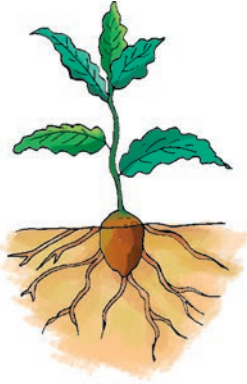




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*Even the biggest trees begin life as tiny seeds.  
Read about how the little acorn grew big.*

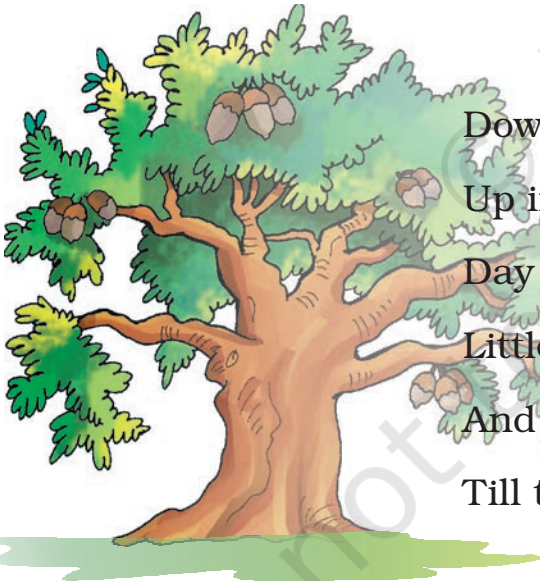


### **Little by Little**

“Little by little,” an acorn said,  
As it slowly sank in its mossy bed;  
“I am improving every day,  
Hidden deep in the earth away.”  
Little by little each day it grew,  
Little by little it sipped the dew.



Downward it sent out a thread-like root  
Up in the air sprang a tiny shoot;  
Day by day, and year by year,  
Little by little the leaves appear,  
And the slender branches spread far and wide  
Till the mighty oak is the forest’s pride.



#### **New words**

hidden, slowly, downward, slender, mighty, branches,  
pride, improving, sipped, shoot

## Reading is fun



1. Name the tree that the acorn grows into.
2. What things does a seed need to grow?
3. How many describing words can you find in this poem?

## Talk time



Look at the two pictures. Find four things that are different about these trees and talk about them.



Picture 1  
I give you all this



Picture 2  
What do you give me?

## Let's write



Look at Picture 1. Write three sentences on what the trees give us.

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Now look at Picture 2. Write three sentences on how we harm the trees.

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These words describe parts of a tree. Write them in the given space.

stem \_\_\_\_\_

bark \_\_\_\_\_

leaves \_\_\_\_\_

branch \_\_\_\_\_

twigs \_\_\_\_\_

root \_\_\_\_\_

shoot \_\_\_\_\_



**Match the opposites. One has been done for you.**

downward	weak
slowly	night
little	upward
slender	fast
mighty	fat
day	big



## THE ENORMOUS TURNIP

Once upon a time, an old man planted some turnip seeds.

The turnip seeds grew. The turnip seeds grew and grew.

“I want to pull up the enormous turnip,” said the old man.

The old man pulled and pulled. But he could not pull up the enormous turnip.

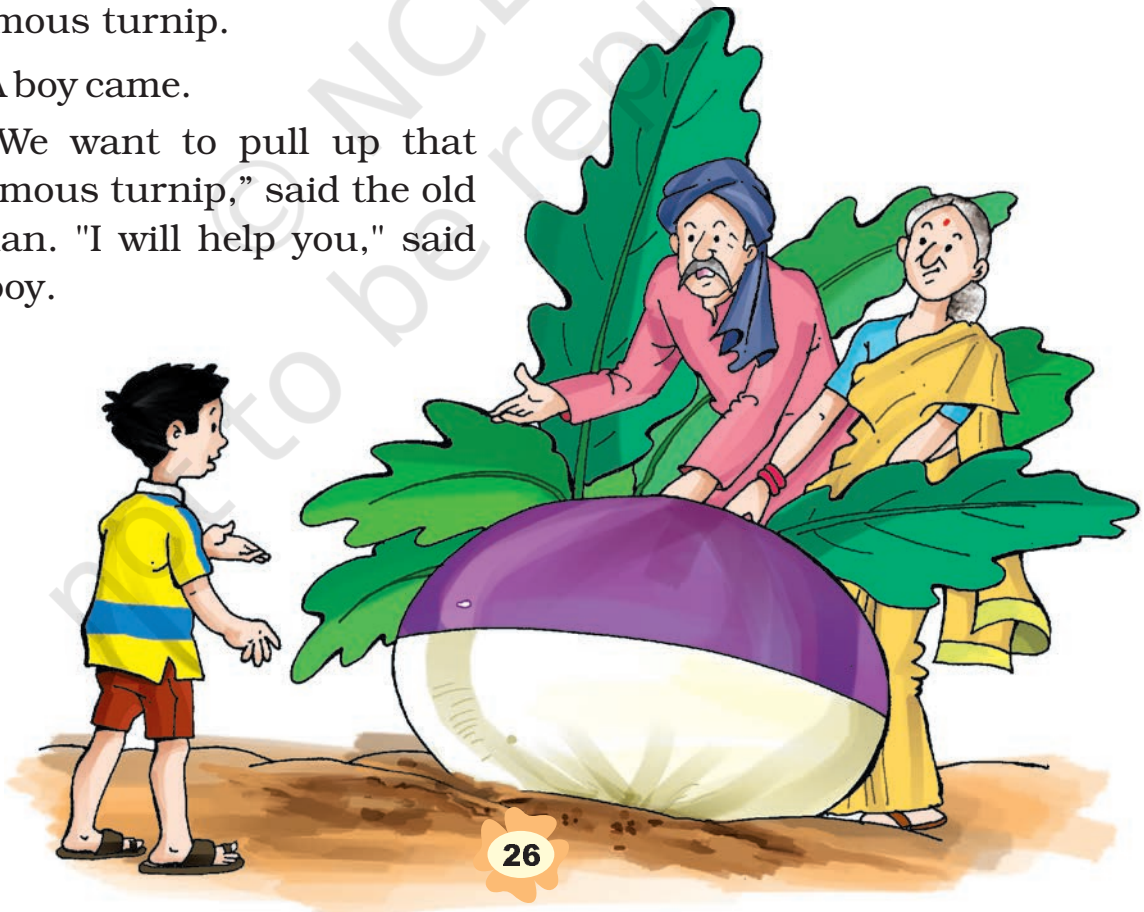
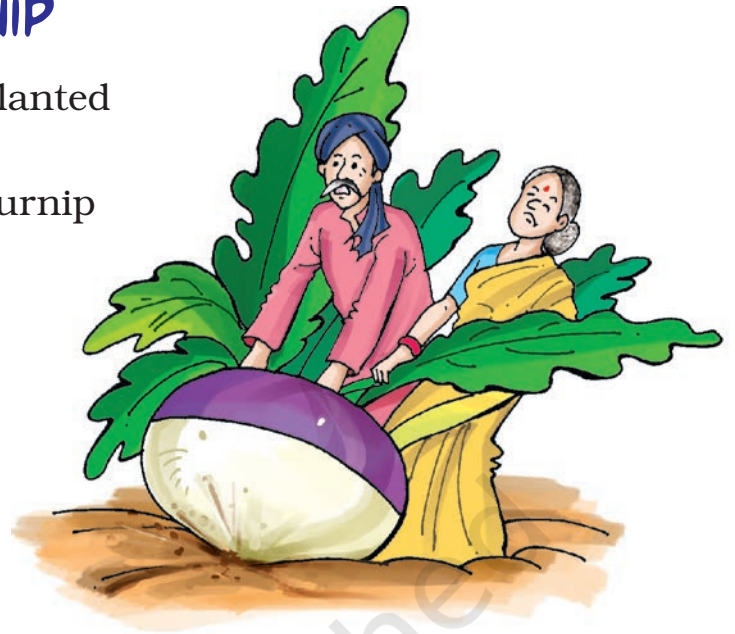
An old woman came.

“I want to pull up that enormous turnip,” said the old man.

“I will help you,” said the old woman. The old man and the old woman pulled and pulled. But they could not pull up the enormous turnip.

A boy came.

“We want to pull up that enormous turnip,” said the old woman. “I will help you,” said the boy.





The old man and the old woman and the boy pulled and pulled.

But they could not pull up the enormous turnip.

A girl came. "We want to pull up that enormous turnip," said the boy. "I will help you," said the girl.

The old man and the old woman and the boy and the girl pulled and pulled.

UP came the enormous turnip.

"We will help you to eat the enormous turnip," said the old woman and the boy and the girl.

And they did!



### New Words

enormous, turnip, old man, old woman, pulled

## Reading is fun



1. What did the old man plant?
2. Why was it difficult for the old man to pull up the turnip?
3. Who helped him to pull up the enormous turnip?
4. Who ate the enormous turnip?

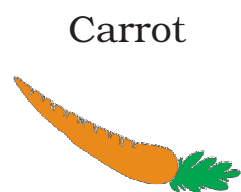
## Talk time



- i. Name and draw four vegetables that have to be pulled out from the earth. Now name them in your own language.


ii. Let's go shopping!

How many vegetables can you find in this maze? Draw a circle around each word. One has been done for you.



Peas



Beans



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



Turnip



Tomato



Potato



### iii. A Game of Opposites

The entire class can be divided into two groups where one group says one word and the second group says the opposite word.

#### Group I

eg. pull

black

true

right

#### Group II

push

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is how the game goes on. Some words are suggested here. You may pick up some more words from the lesson.

far      good      dark      up      old

### Team time



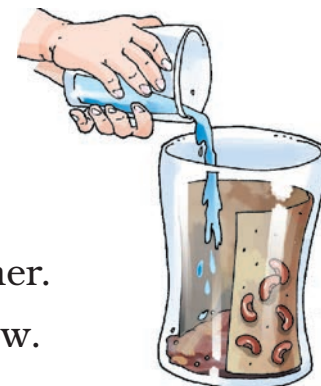
#### Activity: Grow a plant

Things required — A glass, blotting paper, some sand, some seeds of beans or *rajma*.



#### Method

1. Line the blotting paper inside the glass.
2. Place the sand in the glass.
3. Wet the sand.
4. Place a few seeds between the blotting paper and the glass.
5. See that the seeds are separate from each other.
6. See how the roots and shoots of the seeds grow.





## Make a Friendship Salad

Things required —

Carrots-2, Tomatoes-2, Peas-2 spoonfuls, Lemon-1.

### Method

1. Wash all the vegetables well.
2. Cut the carrots, tomatoes and lemon.
3. Mix the peas, carrots and tomatoes together.
4. Squeeze lemon juice on top.
5. Add salt.
6. Mix well.
7. Share your salad with your friends.

### Let's write



- i. How do you like to eat these vegetables — raw or cooked? Say why.

<b>Vegetables</b>	<b>Raw</b>	<b>Cooked</b>
carrot	_____	_____
turnip	_____	_____
potato	_____	_____
onion	_____	_____
beans	_____	_____

- ii. Name four vegetables you ate last week. Write their names here.

\_\_\_\_\_

\_\_\_\_\_



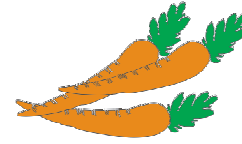
iii. Complete these columns

**One**

**Many**

carrot

carrots



turnip

\_\_\_\_\_



onion

\_\_\_\_\_



potato

potatoes



tomato

\_\_\_\_\_



## Vocabulary

One word in each of the following sets is different from the others.

Circle the odd one out.

- i. turnip, potato, tomato, sunflower, carrot, brinjal  
(*clue – vegetables*)
- ii. cow, horse, goat, fox, kangaroo, melon (*clue – animals*)
- iii. banyan, neem, peepal, mango, snake, apple (*clue – trees*)
- iv. rose, lily, sunflower, lotus, cauliflower (*clue – flowers*)
- v. peacock, parrot, lizard, crow, woodpecker (*clue – birds*)

## Say aloud



pull

cool

cut

full

root

but

put

shoot

shut



**THEMES**

- Plants, trees, vegetables
- Growth
- The importance of trees and plants in our lives.

**SUGGESTIONS FOR CLASSROOM TEACHING**

- Read the poem aloud so that children appreciate the beauty of the words and phrases. Let children recite the poem.
- Help children with the materials for the plant growing activity. You can use blotting paper, damp cotton wool or muslin cloth placed on a plate.
- Discuss the importance of plants and trees and all the things we get from them. Encourage children to help you make a list on the blackboard.
- You can also emphasise how plants help to keep the air fresh and clean.
- Let the class talk about the cutting of trees around where they live. Let them imagine a world without trees (Where will the birds go? etc.).
- The story must be read out for enjoyment. In telling the story the imagination of the child should be so raised that he actively participates, is ready to enjoy the text and is certain that success will follow.
- A story with repetitions is always loved by children and is found to be more useful in dramatisation. The children can use their own words to make a new sentence. This language experience has more life and meaning.
- Tell the class why vegetables are good for us. You could ask the children to bring one vegetable each to the class. This can help them in the writing activity.
- Encourage children to guess the meanings of difficult words, before you explain them.

