

My Social Studies and Creative Arts

Grade 2

Government of Nepal
Ministry of Education
Curriculum Development Centre

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Preface

With the intention of making school level education more purposeful, behavioral and contextual, a process of continuous revision and reform is adopted by the Curriculum Development Centre (CDC). It is obvious that the curriculum is the core part of teaching-learning process, and the textbooks are major means of implementing school curricula at grassroots level. In accordance with the school curricula, the text books keep on changing with a view to addressing societal needs, demands of learners and modern technology in the field of teaching and learning, especially to foster knowledge, skills and positive attitudes in the students so that we can produce skilful, moral, obedient and globally competent citizens. To accomplish this purpose, an attempt is made to bring this book in the present form.

This book contains two portions namely Social Studies and Creative Arts of which the areas like visual arts and music are presented separately and the social studies portion is presented in double page spread system. In order to make it interactive and student oriented, creative exercises, colourful illustration along with instructions for teachers are also provided. The initial lessons are more illustrative as the children are not familiar with letters and words. The book entitled 'Mero Serophero' written by Mohan Gopal Nyachhyo has been revised by a panel comprised of Dinanath Gautam, Dik Bahadur Rai, Bhoopmani Niroula, Sunil Adhikari, Dilli Prasad Sharma and khubiram Adhikari. Likewise the Creative Arts portion was written and edited by Tarjan Rai, Batsa Gopal Vaddhya, Punnyasheel Gautam, Navindra Rajbhandari, Pradip Lama, Hony Shrestha and Dhan Bahadur Gopali. Language of this book was edited by Ghanashyam Raj Kafle. Art editing and layout concept of this book was done by Shreehari Shrestha by making it four colour. CDC would like to thank all those who contributed in developing this book.

Finally, a textbook is a vital tool of effective teaching learning process in the schools. However, both experienced teachers and inquisitive students can use a number of reference materials and various other resources available in the market to teach and learn a variety of subject matters respectively. Due to lack of different types of reference materials in all schools throughout the country, most of the teaching-learning activities highly depend on the textbooks. In this context, it is expected that the experienced teachers are capable enough to design additional activities as per the demands that usually emerge in the classroom. Moreover, an attempt is made to make this book child friendly by including several motivating teaching-learning activities. Despite our sincere efforts, there may be some mistakes and errors in terms of subject matter, language, presentation style and graphics. In this regard, we definitely expect the constructive suggestions from the teachers, students, parents, readers and other concerned stakeholders to improve the book in its future editions.

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My Social Studies and Creative Arts 2



My Daily Work

I wake up early in the morning. I brush my teeth and wash my face. After that, I start to study. I go to school after lunch.



I sit with my friends in the school. We study and play together. Sometimes, we clean our class-room and playground. At other times we also visit different places.



I help my parents at home. I do the work as they ask. Sometimes I help my mother by sorting out vegetables. I water in the kitchen-garden. I clean inside and outside of the house. It's good to share work. That's why they call me a good child.

Teaching Instructions

The aim of this lesson is to make students aware of doing their work by themselves and assist family members in their work. So involve them in such activities.

Activity

1. What work is done in the morning, in the afternoon and in the evening? Write in table.

Having Breakfast, switching the light on, brushing teeth

Morning	Day/noon	Evening
.....

2. Name different sorts of work done at home and in school in the following table:

work performed at home	work performed in school
a. Homework	a. Cleaning class room
b.	b.

3. Tick [ü] the work you do.

Drive a car	Dig the field	Cook food
Go to school	Wash face	Check up patients
Keep classroom clean	Construct a building	
Cleaning		

4. Write the work you can do and the work you cannot.

Work you can do	Work you can not do
a.	a.
b.	b.

I do my work myself, I help others in household-work.

Work of Family

Hari's father works in the field. His mother sows the seeds of maize in the field. Hari's family members work together in the field. The person who works in the field is called farmer. His parents are also farmers. His mother told him to bring snacks. He did it without question.



Gauri's father has a cloth-stall. He sells different kinds of clothes. One who owns a shop is called shop-keeper. Sharmila's sister teaches in school. Everybody calls her teacher. Ramesh's father works in the office. One who works in the office is called official. Bhajuman's father

constructs houses. One who constructs houses is called mason.

Teaching Instructions

The objective of this lesson is to give information about different kinds of occupation and make them able to tell the occupation of their family members. So let the students tell their family-members' occupation and practise various activities to make familiar with different professions.

Activity

1. Match the following.

- | | |
|---------------|--|
| a. Farmer | a person who runs a shop |
| b. Teacher | a person who constructs walls of the house |
| c. Shopkeeper | a person who works in the office |
| d. Mason | a person who works in the field |
| e. Official | a person who teaches in the school |

2. What kinds of works do your family members do? Write in the following table.

Your family members	What works do they do?
a.	a.
b.	b.

- How do you help your parents? Act out how you help them.
- Bhajuman's father is a mason. His father uses hammer, thread, bell, etc. Write the name of the things that your family-members use.
- Draw the pictures of two things that your family-members use.

I can tell about the work that my family-members do.

1

Habit of Caring Goods

Jamuna is now seven years old. She studies in class two. She keeps her things in the right place. She puts cover on her books. She does her class-work as per her teacher's instruction. After study, she keeps her books, exercise-book and pen in the school bag. She keeps her clothes neat and clean. She cares for her toys. She keeps food covered. She does not waste food.



Jamuna borrows things from her friends in need. Once work is over, she returns them to her friends. Jamuna also lends her things to her friend. She takes them back after use. Jamuna is helpful in nature. She also ask for help. Help is a two way process Aah! How good Jamuna's habit is!

Teaching Instructions

Since the aim of this lesson is to teach students different habits like using and caring their things. So, have a discussion and role play on the methods of using things properly and keep safely.

Activity

1. Copy only the right work in your exercise-book.

- a. We should love our books.
- b. Books should not be taken care of.
- c. We should keep our clothes clean.
- d. Extra food should be thrown.

2. How do you care for your goods? Write in the table.

Things	How to care?
Books	Keeping in bag
Clothes

3. What did you lend to your friend to him /her recently? What did your friends lend you as help? Write their names.

Things you gave to your friends	Things your friend gave you

I care for things. I lend things to friends and borrow things from them in need.

Respect to Neighbours

Shyam lives in a town. He has neighbours around. They all are friendly. He greets them with 'Namaskar' to the senior when they visit his house. He loves the youngers. He plays with the friends of his age.



Rama lives in a village. There are a few houses in her village. She knows the people from far and near house. She respects them as visitors. She offers them water or tea. It's a good practice. It's our culture. We don't send away visitors.

Teaching Instructions

Encourage students to introduce the people of their neighbourhood by using relation-addressing and respectful words.

Activity

1. Where do you live in a town or in a village?
2. Are the houses clustered or sparsed around you?
3. What do you call the one who lives close to your house?
4. Write the name of your neighbours and their works in the following table:

Neighbour's name	Works
a.
b.
c.

5. Act out with friends to show how you greet visitors/ neighbours.
6. Write the greetings used in your family and neighbourhood as given below:
Pranam, Darsan, Good morning,
7. How does Shyam receive visitors at home?
8. How do you feel about Rama's behaviour?

We respect our neighbours.

2

Living-styles of Neighbours



People of different races live in our village. They have different costumes. They have distinct festivals and languages . So, our neighbours have different living-styles.

Our neighbours have cultivable land. Maize, paddy, millet, soyabean, etc. are grown in the field. They eat varieties of food grown in their fields. They keep cows, buffaloes, goats, pigs, etc. Milk and meat are obtained from these animals. Our neighbours buy other food supplies from the market.



Teaching Instructions

Students may know the names of clothes and foods. So, before starting the lesson, let them speak out, by this learning habit is developed. We should also tell the names of other clothes and food items.

Activity

1. What of clothes do your neighbours wear?
2. What sorts of clothes do most of your neighbour wear?
3. How is your dress up different from others ?
4. Write the name of five food items you eat.
5. Pasang completed the table about his neighbour's food

Food	Source
Rice	From their own land
Green-vegetables	From their own kitchen garden
Milk	From animals they tamed
Chilly	Borrowing from neighbours
Meat	buying from market

You also write about your neighbour's food like Pasang ask your neighbour about their food habits.

6. Fill in the blanks.
 - a. In field.....grows. (Paddy/Rice)
 - b. Life-styles of neighbours are.....
(different/same)
 - c. Milk is obtained from..... (cow/hen)
 - d. All neighbours take food.
(same kind of / different kinds of)

**My neighbours eat different sorts of food.
They wear different kinds of clothes.**

Our Festivals

Different festivals are celebrated in our neighbourhood. Dashain, Tihar, Teej Lhosar, Eid, etc. are celebrated in Deepa's house. Goddess Durga is worshipped during Dashain festival. During Tihar crow, dog, cow, goddess Laxmi and brothers are worshipped. Lord Shiva and Rishi are worshipped in Teej festival.



Furwa celebrates Lhosar. They sing and dance in beautiful clothes. Chhat is another great festival. People take bath in a pond or a river during Chhat. Devotees worship the setting and rising Sun. Eid is a great festival of Muslims. People fast and offer things to the poor people during Eid. Christmas is celebrated at Elisa's house. During this festival houses are beautifully decorated with flowers and lights. Deepa, Furwa, Elisa and Salim invite to each other on their festivals. They also attend friend's festival and enjoy.



Teaching Instructions

Only few festivals are given above. Several festivals are celebrated in different places. Students may know about other festivals. Give them chance to speak out the names, their different festivals and how they celebrate. Encourage them to participate in different festivals in their neighbourhood.

Activity

1. Write the name of your three festivals.
2. Which festivals do you celebrate? Write.
3. Which festivals do your neighbours celebrate? Write them observing or asking neighbours to make answer right.
3. What do you do in the festivals you celebrate. What sorts of food do you eat? Complete the table given below:

Name of festivals	What do you do	What foods you have?
Dashain	worship	meat and beaten- rice
.....
.....

5. Choose one of the songs you sang in your festivals and celebrations. Sing and dance with your friends.
6. Match the following.

Lohsar	worship of the Sun god
Tihar	worship of a crow
Eid	decoration of tree
Christmas	festivals celebrated giving alms to the poor in the Himalayan reigon.

We celebrate a number of festivals through out theyear.

4

Good Neighbours

Mingma is a good neighbour. He always goes to the village to get information about the village.

On the way, he reached the school to find the roof of the school blown away by the wind. He thought to repair it. A little further he saw the water dropping through the pipe on the road. He thought himself to stop the wastage of water.



He wound up the broken pipe with the polythene which he had. Thus, the leakage was plugged. Then, he reached Ramila's house. There was wedding ceremony of Ramila's daughter. The people around gathered there. He told her about the leakage. He also talked about the maintenance. They all decided to repair the broken pipe and the roof of the school. Finally Mingma started helping in the wedding ceremony.

Teaching Instructions

Above mentioned activities are only some examples. There may be some more things/problems of custom and condition in communities and public places. Encourage students to speak out these sorts of problems and solutions and inspire them to respect good neighbours by identifying them.

Activity

1. Who is the good man in the lesson?
2. What did Mingma see and do ? Complete the table on the basis of the lesson:

Seen-things	Done-works
a. Broken pipe	Tied with plastic
b.
c.
d.

3. Who are the persons in your neighbourhood who help each other? Write their name by asking your parents.
4. Write the work of a good man doing for the welfare of others in your neighbourhood.
5. Tick (✓) right and cross out the (X) for wrong sentences:
 - a. We should respect our neighbour who does good work.
 - b. One should construct the school alone.
 - c. We should give medicine to our neighbour when they are ill.
 - d. We should not cooperate in the wedding ceremony of neighbour's.
 - e. We should live in good terms with our neighbours.

We respect the person who does good work.

Helpless and Handicaps in School

In our class, we have a friend with only one hand. We all help him by keeping and taking out books, exercise-books out of school-bag . We also help him for other works. Rita studies in class one and has no parents. The school provides her books and note books for free. We also help her. We cannot speak the way, We do: We make sense of his expression from lip reading and body gesture. We teach him how to speak. My class-mate,

Teaching Instructions

The above written things are only some examples. There may be other helpless and handicapped children. Make them observe other behaviours on the school to them. Encourage students to develop positive thinking towards helpless and handicaps.

Sabina, cannot walk easily with her one foot. She needs help of friends for walking. We help and love her. She is good at studies. We learn more about disability what we do not know from her .

Activity

1. How do you go and return from your school?
2. What sorts differently able friends are in your school? What kind of help do they need? Show them in the table below as given in the examples:

Name	What happened	Class	Kind of help they nee
Shyam	One foot fractured by falling his childhood	2	need support him going and returning from the school.
.....
.....
.....
.....

3. How do you help your friends if they fall and cannot walk?
4. What kind of person do the following goods need for? crutch, white stick, microphone, wheel chair.

We assist helpless and handicaps in school.

2

Helpless and handicaps in neighbourhood

My neighbouring aunt was unable to walk since birth. Her left hand is shorter than right one. Uncle helps when she needs it .



Birman of big-house(Thulaghare) cannot see. He cannot walk alone. Sometimes, he walks to the market with the help of the stick. His wife (Bhauju) assists him. Other family members also join her to help him.



Helpless and handicaps are found in a village and a town too. They are also human-beings like us. They need others' help. To co-operate is our duty.



Teaching Instructions

Above mentioned details are only the examples. Let students tell about helpless and handicaps of their neighbouring area, by this they will develop a exploring habit. Describe different kinds of disabilities which students could not tell. The activities that hurt the feelings of handicaps should not be practised. They should be treated with respect.

Activity

1. Find helpless and handicaps in your neighbour and write their name.
2. Sketch the picture of a person with only one foot.
3. What do you call the handicaps and helpless people given in the following table? What kinds of help do they need?

Kinds of persons	Called	What help is needed
1. seventy years old person	old	Lead him in crossing the road.
2. having one hand only		
3. limping on one foot		
4. cannot see		
5. cannot hear		

5. How do you help the person who cannot speak, see, hear and is physically retarded? Act and show.
6. What do you call the children without parents?
7. Fill in the blanks:
 - a) The person who cannot see reads through (braile/roman script)
 - b) The deaf read through (hand/symbol languages)

We support the helpless and handicaps in neighbourhood.

Mutual help



This is Sarita's village. In her neighbourhood, there are the houses of Rama, Deepa and Pawan. They all live together. They work and celebrate their festivals together. while doing so, they need various things what they don't have. They exchange goods in need necessity.

Kushal is in Grade two. He sits with his friends. He asks for the materials which he does not have. After use, he returns them to his friends. Everybody likes Kushal. All praise him. His friends also help others as they do him.



Teaching Instructions

Practise students for different activities to develop the concept of giving and taking goods from each other in need. persuade students to help neighbours and relatives.

Activity

1. Why are Sarita's neighbours good?
2. What does Kushal do to the materials taken from his friends?
3. How do you take help from others? Show it through acting.
4. Where and how do you help to your friends?
5. Tick (✓) for right and (X) for wrong sentences.
 - (a) One should return friends' materials after use.
 - (b) One should not give things to the neighbours.
 - (c) One should help friends by lending goods they do not have.
 - (d) The habit of giving and taking help from others is not good.
6. Look the following picture and describe.



We should exchange help among familiar persons.

2

Our common property

There is a 'chautaro' (place to sit and take rest) close to Bhushan's home. People sit on it. There is a tap close to it. There is a temple a bit up from the tap. Near the temple there is a small inn. People sit or stay at there.



There is a shop close to the inn. People buy and sell goods there. Bhushan also buys his goods from there. There is a post-office near Bhushan's house. Relatives and friends send letters through the post office. A playground is also there nearby his house. Bhushan plays with his friends in the ground.

The chautaro, taps, inn, post office, ground, health-post and schools etc. are the public places. They are our common property.



Teaching Instructions

Take students to observe the environment around the school to make them known about public properties and tell them to prepare a list of public properties.

Activity

1. Answer the following questions on the basis of the lesson:

- (a) Where is the temple?
- (b) What are there close to the Bhusan's house?
- (c) What do people do through the post office?
- (d) Why do people go to health post?

2. What public places are there near your house? Write their name.

3. Look at the following pictures and describe.



4. Fill in the gaps on the basis of the lesson.

- (a) There is near the chautaro.
- (b) People go to to buy goods.
- (c) Bhushan plays in
- (d) There is in Bhushan's village.

Public taps, well, river, post office, play ground, health post, schools, forest, pond, road, bridge, etc are our common properties.

3

Protection of public property

Tap, well, inn, schools, ground, pond, road, etc. are our public properties. We should keep those places clean. We should take care of them. Public property is common property. People take rest here. We should repair the down chautaros collectively.



A bus makes us easier to go and come from places. Truck carries heavy load easily. They are vehicles. They are means of transport. We should take care of them. Telephone makes us easier to talk to people from far and near. It saves our money and time. We should take care of it in case we see someone cutting off the wire, we should report to the police. Temples, monasteries, inn tap and wells are public properties. All should conserve them.

Teaching Instructions

Take students to observe the public places and practise activities to tell the names of the visited public places. Teach students the ways of preserving public places and property and encourage them to preserve.

Activity

1. Answer the following questions.
 - (a) Write the name of any three public places.
 - (b) How should we keep public places like taps, well and other water resources, clean?
 - (c) What should we do if the school breaks down?
 - (d) Why should public chautaros be protected?
 - (e) How should the telephone be protected?
2. How do you preserve the public properties of your community? Write.
3. Look at the following pictures and what is going on.



4. Stand in a queue to drink water in school's tap and report to your teacher that other students are in line or not.

We should protect and care for public property.

4

Habit of waitting for turn

Sabina's house is in the mountain. One day she went to temple with her father. She saw people standing in a queue. They also joined the queue. At their turn, they worshipped and returned home.



Rambaran's uncle teaches in a school in Birgunj. His father went to call him. There was a line of people for telephone. His father stood in the queue. He talked to him and came back.

There is only one tap in the village of Pasang. Villagers fetch water turn-wise. Pasang was taking bath along with his mother there. In the meantime, Raju came to fetch water. He gave Raju to get water. After that he took bath.



Teaching Instructions

Inspire students to make a queue. Teach students to enter the class-room in line and go out turn-wise. Instruct students to stand in the queue in tap, telephone, bus, post office, temples etc. Encourage them to stand in queue and observe.

Activity

1. Answer the following questions on the basis of the lesson.

- (a) Why did Sabina visit the temple?
- (b) How did Sabina and her father worship in the temple?
- (c) How did his father call to his son?
- (d) What should you do if there is a crowd at the tap?
- (e) Why should we wait for turn in public places?

2. Look at the following pictures and write what would you do if you were there?



3. Why one should stand in queue while taking public services like tap, temples, post office, etc. Ask and write.

We should stand in queue at public places.

Our living place

Gokul lives in town. It is in the Terai. Terai is plain land. In plain, None need to walk up and down. It is easy to walk and construct



roads in such places. Many people live in such places.

Ganga lives in a village. Her village is in the mountain. It is high-land. There is also low lands in the mountain. The low land is called Bensi (low-land). Deep places are also found in the mountains. Such deep places are called khonch (ravine). It is difficult to make road in mountains.

There are Tar (elevated plain land) in some areas. Tar is plain land in height, higher than Bensi. It is also known as high land



Teaching Instructions

The objective of this lesson is to give students information about the different places, where they live in like (high/low land, ravine, elevated land, the plains, etc.). Have a discussion by giving different examples and telling them to observe the area nearby their residence.

Activity

1. Answer the following questions.

- (a) Where does Gokul live?
- (b) Where does Ganga live, in town or in a village?
- (c) Where do you live, in village or in a town?
- (d) What kind of place is called Tar?

2. What kinds of place are the houses located in the picture ?



a.



b.



c.

3. Where do you live in, town or village? Tick off the right word.

High-land, low-land, plain, Tar, Khonch

4. Draw a picture of your location to share it with your friend. Look at your friend's picture to see how yours is different from his/her.

I can differentiate high-land, low-land, plain, Khonch (ravine) and Tar (elevated plain land)

2

Our village and town



This is Sunita's village. There is a forest close around. There are many trees in the forest. so, it is densed. There is a lake too in the middle of the village. Everyone has protected the forest. Villagers get grass, fire-wood and

timber from the forest. There is a river near the village. It is a big and deep. Bhola lives in a town. There



is a pond a bit far from the town. The pond is small. It was made by the people of the town. There is a

Teaching Instructions

This lesson tries to give the concept of natural resources like (river, forest, lake, pond, mountain, etc) to the students. That's why, make students familiar with natural resources by taking them to visit around the community.

forest away from the town. The forest is very sparse. It was denser before but the people of the town cut many trees down to make their houses. so, Now the forest has been sparsely a few trees only.

Activity

1. Look at the pictures and write their names:



2. Complete the table.

Sunita's village	Bhola's town
a) Near the village, there is a river. The river is	a) Near the town, there is a pond. The pond is
b) Near the village, there is a forest. The forest is	b) Far from the town, there is a forest. The forest is

3. Sunita wrote about the resources around her village in this way.

Pond, forest, river, mountain, lake, stream, ground etc What kind of natural resources do you see around your locality? Write.

4. Draw a picture of a tree.

I can describe the river, lake, forest, pond, etc around my place.

3

Our village in the map

Have you ever visited a higher place? Have you ever observed its surroundings? How does it look from a height? Sitaram came to his maternal uncle's house with his mother in at Dashain. Her place of birth is in the mountain. One has to climb uphill. While climbing the hills, his mother asked, "Sitaram, look where is our house?" Sitaram looked far off. He saw his village at a distance. He saw a rivulet by the side of the village. On looking around, he also saw his house. Sitaram became happy. "Aha! How beautiful it looks!" Sitaram exclaimed on looking from a good height, When he saw his house like this.



Teaching Instructions

The objective of the lesson is to give the concept to the students that from a low-land things of close-distance and from the high-altitude things of far-distance can be seen. So make students visit different places (high and low land, etc.) and let them express about the places they have seen, and draw a map of their village.

Activity

1. One walk uphill. Look around. What do you see? Share your experiences with your friends in the classroom.
2. Draw a map of the place you saw from the hill top. Show it to your teacher.
3. From a low-land, things of close-distance are seen. From high up, you can see things far off . What is seen things from close like ? What is it like to see things from far off ?
4. Fix your pencil in the ground. Watch it closely. Now keep a chair near the pencil. Stand on the chair. Look at the pencil. How did your pencil look like? Tell.



I learnt to make maps of my place.

4

map of our place

Sitaram said, “The place where I live is Mangalbare.” A local market is held here every Tuesday. Therefore, this place named after the day, Mangalbar. There is a river in the east and west side of the village. My school is near the river. There is a forest in the north. The forest is big. local market is held in the middle of the village. There is a Chautaro. There is a highway in the south. The highway is a main wide road for travelling long distance to connect cities. There is a rice-mill in the middle of my village. A temple lies on the east of it. Our village has got a small hospital. Sitaram drew a map to reflect his village.



symbol	
	school
	temple
	house
	healthpost
	bridge
	industry
	river
	road
	forest

Teaching Instructions

The children are taught to develop their skills in locating their community on the map in this chapter. Thus, let the students draw maps by visiting their locality and observing everything located there. Tell them to fill the maps with the places. Though their map may not good, practise them to sketch more similar maps.

Activity

1. Draw the picture of your school.
2. What lies in the west, east, north and south from your place?

In the east in the west in the north in the south

3. Draw the map of your place as Sitaram did.
4. Choose and write answers.
 - i. Where does your school lie from your house?
East West
North South
 - ii. Where's your friend's home from your house?
East West
North South

5. Draw the figures as shown below:



river



road



pond/lake



hill

I learnt to mention places of my area in the map.

my friend's birthday

Radha and Ramesh study in Grade two. They are friends. Radha calls Ramesh when she goes to school. She has called him today too. Ramesh's mother said, "Wait a moment, Radha."



Radha came closer to Ramesh mother and sat beside her. She wanted to know more about Ramesh. Radha asked her mother, "When was Ramesh born?" Mother thought for a while and then replied, "Ramesh was born on Wednesday 14th Magh 2054 B.S. Radha again asked, "Where is Ramesh's birth place?" Then she answered, "It is Kalaiya sub metropatian city, ward no 4 of Bara district." Radha wrote down the details. She gave her in her note book . Then both of them went to the school.

Teaching Instructions

Practise additional activities to gain information about their friends family background, profession etc.

Activity

1. Ramesh asked his friends date and place of birth of his classmates. He wrote as follows.

Friend's name	year of birth	Month of birth	Date	Day	Place
Kamala	2053	Mangsir	5	Thursday	Khotang
Dolma	2052	Magh	9	Wednesday	Solu
Hari Bahadur	2053	Bhadra	25	Monday	Bardiya

You also write the dates of birth and birth places of your five friends as Ramesh did in the table..

2. Write dates of birth and birth place of your friends in your neighbourhood by asking them in the following table:

Friend's name	Date of birth	Birth place
.....
.....

3. Look at the calendar and mark the month and day of your birth.

We can write and say about our friends' date of birth and birth place.

2

Friend's family then and now

Chhewang's grand parents used to live in Humla. School and health post were far from their home. Even the local market that was held in the village was far. There was no facility of roads.

The goods were carried by plane and mules. Therefore, the goods were expensive.



The condition have been changed by now. In the same place, there is a health post. A school has been built, too. There is a facility of market. There is a facility of helicopter, too. They illuminate their house with the help of solar energy and bio gas. Chhewang's brother teaches



in a school. His wife works in the health post. Chhewang's maternal uncle's house is in Nepalgunj. He lives in there. In Nepal-

gunj, the road is wide. The shuttle rickshaws and carriages shuttle are seen along the road. The airport serves people from districts such as Humla, Jumla etc.

Teaching Instructions

Let students collect information about their friend's family's background, profession, religion, culture and tell them to read and have a discussion. Clarify the meaning of solar energy and Gobar gyas if they do not know.

Activity

1. Chhewang showed the place of his neighbours then and now in the table.

Name	place then	place now
Pasang	Humla	Nepalgunj
Ramesh	Nepalgunj	Nepalgunj

You also make a chart to mention your neighbours' living place then and now as Chhewangs.

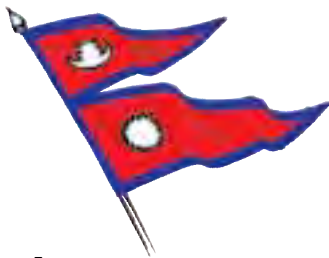
2. Write about the family members of your friends in the following table as shown in the example.

Who ?	Name	What he used to do.	What he does now.
Grand father	Gopal	Farming	Business

I can tell my friend's family's living places then and now. I can tell about their work, too.

3

Our National symbols



This is our national flag. This is of triangular shape. There is a symbol of the moon in the upper triangle. The symbol of sun on the lower triangle.

The cow is our national animal. It gives us milk. The manure composed of its dung is useful for fields. Fresh cow dung paste keeps the house free from germs.



Danfe (Lophophorus) is the national bird of our country. The bird is found in the Himalayan region. It is of multiple colour.

Laligurans (Rhododendron) is the national flower of our country. It is found in the high hills. It is red in colour.



Crimson (Simrik) is dark red in colour. It is our national colour. It is used for worshipping God.

Teaching Instructions

Let students recognize the national symbols by giving examples and also tell them about their importance.

Activity

1. Answer the following questions on the basis of the lesson.

- i. Where is Rhododendron found?
- ii. What colour is crimson?
- iii. What is our national bird?
- iv. Where is Lophophorous found?

2. Match the following.

- | | |
|--------------------|--------------|
| a. National bird | Rhododendron |
| b. National animal | Crimson |
| c. National colour | Lophophorus |
| d. National flower | Flag |

3. Write about the cow. You can ask a class mate.

The cow has four legs.

4. Write about our national flag.

The shape of flag is It has at its top. It has at its bottom. It has colours at its bordered side. It has colours at its base.

5. Draw a picture of our national flag and colour it.

I recognize the national flag, animal, flower, bird and colour as our national symbols.

1

unit 7

Our economic activities

respect for work

Rabikala's neighbours are friendly. They are involved in different occupations. One of them works is farming. He grows crops, vegetables and fruits. They don't consume all their products. He sells the surplus for income.



Ghansyam is another neighbour. He is a cobbler. Everyone likes him for quality shoes. He earns good money from the sale of shoes. He is known to everyone now a days. Everyone appreciates his skill.



Sonam's job is to build houses. Every new house in the village is built by him. He has earned good name and money from his profession. Rabikala, though, a

child has the sense of importance of work. She respects work. She helps her neighbours.

Teaching Instructions

Children should be given opportunity to observe different types of work of their neighbours. They should be known that every work holds its own importance. They should be inspired to help the neighbours in their work.

Activity

1. What do your neighbours do ? Write the name of any three persons. Mention what they do.
2. What happens in the following situations? Discuss with your friends and write.
 - (a) If the tailor does not stitch clothes
 - (b) If the farmer does not grow crops
 - (c) If the doctor does not check patients
 - (d) If the mason does not build house
3. What tools are required to these professionals? Match the following:

Mason	Balance
Teacher	Plough
Tailor	Hammer
Businessman	Needle
Farmer	Chalk
	Knife
4. Visit one of the working places. Observe, the person and the way he is doing work. What does the work require? Ask them. What help does the work require? Can you help him?

No one is high or low on the basis of work. We must respect others work and help them in every aspect whatwe can.

2

the proper use of things

My name is Dolma. I study in grade two. I take care of my materials. I write neat and clean in my notebook. I donot mess up my writing. I save my pencil, pen, ink, everything. I do not force my parents to buy unnecessary things. I spend money to buy essential things only.



My name is Suman. I study with Dolma. I share seat with her. I learnt this good habit of caring things from my friend, Dolma. I also use my things carefully. I handle every thing with care at school and home. I polish my shoes myself. My parents are happy with my good habits. The teachers and my friends call me self reliant.

Teaching Instructions

We should teach students to care and use things properly. We should use and care things properly as our children imitate us.

Activity

1. Write the name of the things you use.
2. Write 'T' for true and 'F' for false statements.
 - (a) Manoj throws his clothes carelessly.
 - (b) Sharmila does not mess up her books and copies carelessly.
 - (c) Ram Lakhan forces his parents to buy expensive clothes.
 - (d) Sanumaya polishes her shoes herself.
3. Write about your class mates and their bad habits that need to be quit.

Name of friends	What type of habit?	What ought to be done?
Rama	Breaking pen by biting	To protect pen by not biting

4. Fill in the blanks:
 - i. Foods (should be thrown, should not be thrown)
 - ii. We should one's things. (care, not care)
 - iii. with the money we have (buy the necessary things, Buy the things which we see)

I take care of my things.

3

Things made in village

Mat and wicker basket are made in our village. Nepali woolen blanket (radi) and typical woolen blanket are found in every house.



I do not eat biscuits and noodles,
For me, fresh apple is tasty and sweet.
They are found in my orchard.

Dhido and chapatti (bread) provide me energy
The junk foods from street vendor induce diseases.



If I had money I would buy only the things that I need.

Home spun clothes are dhoti, cholo, daura, suruwal. They are better than the expensive dresses.



Teaching Instructions

Practise students to eat the food produced in their village and use the things manufactured in their village.

Activity

1. Read the poem with rhyme.
2. What things are grown in your place? Name them.
 - (a) Crops
 - (b) Fruits
 - (c) Vegetables
3. Where are the home made things used ? In the local area ? Across the area.

Name of things	Manufactured where?
Carpet, woolen mat, clothes, mats	cottage industries outside village house

4. Write the meaning of the following words as given in the example.

Dhindo..... made from wheat, maize and seedbeans.

Doko, radi, pakhi, gundri, daura
5. Write the names of any five your favourite things that are made in your village.
6. Draw a picture of your favourite thing found in your house.

**I eat foods produced in my village.
I use the things made locally.**

4

Things made in town

One day we decided to visit factories of the city from our school. We, the students of class two, went to visit it with our teacher. We saw different factories and industries. Our teacher said, "Write the name of goods that are produced in the factories and industries." We observed different industries. We also made a list of goods by asking with the workers of the industries.



The list is as follows:



From what things

Sugarcane
Sunpat/jute
Wheat's flour
Rittha
Grass, hay
Cotton
Wool

What is made?

Sugar
Plastic bags
Biscuit
Soap, shampoo
Paper
Clothes
Radipakhi

Teaching Instructions

Take students to the nearer small scale or cottage industries for observation and tell them to make a list of products.

Activity

1. What kind of industries and factories have you seen? Write.
2. What type of raw materials are used to make those products ?
Write as given in the example:

Name of things	From what?	Name of things	From what?
Clothes	Cotton	Sugar	Sugarcane
Paper		Noodles	
Cement		Biscuit	
Bags		Juice	
Table		Medicine	
Bed		Soap	

3. Visit one of the industries and observe how goods are made. Write down in your note book what you see to share it with your friends that you have learnt and written.
4. Write the names of ten things that are made at your home. Where are the things are made and materials supplied from? Find out by asking with the elders.
5. Draw a picture of your favourite object.

I learnt that a lot of many goods are manufactured in industries. I will use things made in my village.

1

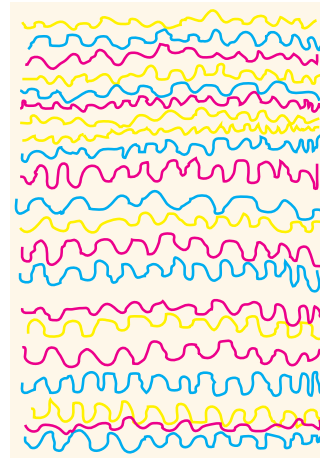
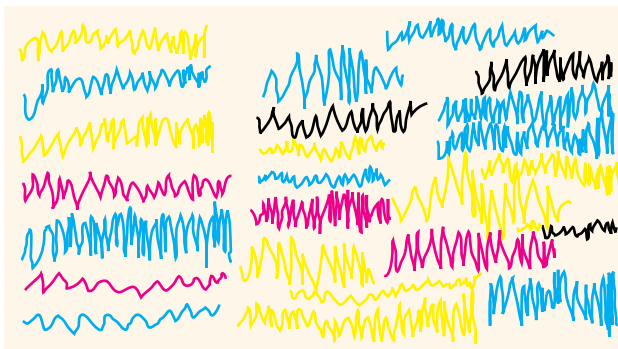
Unit 1

Creative art Visual Arts

Let's learn how to draw lines



Practise to draw
straight, upright
and curve lines



Exercise

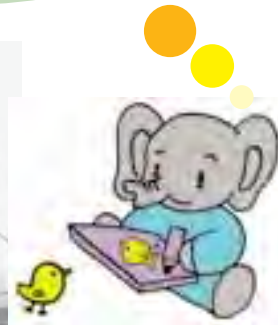
You also practise to draw lines.

Teaching Instructions

Show the above pictures to the students and tell them to draw straight, upright, curve and different lines with the help of pencil, chalk, pestle, etc.



It is interesting to draw pictures with a pencil, chalk, pestle, etc. Don't you draw?



I draw an elephant with a pencil.



Exercise

Draw pictures of your choice.

Teaching Instructions

Get students to observe different objects like pots, houses, flowers, animals, fruits etc, encourage them to draw their pictures.

Identify colours



Practise to mix colour

1. Mix yellow with red and see.
2. Mix blue with red, see and tell.
3. Draw pictures by using mixed colours.

Teaching Instructions

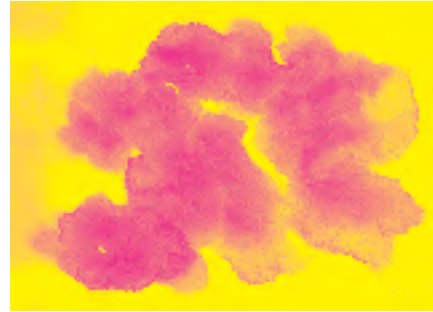
Get students to observe different objects and ask their colour.
Practise students to mix colours.

3

Let's play with colours



I wet paper.
Then I coloured it.



I drew lines
of different
colour .



I drew a picture on the paper
with wax (crayons). I colour
over it. Aha! what a
beautiful picture.



Teaching Instructions

Make students colour on wet surface, press paper on colour (ink blotting), rub wax on the paper then, colour on it and other activities like these.

4

Let's draw pictures we like



Draw a picture you like and enjoy



My hen



Dashain



Baby-bird



My friend



Exercise

Draw your favourite and interesting pictures.

Teaching Instructions

Let students to see above pictures. Discuss with students about those pictures. Help students to select the subject of drawing and encourage them to draw.

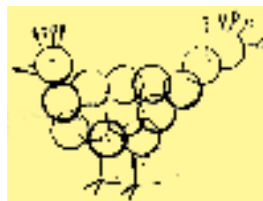
5

Let's Print

Apply colour on our palm and fingers, and print on the paper.

What does the print of the hand look like ? Let's see.

Collect things for print



Potato
Onion
Cover
Leaf
Raddish
Ramtoriya (Okra)
etc can be used
for print

Apply colour on the palm and fingers and make designs.



Teaching Instructions

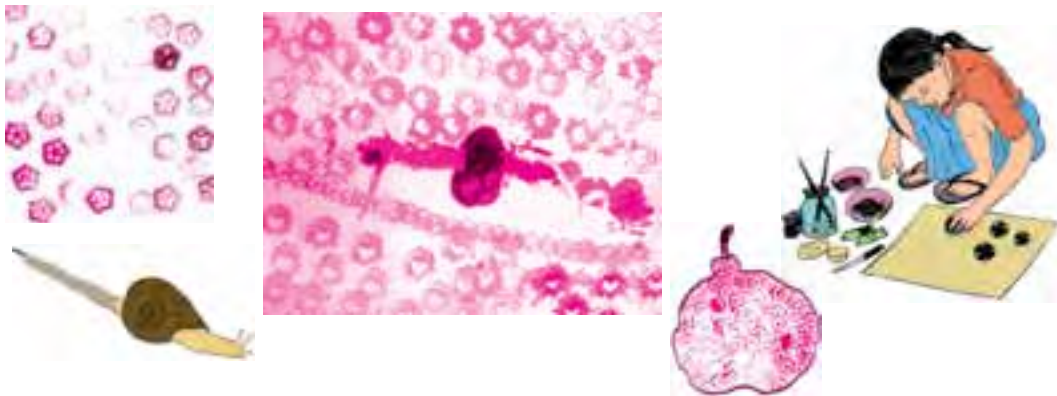
What kind of designs can be made by the print of fingers. Let students imagine and print. Let them put colours on bangle, bottle's cover, leaf, etc and take out the print. Make them wash their class-rooms, print-materials and their hands properly after completing the activities.

let's print a leaf

Apply colour on the leaf. Keep on the paper, take out the print, and see it.



Make design and print them out. Make a design of potato or in any other things, then apply colour and take out prints on paper. Let's see what kinds of designs are printed.



Exercise

Make prints of different kinds of leaves, vegetables or other things, and then see them.

Teaching Instructions

Let the students take out prints from different objects. By group's effort, a better painting can be made. So, let them work in the group. Made painting should be displayed in the class-rooms and let students exchange their experiences of paintings.

6

Let's make collage

The picture which is made of colourful paper, photo, pictures and other things sticking them together, is called a collage. In other words, it is a work of art put together.



Pieces of paper can be stuck together with gum or any sticky things to make a picture. Some collage pictures are shown below. Look at them and make one like that.



A collage picture made of different colourful pieces of paper



A collage picture made of arranging colourful pieces of paper



Exercise

Cut/tear thin colourful paper-pieces and stick them on the thick paper to make a collage.

Teaching Instructions

Manage necessary materials and practise students to make a collage-picture by cutting or tearing paper, arranging and sticking them.

Let's Make collage by sticking colourful photos

A collage can be made of cut-outs, fixing printed pictures, photos and other colourful objects.



In this collage, cutout pictures are stuck.



In this collage, colourful pieces of paper are stuck closely.



Exercise

1. Collect pictures and stick in a new form style.
2. Bring colour paper and make a collage by sticking one piece of paper over another.

Teaching Instructions

Because of the use of scissors and knife, any incident is likely to happen. So, take special precautions while doing the work.

Let's make collage with various fragments

Different kinds of things can be stuck for a collage.



Sand
Leaf
Peelings
Wool
Cloth
Button
Grass
Flower
Tiny sticks
Shell of egg

Make a collage on a thick paper with the help of pieces.



Exercise

1. Collect pieces of different things from outside the class.
2. Use the collected things selecting in a best way. Make a collage in pair. Select the design discussing with your partner and fix.

Teaching Instructions

Make a collage from the collected materials and above-mentioned things.

7

Let's work with clay

Let us make different shapes from the clay.



Pressed with fist



Pressed with finger



See, how many things have I made?



crumbing



Pinching



Exercise

You also play with clay and see how many shapes are formed. Discuss.

Teaching Instructions

Prepare students for clay-work, after selecting soil. Inspire students to make different things as shown in the above pictures. Discuss with the students about the models prepared by them and manage to display their creative arts.

Let's make different shapes from clay



Now, what do
I make next ?



Exercise

Make different shapes playing with clay.

Teaching Instructions

Encourage students to make different shapes by providing soil. Have an inquiry on the prepared things and manage for their display.

Let's make favourite shapes and things



Exercise

Make your favourite things.

Teaching Instructions

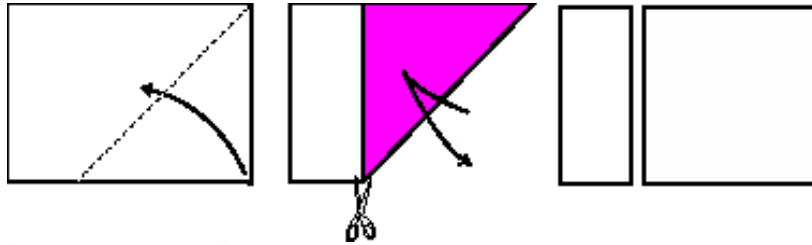
Encourage students to make an object by joining many shapes. Let students discuss about flowers, vegetables, birds, animals, etc, which either they have seen or eaten, and then tell them to make any one object among those objects.

8

Let's work with paper

Let us cut paper in square.

First, make square to the paper by cutting it.

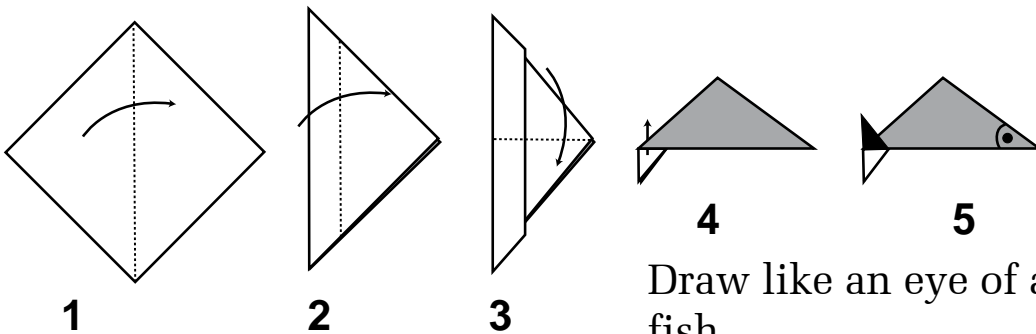


Fold the rectangular paper.

Cut with scissors, square paper and slowly unfold.

Fish

Look and make



Draw like an eye of a fish.



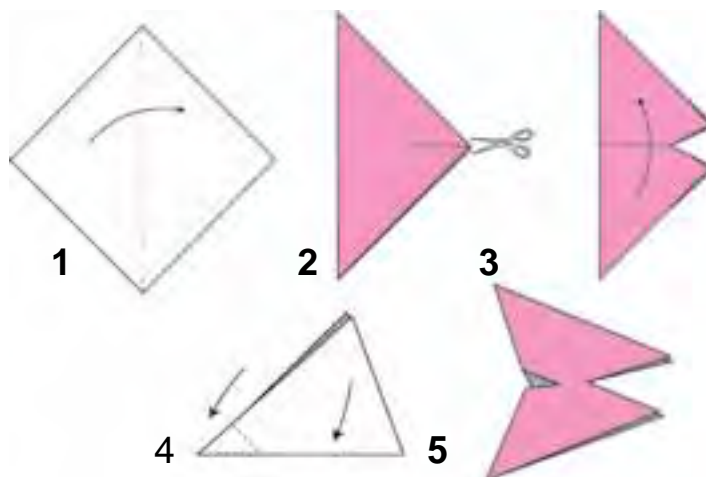
Exercise

Cut paper in square shape and make a fish out of it.

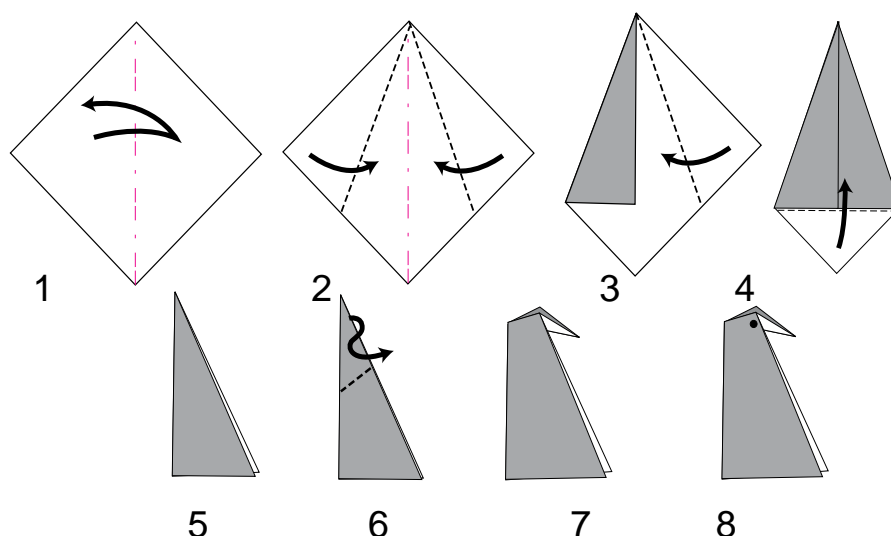
Teaching Instructions

Tell students origami is the Japanese art of making different shapes by folding paper. Let students make different shapes after cutting paper, like above shown pictures. Take precautions to avoid incidents that may be caused of scissors.

Butterfly



Crow

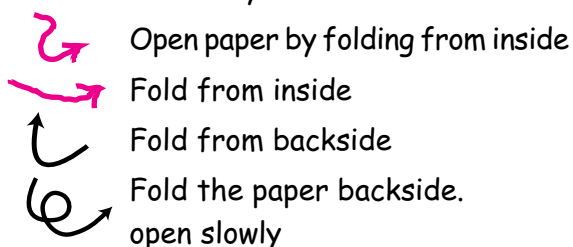
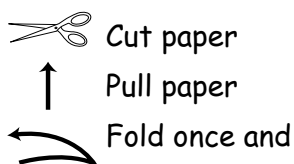


Exercise

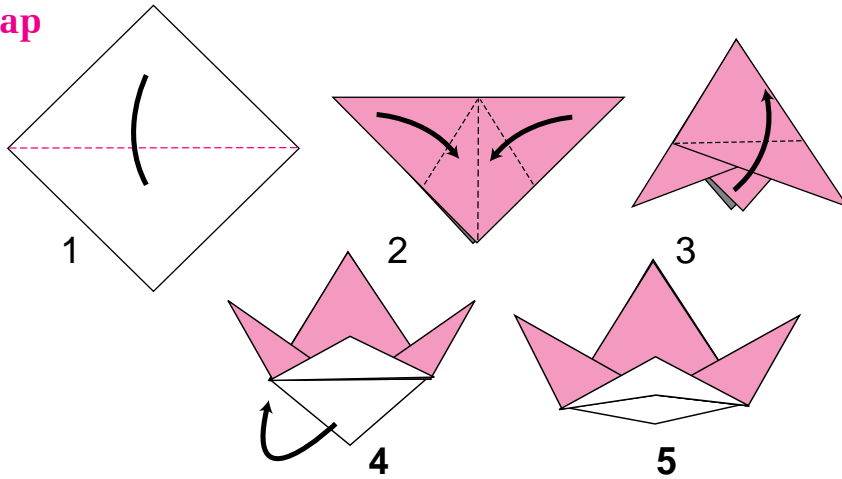
Make butterfly and a crow by folding the paper.

Teaching Instructions

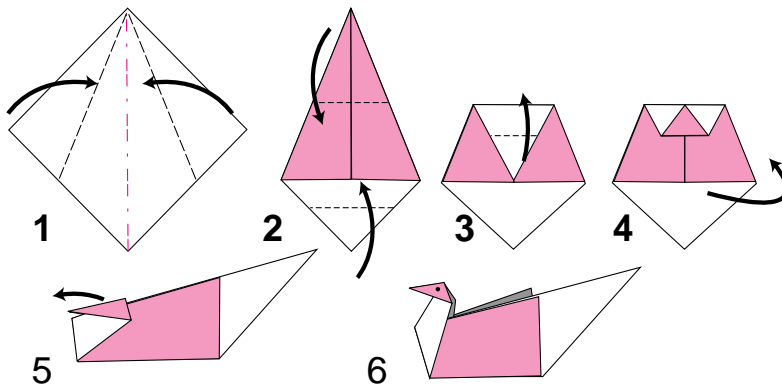
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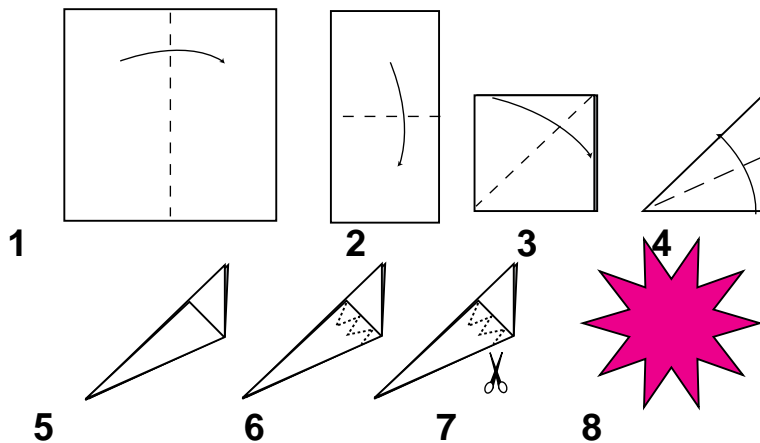
Pointed cap



Duck

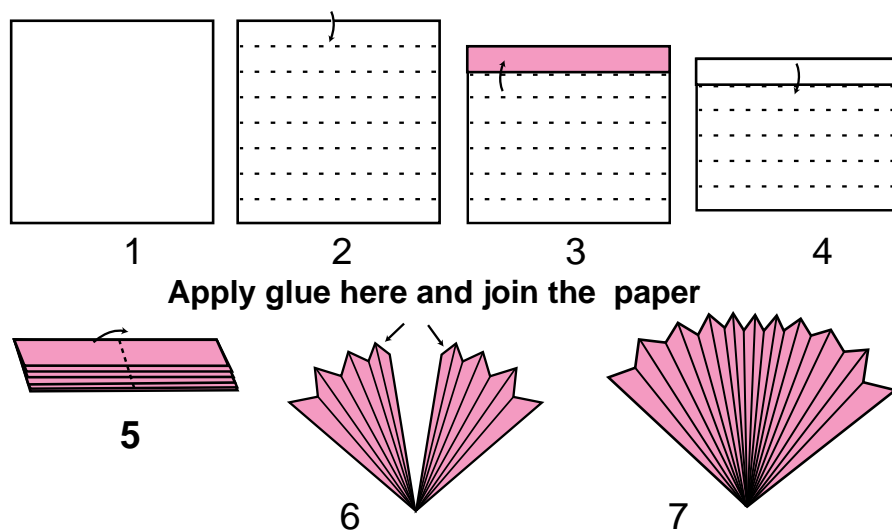


Paper star

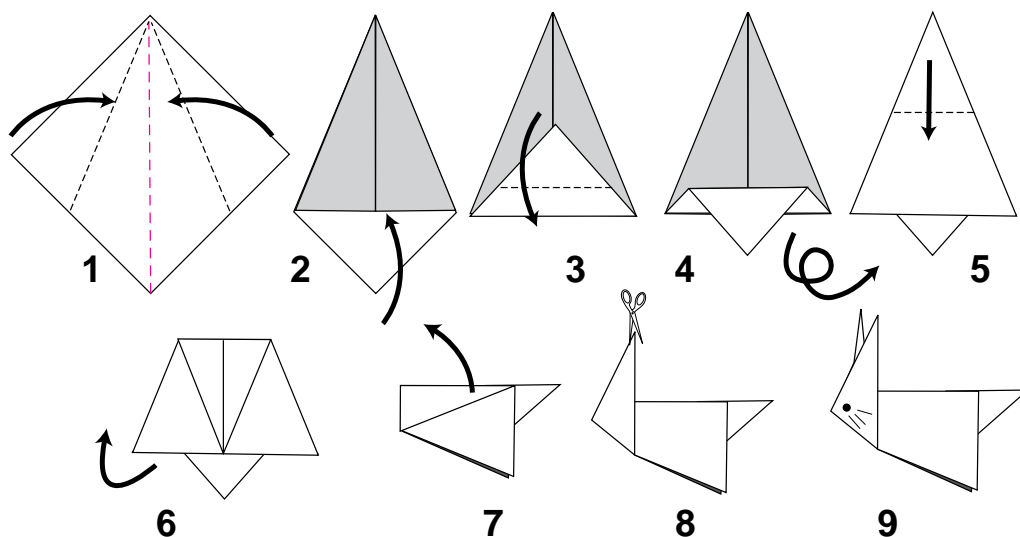


Draw line with pencil and then cut

Paper Fan



Rabbit



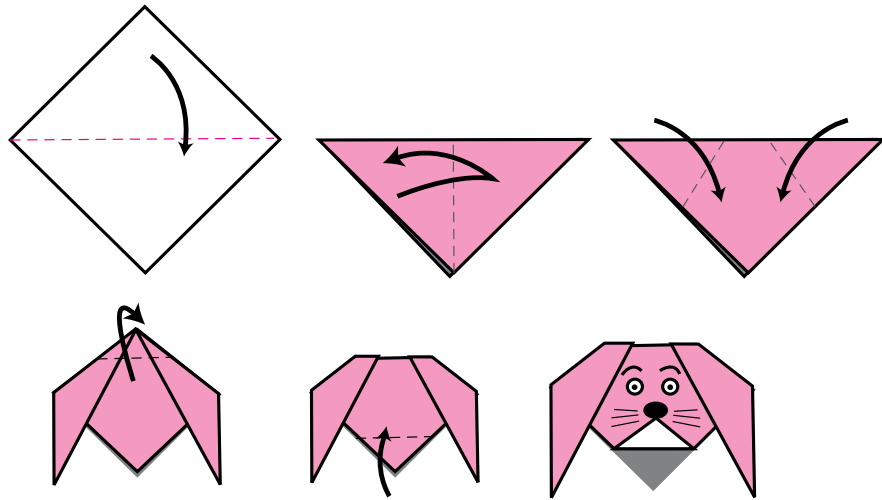
Exercise

Make different objects like fan, rabbit, cap, star, etc with paper.

Teaching Instructions

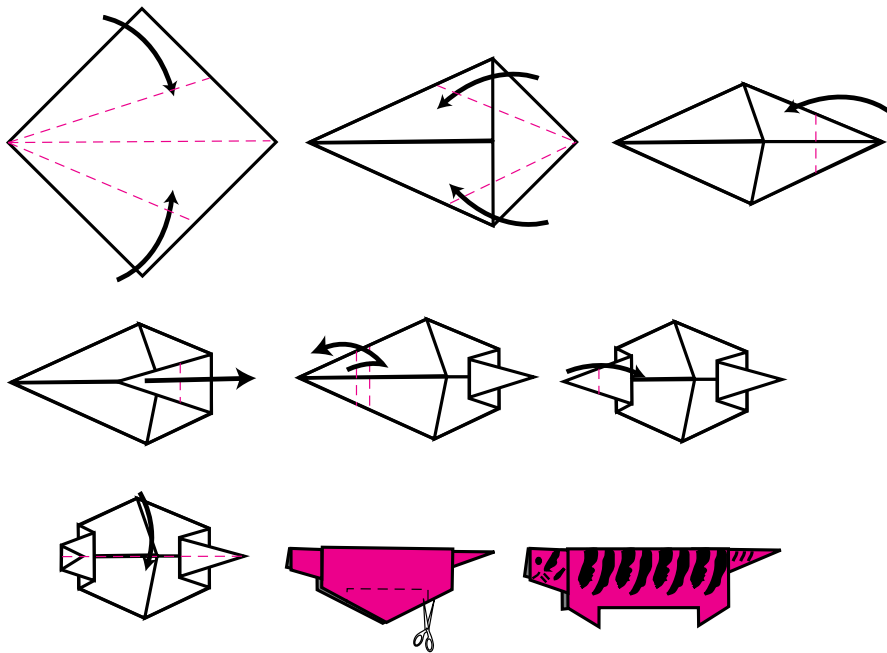
Let students discuss their experience in creating the objects and make arrangements for the display of the made objects in class. After this activity students clean the class-room.

Dog



Now draw eyes, mouth and beard like that of a dog.

Stripped Lion



Now make eyes, mouth and stripes like that of a tiger.



Exercise

You also make animals like this and display, playing with them.

I clap in rhythm

I clap in rhythm



I practise clapping and pausing, so on and so forth.



clap

pause

clap

pause



Exercise

Do practise for clap and no clap.

Teaching Instructions

Before teaching to sing a song, make students practise for cap and gap.
For example

1	2	3	4	5	6	7	9
Siyo	khoi	si	yo	aile	yanhi	thi	yo
Aele	payo	kaah	kaah	khoj	teekha	aan	khaa

2

MADAL

(A kind of cylindrical drum)

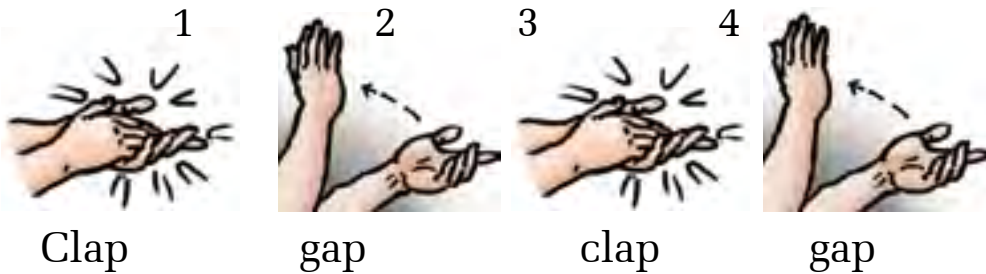
I play Madal

a)

1	2	3	4
Ghin-a	Nati	Nak	Ghi naa

b)

1	2
Ghin	Naa Ghi Naa



Exercise

Clap according to 1 (Ghi) and 2 (Naa). In this way practise again and again.

Teaching Instructions

Make students practise clap and gap, repeatedly before playing Madal. Let them rehearse with the sound of Madal. Show the students playing Madal by the teacher first, then let them practise simultaneously Madal playing.

Class-room Song

ल ला ला ला ला

आज हामी सानासाना, फूलका कोपिला

भोलिपर्सि वीर बन्ने हामी जोसिला

फूलका कोपिला हौं फूलका कोपिला

हामी जोसिला हौं हामी जोसिला

पौरखी यी हाम्रा सानासाना हात रे

फूल रोप्छौं देशभरि, एकै साथ रे

साना हातले हो ... साना हातले

एकै साथ रे हो ... एकै साथ रे

ल ला ला ला ला

हामी सबै उन्नतिको बाटो हिँड्दछौं

देशलाई उठाउने बाचा गर्दछौं

बाटो हिँड्दछौं हो ... बाटो हिँड्दछौं

बाचा गर्दछौं हो ... बाचा गर्दछौं

हातेमालो गर्दै बढ्छौं, ज्योति बालेर

सबै फोहोर, अन्धकार, मैलो फालेर

ज्योति बालेर हो ... ज्योति बालेर

मैलो फालेर हो ... मैलो फालेर

आज हामी सानासाना फूलका कोपिला

भोलिपर्सि वीर बन्ने हामी जोसिला

फूलका

हामी



Exercise

Sing the song in tune.

Teaching Instructions

This class-room song is based on Jhyaure rhythm, inform it to students. Before singing the song make students practise the rhyme on Madal and claps as per the notation. The notation (swar-lipi) 'saa', EB is the the second black fret of Madhya Saptak of Harmonium. Jhyaure has six musical division (Maatraa) and Dadara has eight musical division (maatraa) let them practise it many times.

3

Vocal Practise

I do vocal practise

- a) **Rising (Aarooha)** – Saa re ga ma pa dha nee saa
Falling (Awroha) – saa nee dh pa ma ga re saaa
- b) **Rising** – Saasaa rere mama dhadha neenee saansaan
Falling – Saansaan neenee papa papa gaga rere saasaa



Exercise

Vocal practise.

Teaching Instructions

Assuming the first white fret of Madhya Saptak of Harmonium, let students rehearse rising and falling of vocal sound along with clapping. In a clapping let them pronounce a vocal sound first, then in second step, pronounce two vocal sounds. (Note: If harmonium is not available, make any key-note for example saa and make students to rehearse it.

Children song

I sing a children song



1	2	3	4	5	6	7	8
Siyo	khoi	si	yo	Aaile	yanhi	thi	yo
Aaile	payo	kaan	kaan	khoje	teekha	aan	khaa
saanu	saanu	si	yo	kaam	thulo	thi	yo
Kataa	pari	di	yo	siyo	khoi	si	yo
Haraa	ko	si	yo	luki	garchh	chi	yo
Hera	hera	yan	khaa	here	koho	kaan	ka
Aankha	yataa	n	jaa	lukhu	kati	ma	jaa
Paile	tyasai	faa	lyau	Aaile	bhann	thaa	lyau



Exercise

Sing a children's song in rhyme.

Teaching Instructions

Tell students about theme of the song before singing it. Write a song in the board and make students practise it with rhythmic clapping.

(Note: For singing or teaching students to sing any song, take any local or any rhyme as a base for it.)

Bubumam

I sing a children's song entitled Bubu mam.

1	2	3	4	5	6	7	8
Baale	Bachhi	Phunu	Bho	Ani	Bubu	Duhanu	Bho
Bubu	Mam	Khaun	laa	Ani	tete	laaun	laa
Kaain	ori	Gare	ra	Mot	Ramaa	Chadhe	ra
Maamaa	Ghar	Jane	Chhaun	Chichi	papa	Khaare	Chhaun
Maamaa	lai	Bhane	ra	Maiju	Lai	Bhane	ra
Naanaa	Chaachaa	laun	laa	Ani	ghar	laun	laa



Exercise

Practise Bubu Mam children's song in rhyme.

Teaching Instructions

Tell the theme of the song to the students before making them to sing it. After that, write on the board the above divided part of the song and let them rehearse giving clappings at the points of 1 2 3 and 4.

(Note: Instruct them to sing a song in any local rhyme.)

Seven Days

(Saat Baar, Saat Din)

I sing 'saat baar, saat din' children's song

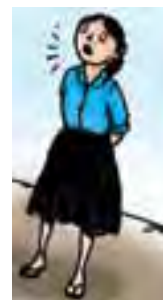
1	2	3	4	5	6	7	8
Aait	baar	biha	nai	ghaam	sit	utne	ma
Haat	mukha	dhoye	ra	Padhn	basne	ma	a
Som	baar	bihaa	nai	aamaa	sita	uthe	ma
Kaapi	kalam	liye	ra	lekhn	basen	ma	a
Mangal	baar	phulbaa	rimaa	phool	saaren	Mangal	le
Tyophool	lai	loode	maile	aafno	dhang	le	a
Budh	baar	phoolbaa	rimaa	jab	aamaa	janju	bho
Mero	kaam	dekhe	ra	khushi	hunu	bho	a
Bihi	baar	ghara	maa	maile	geet	gaaun	da
Meri	saani	saani	maale	chak	let	dinu	bho
Shukra	bar	sku	lamaa	maile	geet	gaaun	da
Khushi	bhai	guru	maale	kaakha	linu	bho	a
Shani	baar	nuha	en	haase	khelen	rama	en
Meetho	khaajaa	khaaye	pachhi	pustak	samaa	en	a
yas	reenai	bite	mera	saat	baar	saat	din
Bhana	saathi	kastaa	rahe	timra	saat	di a	na?

Ke kahan baschha

I sing 'ke kahan baschha' children song



1	2	3	4	5	6	7	8
Mauri	basne	thaun	ke ho?	Hatti	baschha	kaaa	haan?
Ghoda	basne	thaun	ke ho?	Gai	baschha	kaa	haan?
Baakhraa	Baschhan	kun	thaunmaa	Bheda	baschhan	kaa	haan?
Simh	raja	kahan	baschhan	Machhaa	baschhan	kaa	haan?
Mauri	basne	ghaar	ho re	Hatti	hatti	saa	ra
Ghoda	basne	tabe	laa ta	Ghatha	gaiko	gha	ra
Bheda	basne	behdi	ghod	Bakhraa	basne	kho	ra
Gufa	bhitra	sinmh	baschha	Machha	basne	ku	ra



Exercise

Sing on the rhyme

Teaching Instructions

Encourage to sing other children's songs like this.

4

Movement of foot and soles

Practise to move soles with feet.



Teaching Instructions

First of all keep students in a line and in an attentive position. Keep both hands on the waist, then fold the right foot slightly and rest on the sole and keep left foot straight. Now strike on the ground with the folded right foot counting one, strike on ground with the straight left foot counting two. In this way, repeat till the count of seven and on the count of light let them come to the position of attention. Make them practise this on the rhythm of 'eight' scale (kaharawa) of Madal.

Activity

I turn left – right with the movement of feet and soles.

Look and do



Exercise

Practise to turn left-right with movement of feet and soles

Right	Left	Rt.	Lt.	Rt.	Lt.	Rt.	Lt.
1	2	3	4	5	6	7	8
8	7	6	5	4	3	2	1
Lf.	Rt.	Lt.	Rt.	Lt.	Rt.	Lt.	Rt.

Teaching Instructions

Counting 1-8, students should move to right from their place and again counting 1-8 they should come back to their previous place. Let them come back in the position of attention on the counting of eight. Make them repeat this exercise and let them do it on the eight scale (kaharawa) with Madal beating. Make them do it individually or in a group. Watch who is doing properly and who is not. Give instructions if needed.

Activity

I turn backward-forward moving my feet and soles

Look and do



1 right
2 left
3 rt.
4 lf.
5 rt.
6 rt.
7 rt.
8 lt.



8 right
7 left
6 rt.
5 lr.
4 rt.
3 lt.
2 rt.
1 lt.



Exercise

Move forward-backward by moving feet and soles.

Teaching Instructions

The practise should be initiated from the right foot and sole moving forward upto the counting of eight, and again upto the counting of 8, come back to the previous position and let students do it from the left foot and sole too. Let them do this exercise repeatedly. This activity can also be done in a group by making line. This activity should be done on the eight scale (kaharawa) with madal-beating simultanously.

5

Movement of waist with feet and soles

I can move my waist with feet and soles



Exercise

Standing at your place do this activity

Right	Left	Rt.	Lt.	Rt.	Lt.	Rt.	Lt.
1	2	3	4	5	6	7	8
8	7	6	5	4	3	2	1
Lf.	Rt.	Lt.	Rt.	Lt.	Rt.	Lt.	Rt.

Teaching Instructions

In this activity, first let students move towards right, again come back in the previous position. After that, let them do the same exercise by holding the waists of their mates. Make them do this exercise individually and in a group. Let this activity be done on the 8 scale beating (kaharawa 8) of Madal's rhythm.

Activity

I move towards left-right moving my feet with the waist.



8 7 6 5 4 3 2 1
Lf. Rt. Lt. Rt. Lt. Rt. Lt. Rt.



Exercise

Do practise to move right-left by moving feet with the waist.

Teaching Instructions

Counting 1-8 students should move to right from their place and again counting 1-8 they should come back to their previous place. Let them come back in the position of attention on the counting of eight. Make them repeat this exercise and let them do it on the eight scale (kaharawa) of Madal beating. Make them do it individually or in group. Watch who is doing properly and who is not. Give instructions if needed.

Hand-Gestures

I practise the gestures of hand.

Look and do



Flower



Fish



The Himalaya



Flower



Flying birds



Water

**Exercise**

Do the practise of above shown gestures.

Teaching Instructions

Make students do the practice of the gestures of hands given in the book of class-one in the lesson 4. Let them practise the hand-gestures stated by the words in the class-room song given in the class 2 book. Express the meaning of the class-room song by the hand postures, giving the rhythm by backward-forward movements of feet.

Activity

I can imitate the sound of different birds and animals.

Look and do



Teaching Instructions

Let students copy the sound of different animals and birds with acting.