



UNIT-6

The Donkey  
I had a Little Pony  
The Milkman's Cow

*Read and enjoy this poem*

# The Donkey

If I had a donkey  
And he wouldn't go,  
Would I wallop him?  
No, no, no.

I'd find a little hay  
And give him some corn,  
Then he'd be the best donkey  
That ever was born.

*- Margaret S. Russell*



# I had a Little Pony

I had a little pony,  
His name was Dapple-grey,  
I lent him to a lady,  
To ride a mile away.

She whipped him, she lashed him,  
She drove him through the mire.  
I wouldn't lend my pony now,  
For all the lady's hire.






## New words

donkey, wallop, lady, whipped, lent, lashed, mire, hire





## Reading is fun

1. Another word for wallop is \_\_\_\_\_. Would the child hit the donkey?
2. What would the child give the donkey?
3. What is a pony?  
  
a baby dog                      a baby horse                      a baby cat
4. What did the lady do to the pony?  
(a) She took care of the pony.  
(b) She whipped and lashed him.  
(c) She sold the pony.
5. What did the child decide to do?  
(a) To lend the pony again to the lady.  
(b) To never lend the pony to the lady again.  
(c) To give the pony to the lady.



## Let's talk

1. Have you seen people beating animals? What do you think of such people?
2. Do you ever tease animals? Do you think that you should be kind to them?
3. Tell your friends about some unusual pets that you have seen.



## Say aloud

donkey  
monkey  
turkey

hire  
fire  
mire

hare  
fair  
mare

mile  
smile  
pile

mail  
snail  
pail



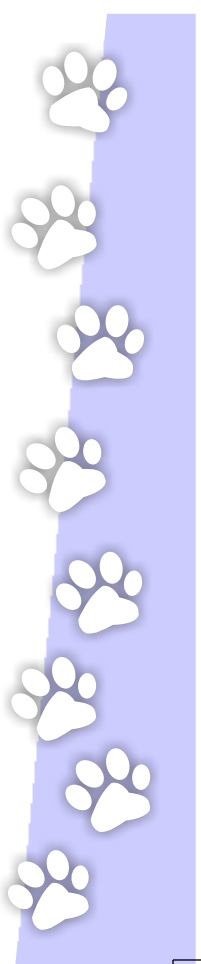
## Word building

1. Stable – Where can we find a stable?  
\_\_\_\_\_
2. Name all the animals that live in a stable.  
\_\_\_\_\_
3. Make two words from 'stable' by removing letters from the beginning.  
\_\_\_\_\_



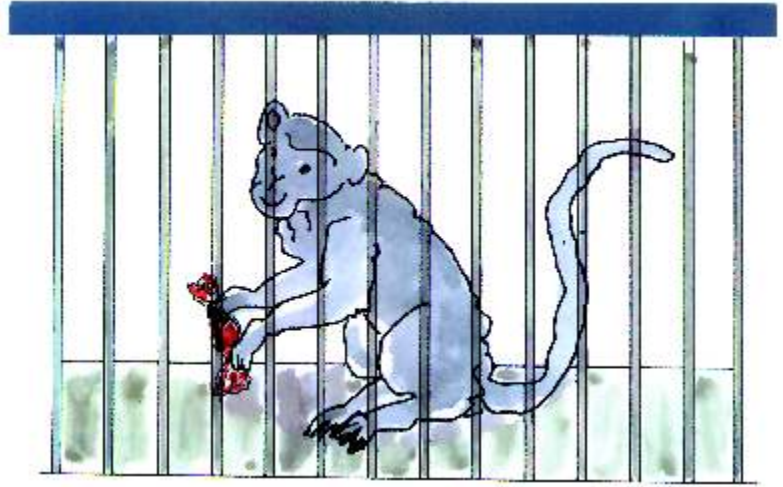
## Let's write

1. Write a paragraph about your pet or an animal you love.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Fill in the blanks with words that rhyme with.  
corn \_\_\_\_\_ no \_\_\_\_\_ mire \_\_\_\_\_





## The Cruel Boy



The monkey is in a cage.  
A boy looks at the monkey.  
He gives it a sweet.  
The monkey opens the paper.  
There is a stone inside.  
The poor monkey is sad.  
Cruel boy!



Are these sentences Right (✓) or Wrong (x)?

1. The monkey is in the forest.
2. The boy gives the monkey a stone.
3. The monkey thinks it is a sweet.
4. The monkey likes sweets.
5. The monkey is sad.

- Shyamala Kumaradas



# The Milkman's Cow

The milkman's cow was in a bad mood. It sat in the middle of the road and refused to move.

The milkman begged the cow to get up. "The children are waiting for their milk to help them grow strong. Please get up," he pleaded. He pulled and tugged and prayed.

But the cow wasn't going anywhere that day.

Along came a policeman, his buttons and buckles gleaming bright. "Humph," he said, twirling his long moustache, "I'll show you how to do it right."



The policeman and the milkman pulled and tugged and prayed. But the cow wasn't going anywhere that day.

Along came a grocer with bags of potatoes and peas. He said, "I'll move this cow with the greatest of ease."

The grocer, the policeman and the milkman pulled and tugged and prayed.

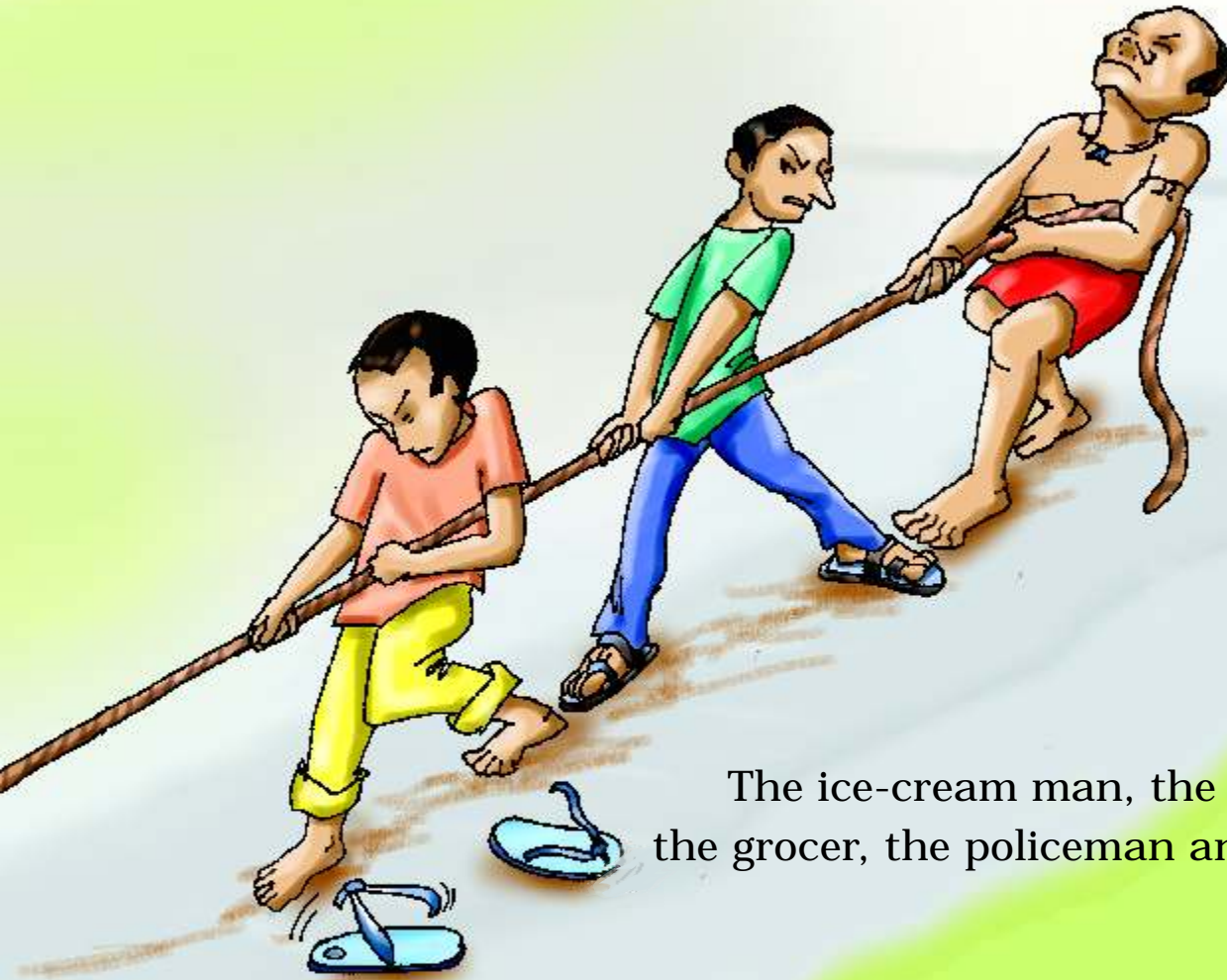
But the cow wasn't going anywhere that day.

Along came a wrestler, his muscles gleaming in the sun. He said, "I have the strength of ten horses, so this should be fun."

The wrestler, the grocer, the policeman and the milkman pulled and tugged and prayed.



But the cow wasn't going anywhere that day.  
Along came the ice-cream man, jingling his cart.  
"Cool down, cool down, it can't be too hard."

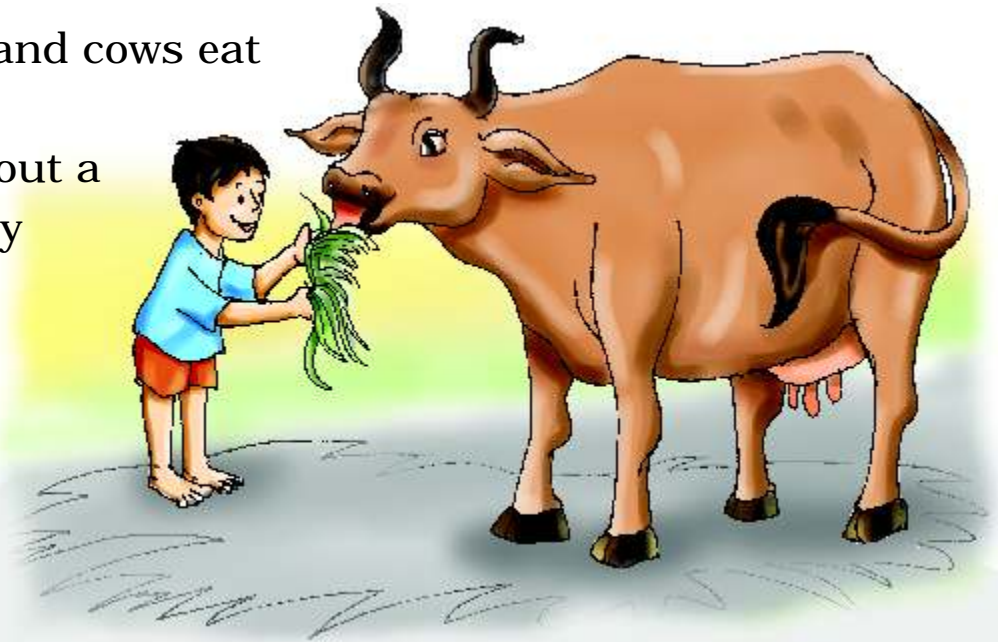


The ice-cream man, the wrestler,  
the grocer, the policeman and the



and wheat, and cows eat grass.”

He held out a sheaf of tasty green. The cow began to chew. He slowly led her to the side, for he knew what to do.



The grocer clapped, the policeman twirled his stick in joy.

The wrestler grinned. The ice-cream man whooped at the cleverness of the boy.

The milkman happily clattered his pail.

Being kind and loving is best, for force and strength can fail.

– Vidya Pradhan

### New words

milkman, mood, middle, refused, policeman, grocer, wrestler, ice-cream, prayed





## Reading is fun

1. Why did the cow refuse to get up?
2. Name those who tried to make the cow move.
3. Who finally made the cow get up and how?



## Let's talk

1. **As I walked to my school I saw...**

Take turns to continue the story of the cow on the road. Each child can say one line till the story is complete.

2. We can make people do more things with kindness than with cruelty or force. Do you agree? What do you think? Tell the class about a time when you were kind to an animal.
3. Do you do an action always in the same way?
  - (a) How do you talk to visitors?
  - (b) How do you talk to your friends in the playground?
  - (c) How do you talk to your teacher in the class?





## Word building

1. Circle the words that describe the boy.

cruel	clever	big	kind
happy	gentle	angry	little

2. Fill in the blanks using the words given at the end of the sentence.

(a) Insects \_\_\_\_\_ crawl on the wall.

(can / cannot)

(b) The grocer was \_\_\_\_\_ to move the cow.

(able / unable)

(c) It was \_\_\_\_\_ for the boy to make the cow get up.

(easy / difficult)

(d) Children \_\_\_\_\_ walk on their heads.

(can / cannot)

(e) Sometimes love and kindness may \_\_\_\_\_ where force will \_\_\_\_\_ .

(succeed / fail)

(f) We should be \_\_\_\_\_ to animals.

(kind / cruel)



## Let's write

1. From the story, **The Milkman's Cow** find the simple past tense of the action words given below and write them in the blanks. One has been done for you.

simple present tense	simple past tense	simple present tense	simple past tense
pull	pulled	know	_____
lead	_____	learn	_____
come	_____	grow	_____
say	_____	pray	_____
begin	_____	tug	_____

## Read and enjoy

Here is a limerick to make you laugh.

*There was an old man who said, "How  
Shall I flee from that horrible cow?  
I will sit on the stile,  
And continue to smile,  
Which may soften the heart of the cow."*

*Do you think if the man  
smiles at the angry cow  
she will be kind to him?*





# Fun time

1. Complete what is missing in these drawings. What work do these men or women do?

A milkman \_\_\_\_\_



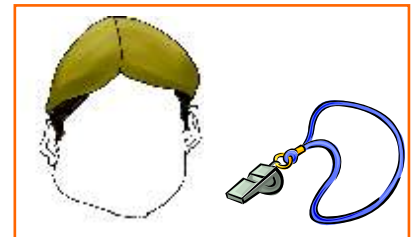
\_\_\_\_\_

A grocer \_\_\_\_\_



\_\_\_\_\_

A policeman \_\_\_\_\_



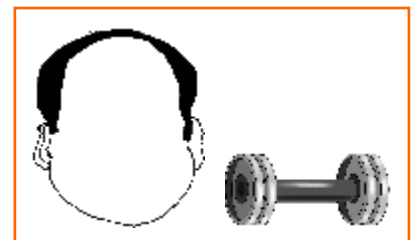
\_\_\_\_\_

An ice-cream man \_\_\_\_\_



\_\_\_\_\_

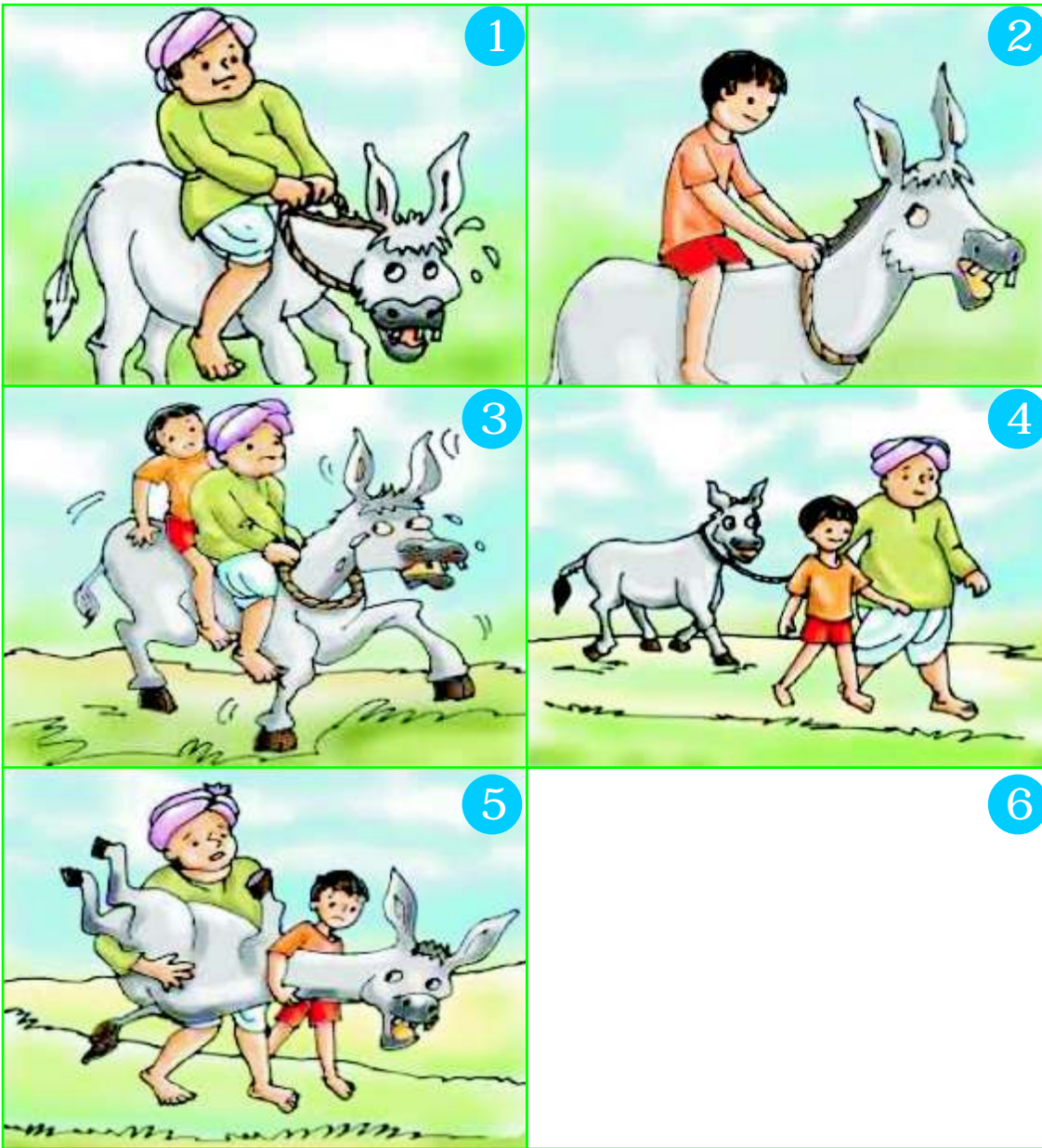
A wrestler \_\_\_\_\_



\_\_\_\_\_

## PICTURE STORY

Match pictures to the text and give an ending to the story by drawing the sixth picture. Give it a title.



1 He is heavy.

2 He is young.

3 I am sad.

4 I am happy now!

5 They are strong.

6





## Teacher's page

## Unit 6

Poem : *The Donkey*  
*I had a Little Pony*

Story: *The Milkman's Cow*

### THEME

Caring for animals

This Unit deals with the fact that kindness can work better than violence, force, pressure or anger. Children can also give examples about how they were angry at friends/parents/siblings, but calmed down when gentler action was taken. The teacher can emphasise this important value through other stories.

### Warm up

The action of imitating insects and other tiny creatures as compared to big animals like the elephant/cow can be done.

### Reading time

Repeat

Then

1. Children like to recite poetry together.  
Choral speaking helps children improve their speech, voice quality and pronunciation.
  2. Reading in a small group with a class leader
  3. Reading from library books
1. Initiate word building and emphasise on facts (true and false)

### Sharing time

- Give the groups time to talk about the pictures of the poem. Have short conversations about the children's own experiences. The story of the cow shows that a child may not be able to do certain things but he can be clever enough to control a big animal like a cow.
- Encourage children to speak about the special things they would like to do but cannot. Sometimes 'cannot' can be turned into 'can'. A child can stand on his head through the practice of yoga. They may discuss other impossible situations for which solutions can be found.

### Creative time

- Let the children make a list of the smaller creatures they see around the house and garden. Another list of the large animals can also be drawn up. It can be pointed out that all comparisons are relative and each creature has something special to share, give and celebrate.
- There can be other ways of showing kindness to animals besides offering food e.g. petting, cuddling, tending to injuries, refraining from hitting or kicking, stopping others from ill-treating and so on. Ask the children to write a few sentences about how they showed kindness to an animal.

### Language corner

- Opposites, describing words and punctuation to be put on the language corner chart.
- The opposites are given at the end of a sentence. Ask the children to make their own sentences using the words can and cannot, fail and succeed, able and unable, and other similar words.

**Environment:** *Project – Save the trees in the school compound; weekly watering of trees; clearing of weeds in the neighbourhood.*

