



0432CH04

4

ONE THING AT A TIME



Let us Recite



Work while you work,
Play while you play;
To be useful and happy,
That is the way.



All that you do,
Do with all your might;
Things done by halves,
Are never done right.



One thing at a time,
And that done well;
Is a very good rule,
As many can tell.



Moments should never,
Be trifled away;
So, work while you work,
And play while you play.





Let us Think

A. Answer the following.

1. Why is it important to focus on doing one thing at a time?
2. Make a list of words that rhyme in the poem 'One thing at a time'.
3. How do you feel after finishing a task that you have done well?
4. What are some of the things you do every day that help you stay calm and focused?

B. Think and discuss.

What do you like doing in your free time?



Let us Learn

A. Match the words with their meanings.

- | | |
|--------------|-------------------------|
| 1. might • | • helpful or beneficial |
| 2. useful • | • short periods of time |
| 3. moments • | • strength or power |



Now use the words and frame meaningful sentences.

.....

.....

.....



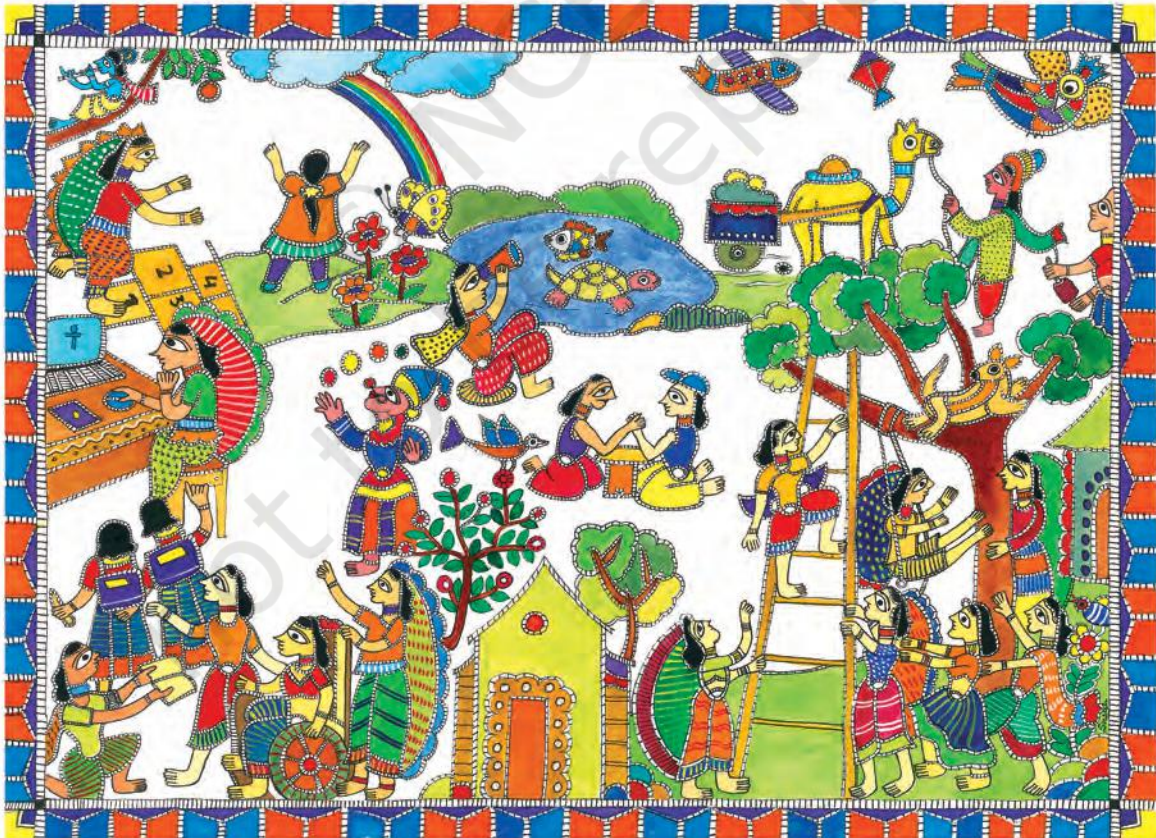
**Note
to the
Teacher**

Focus helps us completing tasks faster and better. It improves learning, reduces mistakes and increases efficiency. To enhance focus, you can tell children to incorporate simple yoga asanas like: Pranayama, Tree Pose, etc.



Let us Speak

Describe what everyone is doing in the picture.



Who	Is/Are	Doing What (Action)
two girls	are	going to school
a woman	is	typing on a computer

Example: Two girls are going to school.

A woman is typing on a computer.

Using the above sentence structure, create sentences of your own. Write at least seven sentences in your notebook.



Note to the Teacher

- You may begin this activity by encouraging learners to describe the picture in English (Ensure that they use the structure “is/are + action word + ing”).
- Provide additional verbs if required.



Let us Listen

The case of missing ‘l’.

Read aloud the following lines:

All that you do,
Do with **all** your might;
Things done by **halves**
Are never done right.



Your teacher will read aloud a few words to you. Circle the words in which you don't hear the 'i' sound.

leaf	calm	pale	jail	palm
hall	clean	calf	shelf	chalk
talk	silk	balm	plum	self



Let us Write

Write down your daily routine in the space given below. Tick (✓) if they are work or play.

Time	What I Do	Work	Play



Now write the above routine as a paragraph.

My Routine

I begin my day at a.m.

I and then After this,

I By a.m.,

I am ready for My mother helps me to and then I leave for school at

..... .

At School

My school starts at a.m./p.m. I have periods before recess. When the time on the big clock reads, the students goes to the playground and play many games together. The school ends at p.m.

At Home

.....

.....



Note to the Teacher

- Explain the concept of a.m. and p.m. to learners.
- Use a.m. and p.m. while talking about day-to-day activities, for example, the activity ends at 11 a.m.
- Encourage the learners to write about their routine after school. You may model some sentences for them.





Let us Do

A. Guess the following riddles.

Thirty white horses
On a red hill
Now they chomp
Now they stomp
Now they stand still



Tall lady
In a white frock,
With a yellow face,
And a red nose.
The longer she stands,
The shorter she grows.

Hard and brown outside
Soft and white inside
Who am I?



B. Use the space to draw activities that you enjoy doing in holidays. You may also paste pictures from old newspapers or magazines.

