

UNIT-2



Listen and recite this poem

I AM LUCKY

If I were a butterfly

I would be thankful

For my wings.

If I were a myna in a tree

I would be thankful

That I could sing.

If I were a fish in the sea

I would be thankful

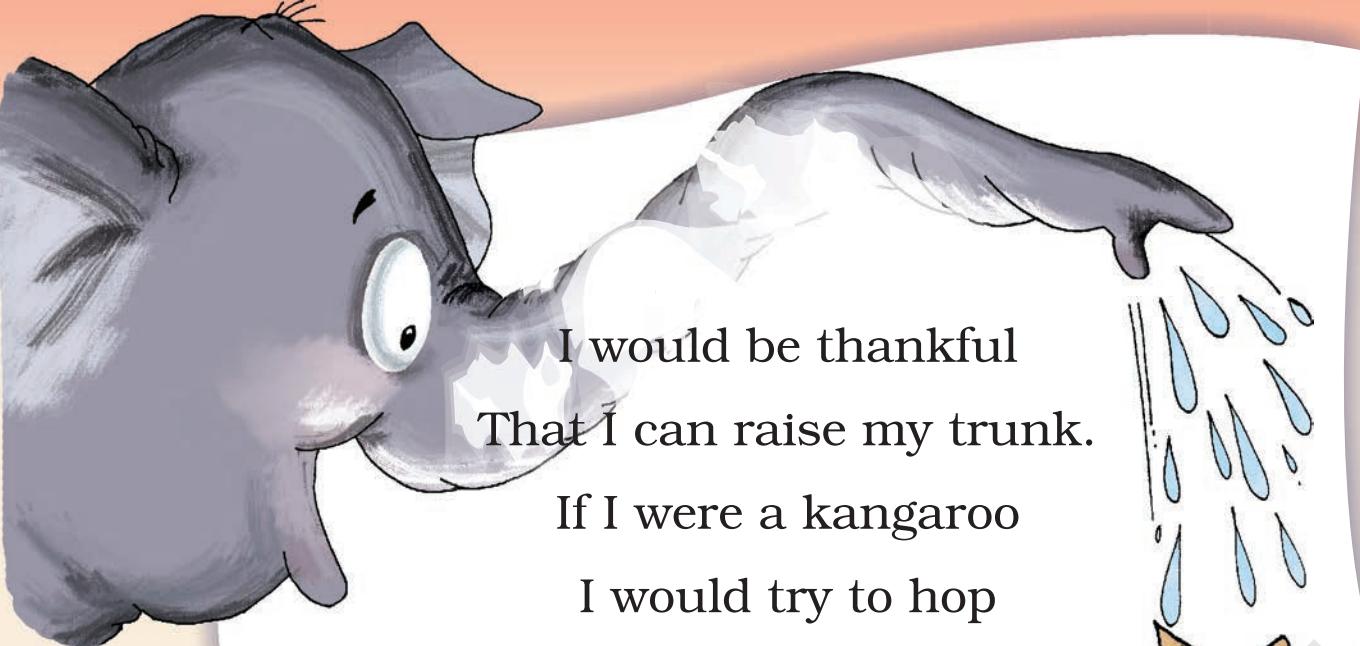
That I can wriggle and giggle with glee.

So, I just think I am lucky to be “me”.

Not “you” but “me”.

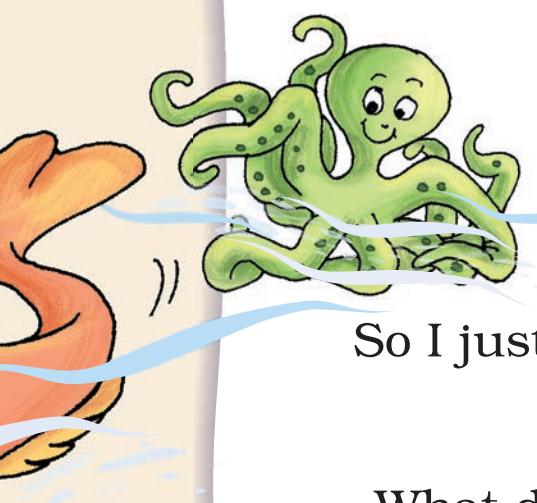
If I were an elephant





I would be thankful
That I can raise my trunk.

If I were a kangaroo
I would try to hop
Right up to the moon.



If I were an octopus
I would be thankful
For my eight arms.

So I just think I am lucky to be "me".

Not "you", but "me".

What do you think you want to be?

Do you want to be like me?

Or just you? Just you...

New words

butterfly, myna, fish, kangaroo, octopus



Reading is fun

- Complete these sentences –

Animals	Actions
A butterfly	can fly.
A myna	_____.
An elephant	_____.
You	can hop. _____.



Let's talk

- Why do you think the butterfly likes its wings?
- What can the myna do?
- What can you do— sing/paint/write...?
- Do you think the fish was really happy to be in the water?
- What are the lucky things that have happened to you? Tell your friends in the class.

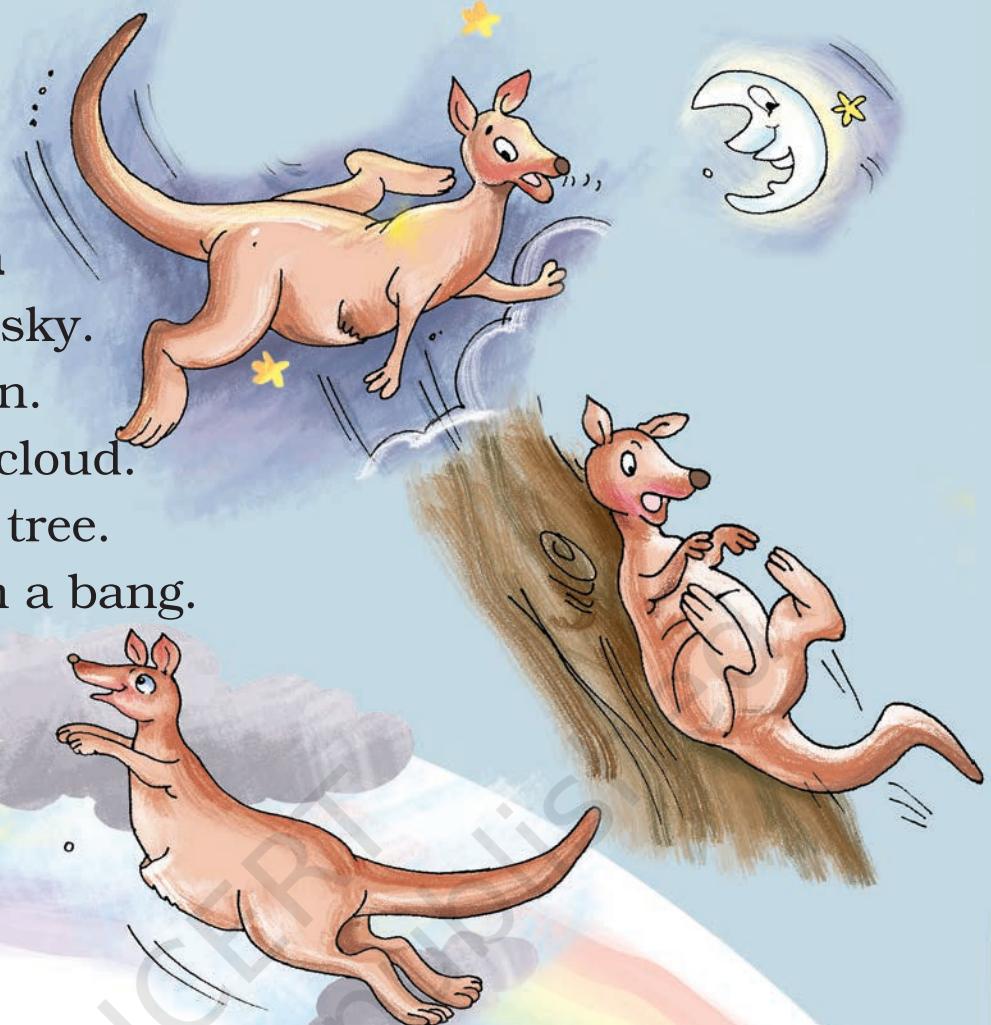




Let's listen

Kang has a dream

Kang flew into the sky.
He flew to the moon.
He flew through a cloud.
He slipped down a tree.
Kang woke up with a bang.



Silence game

Close your eyes and hear your teacher say the following words: butterfly, myna, fish, elephant, kangaroo.

With your eyes still shut, imagine that you are seeing these creatures.

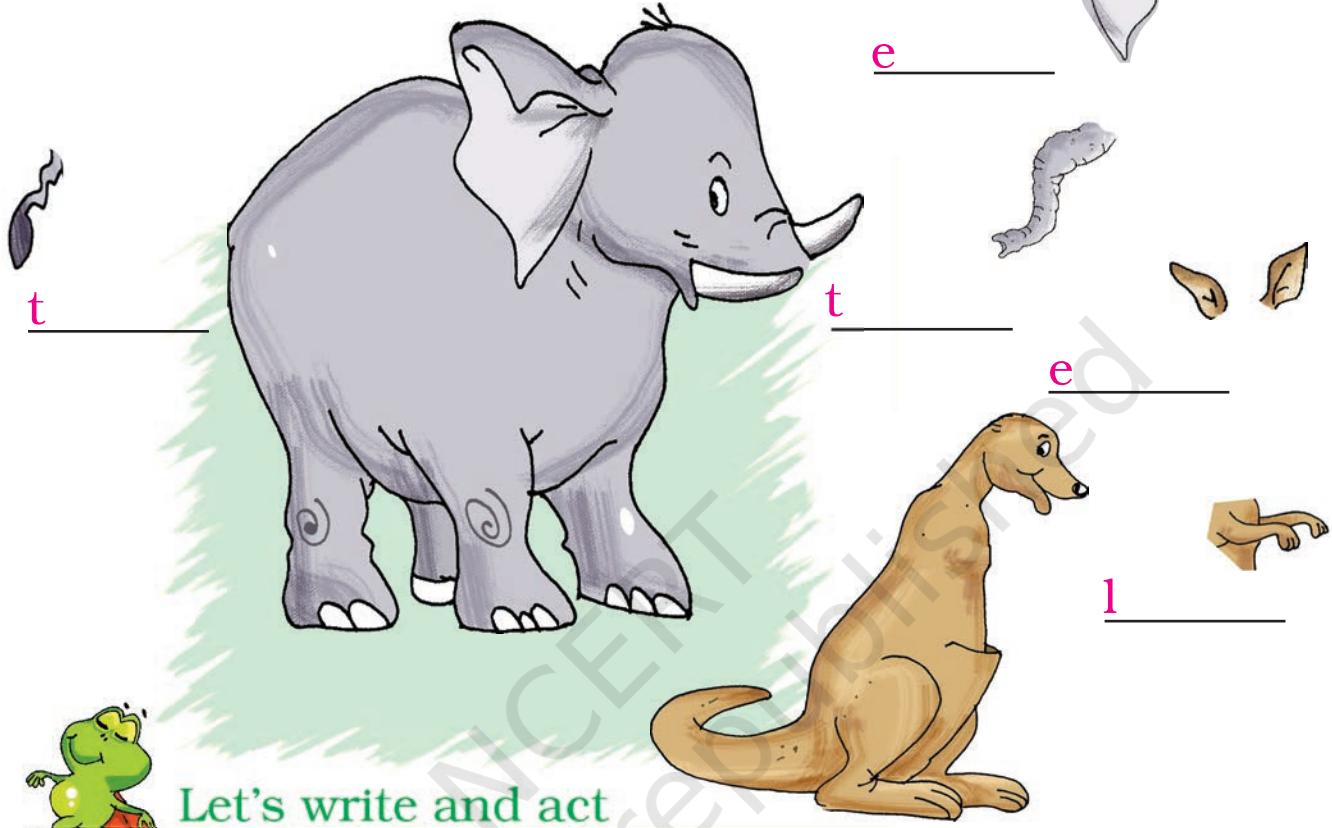
Open your eyes and move like they do.





Let's draw

- Complete the pictures and label them.



Let's write and act

- Fill in the blanks using the hint words given below.



If I were a kangaroo, I would _____.



If I were a tiger, I would _____.



If I were a fish, I would _____.



If I were a bird, I would _____.

Now hop, roar, swim and fly like them.





Say aloud

oc - to - pus

el - e - phant

butt - er - fly

kang - ga - roo



Let's draw

- ▶ Complete this picture and draw some plants, shells, stones and fish.





Let's write

► Add **ful** to the words given in brackets and complete the sentences.

 You must be _____ to your friends. (**help**)

 Make a _____ drawing. (**colour**)

 The puppy is so _____. (**play**)

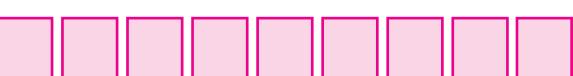
 Be _____ while crossing the road. (**care**)



► Join the two words to make one word. Look at the example.

p e a c e + f u l l = 

p l a y + f u l l = 

c o l o u r + f u l l = 

c a r e + f u l l = 

h o p e + f u l l = 



► Write five things you can do. Start with 'I can ____.'

1. I can _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. I cannot _____ but I can _____.

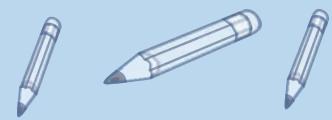
7. I cannot _____ but I can _____.

8. I cannot _____ but I can _____.

► Give yourself a big star  for being what you are.

For myself:





Let's practise

m n o p q

m n o p q

r s t u v

u v w x y z

w x y z

u v w x



I WANT

"I want to be big," says Little Monkey. "I want to be strong."

A wise woman hears him. "Take this magic wand," she says, "and all your wishes can come true."

A giraffe comes by. He stretches his long neck. He eats the sweet leaves at the top of the trees.

"I want a long neck," says Little Monkey.

"POP!"

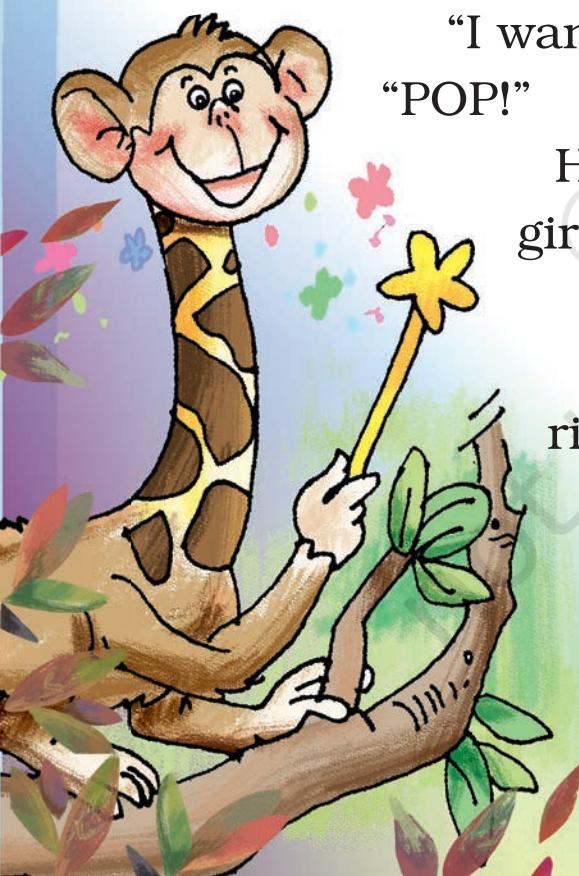
His neck grows long, just like the giraffe's.

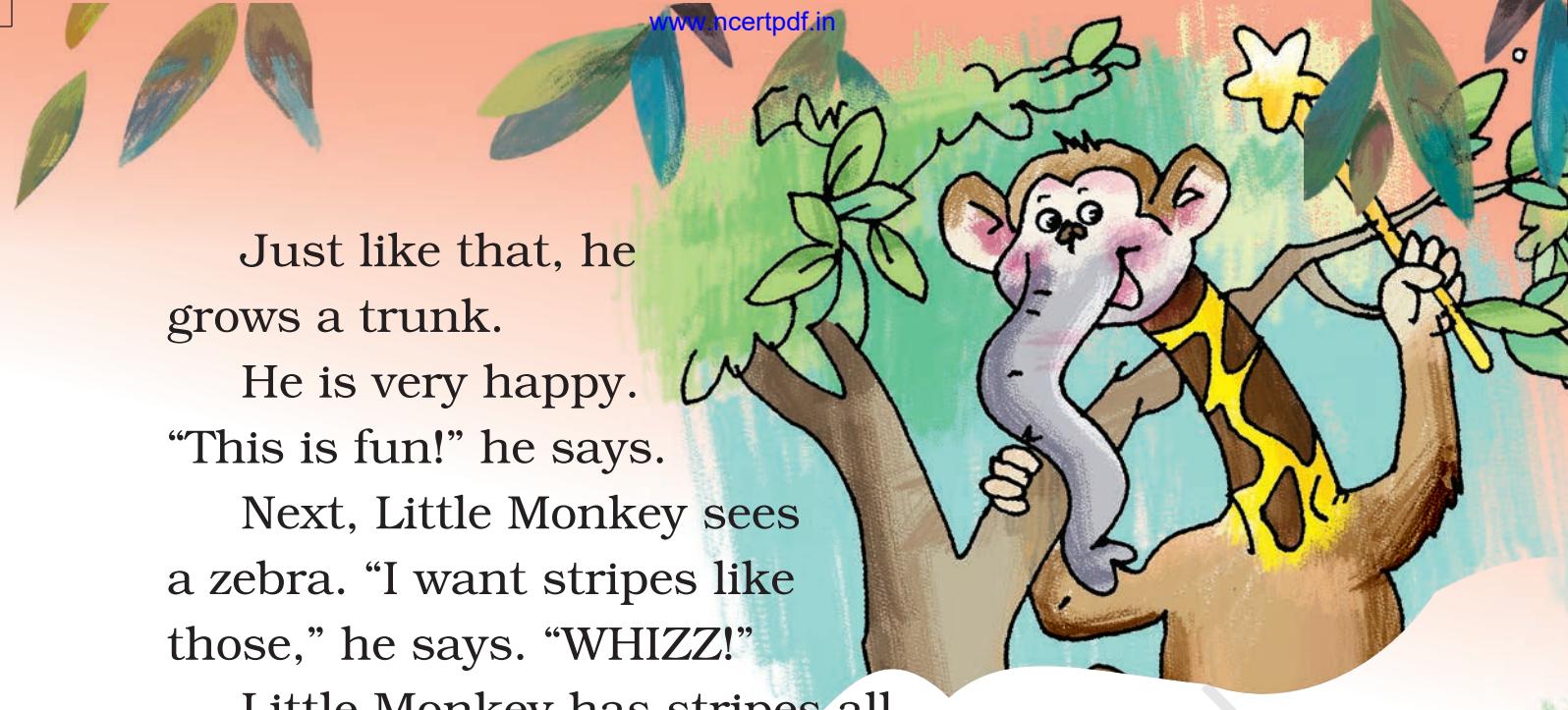
Little Monkey is happy.

An elephant comes down to the river.

He fills his trunk with water.

He blows it all over himself. "I want to do that too!" says Little Monkey. "BANG!"





Just like that, he grows a trunk.

He is very happy.
“This is fun!” he says.

Next, Little Monkey sees a zebra. “I want stripes like those,” he says. “WHIZZ!”

Little Monkey has stripes all over his body, just like the zebra.

He is very, very happy.

He goes to the river to try out his new trunk.

He looks down.

He sees himself in the water.

“Mother!” he cries. “Help! A monster!”

“That’s not a monster,” says his mother. “That’s you.”

“You want a giraffe’s neck, an elephant’s trunk and stripes like a zebra. Don’t you remember?”

Little Monkey cries and cries.

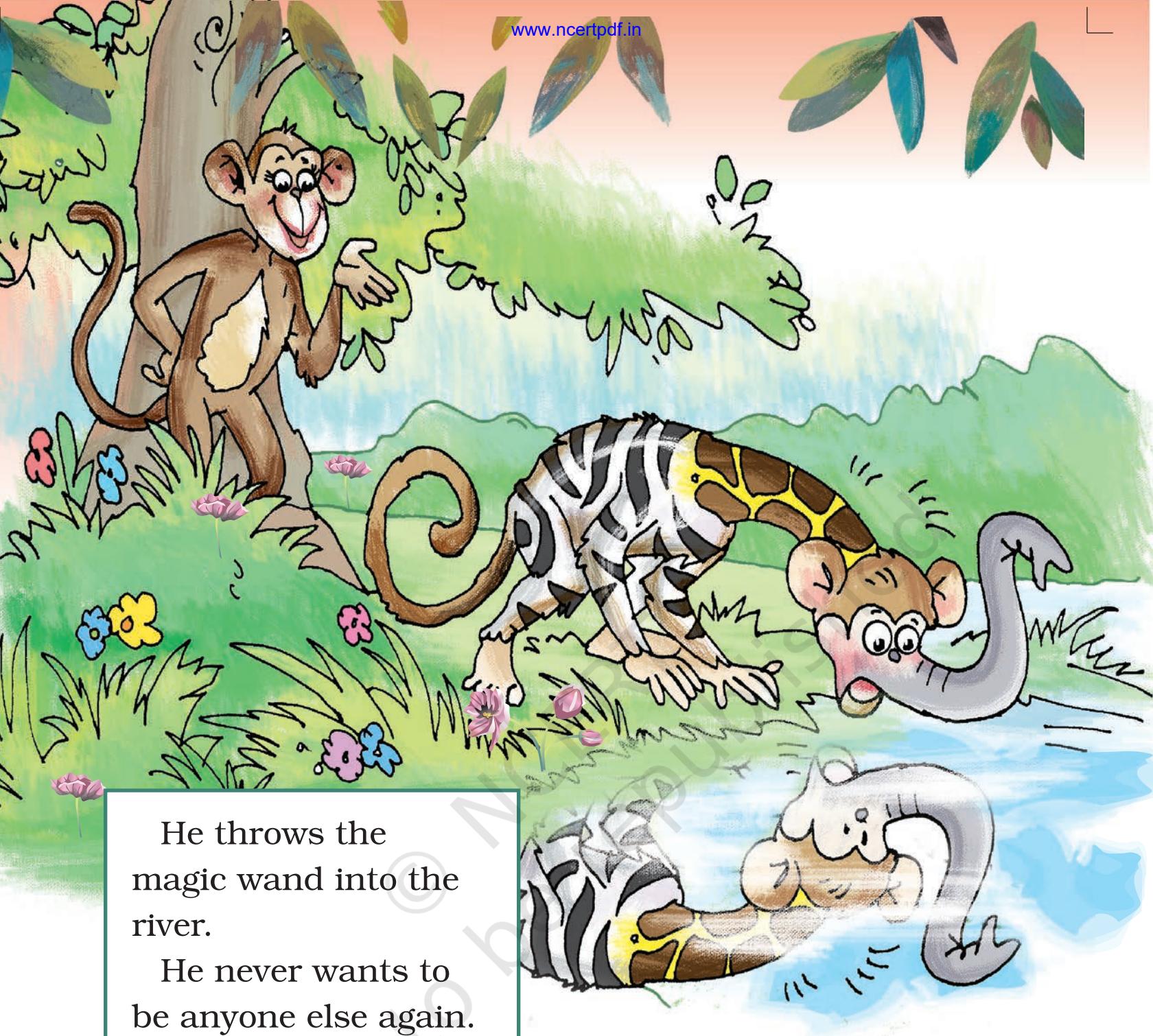
“I look AWFUL!” he says.

“I want to be myself again.”

There is a POP, a BANG and a WHIZZ.

Little Monkey is himself again. He jumps for joy.





He throws the
magic wand into the
river.

He never wants to
be anyone else again.

- Judy Ling

New words

strong, wand, wishes, blows, trunk, monster





Reading is fun

► Put a (✓) or a (✗) against the following sentences.
One has been done for you.

- The Little Monkey wants to be big and strong.
- A wise woman does not hear him.
- She gives him a wand.
- The giraffe stretches his long neck.
- The elephant has no trunk.
- The zebra has stripes.
- The Little Monkey sees a monster in the river.



Let's talk

- Is there anyone in your class whom you like?
- Do you want to be like her/him? Why?
- Do you know about the food that each animal eats?



Let's listen

- What does Little Monkey want to be?
- Who hears him?
- How does an elephant have a bath?



- ▶ Does the zebra have spots or stripes?
- ▶ Why does Little Monkey want to be himself again?



Let's share

There are many kinds of people. They all look different. One face has been drawn for you. Complete the rest of the faces.



Let's act

- ▶ Act out the story. Play the parts of the monkey, the wise woman and the mother, in turns in the classroom.
- ▶ What would you do if you had a magic wand?

I would turn it round and round and turn a book into a _____.

I would turn a dog into a _____.

I would turn a pencil into a _____.

I would turn you into a _____.





Say aloud

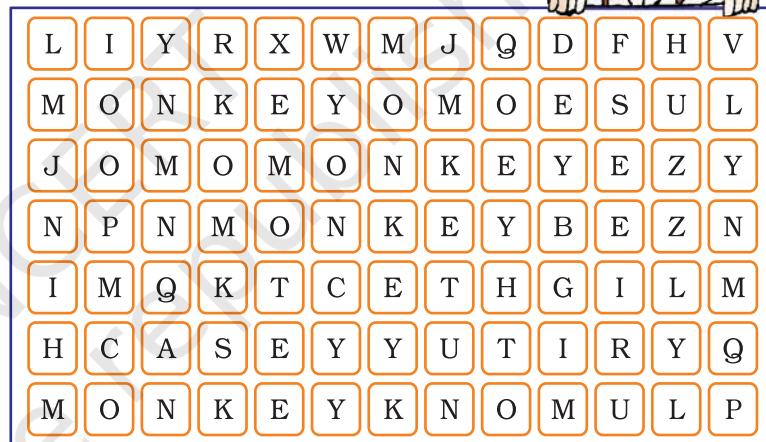


strong	stretch	string	stripes
school	skin	scold	scruffy
spot	spit	spin	spell
zebra	zoom	zip	zoo
giraffe	jump	joy	jelly
gum	girl	grow	give



Let's find

Monkeys are fun to watch! Can you find the word **monkey** five times in the box?



► Now, write about your favourite animal or bird by completing these sentences –



My favourite animal/bird is _____.



I like it because _____.



I don't like it because _____.



I think it looks like _____.



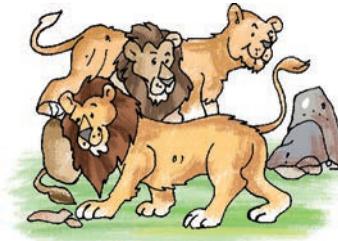


Word building

► Match the animal to its group –



a bee



a pride of lions



a cow



a flock of birds



a lion

a swarm of bees

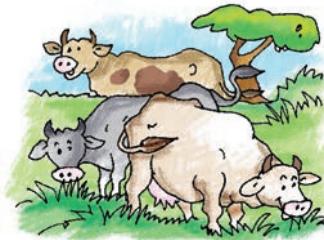


a bird

a herd of cows



Let's write



► The monkey wrote to his mother – *i look awful*
He made two mistakes. What are they?
Write the sentence correctly.

_____.

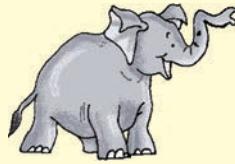
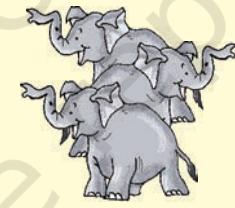
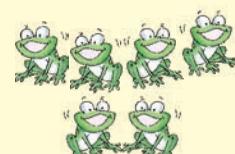


▶ Put the letters in order to make a word. Two have been done for you.

ot to si is eh _____ gib _____

mih _____ sih _____ reh _____ nac _____

▶ Look at the pictures, count and write.

	Count and write one giraffe		Add 's' to the names of the animals giraffes	Count and write two giraffes
	_____		elephant _____ elephants	_____
	_____		zebra _____	_____
	_____		frog _____	_____



TEACHER'S PAGES



Unit-2

Unit 2 is an opportunity to share with children feelings that we can all be happy being what we are. Little children feel joyous when they are told how good they are, so use this Unit to make every child of your class feel special.

Share this verse with the class after the activity –

“So what if they are dark or fair,
So what if they are tall or small,
So what if they are 'this' or 'that',
They are your children,
And you love them for what they are.”

This is the thought that needs to be nurtured.

The movements, actions, activities of different animals/birds can be discussed. Poems in their mother tongues can be recited.

Develop listening skills

In this Unit involve the children in playing a ‘silence’ game. Let them all be gently guided to **listen** (to the sound of the fan, rustling of leaves), **imagine** (how the wind makes a noise/what the leaves are saying) and then **speak** (what they listened to or imagined).

The focus is to develop in children the habit of listening. During the morning assembly, practise rhymes with actions. If possible, practice of *sargam* (music) / breathing exercises too can be introduced.



Develop vocabulary

Put up sight words like butterfly, myna, fish, elephant, candle, kangaroo, octopus in a rebus form (i.e. words + pictures)

- The children should be introduced to more collective nouns, for example, an army of ants, a bunch of flowers...
- More exercises are to be given on punctuation.
- Give children more practice by introducing new words for making plurals.



Exposure to language

- Let children build words related to what they like about their friends, as when having a game where they can describe other children, e.g., Sunil is so tall/Rahim is really good. Keep adding names of children and then have a class activity for the same.

	Name	What I like about him/her
1.		
2.		
3.		

- However, now it is time to expose children to listen to two or more sounds to make words more systematically, e.g., when we bring ‘a’ and ‘t’ together, we make a family of ‘at’ words. After making the concept clear in their minds, we can show them how to make three-letter words with ‘at’, for e.g., a class game of making new words with ‘at’ (bat, cat, fat, rat) can now be continued. Keep adding to the list of words (ab, ad, ag, am, an, as, et, ed, eg, en, ot, ob, od, og, op, it, ib, ig, in, ip, ug, ub, ut...) More can be added.

Develop writing skills

Units 1 and 2 are an opportunity to revise the writing skills of Book One. This is also a time for children to listen to words pronounced by the teacher (as in apple) and create pictures (which can then lead them to sentence formation).

Develop the ability to follow directions

TOP MIDDLE BOTTOM

Have the children describe what they see in the top, middle and bottom shelf of a school cupboard. If you do not have a cupboard, let the class be involved in drawing or making one with a cardboard box and then paint the top shelf – yellow, the middle – red and the bottom shelf – blue.

