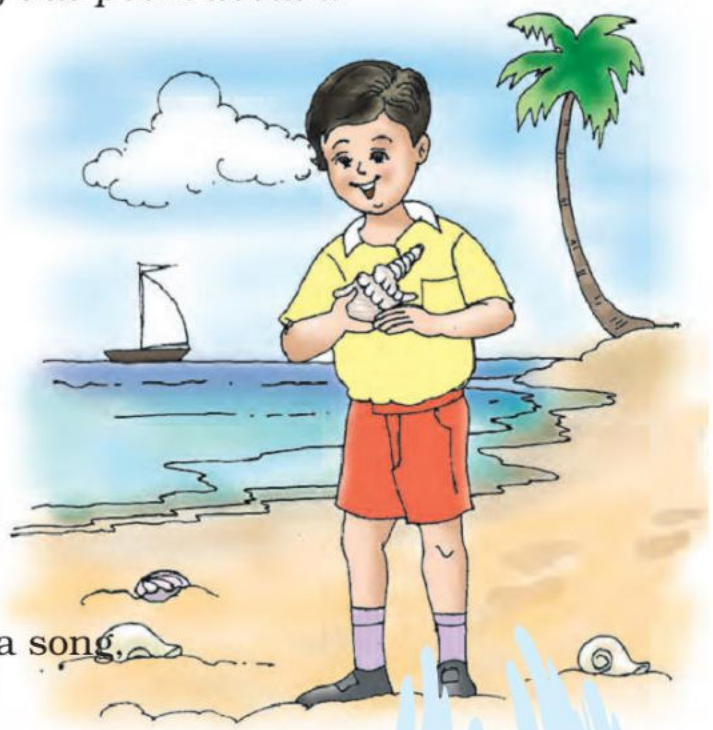
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Have you ever collected shells? Enjoy this poem about a shell that sings.



Sea Song

I found a shell, a curly one,
Lying on the sand,
I picked it up and took it home,
Cold inside my hand.

Mummy looked at it and then
She held it to my ear,
And from the shell there came a song,
Soft and sweet and clear.

I was surprised – I listened hard,
But it was really true.
I wish you'd find a nice big shell
And hear it singing too!

New words

shell, held, surprised, curly, clear

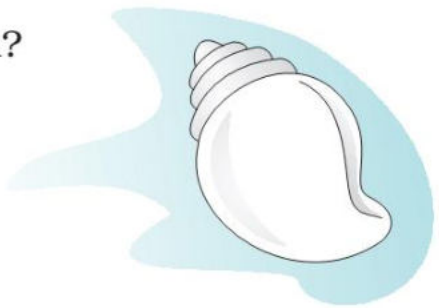




Reading is Fun



1. Where did the child find the sea shell?
2. What did the child do with the shell?
3. What did the child hear?



Word building



i. Pick the rhyming words from this box and pair them in the spaces below. The first one has been done for you.

found	cold	took	sand	mummy
look	hand	sound	bold	tummy

1. found 2. _____ 3. _____ 4. _____ 5. _____

sound _____ _____ _____ _____



ii. Fill in the blanks with the opposite word choosing from the box below. The first one is done for you.

hot	false	short	straight	drop	soft
went	small	gave	outside	bitter	lost

found lost took _____

hard _____ big _____

inside _____ came _____

pick	_____	cold	_____
true	_____	sweet	_____
curly	_____	tall	_____

Let's write





The Sea is Big

The sea is big.
It is very, very big.
You cannot see the other side of the sea.
You can cross the sea in a ship
But you must go for many, many days.

Choose the right words.

1. The sea is very, very _____ (big/far).
2. You cannot _____ (hear/see) the other side.
3. You _____ (can/cannot) cross the sea.
4. You can cross it in a _____ (bus/ship)

Say aloud



She sells sea-shells.

She sells sea-shells on the sea-shore.

Read the following

Silence

Birds sing.
Phones ring.
People talk.
Dogs bark.
Cows moo.
Cocks crow.
Bees buzz.
Children hush!



Match the phrases with the picture.

A bird singing

A cow mooing

A phone ringing

A dog barking

A cock crowing

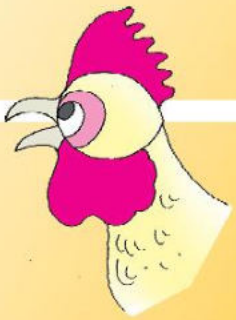






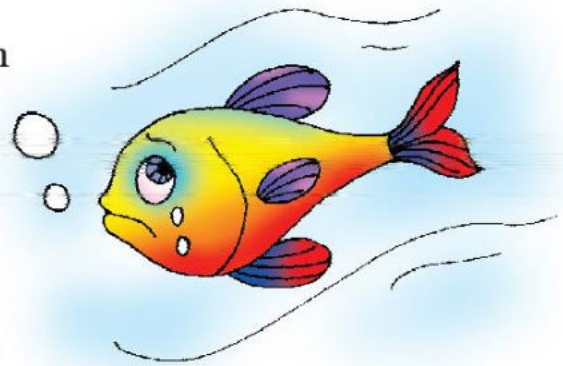






A LITTLE FISH STORY

There are a great many million fish in the seas, but this story is about just one of them, and a very small one at that.

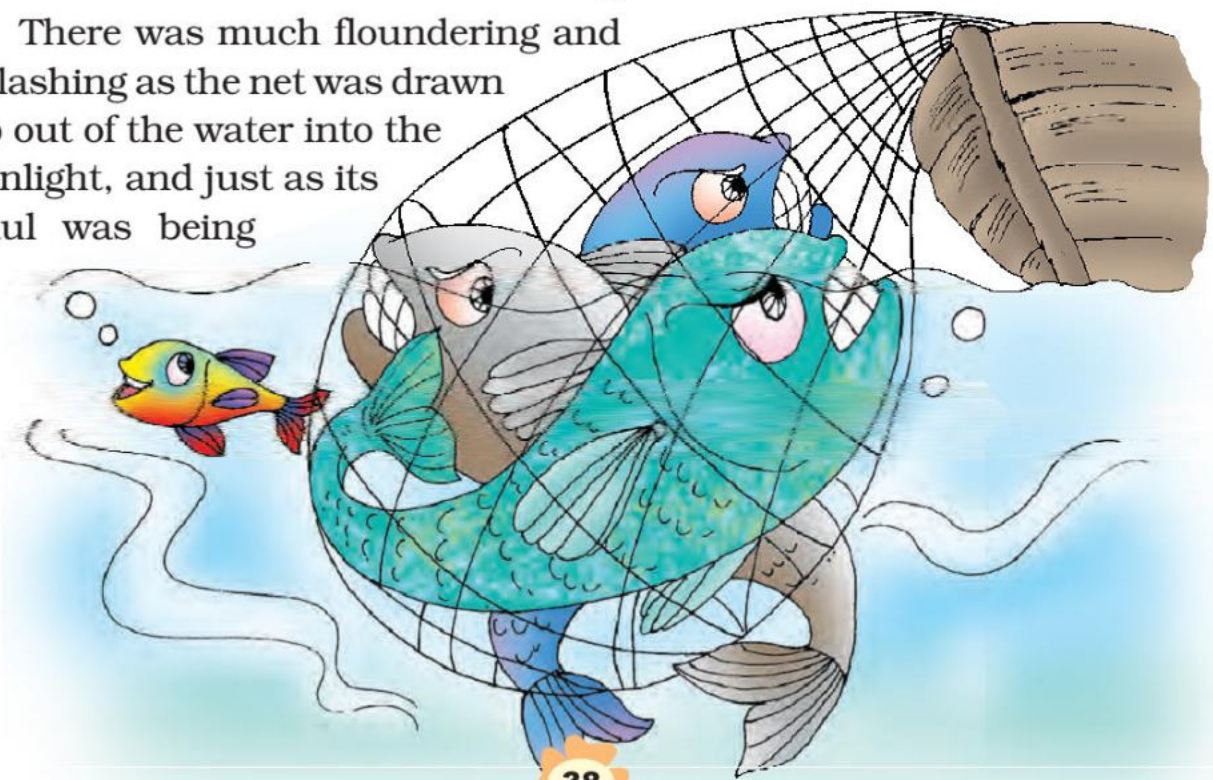


Now this little fish had everything in the seas to make him contented, but he was not happy. You will laugh when I tell you why he was not. He was unhappy because he was so very small.

"It is very hard to be such a little mite of a fish!" he would say, over and over again. "If I were only larger, how much happier I could be." And he said it so many times that I think he believed it.

One day he was swimming along with the rest of his school and thinking, no doubt, how much more the larger fish had to be thankful for than he, when suddenly, with no warning, they found themselves in the meshes of a great net.

There was much floundering and splashing as the net was drawn up out of the water into the sunlight, and just as its haul was being



emptied into the boat, the smallest fish in the school wriggled through the mesh and slipped back into the cool clear water. How good it felt!

He swam here and there and everywhere, and some of the fish who knew him well all the rest of his life, said that they never again heard him say that he wished to be anything but a *little* fish.

Enos B. Comstock



New words

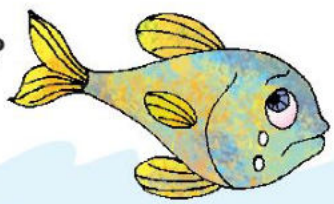
million, floundering, meshes, haul, contented, splashing, emptied, wriggled, warning

Reading is Fun



1. How many fish are there in the sea?
2. Why was the little fish unhappy?
3. What happened to the fish one day?
4. Why was the fish thankful to be a little fish?





Talk time



1. Imagine you are a little fish. Describe what you might see around you.
2. In your class, talk about the time you were caught doing something you were not supposed to do. You can discuss in your own language as well as in English.

Word building



1. Look at the pattern and fill in the blanks.

look	looked	talk	_____
pick	_____	wish	_____
bark	_____	pull	_____
want	_____	help	_____



2. Fill in the blanks with the right word from the box.

paper	flowers	water	matches	cows	wolves

a glass of	_____	a bunch of	_____
a box of	_____	a herd of	_____
a sheet of	_____	a pack of	_____

Let's write





Look at the following sentence.

If I were only larger, how much happier I could be.

Make more sentences like this using the words in the box.

taller	thinner	smaller	cleverer	younger	older

1. If I were only _____, how much happier I could be.

2. If I were only_____,

3. _____

4. _____

5. _____

6. _____

Say aloud



blunder	wonder	thunder	plunder	flounder

Song time



Singing or Crying?

Mahesh sings a little song.
Venkatesh looks at him.
"Why are you crying, Mahesh?" he asks.
Mahesh says, "I' m not crying.
I'm singing an English song!"



Choose the right words.

1. Mahesh sings a _____ (long/little) song.
2. Venkatesh _____ (looks/shouts) at him.
3. Venkatesh thinks Mahesh is _____ (crying/laughing).
4. Mahesh is _____ (singing/saying) a song.
5. The song is in _____ (Telugu/English).

THEMES

- Water, Sea and Sounds
- The Importance of Water in Our Lives
- Life in the Sea

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the poem aloud.
- Encourage the children to recite the poem with appropriate actions and gestures.
- Help children to find rhyming words and opposites.
- Explain the difficult words in the text.
- Let the children try to say the tongue twister (She sells sea-shells...) aloud as clearly as they can. These and some more like *Shoes and socks shock Shyam, Bring back buttons, beans, and buns etc.*, can be said quite slowly at first and the speed can be increased later.
- Encourage the children to make different sounds.
- The story can be read aloud with expression and gestures. The children can be given ideas and opportunities to express themselves. World building can become an interesting game as children practise correct pronunciation and build up words.
- You can talk about disaster management as in the case of accidents, floods, fire and earthquakes. What are the safety measures to be taken? How can we help victims? Introduce terms like 'tsunami'. Let them talk about stories they have heard about the tsunami, earthquakes etc.
- Ask the children whether they eat fish. Tell them about the different kinds of fish in the sea and other water animals, big and small, and about their life underwater.
- This unit can introduce the important issue of water pollution by man and its harmful effects on sea life.

