A smile is quite a funny thing,
It wrinkles up your face.
And when it’s gone
you’ll never find
Its secret hiding place.
But far more wonderful it is
To see what smiles can do.
You smile at one,
He smiles at you,
And so one smile makes two.

New words
wrinkles, secret, hiding place
Let’s read

- My grandmother has many wrinkles on her face.
- Shall I tell you a secret?

Reading is fun

- Why is a smile a funny thing?
- What happens when you smile at someone?

Let’s listen to a Joke

I asked my mother for twenty rupees, to see the lion jump the trees. He jumped so high. He touched the moon and never came back till the end of June.

- Can you tell a joke and make everyone laugh? Say it first in your language and then in English.
Say aloud

1  2  3  4

trunk  sink  wrinkle  worry
sunk   think  wriggle  work
junk   pink   write  wonderful

- When we read ‘w’ in column 3 it has no sound.
- Look at the word ‘talk’. Here ‘l’ is silent. Now say the silent letter in the following words aloud –
  walk  more  wrap  joke

- All the following words have an ‘i’ sound that rhymes with ‘my’. Can you fill in the letter and then say the words aloud?
  sm_le,  k_te,  m_ce,  l_ne

Riddle time

Which is the longest word in the world?

Answer: SMILES because there is a mile between the two Ss.
Let’s write

- Play the game with your partner. Close your eyes.

Tic Tac Toe, Round I go, If I miss, I’ll take this.
What else can you do to make the face colourful?

*Sing with actions. Remember to keep smiling!*

If you are happy and you know it,
Clap your hands.
If you are happy and you know it,
Clap your hands.
If you are happy and you know it,
And you really want to show it,
If you are happy and you know it,

*Fun Time*

Repeat the rhyme with the following actions:

If you are happy and you know
Nod your head.
If you are happy and you know it,
Stamp your feet.
If you are happy and you know it,
Say “ha, ha!”
If you are happy and you know it,
Do all four!
clap-clap, nod-nod, stamp-stamp.
IF YOU’RE HAPPY AND YOU KNOW IT
Let’s practise

won  sun  man

won  sun  man

day  fan  hot

day  fan  hot

one  two  far

one  two  far
THE WIND AND THE SUN

WIND: Sun, can you see that man walking down the road? I can get his coat off more quickly than you can!

SUN (smiling): We will see who is stronger. I will let you try first.

WIND (puffing his cheeks and blowing hard): Whoooooooh... whooooooooh!

MAN: How strong the wind is today! It is blowing my coat away! I must hold it tightly round myself.

WIND (blowing harder): Whoooooooh... whoooooooh!
MAN (pulling his coat more tightly): How cold it is!
WIND: Sun, I give up. I cannot get his coat off!
SUN: Now it is my turn. Let me try. (He shines hard.)
MAN: What a funny day! It was so cold and now it is so hot!
SUN (shining harder): I will make him feel hotter and hotter.
MAN (wiping his face): I must take off my coat!
SUN: Wind, I have won. I have made him take off his coat!

– Adapted from Aesop’s Fables

New words
road, coat, quickly, stronger, cheeks, won
Reading is fun

- What did the wind do to get the man's coat off?
- What did the sun do to get the man's coat off?
- Who won in the end?
- Who said this to whom –
  - “I can get his coat off more quickly than you can.”
  - “I will let you try first.”
  - “How cold it is!”
  - “I give up. I cannot get his coat off!”
  - “I have won.”

Let's think

- Rohan tries to snatch Gita’s new book from her. What do you think is the best thing to do? Choose an answer
  - Gita runs away with her book.
  - Gita fights with Rohan.
  - Gita talks to Rohan.
  - Gita cries in a corner.
  and share why you feel so?
Say aloud

- Find a rhyming word from the story for each of these words –
  
  bun  hold  boat  fan  sunny  pot

Let’s write

- Here are some ‘doing’ words in the story
  
  walking  smiling  blowing  pulling

  Find three more ‘doing’ words in the story that end in *ing* and then write them here.

  ___________  ______________  _______________

- Choose the right word from the box below and fill in the blanks.

  pulled  took  blew  felt  wanted  started

  One day the wind and the sun had a competition. They ___________ to make a man take off his coat. First, the wind ___________ hard. The man ___________ his coat tightly round himself. Then the sun ___________ shining hard. The man ___________ hot and he ___________ off his coat.
Look at these pairs of words with opposite meanings –
hot  cold  big  small  strong  weak

Now write the opposites of –
good _________  tall _________
hard _________  black _________

Crossword fun –
Look at the pictures and complete the words in the puzzles.

Act out the play, “The Wind and the Sun” in class. Make paper masks for the Sun and the Wind using coloured chart paper. Everybody can take turns to be the Wind, the Sun or the Man. Now write two sentences about one of the masks.

_______________________________________________________________

_______________________________________________________________
A big wind is blowing. 
Look, the leaves are flying! 
The wind can blow trees down. 
It can blow houses down. 
My house is old. 
Will it come down?

Are these sentences Right (√) or Wrong (×) ?

1. The wind can blow down a house.  
2. The wind can blow down a field.  
3. The wind can blow down a child.  
4. The wind can blow down a tree.  
5. The wind can blow down a river.
This Unit widens social horizons of children and is a good opportunity to introduce the importance of good manners and courtesy, where children speak in turn, do not interrupt or shout. They must also be asked not to be aggressive on the playground. A smile and consideration for others can achieve much more than arrogant or aggressive behaviour, or the use of force and violence. Let the children talk about something they achieved through gentle means, e.g., taking a book back from a younger sister or brother before it is torn without snatching it from their hands. Discuss the meaning of being a bully and whether they ever bully others.

Develop listening skills

Read the poem and the play aloud with expression and actions. The class can be asked to guess the meaning of the difficult words. Avoid explanation as much as possible, especially of poems. Let them arrive at their own meanings, which they can change or modify by listening to class discussions and to other children.

- This will also give you an opportunity to observe if children are listening. If you feel that they are fumbling, you can backtrack and involve them in reading the poem and the prose aloud.
- All meanings need not be explained immediately.

Group Time

Discuss with the class how the sun brings light, warmth and joy to the world. Talk also about a world without sunshine and about what would happen to all the birds, animals, plants, etc.

Develop vocabulary

- Help the children to enact the play with expression and actions. You could use a yellow mask with extending rays for the Sun and a grey mask with chubby cheeks for the Wind, made of chart paper. Coloured glazed paper could be pasted on it for a colourful effect. Bring a coat and a handkerchief for the Man. Make sure that everybody
participates by making blowing sounds like the Wind and actions like the Sun.

- Help the children with word games (like the picture crossword) and word building on the blackboard. Explain ‘doing’ words (these could be enacted as well), opposites, rhyming words etc. with more examples of your own. Encourage the children to give their own examples. Participation of all children is more important than their giving correct answers, for interest will surely increase the will to learn.


**Exposure to language**

Let children build words with – hot pot cot

Lead them to weave sentences using these words like –

- Are you feeling hot?
- Do you sleep on a cot?

**Develop speaking skills**

   V — Van, Violin, Very, Vet

   **Remember:** *When we say ‘V’ we bite our lips.*
   *When we say ‘W’ the lips go round and do not meet.*
   *Conversation based on ‘Role-play’.*

- Divide your class in four groups and let them enact the parts of the wind, sun, a smile, flowers, etc.

**Develop writing skills**

Check the students grip on the pencil (the tripod grip) and help individual children write words from A to Z.

You can write the alphabet and words on cardboard sheets (use old cartons for the sheet) and hang them in the class.

Let each child write her/his name under the alphabet with which her/his name starts. If there are letters with which no name starts involve children in a class activity of coining new names to write under those letters.