

MARIGOLD

Book Five



0526

Textbook in English
for Class V



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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FOREWORD

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

NCERT appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group at the primary level, Professor Anita Rampal and the Chief Advisor for this book, Professor R. Lalitha

Eapen (CIEFL, Hyderabad) for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to the systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
30 November 2007

Director
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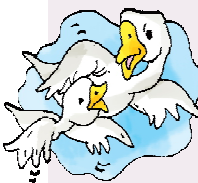
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Ice-cream Man

Read and Enjoy



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What is cold, sweet and creamy, and wonderful to eat? Everyone's favourite treat especially on a hot summer day is an ice cream! And everyone's favourite person might just be the Ice-cream Man!

When summer's in the city,
And brick's a blaze of heat,
The Ice-cream Man with his little cart
Goes trundling down the street.

Beneath his round umbrella,
Oh, what a joyful sight,
To see him fill the cones with mounds
Of cooling brown and white:

Vanilla, chocolate, strawberry,
Or chilly things to drink
From bottles full of frosty-fizz,
Green, orange, white, or pink.

His cart might be a flower bed,
Of roses and sweet peas,
The way the children cluster round
As thick as honeybees.

RACHEL FIELD



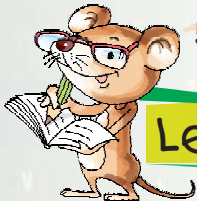
New Words

blaze : bright flame or fire
 trundling : moving on small broad wheels
 mounds : heap, pile
 frosty-fizz : chilled drink making a hissing, bubbling sound
 cluster : gather around, group of similar things



Reading is Fun

1. In which season is ice cream popular?
2. Who feels joyful on seeing the Ice-cream Man?
3. Name the different flavours of ice cream the Ice-cream Man has in his cart.
4. What are the two things that the Ice-cream Man is selling?
5. What is the ice-cream cart compared to in the poem?



Let's Write

Having an ice cream on a hot summer day is exciting and enjoyable.

1. Write about some of the exciting and enjoyable things that one can do in the winter season.

