You have visited your school garden and seen different kinds of plants, shrubs and trees. This grid has the names of different parts of a tree. Look for these words – **BUD**, **POD**, **LEAF**, **STEM**, **ROOTS**, **THORNS**, **BRANCHES** and **FLOWERS** as fast as you can – vertically, horizontally and diagonally.

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




## Let's talk

1. Do you have a garden at home?
2. Name some flowers which grow in your garden or near your house.
3. Give another word for 'thirsty feet'.





- 
4. What happens when we water plants in the morning?  
Choose one answer.
- (a) They will grow well.  
(b) They will dry up.
5. From where do flowers get water?
- (a) From the bottom (roots).  
(b) From the top (leaves).



Say aloud

early  
curly  
surely

our  
hour  
are

flower  
flour  
shower

their  
there  
care

could  
hood  
should

where  
wear

seat  
sheet

shake  
sake

bread  
spread

high  
sigh

**Pick out the silent letters from these words**

hour  
often  
write

knit  
know  
knife

wrong  
night  
high

doubt  
could  
walk



Let's write

1. Write rhyming words for the words given below. One has been done for you.

(a) morning **evening**

(b) car \_\_\_\_\_



(c) high \_\_\_\_\_ (d) boots \_\_\_\_\_

(e) heat \_\_\_\_\_ (f) where \_\_\_\_\_

2. Words like **morning**, **evening**, **watering** end in **ing**. Write six more words to which **ing** can be added at the end to form a new word.

(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_

(d) \_\_\_\_\_ (e) \_\_\_\_\_ (f) \_\_\_\_\_

3. Look for words in the poem which sound like the words given below.

(a) are \_\_\_\_\_ (b) there \_\_\_\_\_ (c) flour \_\_\_\_\_

(d) where \_\_\_\_\_ (e) son \_\_\_\_\_ (f) threw \_\_\_\_\_

4. In the sentences below the capital letters, commas, full stops and question marks are missing. Put these in the correct places.

(a) on monday i will go to school

\_\_\_\_\_

(b) rahim ravi and raju are going to see the circus

\_\_\_\_\_

(c) sita where are you looking

\_\_\_\_\_

(d) the tailor went to the market mr singh

\_\_\_\_\_





(e) every sunday i go for a walk have breakfast read story books  
listen to music and watch television

---

(f) laxmi why are you crying

---

(g) what is the colour of the sky

---

(h) oranges mangoes bananas and papayas are fruits

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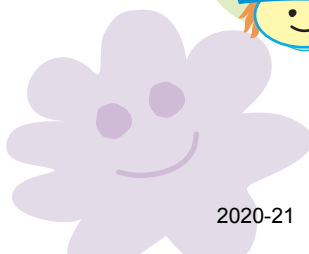
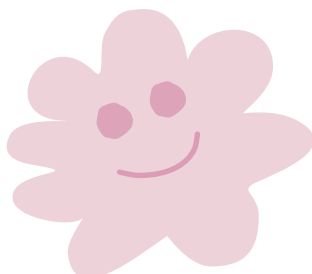
Team time

## Write a Story

Write a story about a plant that is in danger. Write about how you might help to save it. Be sure the story has a beginning, a middle, and an end.

## Prepare a Speech

Prepare a speech giving some reasons why it is important to protect flowers and plants. Include ways that you could help protect endangered plants in your school.





*Read the story*

# The Giving Tree

*How do you feel when you help someone?*

*How do you feel when you share your things with others?*

*Read this play to know how a tree feels when it helps a boy.*

**Narrator :** Once there was a tree and it loved a little boy. Every day the boy would visit the tree and enjoy its company.

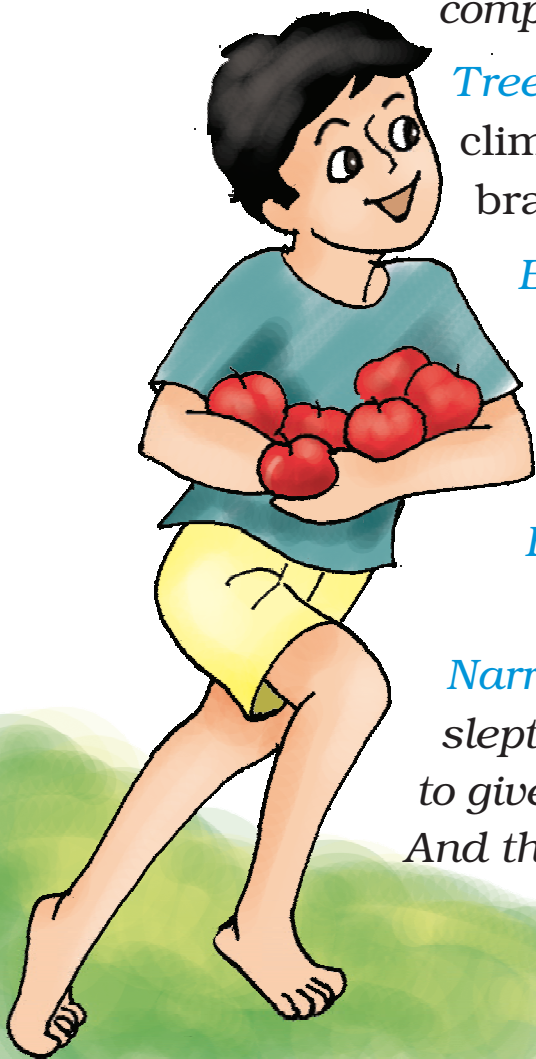
**Tree :** Come here, my boy. Come and climb up my trunk and swing from my branches.


**Boy :** *(swinging from branches)*  
Ah, what fun!

**Tree :** Are you hungry? Eat my apples.

**Boy :** *(eating apples)* How delicious!

**Narrator :** When the boy was tired, he slept under the tree. The tree was happy to give its shade. But time went by. And the boy grew older and went away.





The tree was often alone. After some years... One day the boy came to the tree and the tree was very happy.

**Tree :** Come, my boy, come and climb up my trunk and swing from my branches.

**Boy :** I am too big to climb and play. I want to buy things and have fun. I want some money. Can you give me some money?

**Tree :** I'm sorry but I have no money. I have only leaves and apples. You can pluck my apples and sell them in the market. Then you will have money.

**Narrator :** The boy happily plucked the apples and carried them away. The tree was also happy. But the boy stayed away for a long time and the tree was sad. One day, the boy came back and the tree shook with joy.

**Tree :** Come, Boy, come and climb up my trunk. Swing from my branches, eat my apples, play in my shade and be happy.

**Boy :** I am too busy to climb trees. I am getting married and I need a house for my wife and children. Can you give me a house?

**Tree :** I have no house but you may cut off my branches and build a house.

**Narrator :** So the boy cut off the tree's branches and carried them away to build a house.

*The tree was very happy.*

*But the boy stayed away for a long time and the tree was sad again.*

*And when he came back after some years, the tree was so happy that it could hardly speak. Now, the boy was a young man.*

**Tree :** Come, Boy, come. What can I do for you?


**Young man :** I am going on a business trip. I want a boat to take me away. Can you give me a boat?

**Tree :** All I have left is a trunk. Cut down my trunk and make a boat. Then you can sail away.

**Narrator :** The young man cut the trunk of the tree and sailed away in a boat. The tree was left only with a stump.







And after a long time the young man came back again. Now he was an old man but the tree recognised him.

**Tree :** I am sorry, friend, but I have nothing left to give you. My apples are gone.

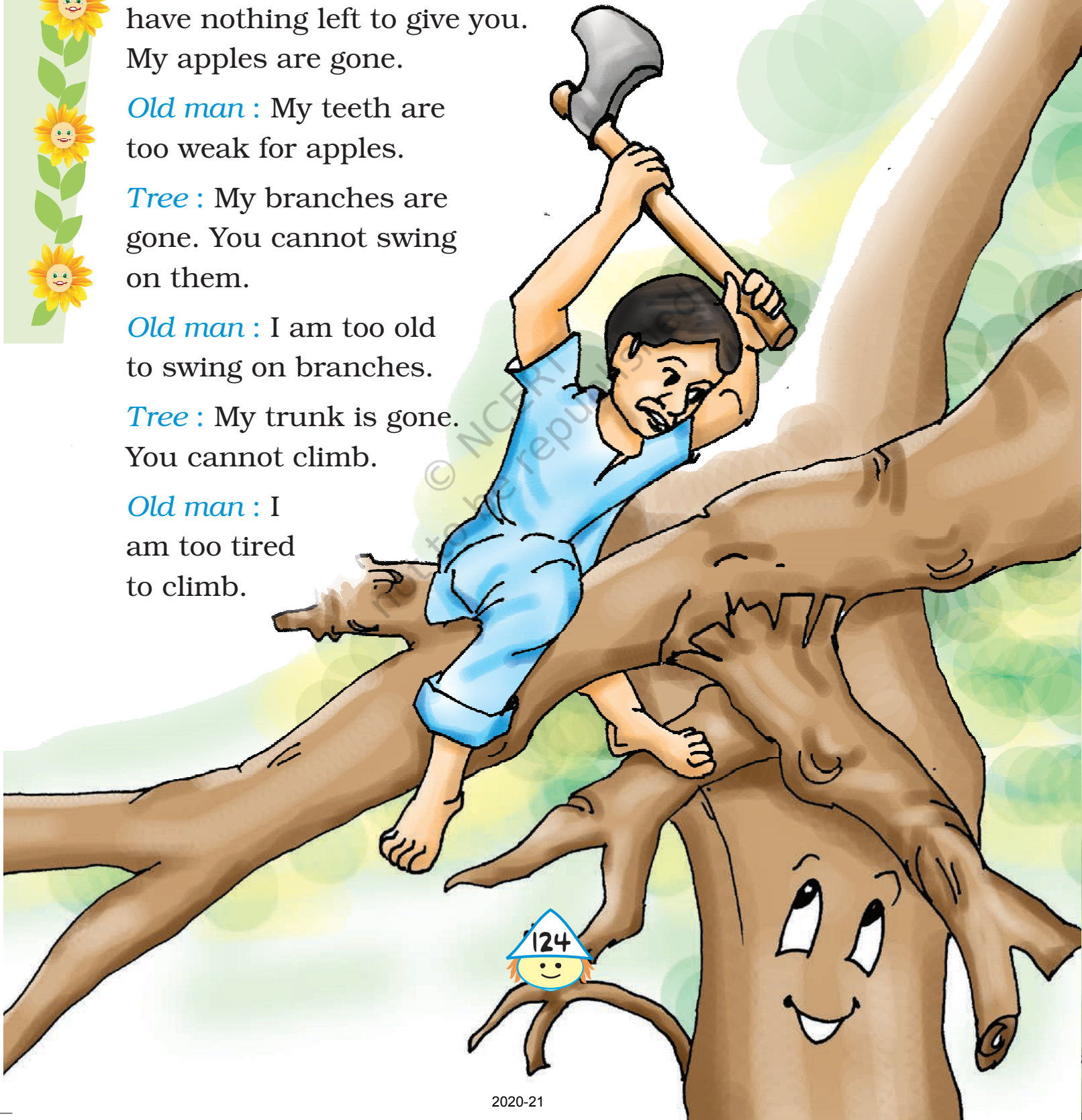
**Old man :** My teeth are too weak for apples.

**Tree :** My branches are gone. You cannot swing on them.

**Old man :** I am too old to swing on branches.

**Tree :** My trunk is gone. You cannot climb.

**Old man :** I am too tired to climb.



*Tree : (sighing)* I am sorry. I wish that I could give you something... but I have nothing left. I am just an old stump. I am sorry...

*Old man :* Dear tree, you have always given. But now I don't need much— just a quiet place to sit and rest.

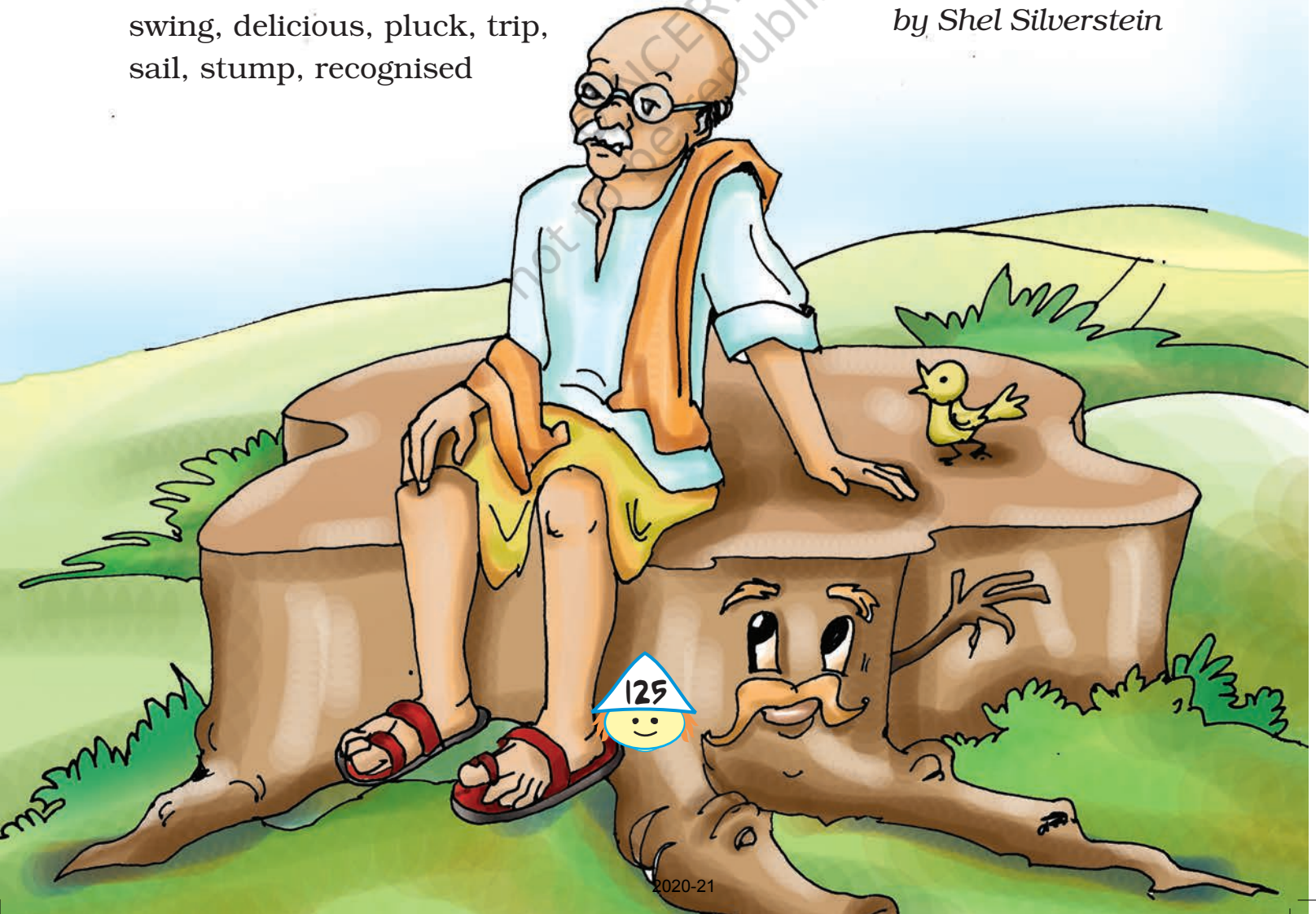
*Tree : (happily)* Well, an old stump is good for sitting and resting on. Come, friend, sit down and rest.

*Narrator :* *The old man did.  
And the tree was still happy.*

### New words

swing, delicious, pluck, trip,  
sail, stump, recognised

Adapted from – 'The Giving Tree'  
by Shel Silverstein







## Reading is fun

1. How did the boy enjoy the company of the tree?
2. How did the tree help the boy earn money?
3. What did the boy make with the branches of the tree?
4. What did the boy make with the trunk of the tree?
5. How was the stump of the tree useful?
6. Why is the play called 'The Giving Tree'?



## Word building

1. Make new words and complete the sentences.
  - (a) The children love to sing \_\_\_\_\_. (**loud**)
  - (b) Read your lesson \_\_\_\_\_. (**silent**)
  - (c) Throw the ball \_\_\_\_\_. (**slow**)
  - (d) The tree gave its fruit to the boy \_\_\_\_\_. (**happy**)
  - (e) Do your work \_\_\_\_\_. (**neat**)

2. Fill in the blanks with the correct word.

My mother went to the market and bought a kilogram of \_\_\_\_\_ (apple/apples), a dozen \_\_\_\_\_ (banana/bananas) and a dozen \_\_\_\_\_ (orange/oranges).

I love oranges. So I ate an \_\_\_\_\_ (orange/oranges).

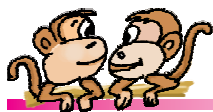
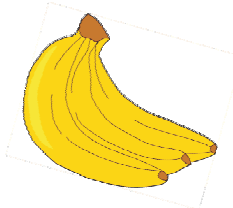
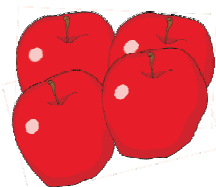
My brother wanted a \_\_\_\_\_ (banana/bananas) and my sister asked for an \_\_\_\_\_ (apple/apples).

A tree has one \_\_\_\_\_ (trunk/trunks) but many





\_\_\_\_\_ (branch/branches). A \_\_\_\_\_  
(branch/branches) has a number of \_\_\_\_\_  
(leaf/leaves) and \_\_\_\_\_ (flower/flowers).



### Let's talk

1. Why should we not cut trees?
2. At the end of the play, only the stump of the tree is left. Find out if it will grow into a tree again.
3. Say the given sentences with different expressions.
  - (a) Come and play with me.
  - (b) I want to buy things and have fun.
  - (c) Come and climb up my trunk and swing from my branches.
  - (d) Cut down my trunk.
  - (e) I am too old to swing on branches.
  - (f) I am too tired to climb.

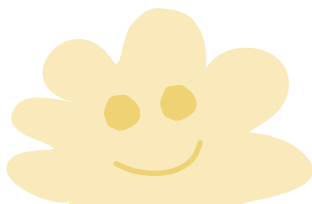
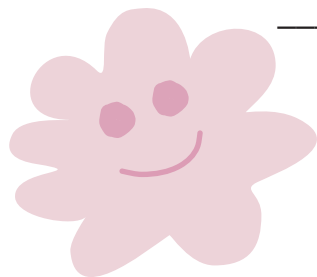


### Let's write

1. Write these sentences in the correct order. Also, choose the right word from the box and add it before each sentence. Remember to put a comma after it, for example, **Finally**, ...

**First    Then    After that    Finally**

- (a) It gave him its branches to make a house.





(b) It asked him to sit on the stump.

\_\_\_\_\_

(c) It gave him its trunk to make a boat.

\_\_\_\_\_

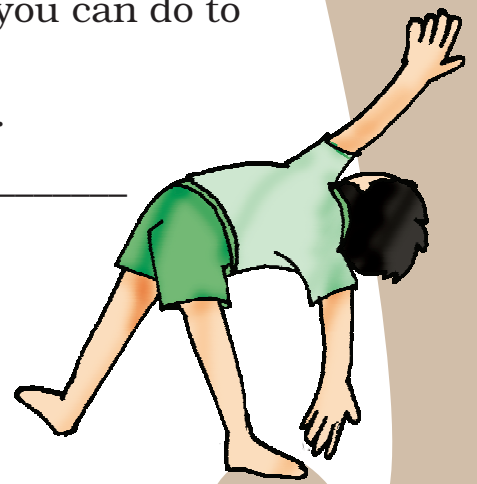
(d) The tree gave its apples to the boy.

\_\_\_\_\_



2. Work in a group and decide the things that you can do to help your grandparents or any old person. Now, write five of these things that you will do.

\_\_\_\_\_  
\_\_\_\_\_



### Let's act

1. You are reading and talking about trees. You are thinking about trees too. Can you make the shape of a tree with your body?

- (a) Let's see your branches.
- (b) Let's see a full tree with fruits and leaves.
- (c) Enact a cut tree with only a trunk.
- (d) Enact a tree with only a stump left.
- (e) Communicate the idea in this play.

2. Use your body to –

stretch

bend

jump

twist

hop

climb





Let's read



## Chintha Chettu

*Chintha Chettu* is a tamarind tree.  
This famous tamarind tree is in Gwalior.  
It grows over Tansen's tomb.  
Tansen was a great singer.  
People in Gwalior say:  
"Eat the leaves of this tamarind tree  
And you'll also sing like Tansen!"

### Choose the right words.

1. Chintha Chettu is a tamarind \_\_\_\_\_ (tree/leaf).
2. This famous tree is in \_\_\_\_\_ (Guntur/Gwalior).
3. Tansen was a famous \_\_\_\_\_ (singer/dancer).
4. The tamarind tree grows over Tansen's \_\_\_\_\_ (house/tomb).
5. "Eat the leaves of the tamarind tree, and you'll also sing like \_\_\_\_\_ (Tansen/Akbar)."





*Read and enjoy this poem*

# The Donkey

If I had a donkey  
And he wouldn't go,  
Would I wallop him?  
No, no, no.

I'd find a little hay  
And give him some corn,  
Then he'd be the best donkey  
That ever was born.

– Margaret S. Russell



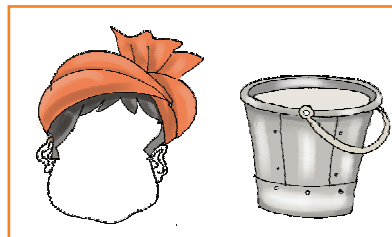




## Fun time

1. Complete what is missing in these drawings. What work do these men or women do?

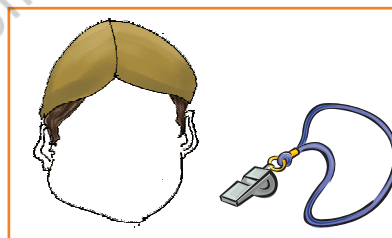
A milkman \_\_\_\_\_



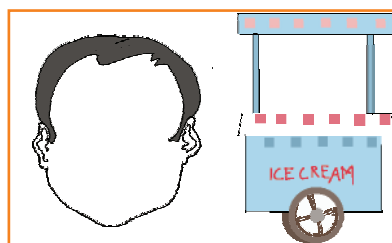
A grocer \_\_\_\_\_



A policeman \_\_\_\_\_



An ice-cream man \_\_\_\_\_

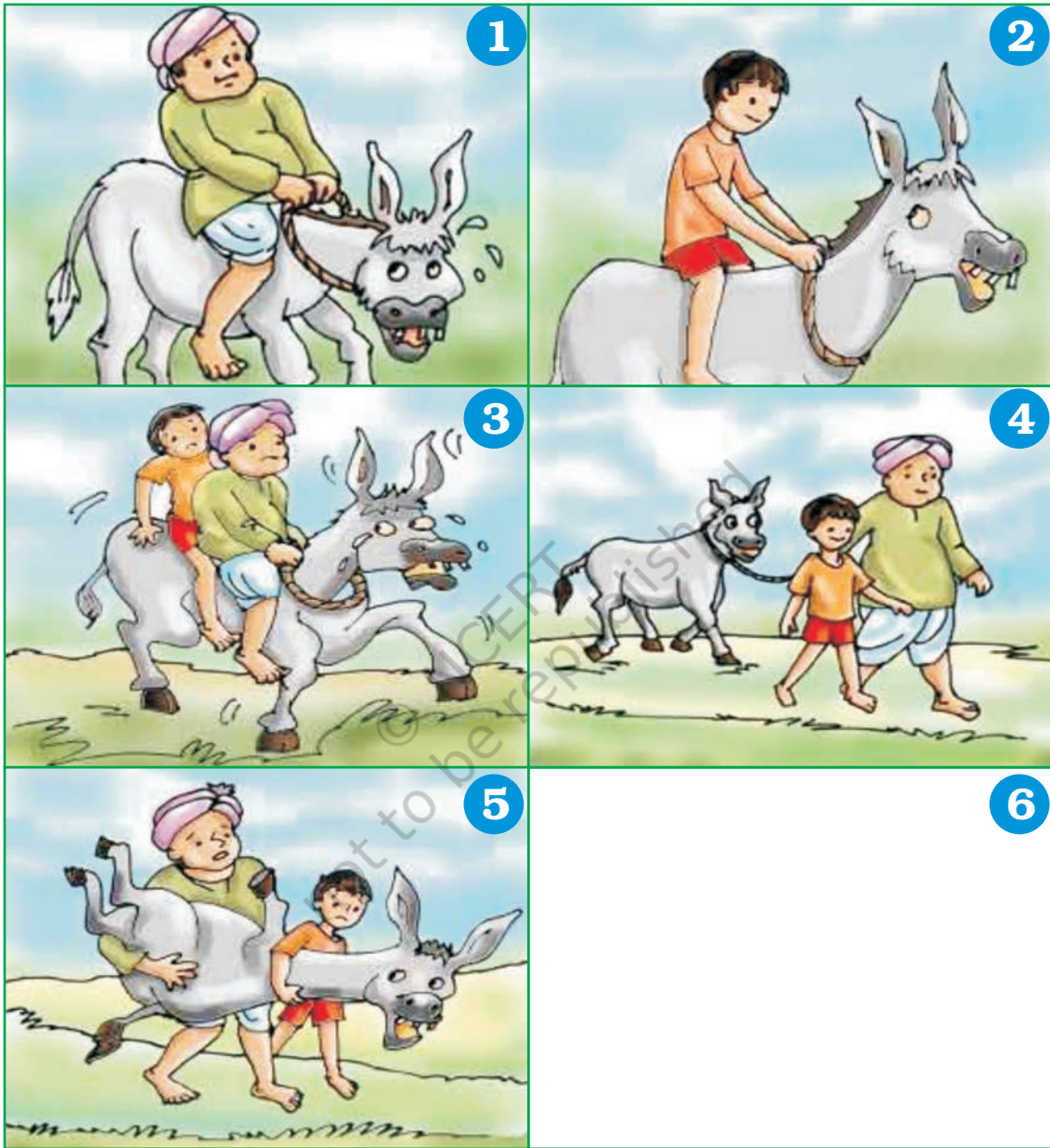


A wrestler \_\_\_\_\_



## PICTURE STORY

Match pictures to the text and give an ending to the story by drawing the sixth picture. Give it a title.



1 He is heavy.

2 He is young.

3 I am sad.

4 I am happy now!

5 They are strong.

6



## THEMES

Caring for plants  
and trees



## Teacher's page

## Unit 7

Poem : A Watering Rhyme

Drama : The Giving Tree

Poem : The Donkey

This Unit further sensitises children to use the language that energises from their natural surroundings.

### Warm up

Divide the class into groups of four students each to read and discuss. While groups are working, encourage and help students with vocabulary or any expressions only after you have given them a chance to make their own choices.

### Reading time

Repeat the instructions as given before. Encourage children to read aloud with voice modulation. This can now be a time of class evaluation/ assessment. Let the class be divided into four groups and each group can be assessed for reading by the others on scales like –

1. Excellent!
2. Good
3. Try harder

### Sharing time

Encourage creative writing with emphasis on self-expression, sharing ideas, feelings, responses to experiences in their own ways.

With emphasis on observation, perception, imagination, let children be aware of the natural world around.

### Language corner

Writing pattern poems

You may help students write their own poems following the given pattern–

- |  |  |
|--|--|
| Line 1: Noun                                   | Children                               |
| Line 2: Same noun, verb, adverb 1              | Children play happily                  |
| Line 3: Same noun, verb, adverb 1, adverb 2    | Children play happily, merrily         |
| Line 4: Verb, adverb 1, adverb 2, adverb 3     | Play, happily, merrily, joyfully       |
| Line 5: Adverb 1, adverb 2, adverb 3, adverb 4 | Happily, merrily, joyfully, cheerfully |
| Line 6: Phrase or clause showing time or place | In the garden                          |

Children will be able to write a short composition based on pictures.

Take part in group activity, role play and dramatisation.

### Environment

Tabulate all that the children have done in all the Units and see to it that this is being followed both with love and commitment. Remember, only when children participate in caring for their environment will there be a world where language (English or any other) would be used.

