

KERALA READER **ENGLISH**

Part 1 **Standard V**



Government of Kerala
Department of General Education

State Council of Educational Research and Training (SCERT), Kerala

2024

THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-.Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he.

PLEDGE

India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall give respect to my parents, teachers, and all elders, and
treat everyone with courtesy.
To my country and my people, I pledge my devotion. In their
well-being and prosperity alone lies my happiness.

Prepared by

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First Edition 2024

Printed at : KBPS, Kakkanad, Kochi-30

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Foreword

Dear learners,

This is your English textbook. It has stories, poems and picture stories. Every effort has been made to make it as interesting as possible. We hope the learning activities will help you develop your language potential. You will certainly get a helping hand from your teachers, friends, and parents to gain a truly valuable learning experience. SCERT is grateful to the team of members and experts who wholeheartedly worked for the preparation of the text.

I wish you all success.

Dr Jayaprakash R K

Director
SCERT, Kerala.

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


**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
KERALA**

Contents

1	The Warmth of Love	07
2	The Wings of Dreams	35
3	Tender Shoots	61

Icons Used

			
Crossword	Theatre	Thoughts	Editing
			
Let's read & reflect	Let's read & enjoy	Let's rewind	Let's play with words
			
Let's perform	Let's converse	Let's rewind & rejoice	Let's analyse
			
Let's speak	Let's draw	Let's make	Let's play
			
Let's sing	Let's write	Let's think over	Extended activity
			
Video			Glossary

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

UNIT

1

THE WARMTH OF LOVE



“Earth is the right place for love.”

Robert Frost



The Doorway

1



2



Let's look at the pictures above. Two boys are getting ready for school.

- ◆ What is the first boy doing?
- ◆ Is he happy?
- ◆ What is the reason?
- ◆ What about the second boy?
- ◆ What is his mother doing?

Now your teacher will tell you about his/her first day at school.
How was your first day at school?
Share with your friends.

The Kissing Hand

In this story, a little raccoon named Chester is hesitant about going to school. Now, let's see what happens to him.



Chester Raccoon stood at the edge of the forest and cried.
“I don’t want to go to school,” he told his mother.
“I want to stay home with you. I want to play with my friends.
I want to play with my toys. I want to read my books.
I want to swing on my swing. Please, may I stay home with you?”
Ms Raccoon took Chester by the hand and nuzzled his ear.

?

- ◆ Chester doesn’t want to go to school. Why?
- ◆ If you were in Chester’s place, what would you do?



“Sometimes we all have to do things we don’t want to do,” she told him gently. “Even if they seem strange and scary at first. But you will love school once you start. You’ll make new friends and play with new toys. You can read new books and swing on new swings.”

“Besides,” she added, “I know a wonderful secret that will make your nights at school seem as warm and cosy as your days at home.” Chester wiped away his tears and looked interested.

“A secret? What kind of secret?”

“A very old secret,” said Ms Raccoon.

“I learned it from my mother, and she learned it from her mother. It’s called the Kissing Hand.”

“The Kissing Hand?” asked Chester.

“What’s that?”

“I’ll show you.”

?

◆ Chester’s mother told him the old secret. What may be the secret?

Ms Raccoon took Chester's left hand and spread his tiny fingers into a fan. Leaning forward, she kissed Chester right in the middle of his palm. Chester felt his mother's kiss rush from his hand, up his arm, and into his heart. Even his silky, black mask tingled with a special warmth.

Ms Raccoon smiled. "Now", she told Chester, "whenever you feel lonely and need a little love from home, just press your hand to your cheek and think, 'Mommy loves you. Mommy loves you.' And that very kiss will jump to your face and fill you with toasty warm thoughts." She took Chester's hand and carefully wrapped his fingers around the kiss.



?

◆ How did Ms Raccoon help Chester overcome his fear?

“Now, be careful not to lose it,” she teased him.

“But, don’t worry. When you open your hand to wash after having food, I promise the kiss will stick.”

Chester loved his Kissing Hand. Now he knew his mother’s love would go with him wherever he went, even to the school. That night, Chester stood in front of his school and looked thoughtful.



Suddenly, he turned to his mother and grinned.

“Give me your hand,” he told her.

Chester took his mother’s hand in his own and unfolded her large, familiar fingers into a fan.

Next, he leaned forward and kissed the centre of her hand.

“Now you have a kissing hand, too,” he told her with a gentle “goodbye”.

“I love you,” Chester said as he turned and danced away.

?

◆ How did Chester feel when he kissed his mother?



Ms Raccoon watched Chester scamper across a tree limb and enter the school. As the first bell of the new school year rang, she pressed her left hand to her cheek and smiled.

The warmth of Chester's kiss filled her heart with special words. "Chester loves you," it sang. "Chester loves you."

?

- ◆ Who are the main characters in the story?
- ◆ Which part of the story do you like the most? Why?



About the author

Audrey Penn is an American writer of stories for children. She is best known for *The Kissing Hand*, a picture book featuring raccoons with human qualities.



Glossary

cosy	: giving a feeling of comfort
edge	: the outer boundary
gently	: in a kind manner
nuzzle	: to rub against gently with the nose and mouth
scamper	: to run with quick, light steps
scary	: causing fear
swing	: to move back and forth
tease	: to make fun of
tingle	: to experience a slight stinging sensation
tiny	: very small
toasty	: a pleasant feeling of warmth
warmth	: a pleasant sensation of comfort and affection
wipe	: to clean by rubbing
wrap	: to cover or enclose in paper or other soft material



Activity 1

Guessing Game

Choose some words from the unit and act them out.

Let your friends guess and find out the words.

If your friends can guess the word, they will be the winners.

If your friends fail to find out the word, you will be the winner.



Activity 2

You have enjoyed reading the story, haven't you?
In the story, Chester Raccoon experiences different feelings. Some of his feelings are given below in column A. Match them with the suitable emoji given in column B.

column A

column B

Chester's feelings	Emoji
When he gets new friends	
Fear of new students and teachers	
When mother compels him to go to school	
When he gets mother's kiss	



Activity 3

Art Gallery

Create imprints of the Kissing Hand by tracing your hands on a piece of paper.

Add a special message on them to show the love and support of your beloved ones.

Colour or paint to make them more attractive.

Hold an exhibition in the class room.



Activity 4

Some events from the story are given below in a jumbled way. You may arrange them properly and write them down in the space provided.

- * Ms Raccoon said she would share a wonderful secret.
- * Chester took his mother's hand and kissed her palm.
- * Chester told his mother that he did not want to go to school.
- * Chester danced his way to school as his mother watched.
- * Ms Raccoon kissed Chester in the middle of his palm.



Activity 5

Chester Raccoon doesn't want to go to school. His mother compels him. Here is a part of the conversation that takes place between them. Complete the conversation and role play it.



- Chester : Ma ...I don't want to go to school.
- Mother :
- Chester :
- Mother :
- Chester :
- Mother :
- Chester :
- Mother :
- Chester :
- Mother :



Activity 6

Chester and his mother visit the office of the school. Chester looks around. Here is what he sees. Describe it.



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Activity 7

Chester comes to the class and sits on the front bench. His teacher comes and introduces herself. She asks the students to introduce themselves. Chester stands up and introduces himself. Here is his self introduction.

Myself



Good morning dear friends.
I'm Chester Raccoon.
I'm from the forest.
My father is Mr Raccoon.
My mother is Chelsa Raccoon.
I love my parents.
I like running, jumping and playing.
I would like to get new friends here.



Now introduce yourself to the class.
How will you introduce yourself?
You may write in the space provided.

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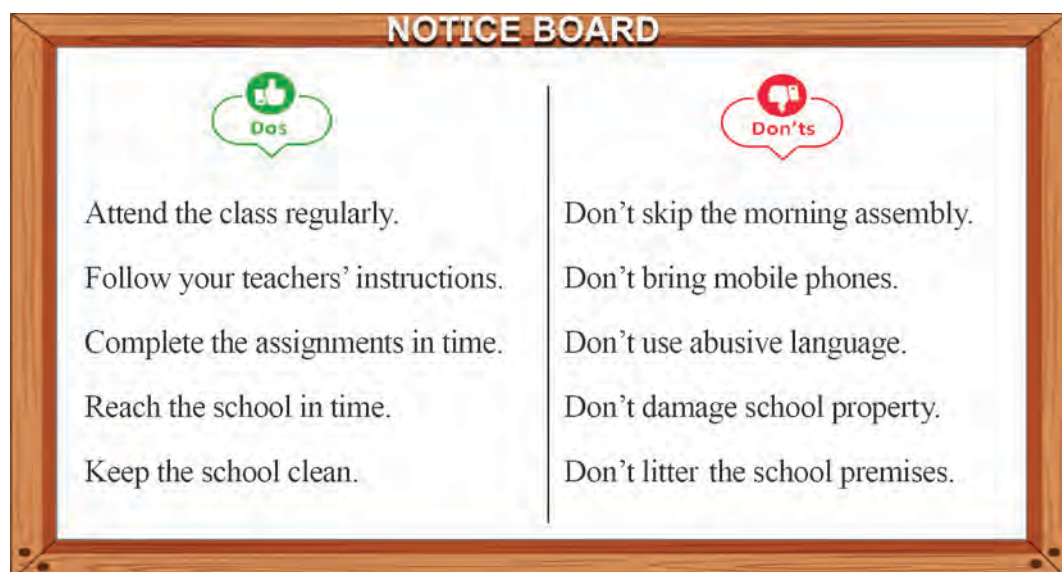
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Activity 8

When Chester and his mother reach school, they happen to see a notice board. Let's read the notice.



Imagine one of your teachers is on leave. Write down the dos and don'ts to be observed in your class in the absence of the teacher.

Dos

Engage in creative activities.

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Don'ts

Don't disturb other classes.

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Activity 9

Read the following sentences from the story and note the words underlined.

I want to play with my friends.

I want to swing on the swing.

I don't want to go to school.

Chester felt his mother's kiss rush from his hand.



Pick out a few similar sentences from the story and write them down below.

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Activity 10

Here is a conversation between Chester Raccoon and his class teacher. Read and supply the missing words. (with, to, from, in)

- Teacher : Good morning, could you tell me your name?
Chester : Good morning teacher. I'm Chester Raccoon.
Teacher : Where are you from ?
Chester : I'm the forest. It's a nice place.
Teacher : Well. What do you like to do..... the forest?
Chester : I like to play with my friends in the shade of trees.
Teacher : That must be fun. Which game do you like the most?
Chester : I like playing hide and seek my friends.
Teacher : That's great, Chester. When will you go your house?
Chester : Well, I'll go to my house after three days.
Teacher : Ok. Thanks. We'll meet again.



Activity 11

The following is the diary entry of Ainu. There are some errors in it. Read and edit it.

i went with a store to buy some fruits. I saw a big orange to the shelf and decided to buy it. I met my friend on that store. my friend invited me to go by the park and I went from her. we sat at the bench and ate the orange together. i threw the orange peel with the garbage.



Activity 12

Read the sentences from the story and split them into two. One has been done for you.

1. You'll make new friends and play with new toys.

You'll make new friends.

You'll play with new toys

2. You can read new books and swing on new swings.

.....

.....

3. She took Chester's hand and carefully wrapped his fingers.

.....

.....



Read the passage given below and split the sentences.

A curious raccoon lived in the woods and it liked to explore new places. One day, it found a shiny object and decided to take it back to its cosy den. It placed the object on a soft bed of leaves and stared at it with wonder. The raccoon's eyes sparkled and it had discovered a beautiful toy.

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Activity 13

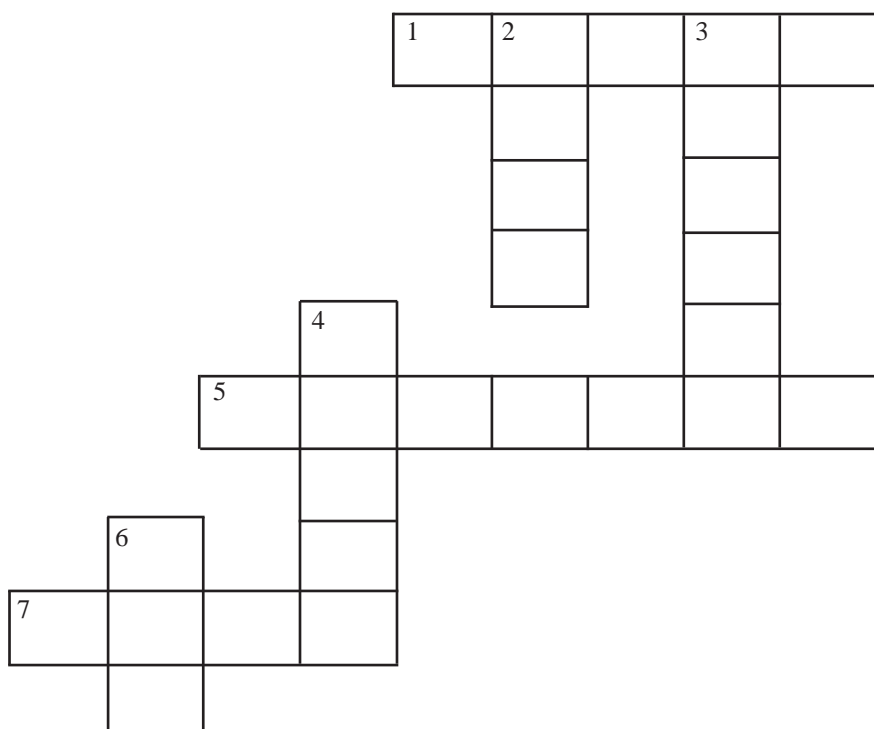
Shall we play with words? Complete the crossword puzzle using the clues given below.

ACROSS

1. move or cause to move back and forth (5 letters)
5. to run or move quickly with light steps (7 letters)
7. giving a feeling of ease and well-being (4 letters)

DOWN

2. to cover or enclose in paper or soft material (4 letters)
3. rubs something gently with the nose, as if to show affection (6 letters)
4. frightening; causing fear (5 letters)
6. an object that is made for a child to play with (3 letters)



You have many friends, haven't you?
What qualities do you like in them?
Now, read the poem about a true friend.

A Friend

A friend is one who stands to share
Your every touch of grief and care.
He comes by chance, but stays by choice;
Your praises he is quick to voice.

No grievous fault or passing whim
Can make an enemy of him.
And though your need be great or small,
His strength is yours throughout it all.

No matter where your path may turn
Your welfare is his chief concern.
No matter what your dream may be
He prays your triumph soon to see.

There is no wish your tongue can tell
But what it is your friend's as well.
The life of him who has a friend
Is double-guarded to the end.





About the poet

Edgar Albert Guest (1881 - 1959) was born in England. His first poem was published at the age of seventeen. He has written more than 11,000 poems.



Glossary

concern	: care, worry or interest in someone's wellbeing
enemy	: a person who is actively opposed
grievous	: very serious
guard	: to protect
triumph	: a great victory or success
welfare	: the health, happiness and safety of a person or a group
whim	: a sudden desire



Let's explore the poem

1. Who is your best friend? Why is your friend important to you?

.....

2. What do you learn about a good friend from the poem?

.....

3. How does a friend's presence make your life more secure?

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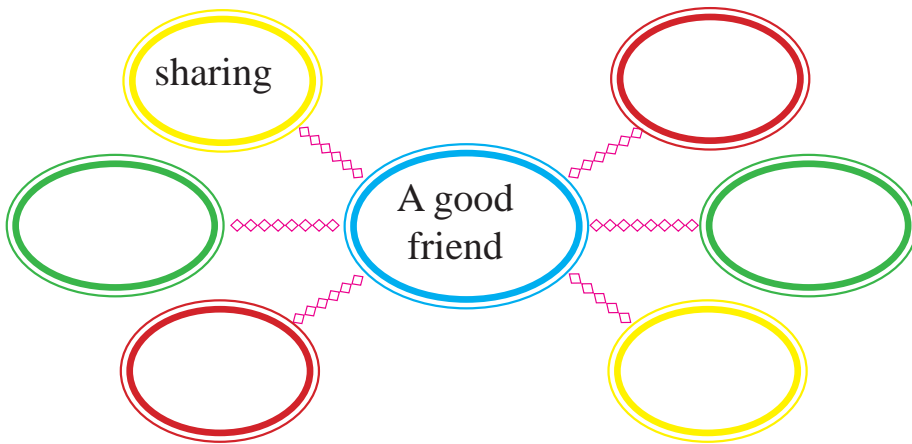
4. How does the poem encourage us to be good friends?

.....



Activity 1

What are the qualities of a good friend? Complete the word web given below.



Activity 2

Read the lines of the poem.

A friend is one who stands to share
Your every touch of grief and care.

The words **care** and **share** end with the same sound. They are called rhyming words. Find out more rhyming words from the poem.

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Activity 3

You all have friends, haven't you? Do you know the likes and dislikes of your friends? Ask your friends about their likes and dislikes and write them in the space provided. An example is given for you.

Tommy likes football. He doesn't like cricket.

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The Dot

Here is the story of a young girl who believed that she could not draw pictures. Do you think she can draw? Let's see.

1



The art class was over, but Vashti sat glued to her chair. Her paper was blank.

2



Vashti's teacher leaned over the blank paper.

"Ah! A polar bear in a snow-storm!" she said.

"Very funny! I just can't draw!" Said Vashti.

3



Her teacher smiled.

"Just make a mark and see where it takes you."

4



Vashti grabbed a marker and gave the paper a good, strong jab.

"There!"

5



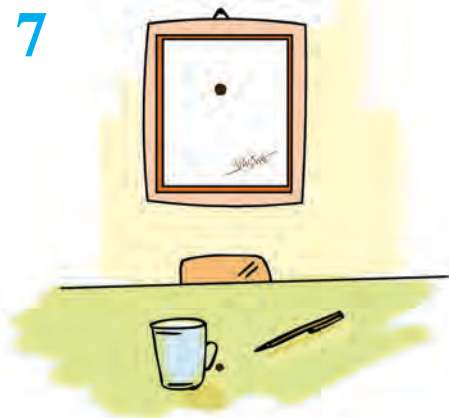
Her teacher picked up the paper and studied it carefully.
“HMMMMM.”
She pushed the paper towards Vashti and quietly said.
“Now sign it.”

6



Vashti thought for a moment.
‘Well, maybe I can’t draw. But I can sign my name.’

7



The next week, Vashti walked into the art class.
She was surprised to see what was hanging above her teacher’s desk.
It was the little dot she had drawn-HER DOT!
All framed in swirly gold!

8



“Hmmp!”
I can make a better dot than that!”
She opened her set of water colours and set to work.

9



Vashti painted and painted.
A red dot. A purple dot.
A yellow dot. A blue dot.
The blue mixed with the
yellow.
She discovered that she could
make a green dot.
Vashti kept experimenting
with lots of little dots in many
colours.

10



If I can make little dots, I can
make BIG dots, too.
Vashti splashed her colours
with a bigger brush on a bigger
paper to make bigger dots.
Vashti even made a dot by not
painting a dot.

11



At the school art show a few
weeks later, Vashti's dots made
quite a splash.

12



Vashti noticed a little boy
gazing up at her.
"You're really a great artist.
I wish I could draw," he said.
"I bet you can," said Vashti.
"Me? No. Not I. I can't even
draw a straight line with a
ruler."

13



Vashti smiled.
She handed the boy a blank
sheet of paper.
“Show me.”
The boy’s pencil shook as he
drew his line.

14



Vashti stared at the boy’s
squiggle.
And then she said....
“Sign it.”

About the author



Peter Hamilton Reynolds is a Canadian author and illustrator of children’s books. He is the founder of the educational media company, ‘FableVision’. Reynolds is best known for his children’s books about authentic learning, creativity, and self-expression.



Glossary

- blank : empty or without any mark or writing
- experiment : to try out new or different methods or ideas
- gaze : to look steadily
- glue : to stick firmly to something
- jab : a forceful poke or push
- ruler : a straight edge used to measure or draw lines
- splash : to cause to scatter or spread in all directions
- squiggle : a curvy line
- swirly : having a spiral pattern



Let's explore the story

1. Why was Vashti sad?

.....

2. What did the teacher ask Vashti to do after she had drawn the picture of a dot?

.....

3. What did Vashti's teacher do with her picture?

.....

4. Why did Vashti think she could make an even better dot?

.....

5. Vashti asked the boy to sign his picture. Why?

.....

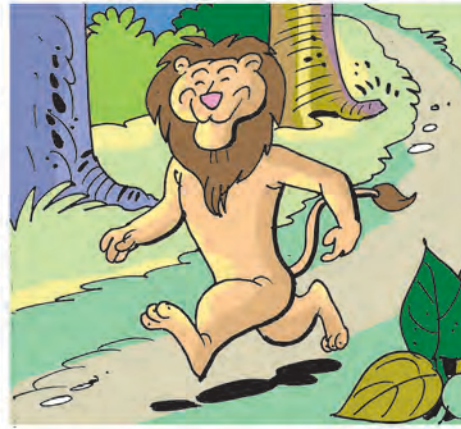
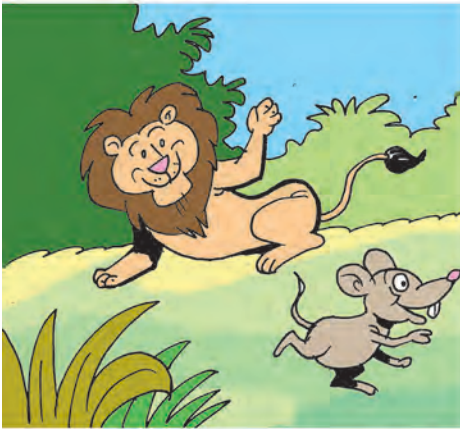
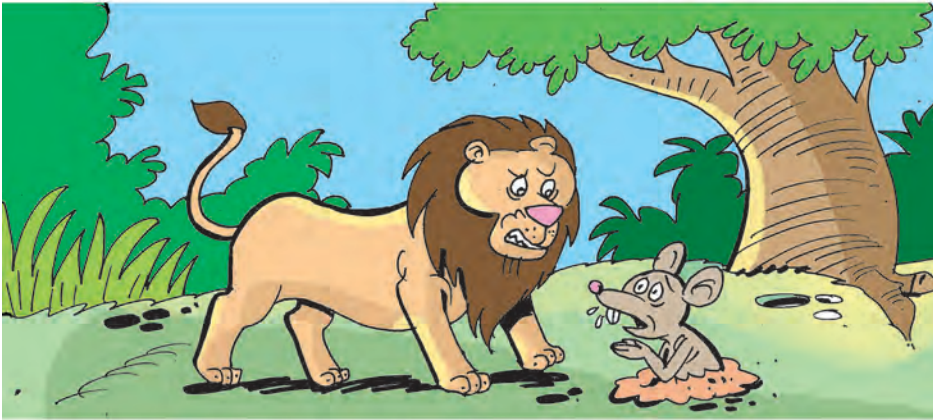
6. What will the boy do next?

.....



Activity 1

Some of the events of a story are illustrated below.
Develop a story based on the pictures given.



UNIT

2

THE WINGS OF DREAMS

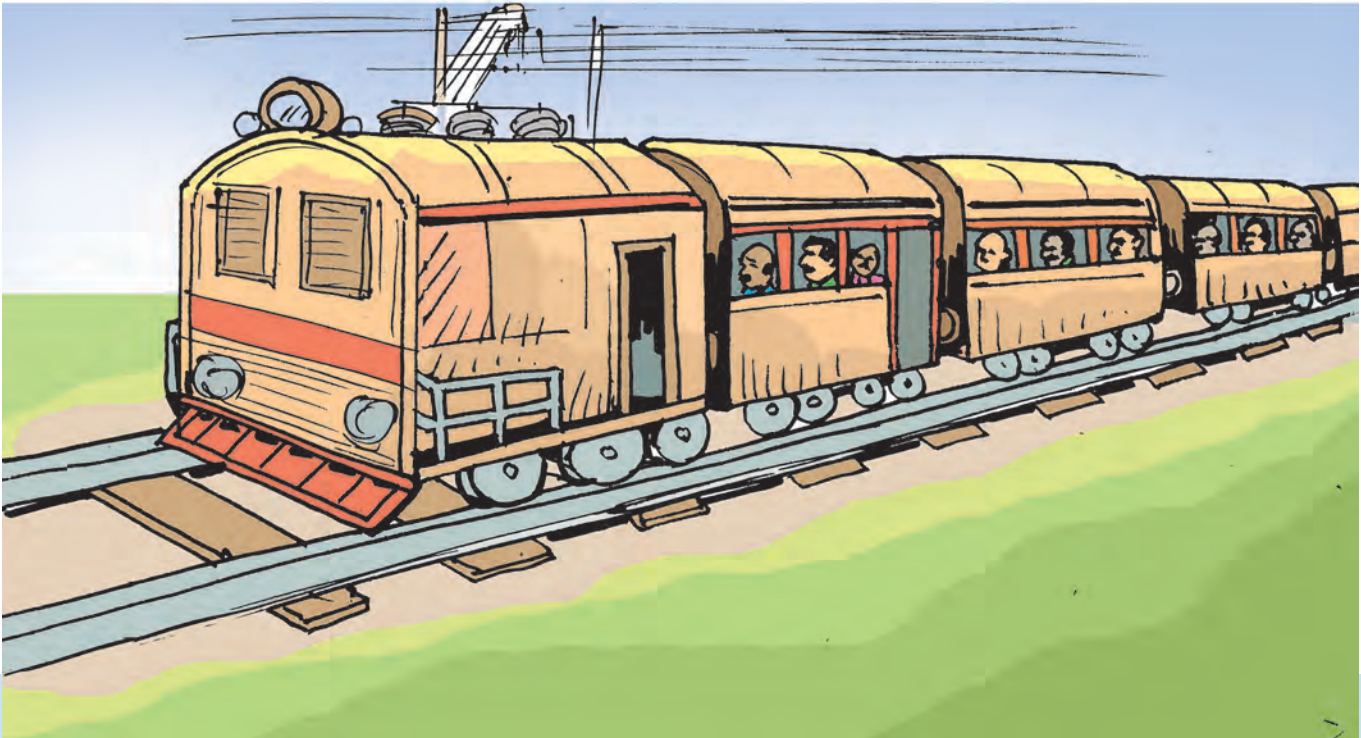
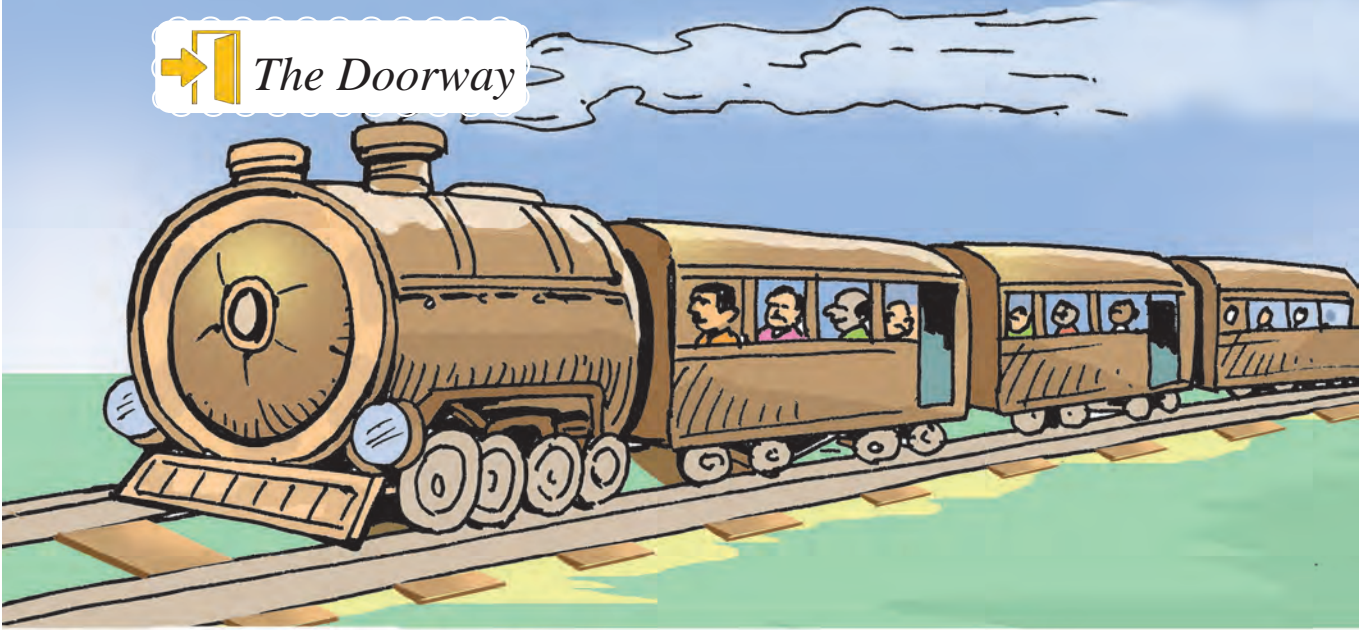


*“Dreams transform into thoughts, and
thoughts result in action.”*

A.P.J Abdul Kalam



The Doorway

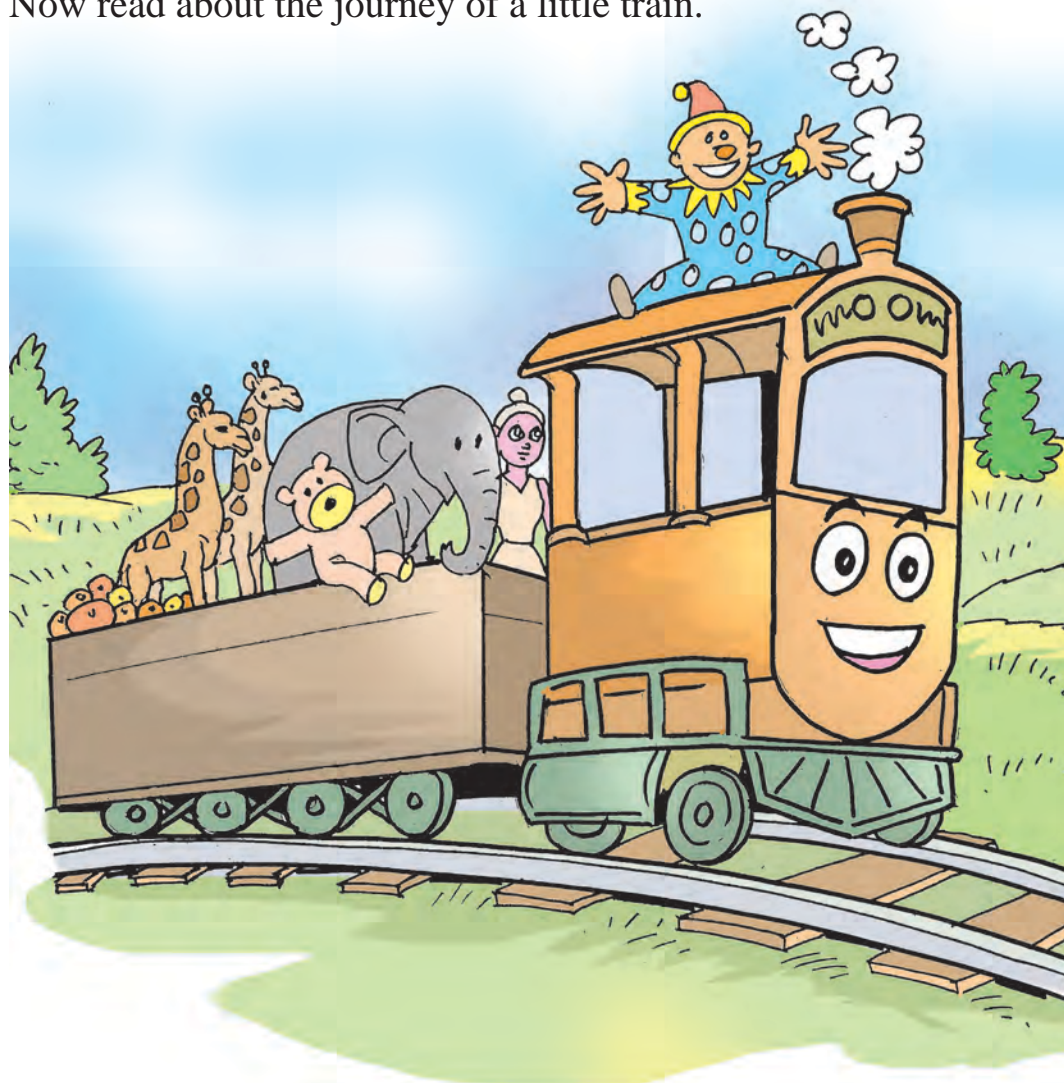


In the pictures given above, you can see two trains.

- ◆ Are these trains different in any way? How are they different?
- ◆ Have you ever travelled by train?
- ◆ What was your experience during your train journey?
- ◆ Share it with your friends.

The Little Engine That Could

Now read about the journey of a little train.

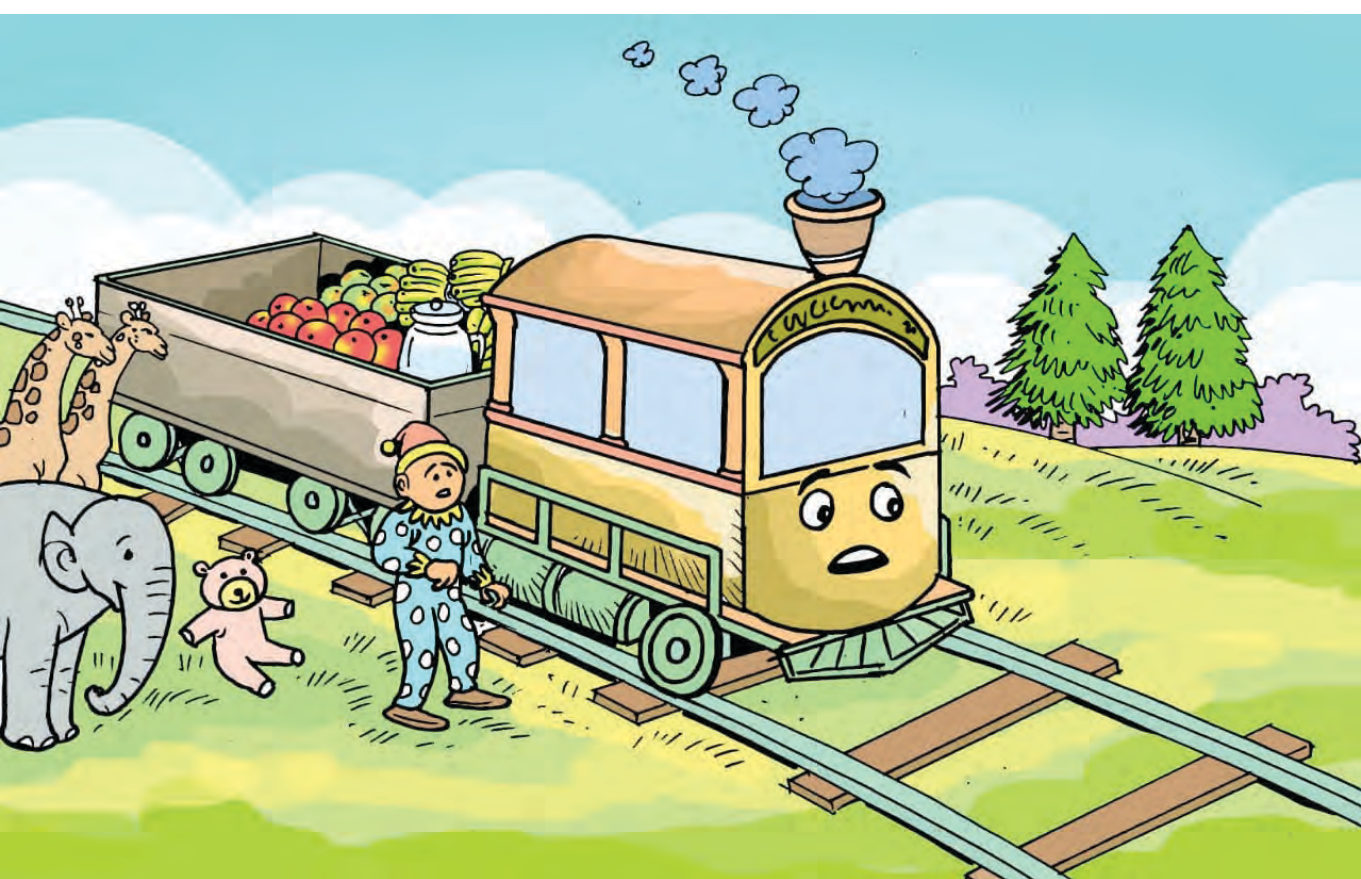


The Little Train ran along the tracks. She was a happy little train. Her cars were full of good things for boys and girls. There were all kinds of toy animals. Giraffes with long necks, teddy bears with no necks, and even a baby elephant. There were all kinds of dolls too. Dolls with blue eyes and yellow hair, dolls with brown eyes and brown hair, and the funniest toy clown you ever saw. There were toy trucks, airplanes, and boats. There were picture books, games, and drums to play.

The Little Train carried every kind of toy that boys or girls would play with. But that was not all. The Little Train carried good things to eat too. Big, round oranges. Fat, red apples. Long, yellow bananas. Fresh, cold milk and lollipops to eat after dinner.

The Little Train was taking all these good things to the other side of the mountain.

“How happy the boys and girls will be to see me!” said the Little Train. “They will like the toys and good food that I am bringing.” But all at once the train came to a stop. She could not move at all.

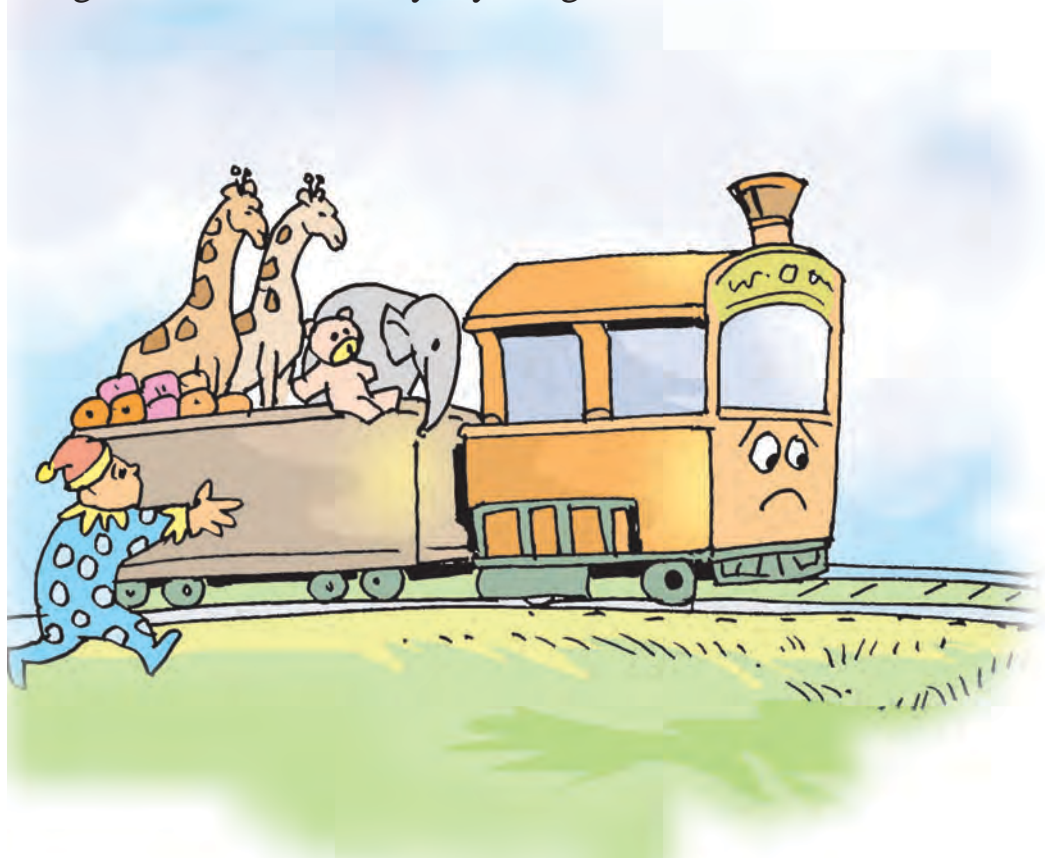


?

- ◆ What happened to the Little Train?
- ◆ Why does the Little Train carry things to the other side of the mountain?

“Oh, dear,” said the Little Train. “What can be the matter?” She tried to start up again. She tried and tried. But her wheels just would not turn. “We can help,” said the toy animals. The clown and the animals climbed out of their cars. They tried to push the Little Train. But she could not move. “We can help, too,” said the dolls. And they got out and tried to push. Still the Little Train did not move. The toys and dolls did not know what to do.

Just then a Shiny New Engine came puffing down another track. “Maybe that engine can help us!” cried the clown. He began to wave a red flag. The Shiny New Engine slowed down. The dolls and toys called out to him. “Our engine is not working,” they said. “Please pull our train over the mountain. If you do not, the boys and girls will not have any toys or good food.”

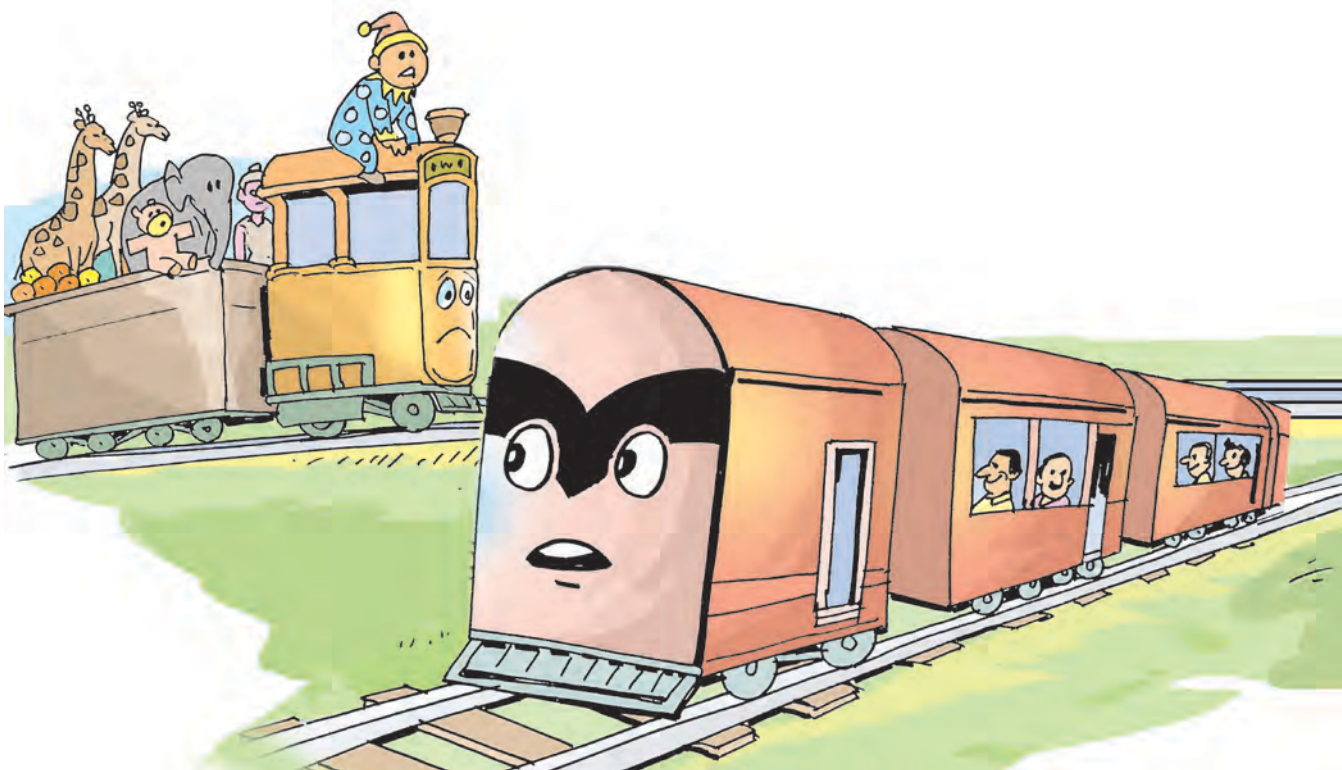


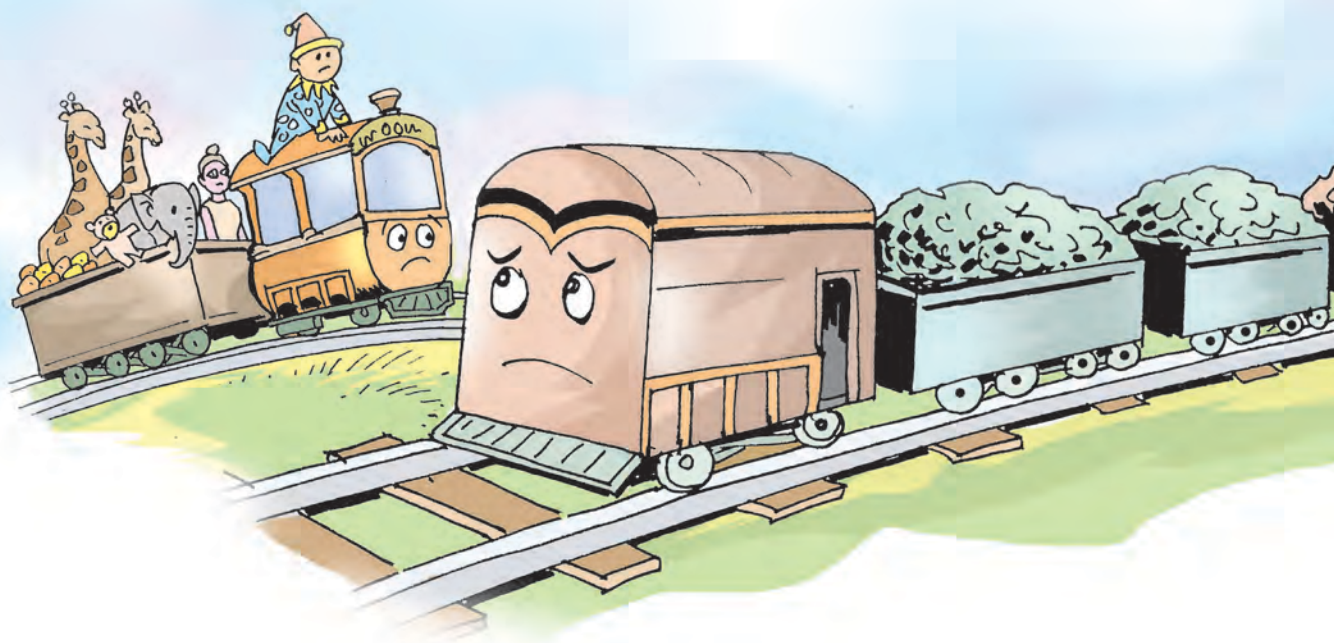
? ♦ Will the Shiny New Engine help the Little Train?

The Shiny New Engine was a bit friendly. “You want me to pull you?” he asked. “That is not what I do. I carry people. They sit in cars with soft seats. They look out of the windows. They eat in a nice dining car. They even sleep in a fine sleeping car. How dare you ask me?” The Shiny New Engine went without another word. How sad were all the toys and dolls!

?

◆ The Shiny New Engine was a bit friendly. But he did not help the Little Train. Why?



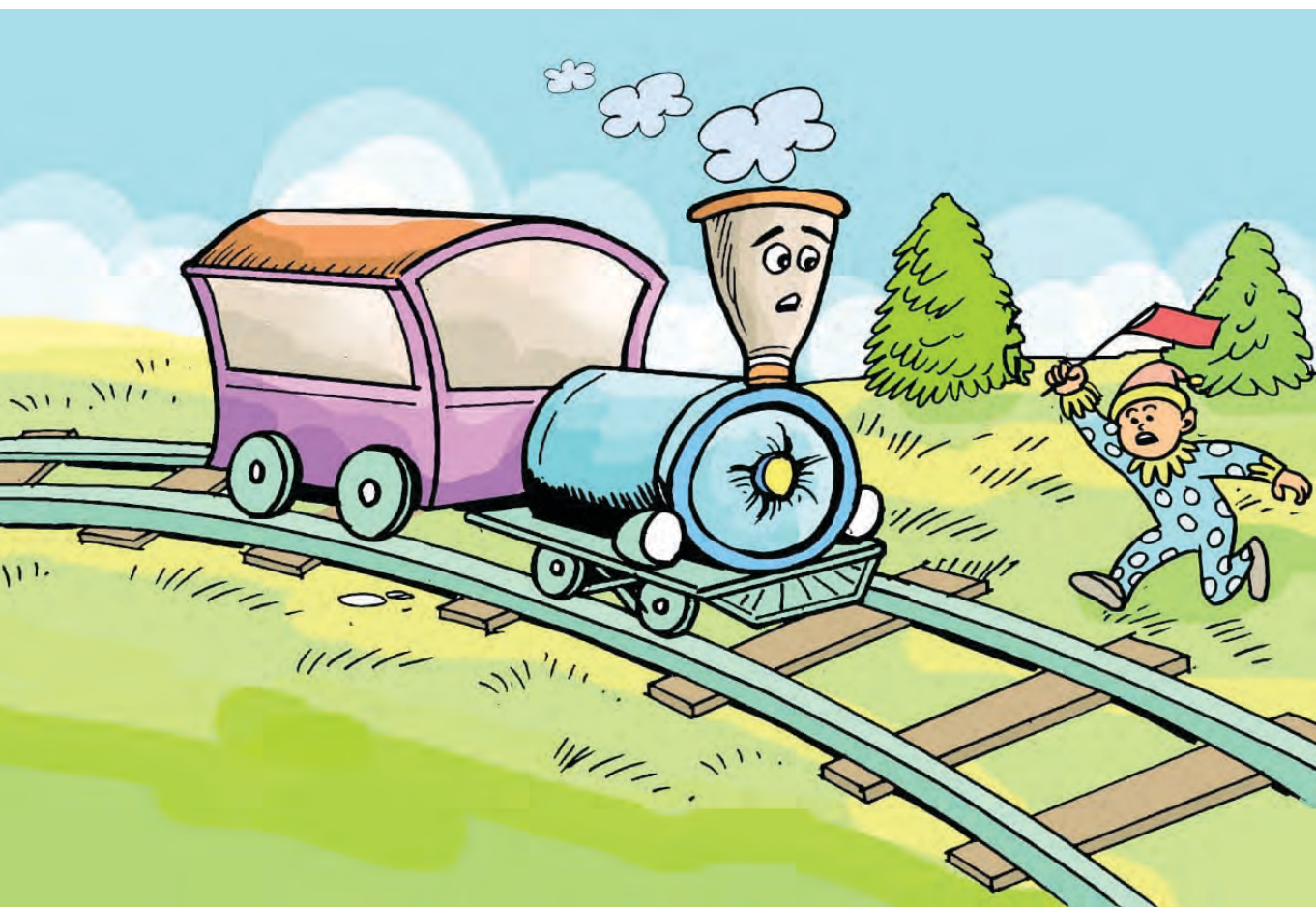


Then the toy clown called out, “Here comes another engine. A big, strong one. Maybe this engine will help us.” Again the clown waved his flag. The Big Strong Engine came to a stop. The toys and dolls called out together, “Please help us, Big Strong Engine. Our train is not working. But you can pull us over the mountain. You must help us. Or, the boys and girls will not have any toy to play with or good food to eat.” But the Big Strong Engine did not want to help. “I do not pull toys,” he said. “I pull cars full of heavy load. I pull big trucks. I have no time to help you.” And away puffed the Big Strong Engine without a word.

?

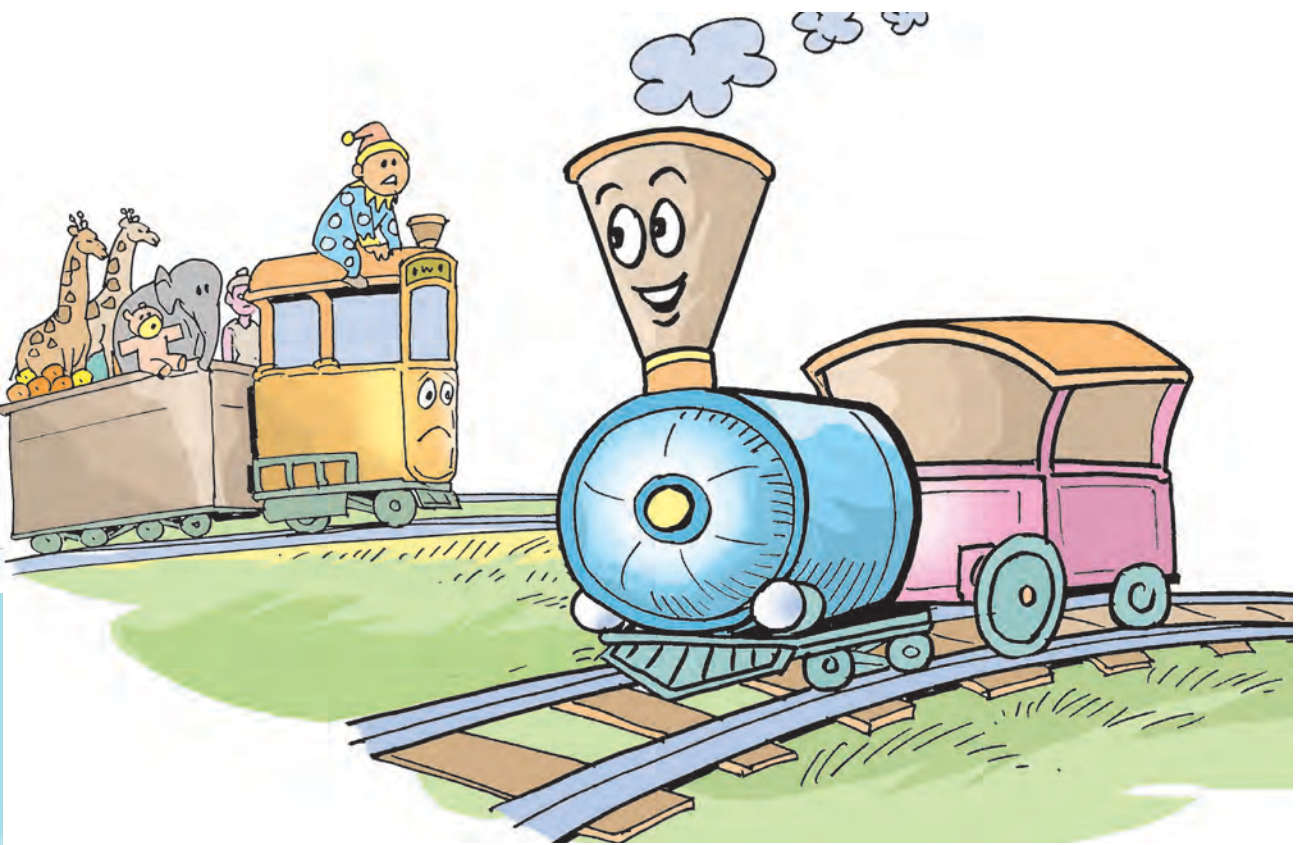
- ◆ The Big Strong Engine puffed away without a word. What was the reason?

The Little Train was no longer happy. And the dolls and toys were ready to cry. But the clown called out, “Look! Look! Another engine is coming. A Little Blue Engine. A very little one. Maybe this engine will help us.” The Little Blue Engine was a happy engine. She saw the clown waving his red flag and stopped at once. “What is the matter?” she asked kindly. “Oh, Little Blue Engine,” cried the dolls and toys. “Will you pull us over the mountain? Our engine is not working. If you do not help, the boys and girls will have no toys or good food. Just over the mountain. Please, please help us.”



?

- ◆ Will the Little Blue Engine help the Little Train?
- ◆ What would happen if the Little Blue Engine did not help the Little Train?



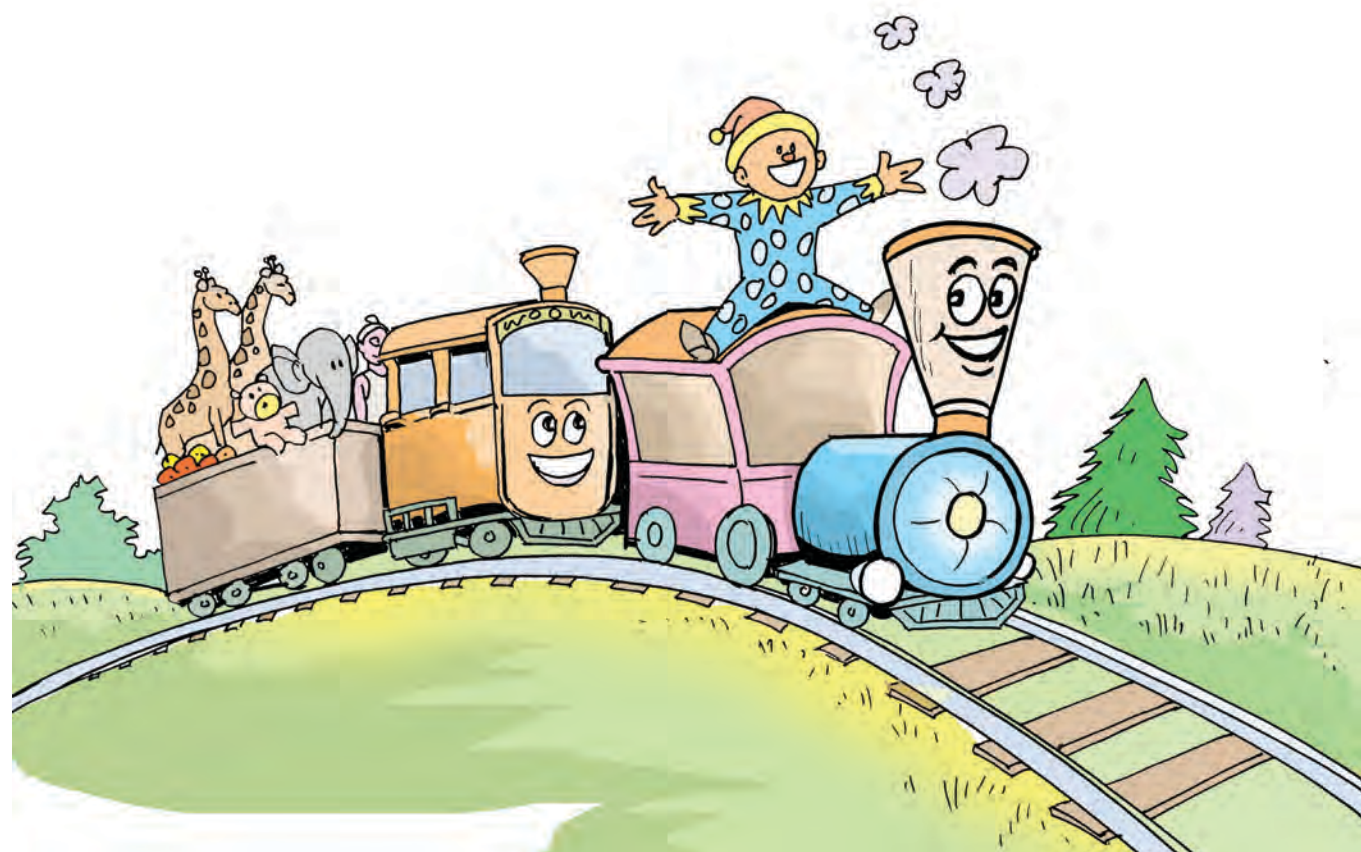
“Oh, my dears,” said the Little Blue Engine. “I am not very big. And I do not pull trains. I just work in the yards. I have never been over the mountain.”

But we must get there before the children wake up,” said the toys and dolls. “Please?” The Little Blue Engine looked at the dolls and toys. She could see that they were not happy. She thought about the children on the other side of the mountain. Without toys or good food, they would not be happy either. The Little Blue Engine pulled up closer. She took hold of the Little Train. The toys and dolls climbed back into their cars.

?

- ◆ How does the Little Blue Engine differ from the other engines?
- ◆ What are the qualities that you find in the Little Blue Engine?

At last the Little Blue Engine said, “I think I can climb up the mountain. I think I can. I think I can.” Then the Little Blue Engine began to pull. She tugged and she pulled. She pulled and she tugged. “I think I can. I think I can,” she said. Slowly... slowly..., the train started to move. The dolls and toys began to smile and clap. Up the mountain went the Little Blue Engine. And all the time she kept saying, “I think I can, I think I can, I think I can...” Up, up, up. The little engine climbed and climbed.



?

- ◆ Why did the dolls and toys start smiling and clapping?
- ◆ Why does the Little Blue engine say ‘I think I can’?

At last, she reached the top of the mountain. Down below lay the city. “Hurray! Hurray!” cried the dolls and animals.

“The boys and girls will be so happy. All because you helped us Little Blue Engine,” said the toy clown.

The Little Blue Engine just smiled. But as she puffed down the mountain, the Little Blue Engine seemed to say...

“I thought I could, I thought I could, I thought I could.”

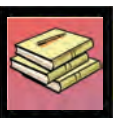
?

- ◆ Which character in this story do you like the most? Why?
- ◆ Suggest another title for the story.

About the author



Arnold Munk (1858-1957) was born in Hungary. This story is his first published version of the fairy tale. He chose the pen name Watty Piper.



Glossary

clown : a performer who makes people laugh

puff : sound made when an engine releases steam

teddy bear : a stuffed animal that looks like a bear



Activity 1

The Little Blue Engine helped the Little Train reach the other side of the mountain. Have you ever helped someone in trouble? Write a short paragraph about your experience.

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Activity 2

The little train carried many things. List them below.

Things to eat and drink

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Things to play with

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Activity 3

The Little Train tried hard. But her wheels just would not turn. The clown and the animals climbed out of their cars. They tried to push the Little Train. But she could not move. What would the Little Train think then?

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Activity 4

The Little Blue Engine helped the Little Train and she continued the journey. On the way, the Little Train happened to meet the Shiny New Engine. He was surprised to see the Little Train. What could be the conversation between the Little Train and the Shiny New Engine?

Shiny New Engine :

Little Train :

.....

.....

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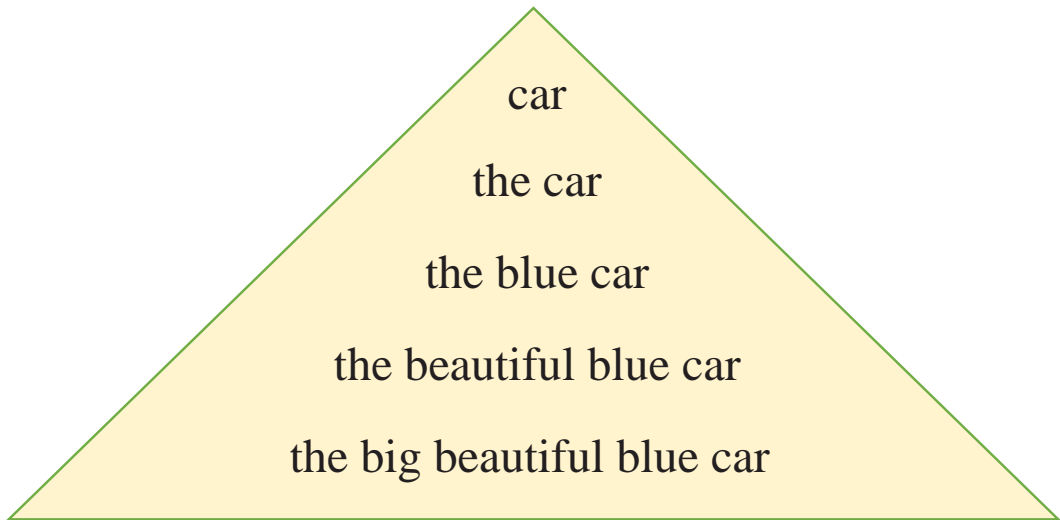


Activity 5

Read the following sentences from the story and note the words underlined.

The Little Train carried good things to eat too. Big, round oranges. Fat, red apples. Long, yellow bananas. Fresh, cold milk and lollipops to eat after dinner.

Look at the word pyramid and make more such word pyramids.



Orange

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Flower

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Activity 6

In the story, the Little Blue Engine says, **I think I can...**

Ask your friends if they can do what they see in the pictures given. Write down your questions and the possible responses.



Questions

1. Can you swim?
2.
3.
4.
5.
6.

Possible responses

1. Yes, I can. / No, I can't.
2.
3.
4.
5.
6.



Activity 7

Shall we enact the story in the form of a skit?
Discuss in groups how to perform the skit. The following questions will help you.

What are the events in the story?

Where do the events take place?

Who are the characters?

What do they say?

Write them in the boxes below.

Events

Characters

Dialogues

Watch the presentation of each group and comment on it.



Rain in Summer

Here's a poem that tells you about the beauty of rain.
Read and appreciate.

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs
How it gushes and struggles out
From the throat of the overflowing spout!

Across the windowpane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!



About the poet



Henry Wadsworth Longfellow (1807-1882) was an American poet and educator. He was the first American to translate Dante's '*Divine Comedy*' into English.



Glossary



clatter	: to make a loud, rattling sound
gutter	: a channel on the edge of a road for draining rainwater
hoof	: the foot of a horse
muddy	: full of mud
overflow	: to spill over the edge of a container
pour	: to flow steadily and continuously
roar	: to make a deep, loud sound
swift	: moving quickly
tide	: a surge of water, especially in the ocean
window-pane	: a sheet of glass in a window
wide	: covering a large area



Let's explore the poem



1. When does the rain look beautiful ?

.....

2. How does the rain affect the people and places?

.....

3. Write some changes that you have seen after a heavy rain.

.....

4. What are the things you would like to do on a rainy day?

.....

5. Pick out the lines that describe the sound of rain.

.....

6. Pick out the rhyming words from the poem.

.....



Activity 1

You might have experienced the rain in different ways.
Write your experience below.

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Activity 2

Riddle Round

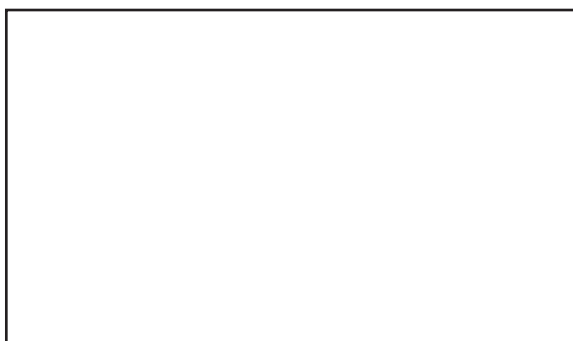
I come from the sky, but
I'm not a bird.
I can make you wet, but
I'm not a pool.
I come in drops, but
I'm not a tear drop.
What am I?

Riddle



Draw your answer here

You open me,
When the clouds pour down.
You fold me,
When the rain stops.
What am I?



Write down two more riddles.

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Activity 3

Look at the pictures and note the words under each picture. Match the words with their meaning and write them in the space provided.



drizzle



showers



downpour



rainstorm



sunshower



hailstorm

A sudden heavy fall of hail stones

hailstorm

A very light rain falling slowly and steadily

Heavy and intense rainfall

Light fall of rain while the sun shines

A sudden rain along with strong wind

Light rain that comes and goes

Let's read the story of a girl who dreamt of becoming a Pilot.

Arya in the Cockpit



Arya always wanted to fly.

When she was four years old, she wanted to be Rosamma.

Arya saw her at the circus. Rosamma was a trapeze artiste.

Arya wanted to fly in the air from swing to swing. Her clothes would glitter like Rosamma's. Hundreds of people would clap for her. She would eat cotton candy every day. Her best friend would be a clown.

?

Who did Arya want to be when she was four years old and why?

When Arya was eight years old she wanted to be Kalpana Chawla. She made herself an orange space suit. She wore it day and night.

“Arya, aren’t you feeling hot in that suit?”

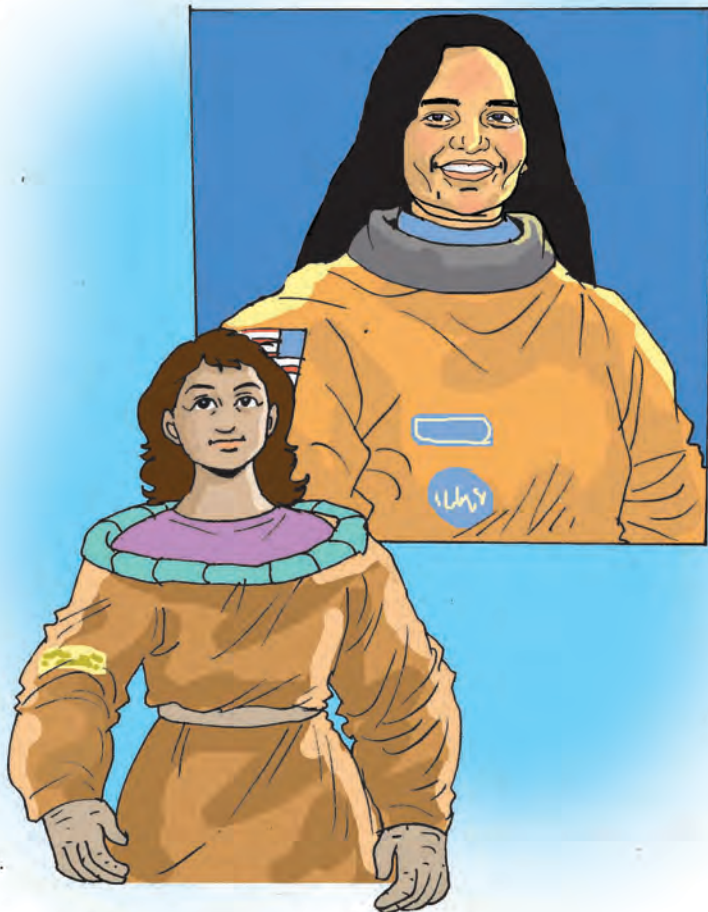
“Astronauts have to get used to the suit, Amma. Space is not as safe as the Earth is. My suit will protect me.”

When Arya was twelve years old, she wanted to be Amelia Earhart. She built a model plane for her school project. It couldn’t fly, but she still got the second prize.

Arya even got a haircut like Amelia!

?

Why did the eight-year-old Arya want to be Kalpana Chawla?



Soon, Arya heard of Angulia Bai, Kumudammal, and SarlaThakral, the first Indian women to fly a plane.

Angulia Bai was just sixteen years old!

“I can’t wait till I’m a teenager!”

“So you can drive?”

“No.”

“So you can vote?”

“No.”

“Then what?”

“So I can fly.”

When Arya was eighteen years old, she wanted to become a fighter pilot.

“Who are they, Chechi?” asked her little brother Raju, seeing a poster on her wall.

“They are Bhawana, Avani and Mohana, the first women to fly fighter planes in India.”

“Are they your friends?”

Arya laughed. “Maybe someday, Raju...”

?

What did Raju ask Arya about the poster on her wall, and how did Arya respond?



Arya saved up money to attend flying school.

She spent years studying. She sat along with pilots to learn from them. She worked hard and ate a lot of carrots! Amma always said carrots are great for the eyes.

Finally, she is ready to sit in the cockpit herself.

Today is a special day for Arya. That's her in the cockpit. She's very excited because there are two special passengers on her plane this morning.

"Ladies and gentlemen, this is your Captain, Arya. Welcome aboard!"

"Chechi!" Raju was thrilled.

"Yes, my daughter!" Raju's mother hugged him.

About the author



Nandita Jayaraj is an independent science journalist and author who co-founded the media platform *thelifescience.com*. She is also an author/co-author of many books such as *Anna's Extraordinary Adventures with Weather*, *31 Fantastic Adventures in Science* and most recently, *Lab Hopping: A Journey to Find India's Women In Science*.



Glossary

astronaut	: a person trained to travel and work in space
cockpit	: the cabin or control room of an aircraft
fighter pilot	: a military pilot trained to fly combat aircraft
glitter	: shine
space suit	: special clothing designed to protect astronauts
trapeze artiste	: a performer who uses a trapeze



Activity 1

You have read about Arya's dreams. Do you have dreams? What do you want to become in your life? Write about your dream.

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Activity 2

Here is a timeline of Arya's aspirations and dreams. Complete the timeline and write a few sentences about it.

- | | |
|--------------|---------------------|
| 4 years old | - a trapeze artiste |
| 8 years old | - |
| 12 years old | - |
| 18 years old | - |

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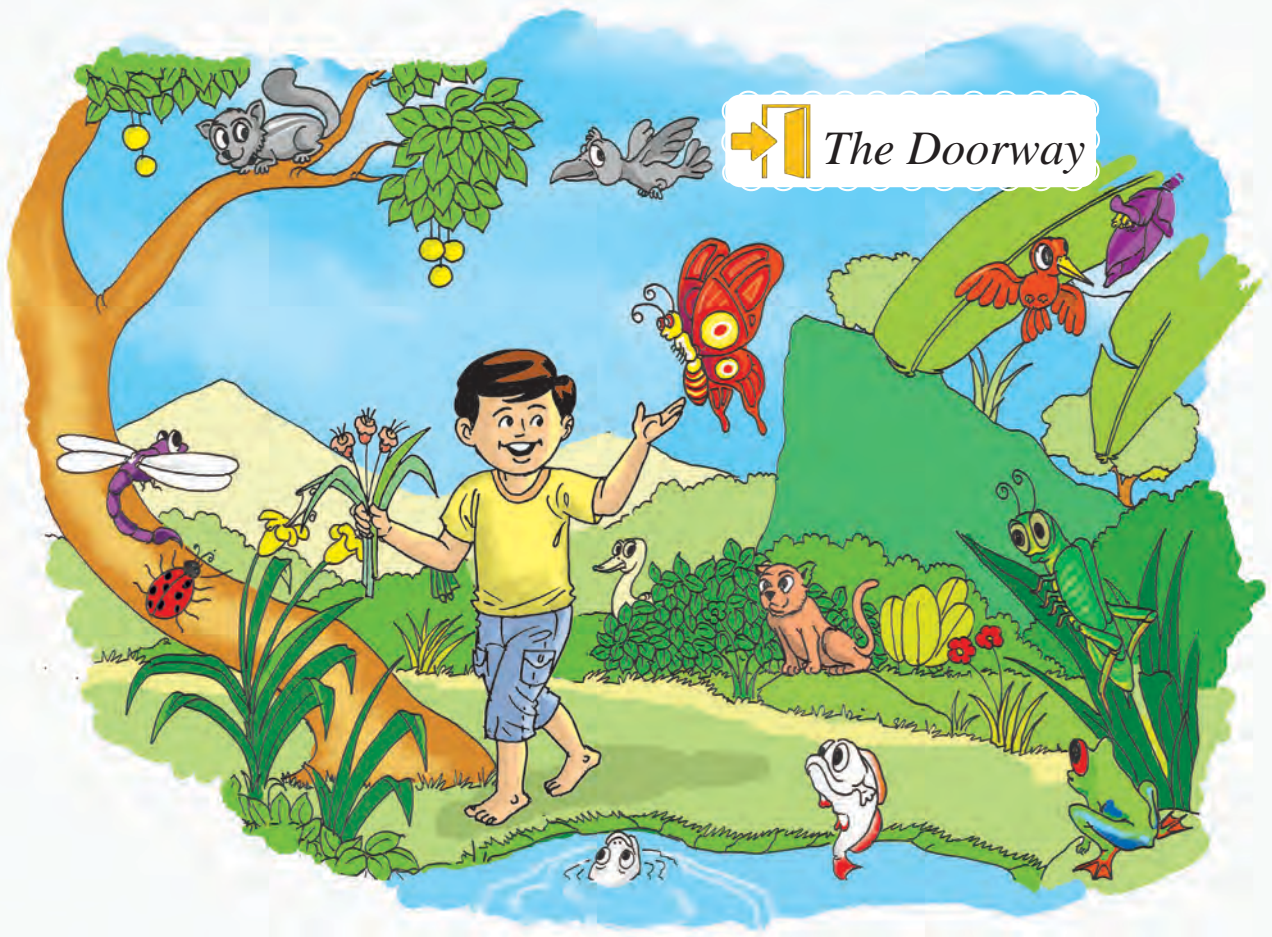
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“When we plant a tree we plant hope.”

Wangari Maathai



What do you see in the picture? How do you feel?
Can we think of Nature as our friend ? Why?

Here the boy is very happy and is singing a song.

‘Oh little butterfly,
Come and play with me.
The day is bright, the sky is blue
Come and sing with me.

Hey, little grasshopper,
Come and dance with me.
Friends we have, all around
Never feel afraid.’

Sing the song along with your teacher.

Here is a poem that shows how Nature is a good companion and guardian.

The Moon

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.



About the poet



Robert Louis Stevenson (1850-1894) was a Scottish novelist, essayist, poet and travel writer. He is best known for works such as *Treasure Island*, *Kidnapped* and *A Child's Garden of Verses*.



Glossary

birdie	: a child's term for a bird
cuddle	: to hold close in one's arms to show affection
forks	: division of the trunk of a tree into two branches
quay	: a metal platform for loading and unloading ships
squall	: cry noisily
squeak	: make a high- pitched sound or cry



Let's explore the poem

1. Have you ever walked in the moonlight? What do you feel when you see the moon in the sky?

.....

2. What is the moon's face compared to?

.....

3. Where, according to the poet, do birds sleep at night?

.....

4. Where does the moon shine and spread its beautiful beams?

.....

5. Why could the dog be howling by the door of the house?

.....

6. Which are the creatures that like to spend time in the moonlight?
.....
7. How long do the flowers and children sleep and take rest?
.....



Activity 1

Look at the words used to describe the sounds made by animals - the chirping birds, the trumpeting elephants. There are similar words in the poem, that describe the sounds made by the animals.
Pick out those words and write them down.

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Activity 2

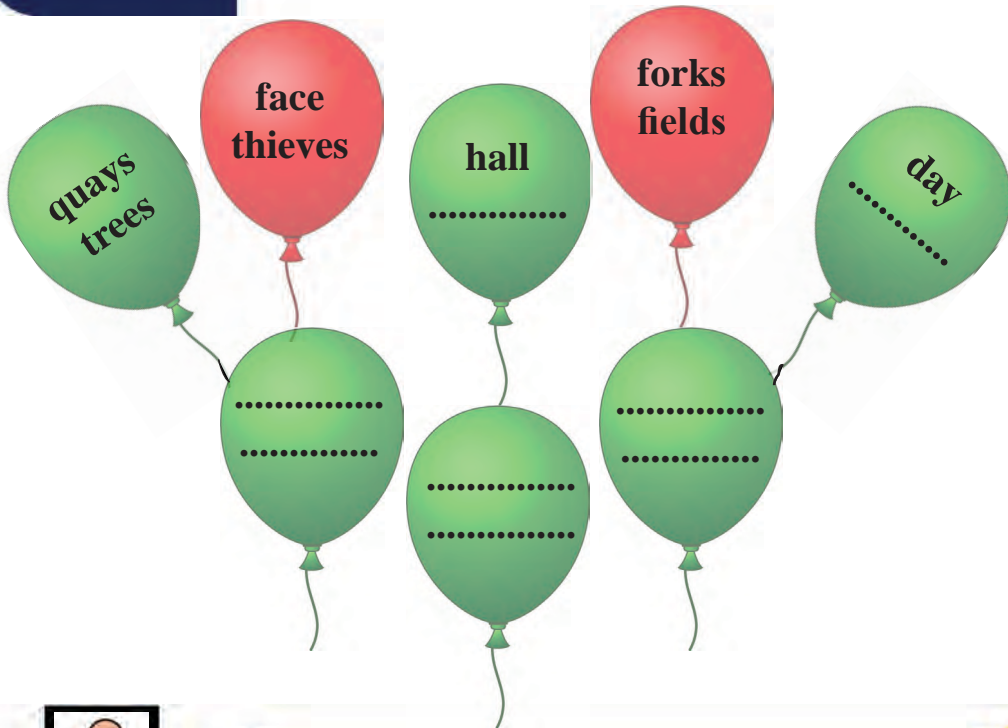
Match the phrases in column A with those in column B and make complete sentences.

Column A	Column B
The thieves	is howling by the door of the house
The birds	lies in bed at noon
The bat	sleep till the sun rises
The dog	are on the garden wall
The children	are asleep in the forks of trees



Activity 3

Here are some balloons. Some are red. Some are green. Rhyming words are given on the green balloons. The words on the red balloons do not rhyme. Add rhyming words on the green balloons from the poem.



Activity 4

Collect similar nature poems, write one of them below and recite it in the class.

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Nature is beautiful. But, if we harm Nature it will show us its scary face.

- ◆ What are the human activities that harm nature?
- ◆ What could be the consequences?
- ◆ Here is a news report. Please read it.

FLOODS PLAY HAVOC WITH LIVES IN KERALA

Thiruvananthapuram: Rains, storms, and floods this past week took a toll of 200 lives so far, officials stated here on Monday. Giving a round-up of the havoc across districts, officials said, several houses collapsed and hundreds of people have been rendered homeless. Roads were flooded in low-lying areas, leading to the suspension of road traffic. Rail services too remained suspended for two days. Telecommunication links were snapped at many places due also to the fall of trees. “The lines are being restored,” officials said.



- ◆ What is the newspaper report about?

Here is a collage made of news headlines.
Read some of the headlines.

- ◆ What is the collage about?



Collect a few news headlines related to environmental issues and paste them in your notebook to make a collage of your own. You may include pictures also to make it more colourful.

We have seen that excess of water can result in a calamity. Scarcity of water can also be a problem. Now let's read a story.

Rebecca, the Changemaker

In the land of the Maasai, in Southwest Kenya, there was a girl named Rebecca. Her family kept cattle, sheep and goats and depended on farming the land for food. After school time, Rebecca used to help her family and take care of the animals on the farm.

?

◆ What did Rebecca's family do for a living?



On a very hot day, Rebecca found her mother crying. “Our crops have been bad this year,” she said. “Now our goats and sheep might die.” Later at school, Rebecca asked her teacher why there had been so little rain that year. “We have had many days without rain,” said her teacher. “When we have no rain, plants cannot grow. If there are no crops for food and no water to drink, our animals will die.” Everyone in the class was quiet for a moment. They were worried about their families, their animals, and their community.

At the school library, Rebecca searched for more information about the rain. What she learned alarmed her. The whole world is getting hotter, and there is less rain. She learned a new term: ‘climate change.’ Cars, buses and aeroplanes are polluting the air. Trees are being cut down and used to make buildings. Huge piles of trash are thoughtlessly buried in the ground. All these activities are harming nature. Rebecca felt sad. “What can I, just a little girl do to help the whole world?” she wondered.

?

- ◆ Why was Rebecca’s mother sad?
- ◆ What new information did Rebecca get from the library?

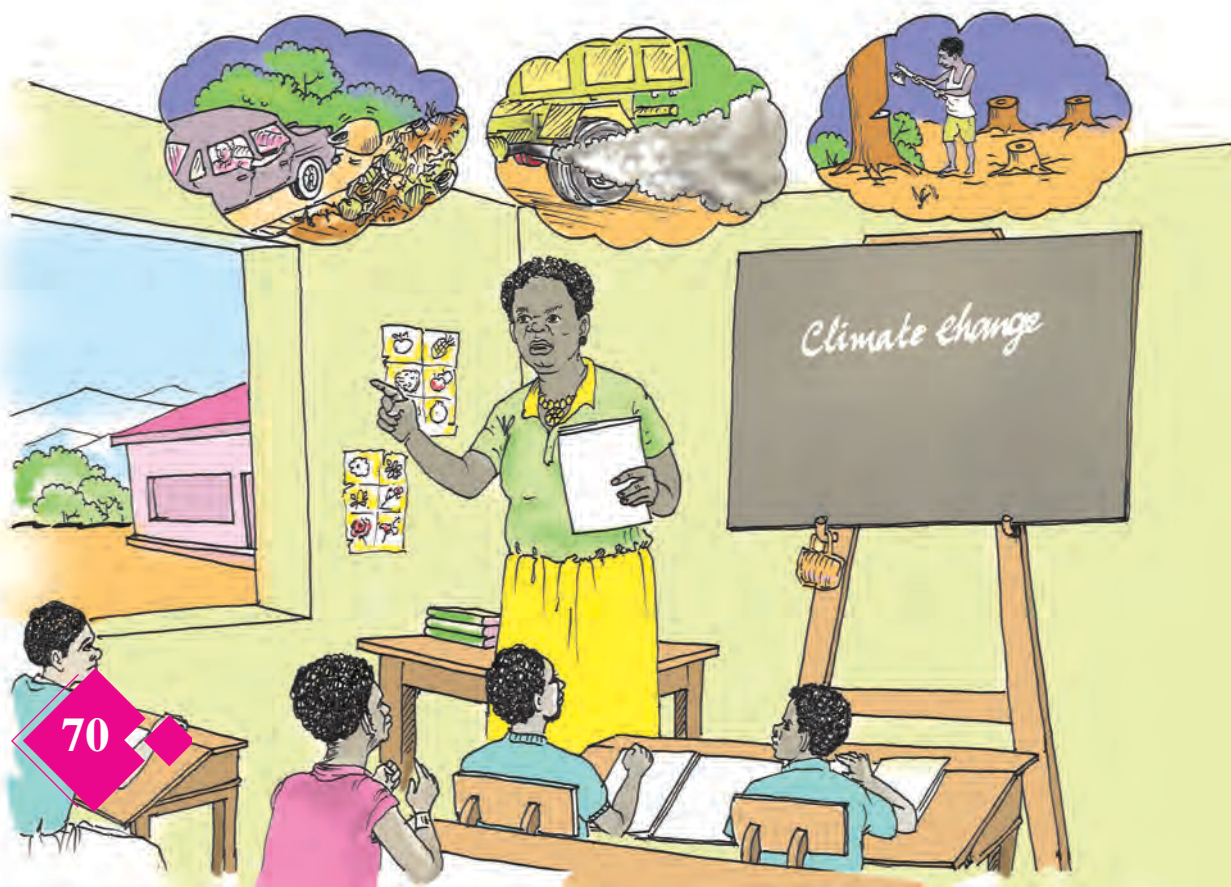


Rebecca decided to talk to her teacher about what she had learned. “It is a big problem for the earth,” her teacher explained. “But there are certain things that we can do to help, like planting trees to make nature stronger.” As Rebecca walked home, it was very hot and she stopped to drink from her water bottle. She couldn’t stop thinking about the lack of rain, and how it was affecting the environment. She wanted to help her community. Then she gets an idea. “I’ve learned so much about climate change,” she thought. “It would help if everyone knew about this problem! Then together, we could work out a solution.”

The next day Rebecca requested her teacher to give a lesson about the changing weather, and the damage humans were doing to nature. The teacher gladly gave them a detailed session as requested. At the end of the class, Rebecca stood up. She asked everyone in her class to go home, and teach their parents about what they had learned. In just a few days, everyone was talking about how humans were bringing harm to nature.

?

◆ What did Rebecca ask everyone in her class to do?



One day, the elders in her village held a meeting to talk with Rebecca about what could be done to help nature. The problem they faced was so big. “Let’s write a letter to the President of Kenya,” one of the elders said. “He needs to know that we cannot live without rain. Then, maybe, he will implement laws to stop harming nature.”

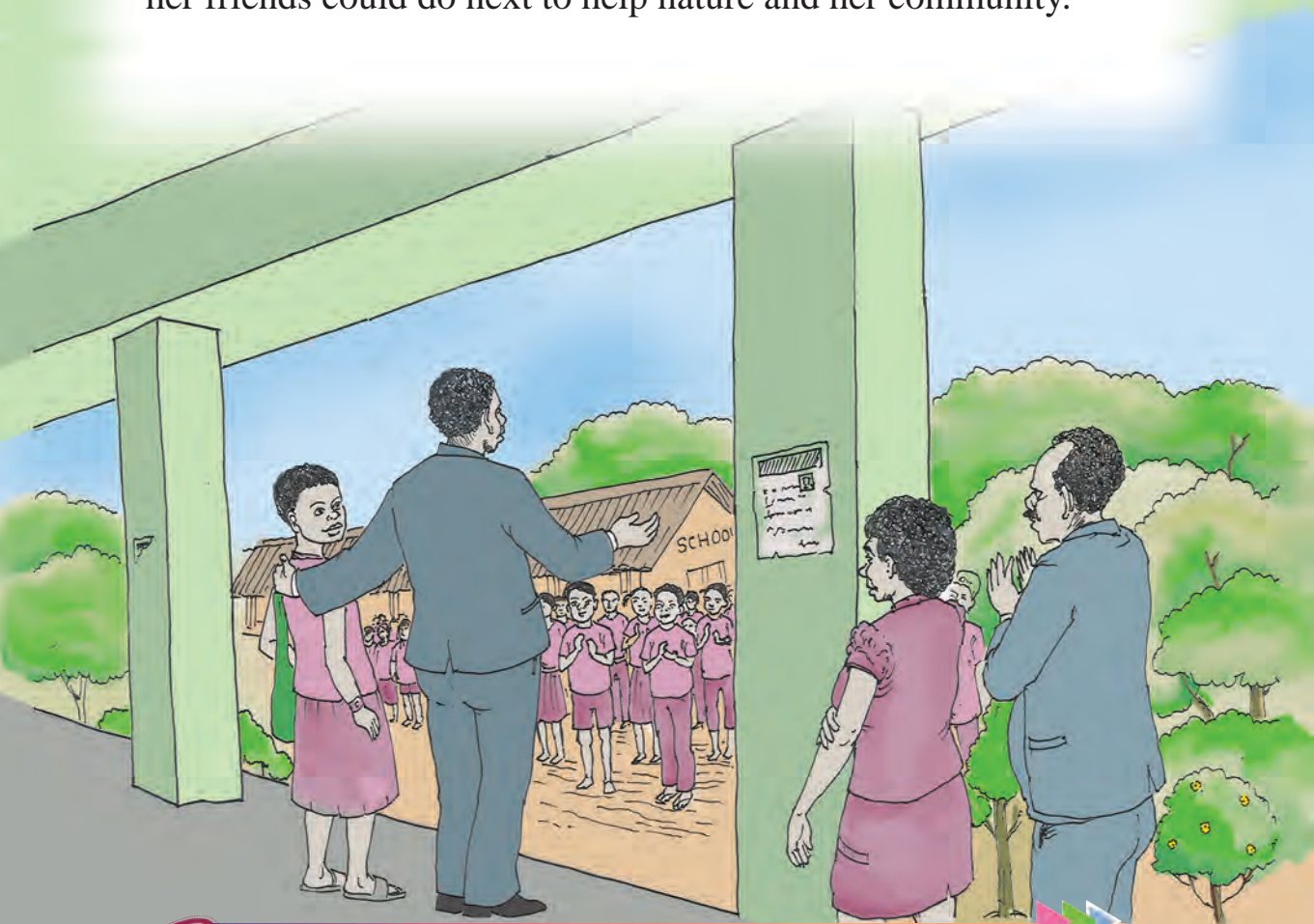
Rebecca took the letter and shared it with her classmates. They asked their family members to sign their names at the bottom to show their support. In Nairobi, the President read the letter from the Maasai community. He received many other letters, from other parts of the country too. “I need to help Kenya to protect nature,” he thought. The President asked his countrymen to plant trees outside their homes. In the Maasai community, everyone agreed to plant a tree outside their home. Rebecca and her mother dug a hole together, and planted a seedling.

?

- ◆ Why did the elders of the Maasai community write a letter to the President of Kenya?
- ◆ What instructions did the President give his countrymen to save nature?



At Rebecca's school, the Principal held an assembly to address the students. He asked Rebecca to stand beside him. "Protecting the environment is a big job and everyone in the world has to help," the Principal said. "But we would like to thank Rebecca for helping us learn and make a change. Imagine how beautiful the world would be if we all helped our community!" he added. Rebecca felt very happy. She wondered what she and her friends could do next to help nature and her community.



?

- ◆ "We would like to thank Rebecca," said the Principal. Why?
- ◆ Rebecca found out several reasons for climate change. What are they?
- ◆ Suggest two activities to protect nature.

About the author



Olivia Wood is a video games writer, narrative designer and editor. She is a senior writer at 'Possibility Space.' Her works are inspirational and deal with human relationships.



Glossary



alarm	: to feel frightened
bury	: to put something into a hole in the ground and cover it
cattle	: the animals kept in a farm
climate	: weather in a particular area
community	: a group of people living in a specific locality
damage	: physical harm
trash	: waste material
worried	: anxious



Activity 1

Read the story and complete the following sentences.

1. Rebecca asked her teacher
2. Trees are being cut down and
3. The President asked his countrymen
4. We would like to thank Rebecca



Activity 2

Given below are two scenes of Rebecca's farm. Look at the picture and prepare a description.

Before the drought



This is Rebecca's farm. There are cattle, sheep, ducks and hens in the farm. Large brown cows are grazing in the farm. There is a huge tree with ripe fruits. A happy brown squirrel is sitting on one of its branches. The lovely red flowers add beauty to the farm.

After the drought



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Activity 3

Look at the following sentences



The man is dumping waste on the road.



The children are clapping their hands.

Now you may look at the following pictures and write down what each of them is/are doing.



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Activity 4

The Nature Club of Rebecca's school has decided to conduct a short film festival on climate change. Prepare a script for announcement in the morning assembly.

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Activity 5

Pairs of words that have the same sound, but different meanings are given in brackets. Choose the right word and complete the following sentences.

1. Thiswe did not get sufficient rain. (year/ear)
2. The boy saw a small.....on the tree trunk. (whole/hole)
3. We need to breathe in. (air/heir)
4. The country is entering a new.....in development.
(face/phase)
5. The elders decided toa letter to the President of Kenya.
(right/write)
6. The classroom is.....now. (quiet/quite)



Activity 6

Here is Rebecca's routine. Read it and write down some of your routine activities.

Rebecca gets up early in the morning. She brushes her teeth. She learns her lessons regularly. She helps her mother in cooking. She goes to the farm and feeds the animals.

.....

.....



Activity 7

Shall we form two groups and play a word game? Your teacher will give necessary instructions. Act accordingly.



Convert the following statements into questions.

a. They are worried.

Answer: Are they worried?

b. The world is getting hotter.

.....

c. It is a big problem for the earth.

.....

d. Rebecca is happy.

.....

e. They have planted saplings.

.....

f. Rebecca has written a letter to the President.

.....



Activity 8

Read the following newspaper report about a girl who set out on a mission to save the planet.

GRETA'S GREAT MISSION TO SAVE PLANET



STOCKHOLM: A differently abled young girl won the hearts of millions as she held a placard and sat outside the Swedish Parliament here on Monday. Greta Thunberg was promoting the cause of 'Saving the planet from Climate Change.'

Diagnosed with autism spectrum disorder (ASD) at a tender age, she was undeterred, took up the campaign and sat alone to promote the cause. "Greta proved how she could make a big difference to this campaign," noted a local television channel that beamed the event live.



The Eco Club in your school planted saplings on the school premises and distributed saplings to the students on World Environment Day. A rally was also held to make the people aware of the need to conserve water. The programme was inaugurated by the Ward Member. Prepare a news report.

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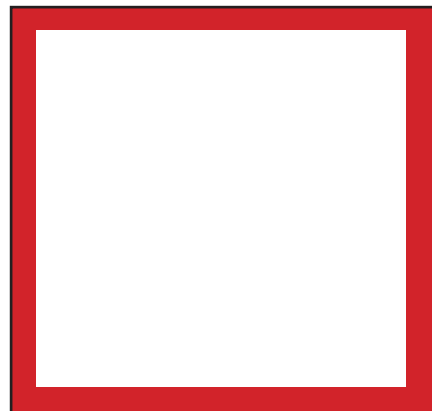
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Activity 9

Given below is a placard related to global warming. Prepare another one about forest conservation. You may make more placards.





Activity 10

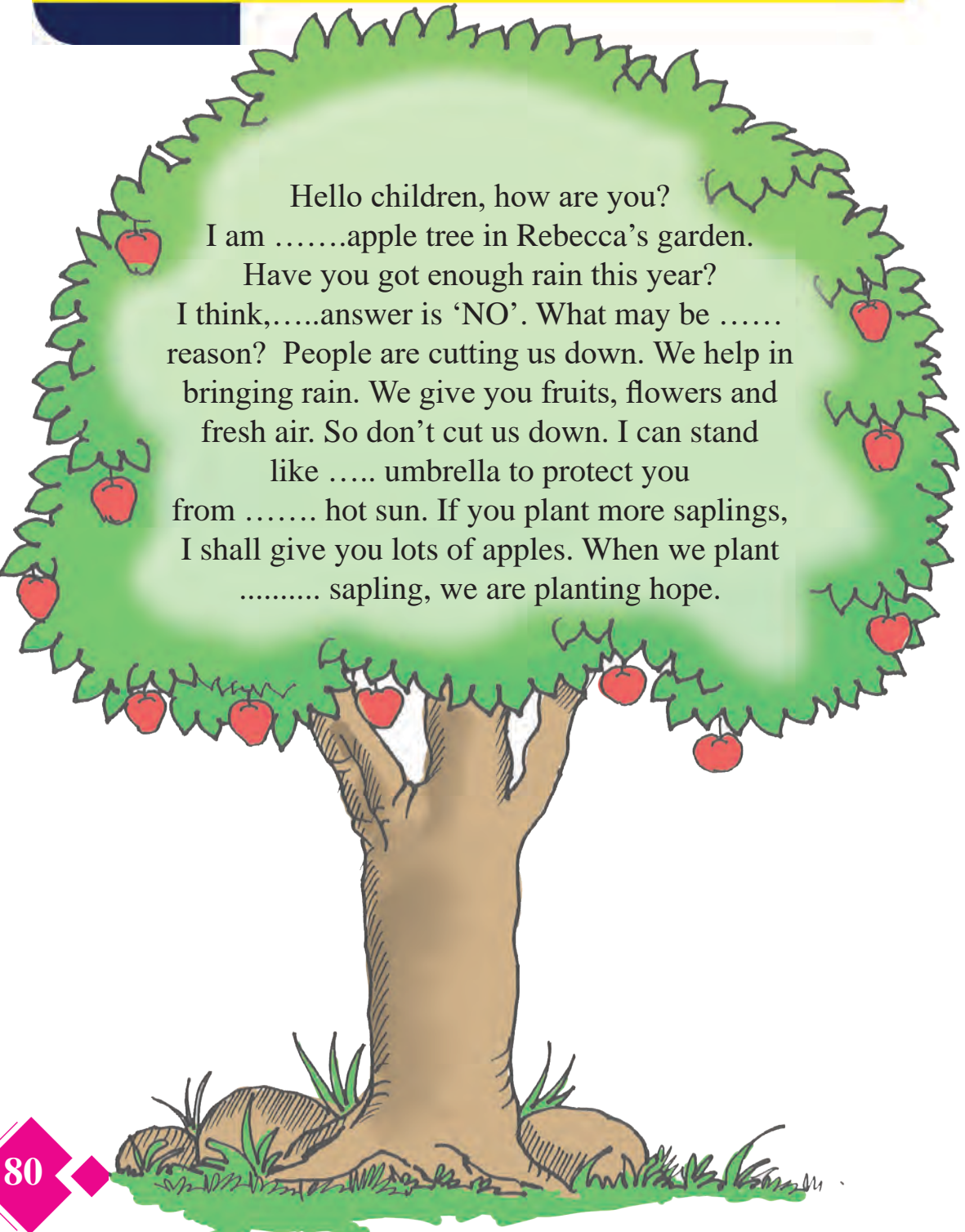
Look at the words underlined. Rebecca had a beautiful garden. There was an apple tree in the garden. Complete the following passage using *a*, *an* or *the*.

Hello children, how are you?

I amapple tree in Rebecca's garden.

Have you got enough rain this year?

I think,.....answer is 'NO'. What may be
reason? People are cutting us down. We help in
bringing rain. We give you fruits, flowers and
fresh air. So don't cut us down. I can stand
like umbrella to protect you
from hot sun. If you plant more saplings,
I shall give you lots of apples. When we plant
..... sapling, we are planting hope.



There are people around us who love Nature and take care of it. If we take care of Nature, what will it give us in return?
Read the story given below.



The Honey - Mango Tree



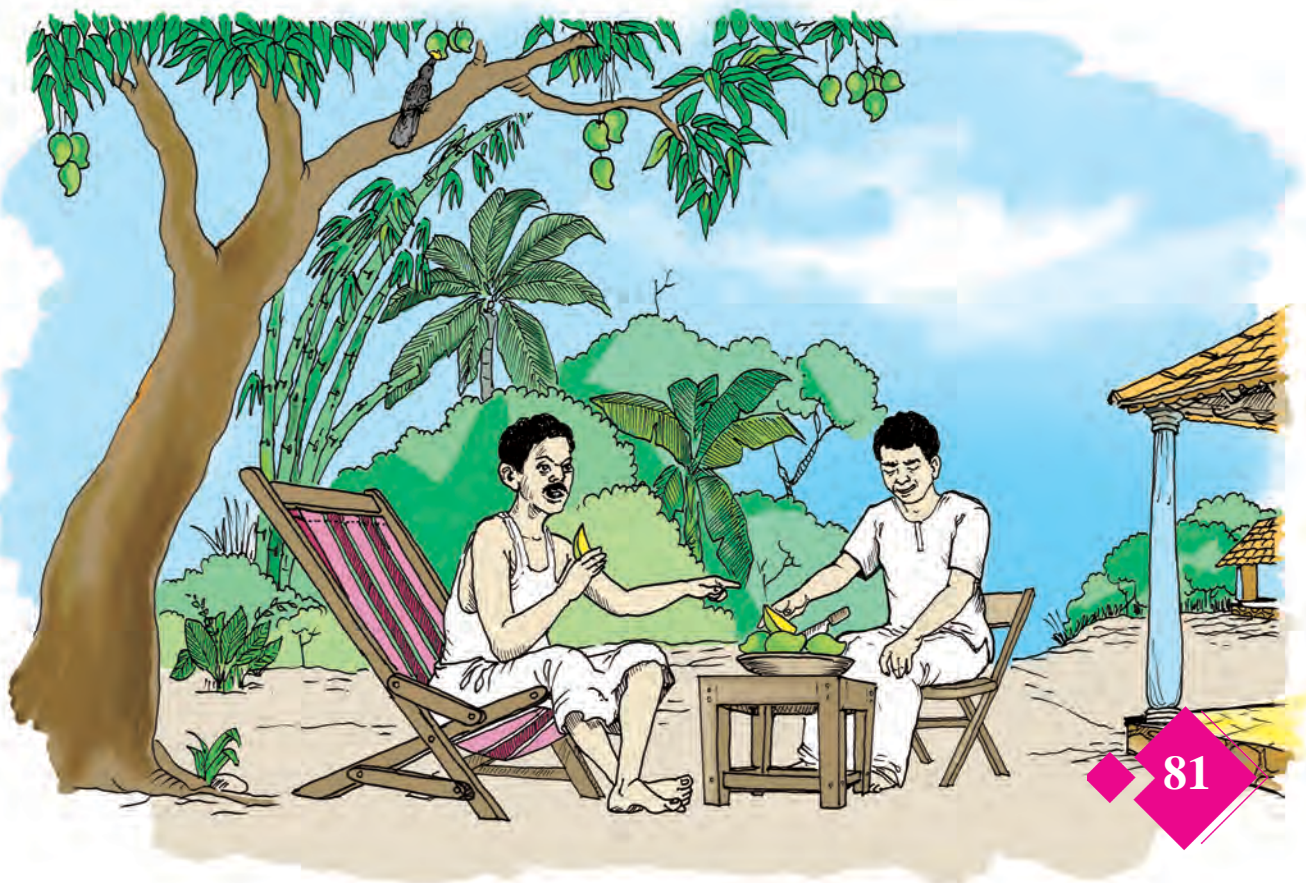
“You know, this tree has a special place in my heart,” Rasheed, my neighbour said to me as we stood under the mango tree. Rasheed paused as his son, a young boy of sixteen, walked up with a plate of ripe mango slices.

“Did you like the mango?” Rasheed enquired after I had made a quick feast of it.

“Like it! It tastes like honey. Did you plant this tree?”

“Not exactly. This mango tree has an interesting story. That is why I said it has a special place in my heart.”

Rasheed started telling the story.





It happened long ago. I was a young bachelor. I had gone to visit my young brother who was a Police Inspector. He worked in a small town about seventy-five miles away from here. It was a hot day. I set out on a stroll in the evening. I had not gone far when I saw an old man lying under a tree. His beard was long and his hair overgrown. He looked about eighty. As I approached, I heard him groaning in pain. He looked badly ill. “Give me some water, son,” he said in a hoarse whisper as he saw me.

I saw a pretty young woman sitting at the sit-out of a house across the road, reading a paper. I asked her for some water. She was puzzled as I started walking away with the pitcher of water. I told her about the old man. She got up and came with me.

?

- ◆ Describe the appearance of the old man.
- ◆ Where was the young woman sitting? What was she doing?

When I gave the pitcher of water to the old man he did something amazing. He got up with great difficulty. Instead of drinking the water, he walked up to a withered sapling of a mango tree. It had sprouted from the seed which had been thrown away by a wayfarer. The old man poured half the water on it. He went back to the tree under which he had been resting. He sat down, drank the water and prayed silently.

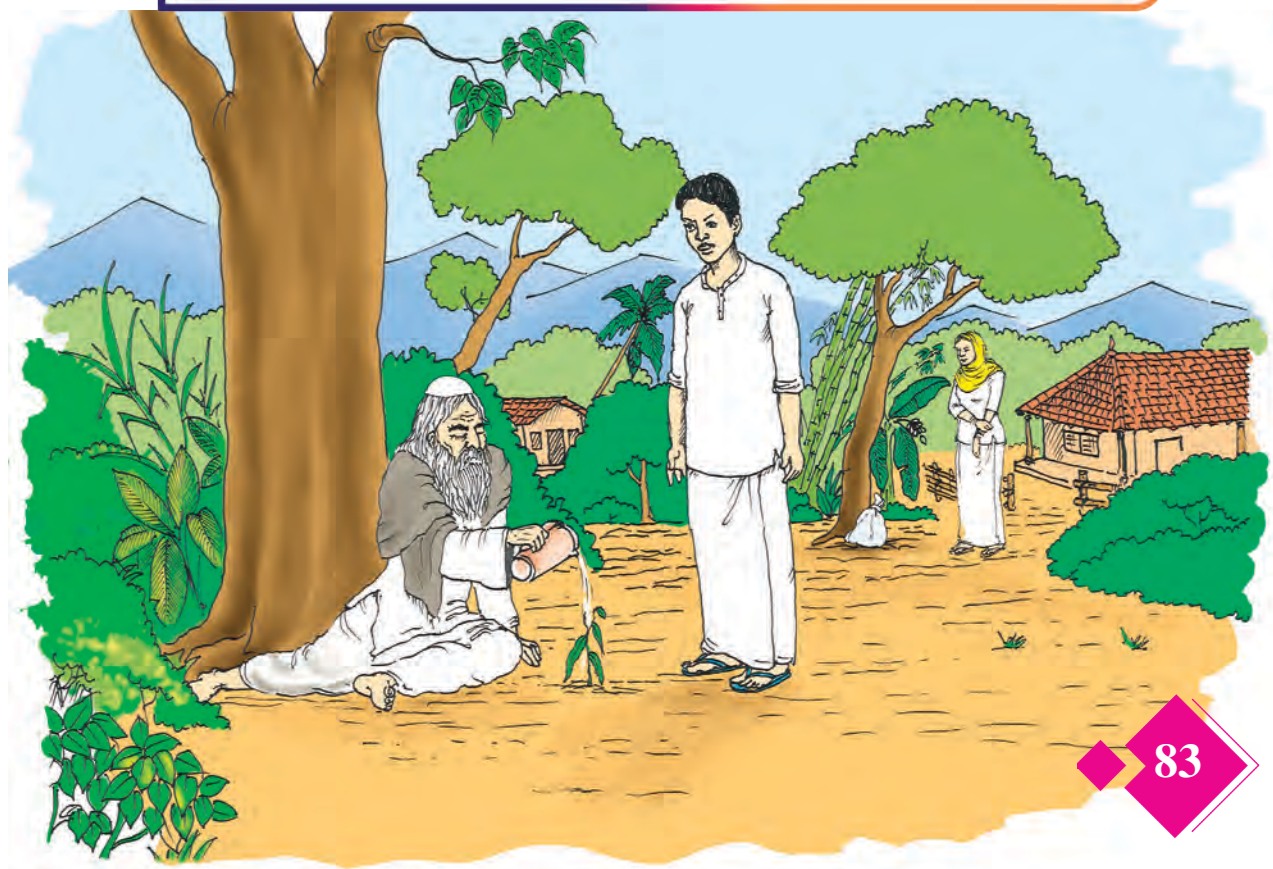
“I am Yusuf Sidhik, a fakir,” the old man started to speak. “I have no kith or kin. I have spent most of my time travelling from place to place.” “I am Rasheed,” I introduced myself. “I am a school teacher.” “I am Asma,” the young woman said. “I am a school teacher too.”

“God bless you.”

The old man lay down again. He was dying. He breathed his last as we watched. I went home to get my brother. We buried him in the local graveyard.

?

◆ What amazing thing did the old man do?





I had found a sum of six rupees in his pocket. Asma and I put in five rupees each. I bought sweets for the amount and Asma distributed them to the children at her school. Asma watered the sapling every day. It soon sprouted fresh leaves. A little later Asma and I were married. When I built this house, I carefully uprooted the sapling and brought it home. Asma and I planted it here. We watered it regularly and manured it with ash and dung. We added some humus and bone meal later. In no time it rose to the sky and spread its canopy. And here you are!

Rasheed smiled pleasantly and put his arms around the tree.

As I turned to go home, Rasheed's son called me from behind. He held in his hand some mangoes wrapped in a newspaper.

"Mother asked me to give you these."

I smiled. "Thank you son. We live next door to each other. But I still don't know your name."

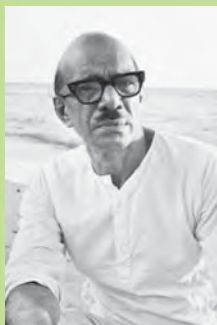
"Yusuf Sidhik."

"Yusuf Sidhik?"

"Yes, uncle, Yusuf Sidhik."

(Translated and slightly adapted)

About the author



Vaikom Muhammad Basheer (1908-1994) was a famous Malayalam writer. He is known as Beypore Sultan. He was a humanist, freedom fighter, novelist and short story writer. His notable works include *Balyakalasakhi*, *Ntuppuppakkoranendarnnu*, *Pathummayude Aadu*, etc. He was awarded the Padma Shri by the Government of India in 1982.



Glossary

bachelor	: a man who is not married
canopy	: leaves that spread out at the top of trees
groan	: to utter a long, deep sound in pain
hoarse whisper	: rough and unclear low voice
humus	: organic fertilizer
kith or kin	: friends or relatives
pitcher	: a large jug
stroll	: to walk slowly enjoying the sights
uproot	: to pull out of the ground (especially a plant)
wayfarer	: a person who travels on foot
withered	: dried up or decayed



Activity 1

Theatre game

Enact the story *The Honey - Mango Tree* with the help of your teacher. You can make use of some properties along with background music.



Activity 2

Read the story *The Honey - Mango Tree* and find sentences related to the picture given here. Write the sentences under each picture.



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CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

CHILDREN'S RIGHTS

Dear Children,

*Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.*

Let's see what your rights are:

- | | |
|--|--|
| <ul style="list-style-type: none">• Right to freedom of speech and expression.• Right to life and liberty.• Right to maximum survival and development.• Right to be respected and accepted regardless of caste, creed and colour.• Right to protection and care against physical, mental and sexual abuse.• Right to participation.• Protection from child labour and hazardous work.• Protection against child marriage.• Right to know one's culture and live accordingly. | <ul style="list-style-type: none">• Protection against neglect.• Right to free and compulsory education.• Right to learn, rest and leisure.• Right to parental and societal care, and protection. |
|--|--|

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.

Contact Address:



Kerala State Commission for Protection of Child Rights

'Sree Ganesh', T. C. 14/2036, Vanross Junction

Kerala University P. O., Thiruvananthapuram - 34, Phone : 0471 - 2326603

Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in