



Appreciation of Literature

Literature in English

Term-1

Module-1

Simple Poems and Stories Grade 6

Department of English
Faculty of Languages, Humanities and Social Sciences
National Institute of Education
Sri Lanka
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Appreciation of Literature- Literature in English

Grade - 6

Term -1

Module - 1

Into the Wild

Simple Poems and Stories

First Edition - 2025

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Message from the Director General

The General Education Transformative Reform Effort in Sri Lanka aims to create a decisive pathway to meet the needs of every learner.

The foundation of this reform lies in the modernization of curricula, teaching-learning methodologies, and assessment systems, with a strong emphasis on competency-based learning, critical thinking, creativity, 21st-century skills, technological orientation, and ethical citizenship.

The contribution of the Hon. Prime Minister; the Secretary to the Ministry of Education; Additional Secretaries; Subject Directors; the Commissioner General of Examination and the staff; and the Commissioner General of the educational Publications Department and the staff, who worked with exceptional dedication, has been immense in ensuring the quality of the curricula and related learning materials proposed for implementation from the year 2026 for Grades 1 and 6. These materials have been developed by the National Institute of Education through a collaborative dialogue with educationists, interdisciplinary experts, teachers, and various stakeholders.

I also gratefully acknowledge the exceptional commitment of the Council and the Academic Affairs Board of the National Institute of Education during this initiative.

The entire staff of the National Institute of Education, who have contributed immensely in accomplishing the task, deserve the respect of the nation.

Prof. Manjula Vithanapathirana (PhD)

Director General

National Institute of Education

11.08.2025

Message from the Commissioner General of Educational Publications

The world today is progressing at an exceptional pace, driven by innovation and transformation. In parallel, it is the paramount responsibility of everyone involved in the field of education to equip school children with the skills necessary to face the challenges of the modern world. Accordingly, it must be noted with pride that the opportunity to introduce the module-based learning approach aligned with the new curriculum to be implemented from the year 2026 is a significant achievement.

These specially designed learning aids for each subject aim to strengthen essential skills such as critical thinking, creative-problem-solving for complex issues, analyzing information from multiple perspectives, and making logical decisions. I believe these resources will serve as a strong foundation for each subject.

I kindly request all of you to use these learning aids as a guiding light to help realize the noble dreams of a generation of students enriched with wisdom and virtue. I also extend my heartfelt gratitude to everyone who contributed immensely to the excellent task of compiling the modules and activity books.

D.A. Subhashini Dematagoda

Commissioner General of Educational Publications

Educational Publications Department,

11.08.2025

Foreword

Broad learning areas identified for the entire school curriculum reflect the nation's capacity to address the challenges of sustainable development in a rapidly changing national and global context. Furthermore, it is evident that the broader learning areas have been identified to meet the demands that keep on evolving over time. Similarly, while the subjects in the existing school curriculum are being modernized, new subjects are also introduced. Thus, the teaching–learning process must essentially evolve in line with these changes. The Introduction of learning-based modules for each subject in the new curriculum, scheduled to be implemented from 2026 is a result of this evolution.

New curricula are scheduled to be introduced for Grades 1 and 6 in 2026, and thereafter in Grades 2 and 7, Grades 3 and 8, Grades 4 and 9, and Grade 5 in 2027, 2028, 2029, and 2030 respectively covering both primary and junior secondary stages.

From the Junior Secondary stage, the new modules incorporating modern learning centered pedagogy are developed, and therefore, teachers are expected to provide the necessary guidance to learners while creating an environment that fosters self-learning. These modules are intended to support the development of students' skills and to guide them in applying acquired knowledge and essential concepts. They will also help students learn and reinforce 21st century skills such as literacy, interpersonal skills, critical thinking, and values.

Each module provides guidance on the use of new technologies. Furthermore, students will be provided with appropriate assessment tools to evaluate their performance and educational progress transparently. The modules are designed to support realistic learning by encouraging the practical application of new skills and knowledge.

In addition, the contribution of all staff members of the institution involved in the development of these modules, along with the support provided by teachers, teacher educators, directors, and professionals from various fields in both the public and private sectors should also be fondly remembered. Their efforts have significantly contributed to maintain the quality of the modules.

Since feedback on user experience and suggestions for further improvement are considered important, your feedback will be greatly acknowledged.

Dr. S.A.D. Samaraweera

Deputy Director General

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08.08.2025



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Contents

	Page
Introduction to the module	vii - xii
Lesson 1 - Dancing in the Rain	1 - 13
• Week 1	1 - 7
• Week 2	8 - 13
Lesson 2 - The Garden of Shapes	14 - 21
• Week 3	14 - 19
• Week 4	20 - 21
Lesson 3 - Bee - Friendly World	22 - 33
• Week 5	22 - 27
• Week 6	28 - 31
• Week 7	32 - 33
Lesson 4 - The Acrostic Park	34 - 40
• Week 8	34 - 40
Lesson 5 - In to the Wild	41 - 45
• Week 9	41 - 45
Learning Spotlight	46
• Week 10	46

Introduction

Within the scope of the new curriculum reforms, Literature in English has been introduced as a further learning option, enabling learners from Grade Six onwards to explore the world of literature in English according to their interests. Literature has a well-documented positive impact on developing citizens with balanced physical, social, and emotional well-being. Thus, the ultimate objective of introducing Literature in English through the new curriculum reforms is to enable learners to gain insights into the human condition, enhance empathy and understanding, develop critical and analytical thinking skills, and appreciate beauty and artistry. The Literature in English learning module consists of a Study Guide, a Vocabulary Guide, and Key Learning Points designed to foster learner autonomy, curiosity, and critical thinking skills.

Literary genres—poetry, drama, short fiction, fiction, and non-fiction—drawn from British, American, Commonwealth, and other world literature traditions in English are systematically presented to learners in manageable portions. Modern approaches to learning literature have been incorporated into the teaching-learning process within the module to make learning literature a fun-filled and welcoming experience for both teachers and learners. It is hoped that this innovative effort will bring about the much-needed transformation in the teaching and learning of literature in Sri Lanka.

**Department of English
National Institute of Education**



Introduction to the Module

In this module, learners will read, enjoy, and appreciate poems and stories about nature. Various types of poems will be explored, including shape poems, acrostic poems, and those written in stanzas or free verse. Learners will identify the effects created by rhyming words and similes, and how they contribute to the overall meaning of the texts.

At the beginning of each week, learners will be informed of the learning outcomes to help them understand what they are expected to achieve. Opportunities will be provided for them to deliver speeches and presentations based on personal opinions and reflections about the characters, settings, and messages found in the readings. Creative tasks such as composing poems, drawing pictures, and designing posters using imagination and language skills will also be included. Through engagement with the content, learners will gain insights into themselves, others, and the world around them, discovering how literature can bring deeper meaning to everyday life. Collaborative work with peers will be encouraged, and self-assessment checklists will be provided at the end of each section to help track progress. Maintaining a portfolio of creative work will be a required part of the module.



Module - Literature in English
Topic - Into the Wild
Focus - Simple Poems and Stories on nature
Level - Three
Proficiency level - Survival proficiency A2
Credit - One



Hi, friends!
I am your study guide, **Misty the Bee**.
This is your **Module 1** of Literature in English in **Term One**.

I know you are now excited to see the beauty of this world through literature.

So, let's start our journey to find joy through literature.



Friends, this is what we are going to do in this module.

- Read, enjoy and appreciate poems and stories on nature.
- Discover different types of poems such as shape poems, acrostic poems and poems written in stanzas or free verse.
- Identify the effect and meaning created by rhyming words and similes in the poems and stories that we read.
- Make speeches and presentations based on our personal opinions and feelings about the characters, settings and messages found in the simple poems and stories on nature.
- Create beautiful poems, pictures and posters using our imagination and language skills.
- Learn about ourselves, the others and the world by reading beautiful poems and stories.
- Find different ways in which literature makes our everyday life more meaningful.
- Work collaboratively with our friends.
- Check our own progress at the end of each section using the self-assessment box.
- Maintain a portfolio of our creations.
- Earn one credit upon the successful completion of this module.

Therefore, we are expected to achieve the learning outcomes (LOs) given for each week. Let's pay attention to them at the beginning of each weekly lesson.

Before we start our journey, let's pay attention to these icons.



Vocabulary

You will find new words and their meanings pinned to this icon.



Learning Point

You will find new facts and knowledge in this notebook.



Help Box

You will find helpful words and phrases for your activities in this.





Take-Home Activity

This icon tells you about the activities to be completed at home.

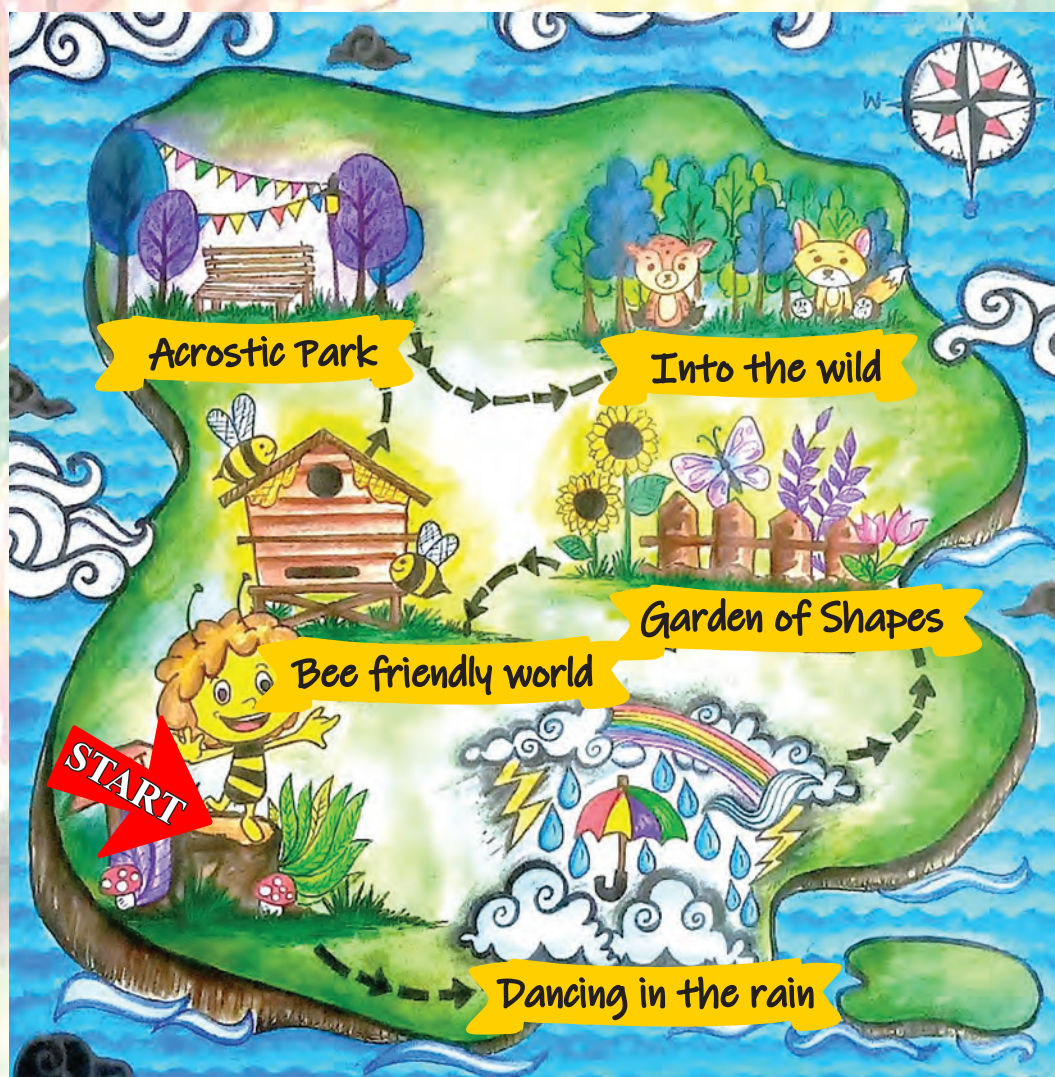


Progress Check

	
I can do it myself.	I can manage with help.

There will be a Progress Check at the end of each section for self-evaluation. Think about how well you could do the activities given in the Progress Check and tick ✓ in the correct column. Make a wristband with your achievements.

Would you like to join me in discovering the beauty of nature?
Here is the map! These are the places we wish to visit. Let's walk into the wilderness.





1. Dancing in the Rain

Hi, friends!

This is the first lesson we find in this module.

At the end of this lesson, we will be able to:

- identify the features of a poem and a prose text.
- identify the difference between a poem and a prose text.
- answer questions based on specific information related to the setting and characters in the given texts.
- describe experiences and feelings associated with the given poem.
- express our ideas about the given poem.



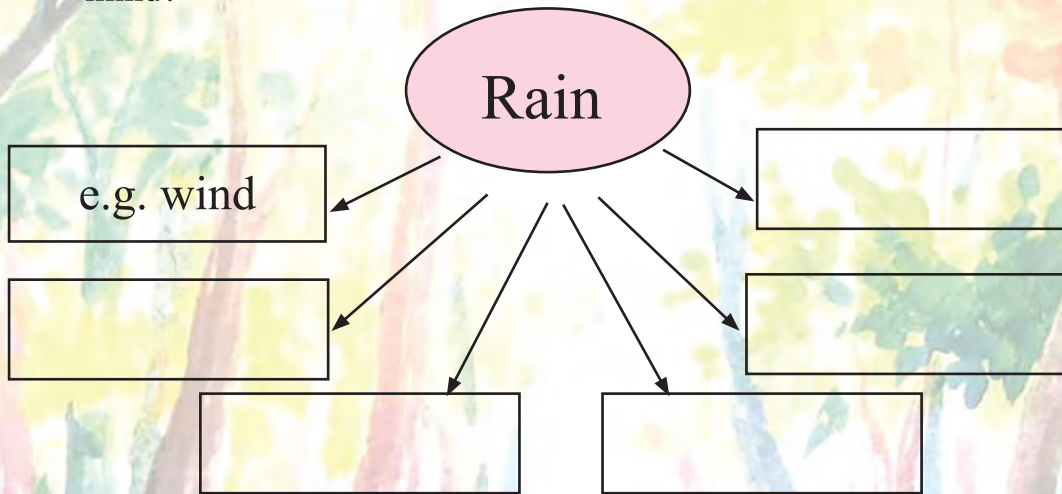
Dancing in the Rain



I love rain. Rain makes puddles.
Do you also love to play in puddles?

Activity 1.1

1. When you hear the word rain, what other words come to your mind?



2. What do you do when it rains? Tick what you do.
You can add another in the given space.

Play in the rain.	
Go to bed and sleep.	
Read a book.	
Make paper boats and float them.	

One day I found a boy who was dancing in the rain and stepping in the puddles. Let's see what he says.



Dirt on My Shirt

*There's dirt on my shirt
And leaves in my hair.
There's mud on my boots
But I don't really care.*

*Playing outside is so much fun
To breathe the clean air
And feel the warm sun*

*To stomp in a puddle
Or climb a big tree
Makes me quite happy
Just look and you'll see.*

By Jeff Foxworthy



stomp:

step heavily on the ground quickly, making a loud noise



puddle:

small pool of water on the ground, usually after rain

Activity 1.2

Read the poem and find answers.

01. Write down the words/ phrases that are connected to nature in the poem.
02. Write a list of things that the boy does.
e.g. playing outside
03. How does the boy feel?
04. How do you feel when you have dirt on your clothes? Why?
e.g. horrible, happy, worried
05. Have you ever climbed a tree or jumped into a puddle?
 - a. If your answer is YES, how did you feel when you did it?
 - b. If your answer is NO, would you like to try? Why?
06. Do you like this poem? Why?

Let's see how this poem is written.

Dirt on My Shirt

*There's dirt on my shirt
And leaves in my hair.
There's mud on my boots
But I don't really care.*

*Playing outside is so much fun
To breathe the clean air
And feel the warm sun*

*To stomp in a puddle
Or climb a big tree
Makes me quite happy
Just look and you'll see.*

By Jeff Foxworthy

Line



**Poems are written
in lines.**

**A group of lines in
a poem is called a
stanza.**

Stanza

Activity 1.3

Let's talk about the poem, 'Dirt on My Shirt.'

- How many lines are there in the poem?
- How many stanzas are there in the poem?



The boy speaks about himself in the poem. **(A)**
I wrote it as a prose text, too. **(B)**

A

Dirt on My Shirt

There's dirt on my shirt
And leaves in my hair.
There's mud on my boots
But I don't really care.

Playing outside is so much fun
To breathe the clean air
And feel the warm sun

To stomp in a puddle
Or climb a big tree
Makes me quite happy
Just look and you'll see.

By Jeff Foxworthy

B

Dirt on My Shirt

My shirt is dirty and there are
leaves in my hair. My boots
are covered with mud but I am
not worried about it.

I like playing outside and
breathing the clean air. Also,
it is fun to feel the warm sun.

Stomping in a puddle or
climbing a big tree make me
quite happy. You can also try
these things and I am sure you
will be happy too.

Written by Misty

Activity 1.4

Can you spot the differences? Read A (poem) and B (prose text) and find the differences. Put a tick (✓) in the relevant column. Discuss with your teacher.

	A	B	A and B
has sentences			
has lines			
has stanzas			
has paragraphs			

Activity 1.5

1. How do you name A and B? Which one is a ‘poem’ and which one is a ‘prose text’?

A. **Rainy Day**

It grew very dark. The sun went behind the clouds. There were strong winds. Then came a heavy rain.

The pattering of big raindrops produced a strange music. In that noise, nothing else could be heard.

As soon as the rain stopped, children came out rushing. They began to play in the puddles. They splashed water on each other. They ran through the water shouting with joy.

By Vivek

B. **Rainy Day**

I put on my coat
And boots on my feet.



I put on my hat
And stroll down the street.

The rain falls down
From the clouds above.
Splashing in puddles
Is what I love!

By Claire Louise Milne



Progress Check

		
I can identify the features of a poem and a prose text.		
I can tell the difference between a poem and a prose text.		
I can answer questions based on specific information related to the setting and characters in a given poem.		
I can describe experiences and feelings associated with a given poem.		
I can share my ideas about a poem.		



Week 2

Dancing in the Rain

Friends,

At the end of this lesson, we will be able to:

- identify rhyming words in a poem.
- recite a poem consisting of rhyming words with the rhythm of poetic lines.
- recite poems with others as a team.





Don't you think nature is a wonder?
Everything is connected!

Trees-clouds-rain-life!

We must understand **the rhythm of nature**.
Nature does not like to be disturbed.

Activity 1.6 - Read the poem and enjoy.

Rain Poem

The rain was like a little mouse,
Quiet, small, and gray,
It pattered all around the house
And then it went away.

It did not come, I understand,
Indoors at all, until,
It found an open window and
Left tracks across the sill.

Elizabeth Coatsworth



pattered:

made a continuous sound
when the raindrops fell
on the ground



sill :

bottom of a
window frame







click your fingers, **clap** your hands
or **tap** your feet and recite the poem
again!

If you can

click your fingers, **clap**
your hands or **tap** your
feet while reciting,
we can feel a musical
beat and flow.

That is **Rhythm!!!**

Now, say these words aloud.
Do you notice that each pair of words sounds alike?

<p>Words that have similar ending sounds are called</p> <p>Rhyming words!!!</p> <p>You can find these at the end of lines in a poem.</p>	 hat	 cat
	 sea	 bee
	 fan	 pan

Activity 1.7

Go back to the ‘**Rain Poem**’ and find rhyming words. Remember! they are at the end of each line.

Activity 1.8

Add more rhyming words to the following list.

- hair/ care/air/...../.....
- fun / sun//.....
- take/make/...../.....
- show/go/...../.....

Activity 1.9

Copy the poem into your writing book and colour each pair of rhyming words using different colours.

What Do You See?

What do you see when you look in the lake?

A turtle, a tadpole, a fish, or a snake?

What do you see when you look at the sky?

A bird or the moon, or a cloud passing by?

What do you see when you look at the ground?

An acorn, an ant, or a worm squirming round?

What do you see when you look up a tree?

Branches and leaves, a hive full of bees?

By Jeff Foxworthy

squirming:

moving the body in a twisting and turning manner

acorn:

the fruit of the oak tree



tadpole: a newborn creature with a large head, long tail and no arms or legs



bee hive-



Activity 1.10.

Fill in the blanks of the poem using the words in the given box. Make sure that the lines rhyme.

shore song sink steam high

The Water Cycle

When I was young, I used to think,
That water came from the kitchen sink.

But now I'm older, and I know,
That water comes from rain and snow.

It stays there, waiting in the sky,
In clouds above our world so

And when it falls, it flows along,
And splashes out a watery.....,

As each raindrop is joined by more
And rushes to the ocean.....,

Or to a lake, a brook, a stream,
From which it rises, just like.....

But while it's down here what do you think?
Some DOES go to the kitchen.....!

By Helen H. Moore

Activity 1.11

Let's collect some more words to prepare a bag of rhyming words. Collect at least 25 pairs of rhyming words.





Congratulations! You have completed the first section of this module. Let's check what you can do.

Don't forget to make a wristband with the faces you get.



Progress Check

		
I can find rhyming words in a poem.		
I can recite a poem keeping to the rhythm.		
I can recite poems with others as a team.		



Week 3

2. The Garden of Shapes

Friends,

This is what we are going to learn during this week.

At the end of this lesson, we will be able to:

- identify features of a shape poem.
- write shape poems.
- answer questions based on the given poem.



The Garden of Shapes



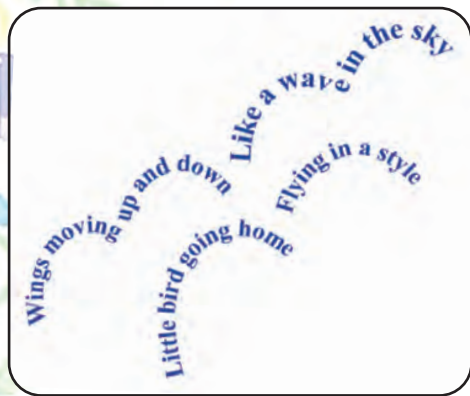
Hello, friends! Let's go to the Garden of Shapes! What can you see here?

Wings moving up and down
Like a wave in the sky
Flying in a style
Little bird going home

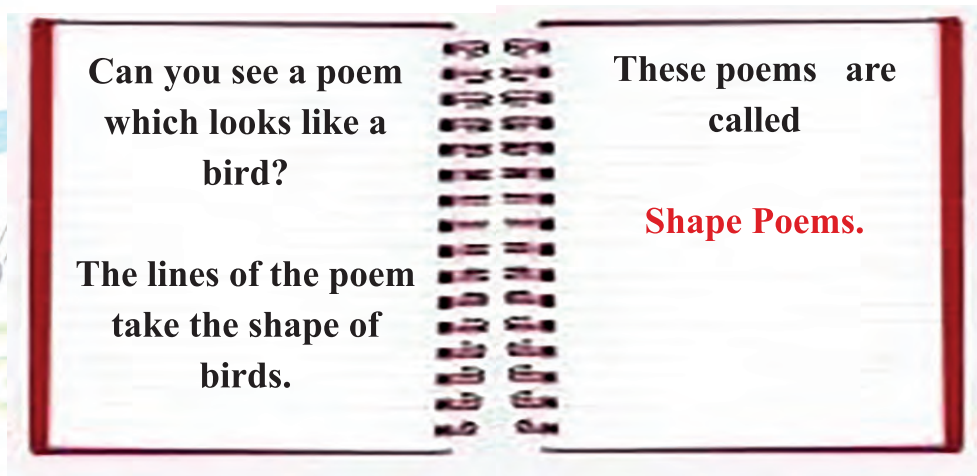
Bringing
warmth
Like a ball of fire
Bright gold sun
early to
light up
the world
Bringing
Rising
happiness

Run around me I'm a small rock
Climb on me I'm a big rock
STEP ON US WE'RE PEBBLES

I'm a flower red and white
With sweet smelling scent
We're dancing in the forest
With the help of the stem
I'm a flower red and white
With sweet smelling scent
We're dancing in the forest



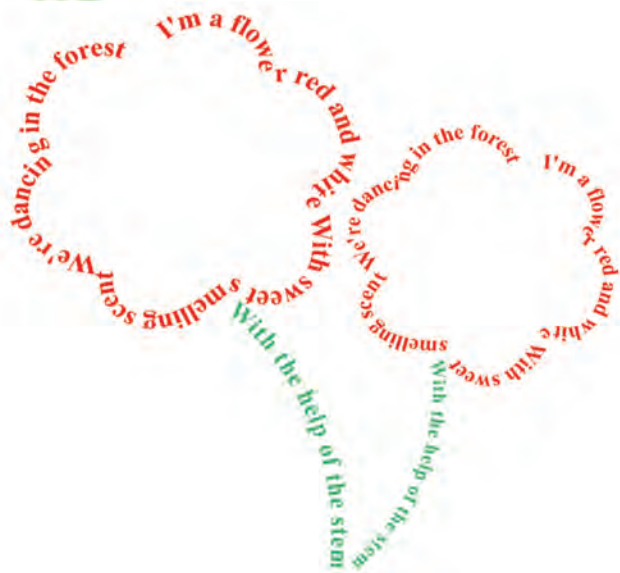
Little birds going home
Flying in a style
Wings moving up and down
Like a wave in the sky



Activity 2.1

Look at the Garden of Shapes again. What do you see?
Tick the box.

- | | |
|--------------|-------------------------------------|
| 1. birds | <input checked="" type="checkbox"/> |
| 2. fish | <input type="checkbox"/> |
| 3. rainbow | <input type="checkbox"/> |
| 4. waterfall | <input type="checkbox"/> |
| 5. trees | <input type="checkbox"/> |
| 6. rocks | <input type="checkbox"/> |
| 7. sun | <input type="checkbox"/> |
| 8. flowers | <input type="checkbox"/> |



Dear friends,
let's read this
poem now.

Activity 2.2

Now answer these questions.

1. Who speaks here?
2. Is the speaker happy or sad?
3. How do you know? I know it because

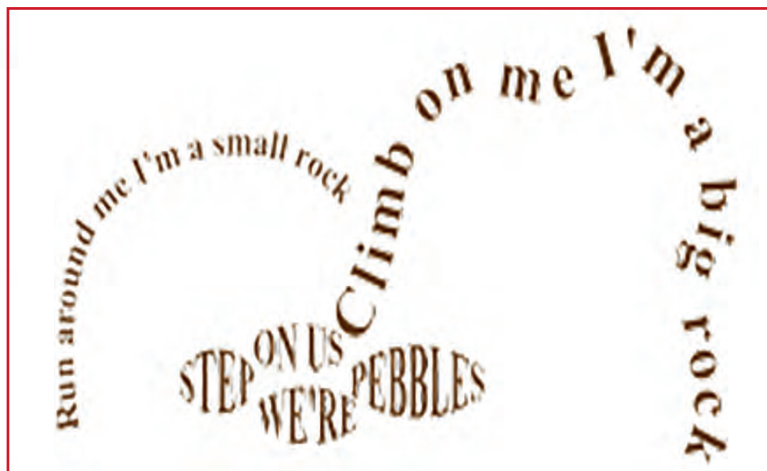
Activity 2.3

Now let's write this poem in the shape of a star.

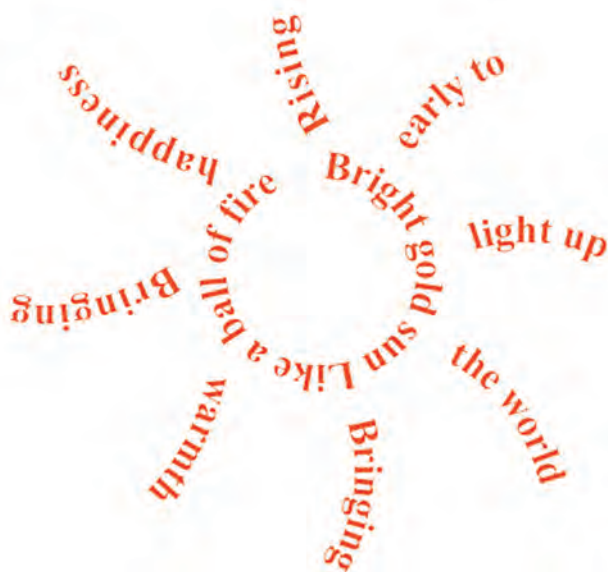
Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.



Let's look at the next shape poem.

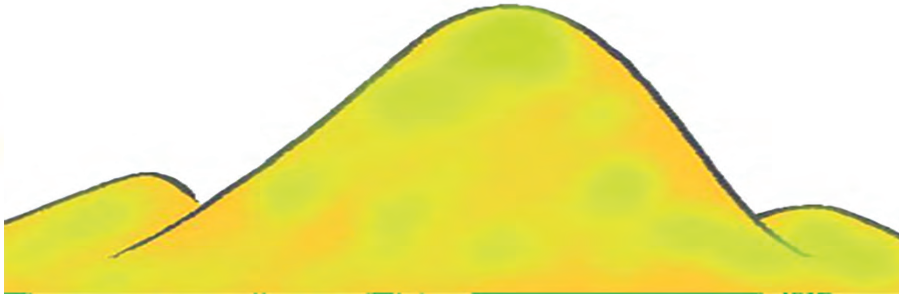


Hello, friends!
Let's enjoy this
poem too.



Activity 2.4

Now get into groups and write a poem about a mountain. It should be in the shape of a mountain. Now show your poem to the other groups.






Activity 2.5

Write a poem about the moon. You can use any shape of the moon to write the poem.

You can use the words given in the help box or your own words.



Progress Check

		
I can tell others what shape poems are.		
I can write a shape poem.		
I can answer questions based on the given poems.		



The Garden of Shapes

Hi, friends!
We are going to create a beautiful picture with different shapes in nature.

At the end of this lesson, we will be able to:

- create a picture using shape poems.
- work as a team.



Activity 2.6

Group Work

Now you are going to create a picture with your friends using shape poems. Discuss in groups and select a topic from the boxes given below. Listen to your teacher for instructions. Display your creations.

Animals in the Park

Our Home

A pond

The Night Sky

A Tree




A Nature Park



Congratulations! You have completed the second section of this module. Let's check what you can do. Draw the faces you get on your wristband.



Progress Check

		
I can create a picture using shape poems.		
I can work with others as a team.		



Week 5

3. Bee-Friendly World



Friends,
At the end of this lesson, we will be able to:

- answer questions based on a simple story.
- speak about characters in a simple story.
- identify similes in a story or a poem.
- describe a picture using similes.



Hello friends! Do you like bees?
Let me tell you a story about a girl
who helped bees.



Bee - Friendly World Part - 1



One day, there was a bee on the windowpane of Amanda's classroom. "A bee!" shouted the children.

"A bee?", the teacher looked up. "Yes, a bee. Nowadays we don't have enough bees around. We need them to spread **pollen** to other flowers to make seeds. So that we can get new flowers and plants," the teacher explained. Amanda was sad.

Pollen: A dust like grain that causes plants to form seeds. Flowering plants make pollen.

At home, her mother noticed that Amanda was sad. "Bees are very important," she told her mother. "But we don't have enough bees nowadays. What can I do about this?"

Mother thought for a moment. "Go to your grandfather. He will help you." Amanda went to her grandfather.

"Bees are very important, but we don't have enough bees nowadays. What can I do about this?"


"Bees like gardens with plenty of colourful flowers," her Grandpa said. "You can let them live in our garden if you grow more flowers."

"Amanda, why don't you keep a little **wooden bee house** for them in the garden?" Amanda's brother came up with an idea.

"Hmmm, I can help with that," Grandpa promised.



wooden bee house



Did you enjoy reading the first part of the story? Let's try some questions now. Ask your teacher for clarifications.

Activity 3.1

Now let's try to find answers to these questions.

1. How do bees help us?
2. Why was Amanda sad?
3. What do bees like?
4. How can Amanda help bees?


Activity 3.2

What do you think of Amanda? You can put a ✓ or ✗ in front of the sentences given below.

1. She feels sorry that the number of bees in the world is going down. ☐
2. She is helpful. She cares for nature. ☐

Activity 3.3

What kind of a girl is Amanda? Speak about Amanda to the class.



Great! You have completed the first part of the story. Now let's read more. We want to know what happened to Amanda and her bee house.

Part 2

Amanda was very busy for the next two weeks. Her family helped her to make flower beds and select different flower plants to grow in the garden. Her brother was kind enough to water the plants. Her mother allowed her to take organic fertilizer from her compost pit. “Oh, Amanda, **you are as busy as a bee!** Why don’t you play with us?” cried her friends.

“Why don’t you help me with my garden? I want bees to come here.” Her friends agreed to help her. Everyone worked hard. It was joyful to see little plants growing taller and taller, little leaves spreading wider and wider and finally, **buds** blooming in every colour.

“Wow! So many colourful flowers. **My garden is like a rainbow,**” Amanda was thrilled. Her family was **thrilled**. Her friends were thrilled. Just at the right time, Grandpa finished two beautiful wooden houses for bees. They placed them among flower bushes.

“Bees like fresh water in the garden. You can keep some bowls of fresh water near the bee houses,” her father said. “Be careful not to keep too much water because bees can’t swim.”



buds



thrilled

felt very happy

Now, let's see who helped Amanda and how they helped her. We can fill in the table below together. Look! I have done the first one for you. Discuss the answers with your teacher.

Activity 3.4

Family	made flower beds and helped to select flower plants.
Brother	
Mother	
Friends	
Grandpa	

You are as busy as a bee.

A bee is busy.

Amanda is also busy.

She is as busy as a bee.

When we compare one thing with another using 'like' or 'as' we call it a **simile**.

Let's look at the next example.

'My garden is like a rainbow.'

A rainbow is colourful.

My garden is also colourful.

My garden is like a rainbow.

Activity 3.5

Let's read the two similes we have found in the story again.

* Amanda was as busy as a bee.

* Her garden was like a rainbow.

Can you make some sentences with similes? You can select words from the help box.

1. Her friends worked as hard as.....
2. Little buds were like.....
3. The flowers in the garden were like ...



Activity 3.6

Read the following passage and find the similes. Write them in your exercise book.

“Wow,” said one bee to another. “This garden is like a paradise. There are sunflowers swaying from side to side like dancers. They have kept houses for us. These people are like angels.”





Activity 3.7

Close your eyes and think of Amanda’s Garden.

What kind of a picture do you see? Now draw the picture and describe it using at least one simile.



Progress Check

		
I can answer questions based on a simple story.		
I can speak about characters in a simple story.		
I can spot a simile in a story or a poem.		
I can write sentences using similes		



Week 6


Bee-Friendly World




Hi, friends!

We are going to read the last part of Amanda's story.

At the end of this lesson, we will be able to:

- answer questions based on a simple story.
 - talk about the characters of a simple story or a poem.
 - retell a story with the help of pictures.
- 



Hi, friends! Let's read the last part of Amanda's story

Part 3

One morning, Amanda saw a bee on her windowpane.

"A bee?" she shouted. "A bee!" She **rushed** to the garden. Amanda saw the most beautiful **sight** she had ever wanted to see.

There was a small group of bees buzzing over the flowers. "Hurrah! Finally, they are here".

Not only bees, there were also butterflies, birds, and other insects too. "You have done your duty to Mother Nature, my child," Grandpa said. "You've helped the bees to **survive**. I'm proud of you." Amanda saw that everyone was happy. "Are you all happy?"

"Of course! This is the fountain of joy, my child," Grandpa said.

"It's just wonderful! I never thought I could find happiness in nature," said Amanda.


Adapted by:
Mithila Weerasingha



rushed : ran in a hurry

sight : scene

survive : continue to live or
exist, especially in spite
of danger or hardship



Cheers! We have finished reading Amanda's story.
Let's talk more about Amanda now.

Activity 3.8

A. Given below are some lines taken from the story.

Read them and think of how Amanda felt each time. Circle the relevant feelings given under each expression. There can be more than one.

1. *"A bee?" She shouted. "A bee!"*
happy, sad, surprised, angry, thrilled, tired, excited, lazy
2. *"Hurrah! Finally, they are here."*
excited, tired, disappointed, overjoyed

B. Discuss your answers with the teacher. Then speak these words aloud with feeling. Show these feelings with your tone, facial expressions, and actions.

Activity 3.9

1. At the end of the story, we see that everyone is happy after helping the bees. Now let us talk about you. What makes you happy? Select your answers from boxes A and B. Compare your answers with your friends.

A		B	
Playing with toys		Looking at flowers	
Eating tasty food		Watching birds	
Buying new clothes		Playing with friends	
Playing video games		Helping elders	
Watching cartoons		Feeding animals	

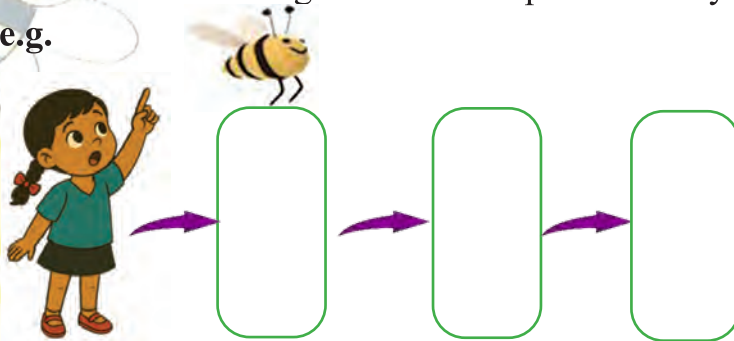
Which list is better? A or B, and why? Discuss with your friends and the teacher.

2. Why did Amanda say, "I never thought I could find happiness in nature"? Discuss with friends.

Activity 3.10 – Group Presentation

- Now you are going to retell Amanda's story in pictures.
- Get into groups and draw the events of the story on a Bristol board / Poster paper etc.
- Once you have completed it, present your picture to the class. Take turns in describing the events.
- Speak about Amanda, her family, and her friends.
- You can use the example as a guide.
- Use the words given in the help box when you present your ideas.



e.g.



Use these words to
present your story
First, Next, After that,
I feel....
In my opinion....
As I see it....



Progress Check

		
I can answer questions based on a simple story.		
I can talk about the characters of a simple story.		
I can retell a story with the help of pictures.		



Week 7

Bee-Friendly World



Friends,

We are going to act in a playlet.

At the end of this lesson, we will be able to:

- write a script for a short play.
- act out a character of a play.
- give positive comments to the other groups.



Activity 3.11



- Get into groups.
- Select a part of the story, “*Bee-friendly World*” and write a script for a play.
- Act it out in the class.



Congratulations! You have completed the third section of this module. Let’s check what you can do. Make your wristband with the faces you have achieved.



Progress Check

		
I can write a script for a short play.		
I can act out a character in a drama.		
I can give positive comments to others.		



Week 8

4. The Acrostic Park



Friends,

At the end of this lesson, we will be able to:

- say what an Acrostic poem is.
- answer questions about the setting and characters in the given acrostic poems.
- relate our experiences and feelings about the given acrostic poems.
- write an acrostic poem with help.
- write an acrostic poem on our own.

The Acrostic Park



Amanda: Grandpa! Look! There are bees. Now the garden is really beautiful.

Grandpa: My child, all these things are parts of nature.

Amanda: Bees! Bees! Buzzing around. Oh! Grandpa, I feel like writing some poems.

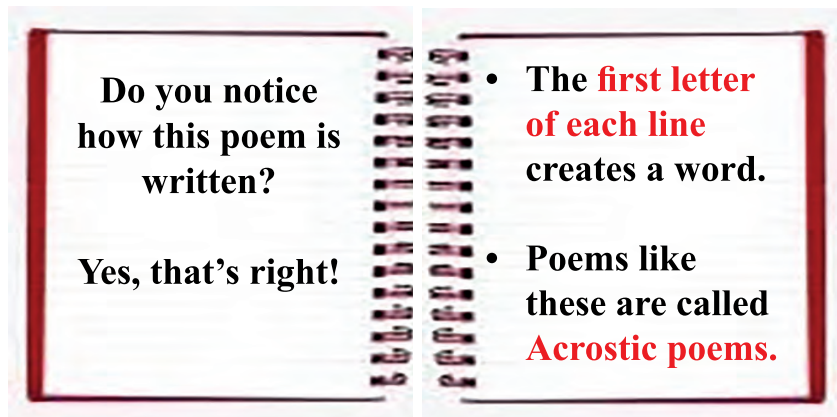


Let's read some poems Amanda has written on nature.



eagerly -

- impatiently
- readily
- enthusiastically



- B** ringing music to the ear
- I** ncreasing happiness
- R** unning around
- D** ancing and chirping
- S** itting on a treetop



Here are some examples.

- C** rowd together
- L** ight up the day
- O** ver the mountains
- U** ntil late
- D** elightful to see
- S** ome beauty everyday

increase - grow

delightful - happy



When do we see rainbows? Can you remember the beautiful colours of a rainbow?



Activity 4.1

Now answer these questions.

1. What are the colours mentioned in the poem?
2. Write the rhyming words found in the poem.
3. What is the meaning of 'end the show'?
4. Do you like rainbows? Why?

Activity 4.2



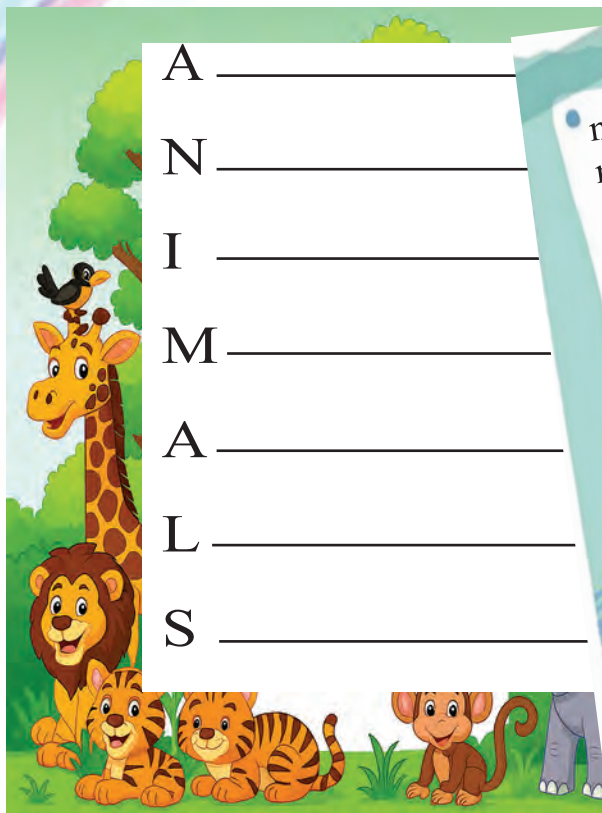
Let's try to write a few more acrostic poems. Don't worry! Your teacher will help you. Look! I have done the first one for you. You can use some of the words and phrases in the help box.

rolling, running, over,
rain, in,
the, sunlight, long,
mountains, very
wide, and, hide
every, fish, can, pride,
river, with, flows

R **olling** _____
I _____
V _____
E _____
R _____

F _____
O _____
R _____
E _____
S _____
T _____

• overgrown, of, original, •
old,
full, famous, feast, fear,
enormous, encircle,
ever, endless, engrave,
remember, rest, reward,
rustle,
sweet, surrounding,
safe,



naughty, numbers, nibble,
nest, nestle
angry, attract, appeal,
alligator, are, alert, avoid,
again
intelligent, ignore,
impatient, include
monkey, many, marsh,
murmur
sapiens, secure, soft, sneak,
snore
laugh, lovely, loyal, linger,
listen



Ready to take up a challenge? I know you'd say yes. It's time to have fun and be creative. Write your own poems, make them beautiful.

Activity 4.3

Let's write an acrostic poem on 'Nature'. Your teacher will help you. Follow the steps given in the help box.

Write your poem in the frame given on the next page.

N
A
T
U
R
E

Remember the steps:



1. Write each letter of the word 'NATURE' downwards.
2. Think of words and phrases that describe 'Nature'.
3. Arrange the words and phrases against each letter meaningfully.
4. Now read your poem. Share it with the class.



Congratulations! You have completed the fourth section of this module. Let's check what you can do. Make your wristband with the faces you have achieved.



Progress Check

		
I can tell my friends what an acrostic poem is.		
I can talk about my feelings related to the given acrostic poems.		
I can select suitable words and write an acrostic poem with help.		
I can select suitable words and write an acrostic poem on my own.		



Week 9

5. Into the Wild

Hi, Friends!
Would you like to meet animal friends? Let's read poems about them.

At the end of this lesson, we will be able to:

- describe features of a free verse.
- answer questions about the given poems.
- talk about how similes make the poems interesting.
- talk about the characters in the given poems.
- write phrases using similes.



Into the Wild

Now you are going to meet some animal friends.



Read and enjoy the poem.

Squirrels

How they **romp** and play
on the high wall
Their tails **like flags**
Held **aloft**.

They hide in the **trailing vine**
And watch unseen
For the **crumbs**
To be dropped;
They quarrel too
And chase each other
Over their food.
Play turns to fights then

Kamala Wijeratne



- In this poem-
There is no regular rhyming pattern.
There is no regular rhythm.
There are many lines-
some short and some long.
So, this poem is a **free verse**.

romp : to play about roughly
aloft : in the air or the sky
trailing : drawn along behind something
vine : creepers
crumbs : small pieces of food

Activity 5.1

Read the poem again and find the answers to the given questions.

1. Where do squirrels play?
2. What do their tails look like?
3. Where do they hide? Why?
4. What do they do when they find food?
5. Do you think that they really fight with each other?
Give your reasons.



Activity 5.2

- A. Can you remember the similes you learnt in this module? Let's talk about them again.
- The rain was like a little mouse; quiet, small, and gray.
 - You are as busy as a bee.
 - My garden is like a rainbow.
 - Their tails like flags held aloft.
- B. Why have the writers used these similes? How do they help to understand the poem? Why have the following similes been used?

Match A with B.

A

- The moon is **like the clock on the wall**.
- My grandmother's **hair is like snow**.
- Rajith runs **as fast as a horse**.
- My brother is **tall like a tree**.

B

- | | |
|--------------------------|-----------------|
| <input type="checkbox"/> | 1. Same ability |
| <input type="checkbox"/> | 2. Same colour |
| <input type="checkbox"/> | 3. Same height |
| <input type="checkbox"/> | 4. Same shape |

Activity 5.3

Read again the similes you have learnt so far. Use them to make a poster.

Here is the poster that I made.
Do you like it?



The moon is as
yellow as egg yolk.

The moon looks
like a silver plate.

The moon is as
round as a clock.

The moon is as
bright as a lantern.



You can take one of the topics given below to
make your poster.

- The sun
- My sister/brother
- The sky
- My pet



Activity 5.4

Little Writers, Big Dreams

Friends, we are going to organize an exhibition. So, let us get ready for that.



Progress Check

		
I can describe the features of a free verse.		
I can answer questions about the given poems.		
I can talk about how similes make the poem interesting.		
I can talk about the characters in the given poems.		
I can write phrases using similes		

Week 10

Learning Spotlight

Let's recite this poem about animals with actions.

Activity 5.5

Read and enjoy the poem

- 1 There are animals in the jungle,
Animals in the snow,
Animals in the desert,
And in places where rivers flow.
- 2 There are animals big and mighty,
Animals soft and small,
Animals that are short,
And animals that are tall.
- 3 There are animals that glide,
Animals that creep,
Animals that can hop at dawn,
And others fast asleep.
- 4 There are animals that growl,
Animals that hum and neigh,
Animals that buzz around;
I enjoy them all the day.
- 5 Each animal plays a part
In nature's gentle heart.
I watch them and I wonder,
At the beauty of their living art.



Congratulations! Friends, our module ends here. Paste the last wristband with the others on the first page of your exercise book. Now check your own progress comparing all the wristbands. Let's meet again.



Acknowledgements

Ms. Kamala Wijeratne-Retired Chief Project Officer, NIE

Credits

1:Microsoft Copilot,2:MS Copilot 2:The Dirt on my shirt Harper Collins publishers 10: What do you see HarperCollins Publishers 11: 1997 Helen H. Moore16:<https://www.vecteezy.com/png/10983165-orange-gradient-star-gradient-star-button>24:http://wallpaperswide.com/download/three_red_tulips-wallpaper-1920x1200.jpg41:Kamala Wijeratne 44:Animals poem published by NCERT India.