

English work book



ENGLISH WORK BOOK

Class 2

Class 2



State Council of Educational Research & Training

Varun Marg, Defence Colony, New Delhi, Delhi 110024

District Institute of Education and Training

Moti Bagh, New Delhi-110021.



English WORK BOOK

Class 2



State Council of Educational
Research & Training



Directorate of Education
Govt. of NCT of Delhi





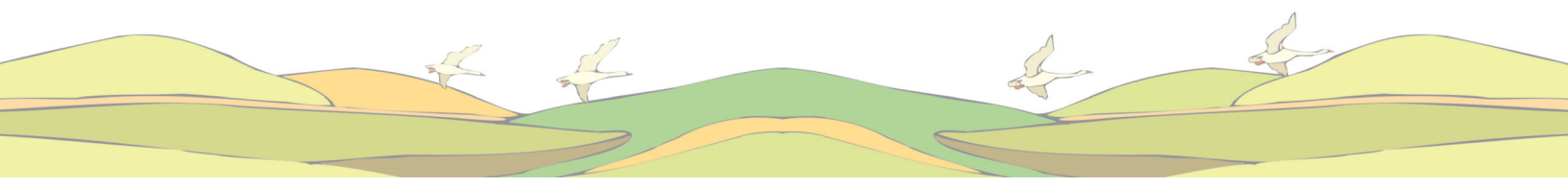
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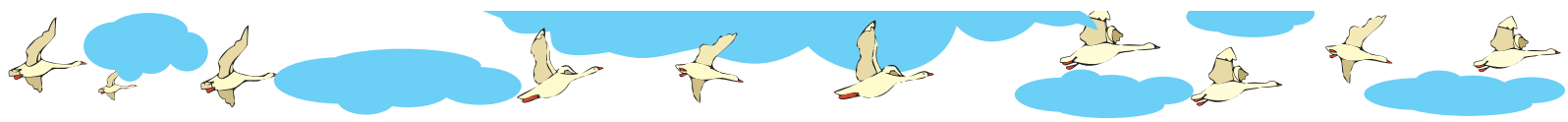
At the outset, we wish to thank our Hon'ble Deputy CM and Minister of Education, GNCT of Delhi Shri Manish Sisodia and Ms. Punya Salila Srivastava, Principal Secretary (Education), Delhi for leading the department to focus its efforts on addressing the learning gaps and on enhancing the learning outcomes in the students. The Directorate of Education and SCERT/ DIETs (GNCT of Delhi) are making enduring efforts to bridge the learning gaps that exist to a large extent amongst the students. This practice workbook aims to provide a conducive, attractive and child friendly environment which has wide opportunity for the child to express himself /herself freely with his own creativity during learning.

Needs of the students and their age, academic level as well as learning outcomes have been kept in mind during the preparation of these worksheets. We are sure this will lead to an enrichment of knowledge and skills of the students and at the same time empower the teachers with a line of direction to unfold their own creativity in a variety of ways.

This practice workbook is the culmination of hard work, dedication and guidance of Ms. Saumya Gupta, our worthy Director of Education, Dr. (Mrs.) Sunita S. Kaushik, Director SCERT, Ms. Anita Satia and Dr. Marcel Ekka, former Director SCERT, Dr. Nahar Singh, Joint Director, SCERT and most importantly, Ms. Meena Srivastava, Principal, DIET Moti Bagh. Various Lecturers from DIETs and Teachers from the Directorate of Education, SDMC, NDMC and Kendriya Vidyalaya Sangathan Delhi have all contributed to the making of this practice workbook. They have all provided valuable insights and expertise that has greatly assisted in the making of each of these practice worksheets. We are sure this will help the teachers to build a conducive environment in the class and within the school. We express our wholehearted thanks to the efforts made by all the Core Committee members, Sub-Committee members and vetting team for providing their expertise that has assisted in completion of this practice workbook.

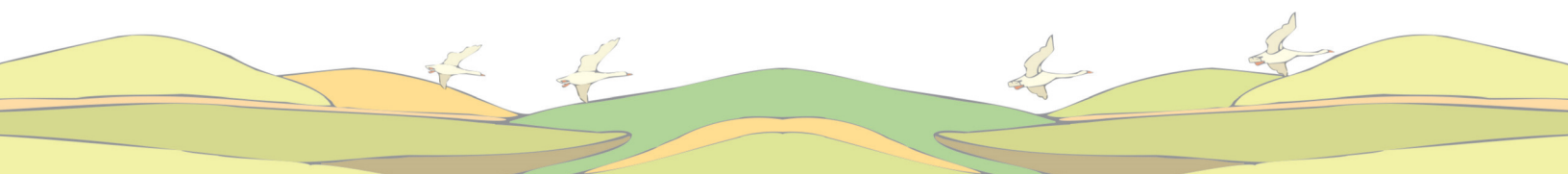
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Important Instructions for Teachers

1. This work book has been specially designed for children of class - 2.
2. The work book has pre-perforated work-sheets.
3. These pre-perforated work sheets can be freely used before, during or after the lesson/unit.
4. Let the children enjoy working on these worksheets. It is expected that usage of these worksheets will create a more child friendly learning environment.
5. Every child looks forward to an appreciation from his/her teacher (i.e you) for his/her work done. On completing the worksheet you may do so by pasting a sticker after checking the work done by him/her.
6. Keep these work book/ sheets with you in your custody and after completing these worksheets, the children will paste them in their register.





Objectives:

This resource material has been developed for learners to use in the classroom keeping in mind the following objectives. The learners will be able to –

- integrate all the four skills i.e. listening, speaking, reading and writing in learning English language.
- develop imaginative and creative skills through various activities.
- learn language naturally along with the home language.
- imbibe moral and social values through language learning.
- inculcate good manners and good habits linked to daily life.
- develop communicative skills through greetings, group work and pair work, and art integrated activities.
- use language confidently in day to day interactions.

Directions for the Teachers

1. Teachers should conduct the language activities to develop all the four skills among the students first from the text and then use these activities as a resource support to enhance these skills.
2. The teachers may modify activities according to language competency level of his/her learners.
3. The teachers may develop his/her own resource on the basis of the activities given in the support material.
4. The teachers should help children develop oral competency in the target language by creating a conducive environment for English Language Learning.
5. Use of mother tongue may be permitted for children but as far as possible, the teachers should use the target language.
6. Teachers should follow the directions wherever provided in the activity sheets.
7. Teachers may use assessment sheets for formative assessment.
8. The teachers may sensitize learners about the environment.
9. Prepare learners for healthy competition with positive remarks and rewarding behaviour.
10. Various assessment sheets that have been provided in this book may be utilized for continuous and comprehensive evaluation.

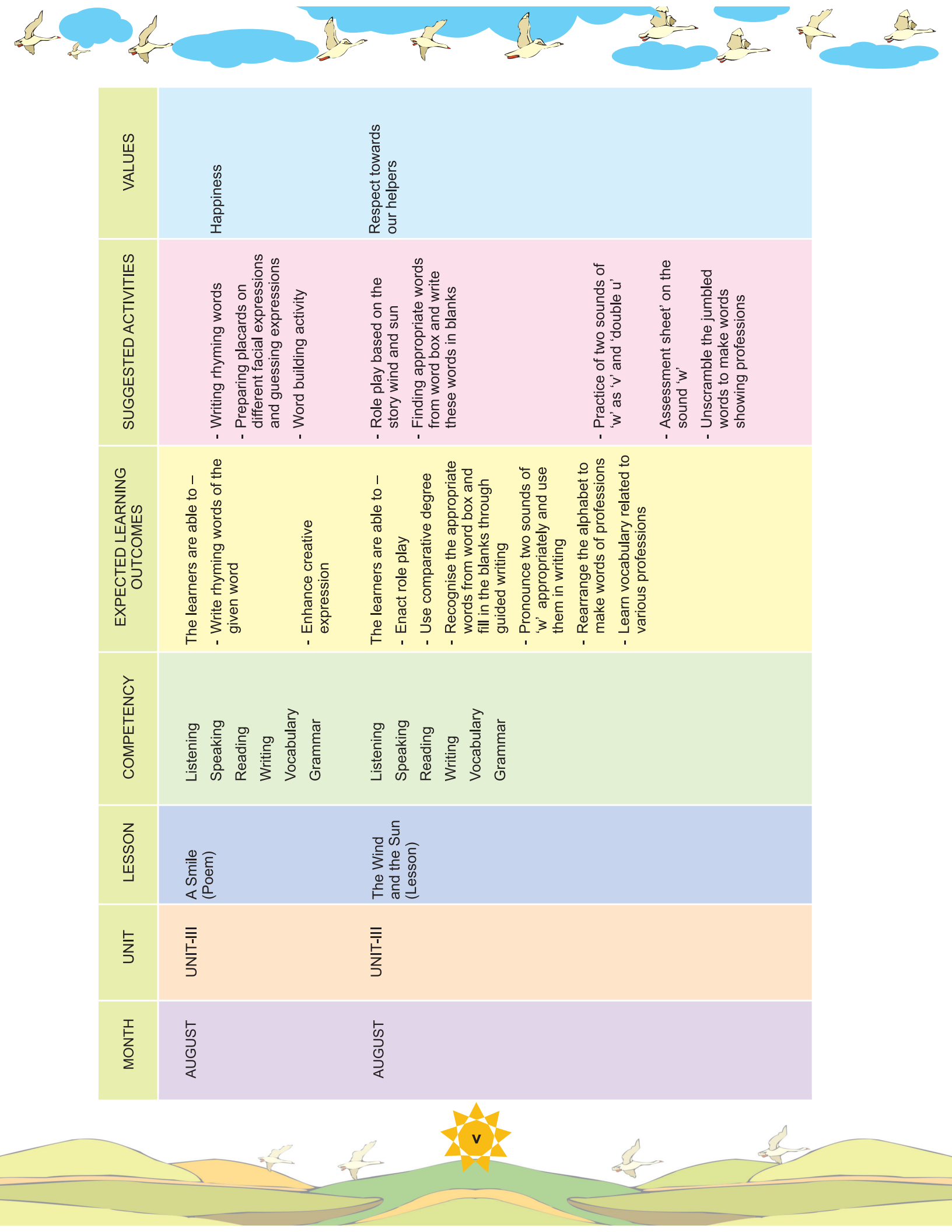
MONTH-WISE SPLIT-UP PLANNER (FOR CLASS II ENGLISH)

MONTH	UNIT	LESSON	COMPETENCY	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	VALUES
APRIL-MAY	UNIT-I	First Day at School (Poem)	Listening Speaking Reading Writing Vocabulary Grammar	<p>The learners are able to –</p> <ul style="list-style-type: none"> - Write the word – ‘wonder’ - Colour the picture of school and write the name of his/her school - Find Difference between classroom and school - Draw and colour objects - Speak some greeting words 	<ul style="list-style-type: none"> - Writing ‘WONDER’ with the help of dots and without dots - Colouring picture of School and writing the name of school 	<ul style="list-style-type: none"> - Understanding school rules - Value of discipline
		Haldi’s Adventure (Lesson)		<ul style="list-style-type: none"> - Able to build up word power - Arrange the days of week in order - Make a mask - Recite the poem with proper intonation - Write the name of days of week 	<ul style="list-style-type: none"> - Completing the cross word with the help of pictures - Mask making of a cat - Reciting poem with mask - Assessment sheet based on days of week 	<ul style="list-style-type: none"> - Love towards animals



MONTH	UNIT	LESSON	COMPETENCY	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	VALUES
JULY	UNIT-II	I am Lucky (Poem)	Listening Speaking Reading Writing Vocabulary Grammar	<p>The Learners are able to –</p> <ul style="list-style-type: none"> - Complete the sentence with the help of words - Hold conversation - Recite poem / rhymes with action, intonation & rhythm - Recognise the various sounds 	<ul style="list-style-type: none"> - Recognition of words with help of pictures - Prepare the mask of birds and animals and role play on them - Preparing puppets on domestic animals and play puppet show - Assessment sheet based on puppet show 	Imaginative power
					<ul style="list-style-type: none"> - Choosing the appropriate opposite word - Listening, Understanding, Imagining and answering the question - Writing person, place, animals/ birds and things in appropriate box through guided writing - Drawing the face like naughty, smart, etc. - Completing the sentences based on 'my self' 	
JULY	UNIT-II	I want (lesson)	Listening Speaking Reading Writing Vocabulary Grammar	<p>The learners are able to –</p> <ul style="list-style-type: none"> - Understand the proper and common nouns - Understand describing words - Describe appropriate words in sentence 	<ul style="list-style-type: none"> - Self respect - Self awareness 	

MONTH	UNIT	LESSON	COMPETENCY	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	VALUES
AUGUST	UNIT-III	A Smile (Poem)	Listening Speaking Reading Writing Vocabulary Grammar	The learners are able to – - Write rhyming words of the given word - Enhance creative expression	- Writing rhyming words - Preparing placards on different facial expressions and guessing expressions - Word building activity	Happiness
AUGUST	UNIT-III	The Wind and the Sun (Lesson)	Listening Speaking Reading Writing Vocabulary Grammar	The learners are able to – - Enact role play - Use comparative degree - Recognise the appropriate words from word box and fill in the blanks through guided writing - Pronounce two sounds of 'w' appropriately and use them in writing - Rearrange the alphabet to make words of professions - Learn vocabulary related to various professions	- Role play based on the story wind and sun - Finding appropriate words from word box and write these words in blanks - Practice of two sounds of 'w' as 'v' and 'double u' - Assessment sheet' on the sound 'w' - Unscramble the jumbled words to make words showing professions	Respect towards our helpers



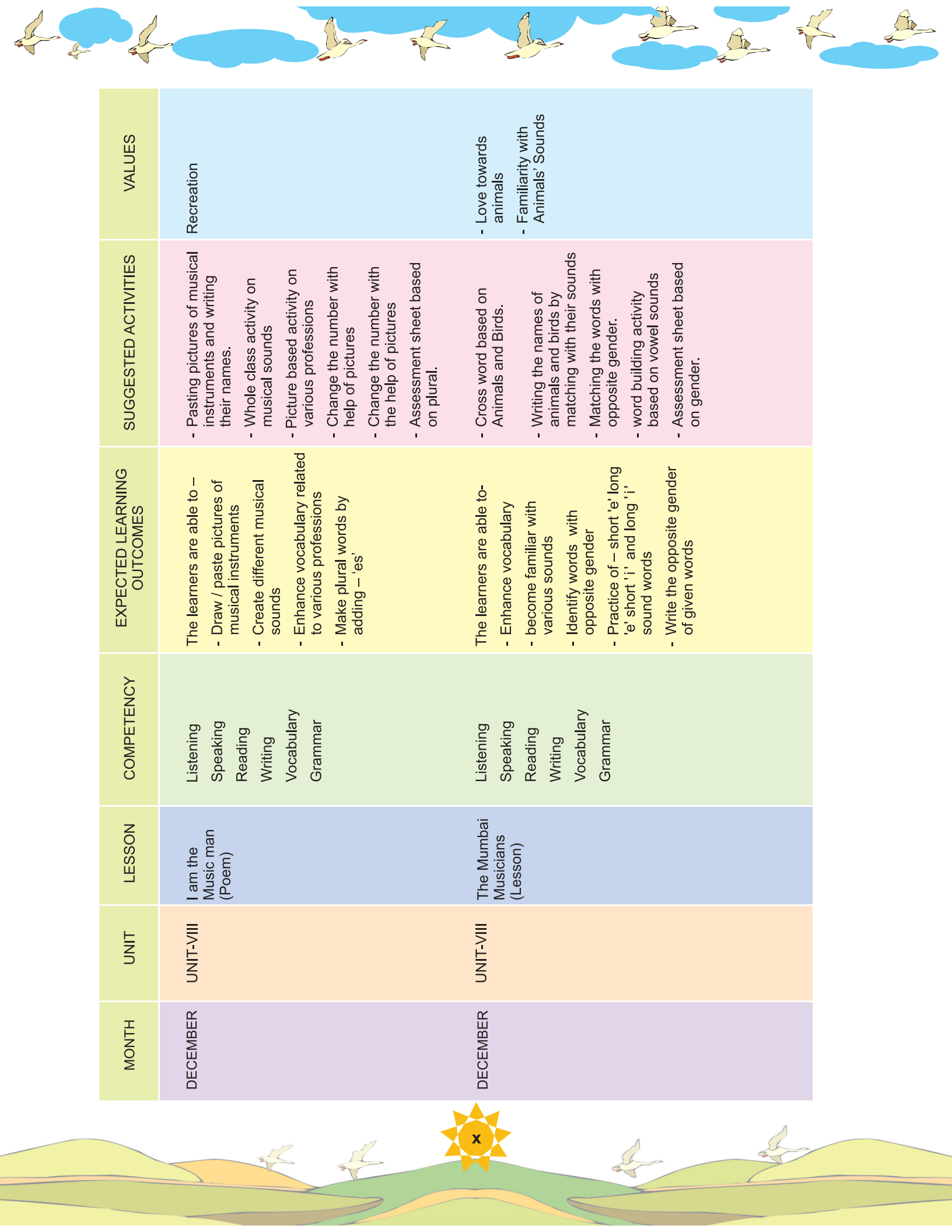
MONTH	UNIT	LESSON	COMPETENCY	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	VALUES
SEPTEMBER	UNIT-IV	Rain (Poem)	Listening Speaking Reading Writing Vocabulary Grammar	The learners are able to – - Recognise seasons with their pictures - Identify and classify clothes according to the season - Write names of seasons	- Writing the name of seasons according to the pictures - Completing the sentence through controlled writing - Selecting appropriate clothes according to season	Love towards nature
SEPTEMBER	UNIT-IV	Storm in the Garden (Lesson)	Listening Speaking Reading Writing Vocabulary Grammar	The learners are able to – - Identify sounds of naming words - Answer questions based on listening conversation - Rewrite the words after correction	- Matching words with sounds - Conversational activity - Assessment sheet based on listening conversation - Punctuation exercise - Assessment sheet (word building activity) - Speaking activity - Star of my life	Environmental awareness Love and respect towards animals

MONTH	UNIT	LESSON	COMPETENCY	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	VALUES
SEPTEMBER	UNIT-V	Zoo Manners (Poem)	Listening Speaking Reading Writing Vocabulary Grammar	Learners are able to – - Develop observation skill, express ideas confidently in group discussion - To use pronouns (he, they, them) in a sentence - Recognise and learn the spellings of the names of animals in play way method	<ul style="list-style-type: none"> - Comparison between the pictures of zoo and a school to discuss about the manners observed at both places, group discussion - Use of pronouns through gap filling activity - To observe the pictures of animals and complete the grid with their names. 	Sharing ideas, Cooperation
SEPTEMBER	UNIT-V	Funny Bunny (Text)	Listening Speaking Reading Writing Vocabulary Grammar	<ul style="list-style-type: none"> - Use prepositions 'in' and 'on' appropriately in sentence - Identify and recapitulate the names of animals in the text 	<ul style="list-style-type: none"> - Gap filling activity with the help of picture to learn prepositions - Puzzle Box to colour the names of animals who met Bunny on the way to forest - Dumb charades on ' Action words with the help of facial expression and placards - Dramatization of the lesson using simple dialogues. 	

MONTH	UNIT	LESSON	COMPETENCY	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	VALUES
OCTOBER	UNIT-VI	Nobody (Poem)	Listening Speaking Reading Writing Vocabulary Grammar	Learners are able to - - Use imaginative skill - Use and match the sound of word - Use vowels appropriately - Recognition of gender describing words	- To draw Mr. Nobody as a funny looking man and colour it - Writing rhyming words against the familiar words of the poem - Use of vowels matching the pictures - Matching exercise based on gender	Recreation, Joyful learning
OCTOBER	UNIT-VI	Curly locks and three bears (Lesson)	Listening Speaking Reading Writing Vocabulary Grammar	Learners are able to – - Have hands on experience with the picture composition - Answer the questions based on picture. - Use abbreviated form of verbs - Recognise two sounds of 'S' and pronounce it appropriately - Write names of objects with two sounds of 'S'	- Draw and colour the picture of curly locks to answer the questions that follow - Practice the abbreviated form of verbs in speaking and in writing - Practice of two sounds of 'S' as 'S' and 'Z'	Interpersonal relationships

MONTH	UNIT	LESSON	COMPETENCY	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	VALUES
NOVEMBER	UNIT-VII	On My Blackboard I can draw (poem)	Listening Speaking Reading Writing Vocabulary Grammar	The learners are able to – - Enhance imaginative power - Increase word power - Understand the use of action words - Use comparative degree to compare two objects - Develop fine motor skill - Rearrange pictures to narrate a story - Learn and follow road safety rules	<ul style="list-style-type: none"> - Drawing pictures - Solving riddle - Word building activity - Fun activity on action words - Practice of comparative degree - Art and Craft activity with writing skill - Sequencing of pictures to narrate story - Listening activity based on road safety rules 	Joyful learning
NOVEMBER	UNIT-VII	Make it Shorter (text)	Listening Speaking Reading Writing Vocabulary Grammar	Leaners are able to – - Identify and associate words with pictures	<ul style="list-style-type: none"> - Assessment sheet on road safety rules 	<p>Awareness about road safety rules</p> <p>Obey traffic rules</p>

MONTH	UNIT	LESSON	COMPETENCY	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	VALUES
DECEMBER	UNIT-VIII	I am the Music man (Poem)	Listening Speaking Reading Writing Vocabulary Grammar	The learners are able to – - Draw / paste pictures of musical instruments - Create different musical sounds - Enhance vocabulary related to various professions - Make plural words by adding – ‘es’	<ul style="list-style-type: none"> - Pasting pictures of musical instruments and writing their names. - Whole class activity on musical sounds - Picture based activity on various professions - Change the number with help of pictures - Change the number with the help of pictures - Assessment sheet based on plural. 	Recreation
DECEMBER	UNIT-VIII	The Mumbai Musicians (Lesson)	Listening Speaking Reading Writing Vocabulary Grammar	The learners are able to- - Enhance vocabulary - become familiar with various sounds - Identify words with opposite gender - Practice of – short ‘e’ long ‘e’ short ‘i’ and long ‘i’ sound words - Write the opposite gender of given words	<ul style="list-style-type: none"> - Cross word based on Animals and Birds. - Writing the names of animals and birds by matching with their sounds - Matching the words with opposite gender. - word building activity based on vowel sounds - Assessment sheet based on gender. 	<ul style="list-style-type: none"> - Love towards animals - Familiarity with Animals’ Sounds



MONTH	UNIT	LESSON	COMPETENCY	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	VALUES
JANUARY	UNIT-IX	Granny Granny Please Comb My Hair (Poem)	Listening Speaking Reading Writing Vocabulary Grammar	The learners are able to – - Observe activities shown in the picture - Enhance motor skills	<ul style="list-style-type: none"> - Pasting picture of grandparents and writing activities based on the pictures - Preparing birthday greeting cards - Pasting picture of one of the family members and writing about him/her 	<p>Interpersonal Relationships</p> <p>Respect towards grand parents and other family members</p>
JANUARY	UNIT-IX	The Magic Porridge Pot (Lesson)	Listening Speaking Reading Writing Vocabulary Grammar	The learners are able to – - Develop creative expression both orally and in writing - Speak and distinguish similar sounding words - Use pronouns in place of nouns - Use creative expression	<ul style="list-style-type: none"> - Group activity to express the wishes and write these in the provided space - Matching of similar sounding words - Using pronouns (I, he, she, they, them, it) in place of nouns - Assessment sheet on use of pronouns - Drawing a night scene on sand paper 	Creative expression

MONTH	UNIT	LESSON	COMPETENCY	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	VALUES
FEBRUARY	UNIT-X	Strange Talk (Poem)	Listening Speaking Reading Writing Vocabulary Grammar	The learners are able to enhance their word power - Use a / an appropriately - Use is / are appropriately - Write sentence using 'is' / 'are' - Learn the use of position words 'in', 'on', 'under'	<ul style="list-style-type: none"> - Matching animals with their homes and writing their names - Practice of a/an with the help of pictures - Gap filling activity based on position word - Practice of is/ are with the help of pictures - Writing activity based on is/ are - Assessment sheet based on is / are and position words 	Environmental awareness
FEBRUARY	UNIT-X	The Grasshopper and the Ant (Lesson)	Listening Speaking Reading Writing Vocabulary Grammar	The learners are able to – - Classify words according to season - Enhance word power - Identify differences in pictures - Enhance observation skill	<ul style="list-style-type: none"> - Selecting words related to seasons - Word building activity - Spot the difference in two pictures 	Love towards nature



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First Day at School

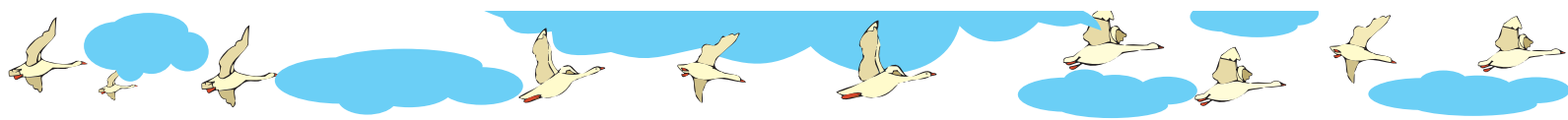
Unit
1



School is a lovely place
Where I may find new friends!



Name _____ Class/Sec. _____ Roll No. _____ Date _____



I Wonder

Colour it

WONDER



Write the words in given lines.

Wonder Wonder Wonder

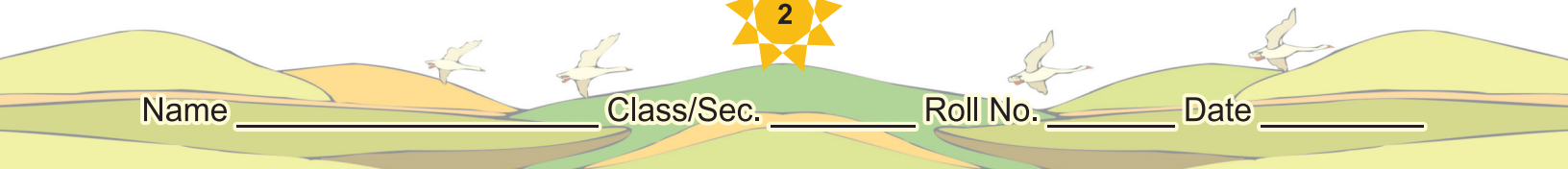
Wonder Wonder Wonder

Wonder Wonder Wonder

Wonder Wonder Wonder



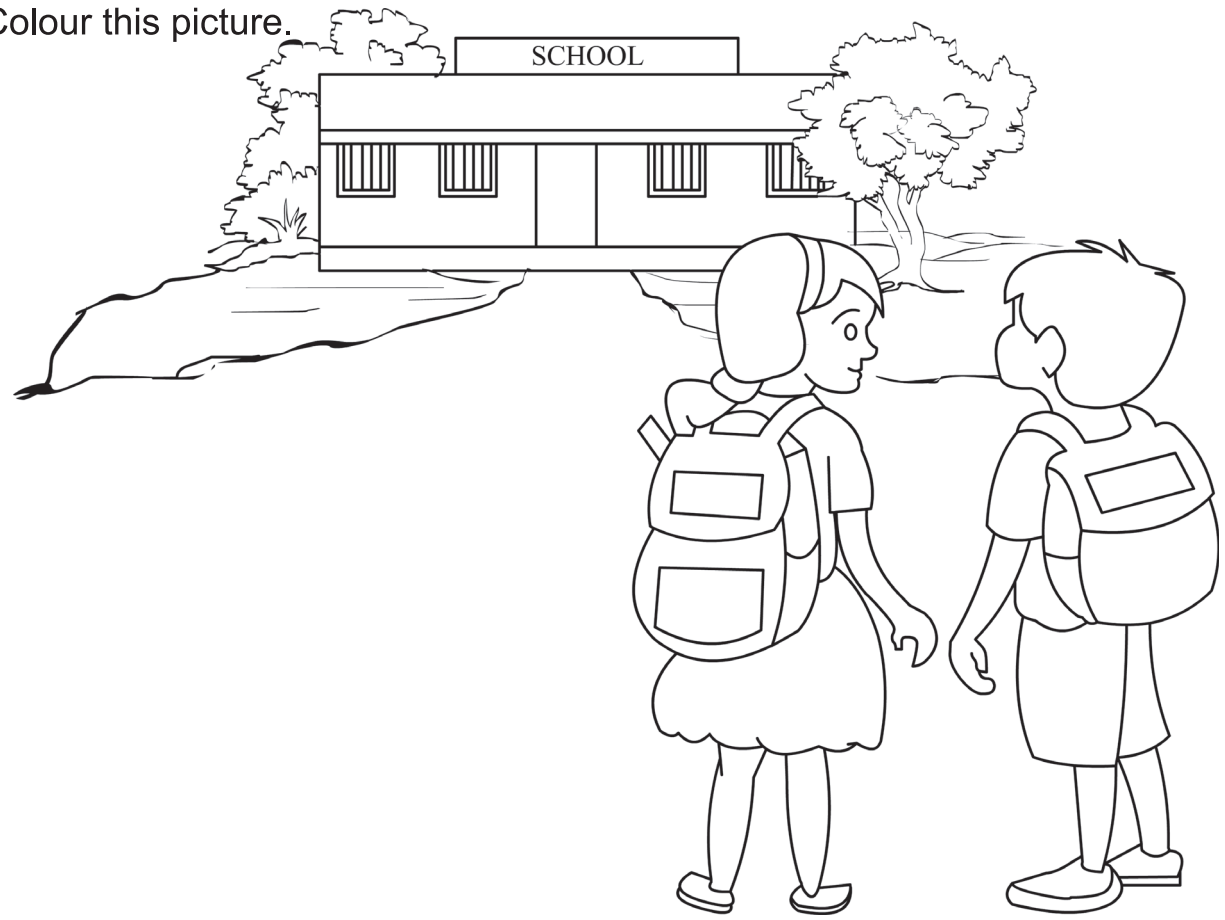
Name _____ Class/Sec. _____ Roll No. _____ Date _____





First Day at School

Colour this picture.

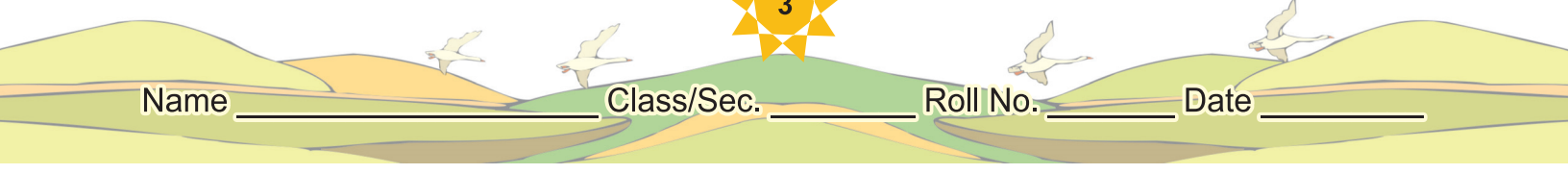


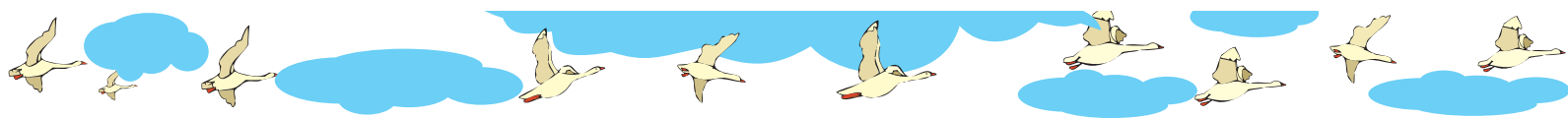
Name of my School is _____

I study in class.....



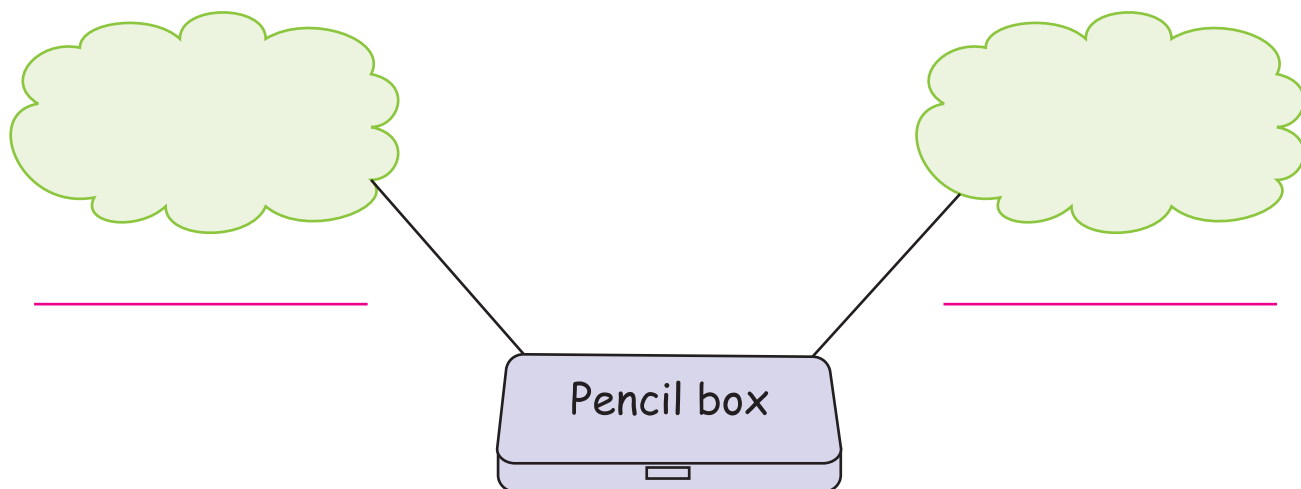
Name _____ Class/Sec. _____ Roll No. _____ Date _____





First Day at School – Poem

Look at the picture of a pencil box given below. Write the names of the objects that you have in your pencil box and draw pictures in the clouds given below.



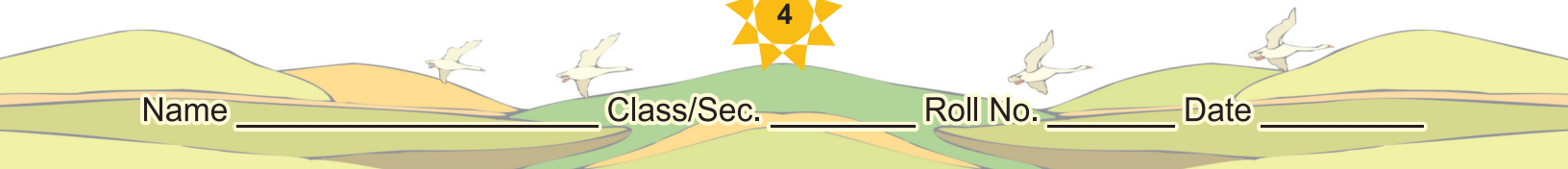
Write the names of two more things that you would like to keep in your pencil box in the given space.

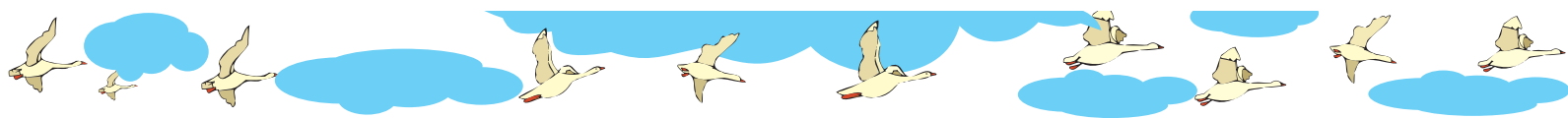
1.....

2.....

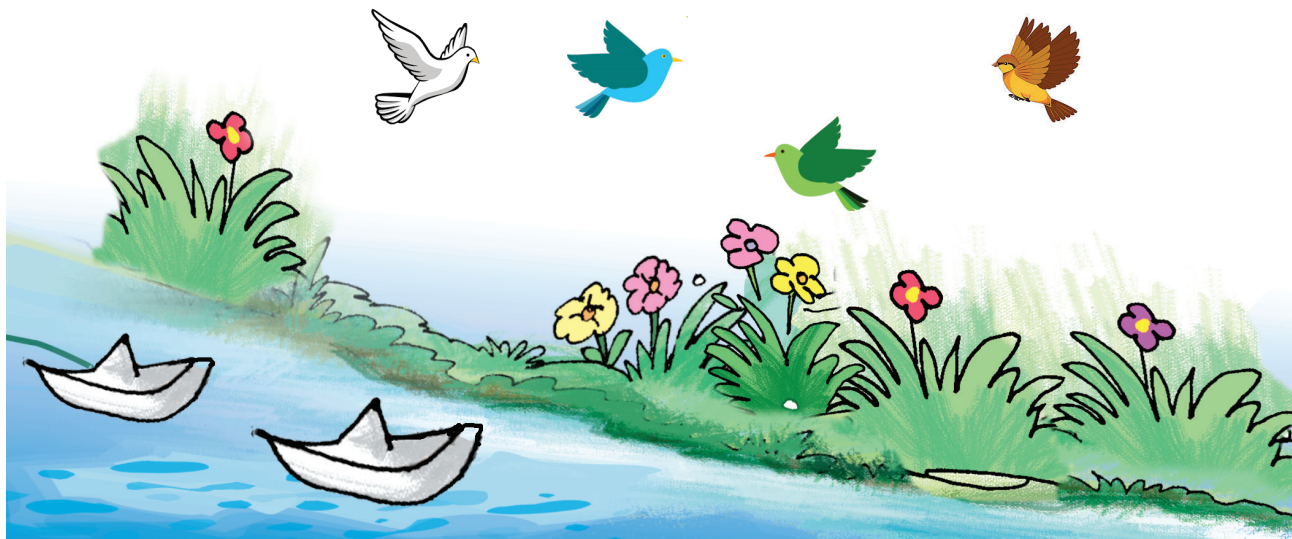


Name _____ Class/Sec. _____ Roll No. _____ Date _____






Make a paper boat. Sail it in water. Paste a paper boat in the picture.




Look at the picture and fill in the name of objects shown in the picture. The first one is done for you.

This is a 


This is a bird.

This is a 


This is a

This is a 

This is a

This is a 

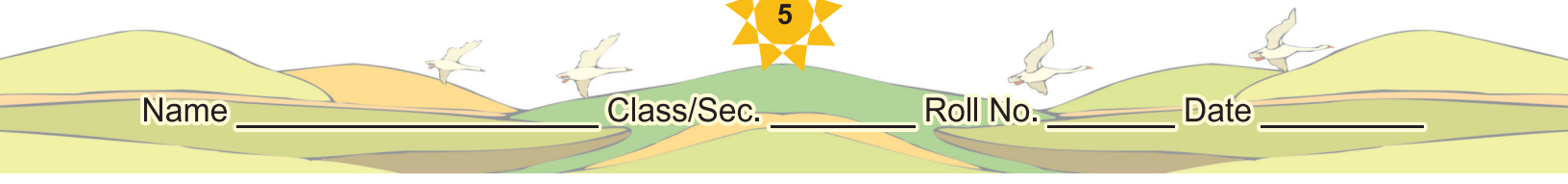
This is a

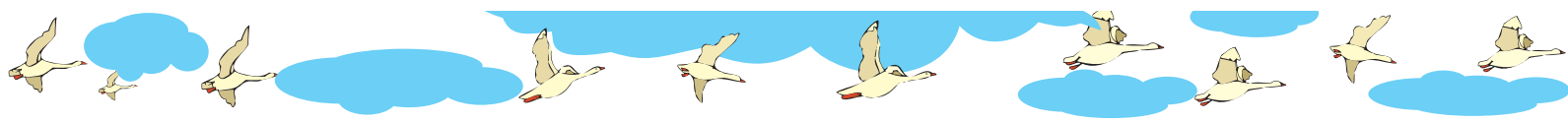
This is a 

This is a



Name _____ Class/Sec. _____ Roll No. _____ Date _____





Haldi's Adventure

This text is in the form of a conversation between Haldi and the Smiley giraffe.

Following activities can be taken up in the class to discuss this text.

- Role Play
- Brain storming, asking questions based on the visuals of the text.
- Draw pictures.

Haldi's Adventure

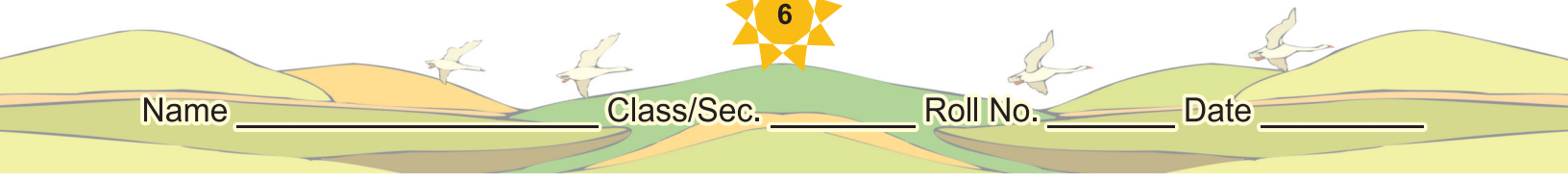
Note for the Teacher :

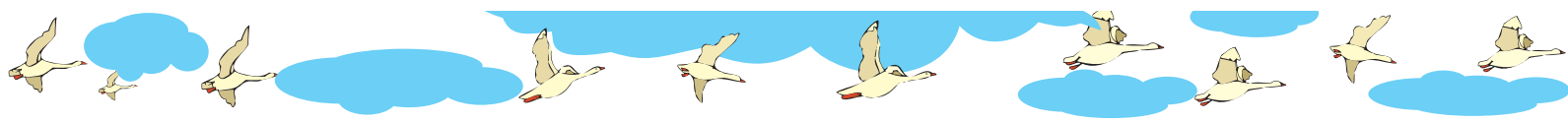
While teaching this text, the teacher may introduce a Hindi Poem, “ऊँट चला” in Rimjhim Part 2 in the beginning.

Now children can talk not only about giraffe but also about camel.

For brainstorming, following questions may be asked showing pictures of Giraffe and Camel.

- Where do we see these animals?
- Draw the pictures of these animals in your notebook and colour them.
- Now tell how they are different ?



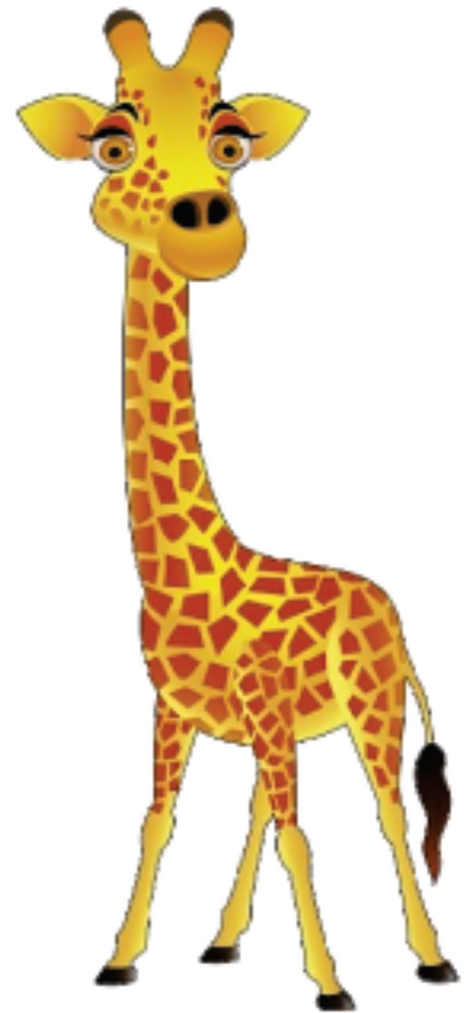


First Day at School

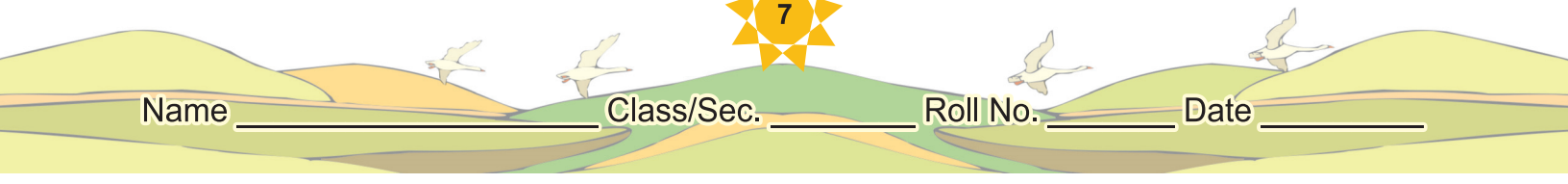
Conversational Activity:

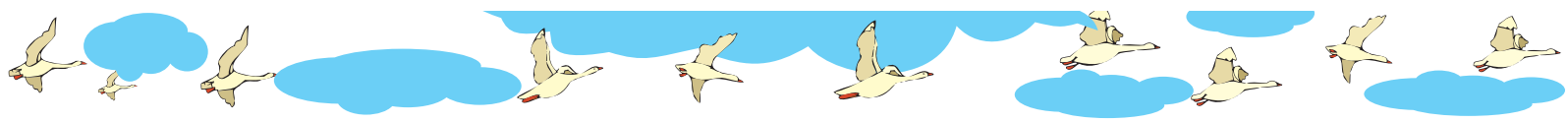
One morning on the way to school, Haldi met Smiley Giraffe. Both of them had a conversation which is given below. (The students will be involved in this activity using a mask of giraffe.)

- Haldi : Hello Smiley, Good morning!
- Smiley Giraffe : Hello Haldi, Good morning!
- Haldi : How are you?
- Giraffe : I am fine, Thank You. How do you do?
- Haldi : I am fine, Thank You.
- Giraffe : Where are you going ?
- Haldi : I am going to school.
- Giraffe : Great..! Good bye.
- Haldi : Good bye, Smiley



Name _____ Class/Sec. _____ Roll No. _____ Date _____

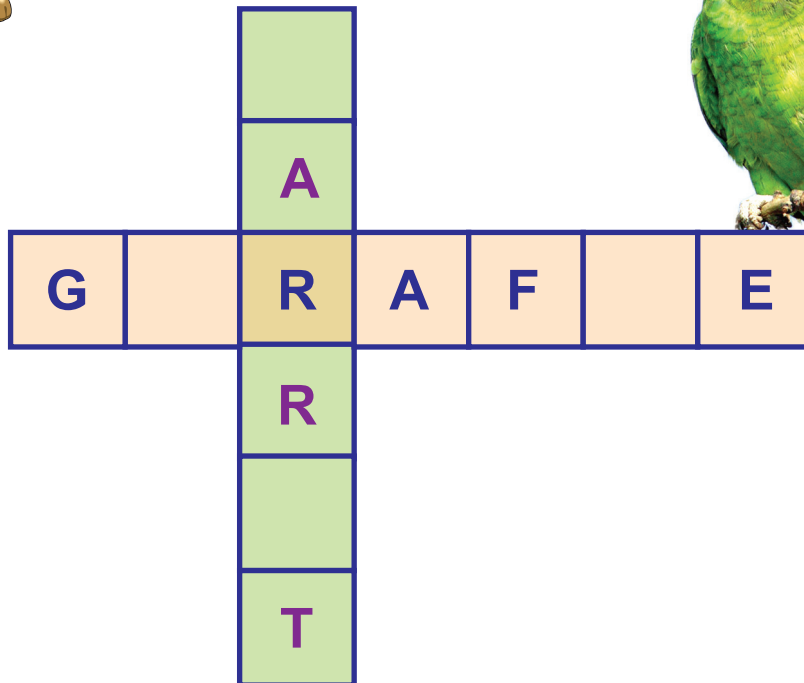
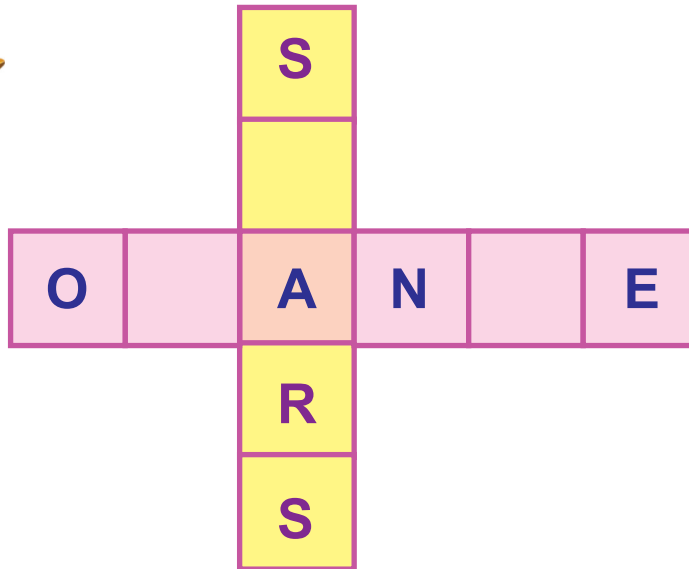




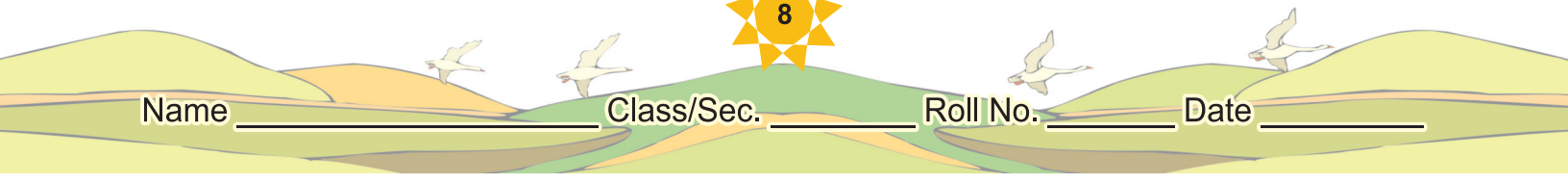
Haldi's Adventure – Lesson

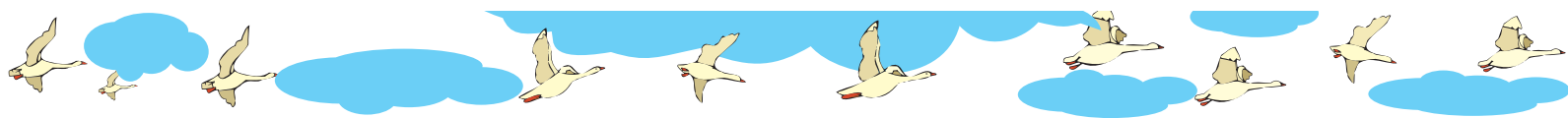
Crossword Fun

Look at the pictures and complete the words in the puzzles.



Name _____ Class/Sec. _____ Roll No. _____ Date _____



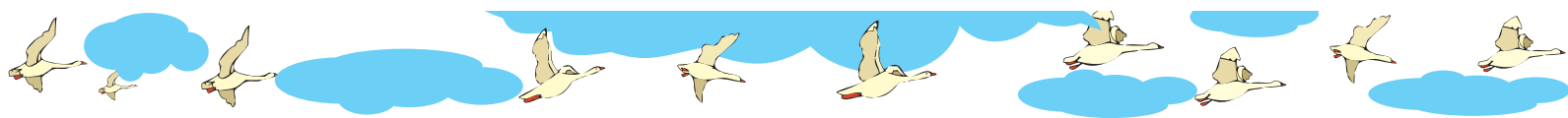


Haldi's Adventure – Lesson

Fill in the missing letters to complete the names of the days of the week and arrange them.

Week Days	Write in Order
1. W__ _n__sday	1. M.....
2. M__n__ay	2.
3. Fr__d__y	3.
4. Tue__ _ay	4.
5. Th__rs__ay	5.
6. S__t__rday	6.
7. Su__d__y	7.

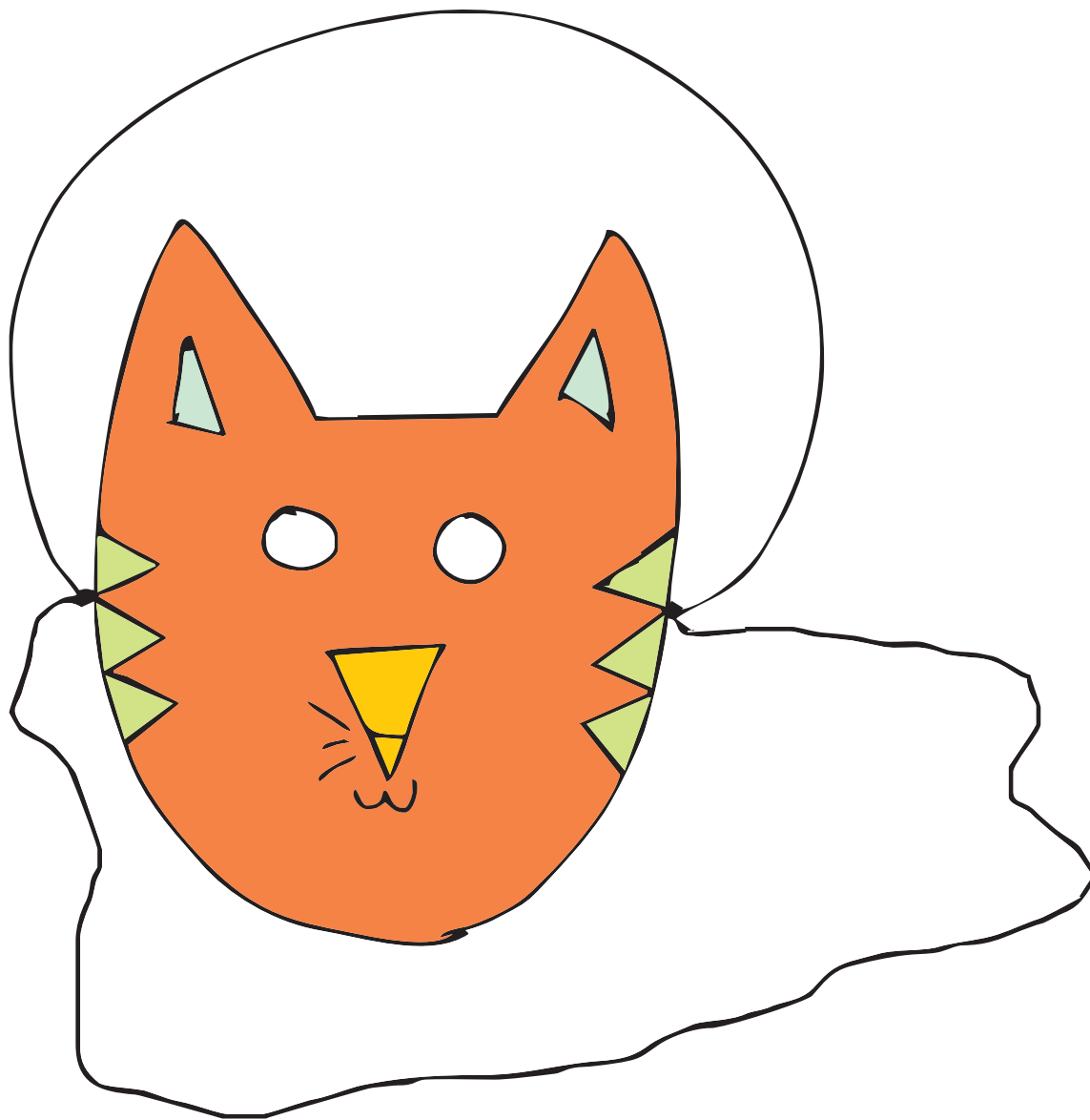




Haldi's Adventure – Lesson

Let's have fun.

Make a mask of the animal of your choice using chart paper / pastel sheet/ glaze paper and string. The mask of a cat is given below as an example.



Name _____ Class/Sec. _____ Roll No. _____ Date _____

Haldi's Adventure – Lesson

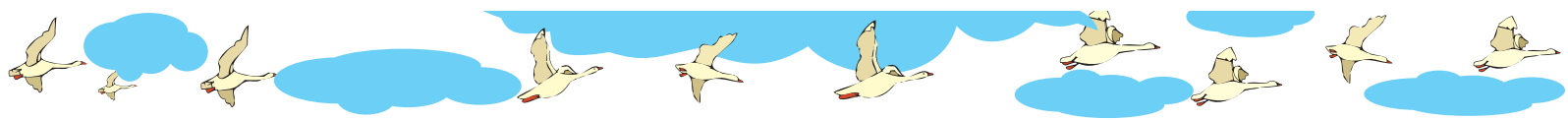
Wear the mask and recite the poem with action. One poem has been given as an example. The teacher may encourage students to recite poems in their mother tongue too.

Pussy cat, Pussy cat

Pussy cat, Pussy cat,
Where have you been?
I've been to London
To visit the Queen
Pussy cat, Pussy cat,
What did you do there?
I frightened a little mouse
Under her chair.
MEOWW....

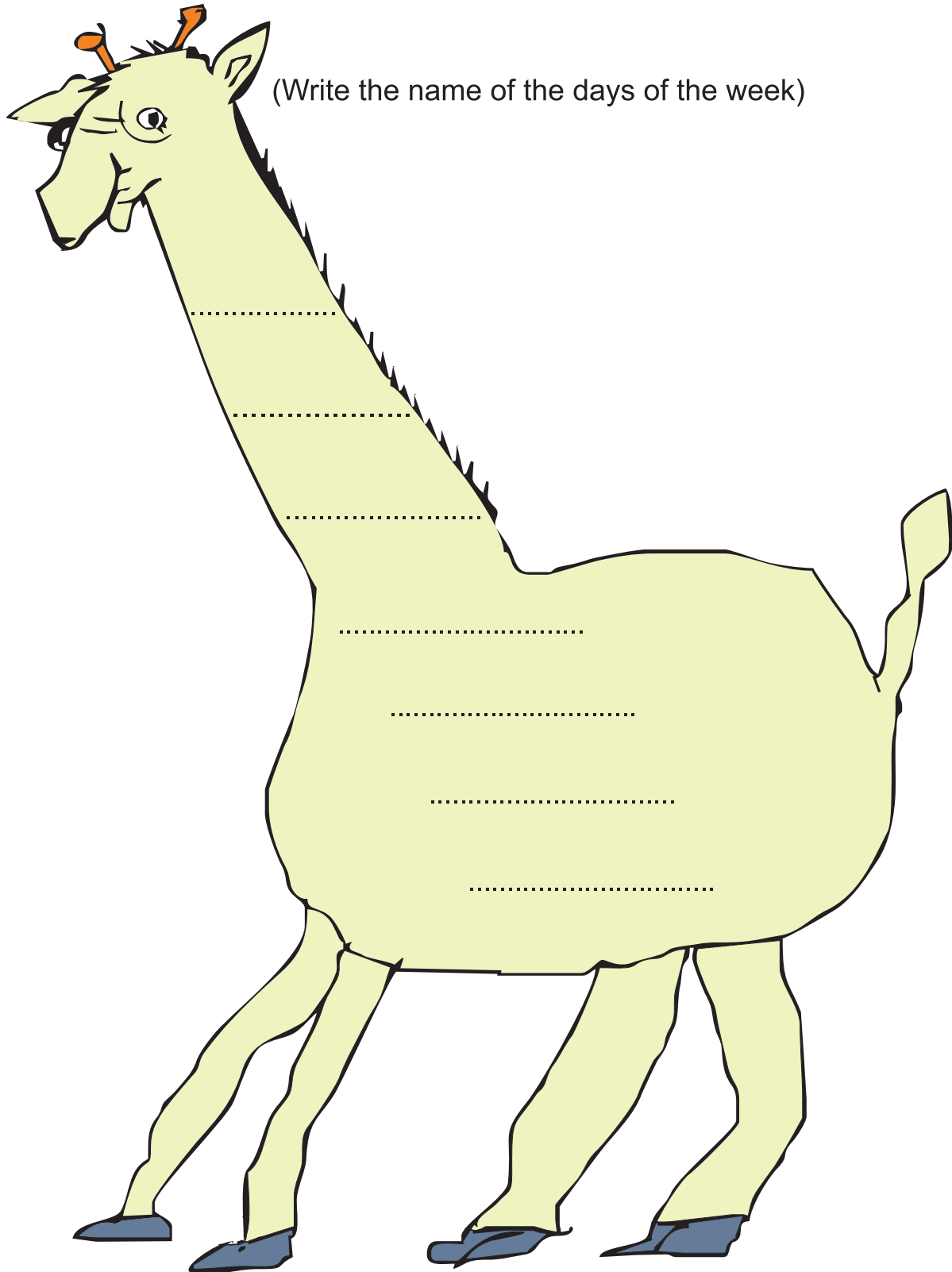


(From: Book 'Songs for the Nursery' 1805)



Assessment Sheet

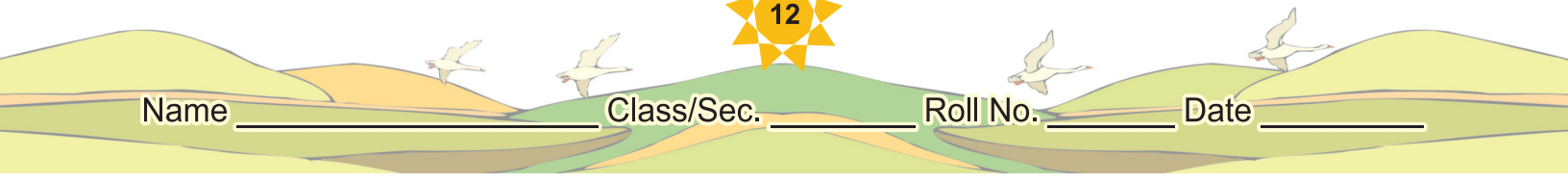
Haldi goes to school six days in a week. Sunday is a holiday.

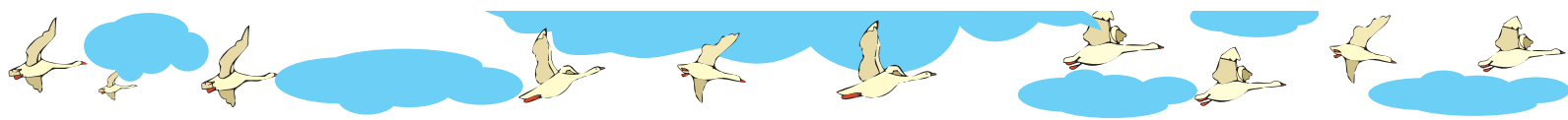


(Write the name of the days of the week)



Name _____ Class/Sec. _____ Roll No. _____ Date _____

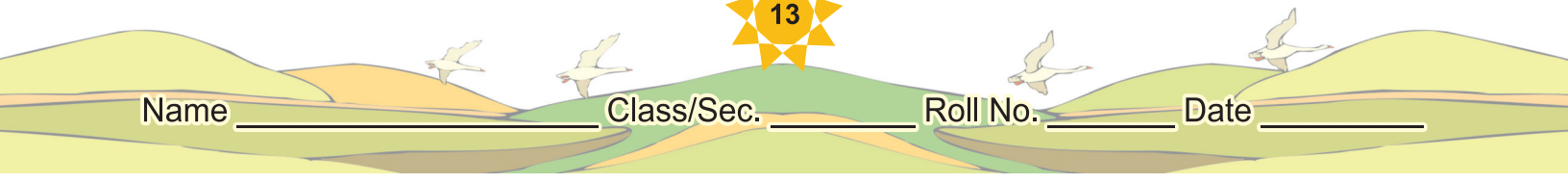




I am Lucky - Poem

Unit
2

A Dream
is a wish
your heart makes.





I am Lucky - Poem

Conversational Activity:

Students will prepare masks of any one of the following- a butterfly, a myna, a fish, an elephant, an octopus or a kangaroo. Then they will wear their mask to play the role of that particular character and speak out two sentences on each character after introducing their own names.

Two examples are given below:

Hello, Everyone!

I am Reena.

If I were a butterfly,

I would fly.



Hello, Good morning friends!

I am Mohan.

If I were a myna,

I could sing.





Hello, Good morning friends!

I am (tell your name)

If I were a

I could.....



Hello, Friends!

I am (tell your name)

If I were an.....

I could.....

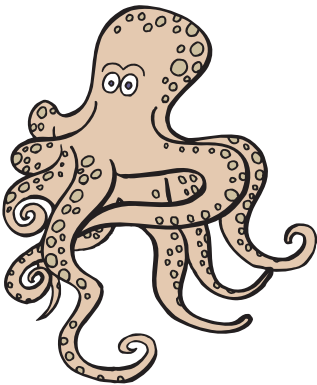


Hello, Good morning my dear friends!

I am (tell your name)

If I were an

I could.....

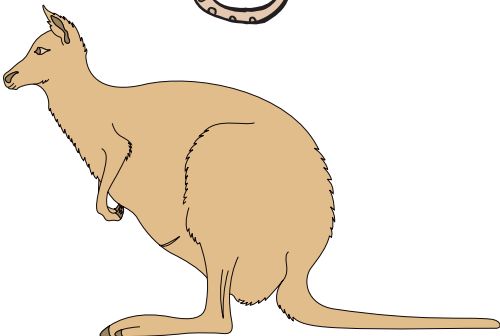


Hello, friends! Good morning! (tell your name)

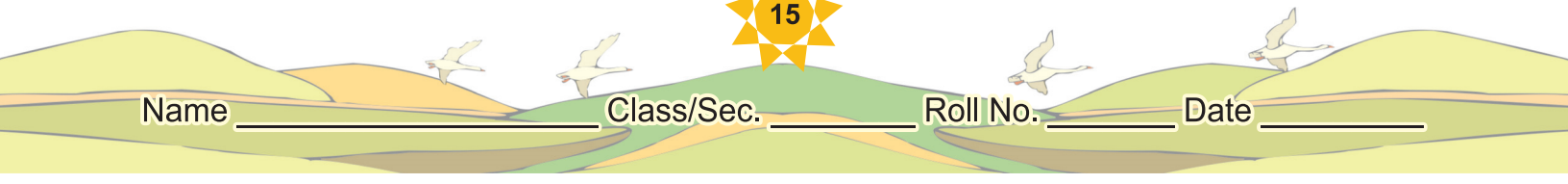
I am

If I were a.....

I could.....



Note: Children will wear the mask they have prepared and recite the poem “I am lucky” with action.





I am Lucky – Poem

Complete the following sentences using appropriate words from the box.

were English patients teacher fly
would paint doctor fruit students

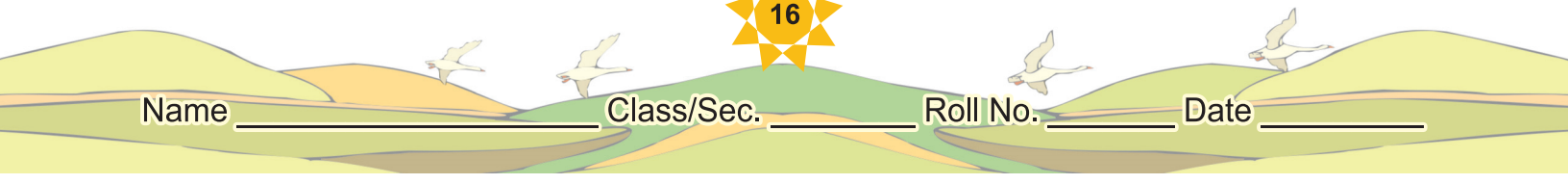
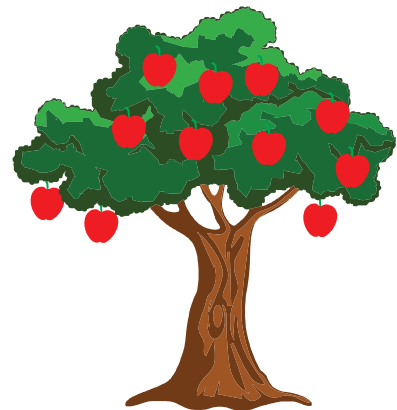
- (1) If I were a..... ,
I would teach

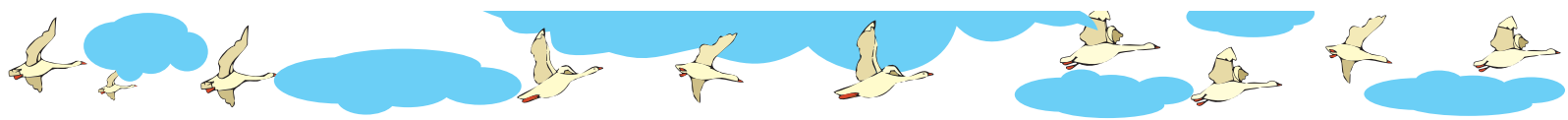


- (2) If Ia policeman,
Icatch the thieves.



- (3) If I were atree,
I.....give sweet fruits.





(4) If I were a

I would treat the



(5) If I an artist,

I wouldpictures.



(6) If I a Pilot

I would an aeroplane.





Domestic Animals (Puppet Show)

The teacher would ask the children to draw or trace some animals like a cow, a goat, a horse, a pig, a hen, a cock, a sheep etc. on a thick chart paper. The children will then paste the cutout of the pictures of animals on ice-cream sticks. Let children sing the poem given below, holding the puppet of the appropriate animal with actions. The teacher to recite the poem along with the students.

“Old MacDonald had a farm,

E – I – E – I – O

And on his farm he had a cow,

E – I – E – I – O

With a moo-moo here,

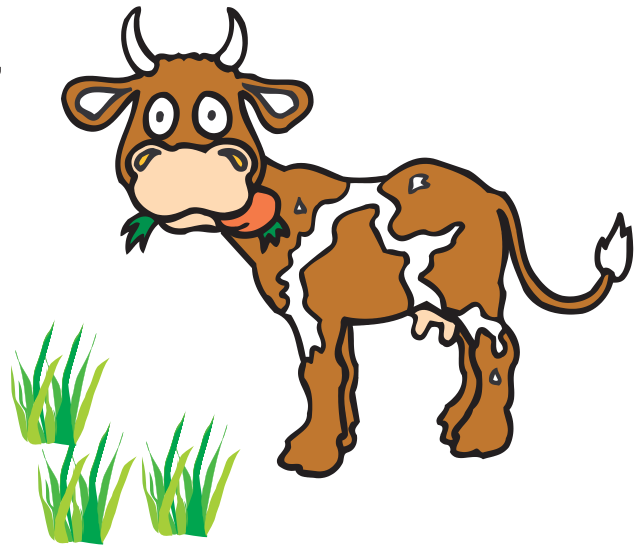
And a moo-moo there,

Here a moo, there a moo,

Everywhere a moo-moo,

Old MacDonald had a farm,

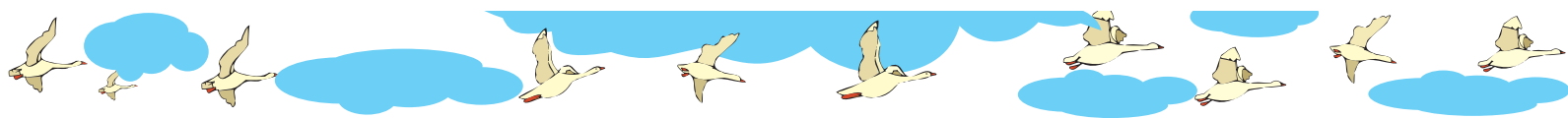
E – I – E – I – O -----



Note:

This activity will be continued with the sounds of goat, horse, pig, hen, cat and sheep.





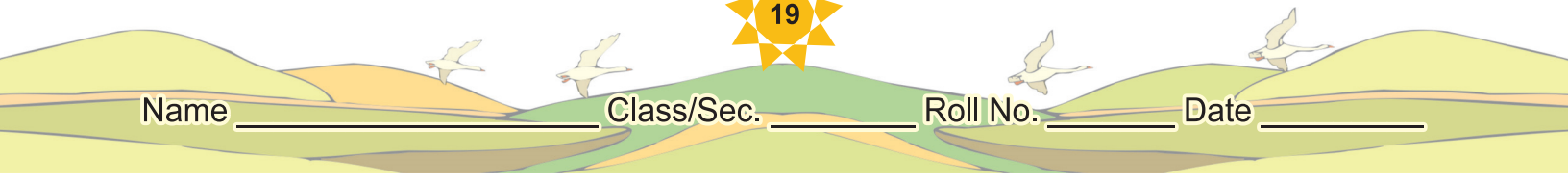
Assessment Sheet

Given below is the list of animals in column A and the sounds of animals in column B. Match the names of animals with their sounds.

A	B
Animals	Sounds
Cat	woof (bow)
Dog	meow-meow
Cow	moo-moo
Goat	bleat
Horse	cluck
Pig	grunt
Hen	neigh



Name _____ Class/Sec. _____ Roll No. _____ Date _____

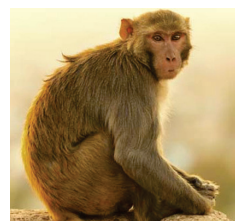
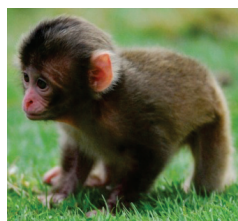




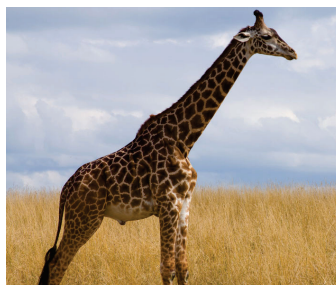
I Want – Lesson

There is one underlined word in each sentence. Choose the appropriate opposite word from the words given in bracket against each sentence and fill in the blanks.

1. The monkey is little but he wants to be (tall/ big).



2. The giraffe has a long neck but the cat has a neck.
(small/ short).

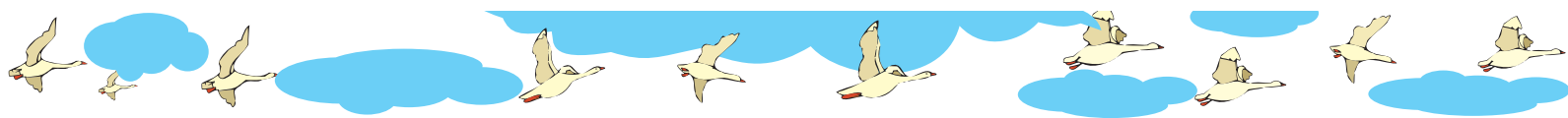


3. The lion is strong but the sheep is (weak / week).



4. The girl is happy but the baby is (cry/sad).





I Want – Lesson

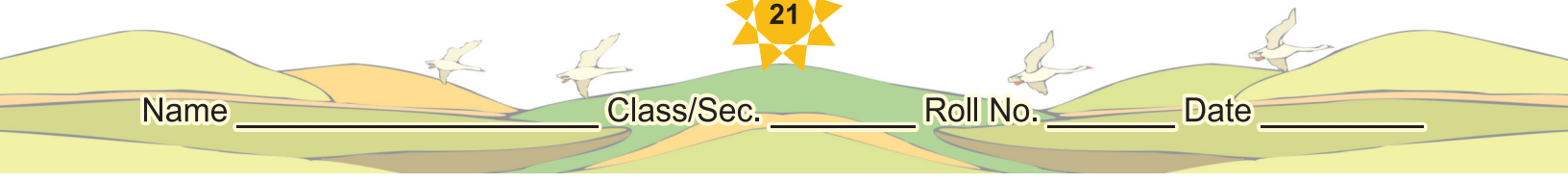
Look at these naming words. These are the names of a person, place, animal and a thing. Write the word in appropriate box.

Cat Cot Cow Cup Clock Crow
Cycle School Mother Goat Giraffe Keys
Delhi Teacher King Farmer Agra
Girl Zoo Baby

Person	Place	Animal / Bird	Thing



Name _____ Class/Sec. _____ Roll No. _____ Date _____





Want – Lesson

In the text, you have read the following describing words (names of person, animals and things)

These have been put under the following two heads :-

A. Describing words		B. Naming words
Little	↔	Monkey
Wise	↔	Woman
Long	↔	Neck
Sweet	↔	Leaves
Magic	↔	Wand

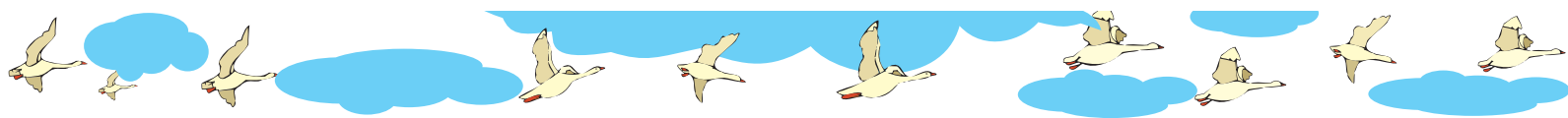
Paste photograph / draw your friend's face in the box and write two describing words about your friend e.g. naughty, smart etc.





Name _____ Class/Sec. _____ Roll No. _____ Date _____

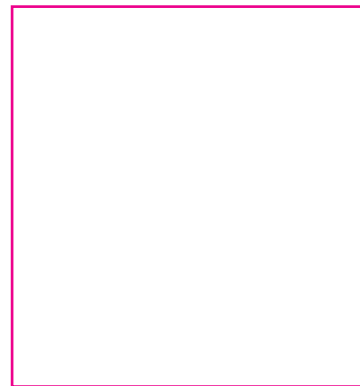




Writing Activity

Complete the following sentences on 'myself'.

This is me 



Paste/draw your
picture in the box

My name is

I am year andmonths old.

My mother's name is

My father's name is

I havesister/ sisters.

I havebrother / brothers.

I live in

My birthday is on

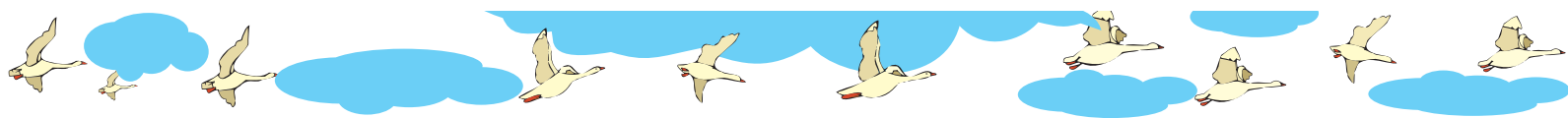
Note:

Teacher may ask the children to speak out the words which they use to call their family members.



Name _____ Class/Sec. _____ Roll No. _____ Date _____





Assessment Sheet

1. Answer the following statements in yes/ no. Fill in the box with letter Y / N

On the first day of your school:

(i) Were you afraid?

(ii) Did you play games?

(iii) Did you cry?

(iv) Did you take your lunch alone?

2. What did you see in the school? List three things. You can draw pictures too.

.....

3. Complete the following statements.

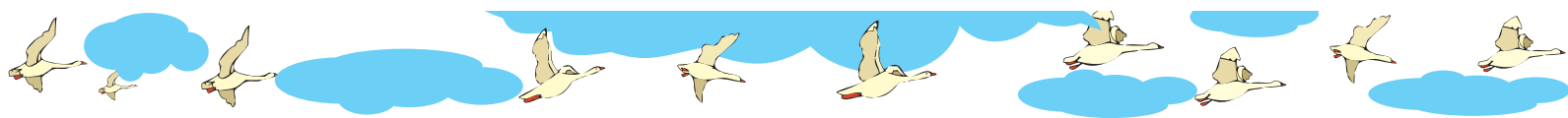
My mother's name is

My father's name is



Name _____ Class/Sec. _____ Roll No. _____ Date _____





A Smile

Unit
3



KEEP SMILING.



Name _____ Class/Sec. _____ Roll No. _____ Date _____





A Smile – Poem

Activity

Make placards of different facial expressions using chart paper / pastel sheet/ A-4 sheet, sketch-pens / wax crayons, icecream stick, fevicol, plastic scissor etc. Stand in front of your class hiding your placard at the back. Your facial expression should be alike / similar to your placard.

e.g. – The teacher will ask the following questions to get answer from others.



Q 1. What is he/ she doing?

Ans. Crying / Weeping



Q 2. What kind of face is this?

Ans. Sad face



Q 3. What is he /she doing?

Ans. Laughing

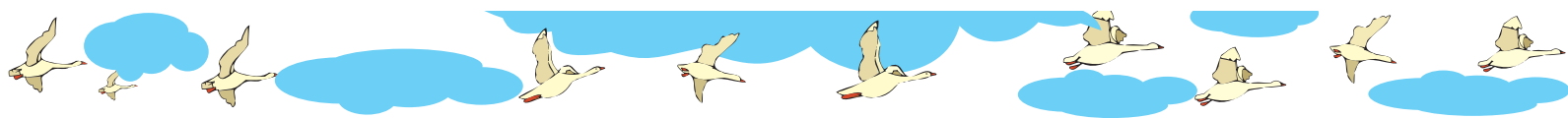


Q 4. What kind of face is this?

Ans. Happy face

Note:

Similarly other facial expressions would be taken up in this activity such as angry face, smiling face, sleeping face, frightened face etc.



A Smile – Poem

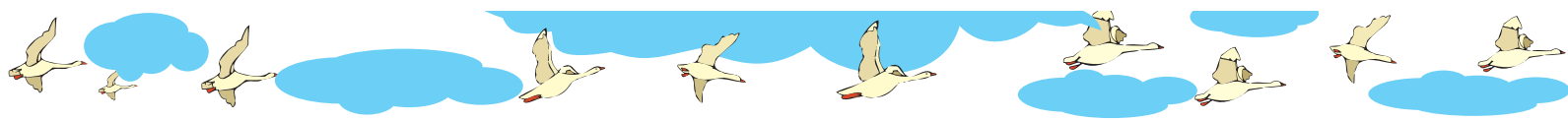
Write down one rhyming word with each of the following words and read them aloud :

Smile

Funny

Makes

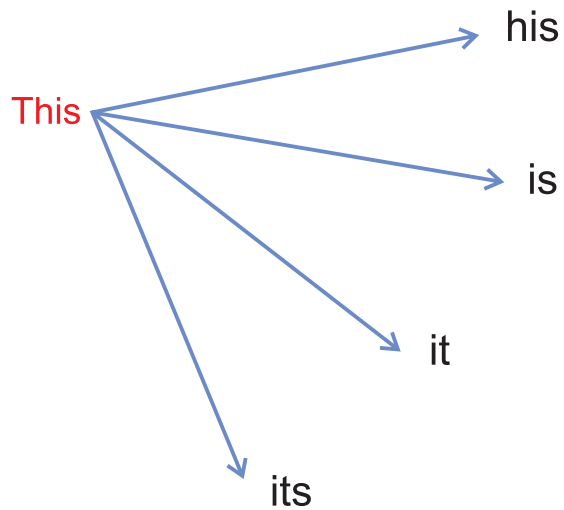




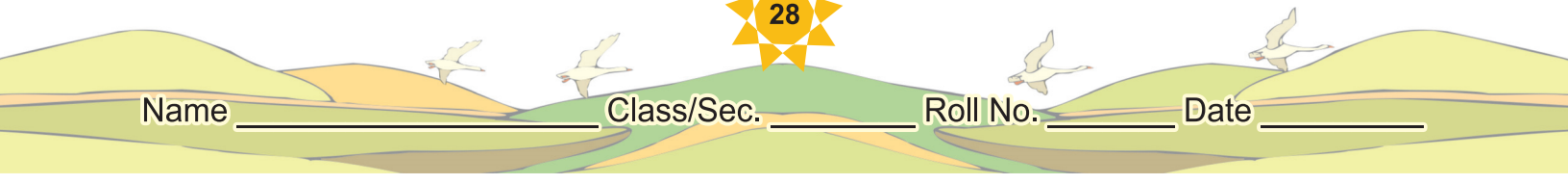
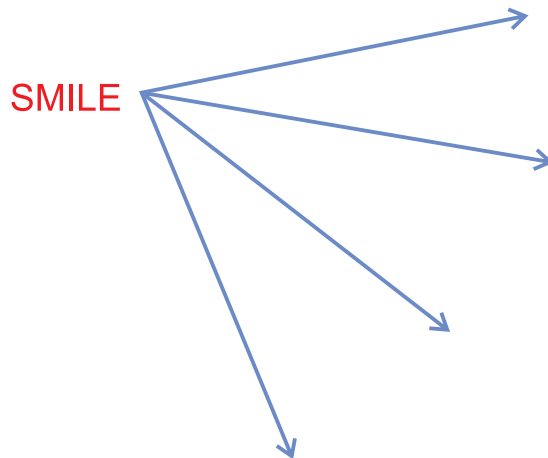
A Smile – Poem

Activity

Look at the word “THIS” written below. We can make more words using the letters of this word such as:



Now, you may also make more words using the word SMILE.





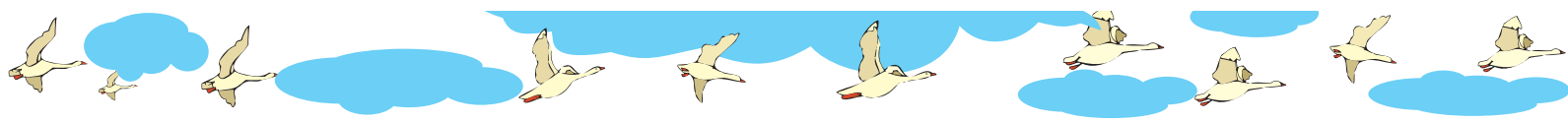
The Wind and The Sun – Lesson

Read the following sentences. Rearrange them as the incidents appear in the story.

1. Sun shone brightly.
2. Wind said to sun that it could get man's coat off more quickly than the sun.
3. The wind blew heavily.
4. The man took off his coat.
5. The man didn't take off his coat.



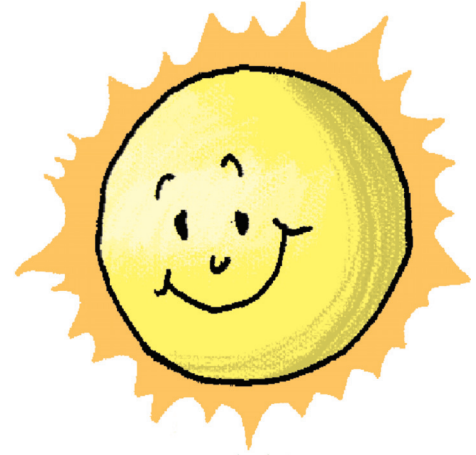
Name _____ Class/Sec. _____ Roll No. _____ Date _____



The Wind and The Sun – Lesson

Conversational Activity

This activity can be conducted with students coming together in pairs, one as the sun and the wind. In this way, the whole class will participate with placards of the wind or the sun.



Wind : Hi, I am wind.

Sun : Hi, I am sun.

Wind : I am very strong.

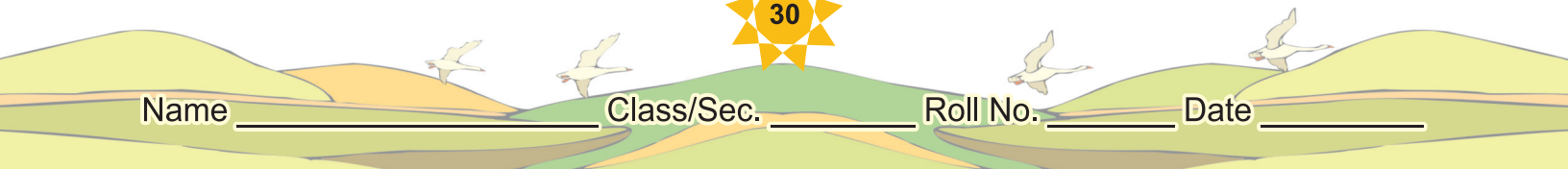
Sun : I am stronger than you.

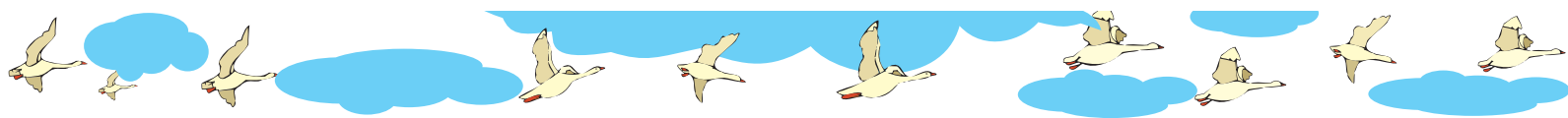
Wind : I can blow away anything. Who oooo who oooooo

Sun : I can do the same.
I am hotter.



Name _____ Class/Sec. _____ Roll No. _____ Date _____





The Wind and The Sun – Lesson

Following words are given in your text. Add 'ly' to these to make new words.

Strong

Tight

Quick

Hard

Now do it yourself : make new words using 'er' with the given words.

Cold

High

Short

Make new words using 'ly' with the given words.

Part

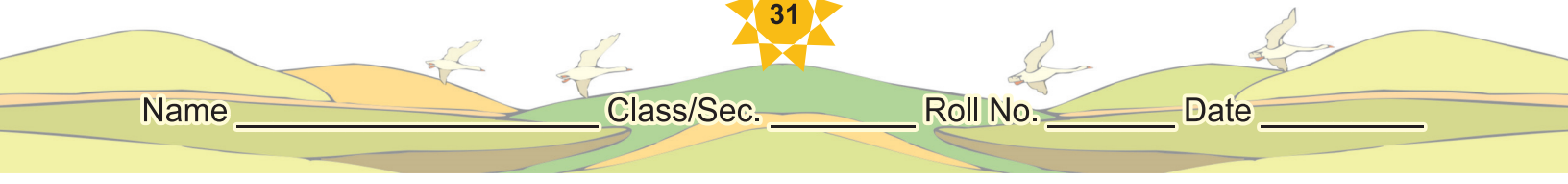
Loving

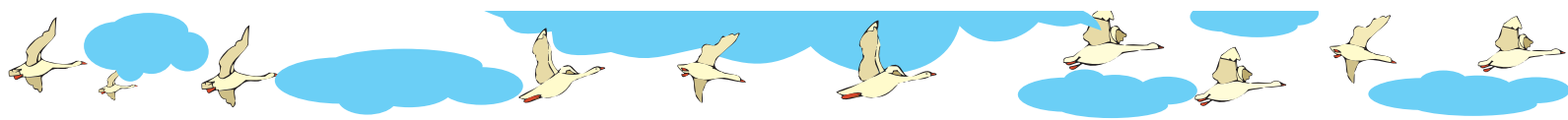
Quiet

Beautiful

Note for the teacher

The teacher will tell the students that we add 'er' with the word to show comparison between two things/ persons/ places. We add 'ly' with the word to tell the action of a verb and answer the question HOW?





The Wind and The Sun – Lesson

Read the given sentences to answer the question 'Who am I'? Select the appropriate word from the words provided in the box. Fill in the blanks while speaking aloud the word.

teacher pilot tailor wind
sun gardener carpenter

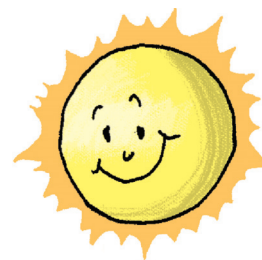
1. I blow down things. Who am I?

.....



2. I give light and heat. Who am I?

.....



3. I look after the garden. Who am I?

.....



Name _____ Class/Sec. _____ Roll No. _____ Date _____



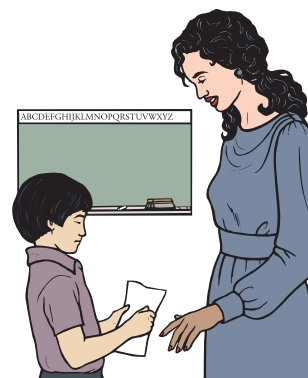
4. I make things with wood. Who am I?

.....



5. I teach children. Who am I?

.....



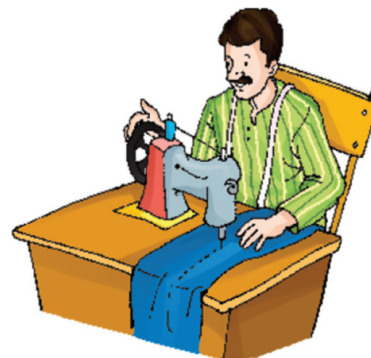
6. I fly an aeroplane. Who am I?

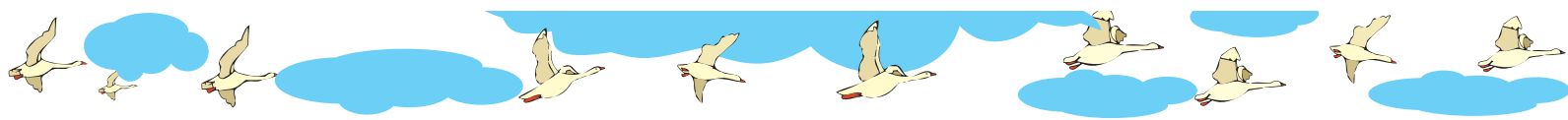
.....



7. I stitch clothes. Who am I?

.....





Look at the pictures and unscramble the jumbled words.

1.

rotcod



2.

remraf



3.

tolip



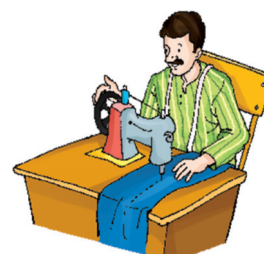
4.

rehceat



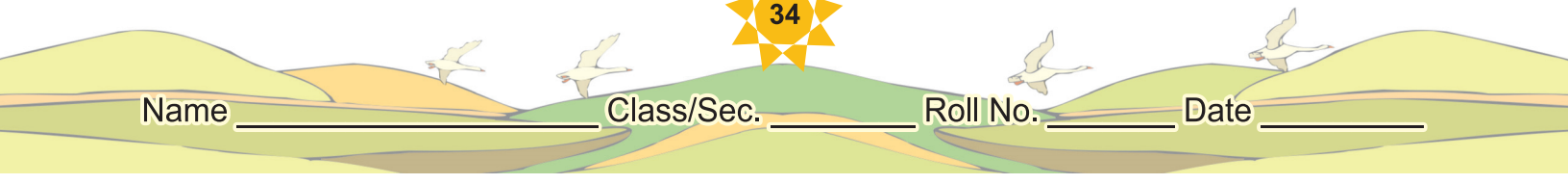
5.

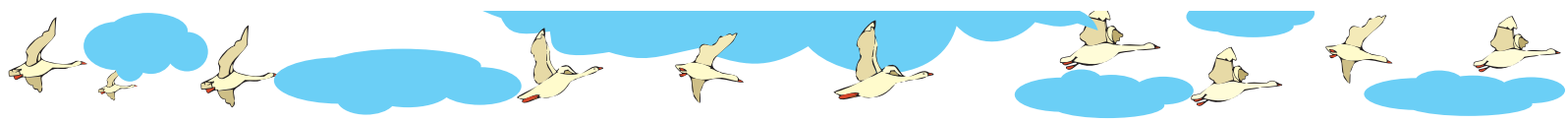
roliat



6.

namtsop





7

tuan ortsa



8.

tsitned



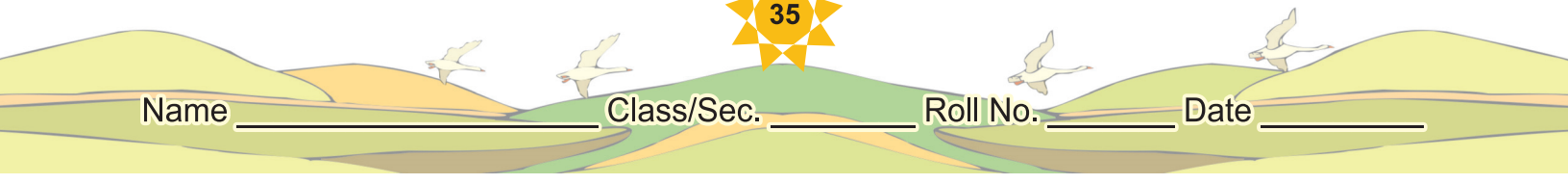
9.

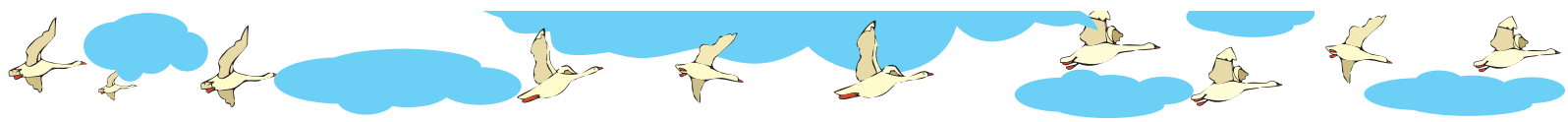
tsitra



10.

rolias

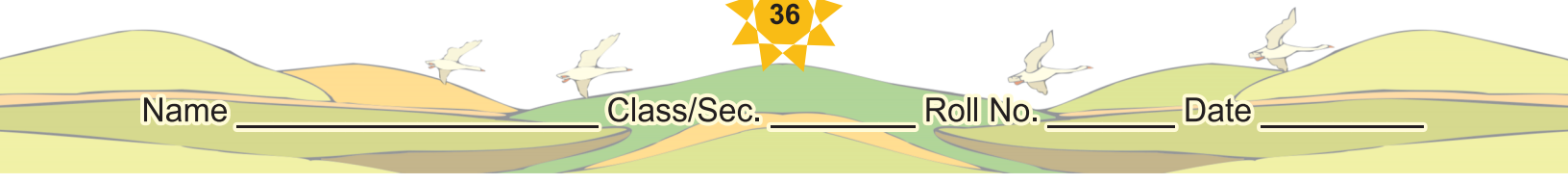




My Page



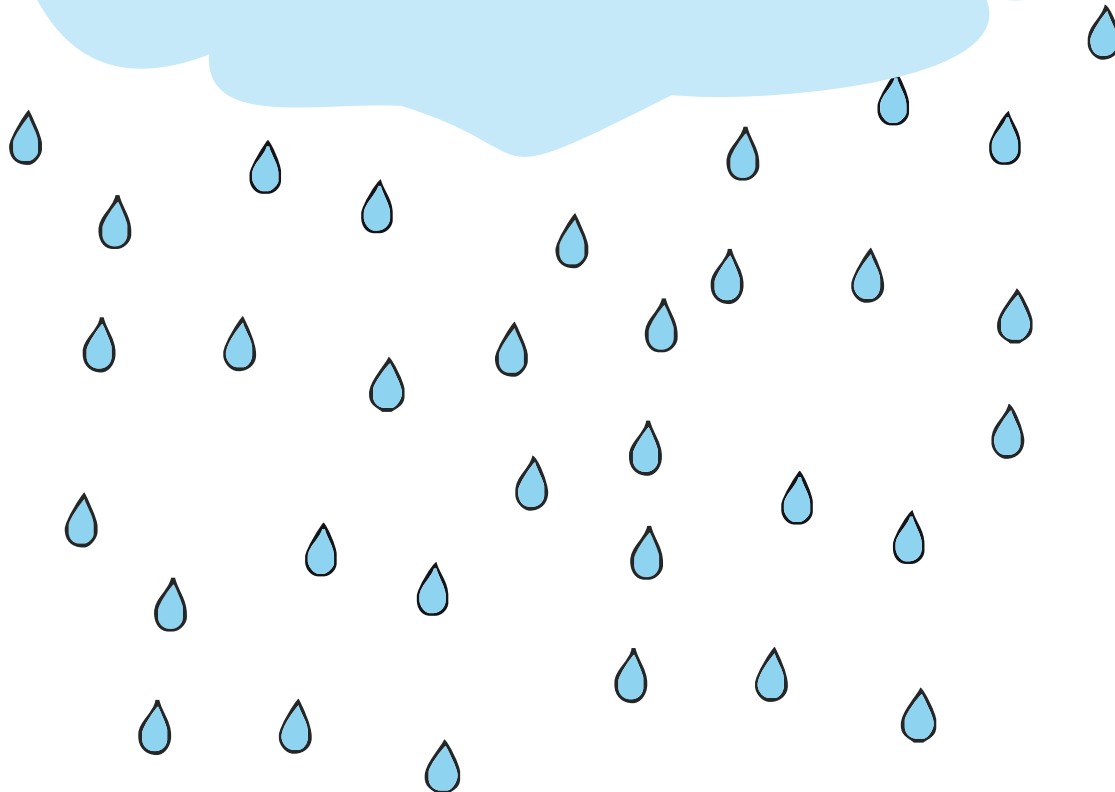
Name _____ Class/Sec. _____ Roll No. _____ Date _____



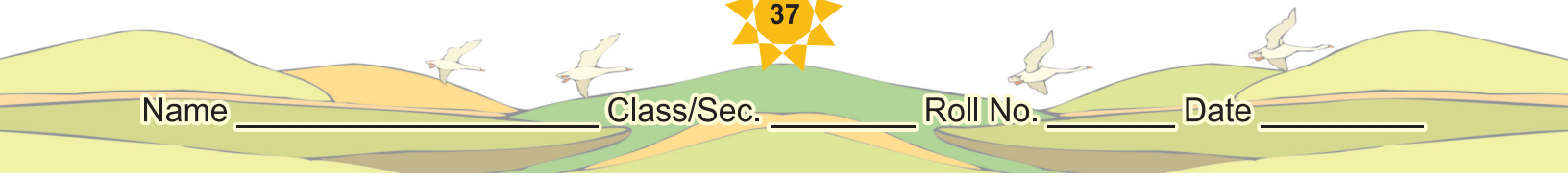


Rain

Unit
4



Name _____ Class/Sec. _____ Roll No. _____ Date _____

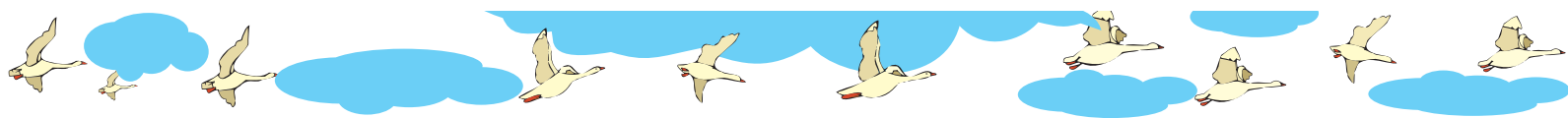




Rain – Poem

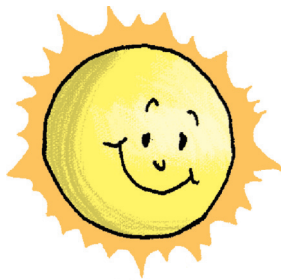
Note for the Teachers

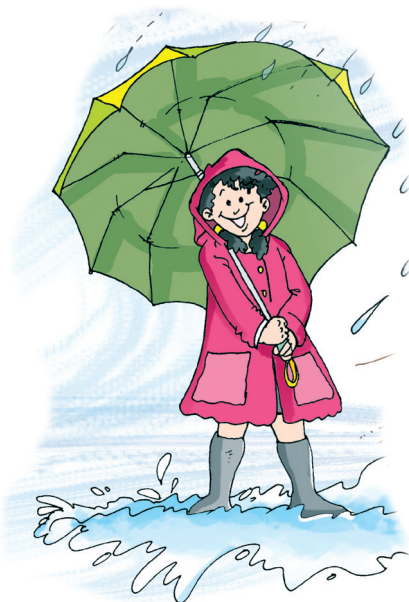
The poem 'Rain' will be recited by students alongwith the poems 'Kaale Megha Paani De' and 'Sawan Ka Geet' Lesson-6 of Hindi text book 'Rimjhim, Part II



Rain – Poem

Write the names of seasons according to the pictures given below:

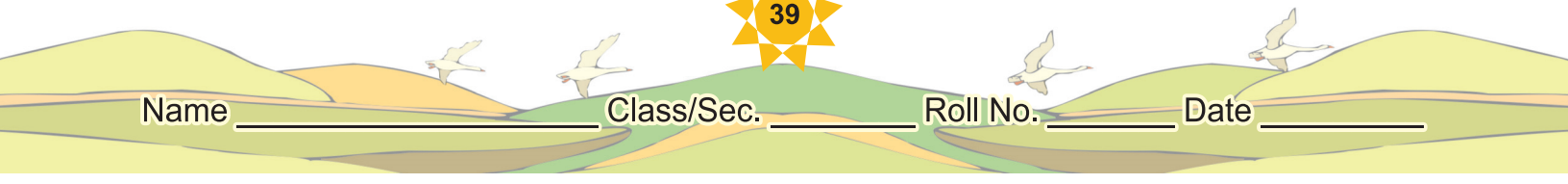


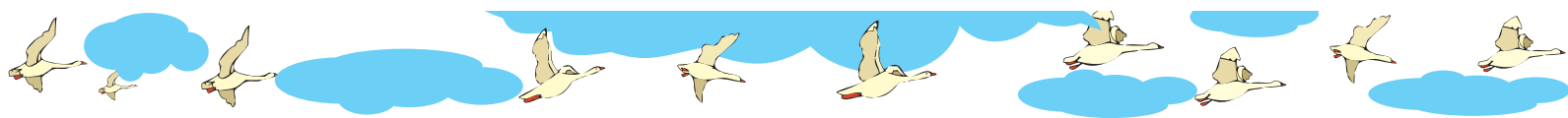






Name _____ Class/Sec. _____ Roll No. _____ Date _____





Rain – Poem

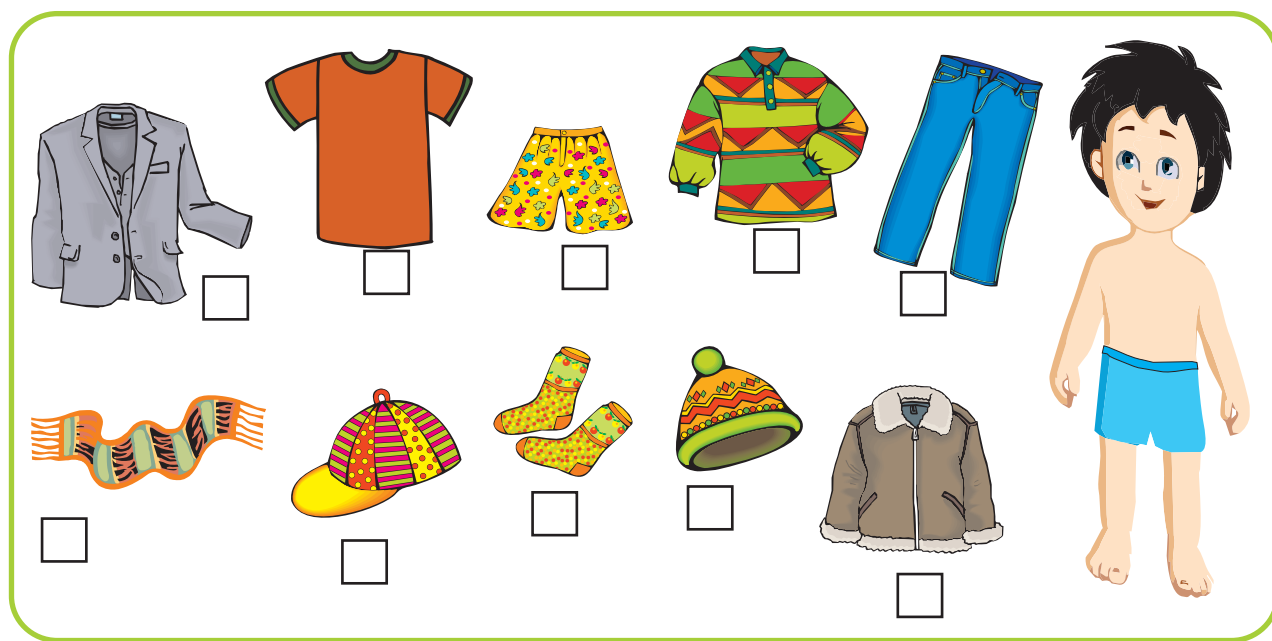
Complete the sentences by selecting the correct word from the box given below:

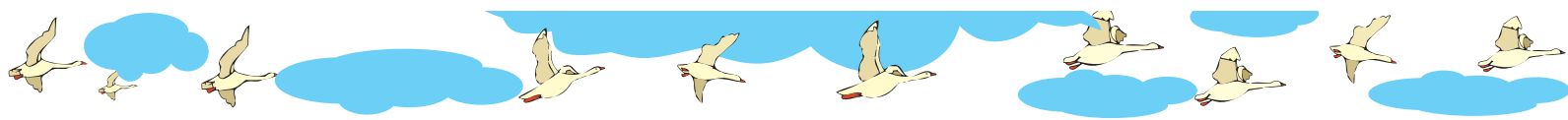
wet hot cold

1. Summer season is
2. Winter season is
3. Rainy season is

Activity:

You see a boy in the following picture. Dress this boy according to the winter season. Tick (✓) the clothes he should wear.





Rain – Poem

It is raining. Meena has to go out to meet her aunt. What does she need to wear and carry? Tick (✓) the correct boxes.

☐

☐

☐

☐

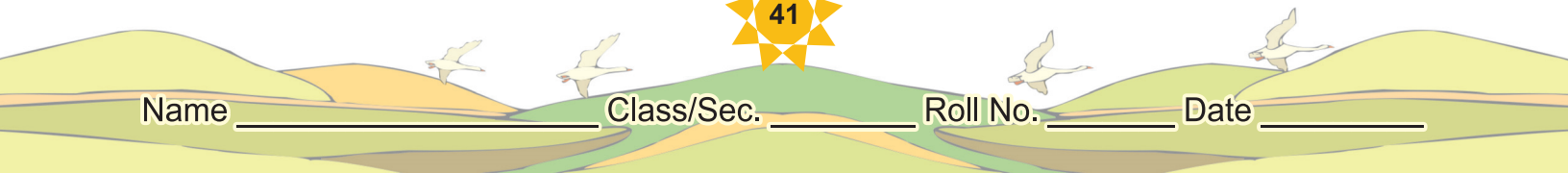
☐

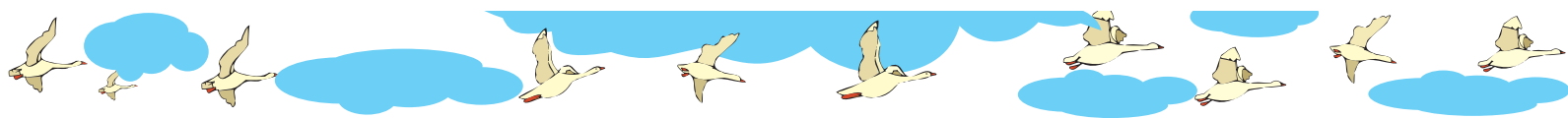
☐

☐

☐

☐





Let's listen

Storm in the Garden

Listen to the conversation between Sunu-Sunu and his mother.

Sunu-Sunu, the snail is playing with his friends, the ants. Suddenly, there is a storm. He goes to his mother and tells her about all he saw and heard.

Sunu-Sunu : Amma, there is a storm in the garden.

Mother : Oh! What happened?

Sunu-Sunu : I heard the wind blow blow blow, Ooo! Ooo! Ooo! Ooo!

Mother : What did you see?

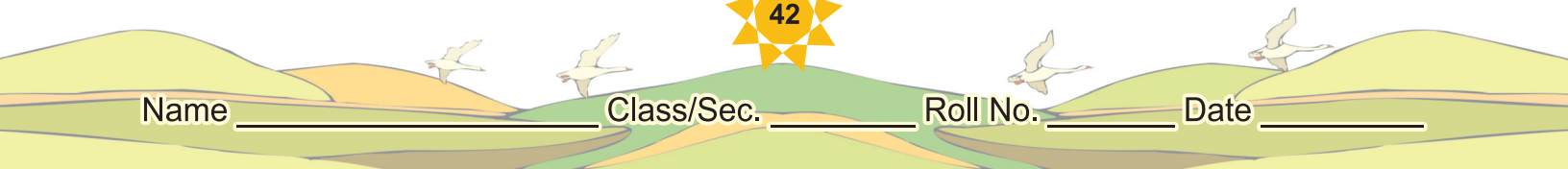
Sunu-Sunu : I saw trees sway sway sway. Shay! Shay! Shay! Shay!

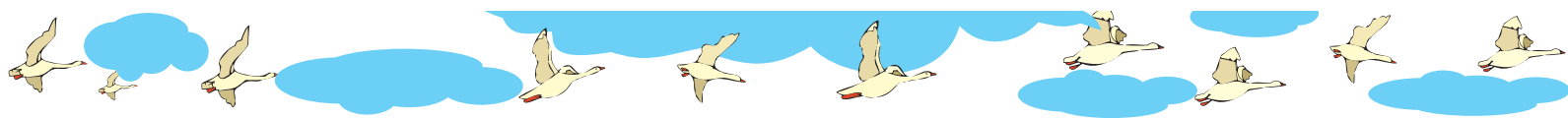
Mother : Oh! What else did you see?

Sunu-Sunu : I saw lightning flash flash flash.
Zzzak! Zzzak! Zzzak! Zzzak!

Mother : What about the rainfall?

Sunu-Sunu : I heard rainfall fall fall.
Sitta sitta! Pittapitta! Sittasitta! Pittapitta!





Assessment Sheet

(Based on Listening Conversation)

1. Listen to this conversation carefully and put (✓) / (x) against each statement.

(i) Sunu-Sunu heard the wind blow blow blow.

☐

(ii) Sunu-Sunu went to his father to tell about the storm.

☐

(iii) Sunu-Sunu was an elephant.

☐

(iv) Sunu-Sunu saw lightning flash flash flash.

☐

(v) Sunu-Sunu saw trees sing sing sing.

☐

2. Fill in the blanks.

(i) Sunu-Sunu, the snail is playing with

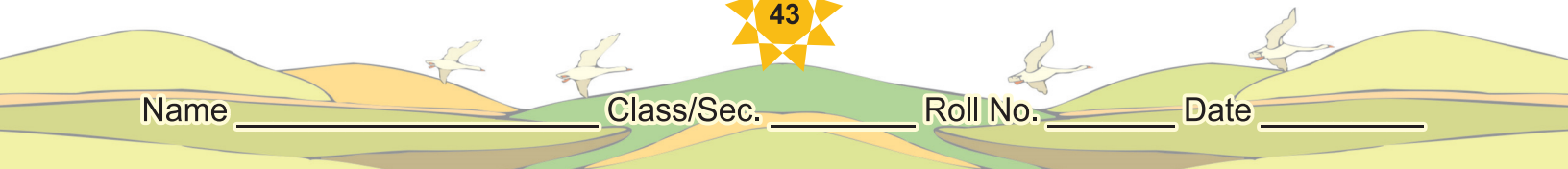
(ii) Suddenly, there is a

(iii) He tells his what he saw and heard.

(iv) There is a storm in the



Name _____ Class/Sec. _____ Roll No. _____ Date _____

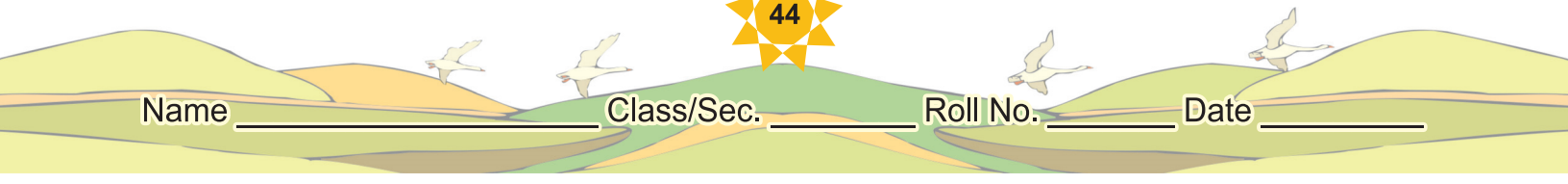


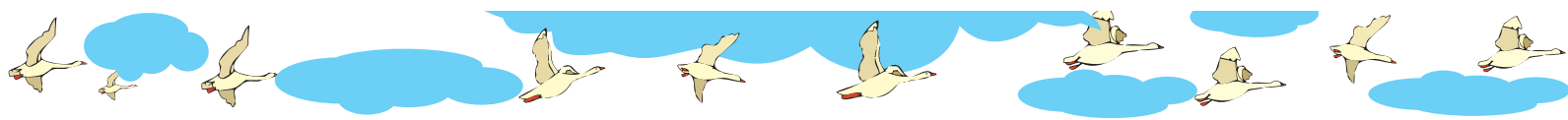


Storm in the Garden – Lesson

Read aloud the words given in the column 'A' and match with their corresponding sounds given in column 'B'.

A Naming words	B Sounds
Lightning	Hee! Hee! Hee! Hee! Hee! Hee!
Ants	Kaa! Kaa! Kaa!
Crows	ooo! ooo! ooo! ooo!
Rain fall	Zzzak ! Zzzak! Azzak!
Trees	Sitta sitta ! Sitta sitta! Sitta sitta ! Sitta sitta!
Storm	Shay ! shay ! shay !





Assessment Sheet

(a) Complete the following words by writing letters in between.

Sm__le, k__te, L__on, m__ce.

(b) Match the opposites given below.

hot

small

big

cold

strong

white

black

weak

(c) When you hear the word 'rain', what are the things that come in your mind. Write those words in boxes given below.

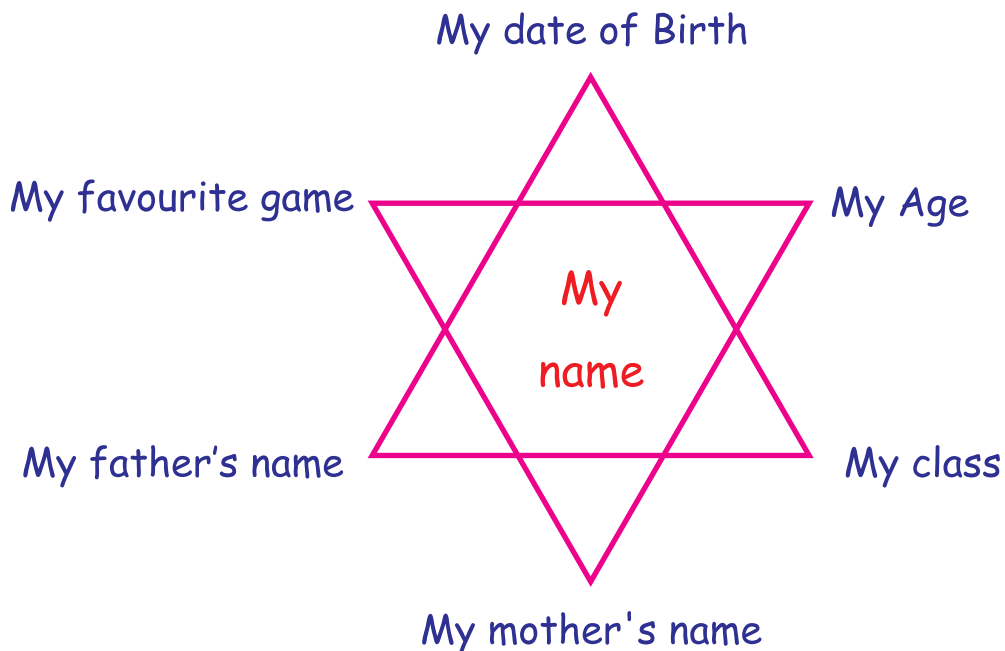
	Rain	





Let's Speak

Star of My Life



The teacher will draw a star on the blackboard. He/She will ask each child to draw a star in his/her notebook and fill the details. Every child will stand and speak about the star of his/her life based on the following sentences.

1. My name is
2. My date of birth is.....
3. I am year old.
4. I study in class.
5. My mother's name is
6. My father's name is
7. My favourite game is

Zoo Manners

Unit
5

All
animals
deserve a
chance to
live.



Zoo Manners – Poem

An Outdoor Activity - A Visit to Zoo

To develop the understanding of the poem 'Zoo Manners' the teacher can take the students to the zoo with the purpose to develop observation skill of the children about the animals. There they will come to know about the names of the animals and their sounds and their activities/habits.

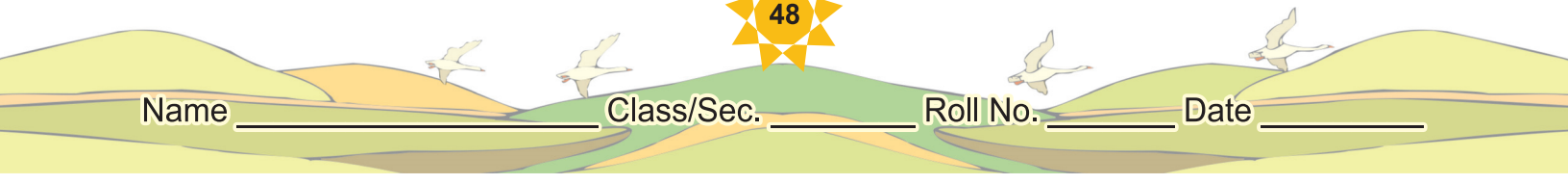
Classroom Activity

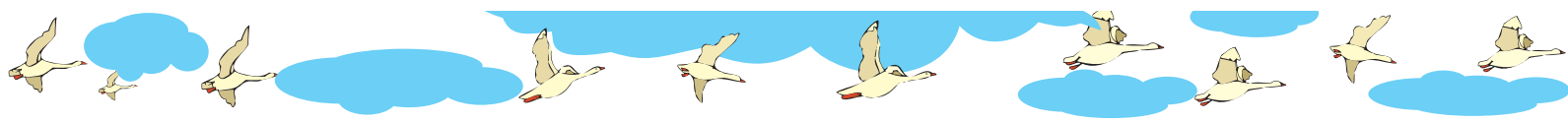
The teacher may ask the students to select their favourite animal which they saw in the zoo, prepare its mask and play the role of that animal telling its qualities in one or two sentences.

Draw your favourite animal in the given space

A large, empty rectangular box with a black border, intended for students to draw their favourite animal.

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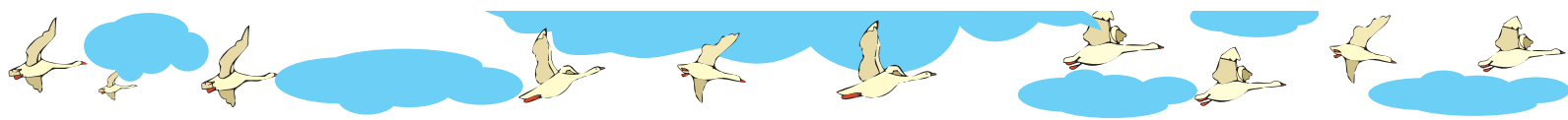
The teacher should explain the 'Pronouns' before starting the activity. Replace the nouns with the words given. Use these words appropriately in the given sentences.

it they them

1. Camel has a hump.is very proud of it.
2. Chimpanzee thinks that.....is very wise.
3. Penguins are intelligent. understand instructions very quickly.
4. Animals are kept in the zoo. should be treated well.
5. Elephant is tall and fat.has a big trunk.
- 6 We should treatwell.



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Fill in the blanks with the rhyming words given in the box below.

Henny Lucky Woxy
Funny Cocky
poosey

_____ Bunny

_____ Penny

_____ Locky

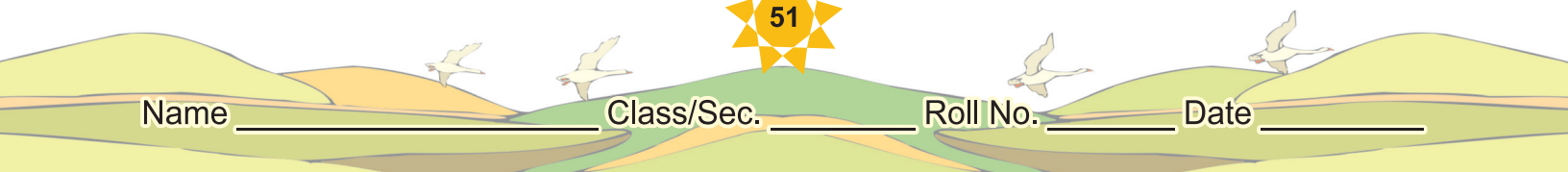
_____ Ducky

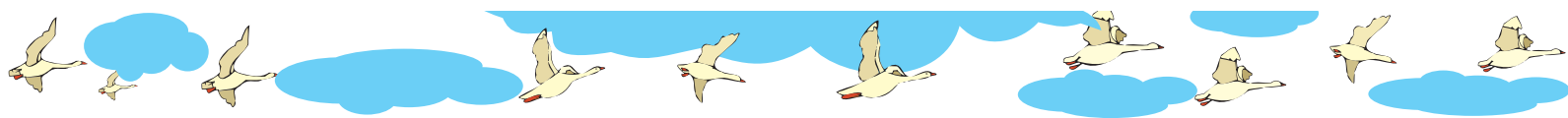
_____ Goosey

_____ Foxy



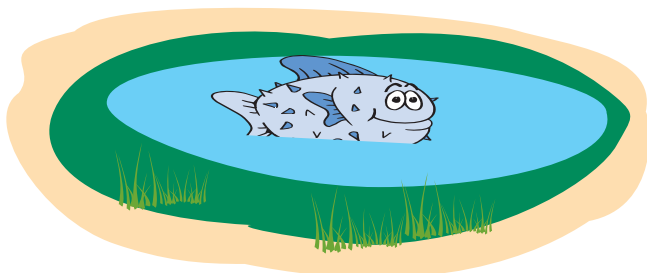
Name _____ Class/Sec. _____ Roll No. _____ Date _____



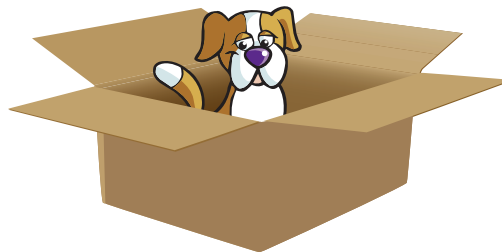


Funny Bunny – Lesson

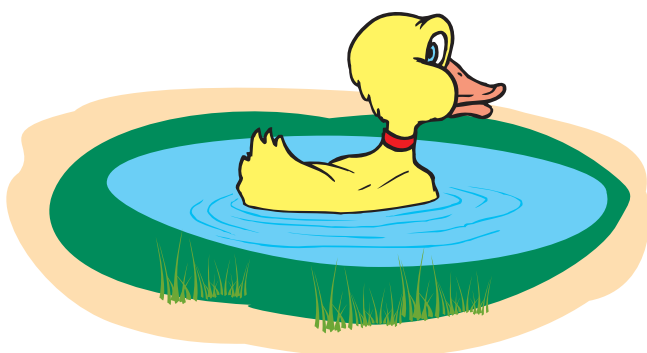
Look at the pictures given below. Fill in the blanks with the position word.



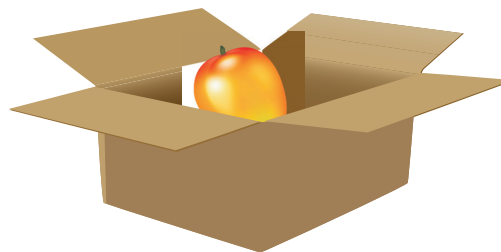
The fish is **in** the pond.



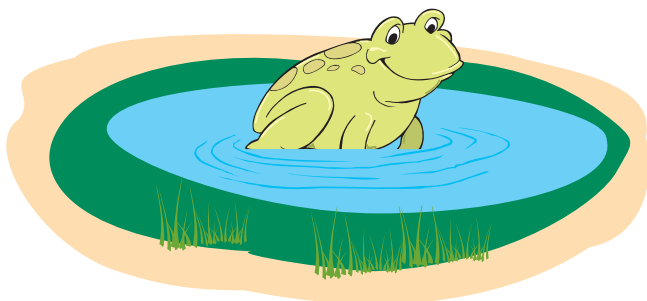
The dog isthe box.



The duck isthe pond.



The mango isthe box.



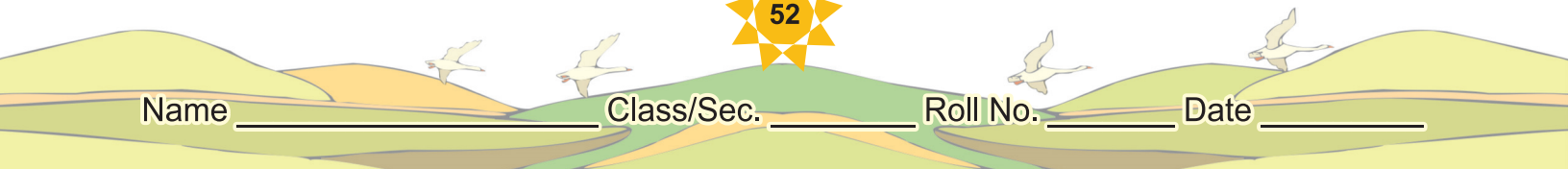
The frog isthe pond.

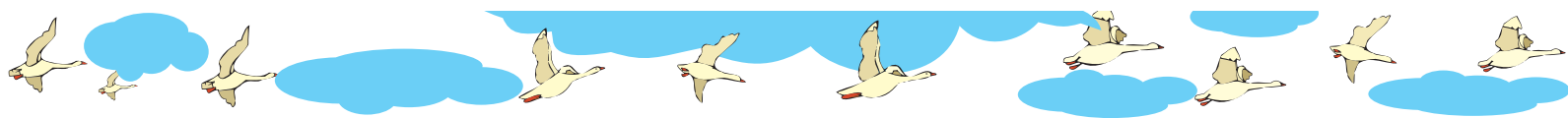


The ball is the box.



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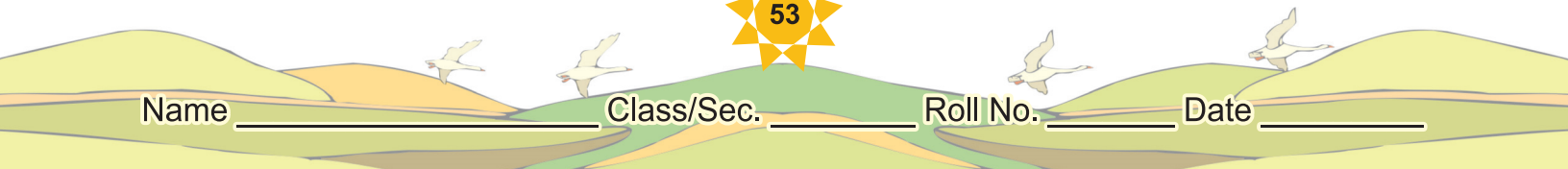
Funny Bunny – Lesson

In the given puzzle box, names of some animals are hidden who met Bunny (rabbit) on the way to the fort and went with him. Find out their names and colour them.

D	U	C	K	Y	R
H	F	O	X	Y	A
E	A	P	B	O	B
N	K	L	B	T	B
N	C	O	C	K	I
Y	D	P	T	L	T



Name _____ Class/Sec. _____ Roll No. _____ Date _____



Funny Bunny – Lesson

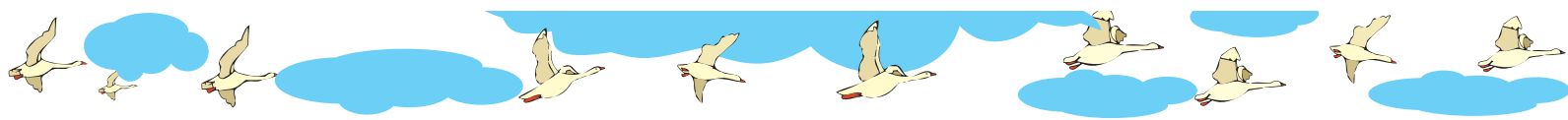
Activity of Dumb Charades on Action Words

The teacher will write some of the action words on separate slips and keep them in a box. She will announce about the activity. Then she will ask one of the students to come forward and pick out a slip from the box kept on the table. The child will pick up a slip from the box and do/perform that action. Other students will guess that action word and speak aloud the same. They will also copy the same action. Similarly other students will participate and the activity will go on.

Pictures can also be drawn on the slip with the action word.

For example : Laughing, Jumping, Clapping, Running, Walking etc.





Funny Bunny – Lesson

The learners will prepare any one mask of those animals who met Bunny on the way to the forest. They will speak out simple dialogues before the class wearing the face mask made by them.

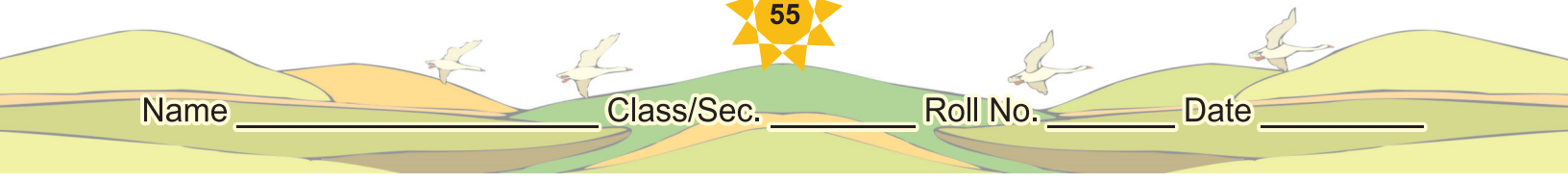
Paste Your Mask Here

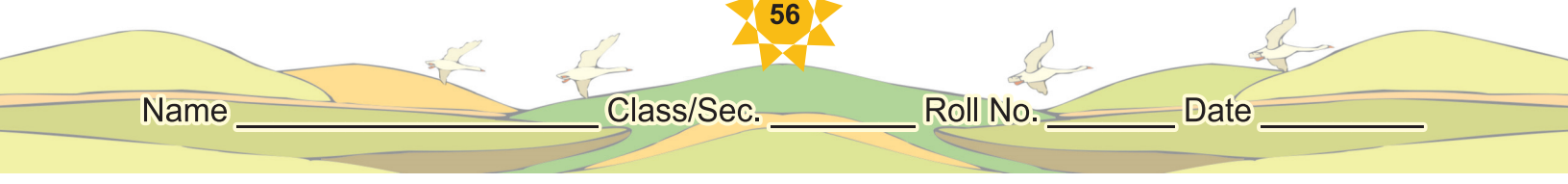
Write two words describing your animal.

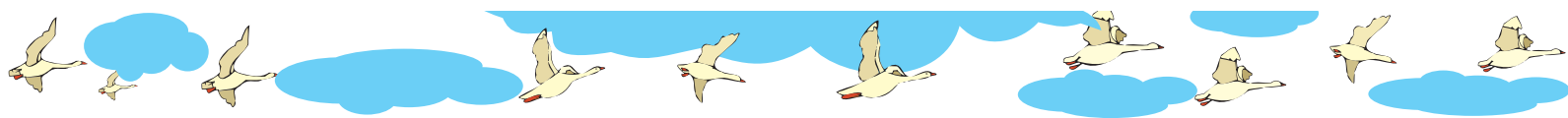
_____	_____
_____	_____



Name _____ Class/Sec. _____ Roll No. _____ Date _____







NOBODY



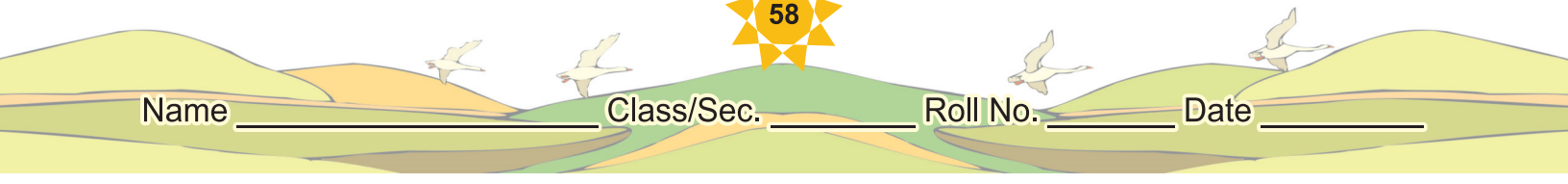


Mr. Nobody – Poem

The learners will draw the picture of Mr. Nobody as a funny looking man and colour it below.

A large, empty rectangular box with rounded corners and a green border, intended for learners to draw a picture of Mr. Nobody as a funny looking man and colour it.

Name _____ Class/Sec. _____ Roll No. _____ Date _____





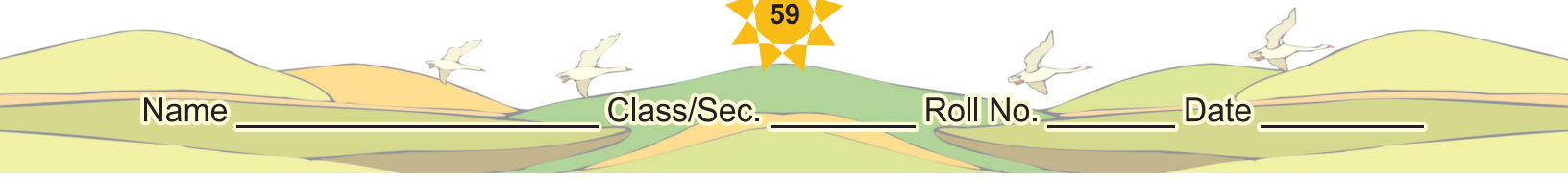
Assessment Sheet

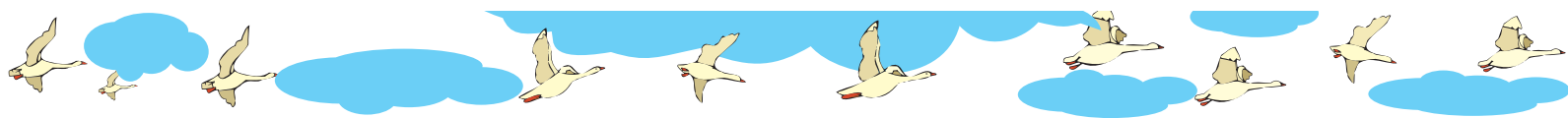
After the students have drawn Mr. Nobody as a funny man, the students will complete the following sentences.

1. The colour of Mr. Nobody's hair is _____.
2. The colour of Mr. Nobody's shirt is _____.
3. The colour of Mr. Nobody's pant is _____.
4. The colour of Mr. Nobody's shoes is _____.
5. Mr. Nobody is holding _____ in his hands.
6. Mr. Nobody looks _____.



Name _____ Class/Sec. _____ Roll No. _____ Date _____





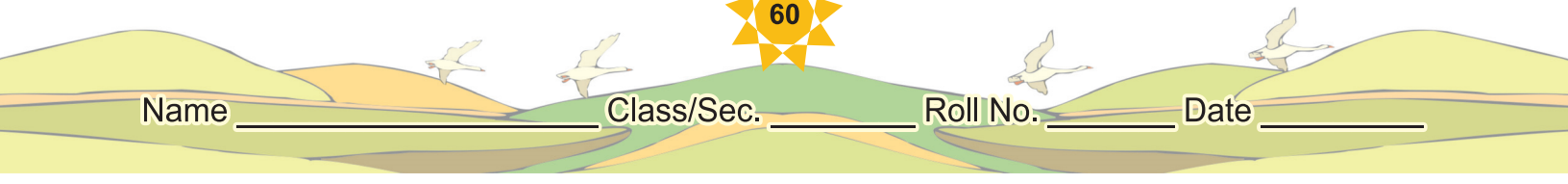
Mr. Nobody – Poem

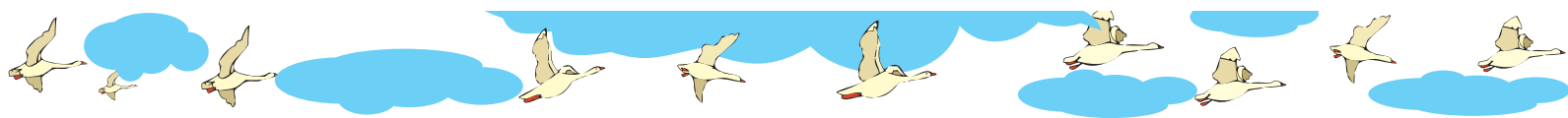
Say aloud and write two rhyming words against each of the given words in the blanks.

1. Nobody somebody anybody
2. Funny
3. That
4. Mouse house blouse
5. See



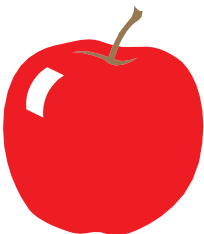




Name _____ Class/Sec. _____ Roll No. _____ Date _____





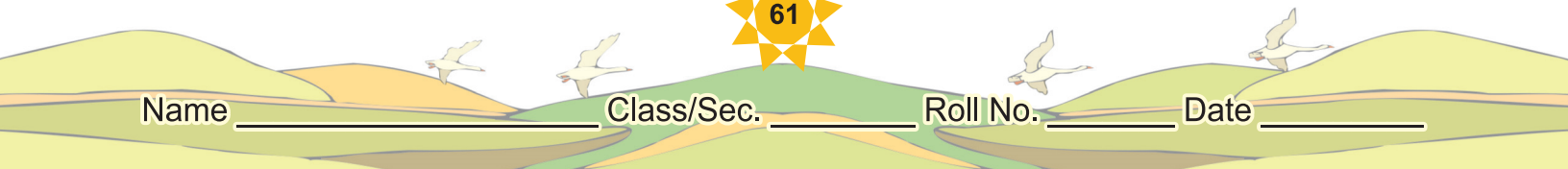
Mr. Nobody – Poem

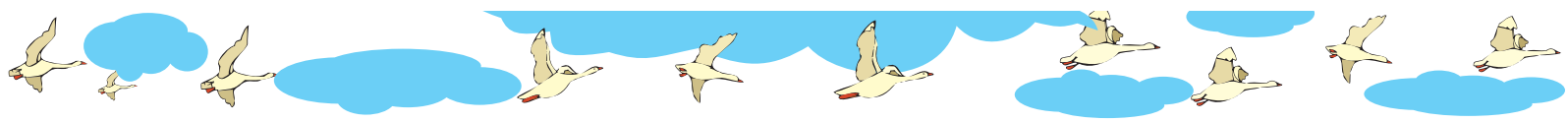
Look at the pictures given below in Box no. 'B'. Write the vowel/vowels & the name of object in the boxes 'A' and 'C' respectively

A Vowel	B Picture	C Name of the Object
		a
		e
		i
		o
		u



Name _____ Class/Sec. _____ Roll No. _____ Date _____

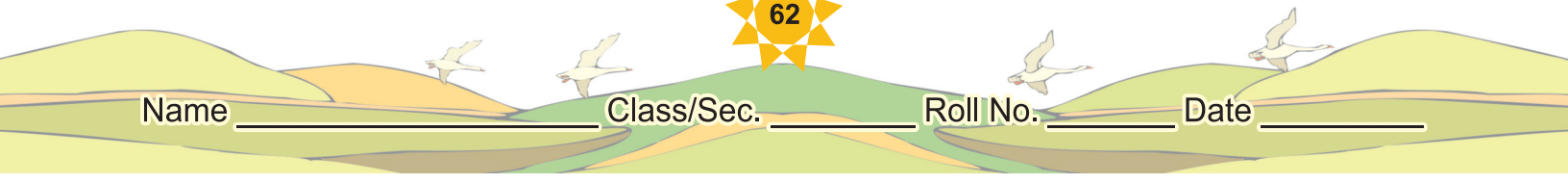


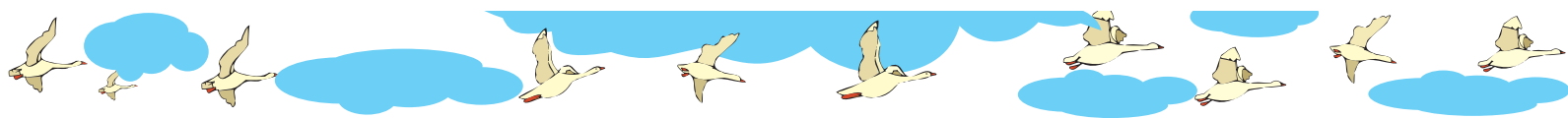


Curly Locks and the Three Bears – Lesson

Match the words given in column 'A' with the word of opposite gender from column 'B'. One has been done for you.

A	B
Papa	Queen
King	Sister
Boy	Mama
Husband	Madam
Sir	Grandmother
Grandfather	Girl
Brother	Wife





Curly locks and the Three Bears

Let us Punctuate:

Read the paragraph carefully. Replace the first letter of the words with capital letter wherever you feel necessary.

Note: Whenever we write the proper noun or name and begin a sentence, the first letter is always written in Capital.

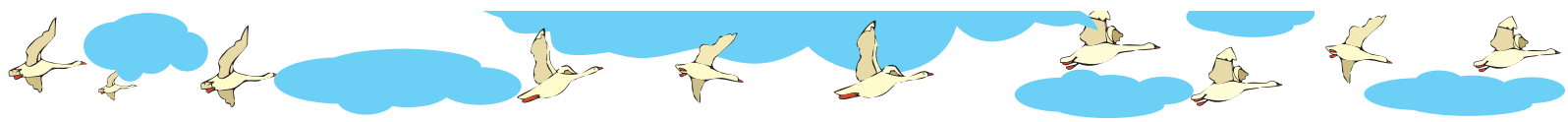
Paragraph

the girl with curly hair was hungry. she ate the porridge from the big bowl. It was very hot. she ate from the middle size bowl. it was too cold. she ate from the tiny little bowl. it was just right. she went to the bedroom. there was big bed for papa bear, another for mama bear and a tiny bed for baby bear. it was a strange cottage.

Rewrite the underlined words correctly :

The
.....
.....
.....
.....

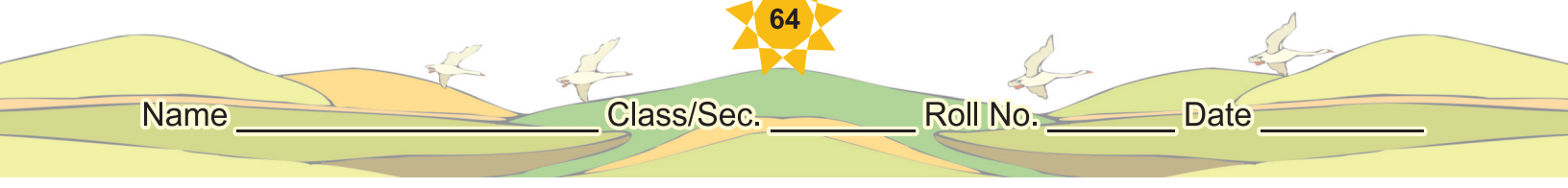




Curly Locks and the Three Bears – Lesson

Now-a-days, we use helping verbs in abbreviated forms. Some helping verbs are given below. Two of these have been done for you. Write full form of other words in the space provided. (The teacher must explain some abbreviation to the students)

Abbreviated form of the verb	Full form
doesn't	does not
don't
didn't
isn't
hasn't
aren't
won't	will not
wouldn't
wasn't
hadn't
weren't
I'm





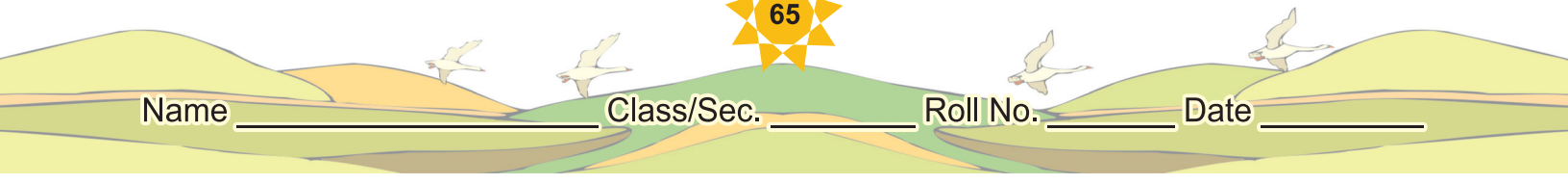
Curly Locks and the Three Bears – Lesson

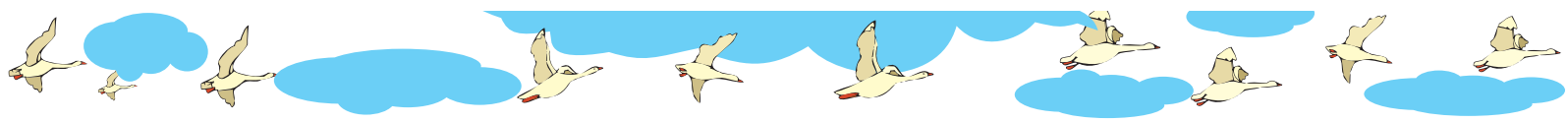
Writing Activity

Learners will draw the picture of curly locks and colour it.

A large, empty rectangular box with rounded corners and a light blue border, intended for students to draw a picture of Curly Locks.

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Answer the questions.

❖ Who is she?

Ans. She is

❖ What kind of hair does she have?

Ans.

❖ What is the colour of her blouse?

Ans.

❖ Does she wear sleepers?

Ans.

❖ Where did she go one day?

Ans.



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Curly Locks and the Three Bears – Lesson

Fun with Sounds:

The teachers will introduce two sounds of letter 'S' with the help of pictures and give the students a lot of practice.

Two Sounds of 'S'

One sound of 's' has its own sound. The other sound of 's' is like that of 'z'.

Sound of S as S:



sun



sofa



salt



sandal



saw



school



see-saw

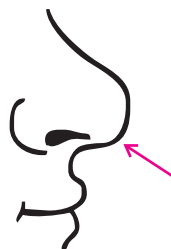
Sounds of S as Z:



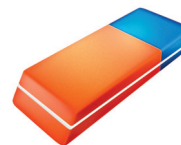
rose



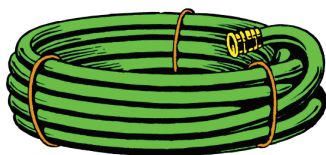
sunrise



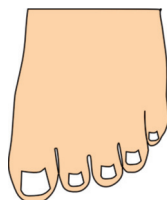
nose



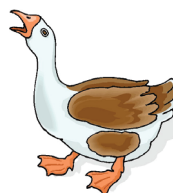
eraser



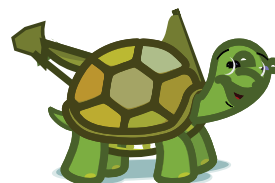
hose



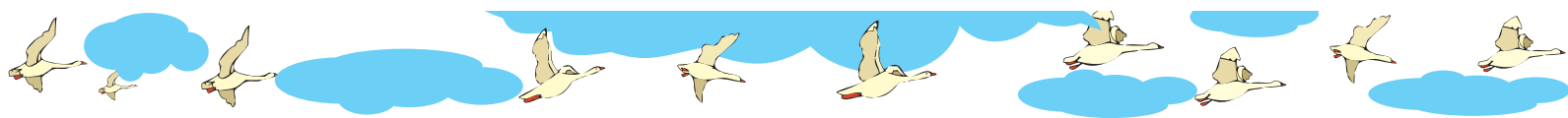
toes



goose



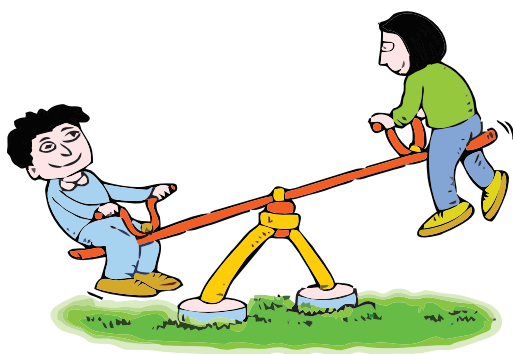
tortoise



Curly Locks and the Three Bears – Lesson

Assessment Sheet on the Sound 'S':

Look at the pictures of the words with 'S' sound given below. Write the proper word for each sound related to the picture and mention their sound 'S' as 'S' and 'S' as 'Z' in the given space:



Name

Sound



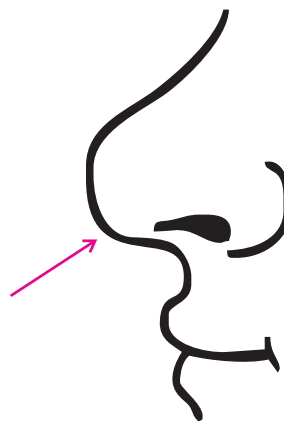
Name

Sound



Name

Sound

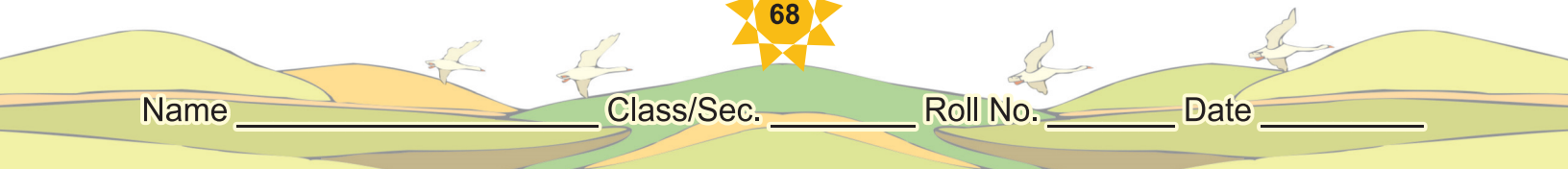


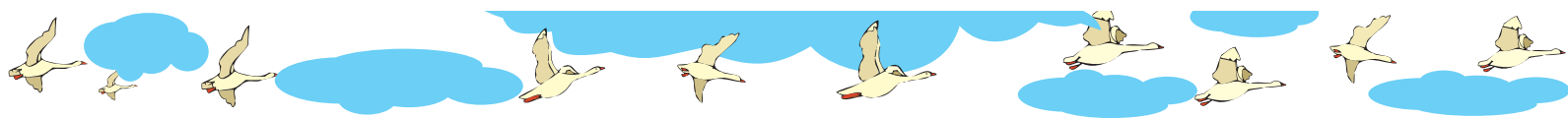
Name

Sound



Name _____ Class/Sec. _____ Roll No. _____ Date _____

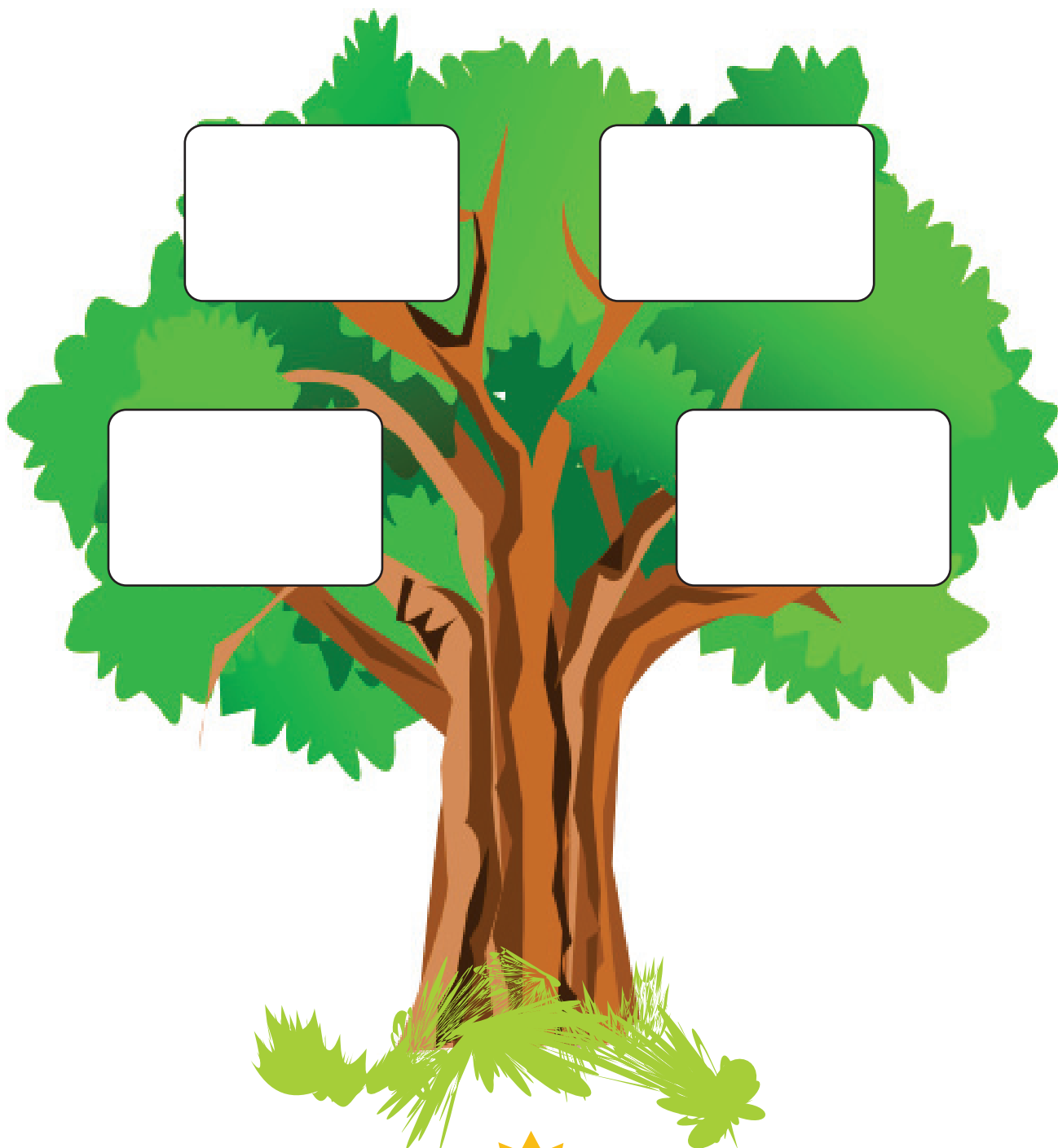




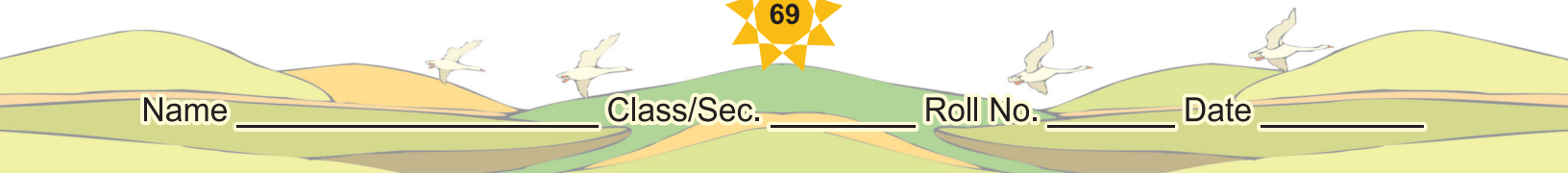
Curly Locks and the Three Bears – Lesson

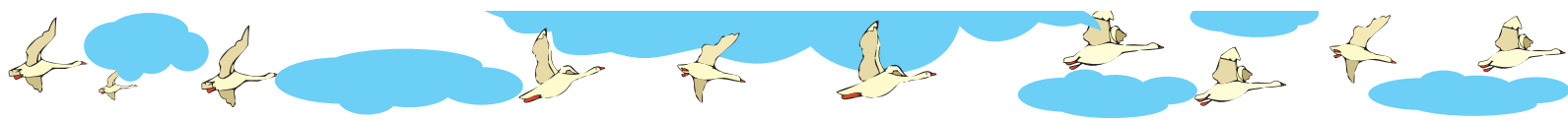
Activity - Family Tree

Teacher will ask the students to bring photographs of their grand parents, parents and paste these pictures in the family tree.



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Assessment Activity

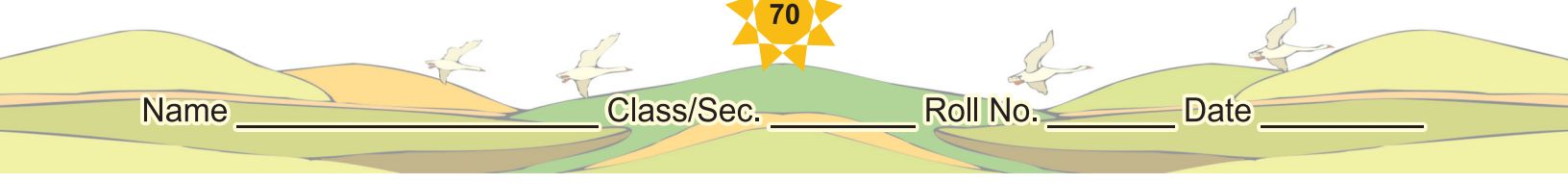
A. Complete the following sentences using Mr. / Mrs. before writing the names.

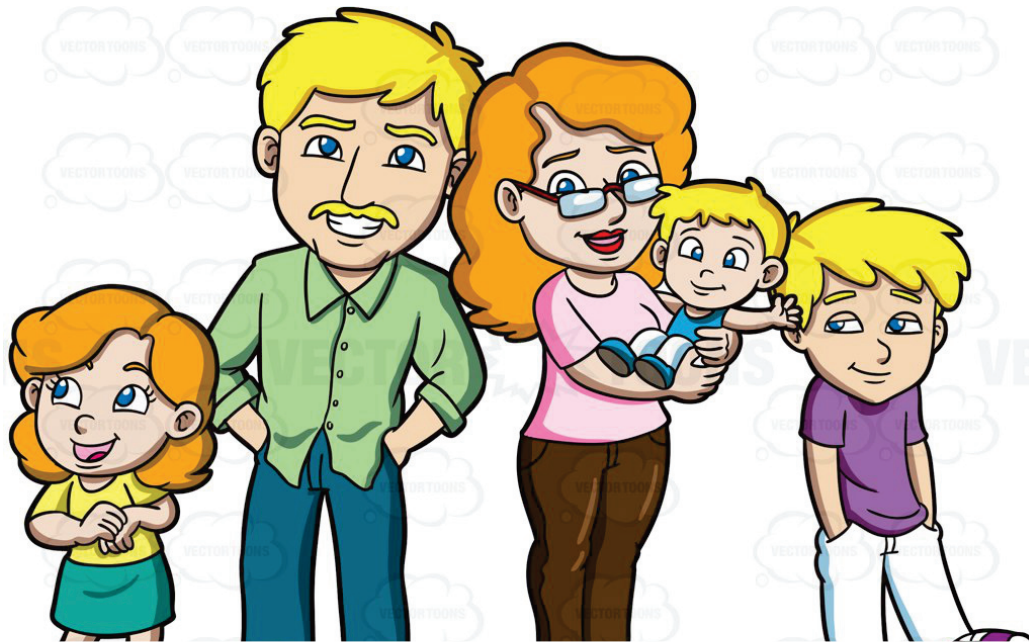
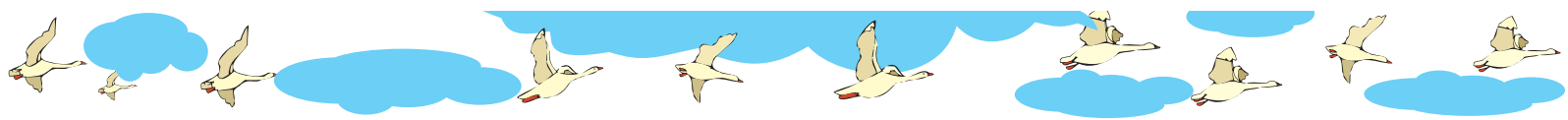
1. The name of my grand father is _____.
2. The name of my grand mother is _____.
3. The name of my father is _____.
4. The name of my mother is _____.

B. Draw / paste the picture of your grand father, grand mother, father and mother and write one quality of each person below the picture. e.g. grand father (picture) old etc.



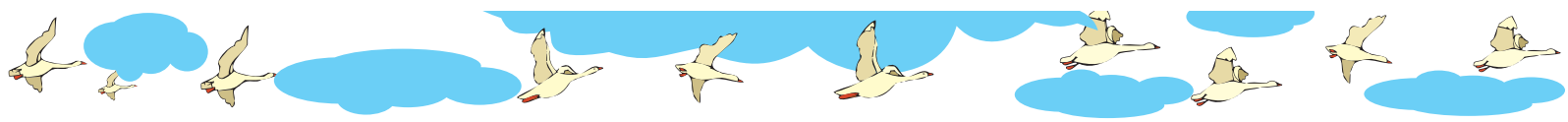
Name _____ Class/Sec. _____ Roll No. _____ Date _____





Name _____ Class/Sec. _____ Roll No. _____ Date _____

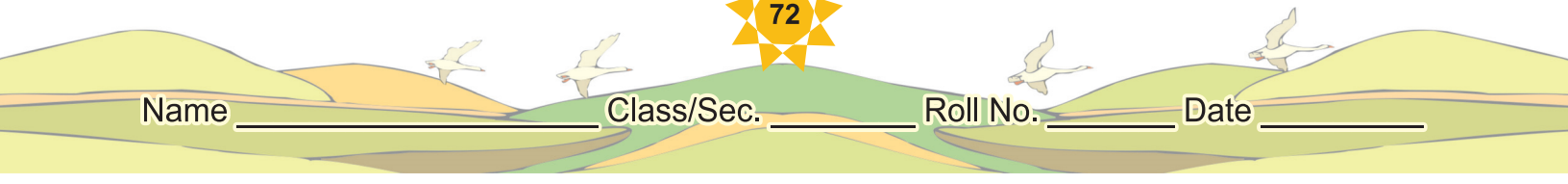


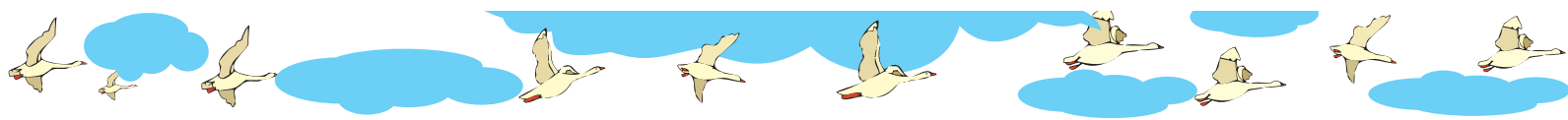


My Page



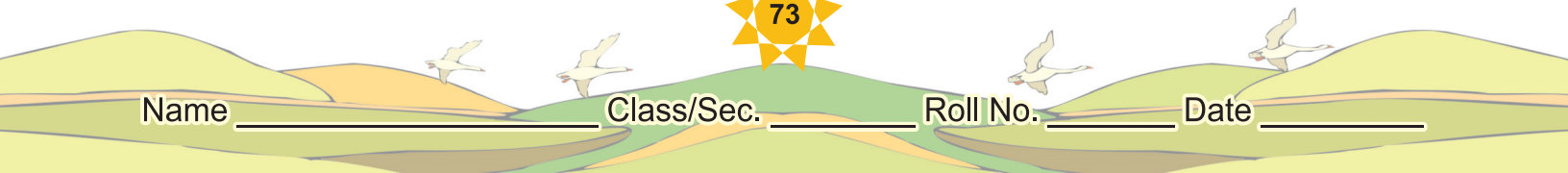
Name _____ Class/Sec. _____ Roll No. _____ Date _____

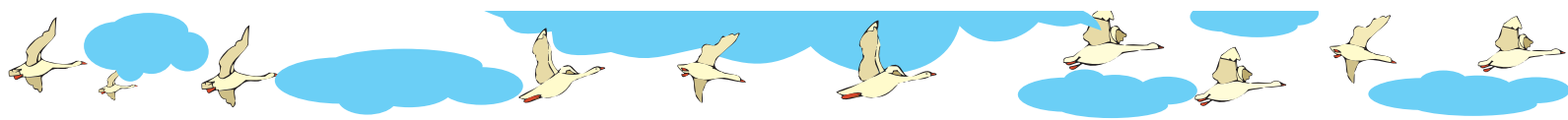




On My Blackboard I Can Draw

Black Board is
black in colour
but
brightens the
future of a student.





On My Blackboard I Can Draw – Poem

Let's Draw

Make new words using letters from the given word 'Blackboard'. One has been done for you.

BLACKBOARD

R O D

3.

1.

4.

2.

5.

Let's Draw:

Read the lines given below. Encircle the numbers in the lines.

One little house with one green door,

Two brown gates that open wide,

Three red steps that lead inside,

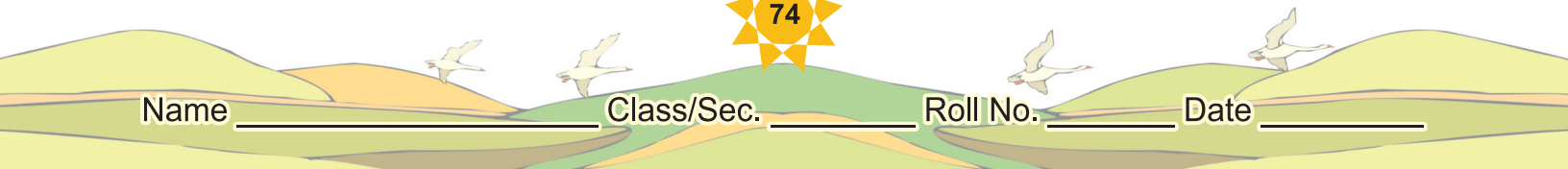
Four little chimneys painted white.

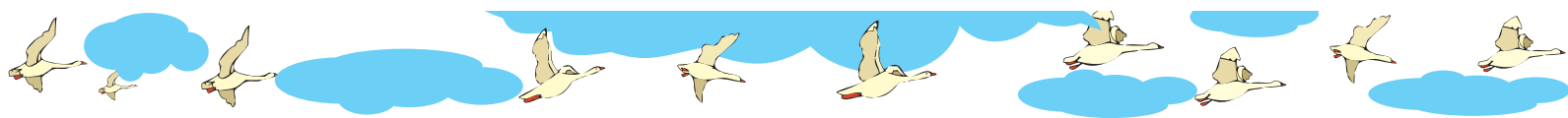
Q. How many numbers could you encircle?

Ans.



Name _____ Class/Sec. _____ Roll No. _____ Date _____





MAKE IT SHORTER

Fun Time

The king says or orders.....

Perform the action when king orders, not when the king says.

The king orders.

The king says, jump.

jump



The king orders.

The king says, clap.

clap



The king orders.

The king says, run.

run



The king orders.

The king says, SMILE.

smile

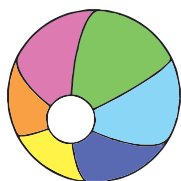


Teacher Note:

Ask children to order or say something. The objective is to tell them that there are two different ways of speech.



Read the examples and fill in the blanks.



Small ball



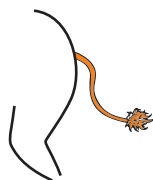
Smaller ball



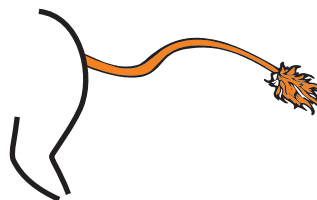
Short hair



.....



Long tail



.....

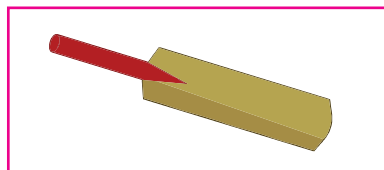
Read the phrases and draw pictures in the given box.



Small bag



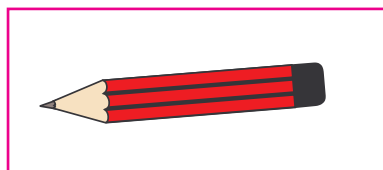
Smaller bag



Short bat



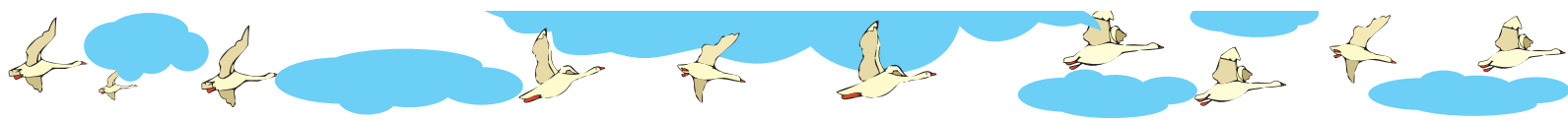
Shorter bat



Long pencil



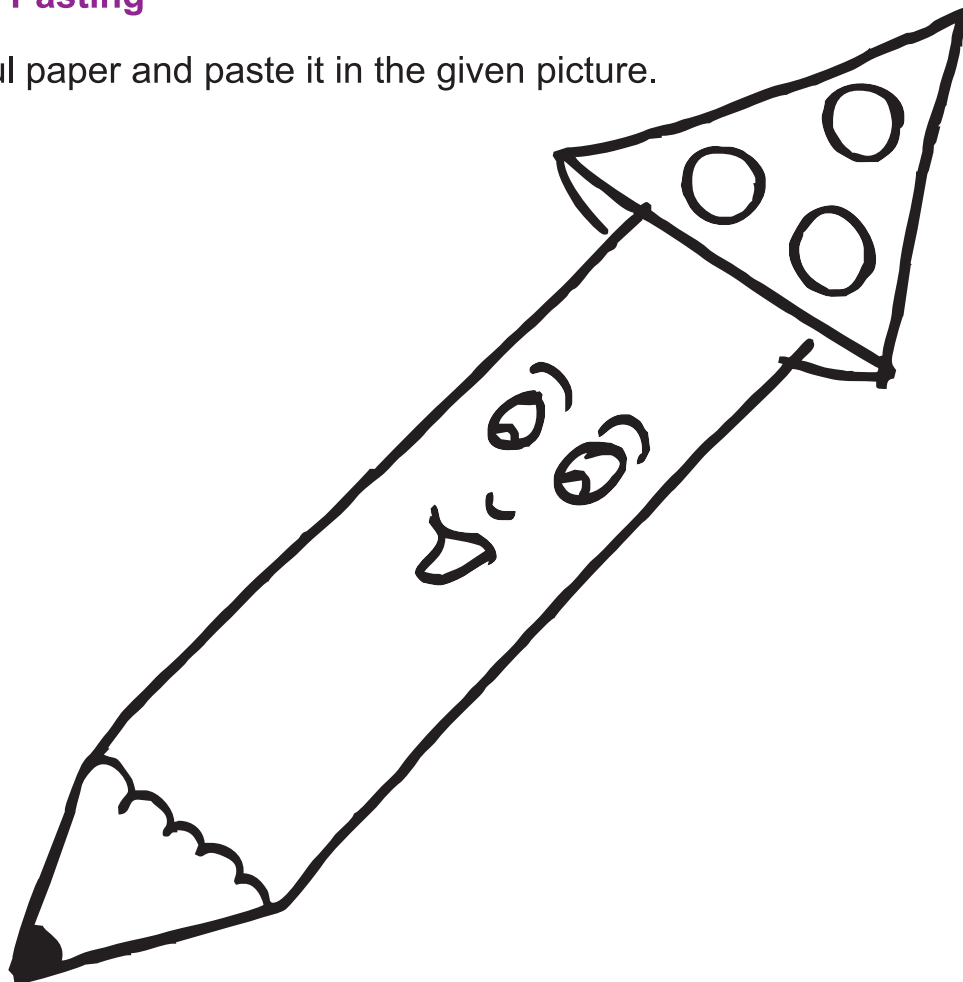
Longer pencil



The Mouse And The Pencil

Tearing and Pasting

Tear colourful paper and paste it in the given picture.



Let's Write

Look at the picture and complete the sentences.

1. This is a
2. It has a on it.
3. I with a pencil.

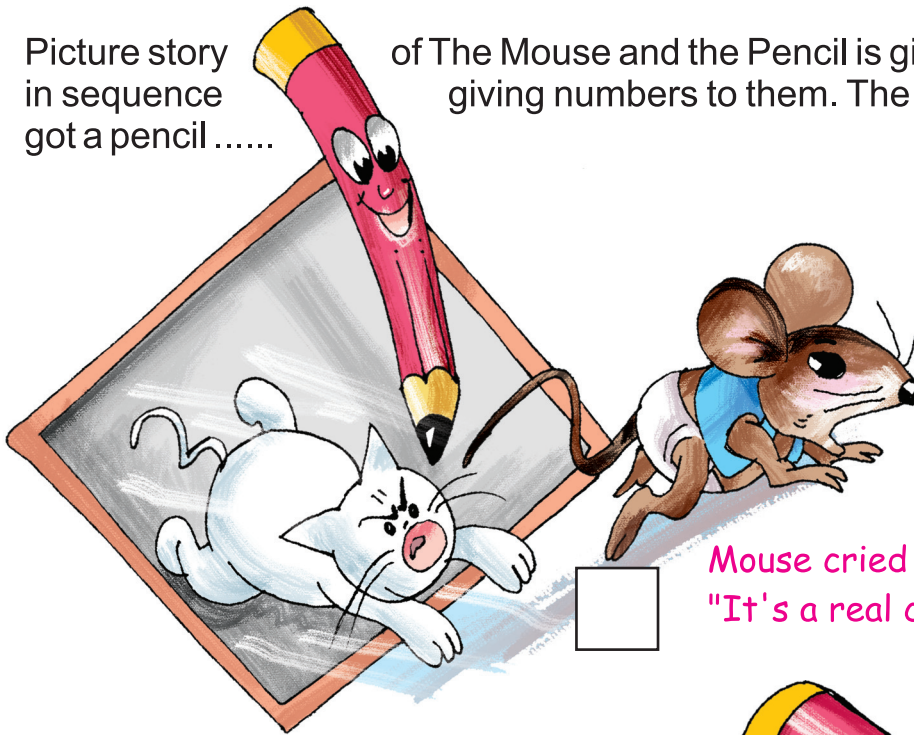


ASSESSMENT

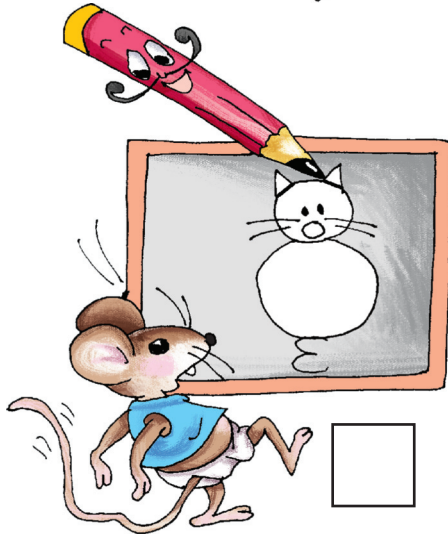
I know the story:

Picture story
in sequence
got a pencil

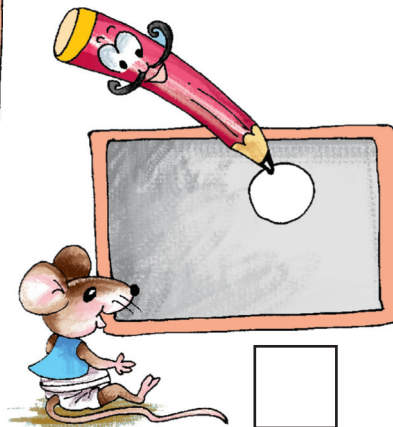
of The Mouse and the Pencil is given. Arrange the pictures
giving numbers to them. The story is like this: A mouse



Mouse cried out in terror
"It's a real cat ! Help !"



The pencil drew
two little triangles
on the top circle.



The pencil drew
a big circle.



"I'm going to bite you
said the mouse.
And he bit it hard.

Read Safety Rules

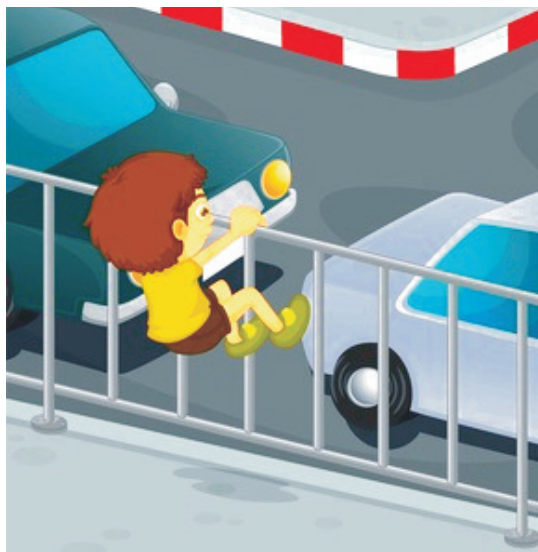
Let's listen

The teacher explains the Road Safety rules. The students will listen carefully. she will also show pictures on road safety rules.

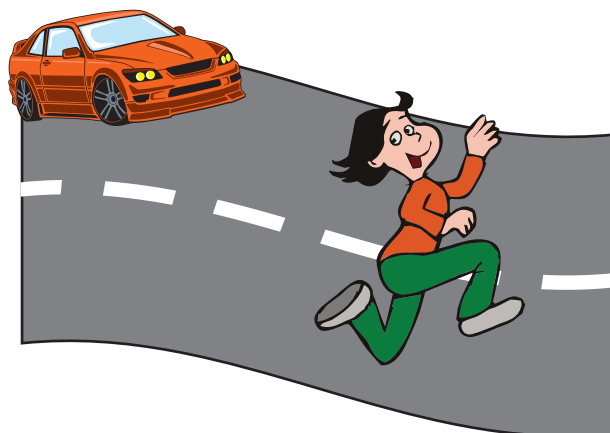
1. Use zebra crossing while crossing a road.



2. Never climb over a railing.



3. Do not run on the road.

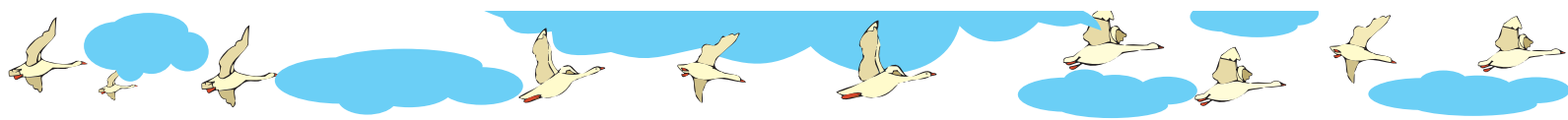


4. Always walk on the pavement.



5. Never try to catch a moving bus.



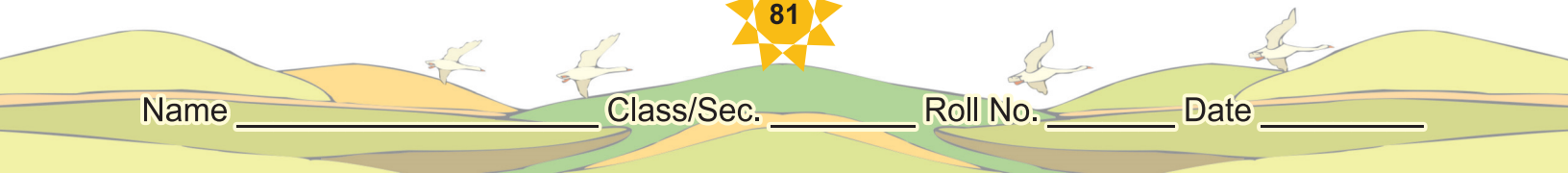


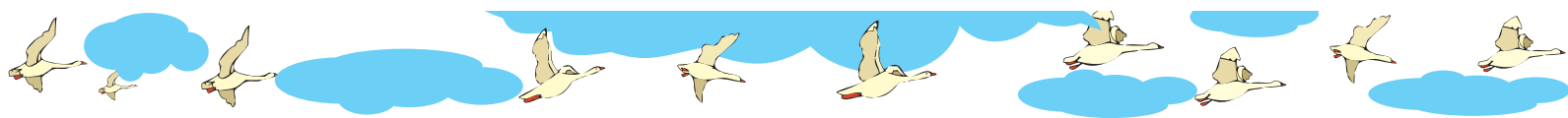
ASSESSMENT SHEET

Put (✓) against the pictures that show that the proper follow up of Road Safety rules and put (✗) against the picture where these rules are not followed.

☐☐☐☐☐

Name _____ Class/Sec. _____ Roll No. _____ Date _____

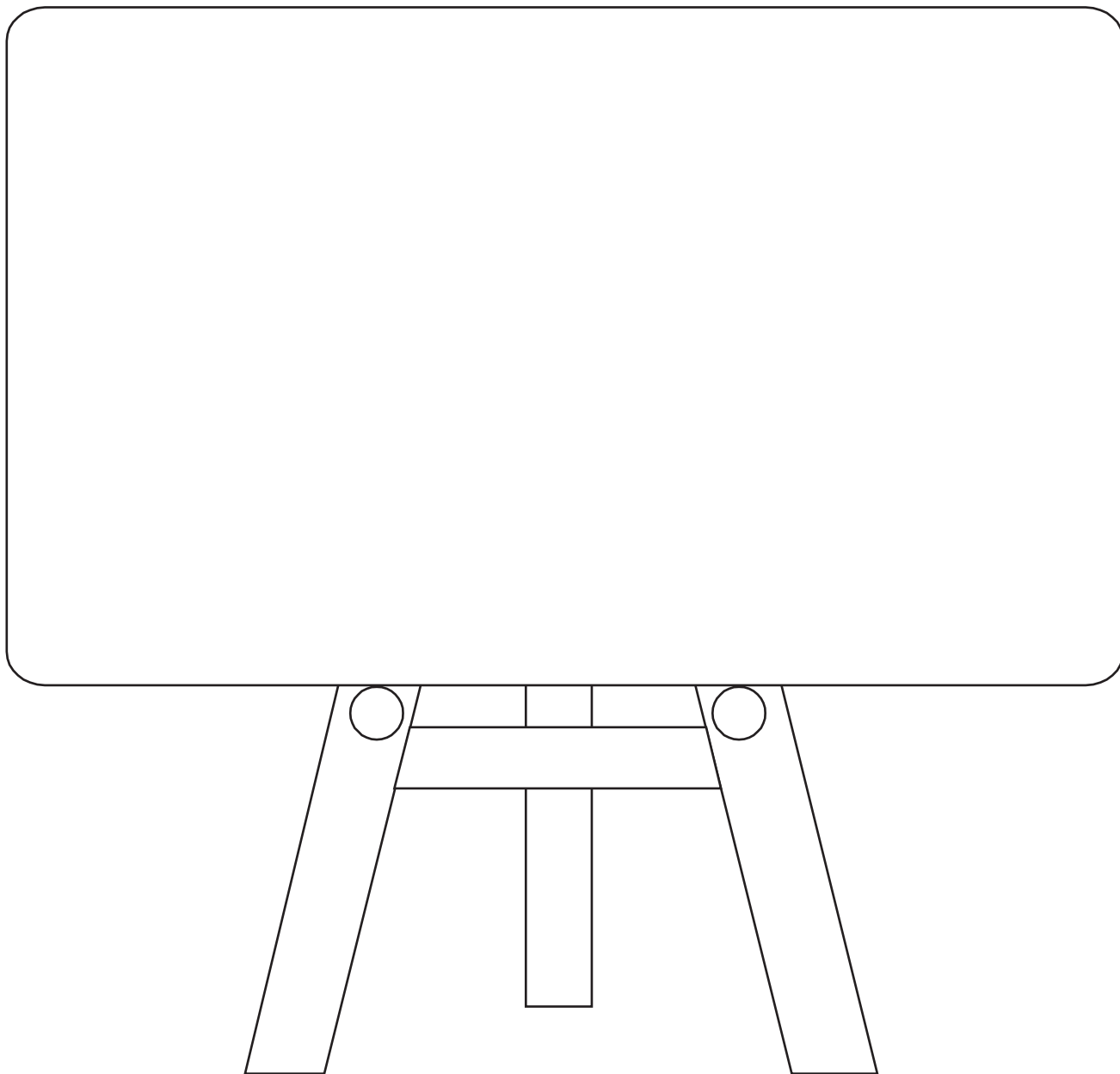




On My Blackboard I Can Draw – Poem

Let's Draw

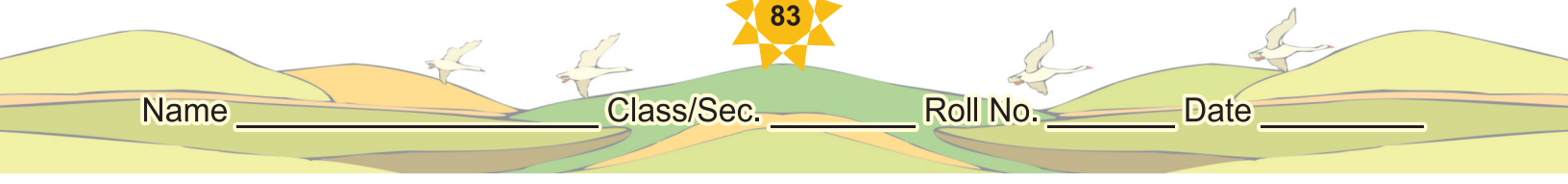
Here is a blackboard. Draw a picture of your choice on it using crayons / pastel colours. Write the name of the object you draw.

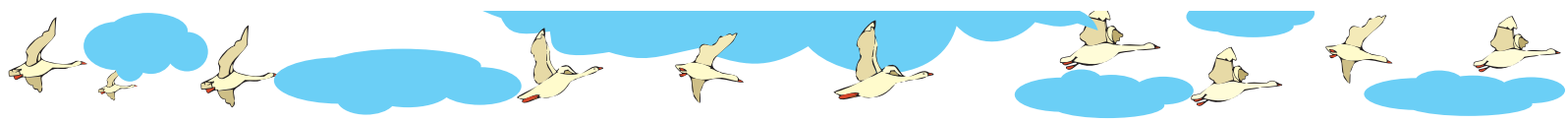


Name _____ Class/Sec. _____ Roll No. _____ Date _____



Name _____ Class/Sec. _____ Roll No. _____ Date _____

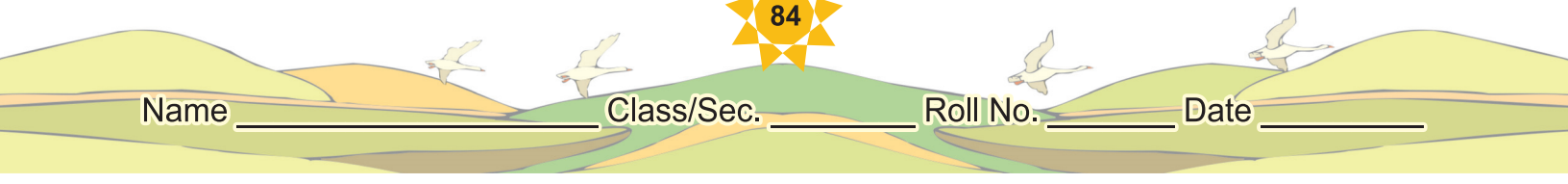




My Page



Name _____ Class/Sec. _____ Roll No. _____ Date _____



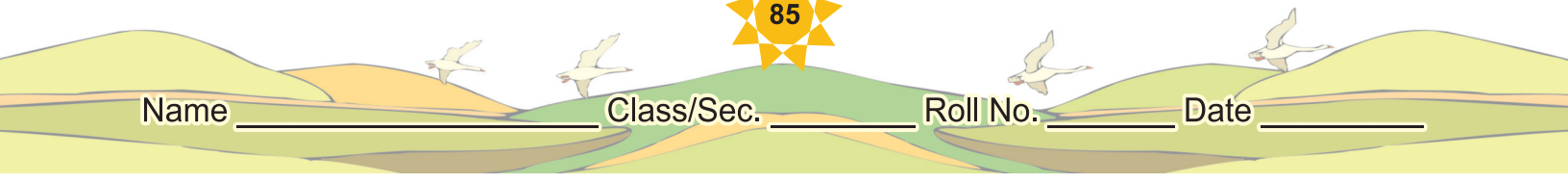


I am the Music Man

Unit
8



I love music





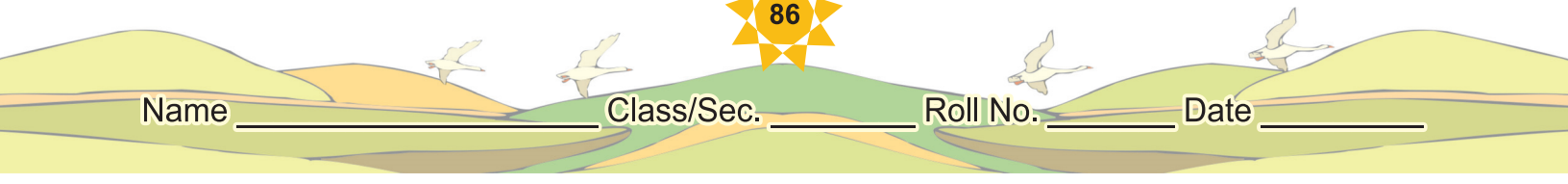
I am the Music Man – Poem

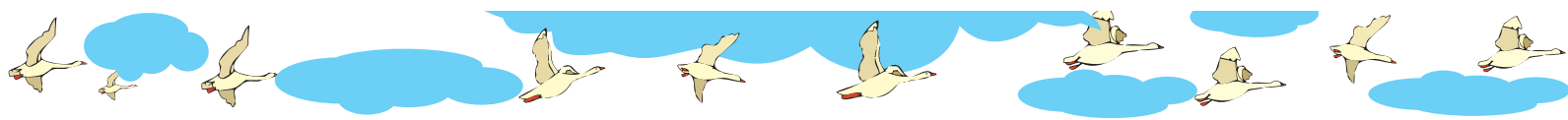


Draw / Paste pictures of any five musical instruments and write their names.

A large, empty rectangular box with a light blue border, intended for students to draw pictures of musical instruments and write their names.

Name _____ Class/Sec. _____ Roll No. _____ Date _____





Teacher's Page

The teacher will help the children to create various sounds in the class. It could be clapping or tapping of foot on the ground in different styles.

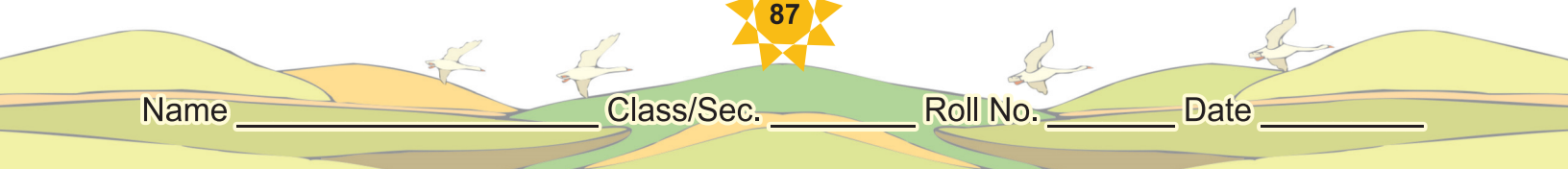
Objects in the classroom like desks can also be used to create musical sounds. Musical sounds can be "saying words in a rhythm" like:

La.....La.....La.....

This can be done as a whole class activity initially and later on, this may be taken up as a group activity by instructing the groups to create their own song, give it music and sing in the classroom.



Name _____ Class/Sec. _____ Roll No. _____ Date _____



I am the Music Man – Poem

Look at the pictures and fill in the blanks.

1. I teach students. I am a



2. I treat sick people. I am a



3. He works in a field. He is a



4. He repairs shoes. He is a



5. He works in the police station. He is a



6. He delivers letters. He is a



7. I look after the garden. I am a



Change the Number

By adding- 's' change the number of the given words.



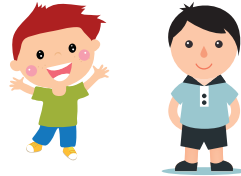
Tree



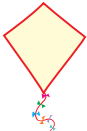
Trees



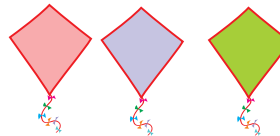
Boy



.....



Kite



.....



Car



.....



Book



.....



Girl



.....



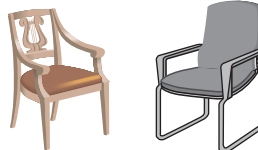
Flower



.....



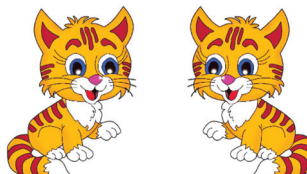
Chair



.....



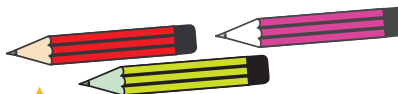
Cat



.....



Pencil



.....

Change the Number

Add - 'es' and change the numbers of the given words.



Mango



Mangoes



Watch



.....



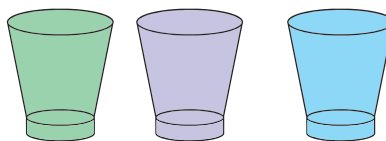
Box



.....



Glass



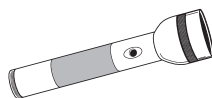
.....



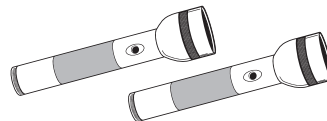
Potato



.....



Torch



.....



Bus



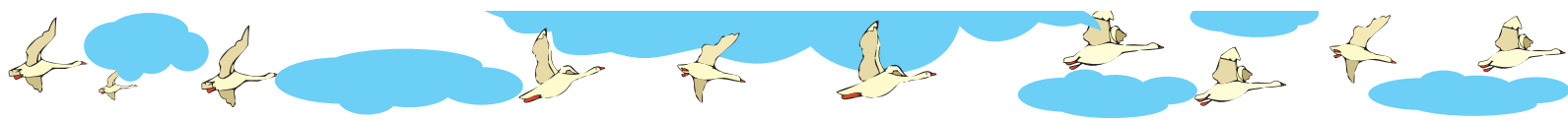
.....



Brush



.....



I am the Music Man – Poem

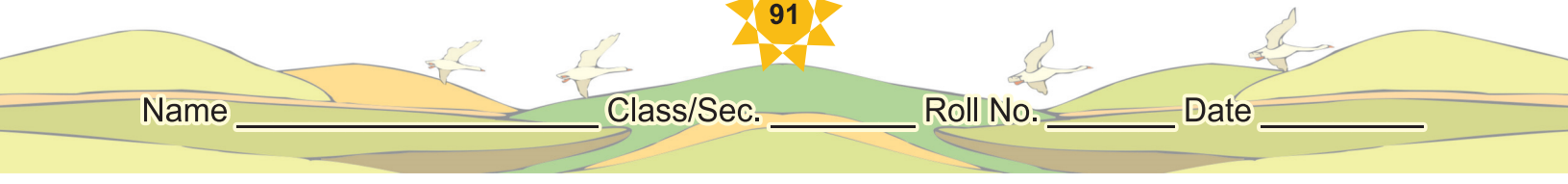
For Multilingualism and Interdisciplinary Approach

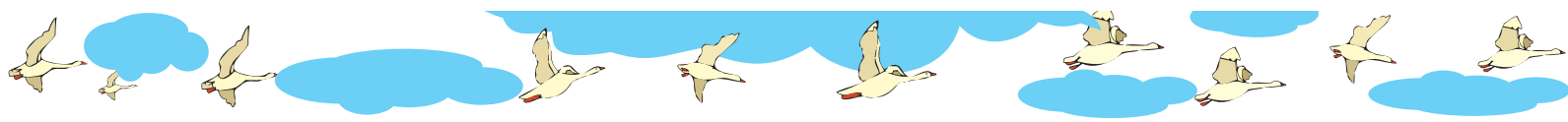
This poem tells us about two musical instruments Piano and Drum and their sounds. In order to introduce more musical instruments to students, the teacher may teach this poem alongwith the lesson-10 'Meethi Sarangi' of Hindi textbook 'Rimjhim' Part-II where they will read about more musical instruments and their sounds in their mother tongue. Thus, they will enjoy and comprehend this poem better.

Draw your favourite musical instrument below



Name _____ Class/Sec. _____ Roll No. _____ Date _____





The Mumbai Musicians

To teach this lesson the teacher will ask the children to prepare masks of the following animals and name these animals the same as is given in the text.

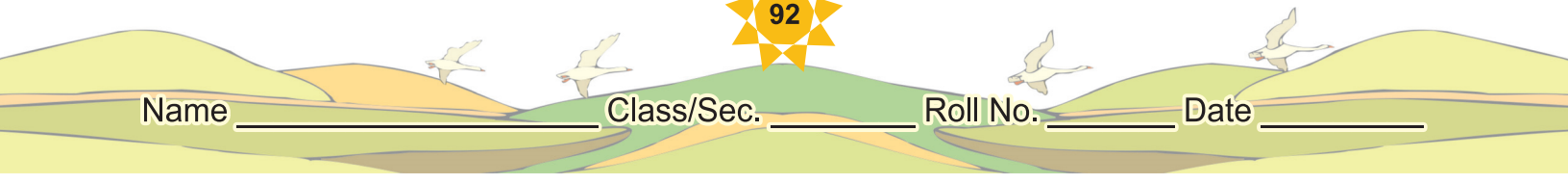
1. Donkey - Goopu
2. Dog - Doopu
3. Cat - Furry
4. Cock - Cuckoo

During the text reading activity they will produce the same sounds as given in the text.

- Draw the picture of any two or three animals you like.



Name _____ Class/Sec. _____ Roll No. _____ Date _____





The Mumbai Musicians – Lesson

Look at the grid given below. The names of animals and birds are hidden in this. Find at least five names and encircle them.

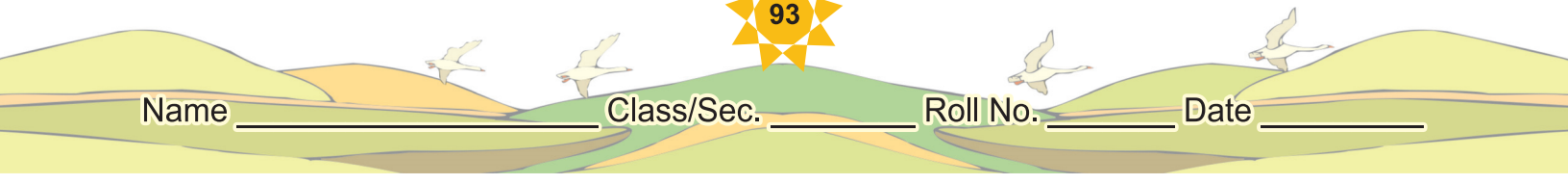
A	D	O	G	P	I	G
M	O	N	K	E	Y	H
L	N	C	O	C	K	O
I	K	A	C	O	T	R
O	E	T	D	W	Z	S
N	Y	D	U	C	K	E

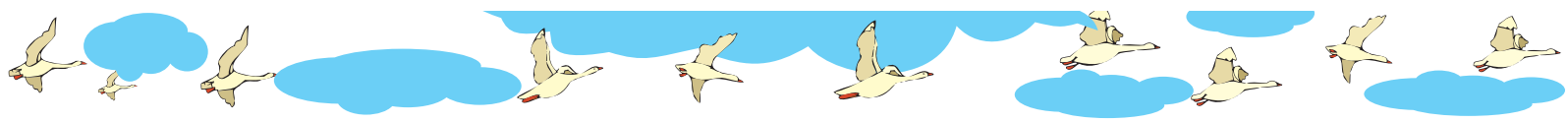
Number of animals and birds = 10 (Ten)

How many words did you get?

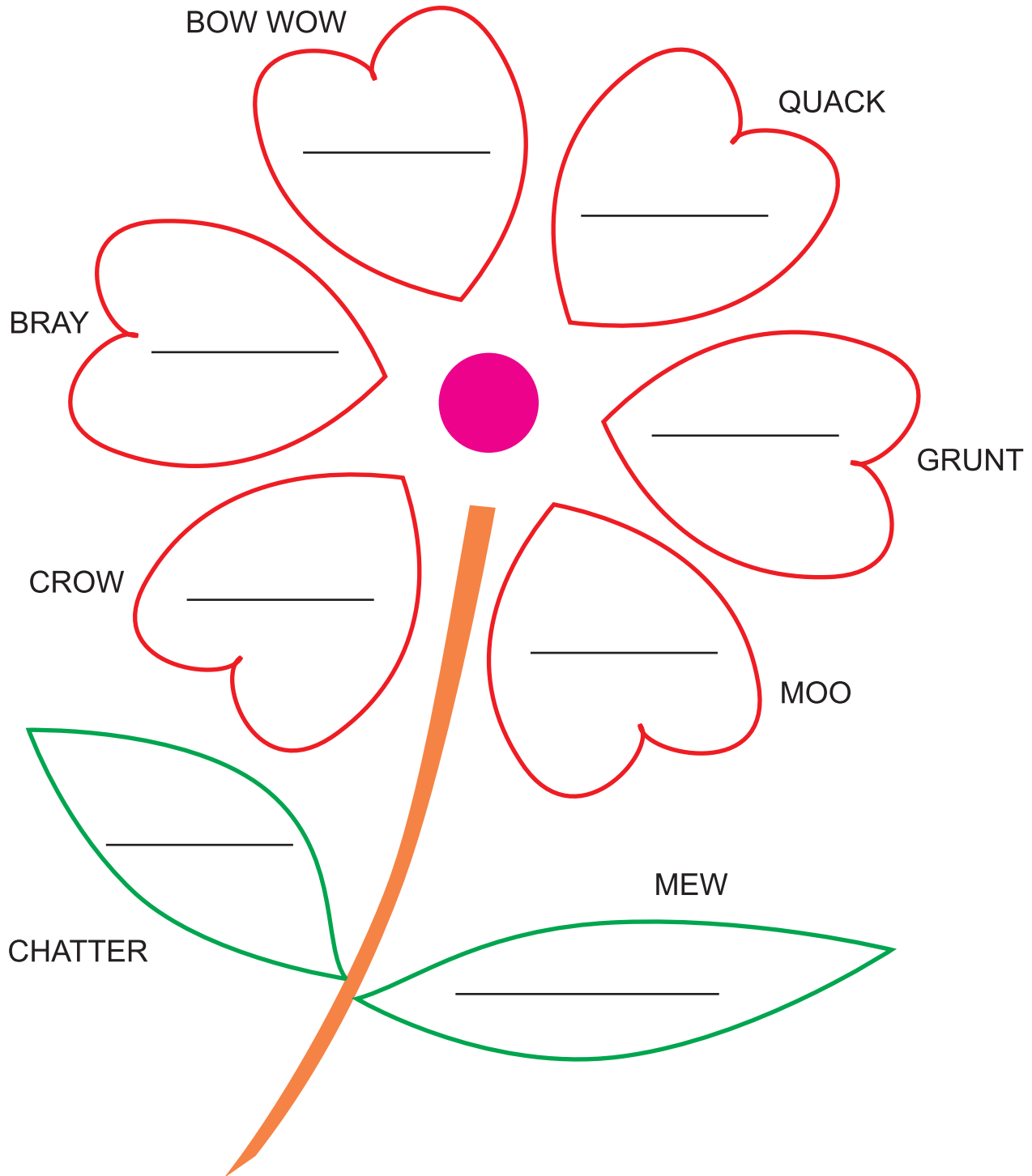


Name _____ Class/Sec. _____ Roll No. _____ Date _____

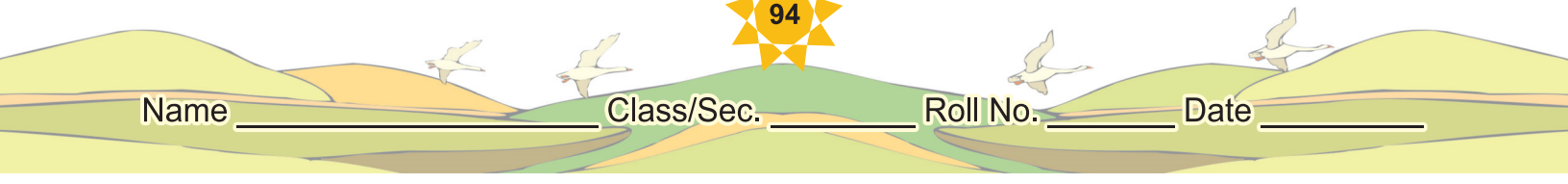




Read aloud the sounds of animals and birds and fill in the blanks with the names of animals and birds in the blank spaces



Name _____ Class/Sec. _____ Roll No. _____ Date _____



The Mumbai Musicians – Lesson

Match the word with its opposite gender.



Man



Queen



Boy



Hen



King



Woman



Bull



Girl



Grandfather



Cow



Cock

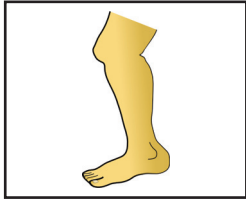


Grandmother

Let's Build New Words

Fill in the blanks to complete the words.

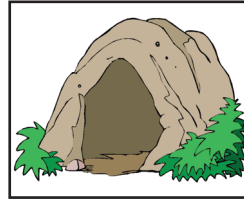
(a) Short 'e' sound words



l.....g



p....n

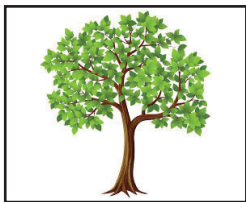


d....n



t....n

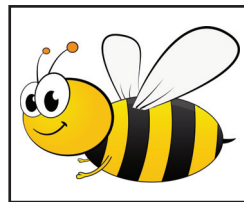
(b) Long 'e' sound words



tr.....



sh.....p



b.....



thr.....

(c) Short 'i' sound words



sh.....p



r.....ng

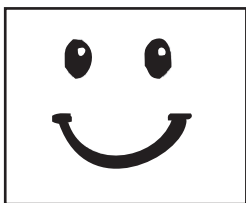


l.....ps



p.....n

(d) Long 'i' sound words



sm.....le



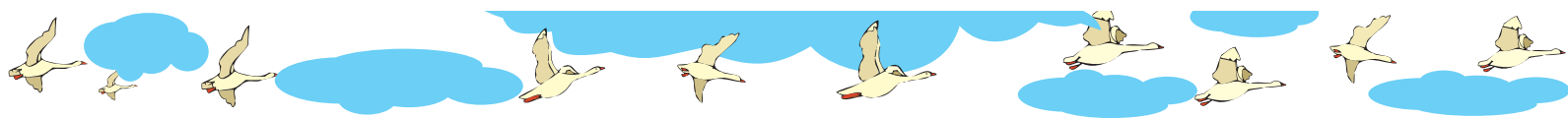
r.....ce



.....ce cream



f....ve



ASSESSMENT SHEET

Write the opposite gender of the given words.

Uncle

.....

Cock

.....

Boy

.....

Lion

.....

Sir

.....

King

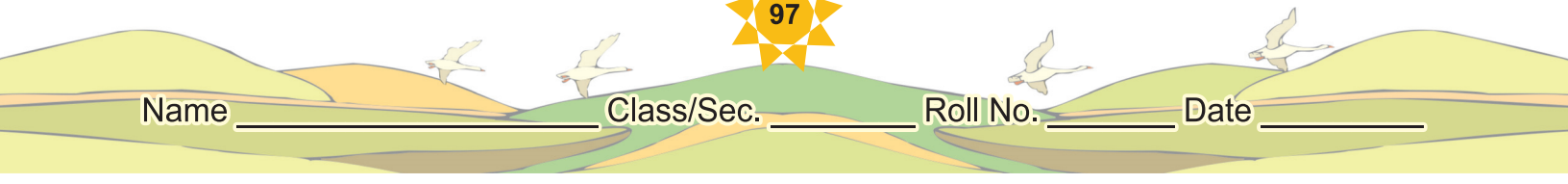
.....

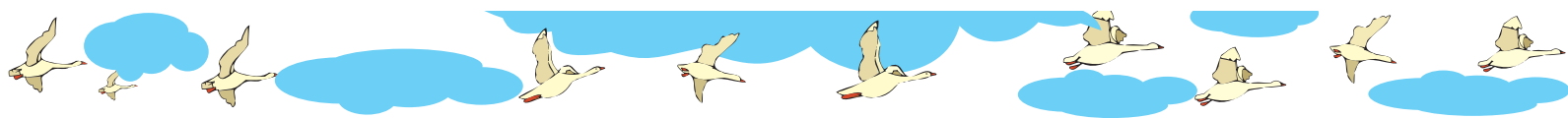
Man

.....

Mother

.....



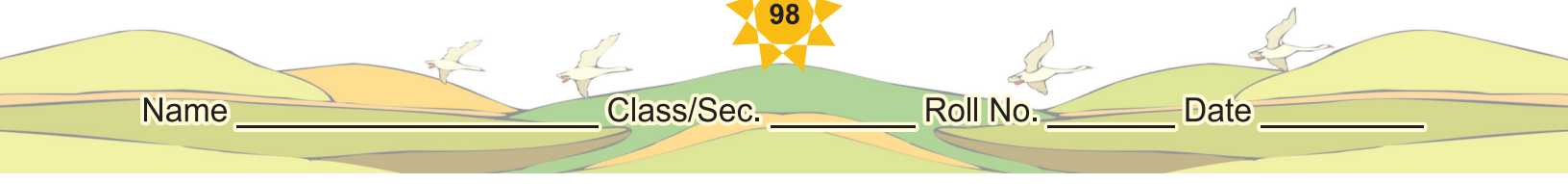


My Page

- Draw the picture of flute, dholak, tabla and harmonium:

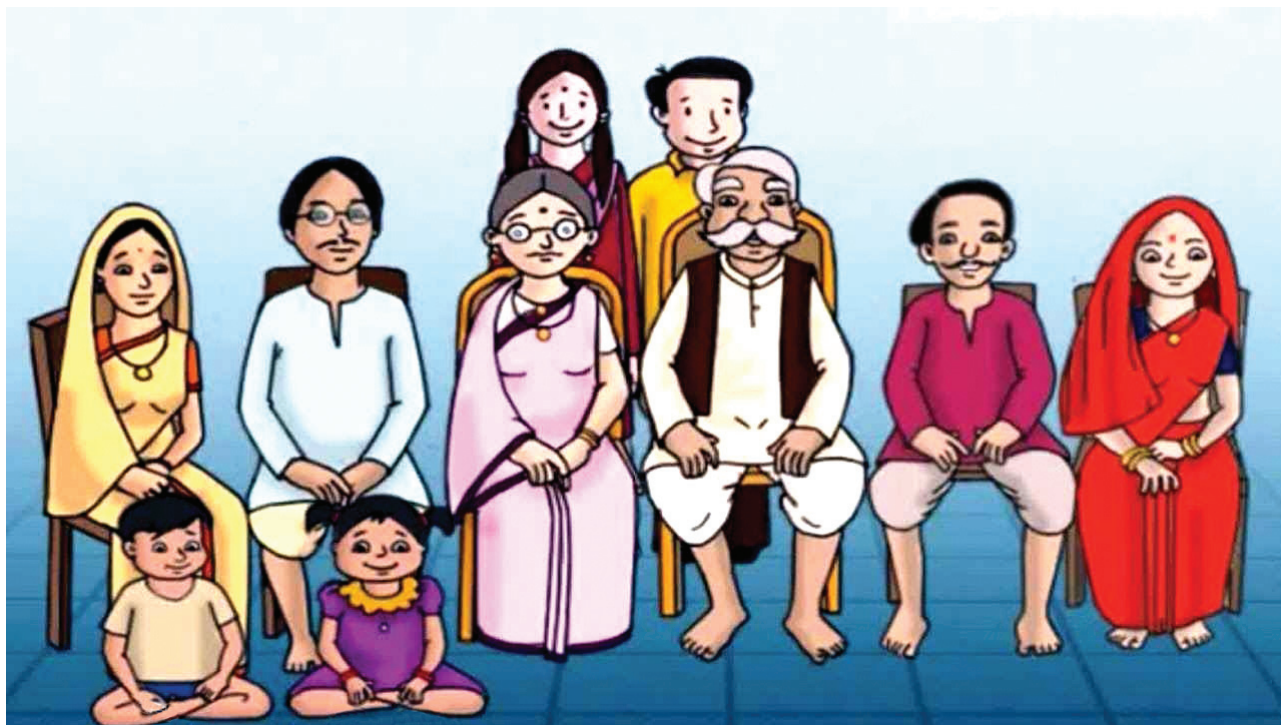


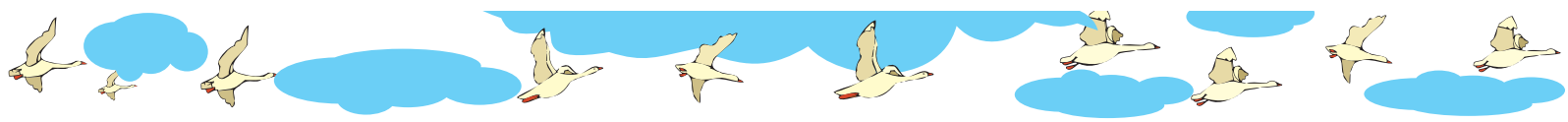
Name _____ Class/Sec. _____ Roll No. _____ Date _____



Granny, Granny, Please Comb My Hair

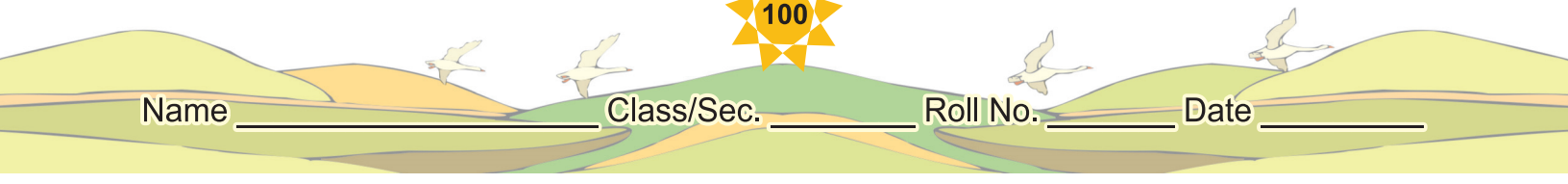
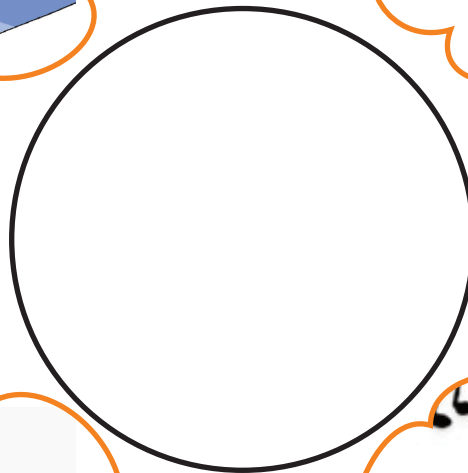
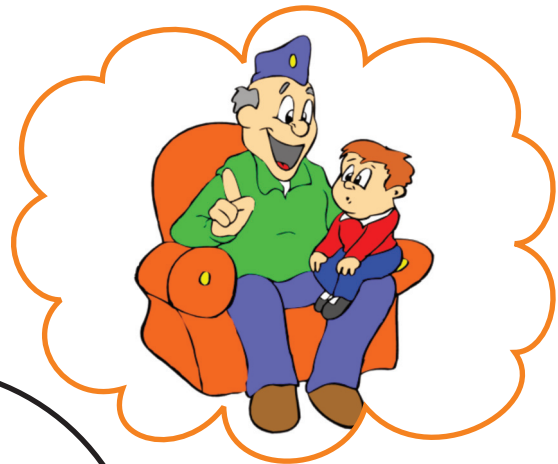
Is a source of strength
Founded on faith, joined in love
kept by God together
Forever.....!

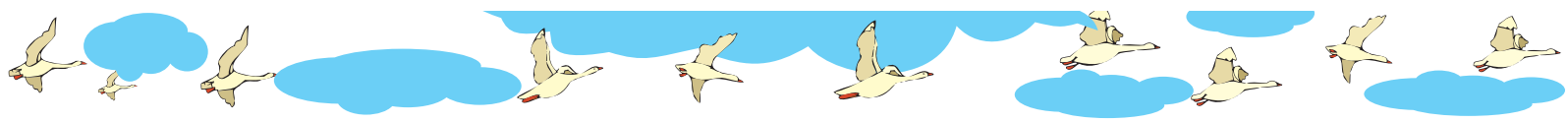




Granny, Granny, Please Comb My Hair – Poem

Paste the picture of your grandparents in the circle given in the centre. Look at the pictures shown in other circles and observe the activities of the grandparents. Write down these activities in the given space. You can add more circles and write different activities of your grandparents.



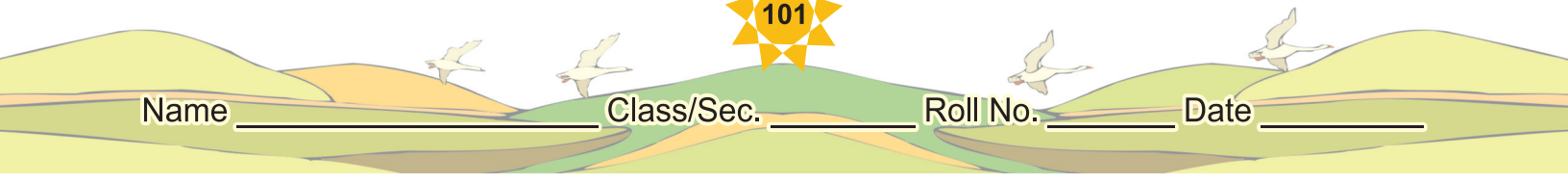


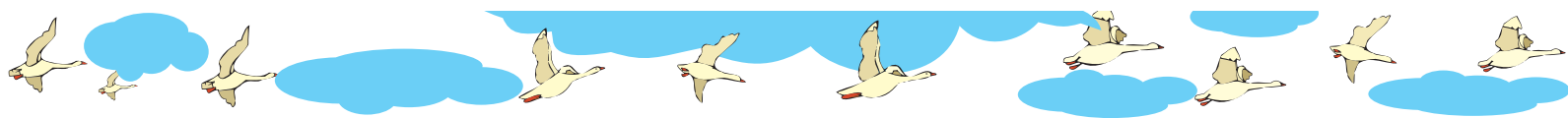
Granny, Granny, Please Comb My Hair – Poem

Prepare a Birthday Greeting Card for the person whom you love the most. Paste that card in the space given below.

A large, empty rectangular box with a thin pink border, intended for students to paste a birthday greeting card. The box occupies the central portion of the page.

Name _____ Class/Sec. _____ Roll No. _____ Date _____





Granny, Granny, Please Comb My Hair – Poem

Paste the picture of any one of your family members in the given box and write five words/ phrases / sentences on him / her in the space provided below.

This is the picture of my

His / Her name is

I love / like her / him the most because

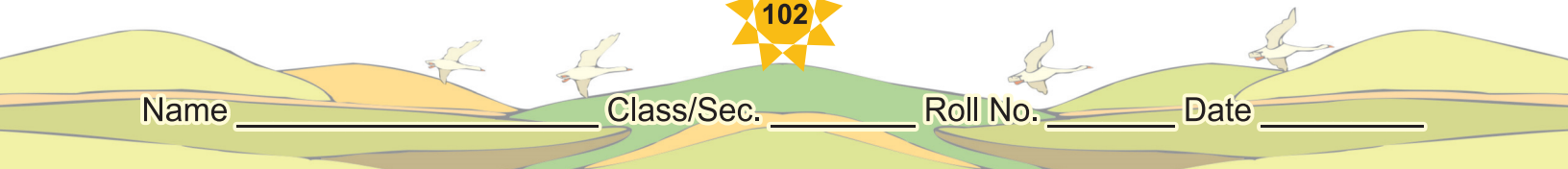
She/ He is a.

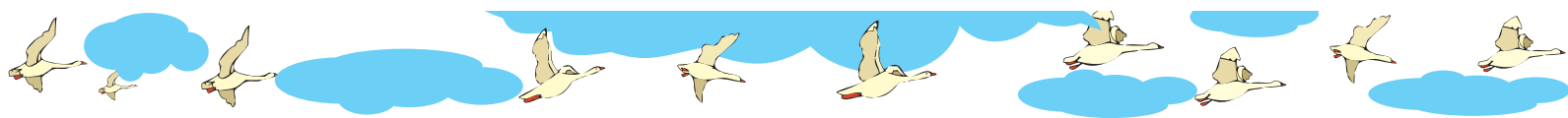
b.

c.



Name _____ Class/Sec. _____ Roll No. _____ Date _____





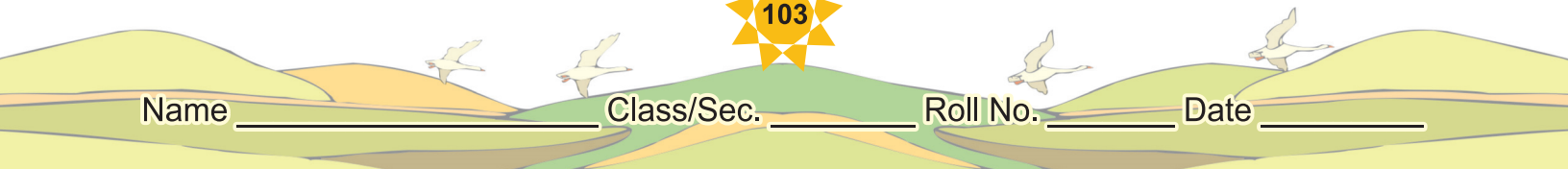
The Magic Porridge Pot – Lesson

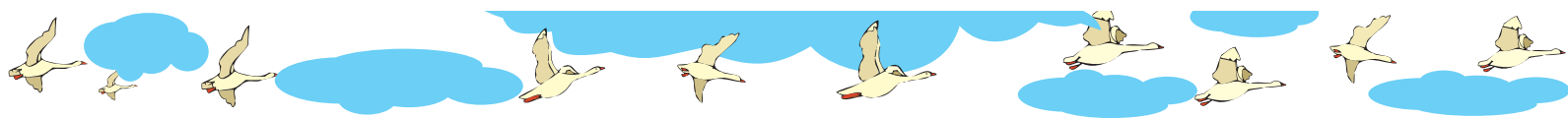
Group Activity

Sit in the group of four and imagine that you have a magic lamp and a Jin from the lamp who can grant you three wishes. What will you ask from the Jin. Write these wishes in the given clouds. You can write simple sentence too. Stand and tell everybody about your wishes.



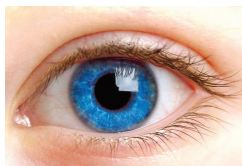
Name _____ Class/Sec. _____ Roll No. _____ Date _____





The Magic Porridge Pot – Lesson

Look at the pictures given below and match the similar sounding words. Read these words aloud.



EYE



PAIR



PEAR



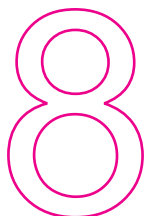
I



SUN



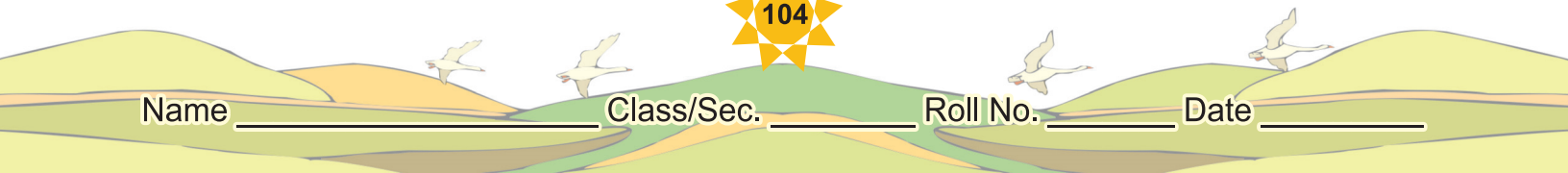
GATE



EIGHT



SON





The Magic Porridge Pot – Lesson

Q. Fill in the blanks with the words given below.

Once, there was a little girl named _____. She lived
with her _____. They were very _____. One
day she went to a _____. There she met an old
_____.

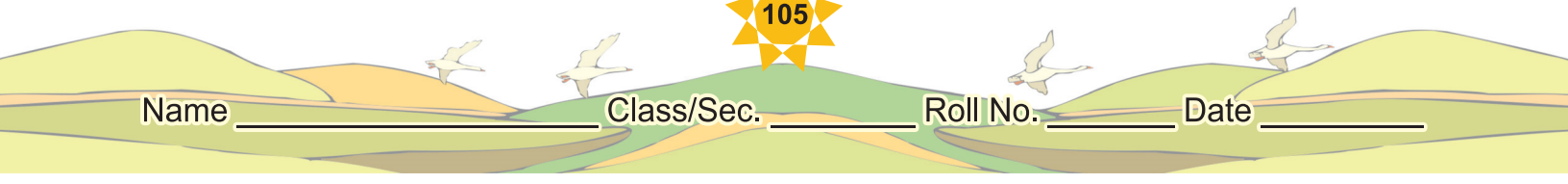
woman

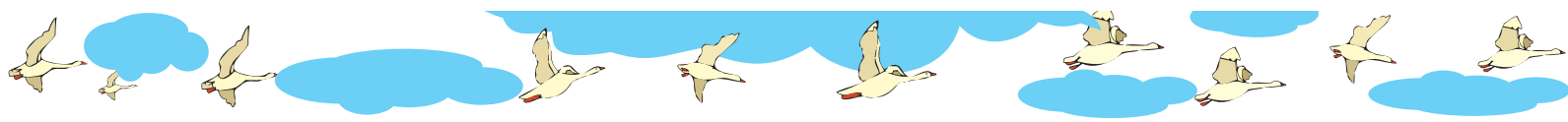
forest

mother

poor

Tara





Fun with Words

Fill in the blanks with letters to make a word.

- (1) C___ _k
- (2) V___ll___ge
- (3) Ma_____ic
- (4) Floo_____
- (5) Fo_____est

Now fill in the blanks with the words you have completed.

- (1) Tara lived in a
- (2) One day Tara went to a.....
- (3) Tara bought apot.
- (4) The porridge split on the
- (5) Tara wanted toporridge.



The naming words are encircled in the given sentences. Now replace these naming words with words from the box.

He, She, It, I , They, them

(1) This is an apple.is red.



(2) Rekha is playing.is my friend.



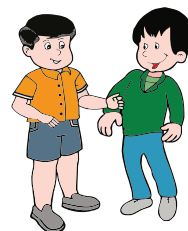
(3) Rakhi treats sick people.is a doctor.



(4) Meenu and Rekha are cooking.are friends.



(5) Arun and Varun always help me. I likea lot.

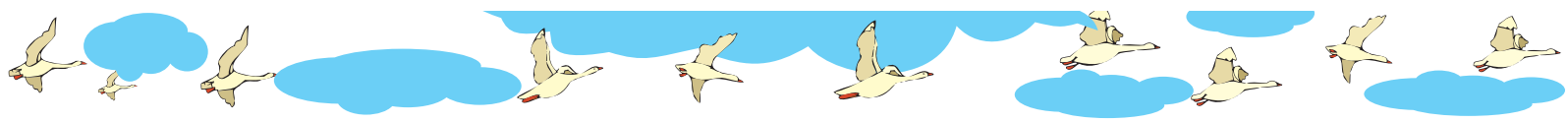


(6) The cat is sitting under a tree.is white in colour.



(7) My name is Mohan.am six year old.



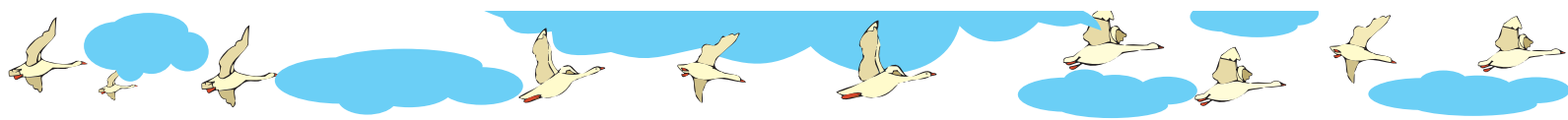


Night Scene

Take a piece of sandpaper and draw night scene using white crayons or white chalk.

A large, empty rectangular box with rounded corners and a thin green border, intended for a child to draw a night scene using white crayons or white chalk on sandpaper.

Name _____ Class/Sec. _____ Roll No. _____ Date _____

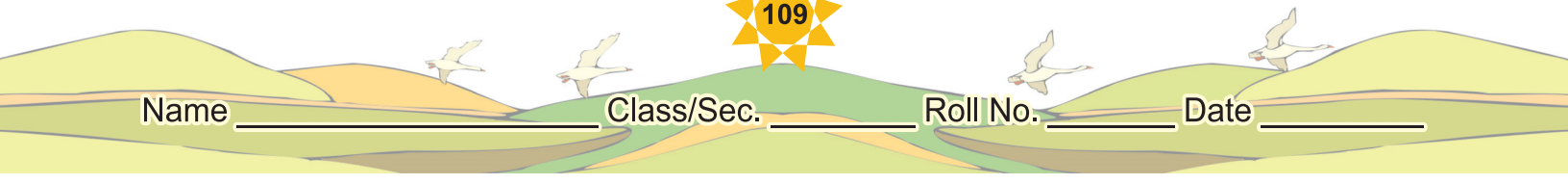


Strange Talk

Unit
10



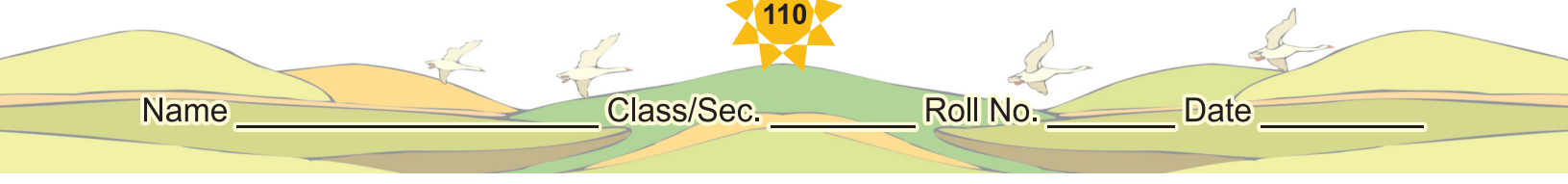
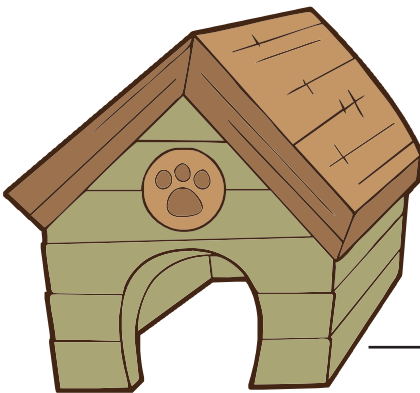
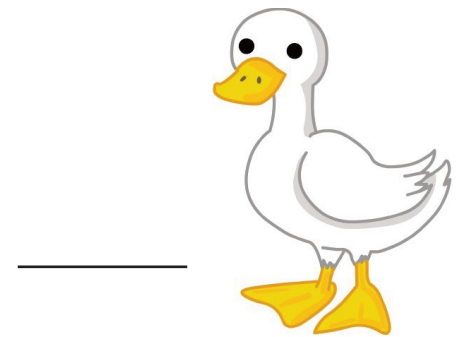
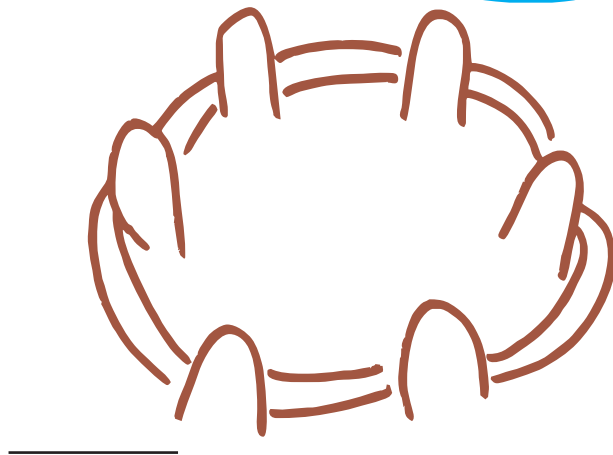
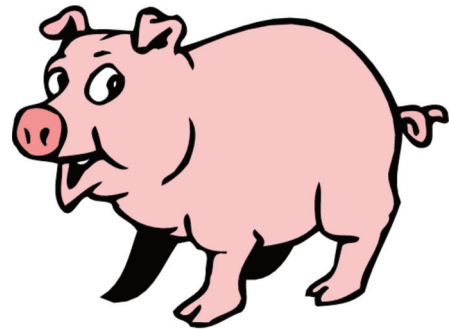
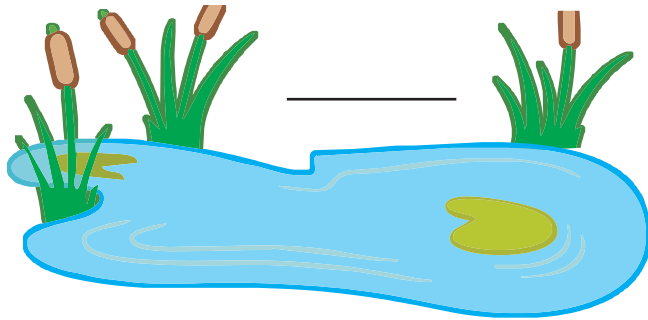
Name _____ Class/Sec. _____ Roll No. _____ Date _____

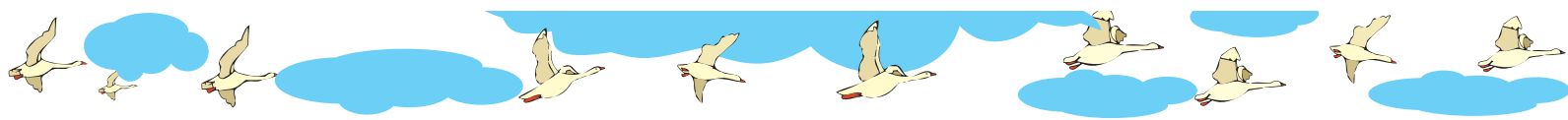




Strange Talk

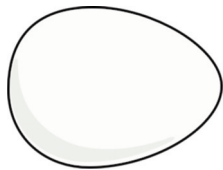
Match the animals with their homes. Write their names.





Look at the words and the pictures . Write a/an in the blanks before the word.

..... egg



.....orange



.....pen



.....book



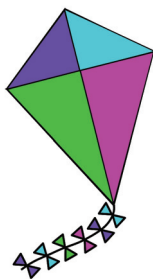
.....apple



.....inkpot



.....kite



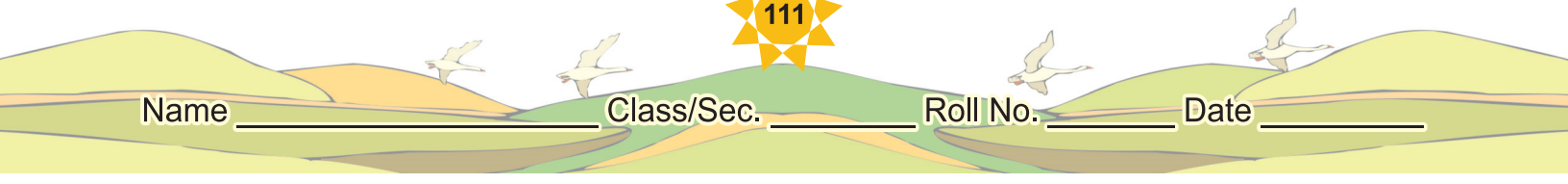
.....owl

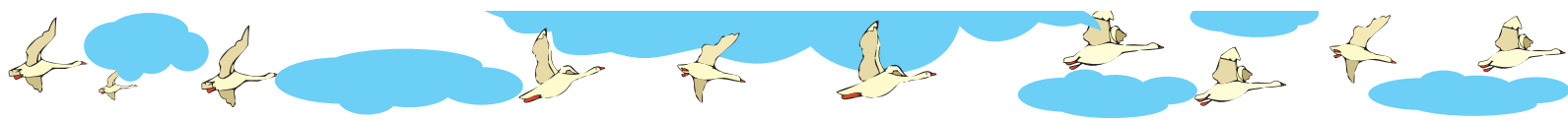


.....bag



.....cup





The Grasshopper and the ant

Q1. Say whether the following statements are right or wrong.

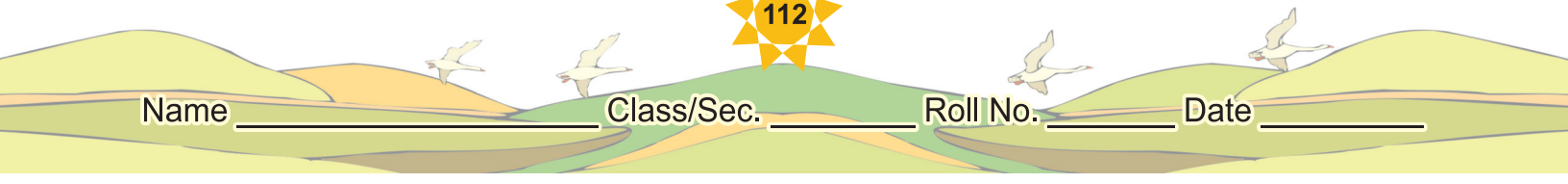
1. Once there lived an active grasshopper. ()
2. The grasshopper didn't like to work. ()
3. All day long he sang songs. ()
4. The grasshopper praised the ants. ()
5. The ants were hardworking. ()
6. The ants stored grain for summer. ()

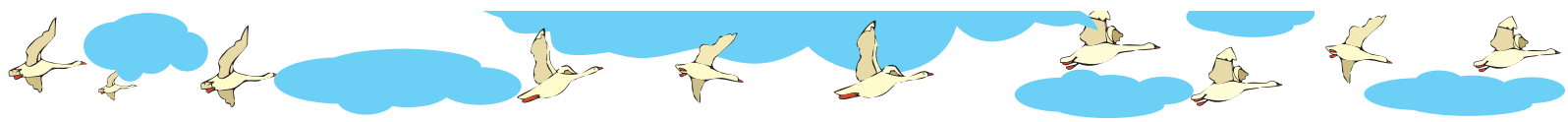
Q2. Fill in the blanks with rhyming words.

Grain	_____ brain _____	_____	_____
Cold	_____ bold _____	_____	_____
Day	_____ hay _____	_____	_____



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Write is/are in the blank given below the picture. Colour the picture.



is



are



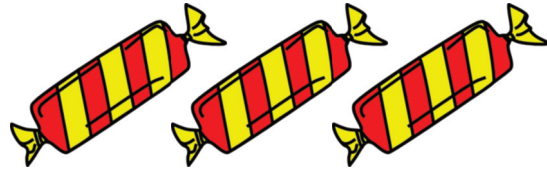
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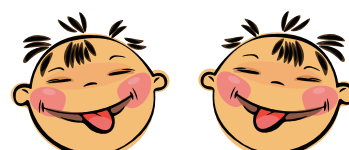
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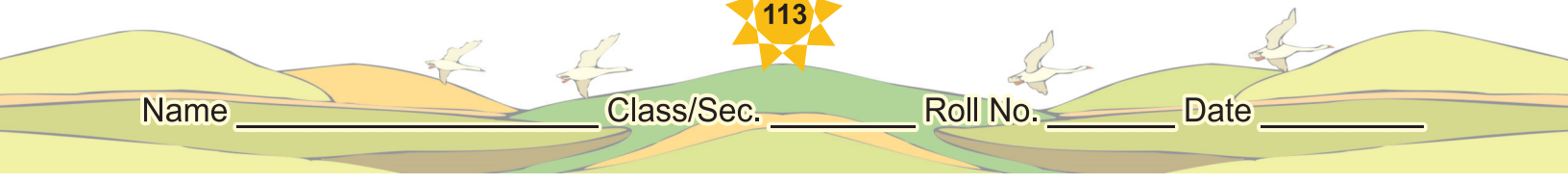
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Note for the teacher :

Help the children to understand is/are that is used according to one/many in this worksheet.



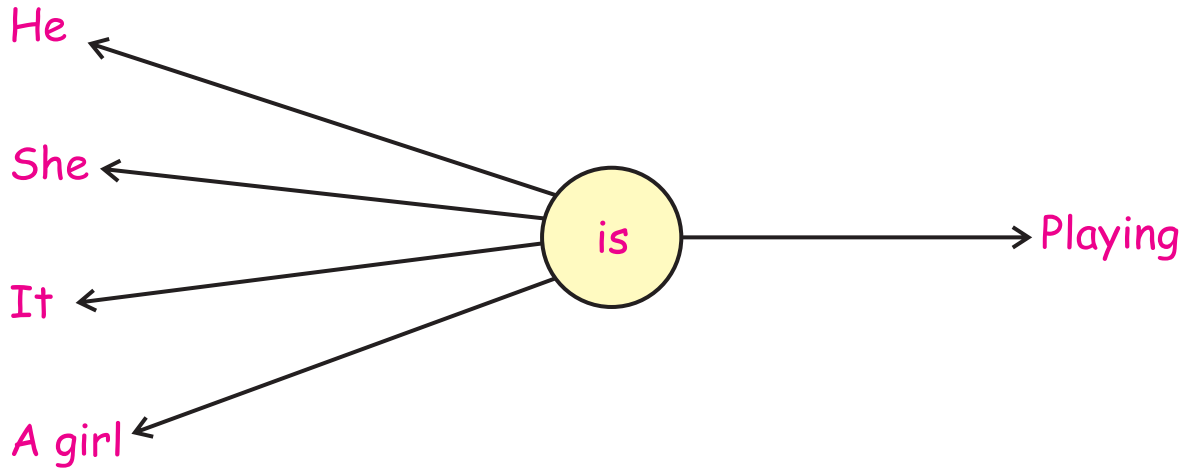
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Let's Write:

Make sentences using **is** and **are**.



He

is

playing.

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.....

.....

.....

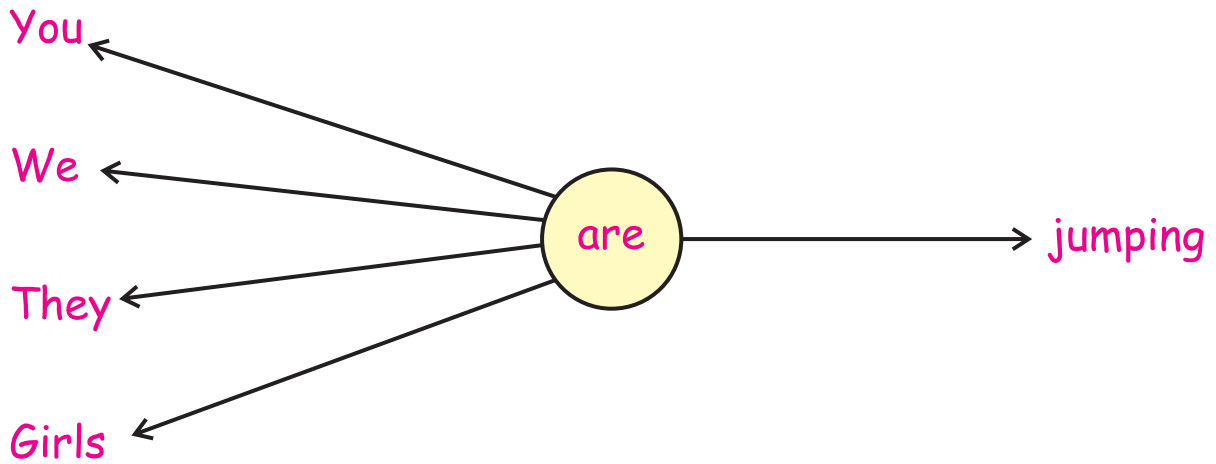
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You

are

jumping.

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.....

.....



Look at the pictures given below. Fill in the blanks with position word.



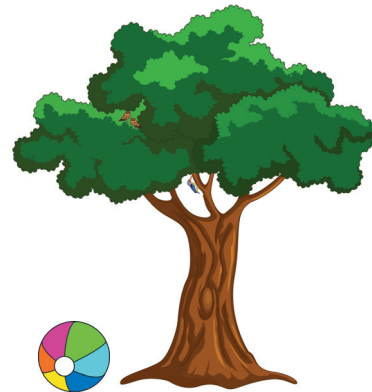
The toy is **under** the chair.



The dog is the tree.



The cat is the chair.



The ball isthe tree.



The bag is the chair



The man is the tree





Fill in the blanks using is / are appropriately.

- (1) A boy.....playing.
- (2) Shea good girl.
- (3) Wegoing to the market.
- (4) They..... riding a horse.
- (5) A monkeyon the tree.
- (6) You..... my best friend.
- (7) It a chair.

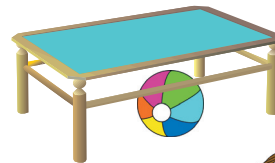
Fill in the blanks with the suitable 'position words' from the box.

on, in, under

- (1) The cat is the tree.



- (2) The ball is the table.



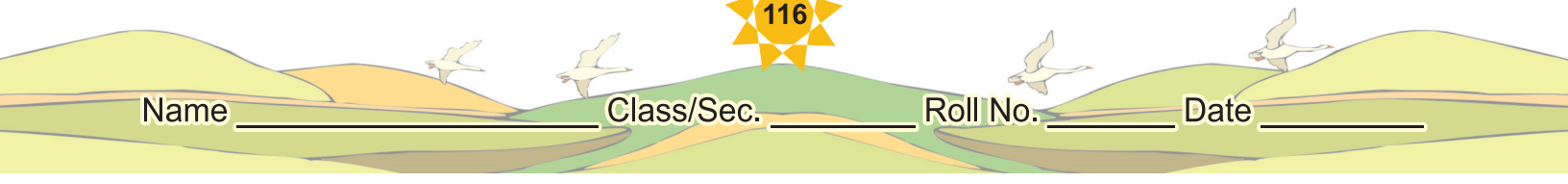
- (3) A mango is the basket.

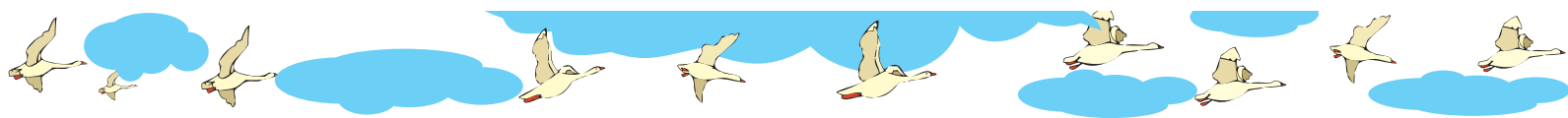


- (4) A duck isthe pond.



- (5) A glass isthe chair.

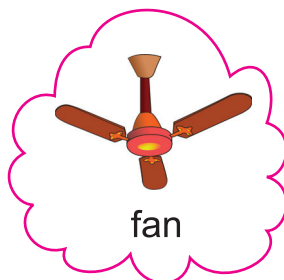
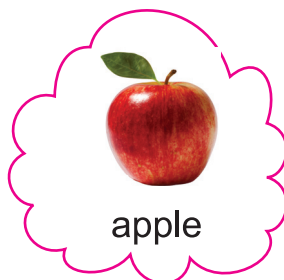




The Grasshopper and the Ant

Using Words

Look at the three pictures given of a park different seasons of the year. Select and write words related to the picture from the following words in the space given.



1. Summer Season



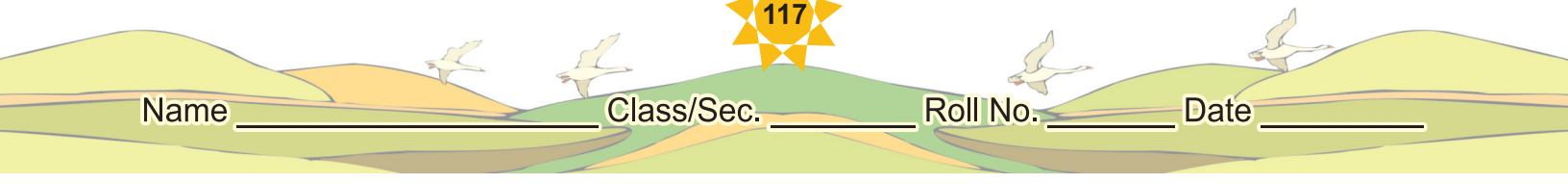
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2. Rainy Season (Monsoon)



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3. Winter Season



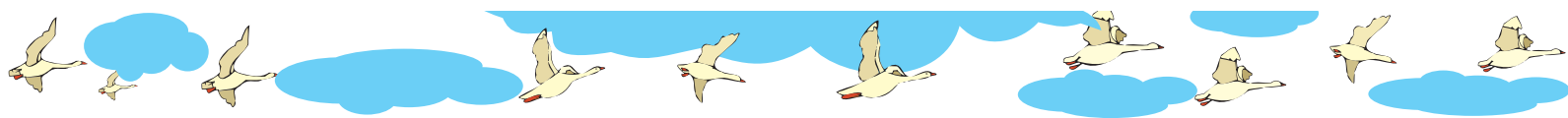
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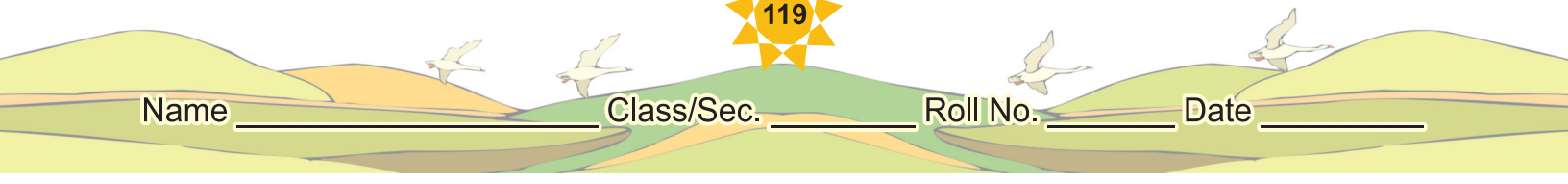
Word Game

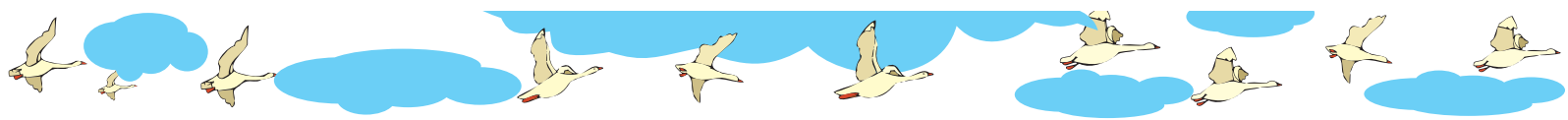
Increase Your Vocabulary:

Write a word that starts with the last letter of the previous word. Draw their pictures also. one is done for you.

Stars 	Car 	Girl 
Sun 	R _____	L _____
Nest 	_____	_____
Tree 	_____	_____

Teacher note: This can be done as oral activity also. The teacher must explain this activity first on the Blackboard.



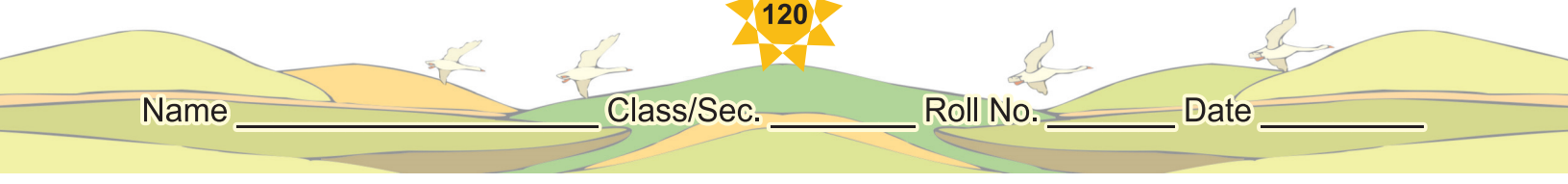


Find the differences in the two pictures.

Clue : There are more than seven differences.



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Annexure

