



ENGLISH

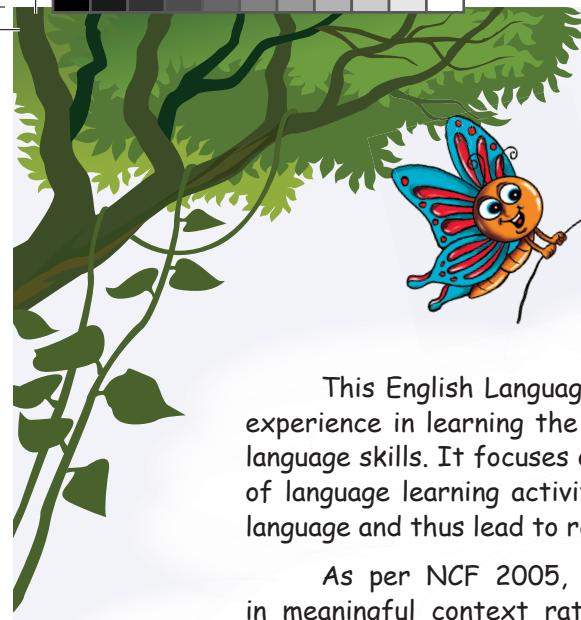
STANDARD - II

TERM - I





Preface



This English Language textbook has been designed to enable a fun filled and engaging experience in learning the language. The approach allows for plenty of practice in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities. These activities evoke interest and engaged practice in the language and thus lead to retention.

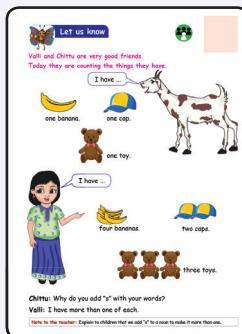
As per NCF 2005, language is learnt effectively when it is taught with exposure in meaningful context rather than as a subject. In accordance with this, the textbook has been drafted with themes related or familiar to children. The units provide space for effective individual and pair work and thus allow the teachers to focus on time management in multi - level classrooms.

How to use the book

- The Term-I English Book for Standard II has **three units**.
- Each unit is planned **for a month**.
- The characters, **Valli** and her pet **Chittu** introduce each unit.
- Each unit is designed around life-oriented themes namely **Our home**, **Our body parts** and **Our feelings**.

Each unit starts with a colourful and pictorial **warm up page**.

Let us recall helps children to recollect their previous learning and connect it to the new content.



The **Look and Say** pages can be used to develop vocabulary and speaking skill.

The sounds of the letters are taught through **phonics**.

Word wall can be used to learn **sight words** and **phonic words** in each lesson.

Circle time provides opportunity for the teachers to teach the language structures through games and activities. It develops listening and speaking skills.

Let us know provides scope for teaching grammar in a context. The dialogue between Valli and Chittu helps to learn grammar concepts inductively.

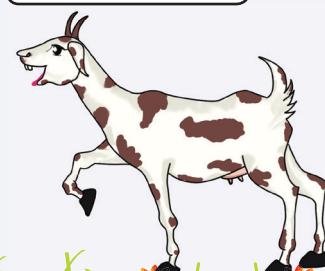


Let us read is a self reading text which is designed only with the sight words and phonic words that children have learnt already. It caters to develop fluency independently among children.

Let us practise develops reading and writing in children.

The activities in **Think Zone** can be used for promoting higher order thinking.

Let us understand is designed with exercises grading from simple to challenging tasks for comprehension of the content.





Let us make develops listening skill of children by following instructions and acting accordingly. This fun oriented activity provides opportunity to enhance their creativity.

I can do can be used for assessment of the content.

Let us learn
Too big... Too small...

"I can't lift you up, Mano," says mom.
"You are too big!"

"You can't walk to school alone, Mano," says dad.
"You are too small!"

"You can't sleep in the baby's cot, Mano," says grandpa.
"You are too big!"

"You can't carry the baby to the park, Mano," says grandma.
"You are too small!"

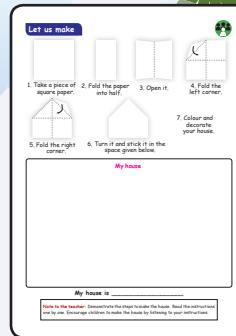
Unit 1 - Our Sweet Home

Home is a place of comfort for the children.

In the story **Too Big... Too Small**, Mano expresses the dilemma any child could experience.

The **Look and Say** page is for developing vocabulary. Various things at home are visualized for children to identify and name.

Simple directions are learnt through the poem "**Up and Down**."



Unit 2 - Listen to Your Body

Children are always curious to know more about their **body**.

In the story, **Nina Wonders...** Nithin and Nina explore and talk about various parts of the body and their use.

Children identify dresses and colours illustrated in the **Look and Say** page.

The use of **magic words** is learnt through the poem **The Magic Words**. Teachers need to help children to use these words every day.



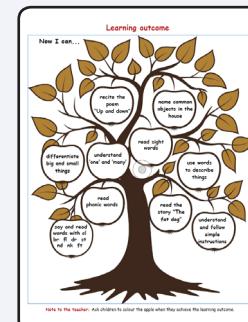
Unit 3 - Know Your Feelings

Children are always keen to express their **feelings**.

The story **Not That One**, takes the children through Gopi's day and the feelings he has in each context.

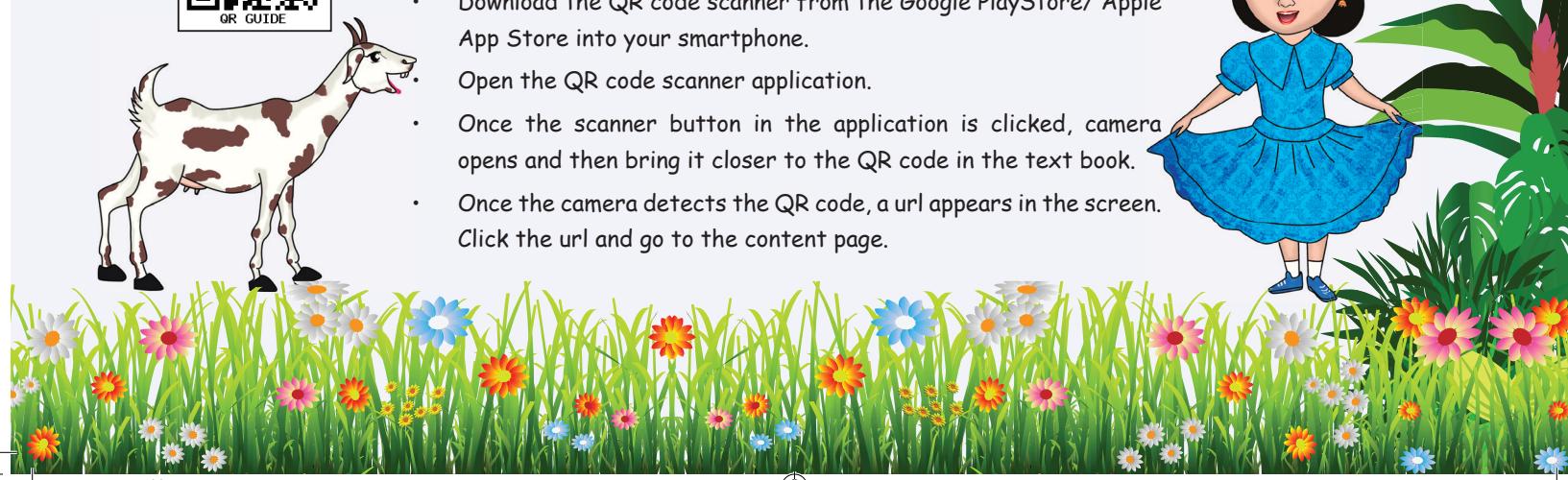
In **Look and Say** page children learn to identify feelings and name them.

Children learn to become aware of their feelings through the poem **How Do I Feel?**.



Let us use the QR code in the text books ! How ?

- Download the QR code scanner from the Google PlayStore/ Apple App Store into your smartphone.
- Open the QR code scanner application.
- Once the scanner button in the application is clicked, camera opens and then bring it closer to the QR code in the text book.
- Once the camera detects the QR code, a url appears in the screen. Click the url and go to the content page.





E-book



Assessment



Digilinks



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Let us recall

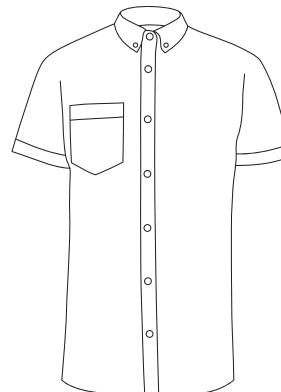


1. Name the pictures.



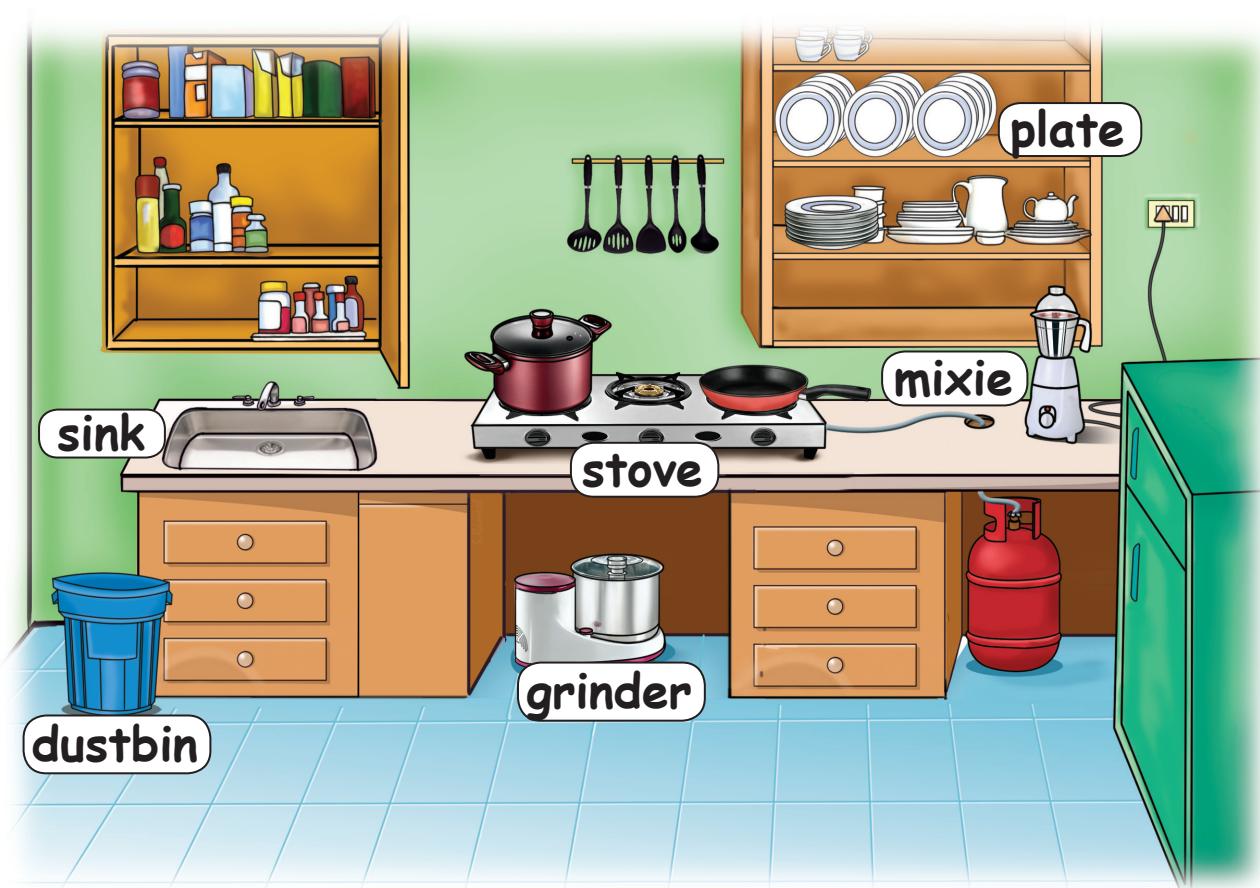
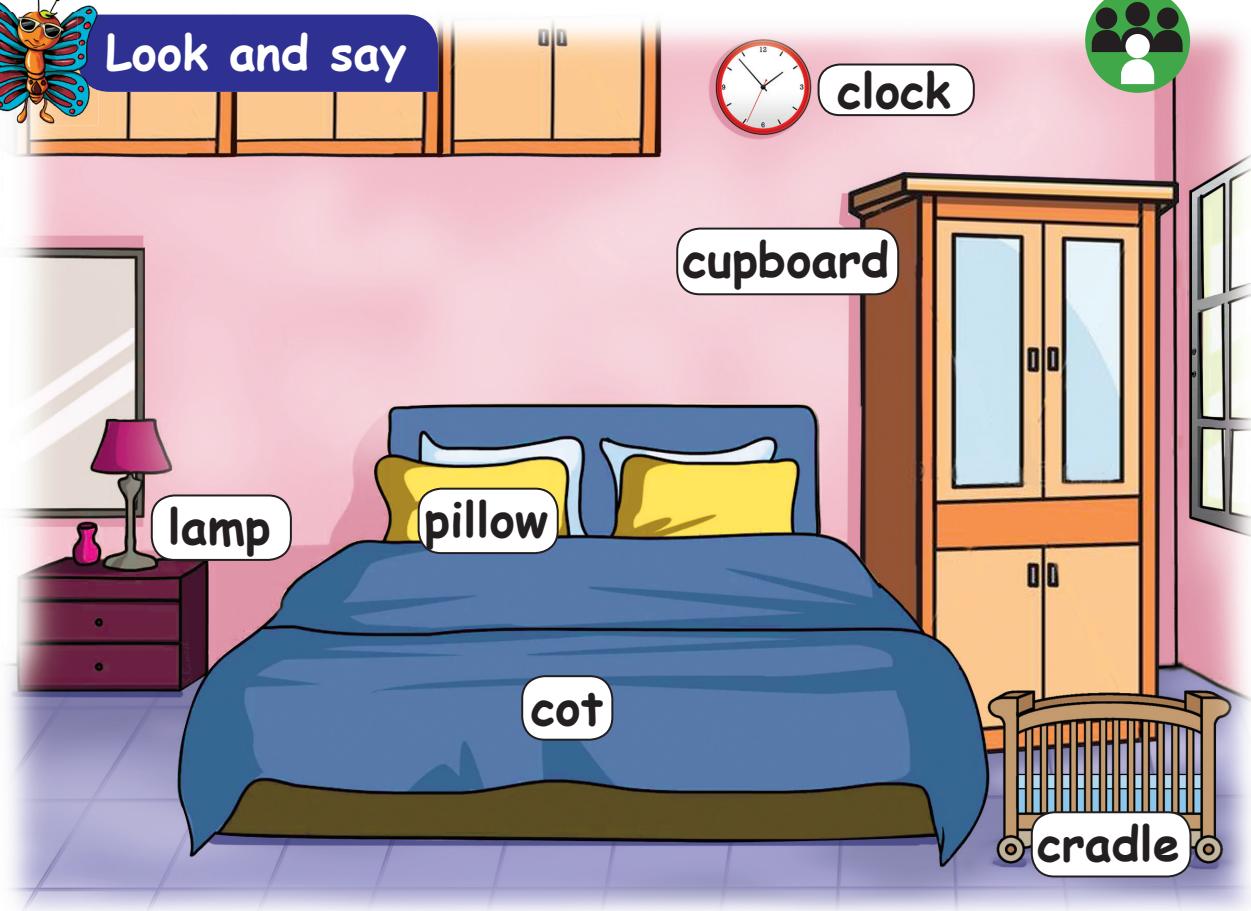
2. Circle the big tree.

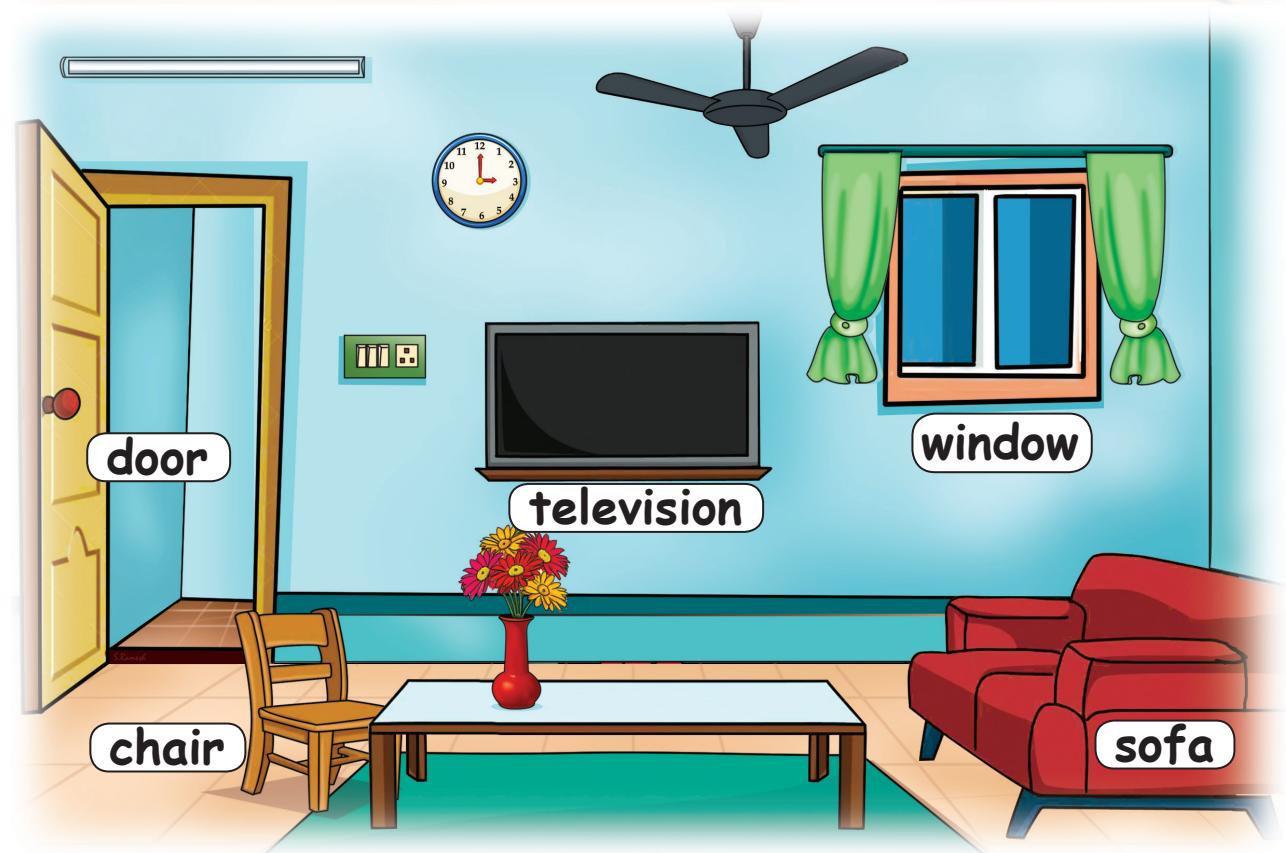
3. Colour the shirt.





Look and say





Note to the teacher: Practise vocabulary using the picture. Ask students to name the objects seen in the picture.



Let us sing



Up and Down



Left hand up, right hand down,
And walk round and round.
Right hand up, left hand down,
And walk round and round.

Left leg front, right leg back,
And run round and round.
Right leg front, left leg back,
And run round and round.

We go up, We go down,
And shake it all around.
We go up, We go down,
And shake it all around.



Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then sing the song with the teacher.



Let us learn



Too Big... Too Small...

"I can't lift you up, Mano," says mom.
"You are too big!"



"You can't walk to school alone,
Mano," says dad.
"You are too small!"

"You can't sleep in the cradle, Mano,"
says grandpa.
"You are too big!"



"You can't carry the baby to
the park, Mano," says grandma.
"You are too small!"



Mano thinks "Too big? Too small?"

How can he be too big and
too small all at once?



Too big to wear his old pink shirt!



Too small to make dosa!



Too big to climb on grandpa's back!



Too small to carry the baby!



"What am I the right size for?"
Mano wonders.



Mom smiles and says, "Why, you are just big enough to go to school."



"And you are just small enough for me to carry you on my shoulders," says dad.



"You are just big enough to take me for my morning walks," says grandpa.



"And you are just small enough for me to tell stories to," says grandma.

"You will always be the perfect size for our hug," all say and give him a warm, wonderful hug.

Note to the teacher: Focus on the describing words **big** and **small**. Encourage children to practise the words in context.



Let us understand



4997AS

1. Tick (✓) the correct one.

a.



Too **small** to make dosa.

Too **big** to make dosa.

b.



Too **small** to wear his old shirt.

Too **big** to wear his old shirt.

c.



Too **big** to carry the baby.

Too **small** to carry the baby.

2. Who said these words? Choose and write.

mom

Mano

grandpa

a. "What am I the right size for?"

b. "I can't lift you up."

c. "You can't sleep in the cradle."

3. Listen, think and say.

- a. Is Mano big enough to walk to school alone?
- b. Why can't Mano make dosa?
- c. Why can't Mano climb on grandpa's back?
- d. Are you big or small?



Let us know

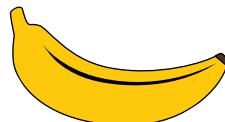


A7JLMQ

Valli and Chittu are very good friends.

Today they are counting the things they have.

I have ...



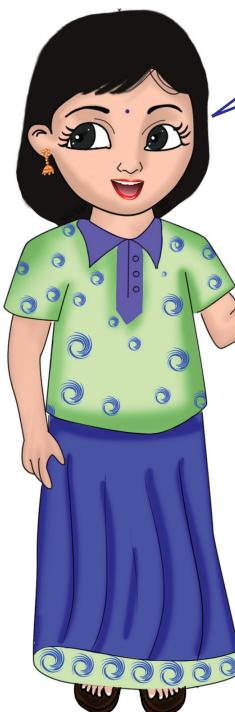
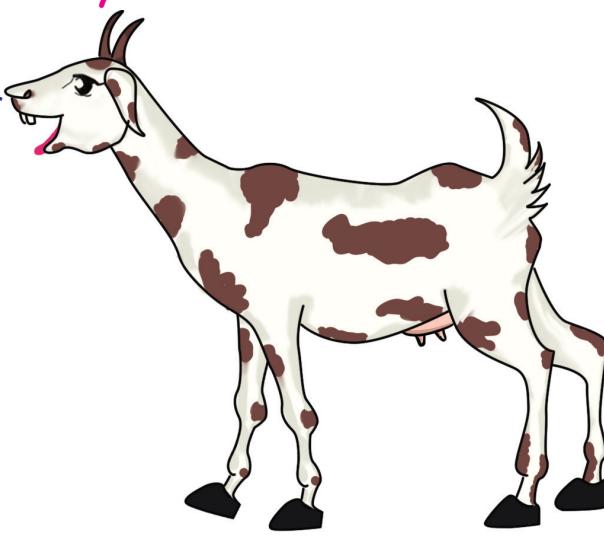
one banana.



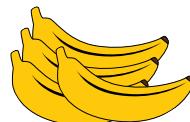
one cap.



one toy.



I have ...



four bananas.



two caps.



three toys.

Chittu: Why do you add 's' with your words?

Valli: I have more than one of each.

Note to the teacher: Explain to children that we add 's' to a noun to make it more than one.



Let us practise



1. Match the words with the pictures.



two vans



four ships



one cat

three cats



one van

one ship

2. Add "s" to make one into many.

ball

ball

egg

egg

apple

apple

frog

frog

cap

cap

pig

pig

dog

dog

hut

hut

Spell check Fill in the missing letters.



c__t



s__i__t



b__b__



Let us do



Word wall



- Make one set of flashcards with the words.
- Make children sit in a circle.
- Distribute the cards to all children.
- Let one child show a card to the next child.
- If the child can read, then he / she wins the card.
- Now, the child will show another card to the next child.
- Follow these steps in clockwise direction with all children.
- The child with the most cards wins.

Read aloud and circle the words you see in the word wall.

1. I like them.
2. He was a good old man.
3. I just saw him.
4. Can you see the fish?
5. Give me some jam.
6. Take us to the zoo.

Find and circle the words.

j g i v e o l d a y
f o r e x s g s a w
j **g e t** o t a k e s
c o m e e k m u c h
i i o p u t t m e s
h s z x t o n g t r
t h e n c w z b y c
f o r c o m e j w n
t u g j u s t s e e

get	see
give	much
me	old
or	then
put	take
saw	come
just	by
for	to



Circle time - Let us talk



- A) Display pictures of a rat, giraffe, dog, pig, snake and an elephant. Ask children to name the animals. Reinforce the structure - "This is a rat." Let children repeat the structure.
- B) Display pictures of a rat and an elephant. Ask children, "Is the rat small or big?" Say, "The rat is small." Practise with all pictures using the structure. Use the pictures in pairs like - small rat and big elephant, tall giraffe and short dog, fat pig and thin snake.

Let us practise

The tree is big. The plant is small.	
The boy is tall. The girl is short.	
The book is thick. The kite is thin.	

Read and trace the words.

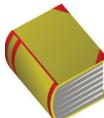


The  is big.

The  is small.

The  is tall.

The  is short.

The  is thick.

The  is thin.



Let us say



Listen to the sound and repeat.

br -
as in

brick



broom

dr -
as in

drink



drum

cl -
as in

clock



cloud

fl -
as in

flower



flute

-ft
as in

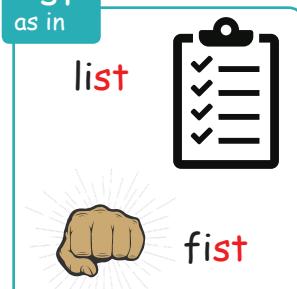
gift



soft

-st
as in

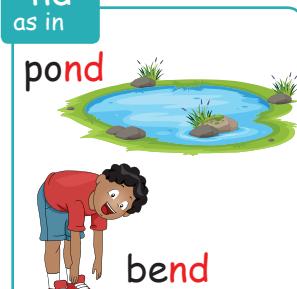
list



fist

-nd
as in

pond



bend

-nk
as in

tank



pink

Read aloud.

bring

brim

brass

brick

drop

dress

drag

drip

clap

click

cloth

cluck

flip

flag

flop

flash

shift

left

loft

craft

must

rest

west

cost

sand

wind

land

bond

bank

think

link

rank

Listen and repeat.



Flip the cloth.



Bring the drum.

Dust the nest.



Lend a hand.



Thank the monk.



Lift the gift.

Note to the teacher: Help children read the consonant clusters given above by blending the sounds of the letters e.g. c /k/ + l /l/ = cl /kl/. Teach children to blend letters to read the letter clusters.



Let us do



Word wall



- Make 4 sets of flashcards.
- Divide the class into four groups.
- Each group has a box with words and an empty box.
- You will read the word from the word wall.
- One child from each group will find the word and put it in the empty box.
- The group that finishes first wins.
- Practise with all children.

Circle the correct one.



__ock

cl pl fl



po __

nd nk ft



__ag

pl cl fl



ne __

st nk nd



__ush

cr br fr



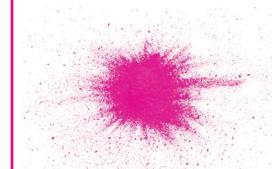
gi __

nd nk ft



__op

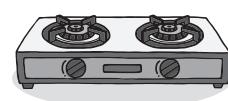
dr cr br



pi __

nk ft nd

Circle the odd one.





Let us read



The Fat Dog

He is a thin king.

The thin king has a fat dog.

The thin king and the fat dog go for a walk.



The fat dog sees a cat. The fat dog runs to catch the cat.



The king runs to catch the fat dog.

They run and run and run.



Now the fat dog is thin.

Note to the teacher: This is a supplementary reading material. Read out the story to children. Make them read the story on their own.



Let us think and do



1. Circle the correct word.



queen / king



dog / cat



cat / dog

2. Tick (✓) Yes or No.

- a. The king is fat.
- b. The king has a fat dog.
- c. The dog sees a rat.
- d. The dog runs to catch the cow.
- e. The king runs with the dog.

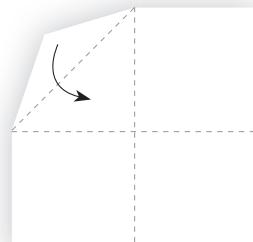
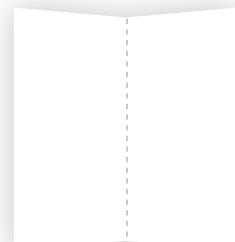
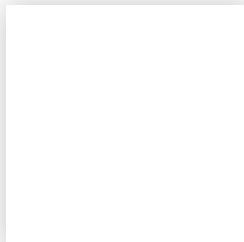
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

3. Arrange the story in the correct order using numbers from 1 to 5.





Let us make

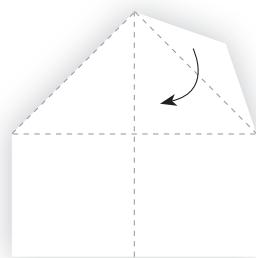


1. Take a piece of square paper.

2. Fold the paper into half.

3. Open it.

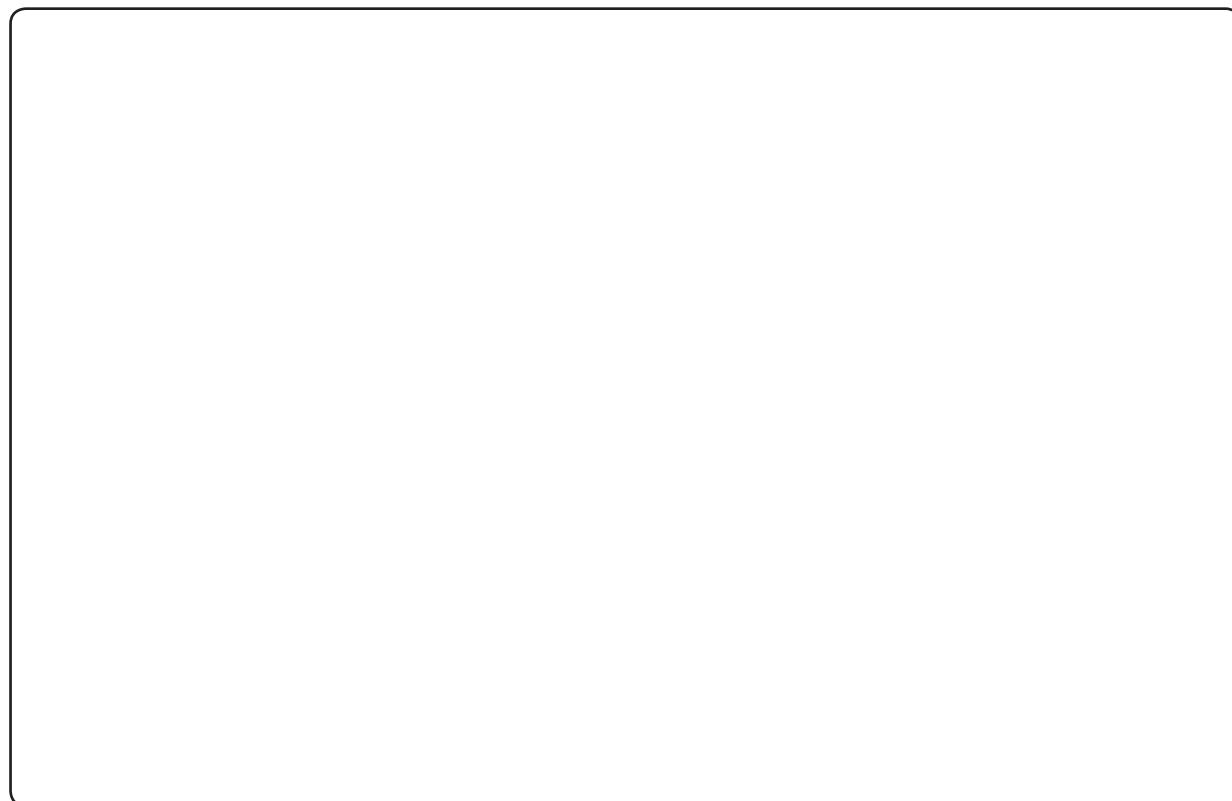
4. Fold the left corner.



5. Fold the right corner.

6. Turn it and stick it in the space given below.

7. Colour and decorate your house.



This is my _____.

Note to the teacher: Demonstrate the steps to make the house. Read the instructions one by one. Encourage children to make the house by listening to your instructions.



I can do

1. Tick (✓) the correct picture for the sentence.



The shirt is small.	<input type="checkbox"/> 	<input type="checkbox"/>
The cot is big.	<input type="checkbox"/> 	<input type="checkbox"/>
The tree is tall.	<input type="checkbox"/> 	<input type="checkbox"/>
The ribbon is long.	<input type="checkbox"/> 	<input type="checkbox"/>
The rat is fat.	<input type="checkbox"/> 	<input type="checkbox"/>

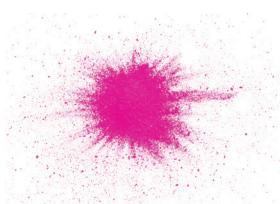
2. Choose and write the correct blend. **br- cl- -st -nk**



ap



ush



pi



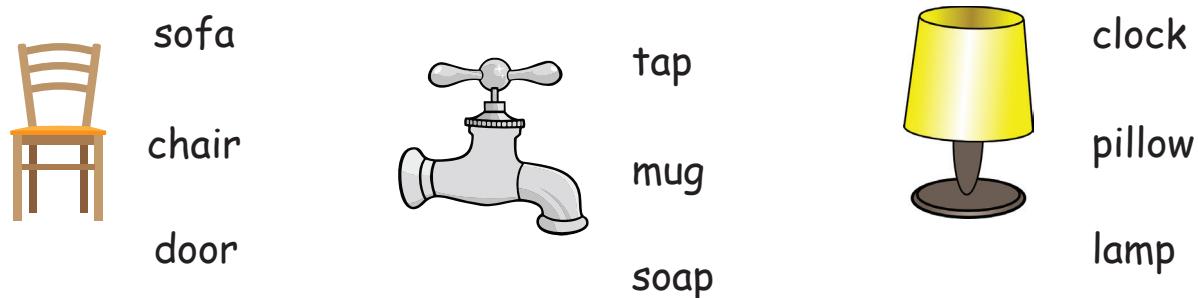
ne



3. Add 's' to make one into many.

one pot	three	<hr/> <hr/> <hr/>
one cap	four	<hr/> <hr/> <hr/>
one bag	two	<hr/> <hr/> <hr/>
one pen	five	<hr/> <hr/> <hr/>

4. Circle the correct word for the picture.



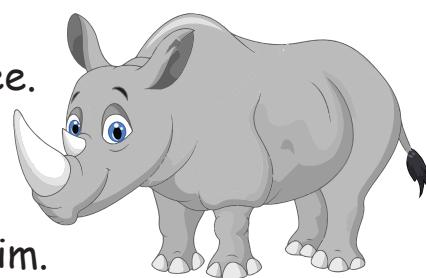
5. Listen to the teacher read the story and circle the words the teacher repeats.

Rhino had walked for a long time.

She saw an old man resting under the tree.

She asked the man to give some water.

Rhino was happy to get the water from him.



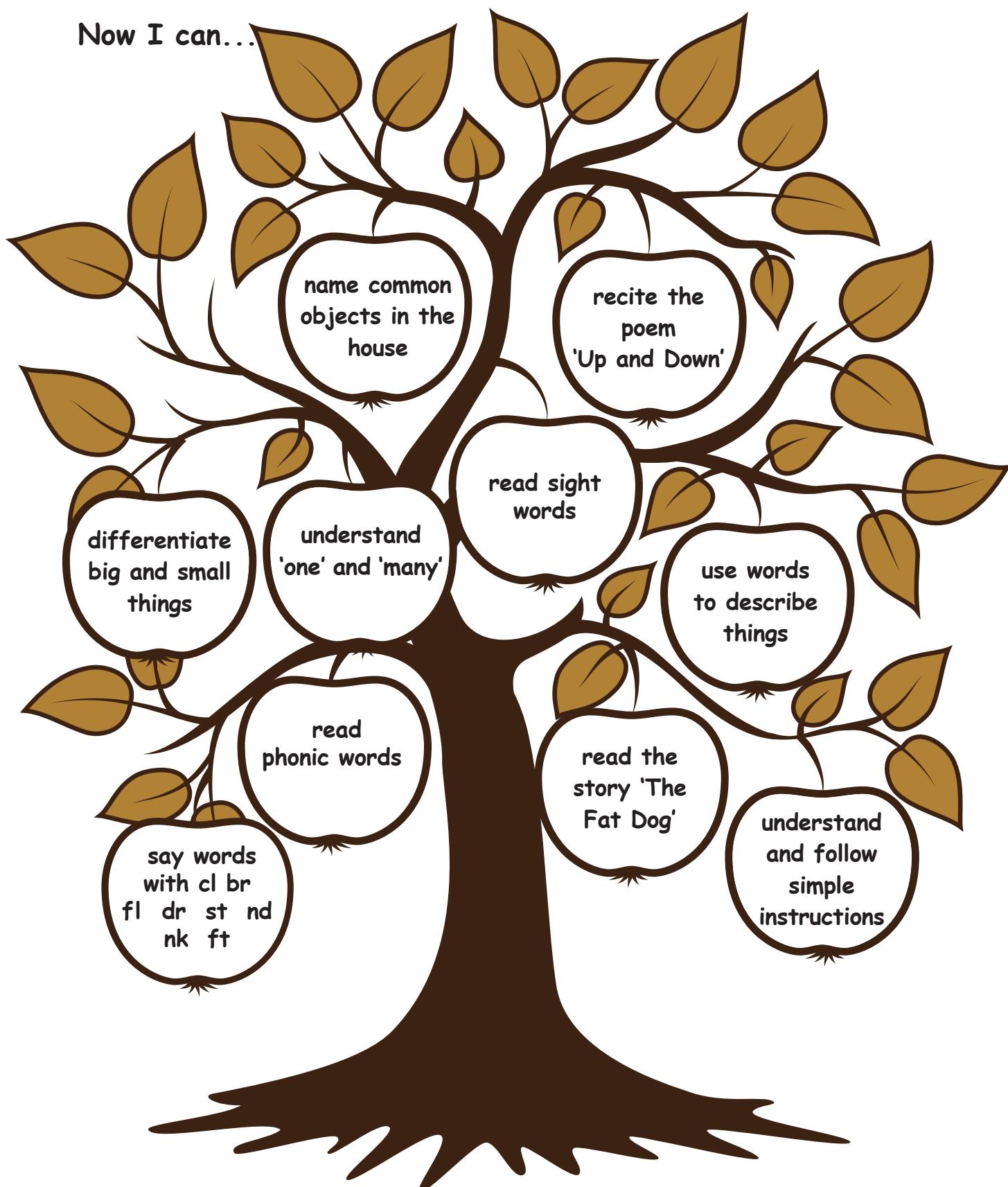
Note to the teacher: Read the words - long saw old get give

6. Recite the poem, 'Up and Down'.



Learning outcome

Now I can...



Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.



Let us recall

1. Name the colours.



2. Circle the picture.

a. Who is jumping?



b. Who is clapping?



3. What will the girl say? Tick (✓).



Sorry

Thank you

4. Read these words.

brush	flag
clock	drum
nest	bend
bank	lift



Look and say

red tie

violet belt



blue
handkerchief

red skirt



black coat



green saree



Note to the teacher: Practise vocabulary using the picture. Ask children to name the things in the picture.



Let us sing



The Magic Words

When we want someone to help
What do we say?
Please, please, please.

When someone helps us out
What do we say?
Thank you, thank you, thank you.

When we make someone cry
What do we say?
Sorry, sorry, sorry.



Please, thank you and sorry
Please, thank you and sorry
Say them as you need.
Say them to make it all good.

Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then repeat the song after the teacher. Emphasize the use of magic words in the class.



Let us learn



Nina Wonders...

Nina: Today I am not going to school.

It is a holiday! I am not going out to play.

It is too hot anyway!

What am I going to do?

Nithin: Nina! Nina! Nina!



Nina does not reply. Nithin goes near her and shakes her head.

Nithin: I called you three times!

Nina: Sorry, I didn't hear you.

Nithin: Let's play a game. It's called 'Listen to your body'.

Nina: Really? How do we play that game?





Nithin: Sit down and do what I do.

Nithin breathes in and out. Nina breathes in and out.



Nithin: Can you hear your breath?

Nina: Yes!

Nithin: I can make my breath louder...
ssssssssssssssss

Nina: I can make it even louder... SSSSSSSSSSSSS

Nithin places his hand on his chest and so does Nina.

Nithin: Listen, do you hear anything?

Nina: Lup tup. Lup tup. Lup tup.
Someone is playing a drum.

Nithin: That's your heart.
It beats all the time.
It beats all day.
It beats all night.



Nithin claps his hand and so does Nina.



Nithin: I can make a song with my hands.

Nina stands up and stomps her feet.

Nina: Ha! I can make one with my feet!
Tippy-Tappy-Toe
Stamp! Stamp! Stamp!



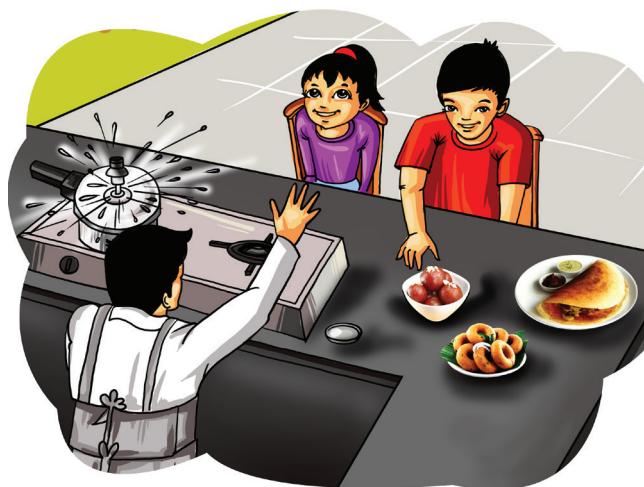
Nithin places his hand on his tummy and so does Nina.

- Nina: I can hear Guddu...
Guddu... Guddu...
- Nithin: Ha ha! Are you hungry?



Whoossshhh...went the cooker. Nina turns to the sound. They both walk to the kitchen.

- Nithin: I think food is ready.
- Nina: How do you know?
- Nithin: My nose says so!



- Nina: One for me?
- Father: What are you both doing in the kitchen?
- Nina: We heard the cooker.
- Nithin: We saw the jamuns. The jamun is so sweet.

Father: Oh no! No more jamuns before lunch! Off you go!

Note to the teacher: Focus on naming different parts of the body and verbs related to them. Encourage children to practise the words in context.



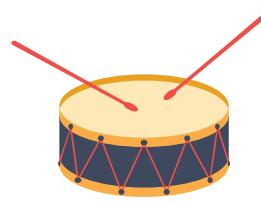
Let us understand



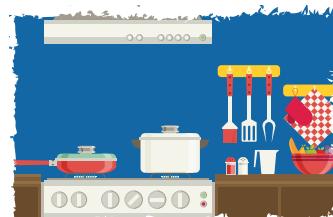
1. Tick (✓) the correct word.



five three



bell drum



garden kitchen

2. Match the words with the pictures and write them.

foot



head



ear



hand



3. Listen, think and say.

- a. Who did not go to school?
- b. What game did Nina and Nithin play?
- c. Why did Nithin place his hand on his tummy?
- d. Can you name the parts of your body?



Let us know

Chittu looks outside and says,



I can see...



a boy



a car



a dog



a frog



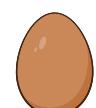
a tree

Valli looks inside the house and says,

I can see...



an apple



an egg



an ice cream



an onion



an umbrella



Chittu: Why do you say "an"?

Valli: If the first letter of a 'one' word is a, e, i, o, u, we say "an".

Note to the teacher: Explain to children that we add "an" before vowel sounds (sounds of a,e,i,o,u) and "a" before the sounds of other letters.





Let us practise

1. Circle a / an.



a / an ant

a / an duck

a / an book

a / an orange



2. Fill in the blanks with a / an.

a. This is _____ bell.



b. This is _____ ox.



c. This is _____ tub.



d. This is _____ axe.



e. This is _____ eagle.



f. This is _____ fan.

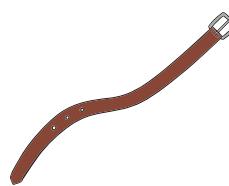


Spell check

Fill in the missing letters.



t__e



b__l__



f__o__k



Let us do



Word wall



- Display the words on the word wall.
- Make children repeat it as you say each word.
- Invite a child to the front of the class.
- Whisper a word. Let the child say it to the class and the class will repeat.
- Remove the word as the child says it.
- Continue it till all the words are called out.

Tick (✓) the words you see in the word wall.

- | | | |
|---------|-------|-------|
| 1. home | hum | hut |
| 2. sun | sack | soon |
| 3. shut | stand | stack |
| 4. can | came | come |
| 5. take | tick | talk |

Read aloud and circle the words you see in the word wall.

1. I came home soon.
2. Find the pen.
3. Ring the bell first.
4. Stand in a line.
5. Off you go!
6. It was a long day.

Circle the odd pair.



leg



feet



head



Circle time - Let us talk



- A) Display a few pictures of action words like dance, read, write, run, jump, skip, sing, swim, draw etc. Ask students to name the actions as you show them. Say "I can dance" and demonstrate.
- B) Now distribute the pictures to the class. Let children hold it up. Ask each child, "What can you do?" Encourage them to answer, "I can _____. Point to a girl/boy and say "She/He can _____." Let children repeat it. Practise it with all.

Let us practise



Choose and write the correct one.



He can _____ . (read / write)



_____ (He / She) can swing.



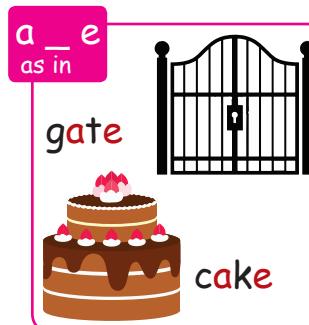
I can _____ . (swim / jump)



Let us say



Listen to the sound and repeat.



Read aloud.

maid paid hail pail gain rain bait wait

bay day hay lay may pay ray say

cake make name same gate hate cave save

Listen to the teacher and circle the words with long 'a' sound.

It was a May day. Jake the snake was hungry.

It ate the snail in the pail.

It ate the cake made by Kate.

It ate the crane near the lake.

A maid had some hay.

It ate all the hay.

An ape saw the snake.

It took a cane to chase the snake.

But the snake got into a train and made an escape.



Note to the teacher: First, teach the sound /eɪ/ to the children. Then, introduce the three different letter clusters for the same sound. Help children relate the sound to the letter clusters.



Let us do

Word wall



- Display the words on the word wall.
- Distribute the word cards to all students.
- Show word with "ai".
- Let all the students with that letter combination stand up and say the words they have.
- Practise with "a_e" and "ay" words also.
- Make all the students say the words.

Let us practise

Add 'e' and write the words: e.g. can - cane



man - _____

tap - _____

rat - _____

mad - _____

pan - _____

fat - _____

Fill in the blanks.



r _ _ n



c _ k _



w _ y



g _ t _

Try to read these!

b + l = bl-

black

c + l = cl-

clip

f + r = fr-

frog

n + t = -nt

tent



Let us read



What Do You See?

Blue bird, blue bird, what do you see?

I see a yellow duck.

Yellow duck, yellow duck, what do you see?

I see a green frog.

Green frog, green frog, what do you see?

I see a red fish.

Red fish, red fish, what do you see?

I see a small boy.

Small boy, small boy, what do you see?

I see

a blue bird, a yellow duck,

a green frog and a red fish.

That is what I see.

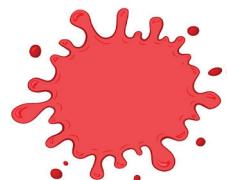
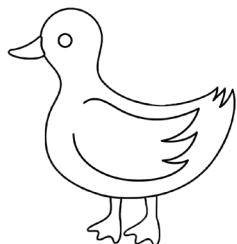
Note to the teacher: This is a supplementary reading material.
Read out the story to children. Make them read the story on their own.

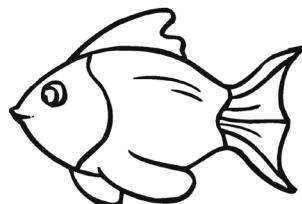


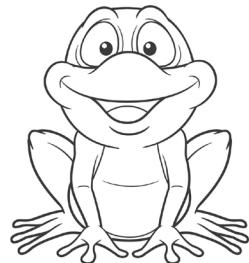
Let us think and do



1. Match, colour and write the colours.

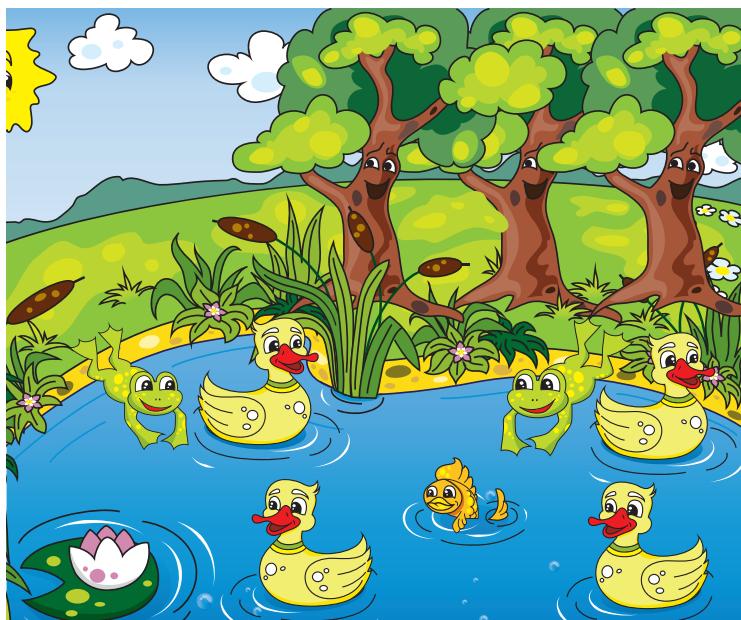






2. Choose and write the correct word.

ducks fish frogs trees



I see four

I see two

I see three

I see one



Let us make



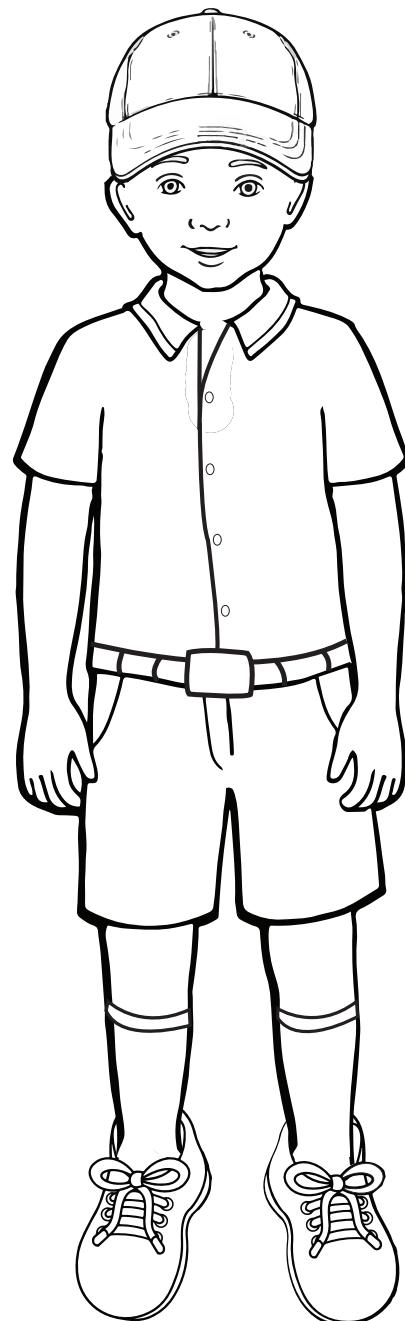
Colour the boy's cap red.

Colour the boy's shirt yellow and shorts blue.

Colour the boy's belt black.

Colour the boy's shoes brown and socks grey.

Name the boy's clothes.



Note to the teacher: Read the instructions one by one. Encourage children to colour by listening to the instructions.



I can do



1. Circle the correct picture.



2. Listen and write the correct one.

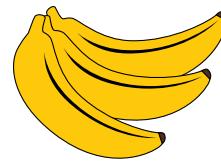
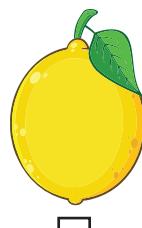
We see with our _____ . (eyes / ears)

We smell with our _____ . (ears / nose)

We walk on our _____ . (hands / legs)

We clap with our _____ . (hands / legs)

3. Tick (✓) things that are yellow.





4. Listen to the teacher read the story and circle the words the teacher repeats.

A girl was going home. Soon, it started to rain. She had to stand under the tree. Then, a bus came and she went home.

Note to the teacher: Read the words - girl home stand came soon

5. Read and match.

tail	pal
pay	blame
male	pail
flame	brain
train	say

6. Can you do these? Say it to your teacher.

I can...



7. Fill a / an.

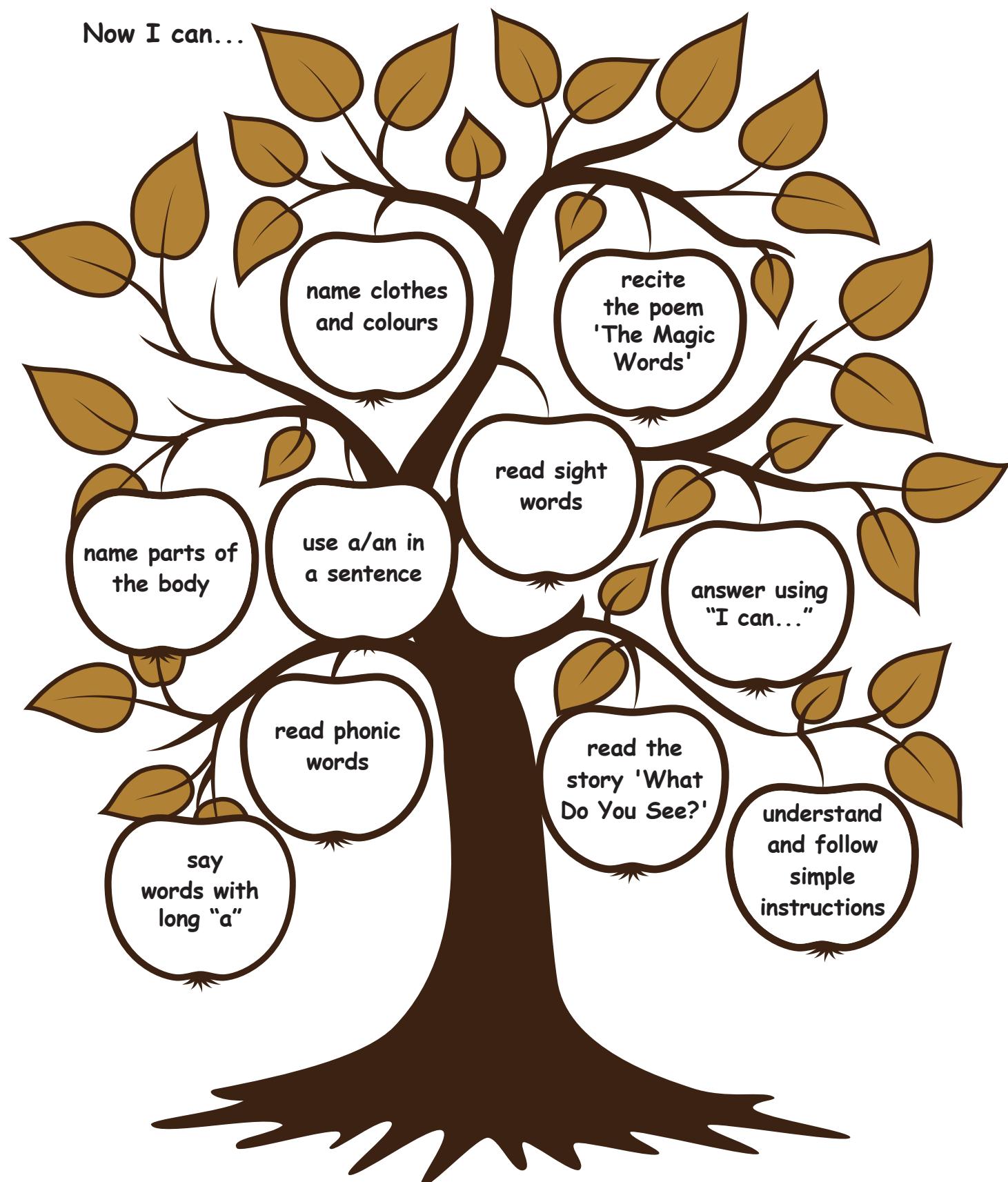
apple	box	tap	egg
jug	ox	kite	van

8. Recite the poem, 'The Magic Words'.



Learning outcome

Now I can...



Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.



Let us recall



jump sit



hop sit

2. Make one into many.



- one cap



- two _____

3. Fill a / an.

This is _____ bun.

This is _____ kite.

This is _____ axe.



Look and say



happy



angry



sleepy



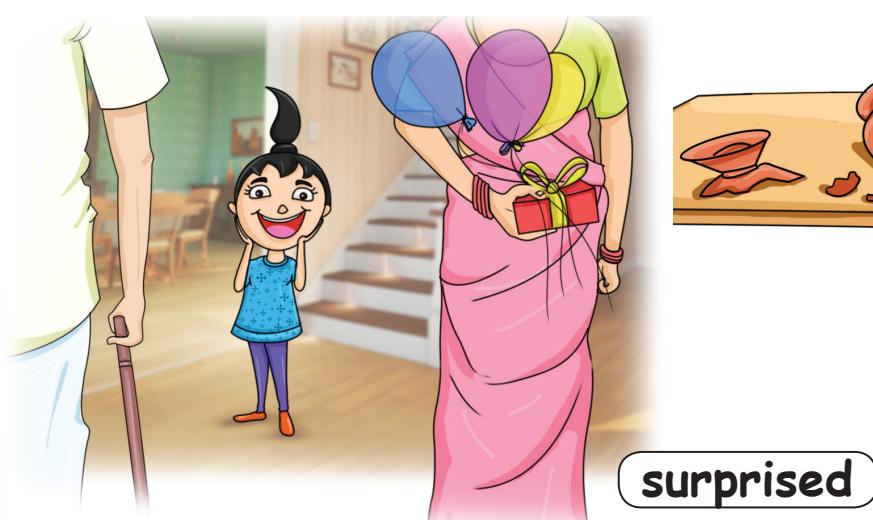
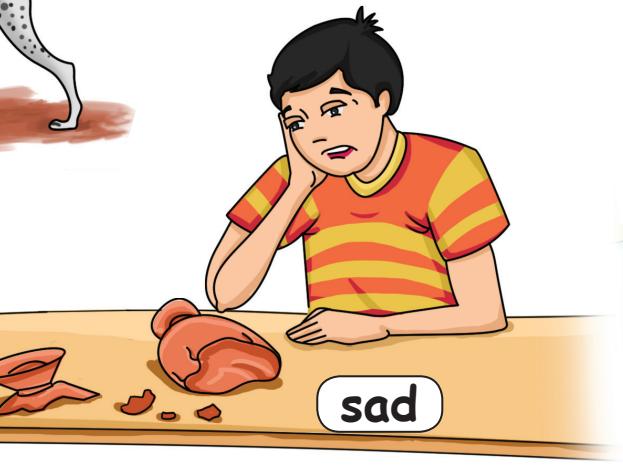
hungry



tired



lazy



Note to the teacher: Practise vocabulary using the pictures. Ask children to name the feelings in the pictures.



Let us sing



How Do I Feel?



When I am happy,
I laugh... ha, ha, ha.



When I am sad,
I cry... boo, hoo, hoo.



When I am angry,
I yell... ah, ah, ah.

Any way I feel, I can show it to you.

Do you ever feel the same way too?



When I am hungry,
I eat... chew, chew, chew.



When I am thirsty,
I drink... gulp, gulp gulp.



When I am tired,
I sleep... zzz, zzz, zzz.



Any way I feel, I can show it to you.

Do you ever feel the same way too?

Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then sing the song with the teacher.



Let us learn

Not That One



It was a holiday.

Gopi wanted to do...
SOMETHING!

"Mom, what is in that
green box?" said Gopi.
Mom was reading.

Gopi put a stool over a chair.

He climbed up to get the box down.

"No, no! Not that one! All those
boxes will fall on our heads, Gopi!"
said mom.

Gopi was angry with his mother.



"Come, let's go to the market.
I will get you something,"
said mom.

"Yes, we will," said Gopi.



They went to the market.

Gopi was still angry.

"I want that one!" he said,
pointing to an apple.

"No, no, not that one!
The fruits will fall down!" said
the shopkeeper.



"I want that book!" said Gopi.

"No, no, not that one!" said
the shopkeeper. "The books
will fall down."

"I want that one!" shouted
Gopi, almost pulling out a
samosa from a high stack
of samosas.

"No, no, not that one!"
warned the shopkeeper.
"All my samosas will fall
down!"





He was now in
a very, very bad mood.

"I want that one!" said Gopi loudly.

"No, no, not that one! The flowers
will fall down." said the flower seller.

By now, Gopi was crying loudly.

Everyone was looking at Gopi.



"I want that one! The black one!"
said mom loudly.

Gopi stopped crying suddenly.

What was the black one?

He saw a basket of puppies.

"Mom, no, no! Not that one!"

"Let's take this brown one!" said Gopi.

Then, Gopi gently took the brown puppy.

It was on top of the pile.

Mom smiled. Gopi was smiling too.

He was happy.



Note to the teacher: Focus on the characters and their feelings. Help children make connections with their everyday life. Practise the structures used in the story in context.



Let us understand



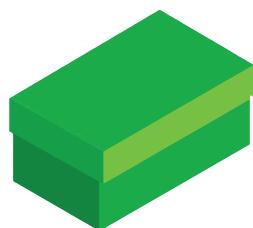
1. Circle the correct word.



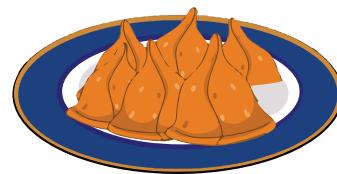
angry / happy



angry / happy



box / book



apples / samosas

2. Choose and write the correct word.

1. Gopi pulled the _____ (green / red) box.

2. Gopi and Mom go to the _____ . (market / park)

3. Gopi wants an _____ . (orange / apple)

4. Mom wants a _____ (brown / black) puppy.

3. Listen, think and say.

- Who was reading a book?
- Why was everyone looking at Gopi?
- What did Gopi say to the shopkeeper?
- Why was Gopi angry?
- How would you feel if you were Gopi?



Let us know

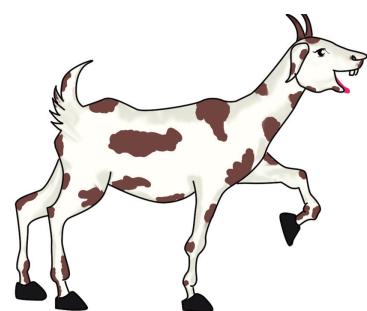


Valli talks about her pet and friends.



I am Valli.

You are Chittu.



We are friends.

You are a boy.



You are boys.



Chittu: Why do you say
'I am' but **You 'are'**?

Valli: We should use
am after **I** and
are after **you** and **we**.

Note to the teacher: Explain to children that we use "am" after "I" and "are" after "You" and "We" in present tense.



Let us practise

1. Read aloud



I am a girl.



We are brothers.



You are a boy.



You are boys.



2. Fill in the blanks.



I _____ a boy.



You _____ a girl.



We _____ sisters.



You _____ girls.

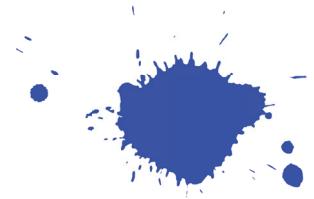


Spell check

Fill in the missing letters.



b ___ k



b ___ e



pu ___ y



Let us do

Word wall



- Divide the class into 4 groups and ask each group to form a line.
- Display four sets of words on the board.
- Ask the first child from each group to read the first word and move to the back of the line.
- If the child can read correctly, erase the word.
- The group to finish reading first is the winner.
- Practise till children can read all the words.

Read aloud and circle the words you see in the word wall.

1. Look into my bag.
2. Let us go back.
3. I brush my teeth at night.
4. Run to school.
5. He made a pot.

Read and trace the words.

I made a cake.

The book is on the cot.

I like my new ball.

My school is very near.

I sleep at night.

Could you help me?



Circle time - Let us talk



A) Display pictures of emotions in flashcards.(e.g. happy, sad, angry, tired, sleepy, shocked, surprised, scared).Hold each card and say "I feel ____ ."

B) Now, distribute the flashcards to children. Ask a child, "How do you feel?". Encourage children to say, "I feel ____ ." Make children ask and answer in groups.

Let us practise

I feel happy.	I feel sad.	I feel angry.	I feel shocked.
I feel sleepy.	I feel tired.	I feel scared.	I feel surprised.

Now say how you feel.



I feel happy. / I feel angry.



I feel scared. / I feel happy.



I feel sad. / I feel happy.



I feel angry. / I feel sleepy.





Let us say



Listen to the sound and repeat.

ee
as in



bee



tree



sheep

ea
as in



tea



leaf



wheat

Listen and repeat.

see fee deep jeep meet feet seed weed

cheek sleep wheel leech fleet green free teeth

sea bead read seat heat neat meal deal

cheap wheat cream clean teach treat bleach breath

Listen to the teacher and circle the words with long 'e' sound.

Don't keep your feet on the seat.

The green leaf is on the tree.

We see the sea from the beach.

The green jeep is clean and neat.

The green leech is in deep sleep.

Clean the cream on your cheek.

Note to the teacher: First teach the sound /i:/ to the children. Then, introduce the two letter clusters for the sound. Help children relate the sound to the letter clusters.



Let us do

Word wall



- Display the words on the word wall.
- Divide the class into two groups A and B.
- Make them sit in a circle.
- Assign the letter cluster 'ee' to group A.
- Assign the letter cluster 'ea' to group B.
- Read out a word from word wall.
- The group with assigned letter cluster will stand up and the other group will remain seated.
- Practise with all the words.

Let us practise

Match the words with the pictures.



tea

wheat

leaf

bee



Circle the odd one.

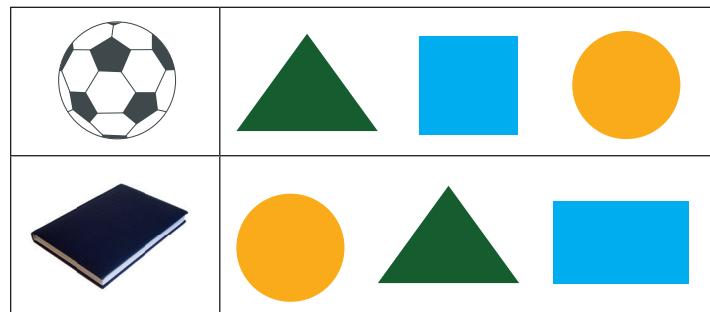
- keen beep make seed
- beak clay bean feat
- main weep clean team
- seat bead made leech

Try to read these!

p + l = pl- s + l = sl- p + r = pr-
plate sleep pray

s + p = -sp s + k = -sk
wasp desk

Tick (✓) the correct shape for the picture.





Let us learn



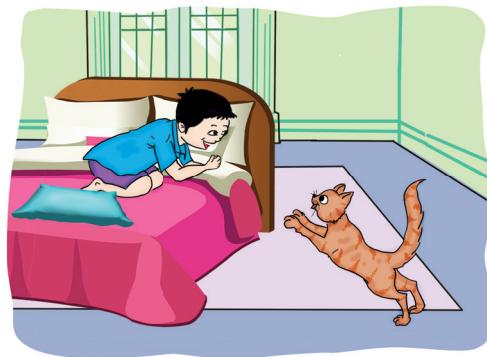
No... No... Not Now

Shall I hop on this tub?

No... No... Not now.

Shall I sit by that cup?

No... No... Not now.



Shall I jump on your bed?

No... No... Not now.



Shall I get your cap?

No... No... Not now.

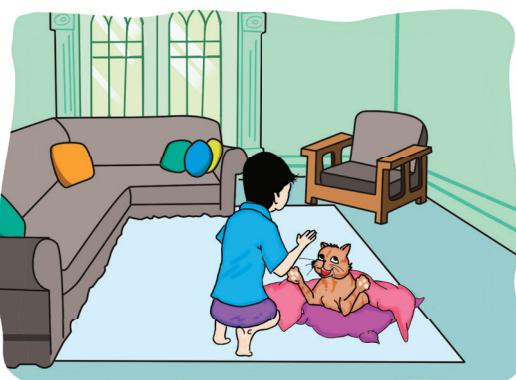
No... No... Not now.

Shall I have a nap?

No.. No... Not now.

But then what shall I do?

Come! Let us go out and play.



Note to the teacher: This is a supplementary reading material. Encourage children to read the story on their own.



Let us think and do



1. Match the words with the actions.



eat



sit



run

nap



jump



sing



2. Tick (✓) the correct sentences.



- He jumps on the bed.
- He jumps on the tub.



- She runs to the shop.
- She runs to the park.



- He plays with food.
 - He plays with toys.
- He gets the box.
 - He gets the pen.

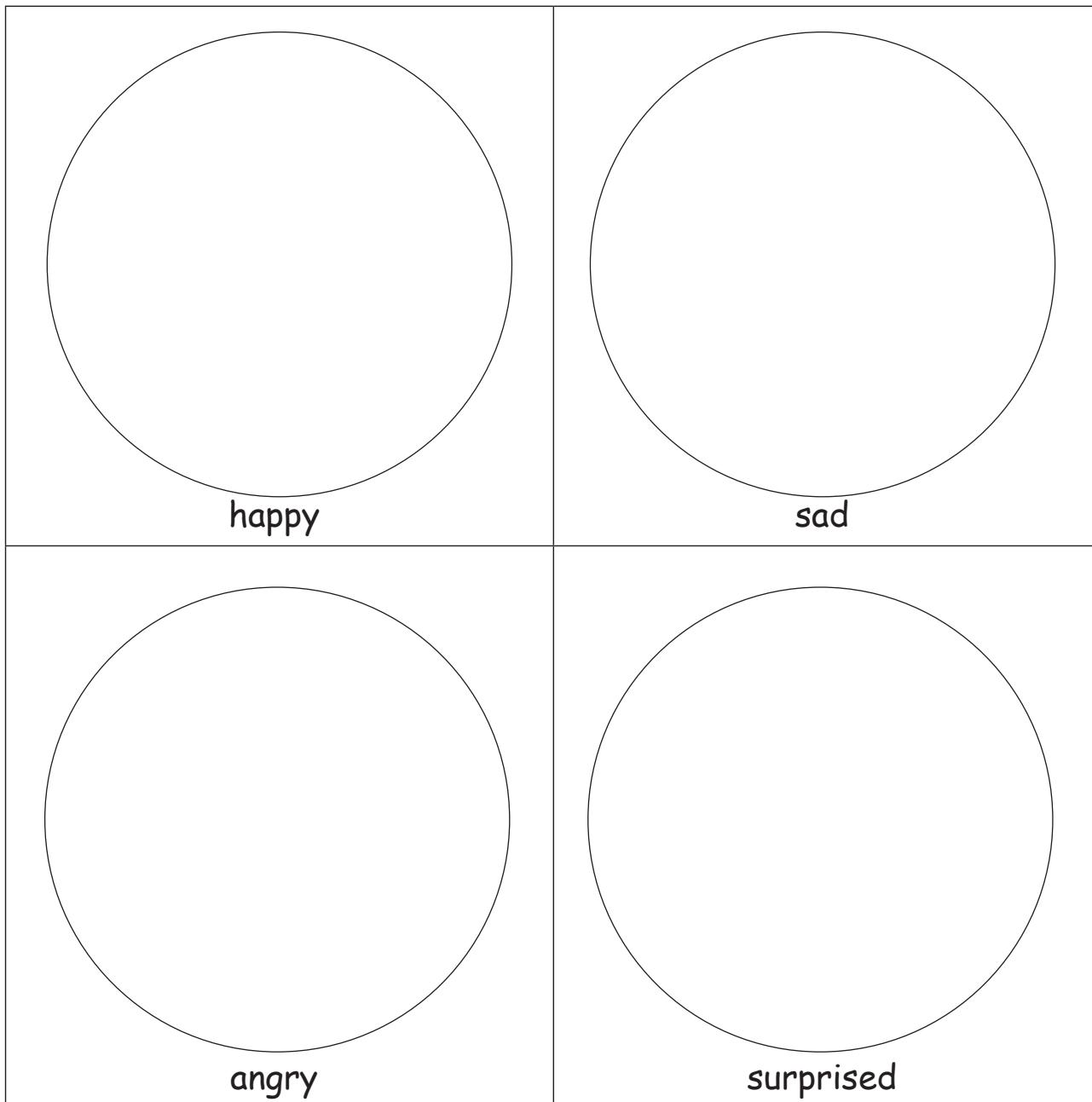




Let us make



- Draw a happy face and colour it yellow.
- Draw a sad face and colour it blue.
- Draw an angry face and colour it red.
- Draw a surprised face and colour it green.



Note to the teacher: Read the instructions one by one. Encourage children to draw and colour by listening to the instructions.



I can do



1. Tick (✓) the correct word.



scared lazy



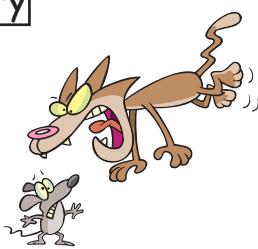
sad angry



lazy angry



tired surprised



shocked happy

2. Circle the odd one.

- a. sheep deep peep tape
- b. bead clay bean beak
- c. see bee flee pay
- d. feed seed tail deed

3. Fill in the blanks with am / are.



Who are you?



I _____ a cat. You _____ a dog.



Yes, we _____ dogs. You _____ cats.



We _____ all friends.





4. Tick (✓) the correct one and say it to your teacher.



I feel happy.
I feel angry.



I feel sad.
I feel thirsty.



I feel scared.
I feel bored.



I feel tired.
I feel shocked.



I feel surprised.
I feel hungry.

5. Listen to the passage and underline the words that your teacher says.

The boy drew a ball.

He stuck it in his book.

He put the book back into his bag at night.

He took it to school the next day.



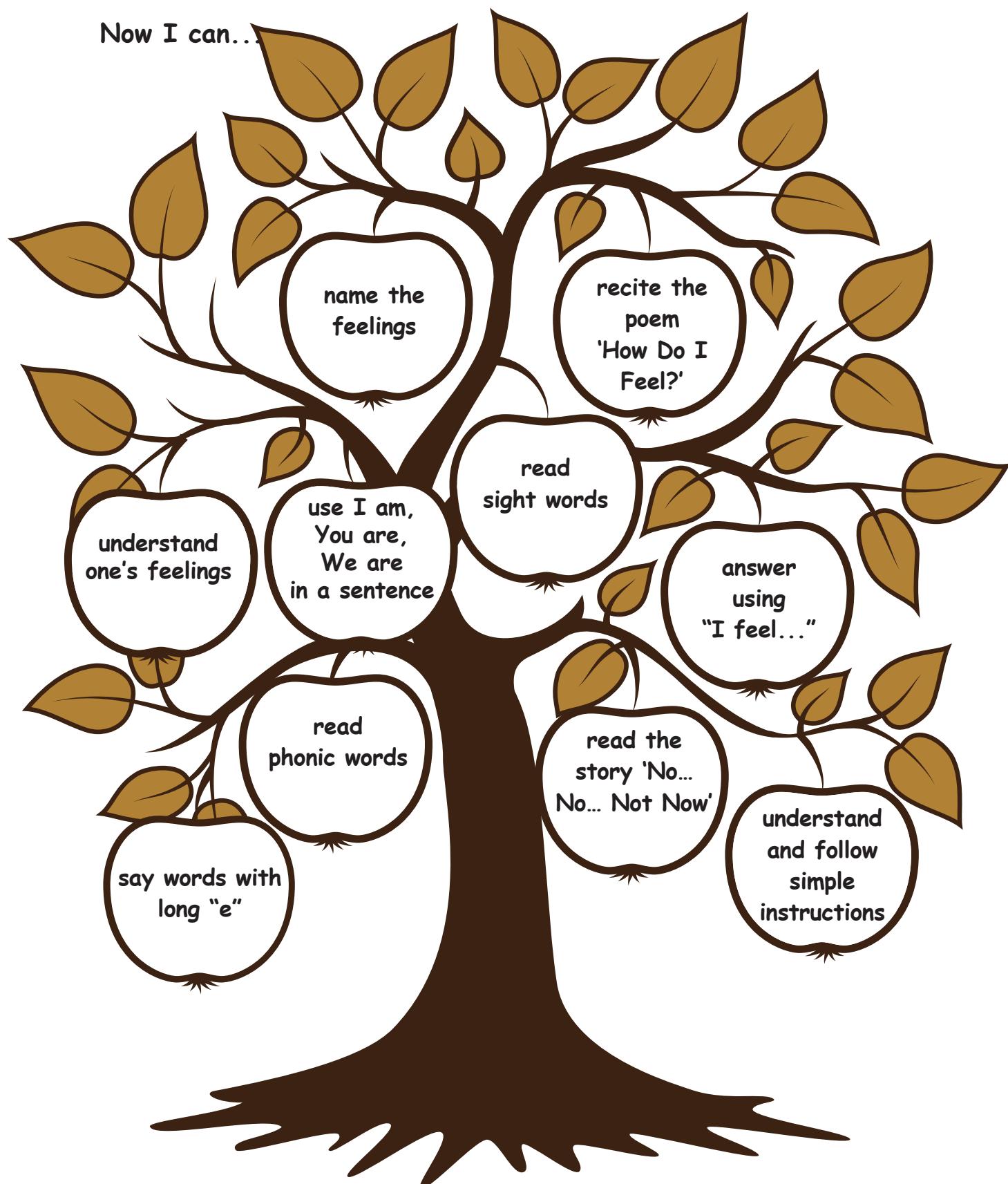
Note to the teacher: Read the words - book ball back night school

6. Recite the poem, 'How Do I Feel?'



Learning outcome

Now I can...



Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.



Acknowledgement

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- The story **The Fat Dog** is adapted from the story **Fat King Thin Dog** authored by *Parismita* and published by *Pratham Books*.
- The story **Not That One...** is adapted from the story **I Want That One!** authored by *Mala Kumar* and published by *Pratham Books*.

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