UNIT-9

The Naughty Boy

Pinocchio
Enjoy and learn this poem

The Naughty Boy

There was a naughty boy,
And a naughty boy was he.
He ran away to Scotland,
   The people there to see –
Then he found
   Then he found
That the ground
   That the ground
Was as hard,
   Was as hard,
That a yard
   That a yard
Was as long,
   That a song
That a song
   Was as merry,
That a cherry
Was as red,
That lead
Was as weighty,
That fourscore
Was as eighty,
That a door was as wooden
As in England—
So he stood in his shoes
And he wondered,
He wondered,
He stood in his shoes,
And he wondered.

— John Keats

New words
naughty, found, ground,
merry, cherry, weighty, wooden
Reading is fun

1. From where did the naughty boy come?
2. Where did the naughty boy go?
3. Why did he go there?
4. What did the boy wonder about?

Let’s listen

1. Listen to these instructions and follow them
   
   (a) naughty walk
   
   forward
   
   (b) naughty walk
   
   backwards
   
   (c) fall down
   
   (d) do a funny trick
   
   (e) walk on tiptoes
   
   (f) drag your feet
   
   (g) spin around
   
   (h) jump like a horse
   
   (i) walk with your shoes
   
   (j) shuffle your feet

Let’s talk

1. What do you think the naughty boy would see in India?
2. Have you been to another place recently? What is it like? How is it different from your own place?
3. All cultures have their own folk songs in which each line is repeated. This line is sung in a chorus. Sing a folk song in your own language.
1. **Naughty** is a describing word. Can you find more describing words in this maze?

2. Now write these words here –
   
   (a) The peacock is a ____________ bird.
   
   (b) Pinocchio is a ____________ puppet.
   
   (c) I saw an ____________ quarrel.
   
   (d) Morning exercises make you ____________.
   
   (e) A glass of milk makes your teeth ____________.
   
   (f) Rita’s ____________ behaviour annoyed me.
   
   (g) Rahul does not eat green vegetables, therefore his eyesight is ____________.
Let’s write

1. Can you write six things that are made of wood?

________  ________  ________
________  ________  ________

2. Look at the words given below and put them under the things that they are made of –

balloon  chair  table  eraser  eraser  shirt
pencil  toys  car  trousers  knife
scissors  cap
metal  wood  rubber  cloth

3. Who do you think is the naughtiest child in your class? Describe her/him in five lines.

_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________
Say aloud

<table>
<thead>
<tr>
<th>hard</th>
<th>yard</th>
<th>long</th>
<th>song</th>
<th>red</th>
<th>lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>weighty</td>
<td>eighty</td>
<td>found</td>
<td>ground</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fun time

Let’s make a mosaic hat for your clown

You need

- Mirrors/beads of different size and shapes
- Fevicol/glue/gum
- A piece of cardboard
- Sketch pens

Method

- Take a piece of old cardboard
- Draw a colourful pattern on it
- Take glue/gum and apply it on the surface and stick beads/mirrors/pulses on it
- Fold it into a cone
- Your lovely Mosaic Hat is now ready. Put it on your clown.

Which country does your clown belong to? Now complete the table below –

<table>
<thead>
<tr>
<th>Nation</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>Indian</td>
</tr>
<tr>
<td>Scotland</td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
</tr>
</tbody>
</table>
Once upon a time, an old carpenter bought a very queer piece of wood. As he used his plane on it, he heard a little laughing voice say, “Stop! You’re tickling me.”

The old man was puzzled by the voice. He said, “This is a strange piece of wood. What shall I do with it? I think I’ll make it into a puppet.”

He set to work, and as the puppet boy took shape, the old man said, “He must have a name. I will call him Pinocchio.”

As soon as he finished making the eyes, the carpenter was amazed to see them move. Before the mouth was made, it began to laugh. “Stop laughing!” the old man said.
It did stop, but as soon as his back was turned, it put out its tongue. And its nose grew long.

No sooner were its hands ready than it snatched off the carpenter’s wig and put it on its own head. And then Pinocchio’s nose grew longer.

When its legs and feet were made, they were too stiff to use, so the carpenter showed Pinocchio how to use them.

Now, the carpenter decided to send Pinocchio to school. But there, Pinocchio did nothing but look for fun. He often ran away from school.

“Why don’t you
go to school?” asked the carpenter. Pinocchio told him a lie... and his nose started growing longer and longer.

Each time he was rude to someone or told a lie, his nose grew longer. Finally Pinocchio said, “I’m glad to be a real boy. I’ll never lie again.”

— Adapted from the story of Pinocchio

New words
carpenter, queer, plane, puzzled, puppet, took shape, amazed, finished, stiff, decided
Reading is fun

1. What did the carpenter buy?
2. What did he make out of it?
3. What did he call his puppet?
4. What did Pinocchio say in the end?

Let’s talk

1. Have you ever seen a puppet?
2. Tell the story of Pinocchio with actions.

Word building

Word Fun

How many words can you make from PINOCCHIO?
Fill them in the empty boxes.
1. Make opposites with the words –

   | dis__ | in__ |

   respect ____________ own ____________
   able ____________ capable ____________
   efficient ____________ secure ____________

2. Make naming words by adding ness, ity, ty at the end of the words given below. One has been done for you.

   public   publicity     stupid   stupidity
   forgive ____________ blind ____________
   kind ____________ cruel ____________
   polite ____________ swift ____________
   moral ____________ solid ____________

3. Which of the following would you expect a carpenter to use at work?

   bench, poker, plane, chisel, fork, spade, blotting paper, lawn-mower, telescope, pincers, jaw, scissors, hammer, map, nails, lathe, pencil, anvil.

   ____________ ____________
   ____________ ____________
   ____________ ____________
   ____________ ____________
4. Now make sentences using some of the above words.

_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

5. Give another word from the story that means
completed ________________________
surprised ________________________
strange ________________________
make up your mind ________________________

6. Add ‘-er’ or ‘-r’ to the doing words below to make new words.

stiff _______ strange _______
fight _______ dance _______
juggle _______ ride _______
speak _______ use _______
write _______ joke _______
Comprehension passage

Once a cunning jackal jumped into a big tub of blue dye. “I am your king,” he said. All the animals, big and small believed him and bowed before him. The clever jackal smiled. Now he was the most powerful animal in the forest. He was proud to be a king.

Once, the jackal woke up in the middle of the night. The jackals in the forest were howling at the full moon in the sky. The blue jackal forgot he was a king. He, too, began to howl.

“Hu...aah! Hu...aah!” he cried. The animals ran out to see. “He is not a king. He is just a jackal!” they shouted. They rushed to attack him.

“Stop, stop! I am sorry I tricked you. Please do not kill me!” said the blue jackal.

The animals forgave him, but only after giving the jackal a good beating.

– A Panchtantra tale

Reading is fun

1. Why did the animals think that the jackal was a king?
2. How did the jackal become blue?
3. What did the animals do when they saw the blue jackal?
4. Why did the dogs feel scared when they saw the jackal?
5. How did the animals know that the king was just a jackal?
Say aloud

<table>
<thead>
<tr>
<th>laugh</th>
<th>fish</th>
<th>fan</th>
<th>few</th>
</tr>
</thead>
<tbody>
<tr>
<td>cough</td>
<td>dish</td>
<td>van</td>
<td>view</td>
</tr>
<tr>
<td>rough</td>
<td>wish</td>
<td>ran</td>
<td>dew</td>
</tr>
</tbody>
</table>

Fun time

Let’s make a Puppet

You need

A brown envelope, newspaper, stick, glue, paper, colours, sketch pen

Method

1. Make the face of a monkey on white paper and colour it.

2. Cut out the face and stick it on a brown envelope.

3. Crush the newspaper and fill it in the brown envelope.

4. Put the stick inside the envelope.

5. Close the mouth of the envelope firmly with a tape or ribbon.

6. Your puppet is ready.
By this Unit the children would have enriched their vocabulary through telling, retelling and reading aloud of poems, stories, folk tales in English. They would also use appropriate spoken and written language in meaningful contents/situations. Give children opportunities to listen to sound/sound techniques and appreciate the rhythm and music of rhymes – sounds.

Teachers in the entire country welcome puppets into the classroom, they preserve traditions and make them a vital part of everyday learning. Puppets can be used to explain, describe, direct, tell stories, ask questions and create dramatic situations where children respond.

Puppets can provide children with many opportunities to expand language skills and challenge their imaginations. Students can develop confidence talking through the characters of puppets.

Transference of language one to language two will now be felt only if your observation about each child in your group is relevant. We are giving you a mere guideline to follow. This assessment should be more on the patterns of—

1. your observation of the child as an individual and as a team member in a group.
2. determining the cause of the child’s school-related difficulties.
3. understanding her/his individual learning style.
4. consultation with parents/other teachers to review assessment findings and determining an appropriate intervention plan.

<table>
<thead>
<tr>
<th>Areas to assess children for</th>
<th>Your Observation for*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Warm up time Getting prepared for class</td>
<td>attention span participation</td>
</tr>
<tr>
<td>2. Listening time Listening to the teacher</td>
<td>word recognition</td>
</tr>
<tr>
<td>3. Reading time</td>
<td>memory/language organisation</td>
</tr>
<tr>
<td>4. Sharing time Speaking their thoughts</td>
<td>writing /imagination</td>
</tr>
<tr>
<td>5. Creative time Creating their own space</td>
<td>early habits</td>
</tr>
<tr>
<td>6. Language corner Writing their own script</td>
<td></td>
</tr>
<tr>
<td>7. Environment Caring for their environment</td>
<td></td>
</tr>
</tbody>
</table>

- Do check the children’s readiness for each stage before you assess them.
Amazing world of Puppets

- Shadow puppets
- String puppets
- Glove puppets
- Finger puppets
- Sculpture puppets
Under the project Reading to Learn series launched by NCERT aimed at grooming the student to become adept at reading to make him love books and to make him aware of the world of wonder and beauty around him and within him, the book describes how the ship of the desert – the camel – is quite adaptive to the harsh environment it lives in.

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