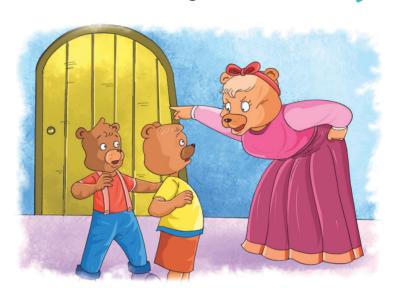


The Fabulous Chapter

English Coursebook





Shilpi Gulati

FOXTON PRESS

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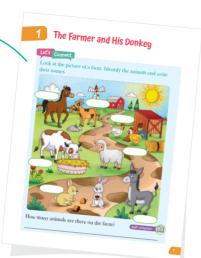
Salient Features

UNFOLDING THE FOLDER





A warm-up activity to create an interest among learners





To develop logical understanding among learners

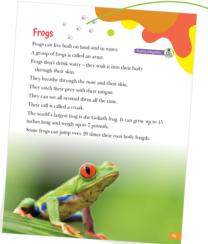


The poor monkey believed the story but asked his friend how would he cross the river to reach the crocodile's house on the other side. The crocodile then offered to carry him on his back and the

side. The crocodile then offered to carry min on. monkey agreed. In the middle of the free, the crocodile took the monkey deep into the river to kill bim. The monkey was flightened and asked the crocodile why he was doing so. The crocodile told him that his wife wanted to eat his heart filled with necarc. The monkey immediately asked the crocodile to take him back to the tree. The foolish cortex that which was full of necar back on the tree. The foolish crocodile then swam back to the shore and the terrified monkey impred up the tree to never return. Upon being asked why he was not returning, the monkey answered that he had only one heart. He had fooled him and scolded the crocodile for cheating him. He told the crocodile that their friendship was over.



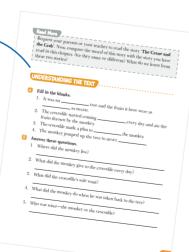
A refined collection of prose and poetry to introduce learners to the vibrance of English Literature



Subject Integration

An informative section related to the text

A thorough evaluation of analytical understanding of the text



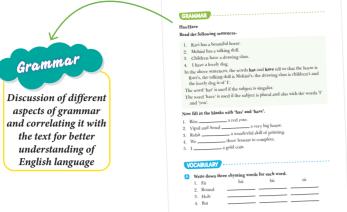
Once a farmer was going to the market with his control of the cont



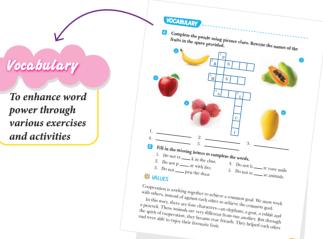
Glossary

Meanings of difficult words

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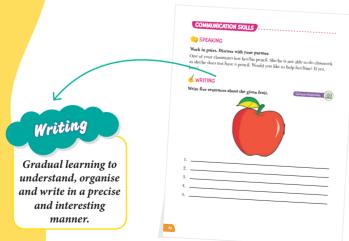








To inculcate necessary values and discuss the importance of morals and ethics in our daily life



| 1. | Differentiate between the behaviour of the North with ann us, sun |
|----------|---|
| 9 | Which one would you follow? |
| 3. | Why do you think how the Sun was able to make the man remove his shawl? |
| ₫ | WRITING |
| 700 | range the sentences in the correct order to show Priyanka's morning utine. Then she takes her bag and goes to the bus stop. |
| 1- | She eats her breakfast after getting dressed. |
| 2. 3. | |
| 3- 4 | |
| 7. | She brushes her teeth and wears her school uniform. |
| | 1. |
| | |
| | 2. |
| | 3 |
| | 4. |
| | 5 |
| | 5. |
| | |

To learn how to analyze given information, develop a point of view by collecting and organising information and to express it effectively

Speaking

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| CHAPTER | VOCABULARY | GRAMMAR | NCF INTEGRATION |
|-------------------------------------|------------------------------------|--------------|---|
| The Farmer and His Donkey p. 7 | Words ending with -ing Odd one out | Naming Words | Self Confidence Communication Skills: Discussing moral of the story Skills: Kindness to animals, It is difficult to please everyone, Writing about a donkey. SEL: Self-awareness, Social awareness, Decision making, Self management |
| The Monkey and the Crocodile p. 14 | Rhyming words Family members | Has/have | Disloyalty and greediness Communication Skills: Describing a picture, Group reading Skills: Friendship and loyalty Cross-connect: Finding names of animals, Crocodiles SEL: Self-awareness, Social awareness, Relationship skills, Decision making, Self management |
| | Twelve Tiny Tadpoles | 5 23 | |
| The North Wind and the Sun p. 25 | Rhyming words | Sentence | Being humble Art: Drawing things used in hot days Communication Skills: Discussion with partner, Writing morning routine, Convincing others Cross-connect: The Sun SEL: Self-awareness, Decision making, Self management |
| The Four Friends P. 35 | Names of fruits | Using A/An | Cooperation Art: Colouring a picture as instructed Communication Skills: Describing an object, Discussion with partner Skills: Caring and Planting plants Cross-connect: Needs of Plants SEL: Social awareness, Relationship skills, Decision making |
| | Hair on My Head 4 | 3 | |

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| CHAPTER | VOCABULARY | GRAMMAR | NCF INTEGRATION |
|---------------------------------------|---|-----------------------------|---|
| The Frogs Desiring a King p. 45 | | This, that, these, those | Contentment Art: Drawing a frog following step-by- step guide Communication Skills: Sharing thoughts on the lesson learnt Skills: Self awareness Cross-connect: Knowing animals, frogs SEL: Social awareness, Decision making |
| The Fox and the Crow p. 54 | Animals and their homes | Singular– Plural Nouns | Be careful of flattery Art: Colouring a picture Communication Skills: Reading in group, Rhyming words Skills: Not to believe all the flattery words Cross-connect: Identifying animals by the sounds they make SEL: Self-awareness, Decision making |
| | The Whale 62 | | |
| The Woodcutter and the Serpent p. 64 | Names of places where people work Names of different occupations | Gender: Male–Female | Gratitude Art: Colouring a picture Communication Skills: Completing the description of a picture Skills: Caring for nature and environment Cross-connect: Identify people doing different works, know about snakes SEL: Self-awareness, Social awareness, Relationship skills, Decision making, Self management |
| The Shepherd Boy P. 73 | Opposite words The Sunflower 81 | ls/am/are | Truthfulness Art: Colouring pictures Communication Skills: Understanding the value of honesty Cross-connect: Knowing woollen clothes SEL: Self-awareness, Social awareness, Relationship skills, Decision making |

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| CHAPTER | VOCABULARY | GRAMMAR | NCF INTEGRATION |
|-------------------------------------|--|-------------------------|---|
| | | | |
| 9 | Names of fruits | Conjunctions: | Laziness is not good |
| Lazy Bears Buy | Opposite words | And/but | Art: Colouring a picture as per the instructions |
| Watermelon | | | Communication Skills: Being active |
| 回 <i>说</i> 然回 3700年20 1950年20 | | | Cross-connect: Pet animals, Wild animals, Bears |
| p. 83 | | | SEL: Self-awareness, Relationship skills, Decision making |
| | | | |
| The Magic Cask | Animals and their sounds Animas and their homes Grouping words in different categories | Action Words (Verbs) | Greed Communication Skills: Group discussion Skills: Contentment SEL: Social awareness, Relationship skills, Decision making, Self management |
| | My Little Sister 101 | | |
| | | | |
| Androcles | Grouping words in different categories Place words | Prepositions | Friendship and gratitude Communication Skills: Rearranging the words Skills: Politeness, Friendship |
| | | | Cross-connect: Friends |
| 回降時 p. 103 | | | SEL: Self-awareness, Social awareness, Relationship skills, Decision making |

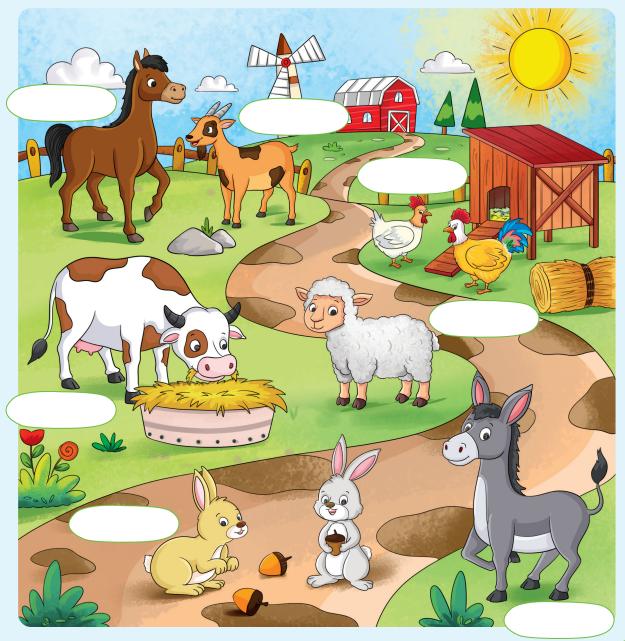
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The Farmer and His Donkey

Let's Connect

Look at the picture of a farm. Identify the animals and write their names.



How many animals are there on the farm?

Math integration



1

Once a farmer was going to the market with his son to sell his donkey. He was very anxious to keep the creature in good condition. He wished to get a good amount from the buyer. So, he held the animal and drew it along the road. Some passersby noticed this.

anxious: worried
creature: any living
thing (here—donkey,
the animal)
passersby: people
walking past a
particular place

They shouted in a loud voice so that the farmer could hear, "See, what a funny sight, instead of riding the donkey, he is giving it a ride. Have you ever seen anything like this?" The farmer paused for



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a while and thought. He then took the donkey out of the cart and clambered on its back. His son was walking behind him. On the way, he heard some women talking, "Look at the strong

clambered: to climb something using hands and feet halted: stopped

man. He is riding the donkey and his poor son is made to walk." The farmer halted for a second time.

This time, he made his son get on the donkey, while he tugged along on foot. "Oh! What a shame?" said some passersby, "The son rides the donkey while the poor old man has to walk." Then he decided that both of them should ride on the donkey's back. A few minutes later, they came across some young men. One of them told the farmer, "Shame on you! Have pity on the poor creature. He is tired of carrying such a heavy load."



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At this time, the farmer lost his patience. He shouted, "I am not going to listen to anyone anymore. I will do according to my will."

patience: tolerance

Saying this, he went on his way towards the market.

| UND | ERSTA | NDIN | G Th | HE T | EXT |
|-----|-------|------|------|------|-----|
| | | | | | |

| A Say whether the following sentences are true or fals | ntences are true or fa | Say whether the following | A |
|--|------------------------|---------------------------|---|
|--|------------------------|---------------------------|---|

- 1. A farmer was going to sell his son.
- 2. The farmer paused for a while and thought.
- 3. A few minutes later, he came across an old man.
- 4. At this time, the farmer lost his patience.
- 5. At last, he went on his way towards his house.

B Answer these questions.

- 1. Where was the farmer going with his son?
- 2. Why was he anxious?
- 3. Who shouted in loud voice?
- 4. Who said, "Look at the strong man. He is riding the donkey and his poor son is made to walk."?

GRAMMAR

Naming words (Nouns)

Words that name people, animals, places and things are called nouns. All naming words are nouns.

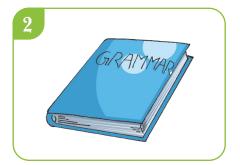
A Given below is a list of words. Circle the words that name something.

chair walk tiger school run house goat laugh table sleep farmer sit apple doctor cook

B Look at the pictures. Fill in the blanks with nouns.



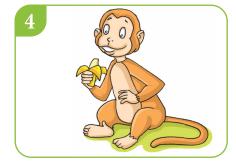
We are watching _____.



Here is a ______ for you.



Children are playing on the _____



The monkey is eating

VOCABULARY

A Circle the word that does not belong to the group in each row.

| orange | рарауа | peach | brinjal | grapes |
|---------|---------|---------|----------|--------|
| bus | bicycle | truck | car | train |
| lion | tiger | eagle | fox | dog |
| sparrow | parrot | pigeon | crow | jackal |
| doctor | teacher | postman | superman | peon |

B Look at these '-ing' words and place them under the right column.

jumping skipping talking running flying laughing crying swimming hopping dancing clapping hiding

Double letter Single letter e.g. 1. Skipping 2. 2. 3. 3. 4. 4. 5. 5. 6. 7.





We should have trust in ourselves. When we do something, many people would want us to do it in different ways. It will not be possible to agree with all of them. So, we should decide for ourselves and choose the way we think is correct.

In this story, the farmer tried to please everyone he met on the way. All of them had different opinions. But in the end, he followed his own way.

COMMUNICATION SKILLS ---



Discuss in the class what you have learnt from the lesson 'The Farmer and His Donkey'.



Write five lines on a donkey.

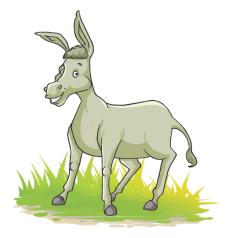
1.

2. _____

3. _____

4. _____

5. _____



CROSS CONNECT

Match the following.

1.

a. Land and water animal

2.

b. Water animal

3.

c. Land animal

4.

d. Insect

5.

e. Bird

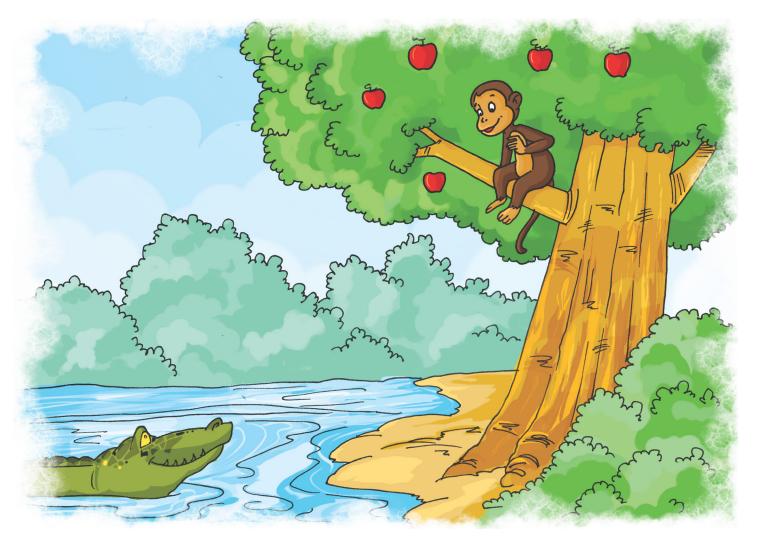
2

The Monkey and The Crocodile



Once upon a time, there lived a monkey on a tree by the side of a river. It was an apple tree and the fruits it bore were as sweet as nectar. Once, a crocodile swam ashore and the monkey threw apples at him and asked him to taste them. The crocodile started coming ashore every day and ate the fruits thrown by the monkey and soon they became good friends. The crocodile used to take some fruits for his wife.

14



His wife was greedy and asked him where he got the nectar-filled apples. The crocodile told her about his friend, the monkey. She was greedy and pleaded with her husband that she would like to eat the

pleaded: requested

deceive: cheat
supper: dinner
thrilled: feeling of

excitement

anxious: worried/nervous

monkey's heart, as someone who eats such tasty fruits, might have a heart filled with nectar. The crocodile got angry and did not agree to deceive his friend. She refused to eat anything until he brought her his friend's heart. Then the crocodile started making plans for killing his friend.

He came back to the monkey and invited him to his house for supper. He said that his wife would be thrilled to have him home and also that she was very anxious to meet such a nice friend.

The poor monkey believed the story but asked his friend how would he cross the river to reach the crocodile's house on the other

frightened: to make someone afraid / feeling fear

side. The crocodile then offered to carry him on his back and the monkey agreed.

In the middle of the river, the crocodile took the monkey deep into the river to kill him. The monkey was frightened and asked the crocodile why he was doing so. The crocodile told him that his wife wanted to eat his heart filled with nectar. The monkey immediately asked the crocodile to take him back to the tree as he had left his other heart which was full of nectar back on the tree. The foolish crocodile then swam back to the shore and the terrified monkey jumped up the tree to never return. Upon being asked why he was not returning, the monkey answered that he had only one heart. He had fooled him and scolded the crocodile for cheating him. He told the crocodile that their friendship was over.

Read More

Request your parents or your teacher to read the story '**The Crane and the Crab**'. Now, compare the moral of this story with the story you have read in this chapter. Are they same or different? What do we learn from these two stories?

UNDERSTANDING THE TEXT

| A | Fil | l in the blanks. | | | |
|---|-----|---|--|--|--|
| | 1. | It was an tree and the fruits it bore were as | | | |
| | | as nectar. | | | |
| | 2. | The crocodile started coming every day and ate the fruits thrown by the monkey. | | | |
| | 3. | The crocodile made a plan to the monkey. | | | |
| | 4. | The monkey jumped up the tree to never | | | |
| B | An | swer these questions. | | | |
| | 1 | Where did the monkey live? | | | |
| | 2. | What did the monkey give to the crocodile every day? | | | |
| | 3. | What did the crocodile's wife want? | | | |
| | 4. | What did the monkey do when he was taken back to the tree? | | | |
| | 5. | Who was wiser—the monkey or the crocodile? | | | |

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GRAMMAR

Has/Have

Read the following sentences.

- 1. Ravi has a beautiful horse.
- 2. Mohini has a talking doll.
- 3. Children have a drawing class.
- 4. I have a lovely dog.

In the above sentences, the words **has** and **have** tell us that the horse is Ravi's, the talking doll is Mohini's, the drawing class is children's and the lovely dog is of 'I'.

The word 'has' is used if the subject is singular.

The word 'have' is used if the subject is plural and also with the words 'I' and 'you'.

Now fill in the blanks with 'has' and 'have'.

| | | _ | |
|----|----------------------|-------|--------------|
| 1 | \mathbf{D}^{\cdot} | | |
| | Ritu | a red | $r \cap s e$ |
| 1. | Muu | a reu | I USC |

- 2. Vipul and Sonal ______ a very big house.
- 3. Rohit ______ a wonderful skill of painting.
- 4. We _____ three lessons to complete.
- 5. I ______ a gold coin.

VOCABULARY

- 1. Fit hit bit sit
- 2. Round _____ ___ ____
- 3. Hole _____ ___
- 4. Bat _____ ____

| 5. | Rope | | |
|----|------|------|--|
| 6. | Deep | | |

B Arrange the following groups of letters to make meaningful words.

| Gr | oup of letters | Word |
|----|----------------|--------|
| 1. | omhtre | mother |
| 2. | e f t a h r | |
| 3. | irgl | |
| 4. | e t a h c r e | |
| 5. | ritwe | |
| 6. | ord w | |
| 7. | r b t o e h r | |
| 8. | s s t i e r | |

* VALUES

Too much greed can lead to great loss. In the story, the crocodile and his wife lost the chance to get apples in the future because of their greed. They broke the trust of friendship because of their greediness.

COMMUNICATION SKILLS -

SPEAKING

Repeat these words after your teacher.

| wing | thing | ring | sing | king |
|------|-------|-------|------|------|
| hole | mole | pole | role | soul |
| fail | sale | snail | rail | hail |





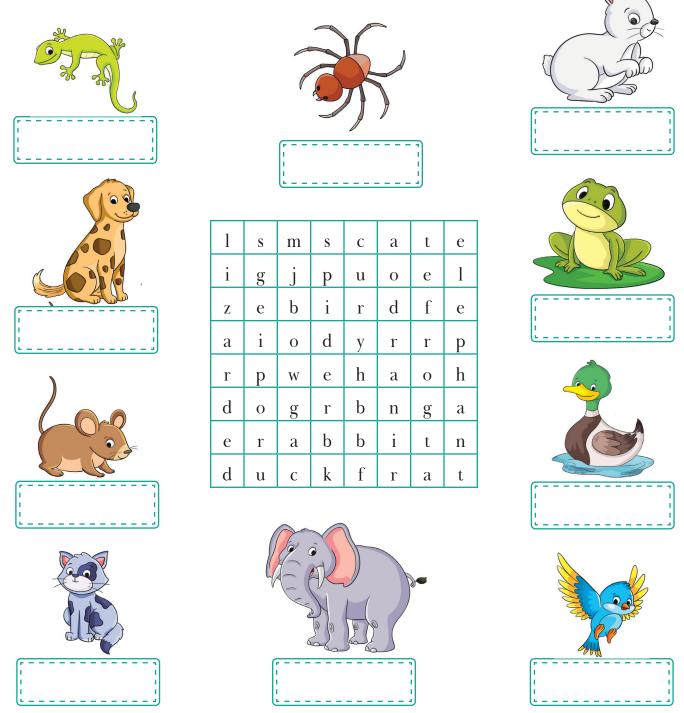
Look at this picture of a fishing pond. Write five sentences about it.



| 1 | |
|--------|--|
| 2 | |
| | |
| | |
| 4 5 | |

CROSS CONNECT

A Find the names of the animals hidden in the word grid. Also write the names in the boxes.



What should we do when a good friend breaks our trust? Should we break our friendship or give them another chance? Share your thought with your friends.

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Crocodiles





Crocodiles can survive for a long time without food.

Most crocodiles live in freshwater rivers and lakes but some live in salty water.

Crocodiles eat a variety of fish, birds and other animals.

Crocodiles are natural predators and it is best to just stay away!

The estimated lifespan of all species of crocodiles is between 30 and 40 years.

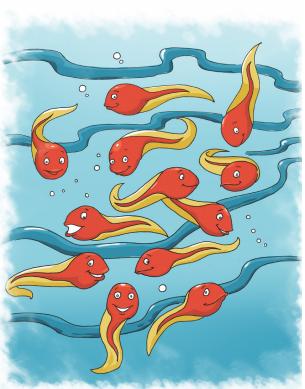
Crocodiles have around 80 teeth and these teeth get replaced around 50 times during their life.



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Twelve Tiny Tadpoles

2 tiny tadpoles swimming near the shore,
Up swam another two and that made 4.
4 tiny tadpoles playing naughty tricks,
Up swam another two and that made 6.
6 tiny tadpoles in a giddy state,
Up swam another two and that made 8.
8 tiny tadpoles found a little den,
Up swam another two and that made 10.
10 tiny tadpoles in the mud did delve,
Up swam another two and that made 12.
12 tiny tadpoles wriggling just for fun,
One called out, "There's the stork!",
.... And then there were none.



Math integration

because they'd all hidden, not because they were all eaten!

—Paul King



UNDERSTANDING THE POEM ---

| A | Fill | in | the | b] | lan | ks |
|---|------|----|-----|------------|-----|----|
| | | | | | | |

1. _____ tiny tadpoles in a giddy state.

2. _____ tiny tadpoles found a little den.

3. 12 tiny tadpoles ______just for fun.

4. 2 tiny tadpoles swimming near ______.

B Match the following.

1. One called out

a. in a giddy state.

2. 4 tiny tadpoles

b. in the mud did delve.

3. 10 tiny tadpoles

c. "There's the stork!"

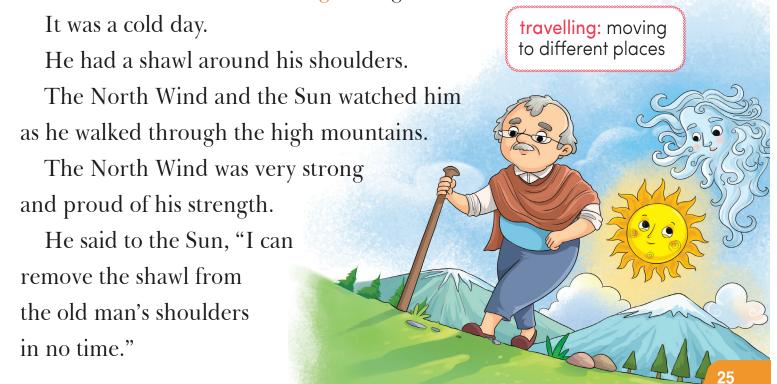
4. 6 tiny tadpoles

d. playing naughty tricks.

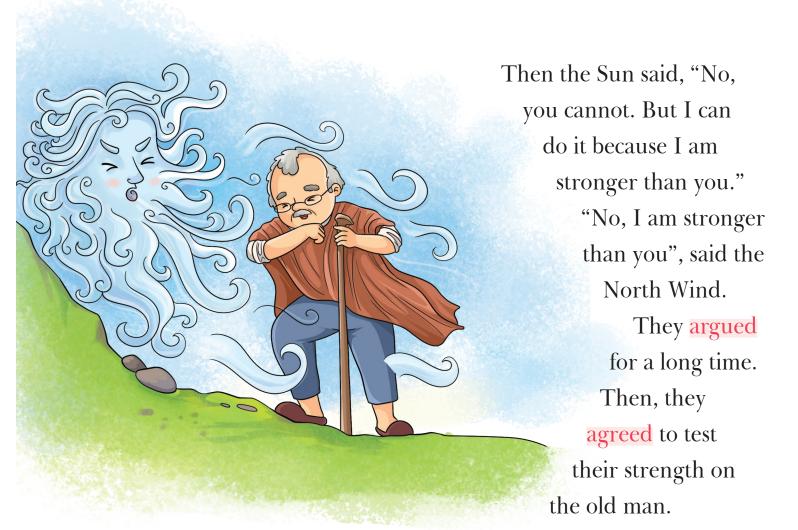
The North Wind and The Sun



Once, an old man was travelling through the mountains.



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First, the North

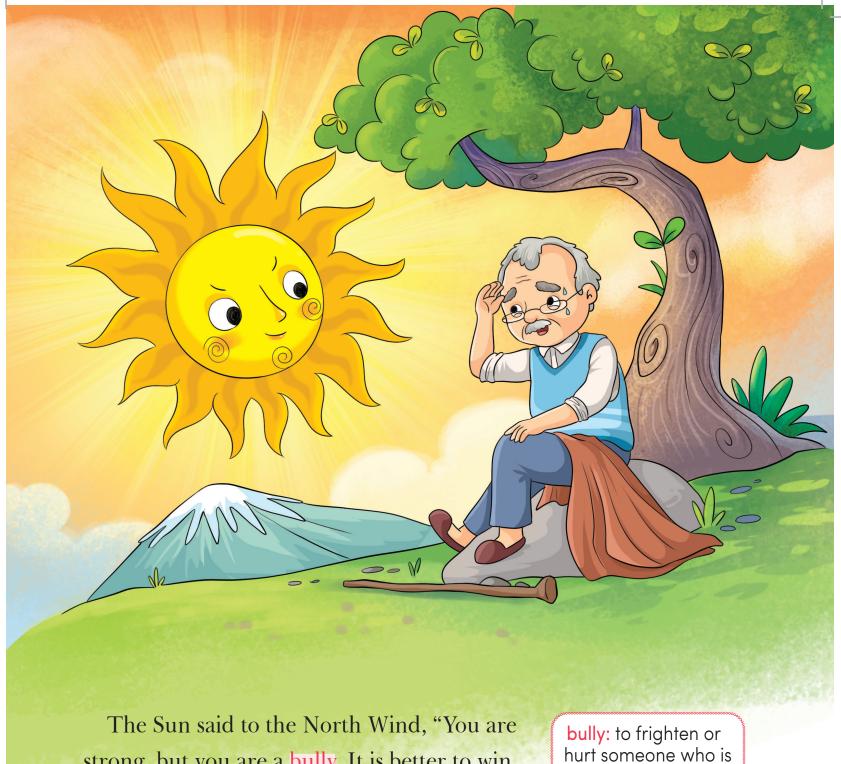
Wind blew with all his strength. As he continued to blow, the old man wrapped his shawl more tightly around himself.

The wind blew harder. The old man began to shiver. He wrapped his shawl even more tightly. argued: quarrelled
agreed: to have the same
opinion as someone else
wrapped: to cover something
shivering: vibrating/
trembling
sweat: be damp

Then the Sun came out. The cold air became warm. The old man stopped shivering. He did not remove his shawl, but he held it less tightly now.

Soon the Sun shone brighter and brighter. The old man began to sweat. He removed his shawl.

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strong, but you are a bully. It is better to win over people gently than by force."

weaker gently: carefully, without a lot of force

Read More

Request your parents or your teacher to read the story 'The Farmer and the Cranes'. Now, compare the moral of this story with the story you have read in this chapter. Are they same or different?

UNDERSTANDING THE TEXT -

| h | ot shawl tightly cold Sun North Wind wrapped |
|----|--|
| 1. | The and the argued with each other. |
| 2. | The old man had a around his shoulders. |
| 3. | The old man his shawl more around himself when the wind blew. |
| 4. | When the wind blew very hard, the old man felt |
| 5. | When the sun shone brightly, the old man felt |
| An | swer these questions. |
| 1. | Who was travelling through the mountains? |
| 2. | Who argued with each other? |
| 3. | Who was able to remove the shawl from the old man's shoulders? |
| 4. | What is the moral of the story? |
| | |

GRAMMAR

Sentence

A group of words arranged in the correct order to show a proper meaning, is a sentence.

Read these sets of words.

- A. Was it day cold a.
- B. It was a cold day.

We cannot understand the group of words given in A.

But, we can understand the group of words in B because these words express proper meaning. Here, B is a sentence.

Remember

- 1. Always begin a sentence with a **CAPITAL LETTER**.
- 2. Put a **FULL STOP** (.) at the end of a sentence.

Rearrange the words in the proper order to make meaningful sentences. Remember to use capital letters and full stops.

- 1. has legs four table a
- 2. is friend Robin my
- 3. drink should milk children
- 4. favourite orange my is fruit
- 5. a letter he writing is

VOCABULARY

A Fill in the missing letters to complete the rhyming words.

1. Farm A ____ m

H ____ m

2. Horn B ____ rn

C ____ n

3. Hot P ____ t

D ____ t

4. Fit

H ____ t

P ____ t

5. Eat

Me ____ t

B ____ t

Write the names of four things that you use on hot days. Draw them in the boxes given below. Science integration

* VALUES



We should not force someone to do something. Gentleness and kind persuasion win where force and aggression fail. Sometimes, a gentle smile can achieve something big that brutal force cannot.

In this story, the Sun and the Wind wanted to achieve the same thing using different methods. The Sun used gentle persuasion while the Wind used force. The Wind could not achieve what he wanted but the Sun with his gentle persuasion achieved his goal.

COMMUNICATION SKILLS -



Work in pairs. Discuss with your partner.



1. Differentiate between the behaviour of the North Wind and the Sun.





- 2. Which one would you follow?
- 3. Why do you think how the Sun was able to make the man remove his shawl?



WRITING

Arrange the sentences in the correct order to show Priyanka's morning routine.

- 1. Then she takes her bag and goes to the bus stop.
- 2. She eats her breakfast after getting dressed.
- 3. Priyanka gets up at 6:00 a.m.
- 4. She reaches her school at 7:40 a.m.
- 5. She brushes her teeth and wears her school uniform.

| 1. | |
|----|--|
| | |
| 2. | |
| 3. | |
| 4. | |
| | |

Fabulous_Class_1_Ch03.indd 31 04-08-2023 11:01:33

CROSS CONNECT

A Name the pictures. Draw lines to match the pictures to the weather.



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B Have you ever forced someone to do something that he/she does not like? What would you do if someone forces you to do something that you do not like to do?

Emotional learning

You have a storybook that you find very interesting. You want your best friend to read it, but she does not like to read storybooks. How would you convince her?

Tick (\checkmark) the things that you would do to convince her.

- 1. Tell her she has to read the book even if she does not want to read.
- 2. Tell her the story is very interesting and she would like it.
- 3. Tell her you would not talk to her if she does not read the book.
- 4. Tell her it would be fun to discuss the story after she has read the book.
- 5. Tell her you would not share any of your toys with her if she does not read the book.



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The Sun is a star. It is the nearest star to the Earth.

It is the head of our solar system.

The Sun gives us heat, light and energy.

The Sun causes seasons, weather, and climate changes on the Earth.

There wouldn't be any life on the Earth without the Sun.



4

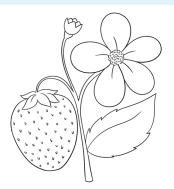
The Four Friends

Let's Connect

Follow the instructions and colour the picture.



- Colour the flower pink.
- Colour the fruit red.
- Colour the leaf light green.
- Colour the stem dark green.
- Colour the bud pink.



One day, a peacock planted a little seed. Along came a rabbit. She asked, "Can I help?"

"Yes", said the peacock, "Please water the seed."

feed: to provide someone with food so that they can live

watch: to see/to take care of

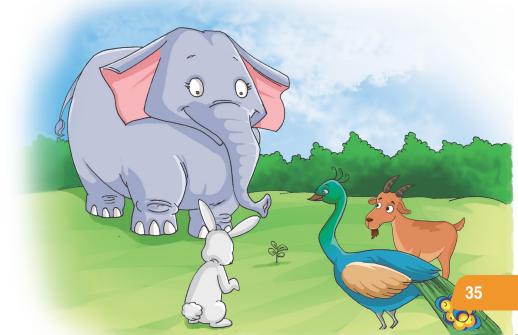
The rabbit watered the seed. Along came a goat. He asked, "Can I help?"

"Yes", said the rabbit, "Please feed the seed."

So the goat fed the seed. Along came an elephant and asked, "Can I help?"

"Yes", said the goat,

"Please watch the seed."



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So the elephant watched the seed.

The little seed grew into a little plant. The little plant grew into a big tree. Big red apples grew on the tree.

grew: to become tall and large yummy: tasty, delicious

"I cannot reach the apples!" cried the rabbit.

"I can help", said the goat. So the rabbit jumped upon the back of the goat. Still, they could not reach the apples.

"I can help", said the peacock. He jumped upon the back of the rabbit. Still, they could not reach the apples.

"I can help", said the elephant. So the goat jumped upon the back of the elephant, the rabbit jumped upon the back of the goat and the peacock jumped upon the back of the rabbit.

"Now I can reach them", said the peacock. The four friends had worked together. Now they had yummy apples to eat.



Read More

Request your parents or your teacher to read the story '**The Four Friends** and the **Hunter**'. Now, compare the moral of this story with the story you have read in this chapter. Are they same or different?

UNDERSTANDING THE TEXT

| A | Fill in the | blanks wit | h the w | vords given | in the box. |
|---|-------------|------------|---------|-------------|-------------|
|---|-------------|------------|---------|-------------|-------------|

| W | vatered peacock grew watched apples four | | | | |
|----|--|--|--|--|--|
| 1. | The friends had worked together. | | | | |
| 2. | The little seed into a little plant. | | | | |
| 3. | One day a planted a little seed. | | | | |
| 4. | The elephant the seed. | | | | |
| | The rabbit the seed. | | | | |
| 6. | "I cannot reach the!" cried the rabbit. | | | | |
| An | Answer these questions. | | | | |
| 1. | Who planted the seed? | | | | |
| | | | | | |
| 2. | Who watered the seed? | | | | |
| | | | | | |
| 3. | 6. What did the goat do? | | | | |
| | | | | | |
| 4. | Did the elephant watch the seed? | | | | |
| | | | | | |
| 5. | How did the four friends reach the apples? | | | | |
| | 1. 2. 3. 4. 5. 6. An 1. 2. 3. | | | | |

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GRAMMAR

'A' and 'An'

There are 26 letters in the English alphabet. The five letters a, e, i, o and u are called the **vowels**.

All the other 21 letters of the alphabet are called **consonants**.

We use 'a' or 'an' before a naming word that means only one thing or person.

We use 'a' before a word beginning with a consonant.

For example:

A car A town A book A girl

We use 'an' before a word beginning with a vowel.

For example:

- 1. An elephant
- 2. An orange
- 3. An eagle
- 4. An umbrella

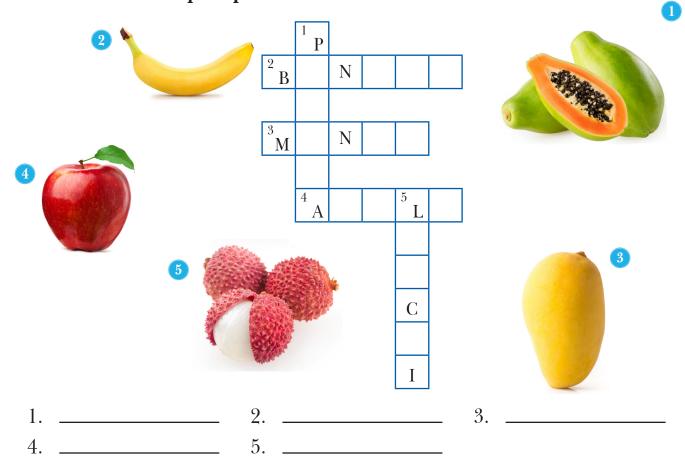
Use 'a' or 'an' to complete these sentences.

| 1. Ritu saw lion in the jur | ıgle. |
|-----------------------------|-------|
|-----------------------------|-------|

- 2. There is ______ apple and ______ banana in the basket.
- 3. Sumit put ______ egg in the fridge.
- 4. Rani ate ______ papaya.
- 5. _____ ugly duckling was in the pond.

VOCABULARY

A Complete the puzzle using picture clues. Rewrite the names of the fruits in the space provided.



- B Fill in the missing letters to complete the words.
 - 1. Do not ta ____ k in the class.
 - 4. Do not b _____ te your nails.
 - 2. Do not p ____ ay with fire.
- 5. Do not te ____ se animals.
- 3. Do not ____ pen the door.

* VALUES

Cooperation is working together to achieve a common goal. We must work with others, instead of against each other to achieve the common goal.

In this story, there are four characters—an elephant, a goat, a rabbit and a peacock. These animals are very different from one another. But through the spirit of cooperation, they became true friends. They helped each other and were able to enjoy their favourite fruit.

COMMUNICATION SKILLS



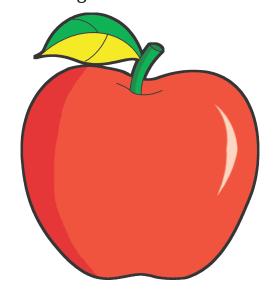
Work in pairs. Discuss with your partner.

One of your classmates lost her/his pencil. She/he is not able to do classwork as she/he does not have a pencil. Would you like to help her/him? If yes, how?



Write five sentences about the given fruit.





| 1. | |
|----|--|
| | |
| | |
| 3. | |
| 4. | |
| 5 | |

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CROSS CONNECT

clothes

A What do plants need to grow? Circle the things that plants need.



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moonlight

sunlight

chocolates

B Let us plant seeds! Write a word for each picture. Choose the words from the box. You may repeat words.

| soil | sunlight | water | | | | | |
|---------|------------|---------|---------|-----------|------------|-------------|--------|
| Select | the | | | you | want to p | olant. Take | e some |
| | | | | and put i | t into a _ | | |
| The ST | . Make a _ | | | in | n the soil | using a st | ick. |
| Take a | ı few | | | | | em into th | |
| | | | Cover t | the | | | with |
| the | | | | . Pour | | | |
| into th | ne | | | . Keep | the pot | at a place | that |
| gets lo | ots of | | | . After | a few da | lys, your n | ıew |
| | | will gr | cow! | | | | |

Hair on My Head



"Granny, how many hair have I got?"

"Ask your Daddy, he knows a lot."

"Daddy, please come and count my hair."

"Ask your Mummy, it's her affair."

"Mummy, before I go to bed,
Count the hair I have on my head."

"Darling I could never count the lot,
But God has counted each hair you've got."

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UNDERSTANDING THE POEM --

Write T for True and F for false.

1. He has a cap on his head.

2. Daddy comes and counts his fingers.

3. Mummy comes and counts his pens.

4. One could never count the hair on the head.

5. God has counted each hair on the head.

VOCABULARY -

A Read the words and tell your partner.

1. got lot hot not dot

2. cold told bold sold hold

Now try yourself with the help of your teacher

bat

B Match the following:

1. Granny

a. studies in school.

2. Mom

b. my dad's mom

3. Daddy

c. is a retired teacher.

4. Sister

d. goes to the office.

5. Grandfather

e. looks after the home.

5

The Frogs Desiring A King

Let's Connect

Andy loves to jump. Can you help him reach the trampoline so that he can jump on it?



A large number of frogs were living happily in a marshy swamp that just suited them. They went splashing about caring for nobody and nobody troubling them. But some of them thought that this was not

right, and they should have a king to rule them. So they determined to request to God to give them what they wanted.

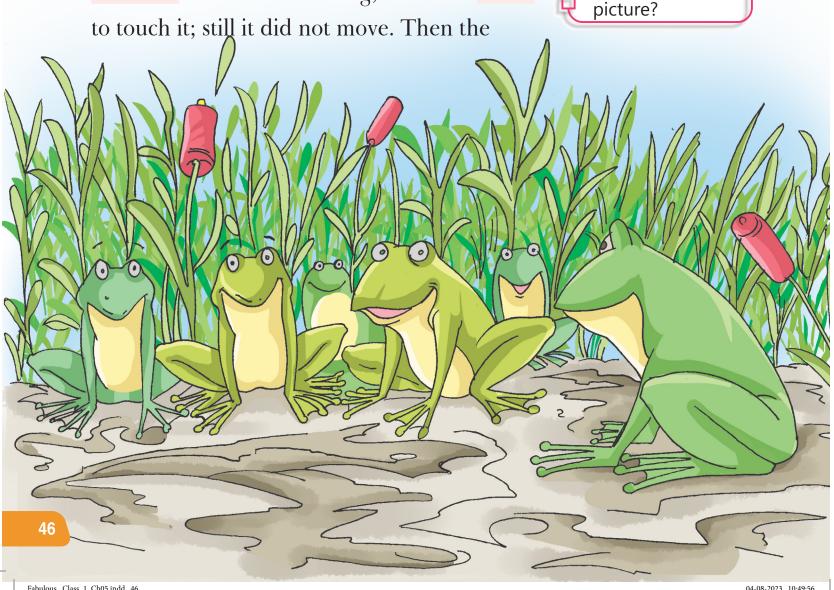
marshy swamp: soft and wet area covered by water determined: strongly decided

'Mighty God', they cried, 'Send unto us a king that will rule over us and keep us in order.'

God laughed at their croaking and threw down into the swamp a huge log, which came down with a splash into the swamp. The frogs were frightened out of their lives by the **commotion** made in their **midst**. They all rushed to the bank to look at the horrible monster; but after a time, seeing that it did not move, one or two of the boldest of them ventured out towards the log, and even dared

croaking: the loud rough sound log: a large and thick branch of a tree commotion: noisy and confusing activity midst: middle ventured: to do something that is risky dared: had the courage

> How many frogs are there in the



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greatest hero of the frogs jumped upon the log and started dancing up and down upon it, thereupon all the frogs came and did the same. The frogs went about their business every day without taking the slightest notice of their new king log lying in their midst. But this did not suit them, so they again decided to pray to God, and said to Him, 'We want a real king; one that will really rule over us.'

stork: a very tall long-legged wading bird with a long, heavy bill and with white and black feathers gobbling: to eat something hurriedly and noisily repent: be sorry for



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Read More

Request your parents or your teacher to read the story 'The Golden Touch or The Midas Touch'. Now, compare the moral of this story with the story you have read in this chapter. Are they same or different? What do we learn from these two stories?

UNDERSTANDING THE TEXT

| A | | where were the frogs living happily? | | |
|---|----|---|--|--|
| | 2. | What did some of the frogs think? | | |
| | 3. | To whom did they request? | | |
| | 4. | What did God throw down into the swamp? | | |
| | 5. | Who was the second king? | | |

B Choose the right answer.

1.

2.

| Th | e frogs wanted proper | |
|----|-----------------------|--|
| a. | king | |
| b. | constitution | |
| c. | houses | |
| Th | e king looked like a | |
| a. | horrible monster | |
| b. | superman | |
| c. | spiderman | |

3. The dissatisfaction of the frogs made God

- a. sad
- b. happy
- c. angry



GRAMMAR

This, That, These, Those

We use 'This' for the singular thing which is near.

We use 'That' for the singular thing which is far.

This is a book.





That is a book.





Similarly, we use 'these' for the plural things which are near. We use 'those' for the plural things which are far.

These are books.





Those are books.





Now fill in the blanks with this/that and these/those.

1. ______ is a cow.





2. ______ is a cow.





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| 3. | _ is a chair. | | | |
|----|------------------|--|----|---|
| 4. | _ is a chair. | | | |
| 5. | _ is a camel. | | 28 | |
| 6. | _ is a camel. | | | ı |
| 7. | _ are birds. | | | |
| 8. | _ are birds. | | | |
| 9. | _ are kites. | | | |

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* VALUES

We should think carefully and look at all sides of a situation before making a decision. In the story, the frogs did not think properly of what they were wishing for. When they got what they asked for, they were not happy with it.

2. I am a tiger.
I walk with my l __ _ _.

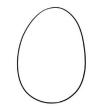


3. I am a fish.
I swim with my f __ ___.

B Follow these steps to draw a frog. Colour it.



1.



9

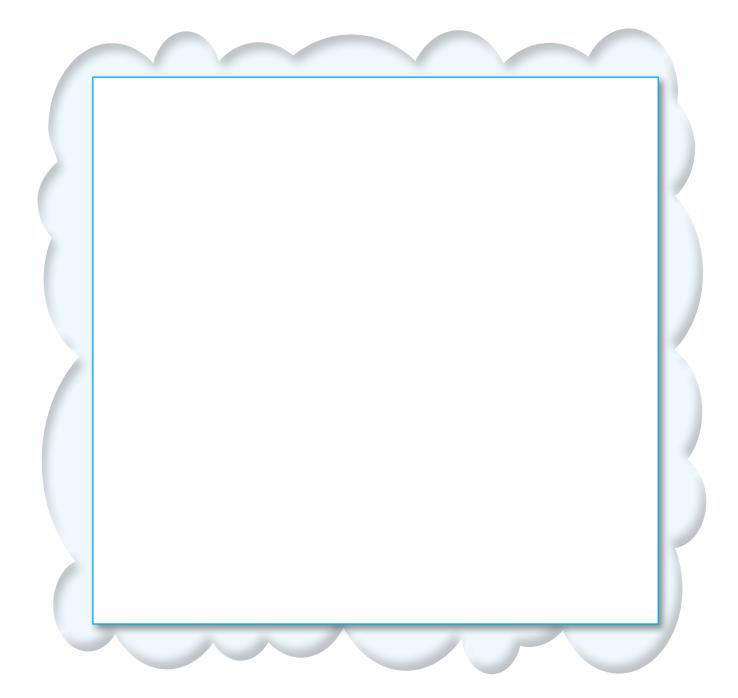


3.



4.





Frogs

Frogs can live both on land and in water.

Science integration



A group of frogs is called an army.

Frogs don't drink water – they soak it into their body through their skin.

They breathe through the nose and their skin.

They catch their prey with their tongue.

They can see all around them all the time.

Their call is called a croak.

The world's largest frog is the Goliath frog. It can grow up to 15 inches long and weigh up to 7 pounds.

Some frogs can jump over 20 times their own body length.



6

The Fox and The Crow

Let's Connect

Colour the picture. Name the bird.





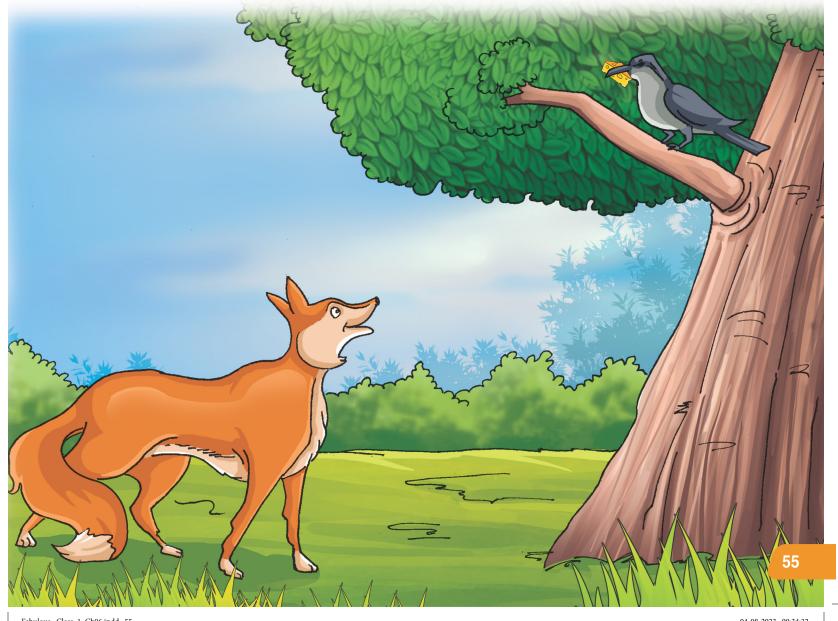
Have you heard the story about the Clever Crow? If you have, share it with your classmates.

A fox once saw a crow flying off with a piece of cheese in its beak. She settled on the branch of a tree. 'That's for me, as I am a Fox,' thought the fox and he walked up to the foot of the tree.

"Good day, Miss Crow," he cried. "How well you are looking today, how glossy your feathers are, how bright your eyes are! I feel sure your voice must surpass that of other

glossy: shiny surpass: to be better or greater than something

birds, just as your look does. Let me hear a song from you so that I may greet you as the Queen of Birds."



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The crow felt very flattered, she lifted up her head and began to caw her best. But the moment she opened her mouth, the piece of cheese fell upon the ground, only to be snapped up by the clever fox. "That will do,"

lifted: moved to higher position caw: loud sound made by a

crow

snapped: take something

quickly

flatterers: people who praise

excessively

said he. "That was all I wanted. In exchange for your cheese, I will give you a piece of advice for the future. Do not trust flatterers."

Read More

Request your parents or your teacher to read the story '**The Greedy Dog**'. Now, compare the dog and the crow in these two stories. Are they same or different?

UNDERSTANDING THE TEXT --

Answer these questions.

- 1. What was in the crow's beak?
- 2. Where did the crow sit with the cheese in its beak?
- 3. Who wanted to get the cheese?
- 4. How did the crow drop the piece of cheese?
- 5. Did the fox get the cheese? What advice did the fox give in exchange?

B Choose the correct option and fill in the blanks.

1. A fox once saw a crow flying off with a piece of ______.

(bread / cheese)

2. The crow lifted up her head and began to ______

(moo / caw)

3. "That's for me" said the _____. (crow / fox)

GRAMMAR

Noun – Number (Singular & Plural)







When we use the words pencil, dog or girl, we mean to say one pencil, one dog or one girl. Therefore, they are said to be in the singular number.





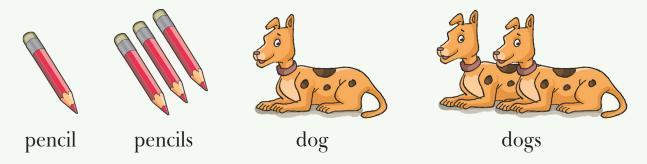


If a noun stands for one person, one place or one thing, it is in Singular Number.

When we use the words pencils, dogs or girls; we mean to say more than one pencil, more than one dog, or more than one girl. Hence, these words are said to be in the plural number.

If a noun stands for more than one person, place, animal or thing, it is said to be in Plural Number.

When we talk about more than one person, place or thing, we add an 's' to the naming word. Let us look at the following examples:



Write the plural form of each of the following words.

- 1. Goat _____
- 2. House _____
- 3. Book _____
- 4. Animal _____
- 5. Mat _____
- 6. Horse _____
- 7. Computer _____
- 8. Ruler _____
- 9. Pen _____
- 10. Crayon _____

VOCABULARY

Where do the following animals live? Fill in the blanks by using the words given in the box.

web water nest kennel hole den

- 1. A fish lives in ______.
- 2. A mouse lives in a ______.
- 3. A spider lives in a ______.

- 4. A lion lives in a ______.
- 5. A bird lives in a ______.
- 6. A dog lives in a _____

* VALUES

We should not believe in flattery from others as often the other person can fool us. In this story, the crow falls for the flattering words of the fox. The crow was influenced by the fox and blinded by false praise. In the end, the fox gets the cheese. It also tells us that we should think before we act.

COMMUNICATION SKILLS -----



Study these rhyming words and repeat them after your teacher.

| corn | born | horn | torn |
|-------|-------|------|-------|
| state | plate | late | gate |
| coat | boat | goat | float |

Now write a few more rhyming words with the help of your teacher.

WRITING

Answer these questions.

1. Who has the cheese in its mouth?

| The | |
|------|------|
| 1110 | • |



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No, ______



3. Who is singing caw, caw, caw?

_____ crow ______



4. Who has the cheese in the end?

_____ has _____



CROSS CONNECT -----

A Identify the animal by the sound it makes.





1. Bark

I am a ______.



2. Quack

I am a ______.



3. Chirp

I am a ______.



| | ~1 | |
|----|----------|---|
| 1 | Chatter | • |
| +. | CHIALICI | |

I am a _____



5. Moo

I am a _____



6. Roar

I am a ______



B Discuss with your friends.



- 1. How do you feel when someone says good things about you all the time?
- 2. Do you believe or trust everything you hear? Why/Why not?

The Whale

Zebras have stripes and leopards have spots And pigs have a curly tail.

But I haven't anything nice like that—I'm only a Great Big Whale.

"Oh dear, Mr Whale," the animals said,

"You don't need to make such a fuss.

You can swim and spout water—

A most clever trick,

Now why should you envy us?"



UNDERSTANDING THE POEM -

to shoot out liquid with force

feel jealous

needless excitement

| A | An | swer these questions. | | | | |
|-------|--|---|--|--|--|--|
| | 1. | . Which animal has stripes? | | | | |
| | 2. | Which animal has spots? | | | | |
| | 3. | Which animal has a curly tail? | | | | |
| | 4. Write the names of five animals you know. | | | | | |
| | 5. | Write the names of five birds you know. | | | | |
| B | Fil | Fill in the blanks. | | | | |
| | 1. | Zebras have and Leopards have | | | | |
| | 2. | I am only a great big | | | | |
| | 3. | You can and water. | | | | |
| | 4. | Why should you us? | | | | |
| V |)C/ | ABULARY | | | | |
| strij | pe | a narrow band of colours | | | | |
| spo | t | a rounded mark | | | | |

63

spout

envy

fuss

The Woodcutter and The Serpent



Identify the tool in the picture. What is it used for?

One wintry day, a woodcutter was walking home from his work, then he saw something black lying on the snow. When he came closer, he saw it was a serpent that looked dead. But he picked it up and put it close

serpent: snake bosom: chest

hearth: the floor of a fireplace stooped: to bend the upper

body

stroke: to rub gently

to his bosom to give it warmth while he was in a hurry to go home. As soon as he got indoors, he put the serpent down on the hearth before the fire. The children watched it and saw it slowly come to life again. Then one of them stooped down to stroke it, but the



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serpent raised its head and put out its fangs and was about to bite the child to death. So the woodcutter seized his axe, and with one stroke, cut the serpent into two. 'Ah!' said he, 'No gratitude from the wicked.'

fangs: teeth of a snake, by which poison is injected seized: to take hold suddenly

gratitude: feeling of being

grateful

wicked: evil, bad

UNDERSTANDING THE TEXT

| | Fil | l in the blanks. |
|---|------------------------|--|
| | 1. | The woodcutter saw something black lying on the |
| | 2. | When he came closer, he saw it was a serpent that looked |
| | 3. | He picked it up and put it close to his |
| | 4. | The serpent raised his head and put out its |
| | 5. | The woodcutter seized his |
| | | |
| 3 | An | swer these questions. |
| 3 | | swer these questions. Who was walking home from work? |
| 3 | | • |
| 3 | 1. | • |
| 3 | 1. | Who was walking home from work? |
| 3 | 2. | Who was walking home from work? |

66

4. Who watched the serpent come to life again?

GRAMMAR

Noun (Gender)

Males (Men) are said to be the Masculine Gender. Females (Women) are said to be the Feminine Gender.



boy



girl



grandfather



grandmother

Write the Masculine Gender of the words given below. Use the words from the box.

| Grandfather | Gentleman | Brother | Son | Father | Husband |
|-------------|-----------|---------|------|--------|---------|
| Man | King | Не | Hero | Boy | Prince |

| | Feminine | Masculine |
|-----|-------------|-----------|
| 1. | Girl | |
| 2. | Princess | |
| 3. | Lady | |
| 4. | Heroine | |
| 5. | Sister | |
| 6. | Woman | |
| 7. | She | |
| 8. | Daughter | |
| 9. | Mother | |
| 10. | Grandmother | |
| 11. | Wife | |
| 2. | Queen | |

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VOCABULARY -





Complete the following sentences using the words given in the box.

| Ē | | | playground | | |
|----|-------|--------|------------|------------|-------|
| 1. | We go | to the | wh | ien we are | sick. |

- 2. We go to the ______ to see the animals.
- 3. We go to the ______ to buy vegetables.
- 4. We go to the ______ to read books.
- 5. We go to the _____ to play.

Look at the pictures below and tick (\checkmark) the right word.

| 1. | boat | note | coat |
|----|------|-------|------|
| 2. | tall | wall | call |
| 3. | goat | boat | coat |
| 4. | trap | train | tram |

* VALUES



We feel thankful when people help us. This is gratitude. We feel grateful when someone shows kindness to us. Being grateful also means that we should be willing to return the favour in whatever way possible.

In this story, the serpent instead of being grateful, tried to kill the son of the woodcutter. The woodcutter had to kill the serpent to save his son. If the serpent had shown gratitude, he would have been survived.

COMMUNICATION SKILLS



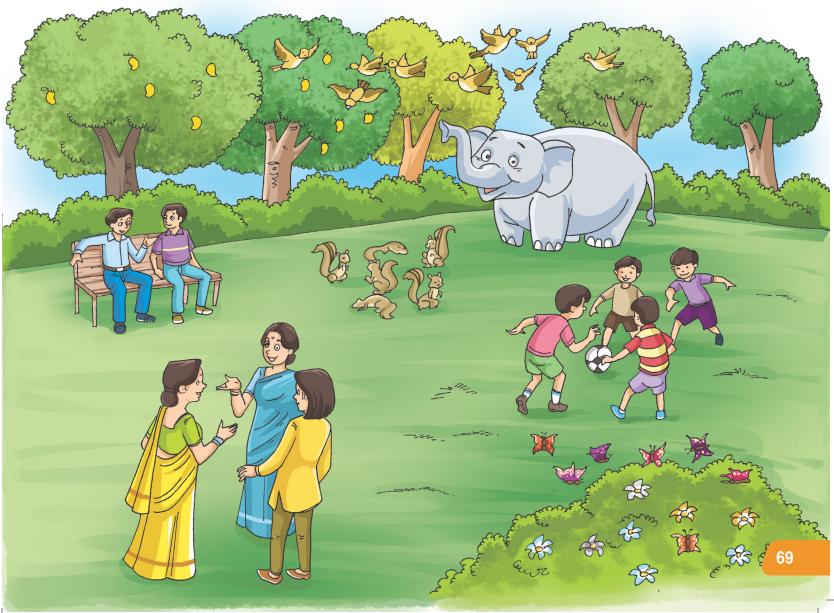


Have you ever hurt someone who had helped you? Was it intentional? Talk about your experience in the class.



Look at the picture and fill in the blanks with the words given in the box.

men women butterflies elephant boys birds squirrels flowers mangoes trees



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- 1. We see an ______ in the picture.
- 2. Two ______ are sitting on a bench.
- 3. There are three ______ in the picture.
- 4. Look at the four _____ playing there.
- 5. Let us find five _____ in it.
- 6. There are six ______ in the park.
- 7. The ______ are seven in number.
- 8. We see eight ______ blooming in the park.
- 9. We see nine _____ there.
- 10. There are ten ______ in the picture.

CROSS CONNECT

A Identify these people in uniform. Choose and write who they are from the names given in the box.

Social awareness

Pilot Nurse Chef Policeman Lawyer Doctor













B Look at the pictures given below. Tick () the good practice and cross () the bad practice. Discuss in the class why one of them is a bad practice.





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Snakes



Snakes do not have eyelids.

They don't have ears at all. They are deaf and cannot hear sounds.

Snakes smell with their tongue.

There are more than 2500 species of snakes around the world.

Most poisonous snakes have bright colours.

Snakes are carnivores (meat eaters).

Snakes are found on every continent of the world except Antarctica.



The Shepherd Boy



Tick ✓ the correct option.

- They are made of wool/cotton.
- We wear them in summer/winter.

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. He was rather lonely all day, so he thought of a plan which could get him a little company and some excitement. He rushed down towards the village calling out 'wolf, wolf,' and the villagers came out to

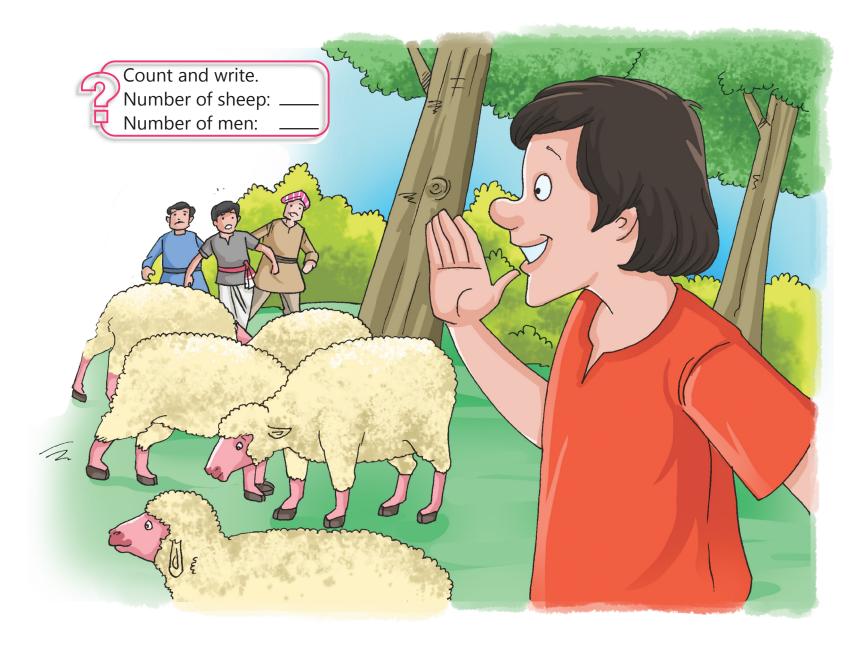
shepherd: a person who tends and rears sheep

tended: took care of

lonely: alone

company: to spend time with someone excitement: the feeling of being

excited



meet him, and some of them stopped with him for a considerable time. This pleased the boy so much that a few days later, he tried the same trick, and again the villagers came to help him. But shortly after that, a

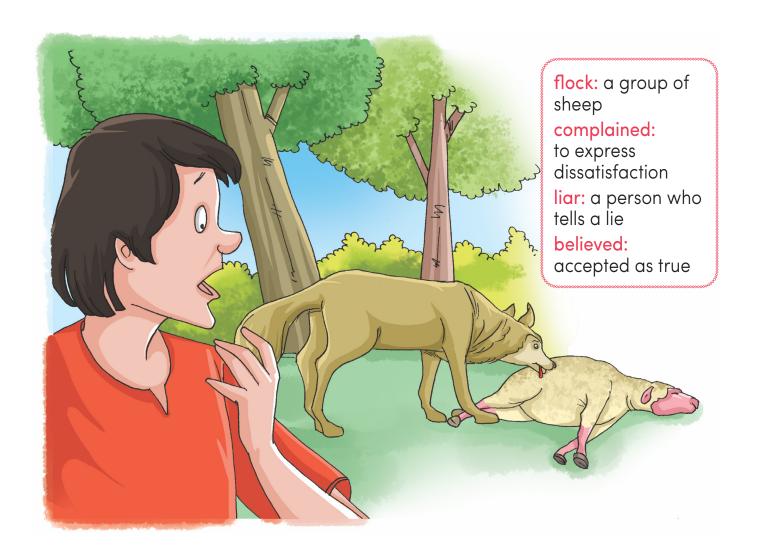
considerable: a lot of pleased: feeling

happy

deceiving: misleading

stirred: moved

wolf did come out from the forest, and began to worry the sheep. The boy of course cried out 'wolf,' still louder than before. But this time the villagers, who had been fooled twice before, thought that the boy was again deceiving them, and nobody stirred to come to



help. So the wolf made a good meal of the boy's flock, and when the boy complained, the wise men of the village said: 'A liar will not be believed, even when he speaks the truth.'

Read More

Request your parents or your teacher to read the story 'Little Boy with a Slingshot'. Now, compare the moral of this story with the story you have read in this chapter. Are they same or different? What do we learn from these two stories?

UNDERSTANDING THE TEXT -----

Fill in the blanks. The young shepherd boy tended his sheep near a ______ forest. Some of the villagers ______ with him for a considerable time. The villagers had been fooled ______ before. 'A _____ will not be believed, even when he speaks the truth.' Answer these questions. Who tended the sheep? Where did the boy rush? Who came for the boy's help? Who made a good meal of the boy's flock?

GRAMMAR

is/am/are

- We use **am** with the pronoun **I**.
- We use **is** with **he**, **she** or **it**. We also use **is** with naming words that are only one in number.
- We use **are** with **we**, **you** or **they**. We also use **are** with naming words that mean more than one in number.

Let us look at the examples: Long form Short form Example I am Mohan. I am I'm You are You're You are naughty. He is He is hungry. He's She is happy. She is She's It is It is hot. It's We are We're We are late. They're They are sleepy. They are Fill in the blanks with is/am/are. He ______ in the house. 2. I ______ Mohit.

- 3. They _____ nice girls.
- 4. We _____ hungry.
- 5. It ______cold.
- 6. She ______ not well.
- 7. You _____ my friend.

VOCABULARY

Write the opposites of the following words.

- 1. Cold
- 2. Day
- 3. Wise
- 4. Less
- 5. Happy
- 6. Lost
- 7. Ugly
- 8. Weak



A liar is someone who does not tell the truth. If we lie even once, people will not believe us when we speak the truth. So, we should always speak the truth.

In this story, the boy kept on lying and in the end, no one believed him when he spoke the truth.

COMMUNICATION SKILLS -



Have you ever lied? Why did you lie? Share with the class.



Read the words in the box.

Write the right words in box A, B, C and D.

The first one has been done for you.

| note trap | wall goat hive call | train five | tram drive | = |
|----------------------------|------------------------|------------|------------|---------------|
| A tree tram train | hive | | C all | D boat |

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CROSS CONNECT

A Draw lines to connect the sheep to the clothes that are made of wool.

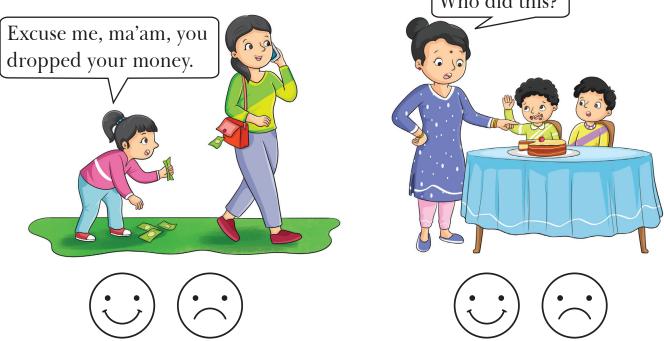
General awareness





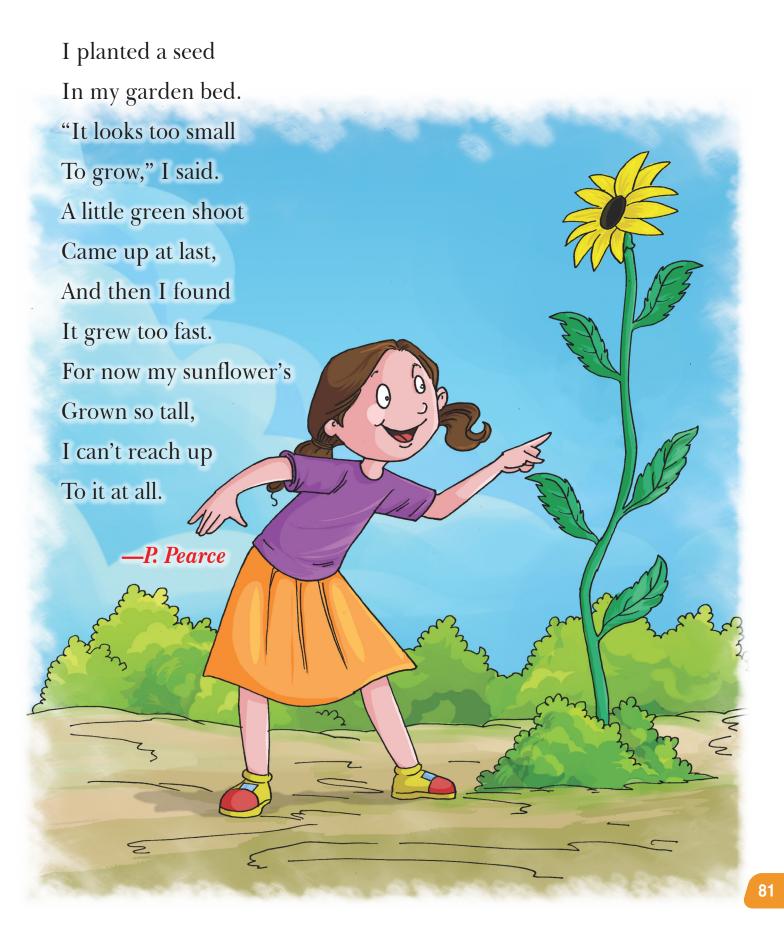
B Colour the yellow for the children that show honesty. If not, colour the red.





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The Sunflower



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UNDERSTANDING THE POEM

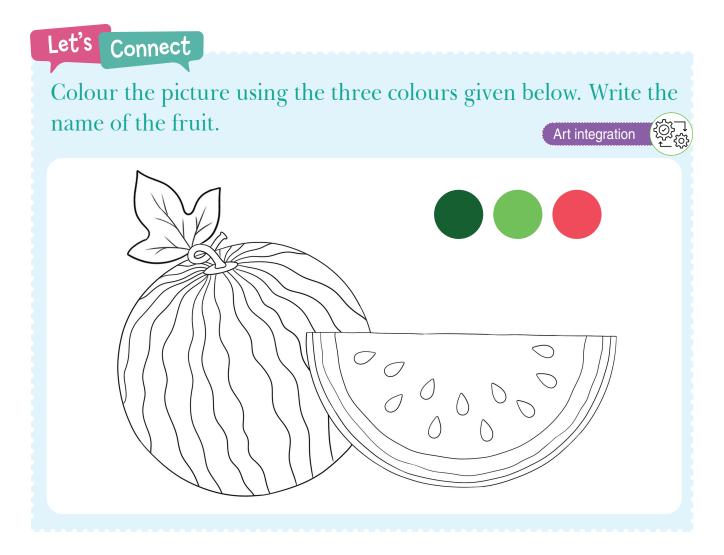
Answer these questions.

- 1. What did she plant in her garden bed?
- 2. Which flower was it?
- 3. Why can she not reach up to the flower?
- 4. Write names of five flowers you see around.

B Tick the correct word.

- 1. I planted a tree/seed.
- 2. A little red/green shoot came up.
- 3. It grew too fast/slow.

Lazy Bears Buy Watermelon



There are two brothers in the bear family and both of them are very lazy. Their mother calls the elder brother Elder Lazy and the younger one Younger Lazy. It is summertime.

Younger Lazy says, "On such a hot day, I want to eat a watermelon." Elder Lazy says, "Oh yes! Watermelon is sweet and cool. But who is going to buy one?"

Younger Lazy says, "You are older than I am, so you should go to buy it." Elder Lazy replies, "You run faster than I can, so you go." "You go," says Younger Lazy.

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"You go," says Elder Lazy.

Mother Bear tells them to be quiet. "Don't fight! If you really want a watermelon, then go and buy one together. You cannot have it if you are lazy."

Since both brothers love watermelons, they go out together to buy one. They walk across the green field and the forest where the wild flowers grow until they come to the watermelon field of Grandfather Goat.

What a big watermelon garden! It is covered with round, fat watermelons.

Elder Lazy says to Grandfather Goat, "Please choose a big watermelon for me."

His brother says, "Please choose a sweet one for me."

"Sure, sure!" says Grandfather Goat with a smile. He looks here and there in the field. He finds a very big watermelon that he thinks will surely be sweet.

The elder brother pays and begins walking home with the watermelon. Soon he complains that the watermelon is too heavy for him to carry. He tells his brother to carry it for some time.

The younger one picks it up with a **frown** on his face. He walks only a few steps and then puts down the watermelon, saying that it is too heavy. He asks his brother to take it.

They begin to quarrel. Younger Lazy touches the watermelon and

rolls it in front. "Brother, I think we can let the watermelon roll itself to home."

That ends the quarrel. They join hands to roll the watermelon away.

frown: to wrinkle the brow in anger quarrel: fight





Rolling across the beach and the grassland, the watermelon comes to the bears' home.

delicious: tasty fault: mistake

"Mummy, we have bought a big, sweet watermelon."

Their mother puts the watermelon into the basin to wash it. She then puts it on the table to cut it.

"Our watermelon is very, very sweet. The flesh is red and delicious," the younger brother says. "Please give me a big piece!"

The mother cuts it open, only to find the flesh all turned into red water. It flows over the table and down onto the floor!

Elder Lazy and Younger Lazy are so sad but there is nothing that they can do.

Whose fault is this?

Read the story 'The Ant and the Grasshopper'. Now, compare the moral of this story with the story you have read in this chapter. Do you find any similarities between the bears and the grasshopper? UNDERSTANDING THE TEXT

| A | | oose the correct option and fill in the blanks. |
|---|----|---|
| | 1. | On a (cold/hot/rainy) day, the bears go to buy a watermelon. |
| | 2. | The bears were very (helpful/loving/active/lazy). |
| | 3. | Both brothers (loved/disliked) the watermelons. |
| | 4. | The bears (rolled/carried) the watermelon to their home. |
| | 5. | Grandmother Cow/ Grandfather Goat/ Uncle Sheep) had a watermelon field. |
| В | An | swer these questions. |
| | 1. | What do the bears want to eat? |
| | 2. | In which season can you get the watermelon? |
| | 3. | Who had the field of watermelons? |
| | 4. | How do the lazy bears bring the watermelon home? |
| | 5. | What happens to the watermelon when it is cut? |

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GRAMMAR

Conjunctions 'and' and 'but'

Conjunctions are used to join words or groups of words together.

The most common ones are 'and' and 'but'.

We use **and** to join two words or sentences together.

For example: Kapil, Sonu and Ravi are friends.

We use **but** to join two words or sentences that express opposite ideas.

For example: She hates rice but loves Chapatis.

Fill in the blanks with 'and' or 'but'.

- 1. Summer days are hot _____ sunny.
- 2. Tom studied hard ______ he failed in the test.
- 3. Peter has a fever ______ a terrible headache.
- 4. Rahul is happy _____ excited.
- 5. He bought vitamins ______ forgot to buy aspirin.
- 6. Mina is weak in Maths ______ good in Science.

VOCABULARY -----

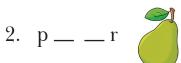
A Read these sentences. Fill in the blanks with the opposites of the underlined words.

full ripe black big far

- 1. That apple is <u>raw</u> but this one is ______.
- 2. My class is <u>small</u> but my sister's class is ______.
- 3. Mohit's bottle is <u>empty</u> but Rani's bottle is _____.
- 4. She lives <u>near</u> the school but I live _____ away from it.
- 5. Mr Mehta's horse is white but Mr Sharma's horse is _____

B Fill in the missing letters to complete the words. Use these words to solve the puzzle.

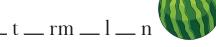
Across



Down







3. st __ w __ e __ _ y



6. b _ n _ n _



5. gr __ _ _ _





8. m __ g __



9. p __ n __ ap __ __ _



10. p __ _ _



| | | | | | | | 1 | | | |
|---|---|---|---|----|---|---|---|---|---|--|
| | | | | | 2 | | | | | |
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| | 4 | | | | | | | | | |
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| 5 | | 6 | | | | 7 | | 8 | | |
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| 9 | | | | 10 | | | | | | |
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* VALUES

A lazy person is someone who is not willing to do an activity even though he has the ability to do it. They look for an easy way which might not give a good end result.

In the story, the two lazy brothers quarrelled over carrying the watermelon and ended up spoiling the fruit. They were not able to eat it because of their laziness.

COMMUNICATION SKILLS -

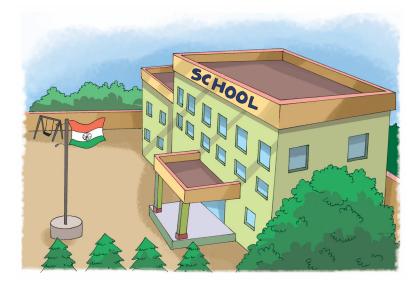


Do you think laziness is good? What happens when you are lazy? Talk about it in the class.



90

Look at the picture of a school. Write five sentences about it.

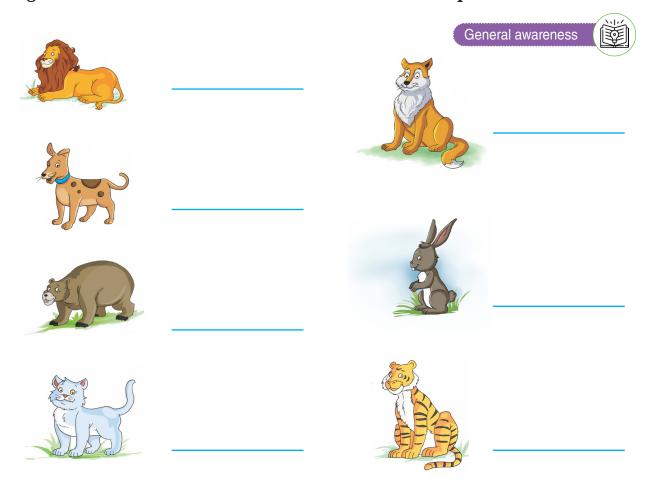


| 1. | |
|------------|--|
| 2. | |
| 3 . | |
| | |
| 4. | |
| 5. | |

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CROSS CONNECT

A Given below are pictures of wild animals as well as pet animals. Write against each animal whether the animal is wild or pet.



B Look at the two pictures. Discuss in class the difference between these two pictures. Are you more like 1 or 2? How?



2.

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Bears



Bears have large bodies, stocky legs, a long snout, and a heavy coat of shaggy hair.

They have paws with claws, and a short tail.

Bears are omnivores – they love to eat both meat and plants.

They are very fond of fish and honey.

Even though bears are big and heavy, they can run very fast.

Bears are good at climbing and swimming.

Bears have a large brain and are one of the intelligent mammals.

Koalas are not bears, but Pandas are bears.

A group of bears is called a sloth.

A male bear is a boar, females are called sows and babies are cubs.



10 The Magic Cask

Let's Connect

Look at the picture and answer the questions.

Math integration



- 1. How many strawberries are there in the basket?
- 2. How many strawberries are outside the basket?
- 3. What is the total number of strawberries?

Once upon a time, there was a man who dug up a big earthenware cask in his field. He took it home with him and told his wife to clean it. When his wife started brushing the inside of the cask, the cask suddenly began to fill itself with brushes. No matter how many were taken out, others kept on taking their

dug: to take out something from under the soil by digging earthenware: pottery made of clay cask: a round wooden container for storing a liquid disappeared: vanished

place. The man sold the brushes and the family lived very happily.

One day a coin fell into the cask by mistake. At once, the brushes disappeared and the cask began to fill itself with coins. Now the family

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became rich, for they could take out as many coins out of the cask as they wished.

The man had an old grandfather at home who was very weak. Since there was nothing else he could do, his grandson set shovelling: using a tool for lifting and moving something buried: put underground

him to work shovelling money out of the cask. One day, however, the old man's strength gave out and he fell into the cask and died. At once, the money disappeared and the whole cask began to fill itself with dead grandfathers. Then the man had to pull them all out and have them buried and when he was taking out the dead bodies, the cask broke and he was just as poor as before.



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Request your parents or your teacher to read the story 'The Goose that laid the Golden Eggs'. Now, compare the moral of this story with the story you have read in this chapter. Are they same or different? What do we learn from these two stories? UNDERSTANDING THE TEXT

| A | Fil | l in the blanks. |
|---|-----|--|
| | 1. | There was a man who up a big earthenware cask in his field. |
| | 2. | When his wife started brushing inside of the cask, the cask suddenly began to fill itself with |
| | 3. | Once a fell into the cask by mistake. |
| | 4. | His grandson set him to work shovelling out of the cask. |
| | 5. | The old man fell into the and died. |
| В | An | swer these questions. |
| | | What began to fill itself, inside the cask when the man's wife was cleaning it? |
| | 2. | Where did the coin fall by mistake? |
| | 3. | How did the family become rich? |
| | 4. | Who was very old and weak? |

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GRAMMAR

Action words (Verbs)

Action words are the words that tell us about actions.

For example:





sing

These words tell us what the children are doing. They show the actions of the children.

Choose the words from the box and write them under each picture.

shout sleep dance read smile walk bark swim





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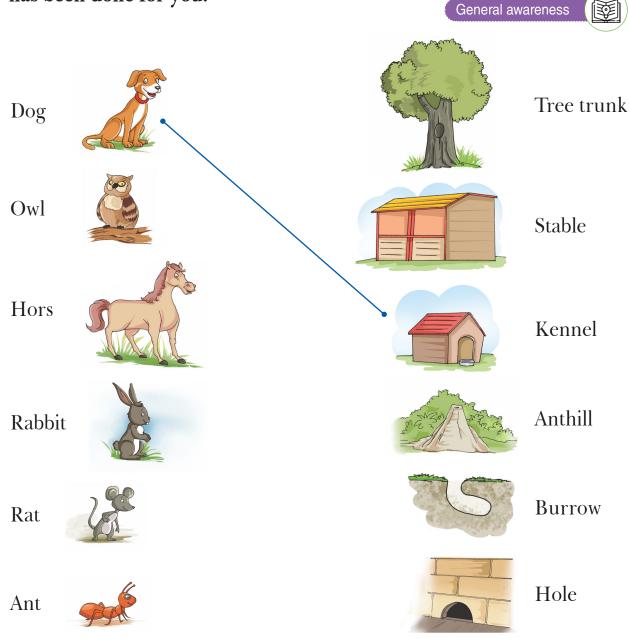


VOCABULARY

- A Circle the action words.
 - 1. The wind howls.
 - 2. Hens cluck.
 - 3. The snake hisses.
 - 4. Monkeys chatter.

- 5. Cats mew.
- 6. Dogs bark.
- 7. The lion roars.
- 8. Parrots screech.

B The following animals are lost. Help them to find their homes. One has been done for you.



Here is a mixed bag of words. Read the words and write them in the correct columns.

| mother | snail | engine | clown | hospital |
|-------------|-------|--------|---------|----------|
| post office | car | cub | cobbler | library |
| duck | pen | farmer | COW | hen |
| school | nurse | pencil | calf | shoe |
| doctor | tree | park | kitchen | brother |

| Person | Animal | Place | Thing |
|--------|--------|-------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

* VALUES

A person is greedy when he wants to have more than is needed or deserved, especially money, wealth or food. When a person becomes greedy, he is not satisfied with what he has. This will harm him as well as others.

In this story, the grandfather died because of greed.

COMMUNICATION SKILLS



Discuss in the class: Is it good to be greedy?



Fill in the missing letters to complete the words taken from the chapter. Also, write the words in the space provided.

1. __ rthenw __ re _____

2. B __ us __ _ s ____

3. C __ n ____

4. Gr __ _ d f __ th __ _ ____

5. Gr __ _ d __ on ____

6. S __ ren __ h ____

CROSS CONNECT -

A Look at the picture and discuss the questions given below.



- 1. Is the boy eating healthy food? Give reasons.
- 2. Is he a greedy person? Why do you think so?
- 3. Should you take more food than you can eat on your plate?
- 4. What happens when you eat too much food?

My Little Sister

My little sister Likes to eat. But when she does She's not too neat. The trouble is She doesn't know Exactly where The food should go! William Wise

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UNDERSTANDING THE POEM -

| Fill in the blanks. |
|---|
| fight youngest brother play sister love |
| 1. We are three <u>siblings</u> . |
| 2. We do not often. |
| 3. We together. |
| 4. Richa, she is my |
| 5. Rony, he is my |
| 6. I am the |
| 7. Our parents us. |
| |
| WRITING |
| I love my sister. She likes to wear her new dress. She always plays |
| with my toys |
| (Complete the para by adding 4 more lines about your |
| brother/sister.) |
| |
| |

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11 Androcles

Let's Connect

Write the correct expression below each picture.















A slave named Androcles once escaped from his master and fled to the forest. As he was wandering about there, he came upon a lion lying down moaning and groaning. At first, he turned to flee, but finding that the lion did not pursue him,

slave: a person who is owned by another person wandering: roaming groaning: a low sound

made in pain
flee: run away

pursue: follow or chase
(someone or something)



he turned back and went up to him. As he came near, the lion put out his paw, which was all swollen and bleeding, and Androcles

spectacle: display arena: a large area

found that a huge thorn had got into its paw and was causing all the pain. He pulled out the thorn and bound up the paw of the lion. Soon the lion was able to rise and licked the hand of Androcles like a dog. Then the lion took Androcles to his cave, and every day used to bring him meat on which they both lived. But shortly afterwards, both Androcles and the lion were captured, and the slave was sentenced to be thrown to the hungry lion.

The Emperor and all his courtiers came to see the spectacle. Androcles was led out into the middle of the arena. Soon the lion was let loose from his cage. The lion rushed bounding and roaring

towards his victim. But as soon as he came near Androcles, he recognized his friend. The lion fawned upon him, and licked his hands like a pet dog. The Emperor was surprised at this. He summoned Androcles to him, who told him the whole story.

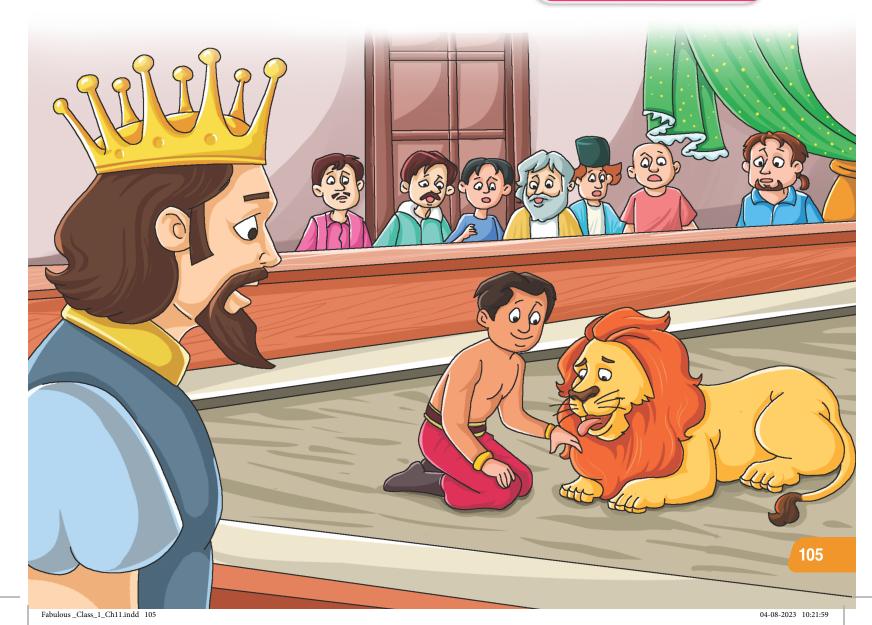
victim: someone who has been harmed summoned: ordered someone to come to a place

pardoned: forgiven
gratitude: thankfulness

Whereupon the slave was pardoned and freed, and the lion was let loose to his native forest.

Gratitude is the sign of noble souls.

How many people are watching the spectacle?



Read More Request your parents or your teacher to read the story 'The Ant and the Dove'. Now, compare the moral of this story with the story you have read in this chapter. Are they same or different? What do we learn from these two stories? **UNDERSTANDING THE TEXT** Mark the true sentences \checkmark and the false sentences x. Androcles escaped from his father. 2. The lion's paw was swollen and bleeding. Androcles pulled out the thorn. 4. The lion killed Androcles when he was thrown into his cage. The lion licked Androcles' hands like a dog. (B)Answer these questions. 1. Who was Androcles? Where did he flee? What had happened to the lion's paw? 4. How did Androcles help the lion?

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Why did the lion not eat Androcles?

What did the Emperor do with the lion in the end?

GRAMMAR

Prepositions

Read the following questions and answers.

- Where is my doll?
 Your doll is <u>on</u> the table.
- 2. Where are my shoes, hat and bat? Your shoes are <u>under</u> the table. Your hat is <u>on</u> the bed and your bat is <u>in</u> the bag.









The words on, under and in are prepositions.

These words tell us the location of things.

Look at the pictures and fill in the blanks with the words given in the box.

on in under between behind

1. The cat is _____ the boxes.



2. The cat is _____ the box.



3. The cat is _____ the box.



4. The cat is _____ the box.



5. The cat is _____ the box.

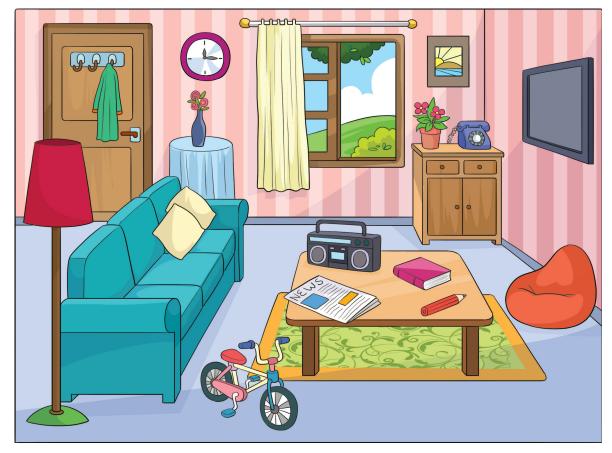
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VOCABULARY

A Look at the picture and complete the sentences.



- 1. The book is _____ the table.
- 2. The lamp is _____ the sofa.
- 3. The table is _____ front of the sofa.
- 4. The clock is _____ the vase.
- 5. The rug is _____ the table.
- 6. The bicycle is _____ the sofa.
- 7. The pencil is ______ the table.
- 8. The telephone is _____ the plant.
- 9. The cushions are _____ the sofa.

On Beside In Under Above

B Match the set of words given in the box with the correct set of category.

| Furniture | Toys | Vehicles | Animals | Fruits |
|-----------|-------|----------|------------|---------|
| | | | | |
| banana | bus | fox | doll | bed } |
| pineapple | car | dog | ball { | almirah |
| papaya | bike | elephant | teddy bear | desk |
| orange | truck | zebra | doll house | chair |

* VALUES

Gratitude and compassion are the qualities of a good person. We should not forget the person who helped us when we were in trouble. We also should not hesitate to help a person who is in trouble. If you do good, good will come to you.

In this story, we can see that a person's good deed helped him when he was in trouble. His good deed was rewarded.

COMMUNICATION SKILLS -



Speak five lines in your class on the lesson 'Androcles'.



Rearrange the words to form sentences.

- 1. are/children/cricket/playing/The
- 2. The man/a bike/is riding

| re shouting | | |
|--------------|---------------------------------------|--|
| s eating/a b | anana/The monkey | |
| s singing/M | eena/a song | |
| | | |
| ROSS CO | NNECT | |
| | | |
| plete the c | hart with the correct qua | lities given in the box. |
| | | |
| | | |
| | Good Fri | ends |
| | | |
| | | |
| | | T 1 1 |
| | Shout at each other. | Love each other. |
| | Fight with each other. Play together. | Help each other. Care about each other. |
| | Hate each other. | Lie to each other. |
| | | |
| | | |
| | | |
| | Bad Frie | ends |
| | | / |
| | | |

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Left and Right

Left and Right were going to fight,

They crossed their swords in the middle of the night.

Left and Right were equally strong.

Left and Right were equally wrong!

Left and Right grew tired of the fight,

So they both shook hands and said, "Good-night".



UNDERSTANDING THE POEM

Answer these questions.

- 1. Who were Left and Right?
- 2. What were they going to do?
- 3. What did they have?
- 4. Who was stronger?

B Choose the correct option.

- 1. Left and Right
- 2. Left and Right
- 3. Left and Right
- 4. Left and Right

- a. were going to fight.
- b. were going to catch a Kite.
- a. Grew tired of the night.
- b. Grew tired of the fight.
- a. Equally happy and sad.
- b. Equally strong and wrong.
- a. Shook hands and said good-night.
- b. Shook hands and said good day.