



**Government of Tamilnadu**

# **ENGLISH**

**II - STANDARD**

**Untouchability  
Inhuman- Crime**

**Department of School Education**

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(NOT FOR SALE)**

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## தேசிய கீதம்

ஐன கண மன அதிநாயக ஐய ஹே  
பாரத பாக்ய விதாதா  
பஞ்சாப ஸிந்து குஜராத மராட்டா  
திராவிட உத்கல பங்கா  
விந்திய ஹிமாசல யமுனா கங்கா  
உச்சல ஜலதி தரங்கா  
தவ சுப நாமே ஜாகே  
தவ சுப ஆசிஸ மாகே  
காஹே தவ ஜய காதா  
ஐன கண மங்கள தாயக ஐய ஹே  
பாரத பாக்ய விதாதா  
ஐய ஹே ஐய ஹே ஐய ஹே  
ஐய ஐய ஐய ஐய ஹே!

– மகாகவி இரவீந்திரநாத தாகூர்.

## THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Punjaba-Sindhu-Gujarata-Maratha-  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchhala-jaladhi-taranga  
Tava subha name jage,  
Tava Subha asisa mage,  
Gahe tava jaya-gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata  
Jaya he, jaya he, jaya he,  
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.

### SHORT VERSION

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he  
Jaya jaya, jaya, jaya he.

### AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,  
Thou dispenser of India's destiny.  
Thy name rouses the hearts of the Punjab, Sind,  
Gujarat and Maratha, of Dravid, Orissa and Bengal.  
It echoes in the hills of the Vindhyas and Himalayas,  
mingles in the music of the Yamuna and Ganges  
and is chanted by the waves of the Indian Sea.  
They pray for Thy blessings and sing Thy praise  
The saving of all people waits in Thy hand,  
Thou dispenser of India's destiny.  
Victory, Victory, Victory to Thee.

## தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்  
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்  
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்  
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே  
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற  
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!  
தமிழணங்கே!

உன் சீரிளமைத் திறம் வியந்து  
செயல்மறந்து வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

– ‘மனோன்மனியம்’ டெ.சுந்தரனார்.

### INVOCATION TO GODDESS TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant 'Tilak' is the blessed Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns Goddess Tamil with renown spread far and wide.

Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires awe and ecstasy.'

### THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means."

### A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vande mataram!

Signature

## FOREWORD

Every little flower is beautiful.

Every little child is wonderful.

Keeping this in mind the second Standard English text book is designed with a view of making the tiny tots enjoy the process of learning. Sufficient care has been taken to present this book suitable for the equity education.

The prose pieces are selected to make the child know the soft relationships in and around the family; respecting grand parents, caring pet animals, participating in competitions, understanding the values of life, like loving caring sharing ,working together, doing good to undo evil, realizing the real beauty, nature and its abundant blessings, concepts of school, super market etc.

The poetry collection is aimed at helping the child appreciate beauty. and admire the similar sounding words. The colourful fish in the fish tank, funny movements of monkeys and frogs singing in tune may take the child to the world of fantasy. Action song and tick tock of the clock will make the child understand the value of exercises and time management.

The tint of grammar exercises like singular plural, nouns, verbs, adjectives and prepositions are in a play way method .Note to the teacher has been provided in pink colour blocks, so that the teacher can facilitate the child to learn in ease .Innovative activities are included to boost the creative skills of the child. Freedom of thought and expressions are allowed to enhance the communicative skills of the child. Colourful pictures are splashed in the book to attract the attention of the child.

In every piece of writing, a moral or value has been sandwiched.

Value added education is the need of the hour.

Value packed education is aimed at through this book.

The book does not end. It continues ..... with smiles.

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## Unit 1 - Prose

### SWEET CHOCO



#### Pre - reading activity

Suppose your mother gives you a chocolate and your sister two, what will you do?

Ding dong! The doorbell rang. Granny came to open the door. She looked **excited** and happy.

**excited - thrilled**

"I'm so glad to see you all!", said granny with joy. But Nivedha was not happy. Mom and dad were to go to Chennai for a few days. They wanted to leave Nivedha in her granny's house.



"Nivedha, please don't be sad. We will come back in a few days. Don't trouble granny", said dad. He drove away with mom. "Will you

help me bake a cake, dear?" asked granny.



"No" replied Nivedha in a very sad voice. Granny made a plan to make her feel better and happy. 'Wheeee!' She blew the bright red whistle. And in a moment, a little pup came running into the drawing room. He was a cute little, brown **Labrador**. 'Bow! Wow!!' He barked in his **tiny** puppy voice. Nivedha was excited to see the pup.

**labrador - a kind of dog**

**tiny - very small**

She wanted to pat him, but she didn't **cuddle** him because she was sad. "Hmmm... looks my plan is not working", thought granny, wondering what else to do.

**cuddle - to hug someone in a loving way.**

**nibbling - eating in small bites.**

**tickle - touch the skin to make someone laugh.**

Meanwhile, the little pup began **nibbling** Nivedha's foot.

It **tickled** her and she began to laugh. She picked up the little fellow. He had the most beautiful, sparkling brown eyes. His little pink tongue hung out. Nivedha started smiling at the pup. Granny was relieved when she saw a smile on Nivedha's face.

"Do you like to name the little pup, dear?" Granny asked Nivedha. "Oh granny! That will be wonderful! Let me think of some names".



"Sure, while baking the cake", said granny. Both granny and Nivedha began to bake the cake. After sometime, the house was filled with wonderful smell of chocolate cake.

"Granny, this smells wonderful!", said Nivedha, her mouth watering. The cake was brown, soft and very delicious.

"Choco" shouted Nivedha. "I've got his name! This pup is brown and soft just like this chocolate cake", said Nivedha. She cuddled him. "That's a very **apt** name Nivedha", said granny. Choco **wagged** his tail. Granny, Nivedha and Choco played together and had a good time.

**apt - correct**

**wagged - moved the tail to and fro.**



### Let us understand:

1. Granny looked excited and happy. Why?
2. Who came running into the drawing room as soon as Granny whistled?
3. What kind of pup was he?
4. How was the cake?
5. What made Nivedha name the pup 'Choco'?
6. Why did Choco wag his tail?
7. Do you like to have a pet dog?

### Let us think and arrange in order:

1. Granny whistled and called the pup to make Nivedha happy.
2. She was sad when her parents left.
3. Nivedha named the pup 'Choco'.
4. Granny made a chocolate cake.
5. Nivedha's parents took her to her Granny's house.

### Let us read aloud:

excited	nibbling
cuddled	sparkling
tickled	watering

### Let us listen and tell:



train - choo...choo...



lion - grrrr...

*Please make children listen to the school bell and make them identify and produce the following sounds by miming.*



telephone - tring...tring...



school bell - ding...dong



bus horn - honk...honk



doorbell - tringgagg...

### Now tell :

How does a cat cry ? \_\_\_\_\_

a dog ? \_\_\_\_\_

a baby? \_\_\_\_\_

### Let us speak:

1. How many members are there in your family?
2. Do you have grandparents?
3. Do you love them?
4. How often do you visit them?
5. Where do your grandparents live?
6. Whom do you like more? – Your grandfather or grandmother?

*Please ask each child to come forward and describe his/her family members. They can have their family photograph. You can motivate them to speak by asking the following questions.*

### Activity 1:

Visit your grandparents to understand how they spend their time.

## Activity 2 :

1. Between grandparents and grandchildren.
2. Between a brother and sister.
3. Between a father and mother.
4. Between parents and children.

*Divide the children into groups and the initiate them to build conversation.*

### Example :

**Ashika** : Granny, how come your hair is so white?

**Granny** : It's white because I am old.

**Ashika** : Will my hair also become white like yours?

**Granny** : Yes, dear when you grow old like me. It is natural in old age.




**Ashika** : Thank you granny.

### Let us read:

*Please make the children turn around and read aloud at least two things available in the classroom.*

*Please have the following pictures of animals and flashcards with sounds of animals. Encourage children to read and make the sounds of animals. (recorded voices can also be used)*

### Sounds of Animals:

<b>Example:</b>  <b>roar</b> like a lion - grrrrr		
<b>quack</b> like a duck.		<b>bleat</b> like a goat.

**bark** like a dog.



**moo** like a cow.



**chirp** like a sparrow.



**chatter** like a monkey.



### Let us Play:

*Please draw four outline sketches of tables. Make flash cards having the pictures of a cat, a dog, an apple, a bag etc. Instruct the students to place the flash cards in the correct position.*

1. A cat under the table.
2. An apple on the table
3. A cat jumping over the table.
4. A bird beside the table.

**Choose a word from the box to complete each sentence:**

[on, into, in, under]

The cat is \_\_\_\_\_ the box.



The dog is \_\_\_\_\_ the table.













The man is diving \_\_\_\_\_ the pool.



An apple is \_\_\_\_\_ the table.



**Look at the pictures and fill in the correct words :**

one pen		 two _____
one tree		 many _____
one man		 two _____
one woman		 three _____
one foot		 two _____

**Activity 3:**

Children may go to their school library and try to get any one of these short stories and read.

1. Aesop's Fables - William Caxton
2. Gulliver's Travels - Jonathan Swift
3. Pinocchio - Carlo Collodi





**Let us write:**

**I. Put the words in correct order to make sentences:**

**Example:** fly birds can.

⇒ Birds can fly.

1. elephants strong are.

⇒ \_\_\_\_\_.

2. cake a baked Abishek.

⇒ \_\_\_\_\_.

3. barks a dog.

⇒ \_\_\_\_\_.

4. has four horse a legs.

⇒ \_\_\_\_\_.

5. a door has house every.

⇒ \_\_\_\_\_.

*Please make the children understand that a sentence is a group of words that makes sense and contains a doing word. Instruct them to start the sentence with a capital letter and end it with a full stop.*

**II. Fill in the blanks with 'a', 'an' or 'the'**



There is \_\_\_\_ beautiful garden near my house. \_\_\_\_ garden has \_\_\_\_ apple tree, \_\_\_\_ orange tree and \_\_\_\_ mango tree. In \_\_\_\_ garden lives \_\_\_\_ old man. \_\_\_\_ old man does not like children to play in \_\_\_\_ garden. \_\_\_\_ old man eats \_\_\_\_ fruit everyday from \_\_\_\_ garden. But he never allows \_\_\_\_ children to enjoy \_\_\_\_ fruits. How selfish \_\_\_\_ man is.





#### Activity 4 :

*The teacher may write the letters of alphabet on the board. Say a word aloud to the children and then ask each child to come to the board and circle the first letter of the word.*

*The children can be asked to look around the class and write down the things under two columns of **a/an**.*

#### Vocabulary :

*Please have a chart with pictures of the following.*

one mango



three mangoes



one tomato



many tomatoes



**Add -es to make the following nouns into plural:**

1. buffalo



\_\_\_\_\_

2. cargo



\_\_\_\_\_

3. watch



\_\_\_\_\_

4. mosquito



\_\_\_\_\_

### Activity 5 :

*The teacher can ask the students to look into their bags and list out the things inside.*

⇒ Locate the circled letters in the square.

⇒ Cross them out.

⇒ You will find a word.

⇒ Write the word on the line below the square.

⇒ Those are the things in the bag.

(c) (d) (e) (p) (a) (b) (c) (d) (m) (n) (p) (q)

p	p	d	a
d	e	p	e
b	e	l	e
e	d	e	p
e	d	p	l

a	b	c	c
b	c	e	a
c	a	d	b
d	p	a	c
c	b	a	n

m	n	p	q
b	m	n	p
q	p	m	n
p	x	n	m
p	n	m	o

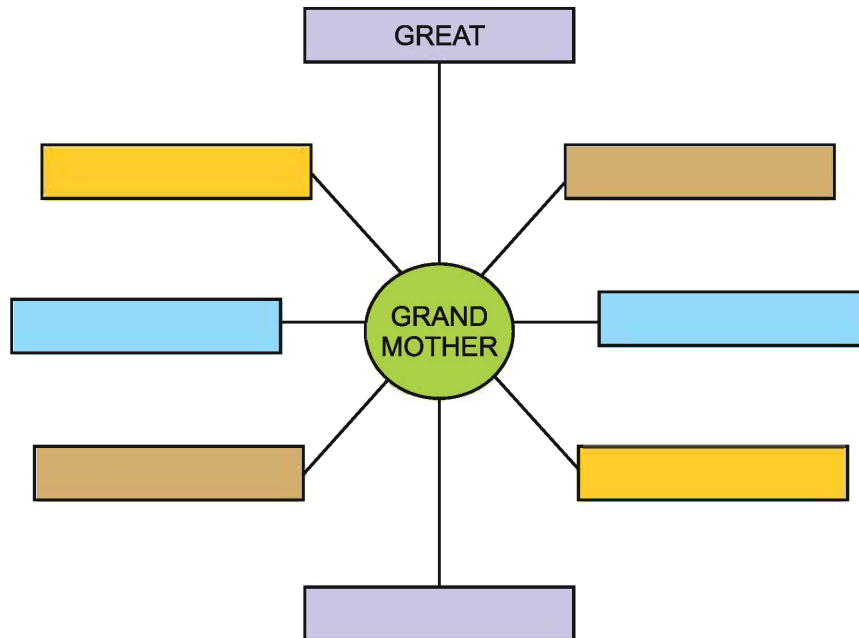
ball

\_\_\_\_\_

\_\_\_\_\_

Make new words using the letters from the word **GRANDMOTHER**.

You may use the letters in any order. One has been done for you:



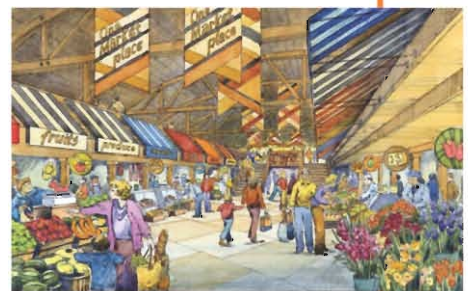
Let us play the role:

### Activity 6:

*Please ask students to play roles of father, mother, Nivedha, granny and Choco the pup, giving freedom of expression. (Sounds, movements, gestures and dialogues may be used)*



*The teacher may present a situation of a scene in the marketplace. Children may take up roles as shopkeepers selling different things. Others may be asked to go to the market and buy things.*



## Let us learn to prepare cards:

*Children may be asked to prepare either a BIRTHDAY card or a THANK YOU card to their grandfather/grandmother.*

You need to have,

- a. Chart paper
- b. Colour pencils
- c. Pictures
- d. The message -  
birthday wish/thank you message



## Unit 1 - Poem

### Fish, O Fish!



Some have **spots**,  
Some have **stripes**,  
But I'll tell you this,  
They're all nice.

spots - small round marks  
stripes - coloured bands

Gold and silver,  
Red and pink,  
Here they swim,  
There they **sink**.

sink – move down slowly

hither and thither - here  
and there  
glee - happiness

**Hither** and **thither**,  
Round and free,  
They dance with joy,  
And jump in **glee**.

They make me happy,  
With their colourful dance,  
The fishes in my tank,  
To them my thanks.



### Let us understand :

1. Who has spots and stripes on them?
2. Name the different colours of fish in the tank?
3. How do the fishes dance?
4. How do the fishes make you happy?
5. Do you like to have a fish tank at home?

### Let us listen and do :

*Please divide the class into groups of fish and make them move here and there round and free. Dancing movements may also be taught.*

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1. spotted fish | 2. striped fish | 3. red fish    |
| 4. pink fish    | 5. gold fish    | 6. silver fish |

### Let us listen and speak :

Let us go to a garden. Now, identify what you see and name them.

- Example :** flower
- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

### Let us read :

*Letters of alphabet to be written in flash cards and kept in a box.*

Fill in correct letters to make the word:

1. This is a R\_\_e
2. This is a F\_\_g
3. This is a Sn\_\_l





**Let us listen and read:**



bees - **hum**



cats - **mew**



frogs - **croak**



snakes - **hiss**

**Let us speak:**

**Picture composition**

What do you see in the picture?

Is there a river in the picture?

Where is the sun?



**Let us read and write:**

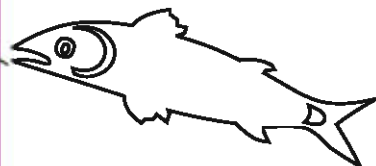
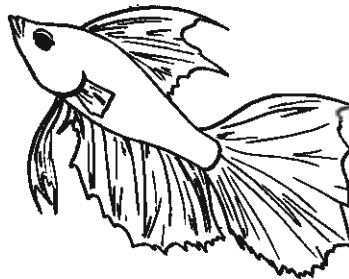
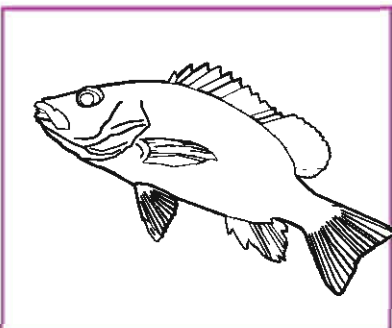
I. a) Complete the similar sounding words from the poem:

pink \_\_\_\_\_ free \_\_\_\_\_ dance \_\_\_\_\_

II. b) Make new words by filling the first letter:-

- |         |         |         |        |
|---------|---------|---------|--------|
| 1. sink | 1. fish | 1. bush | 1. pat |
| 2. _ink | 2. _ish | 2. _ush | 2. _at |
| 3. _ink | 3. _ish | 3. _ush | 3. _at |

**Let us colour the fishes:**



### Activity:

Please visit an aquarium near your house and write whatever you see there.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

### Let us listen and sing:

#### Mr.Sun

Good morning Mr.Sun  
How are you today?  
Will you shine bright and strong?  
Or will the rain spoil our play?  
  
Your sunbeams through my window,  
Gently wake me up,  
As I get ready for school,  
And drink milk from a cup.  
  
I love you Mr.Sun,  
For you brighten up the day,  
Making everything so colourful,  
And make the trees to sway.



*Please read the poem aloud and make the children repeat*

### Let us remember:

In the morning we say 'Good Morning'.  
At noon we say 'Good Afternoon'.  
In the evening we say 'Good Evening'.  
Before going to bed we say 'Good Night'.

## Unit 2 - Prose

### OUR SCHOOL

#### Pre - reading activity

Are you sleeping?

Are you sleeping?

Even now? Even now?

Morning bells are ringing (2)

Get up dear, go to school.



This is our **school**.

We are proud of it.

This is our **National flag**.

We salute it.



This is our **office**.

Our Headmaster is in it.

This is our **classroom**.

We keep it clean.



Here is our **teacher**,

We respect our teacher.

This is our **blackboard**.

We write clearly.



This is our **Computer lab**.

We operate computers.

This is our **science lab**.

We do experiments.

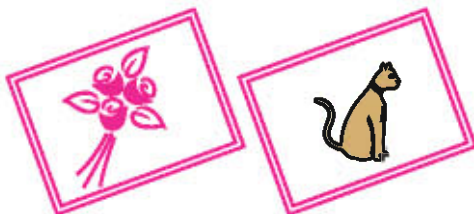


This is our **library**.

We read books daily.

These are our **books**.

We learn happily.



These are our **drawings**.

We display them neatly.

This is our **play ground**.

We play here joyfully.



This is our **rest room**.

We keep it clean.

**Note: Rest room refers to the toilet**

### Let us understand:

- a) How do you keep your class room?
- b) Are you happy to learn?
- c) Do you respect our National flag?
- d) What do you find in the library?
- e) Do you keep your rest room clean?

### Let us listen and read:

- ⇒ The teacher introduces the new words presented in distinct colour. The students listen to him / her and repeat.
- ⇒ The teacher enables the students to use cards and develops the activity.

### Let us read and write:

See the pictures and name them:

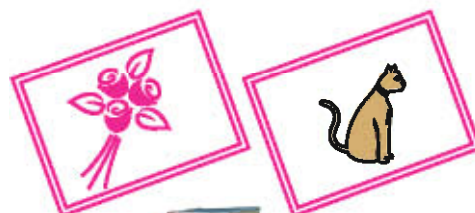
- a) This is our National\_\_\_\_\_.



- b) This is our \_\_\_\_\_.



- c) These are our\_\_\_\_\_.



- d) These are our\_\_\_\_\_.





### Let us read, understand and write:

Choose only the naming words from the following words. Write them in the clouds:

(books, salute, library, rest room, read, learn, office, school)

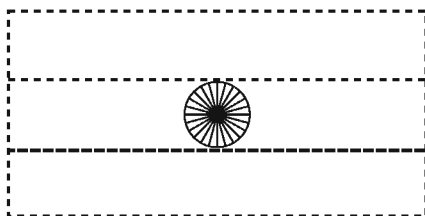


### Let us speak:

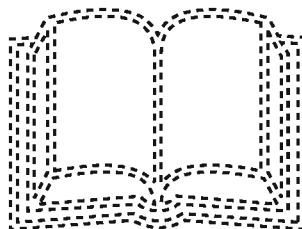
- ⇒ The teacher facilitates the students to identify certain objects of class room relevance.
- ⇒ The teacher prepares flash cards of pictures and words related to the class room and school. She displays the word cards in and around the class room. She asks the students, to take the picture cards, and match the pictures with the words and tell them.

### Let us colour and write:

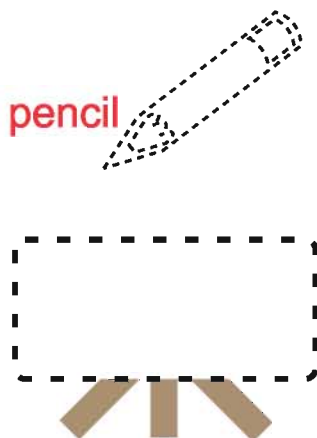
Join the dots. Colour and name them. (eg): pencil



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



**Let us read, understand and write:**

Write the names of the pictures in the boxes.

**Example : Blackboard**



**Let us speak and write:**

Look at the pictures and describe. Fill in the blanks. Use the words given in brackets. (The first one is done for you)

a) This is our National flag

It has three colours.

We salute it.



b) This is a \_\_\_\_\_.

It is \_\_\_\_\_ in colour.

We \_\_\_\_\_ on it.



c) This is our \_\_\_\_\_.

It is very \_\_\_\_\_.

We \_\_\_\_\_ in it joyfully.



d) This is a \_\_\_\_\_.

It is \_\_\_\_\_.

We \_\_\_\_\_ coffee/tea in it.



e) This is my \_\_\_\_\_.

It is \_\_\_\_\_.

I \_\_\_\_\_ the time.



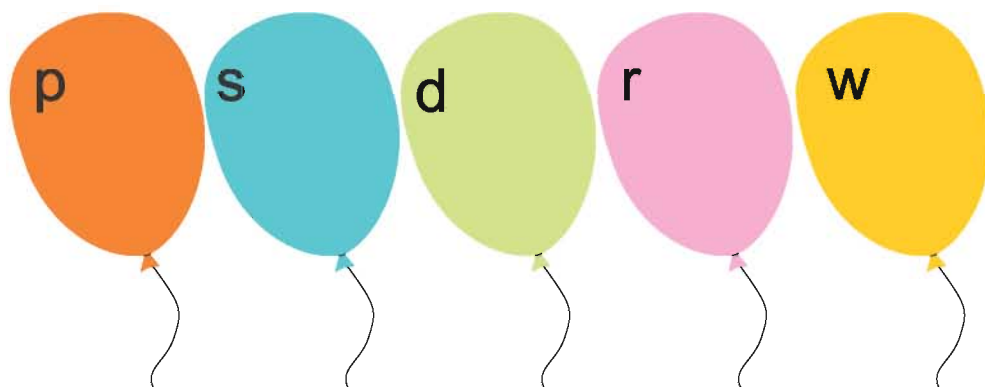
board  
write black /  
green  
play ground  
play  
big  
cup drink  
beautiful  
watch  
see  
costly

### Let us listen and speak:

The teacher has flash cards of action words and the pictures related to them. He/ She associates the words with the pictures. Performs the actions. Students follow her doing the actions and saying the words aloud.

**Example:** SALUTE: The teacher shows the picture related to the word salute. The students also salute, saying the word aloud.

Fly the balloons with the action words given below. The first letter is given in the balloon. (**write, play, read, salute, display**)



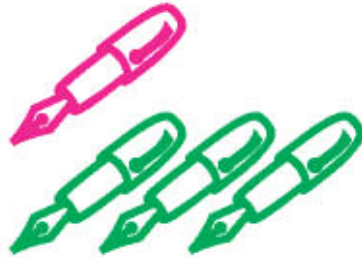
### Let us speak:

- ⇒ The teacher displays different types of objects on the table. He/ She picks an object (pen) and says. "This is a pen" He / She picks few more objects of the same kind (pens) and says. "These are pens".
- ⇒ The teacher asks the students to do the same using different objects.

## Let us write:

Look at the pictures and write using "This" or "These". (The first one is done for you)

a) This is a pen



These are pens.

b) \_\_\_\_\_ is a book.



\_\_\_\_\_ are books.



c) \_\_\_\_\_ is a chair.



\_\_\_\_\_ are chairs.



d) \_\_\_\_\_ is bag



\_\_\_\_\_ are bags.



Five words related to the class room are hidden in the grid. Find them. Write down in the space given: (The first one is done for you)

C	O	B	T	B	O	O	K
L	M	O	R	I	E	B	S
A	P	A	Q	G	J	N	O
S	A	R	T	A	B	L	E
S	B	D	C	E	M	P	U
W	T	E	A	C	H	E	R

Example: BOOK

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

### Let us read and write :

Arrange the jumbled letters to form words related to school.

- a) ALBIRYR - \_\_\_\_\_ b) OBRAD - \_\_\_\_\_  
c) LACSS - \_\_\_\_\_ d) ATLEB - \_\_\_\_\_  
e) FGLA - \_\_\_\_\_

### Let us speak :

A dialogue : (Teacher and a student)

Teacher : Children, we have a new student in our class. Clap your hands and welcome him.  
(All the students clap their hands and welcome him)

The new student : Thank you. Thank you everybody.

Teacher : Could you please introduce yourself to the class.

The new student : Yes, Ma'm / sir. With pleasure.  
(He introduces himself)

### Do it yourself :

I am \_\_\_\_\_ (your name).

I am \_\_\_\_\_ years old (your age).

I am from \_\_\_\_\_ (your native place).

I am in the \_\_\_\_\_ standard (your class).

I am studying in \_\_\_\_\_ (your school).

My father is a \_\_\_\_\_ (your father's job).

His name is \_\_\_\_\_ (your father's name).

My mother is a \_\_\_\_\_ (your mother's job).

## Unit 2 - Poem

### GO TO SCHOOL



Go, go, go to school,  
Go to school everyday,  
Sing, sing, sing the rhymes,  
Sing the rhymes loudly.



Read , read, read the books,  
Read . the books happily,  
Write, write, write the words,  
Write the words neatly.

Play, play, play the games,  
Play the games joyfully,  
Go, go, go to school,  
Go to school everyday.



### Let us understand:

- a) Where do the pupils go every day?
- b) What do they do with the books?
- c) What do the pupils write?
- d) Do they play the games joyfully?

### Let us listen:

The teacher writes the poem on the blackboard.

- i) The teacher sings the song. The students listen. Then they sing along with the teacher.
- ii) The teacher reads the first line and the students read the second line. It continues till the end of the poem.
- iii) The students read the first line louder. The teacher whispers the second line. It goes on till the last line of the poem.
- iv) Ask a student to come and rub out any five words. Ask the class to recite the whole rhyme.
- v) Ask another student to rub any seven words and do the chant again. Continue this practice until there are no words.

### Let us write :

- i) Describe your school in three sentences.

---

---

---



ii) Choose the similar sounding words from the words given in the box and write them as pairs :

- a) names - \_\_\_\_\_  
 b) clay - \_\_\_\_\_  
 c) some - \_\_\_\_\_  
 d) cool - \_\_\_\_\_  
 e) right - \_\_\_\_\_

write  
 come  
 school  
 games  
 play

### Let us find:

Circle the words you find in the song from the list of words given below :

Run, play, jump, eat, read, write, sleep, draw, come, drive, go, dive, sing.

### Let us write:

Match 'A' with 'B'. Write the answers:

- |          |   |        |          |
|----------|---|--------|----------|
| a) sing  | - | tea    | a) _____ |
| b) drink | - | words  | b) _____ |
| c) write | - | games  | c) _____ |
| d) play  | - | rhymes | d) _____ |

### Let us read and write:

Write the words in the blocks and read them aloud.

a) play - 

p	l	a	y
---	---	---	---

b) read - 

--	--	--	--

c) school - 

--	--	--	--	--	--

d) games - 

--	--	--	--	--

**Let us read and write:**

Fill in the blanks with similar sounding words and read aloud:

I like to \_\_\_\_\_.

Not in the clay.

I like to \_\_\_\_\_.

Not on the bump.

I like to \_\_\_\_\_.

About a king.

I like to \_\_\_\_\_.

My saying is right.

I like to \_\_\_\_\_.

With lots of fun.

(run, sing, write, play, jump)

**DO GOOD TO UNDO EVIL**

**Pre - reading activity**

How many of you like stories?

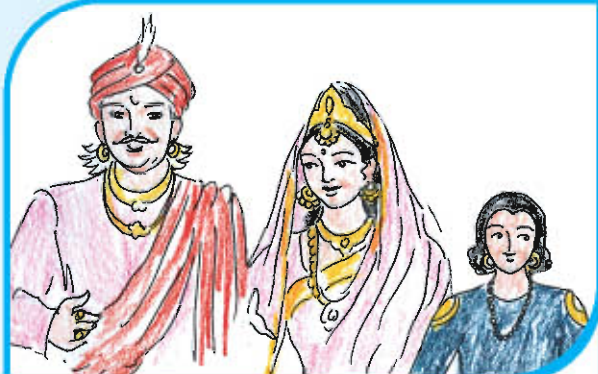
Who tells you stories at home?

What kind of stories do you like? Stories of animals? birds? kings? queens?

Varaguna was the king of Dharmapuri. He was a very good king. He was very kind to the people. He was noble and just. Chandralekha, the queen, was also like him. People liked their king and the queen.



Varaguna and Chandralekha had a son. His name was Vikrama. Vikrama was the prince of Dharmapuri. He was very cruel. He enjoyed when others suffered. He killed birds and animals for fun.





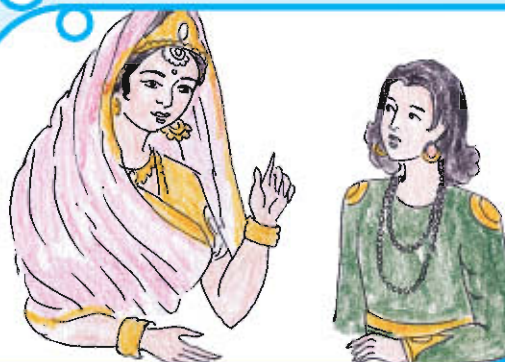
Please don't kill birds and animals. As a prince you should protect them. It is your duty.

Father, all kings hunt animals. It shows their bravery. So do I. And I love hunting.



Palace – house of a king and queen.

My son! you live happily with your parents in this palace. Animals too have families. Don't kill them my son. Please stop hunting them.





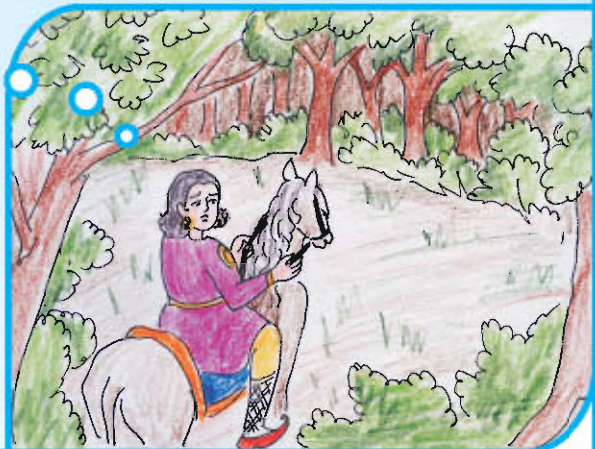
Vikrama gets angry. He shouts.....



Mother, Please let me be free. I want to enjoy life. I can't stop hunting.

One day...In the forest.....

The Sun is about to set. I have got nothing to hunt. I have lost my way. Oh God! Please lead me to the Palace.



Vikrama hears a loud **roar**. He runs fast.

roar - sound of a lion

God, Save me please. The forest is very dark. Where shall I go now? Is there anyone to help me? Please, please help me.





rr.....

Who is that?



Who is running there?



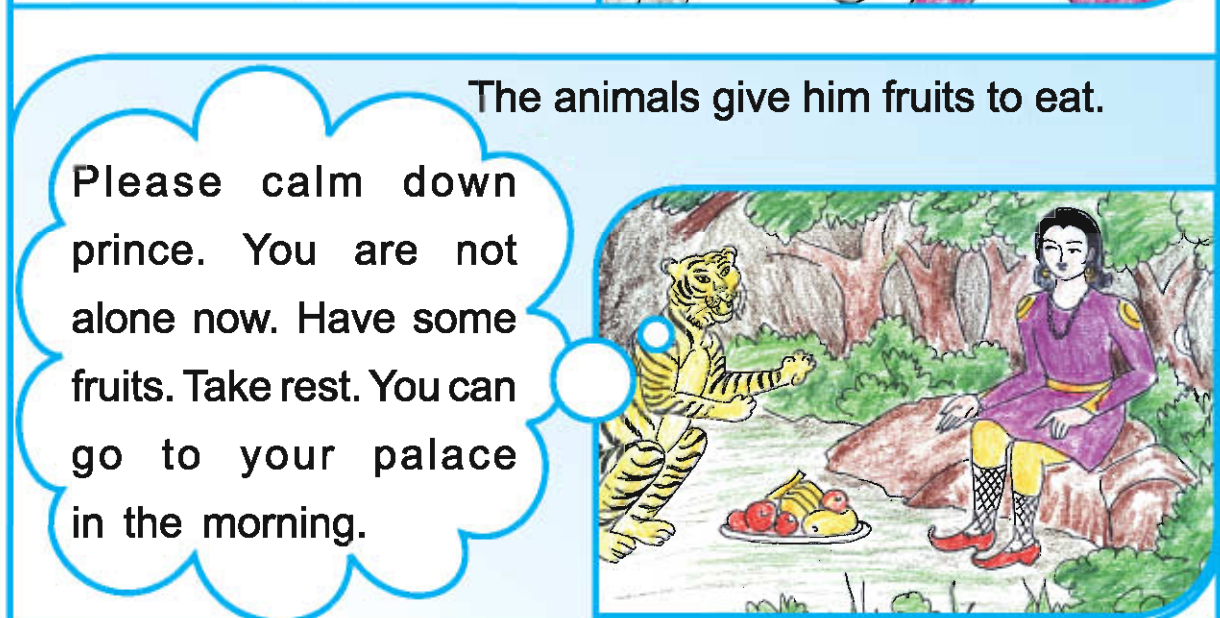
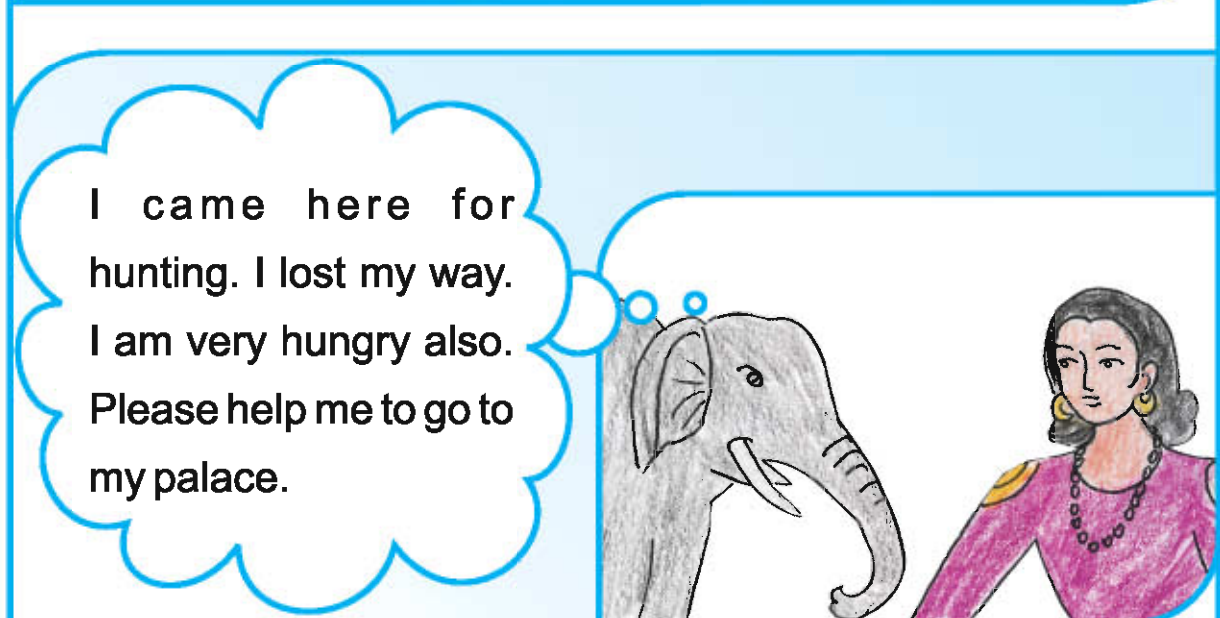
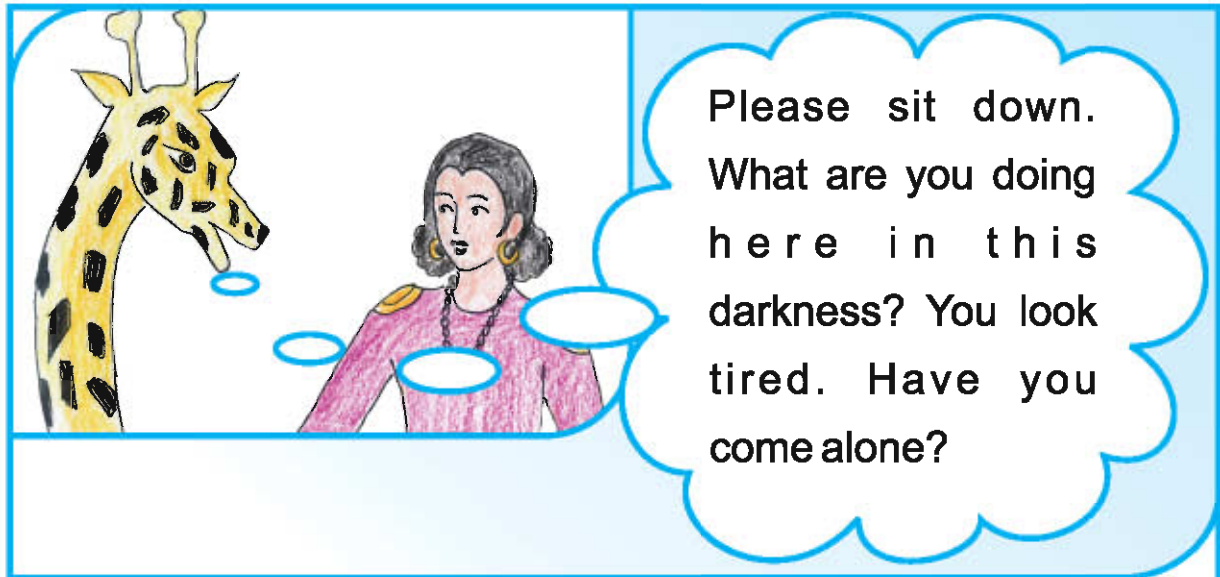
Hey see! It's our prince Vikrama. He looks frightened.



Dear prince. Look here. Here. Come here. Don't be scared. We won't harm you. Come to our home please.



Vikrama goes.....







Dear Prince, you hunt animals and birds for fun. Think how the young ones would suffer without parents.

My child, all living beings have the right to live. Then why do you kill us?



Vikrama sheds tears.....

Dear! If you love everyone, every one will love you. Please don't harm anybody.





Dear friends, I have learnt a lesson. I won't hunt anymore. I will love everyone. I also thank you for undoing my evil with your good.

### Let us understand :

The teacher may narrate the story of Vikrama with proper gestures, voice modulation and facial expressions. Then the teacher may question the children as given below.

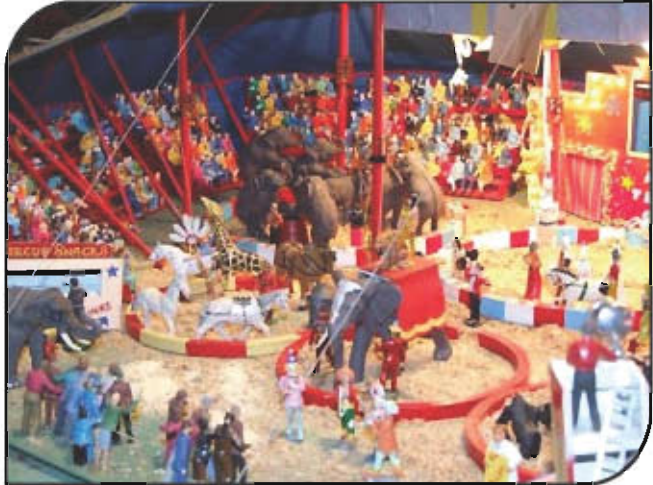
1. Who was the king of Dharmapuri?
2. Was Vikrama kind to the birds and animals?
3. Who helped the prince in the forest?
4. Whom do you like very much in this story?
5. Is harming animals and birds good?

### Let us listen and write :

Listen to the teacher carefully. Then list out the names of animals and birds.

- *The teacher may stress on the adjectives as she narrates the story.*
- *The teacher may give more paragraphs or stories or pictures like the one given below.*
- *The teacher may encourage the students to stage a play on the story.*

One day Sanju and his *little* sister Maggi went to a circus. First they saw some *clever* monkeys. The monkeys were playing tricks. Then a *black* bear walked in. It played the violin and went away. Next a



*huge* elephant came in. It sat down like men. It stood on two legs and went away. Then came the *great* lion. It roared again and again. It played some tricks and went in. The *green* parrots came along with the *white* pigeons. They rode a bicycle. The *tall* giraffe stood in a corner. Some *beautiful* deers were walking here and there. Sanju and Maggi enjoyed the circus show.

**Write the names of the animals along with the words that describe them.**

- |                   |          |          |
|-------------------|----------|----------|
| 1. clever monkeys | 2. _____ | 3. _____ |
| 4. _____          | 5. _____ | 6. _____ |
| 7. _____          | 8. _____ |          |

**Let us have fun:**

**Clap once if the sentence is right and don't clap if it is wrong.**

- |  |                                  |
|--|----------------------------------|
| a. Giraffe is a short animal.          | b. Cow is a useful animal.       |
| c. Lion is a kind animal.              | d. Bear can be found in villages |
| e. Puppy is a small dog.               | also.                            |
| f. The young one of a cat is a kitten. |                                  |



### Let us listen and do:

The teacher will read some words. Students may be asked to stand up when they hear words ending with 'ch' and sit down when they hear words ending with 'sh'.

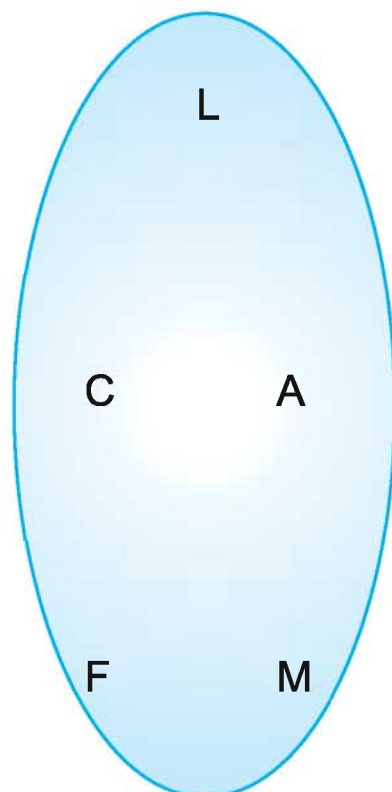
catch, cash, wash, watch, batch, match, push, fetch, rush, wish, pitch, patch, crush, gush.

*The teacher may conduct this as a game by using more words ending with 'ch' & 'sh'.*

### Let us listen, speak and write :

There are five letters in Banku's hand. There are five words in Manku's hand. Only one letter from Banku can replace the first letters of all Manku's words. Find the words and read them.

#### BANKU



#### MANKU

Grow \_\_\_\_\_

Gap \_\_\_\_\_

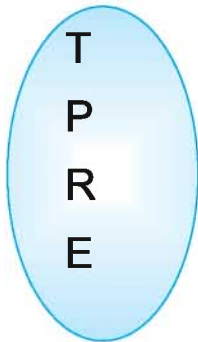
Lost \_\_\_\_\_

Hare \_\_\_\_\_

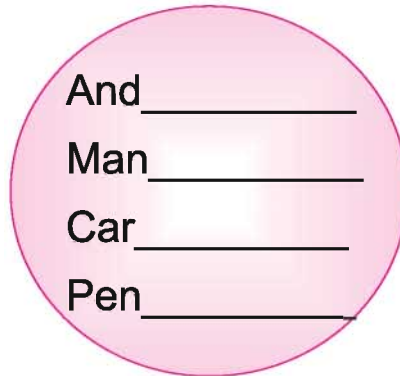
Dot \_\_\_\_\_

Choose one letter from A and replace it with the last letter of the words in B. Find out the new words. Read them aloud.

A



B



### Let us read and find:

Read the story of Vikrama and list out the persons using 'please' while speaking. Write their names and the sentences they speak.

Name

Sentence

1. Varaguna, the King

Please don't hunt animals

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

### Let us listen and speak:

Bala and Mani are friends. They are studying in the second standard. Both forget to bring the pencil boxes to school today. They are asking others to lend them. Read it.

BALA	MANI
1. Ram, give me a pen please.	1. Hey! Give me your pen.
2. Vidhya, can you give me your pencil please?	2. Vidhya, give me your pencil.

BALA	MANI
3. Guna, can I use your eraser please?	3. Guna, I want your eraser

Who do you think will get things easily: Bala? or Mani? Why?

*The teacher may ask two children to take the characters of Bala and Mani. Speak on different situations.*

### Let us read and speak :

Mickey is just learning to speak English. He misses one word while speaking. Fill in that word for him to speak.



\_\_\_\_\_ help  
me, go home.

\_\_\_\_\_   
move aside.

\_\_\_\_\_   
listen to me.

\_\_\_\_\_   
be calm.

\_\_\_\_\_   
wait.

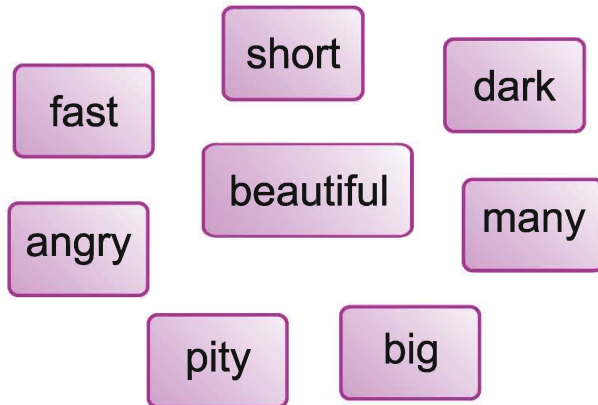
### Let us think and speak :

***There are some sentences given below. Correct the mistakes if any and read aloud.***

1. The sun is **cold**.
2. Giraffe is **short**.
3. Elephant is **big**.
4. My classroom is **dirty**.
5. Milk is **white**.

**Let us see and read:**

*The teacher will show you some flash cards. Read them.*



**Let us find and write:**

*Look at the picture and write six things you find.*



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### Let us read and play :

Make the bird fix the correct articles.



a / an

----- cockroach.

----- spider.

----- elephant.

----- mosquito.

----- egg.

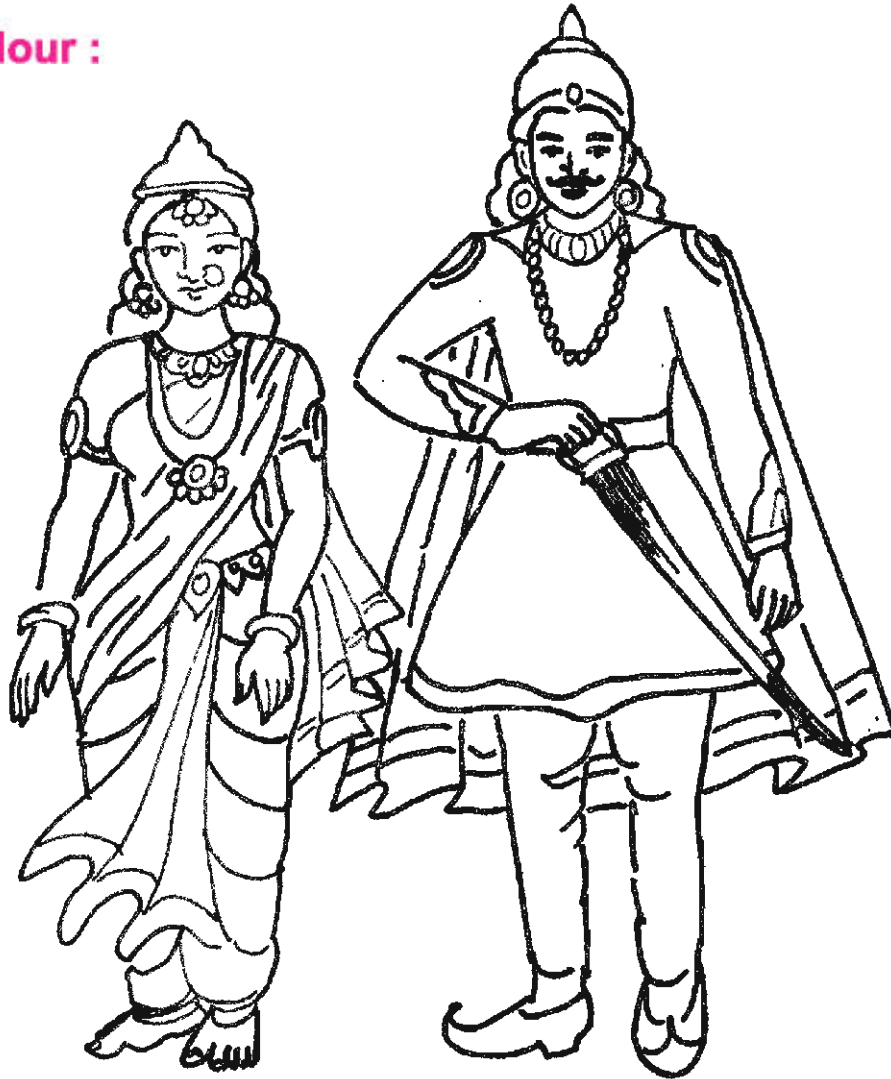
----- bee.

----- housefly.

----- umbrella.

The teacher may help children do this activity using more words.

### Let us Colour :





**RACE OF DAYS**

The days of week,  
Once ran a race.  
Sunday came first,  
Monday came next.  
Tuesday was the third,  
Wednesday was the fourth.  
Thursday was the fifth,  
Friday completed sixth.  
Saturday came last,  
But before a holiday!



**Let us read and write:**

*Read the poem and write the rhyming words :*

Sunday : \_\_\_\_\_ third : \_\_\_\_\_  
holiday : \_\_\_\_\_ came : \_\_\_\_\_

( name, bird, jolly day, Monday)

**Let us read the poem in groups:**

**Let us write a poem using the pairs of words:**

School, tool ; walk, talk ; pen, ten.

**Let us understand:**

1. How many days are there in a week?
2. Name the first day of the week?

### Let us understand:

1. How many days are there in a week?
2. Name the first day of the week?
3. Who came last in the race?
4. Which day comes after Saturday?
5. What day is today?
6. Do you like holidays?

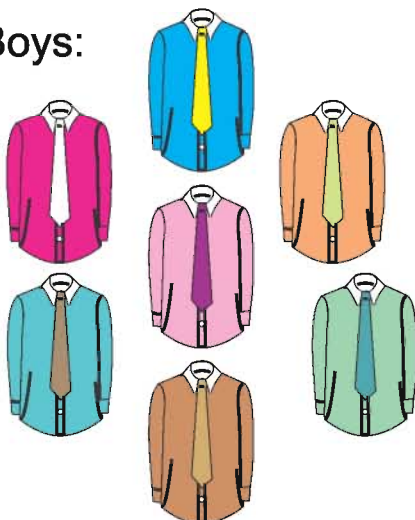
### Let us think:

1. How many months are there in a year?
2. Which month were you born in?
3. Do you know your mother's birthday?
4. Find out your friends' birthdays and write them down.
5. Collect birth dates of your classmates and mark them on the calendar sheets.

### Let us imagine and colour :

You are given seven dresses to wear on seven days. The colour is your choice. Now colour your dresses.

Boys:



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Girls:



## Unit 4 - Prose

### NO MORE FEAR

#### Pre - reading activity

1. How many of you can dance?
2. Do you know the famous dance of Tamilnadu?
3. Can you swim?
4. Who taught you swimming?



Hello! Friends, My name is Babloo. Nice meeting you all. I am 7 years old. My mother admitted me in a swimming school. I was **scared** at first. But swimming became my **hobby** very soon.

**scared** - afraid  
**hobby**- an activity done for enjoyment



**twice** – two times  
**patient** – calm

My teacher's name is Mr. Luloo. He teaches me **twice** a week. He is a very **patient** teacher.



I have three swim **suits**, a pair of **goggles** and a cap. My mother takes me to the swimming class at 4.00 pm. I swim four days a week. My teacher says I am a good swimmer.

**Suits** - dresses  
**Goggles** - Special glasses worn to protect the eyes.

I practise breast stroke and back stroke.



### Competition - Contest

There was a swimming **competition** in the school. I was one among the ten participants. My mother and my teacher encouraged me to do my best.

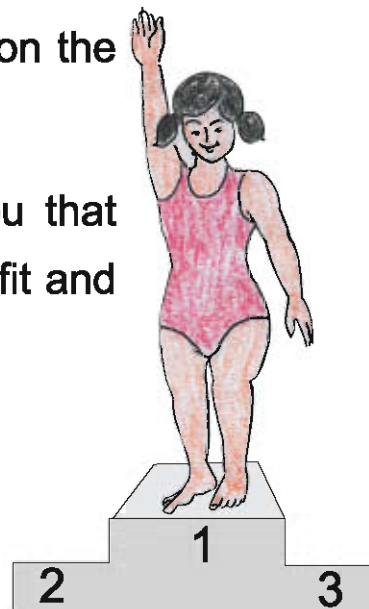


Without any fear I started to swim. I won the first prize.

Now with full confidence I can tell you that swimming is a good exercise. It keeps us fit and healthy. 'Enjoy swimming'.

### Let us understand:

1. What is Babloo's Hobby?
2. What is the name of her teacher?
3. Who takes her to the swimming class?
4. Babloo has three swim suits. Say Yes /No
5. Babloo can swim back stroke. Say Yes /No



**Let us read and write :**

Fill in with correct action words :

**Eg: I take**

I wear a frock

I enjoy swimming

I like fruits.

They swim everyday

He learns English

**He takes**

She \_\_\_\_\_

He \_\_\_\_\_

She \_\_\_\_\_

She \_\_\_\_\_

They \_\_\_\_\_

**Let us read and write :**

Frame sentences from the triangles :

I  
three swim suits have

swimming  
I like

My teacher  
swimming teaches

a good  
swimmer I am

practise  
breast stroke I

My mother  
to the swimming class takes me



**Let us draw lines to match the faces:**



happy



angry



scared



crying

**Let us speak:**

Teacher encourages children to ask questions expressing their need. See the example below :

**Student :** May I come in please?

**Teacher :** Yes.

**Student :** Thank You, madam.

*Similar situations can be created by the teacher.*



**Look at the picture and speak and write using the words lend, join, share and help.**



\_\_\_\_\_.



\_\_\_\_\_.



\_\_\_\_\_.

**Let us read and learn :**

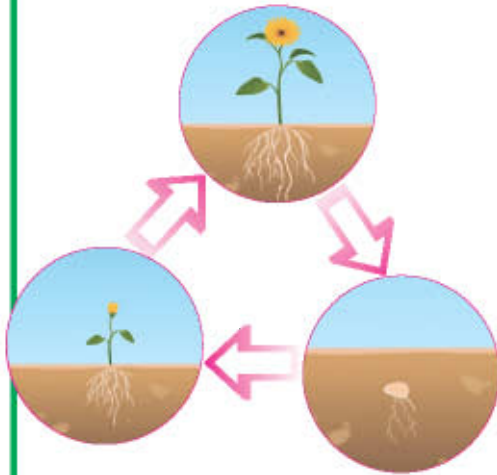
Teacher writes the months of a year on the black board and make the children read and learn months .

**Let us know :**

January is the first month of the year  
Each month begins with a capital letter  
December is the last month of the year.

January	July
February	August
March	September
April	October
May	November
June	December

### Let us sing:



### Story of a plant

This is a story of a plant

Seed sown in **January**

Shoots born in **February**

Grows in **March**

Blooms in **April**

Bears fruit in **May**

Grows old in **June**

Becomes weak in **July**

And finally dries up in **August**

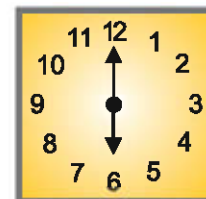
*Using the other five months introduce a song*

### Let us complete:

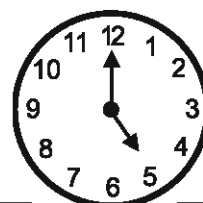
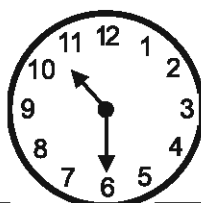
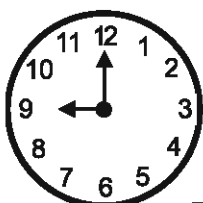
1. This month is \_\_\_\_\_.
2. My favourite month is \_\_\_\_\_.
3. \_\_\_\_\_ is the month after April.
4. Month between January and March is \_\_\_\_\_.
5. \_\_\_\_\_ is the last month of the year.

### Let us learn:

*Teacher explains the children about the two hands of a clock*



### What is the time on the clock?



### Let us think and write:

What time do you come to school ? \_\_\_\_\_.

What time does your father come home from work? \_\_\_\_\_.

What time did Babloo go for swimming? \_\_\_\_\_.

### Let us recite:

Tick tock , tick tock goes the clock,

It's time to wake, 6 O' clock

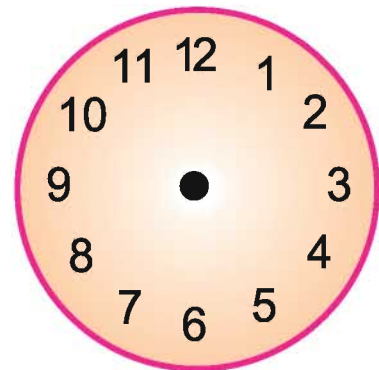
It's time to eat \_\_\_\_\_.

It's time to school, \_\_\_\_\_.

It's time to play, \_\_\_\_\_.

It's time to sleep, \_\_\_\_\_.

Tick tock, tick tock, goes the clock.



### Let us write:

Write three sentences about some activity you do every day.

**Example: I get up at half past six**

I help my mother in her household work

I get ready in an hour and

Reach school at half past eight.

Teacher encourages children to write on different topics,  
example: **Singing class, Dance class, Gardening.**

### Using the hints, develop five sentences about your mother:

Wakes up – 5 O'clock – morning – takes care – cooks food –  
never tired – teaches to pray – shopping – loving – beautiful –  
I love.

### Let us read and write :

Read the numbers and write in words:

36	_____.	15	_____.
28	_____.	22	_____.
42	_____.	31	_____.
44	_____.	11	_____.
49	_____.	19	_____.
50	_____.	45	_____.

### It's time to fill in the missing letters :

t\_\_e\_\_ \_\_y f\_\_ \_\_e  
t\_\_i\_\_t yt\_\_ \_\_e  
fo\_\_ \_\_y e\_\_ \_\_ \_\_t

### Let us play the role :

*Teacher enacts the role of a post-man and encourages the children to take up roles like doctor, engineer etc.*

#### Example :

- ⇒ I am a postman.
- ⇒ I bring letters.
- ⇒ I go to each house to deliver letters.
- ⇒ I work from morning till evening.
- ⇒ People wait for me.

### Let us play :

*Make children sit in a circle with a ball. The teacher has a stop clock, a bell and a box of cards with different roles mentioned in them. Ask the pupils to pass the ball. After a few seconds, ring the bell. The pupil who has the ball should pick up a card and enact the role mentioned.*



## Unit 4 - Poem

### I'M FINE



Move right, move left  
Move fast, move slow  
And say "How are you?"



Run front, run back  
Run right, run left  
And say "I'm fine".



Bend your hip to the right  
Bend your hip to the left  
And say "Do you like?"



Jump high, jump low  
Jump fast, jump slow  
And say "This is what we like".

*The teacher does actions related to the song.*

### Let us learn :

Rhyming words :

Example :      right :      bright.

low :      Slow

back :      \_\_\_\_\_

like :      \_\_\_\_\_

Look at the puzzles and write the hidden words. Read the poem again. That will help you.

B	E	N	D	E	N	O	J
F	M	O	F	I	N	E	U
R	P	E	M	O	V	E	M
O	A	B	R	U	N	D	P
N	C	F	A	S	T	T	P
T	S	H	I	P	E	C	I

### Let us speak:

Look at the picture and say which is on the right.



Who is in front?

Which kite is flying high?



### Let us do:

Rearrange the sentences from the poem:

1. you how are?
2. i fine am.
3. right hip to the bend your.
4. like jumping we.

Teacher instructs the children to start the sentence with a capital letter and end with a full stop (.)

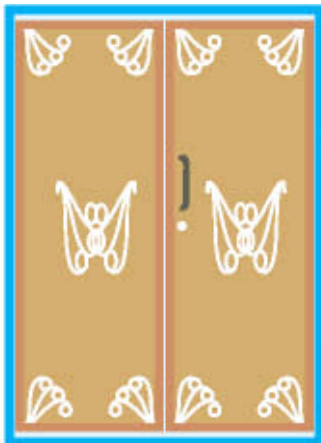
**Let us learn:**

**Label the parts of the body.**

**Example : head**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Example: Open the door.**



The teacher helps  
the children follow  
the instructions.

\_\_\_\_\_ (open) \_\_\_\_\_ (throw)

\_\_\_\_\_ (clean)

Run front, run back  
Run right, run left  
And say "I'm fine".

**What are the instructions :**

**A noisy class** \_\_\_\_\_.

**Teacher with a book** \_\_\_\_\_.



### Let us make a puppet :

Materials needed: (Paper bag, red sheet, glue, black sketch pen and scissors).

- ⇒ Take the red sheet and cut the eyes, ears and nose.
- ⇒ At the bottom of the paper bag, stick the ears, eyes and nose.
- ⇒ With the sketch pen draw the mouth down the nose.
- ⇒ The puppet is ready put your hand and use the puppet.

### Let us sing and learn :

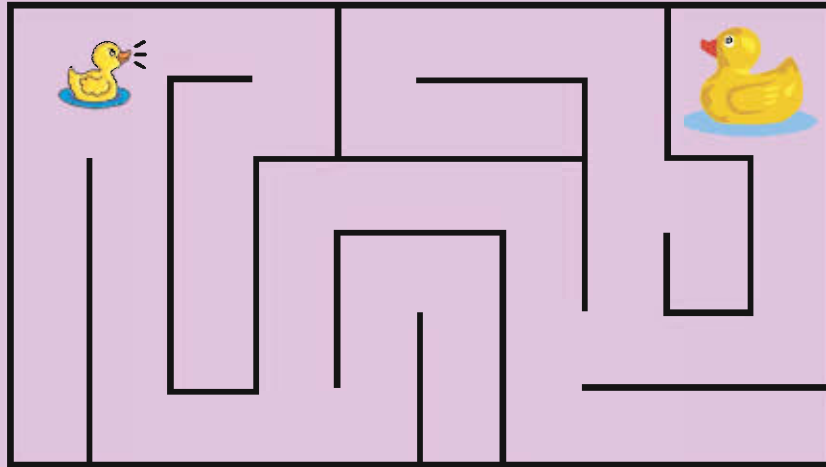
When you face the sun in the morning, it is East  
At your back is West  
Your left is North  
Your right is South.



## BLACK IS BEAUTIFUL

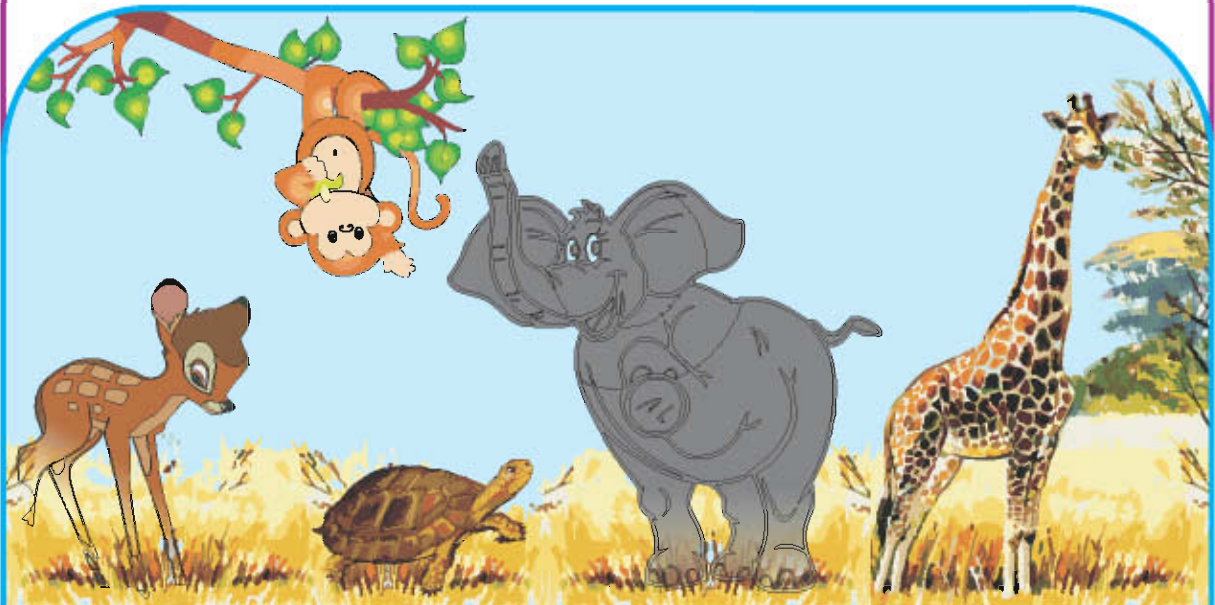
### Pre - reading activity

I miss my mother. Can you help me find he?



Off you go.....

Look at the picture and name the animals in it.





Once an elephant named Hatu lived in a jungle with his friends Deru, the deer, Chinna the tortoise, Remu the giraffe and Monu the monkey.

**Remu** : What's wrong Hatu? Why are you looking so sad?

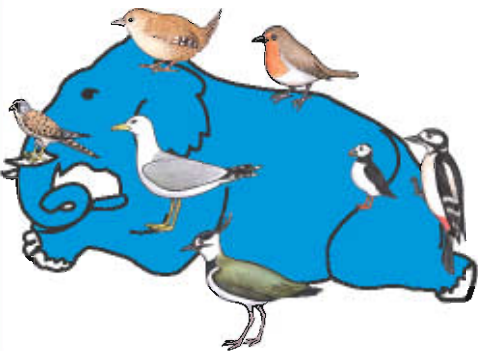
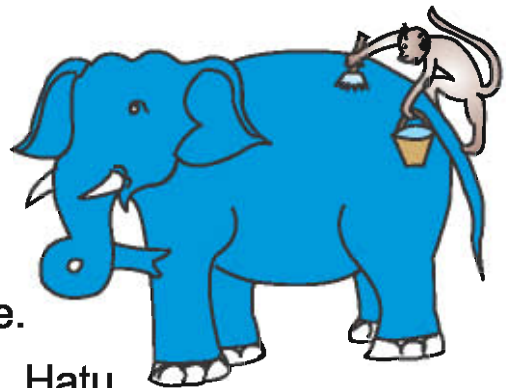
**Hatu** : Remu, I don't like my colour. I wish I could change the colour of my body.

**Deru** : Oh, Hatu ! You look beautiful just the way you are.

**Hatu** : But ... I would like to change the colour of my body. Let's see how I look with a different colour.

**Chinna** : I have an idea. We'll paint you blue.

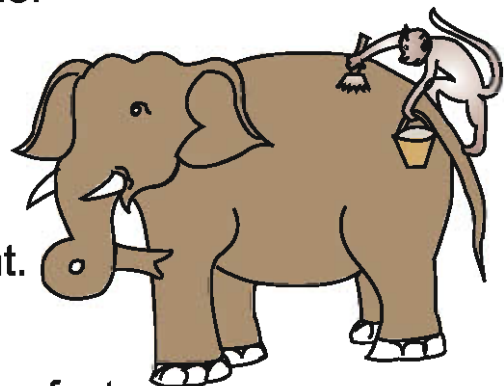
So Hatu's friends painted him blue.



One day Hatu was resting in the field and a flock of thirsty birds thought that he was a pond and landed on him.

**Hatu**: "Thank God! They didn't **peck** at me!"

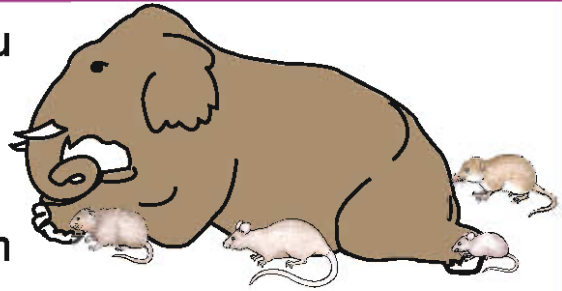
Hatu jumped up and ran to his friends and asked them to change his colour. So they painted him brown. Hatu was resting at night. Some rats saw him.



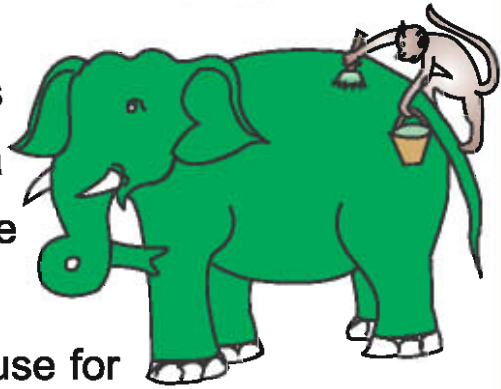
**Rat**: Look at that mountain. It's a perfect place for us to dig a hole.

**Peck** - strike with the beak.

The rats went near Hatu and began biting him. Hatu **trumpeted** loudly and ran to his friends who then painted him



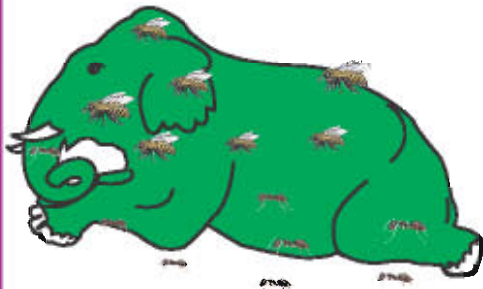
**Trumpeted** - Sound made by an elephant.  
green. The next day Hatu was standing under a tree when some ants and bees saw him.



**Ants** : Wow! It's a lovely leaf house for us to stay in.

**Hive** - home of a bee

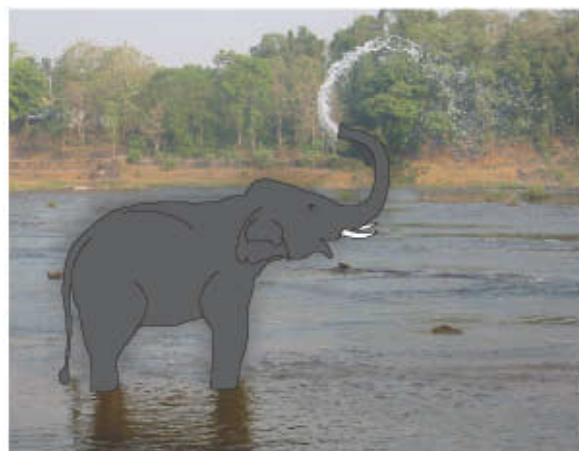
**Bee** : Let's build our **hive** here. I'm sure we will not get a better place.



The ants and bees crawled on Hatu. He ran to the river and poured water on himself.

**Remu** : Hatu, you are black again!

**Hatu** : Remu, I think black is beautiful and I am happy to be 'I am'.



### Let us understand:

1. Name the friends of Hatu.
2. Why was Hatu sad?
3. What lesson did Hatu learn?
4. List the colours painted on Hatu?
5. What do you learn from the story?

### Let us listen and read:

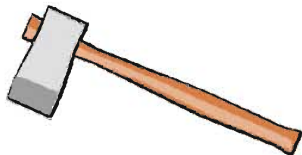
an elephant



a deer



--- axe



-- river



--- onion



-- tortoise



--- owl



-- giraffe



--- iron box



-- pen



--- umbrella



-- car



**Let us read:**

huge, tall, slow, fast, busy, black, blue, brown, green.

**Match the following:**

a) **example**



- a slow walker.

b)



- a huge animal.

c)



- a busy insect.

d)



- a tall animal.

e)



- a fast runner.

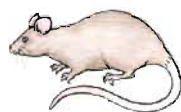
**Let us write:**

a)



a ---- leaf

b)



a ---- rat

c)



the ---- sky

d)



a ---- cake

brown  
green  
black  
blue

**Let us write:**

Rearrange the sentences in correct order:

1. He was troubled by the birds, rats, ants and bees.
2. Each colour was a problem for him.
3. So, his friends painted him in different colours.
4. He then decided to remain black.
5. Hatu didn't like his colour.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Let us speak and write:**

Ant and bee are the two insects mentioned in the story.

Name three more insects you see around your house.

Write their names and paste the pictures.

1. ....



2. ....



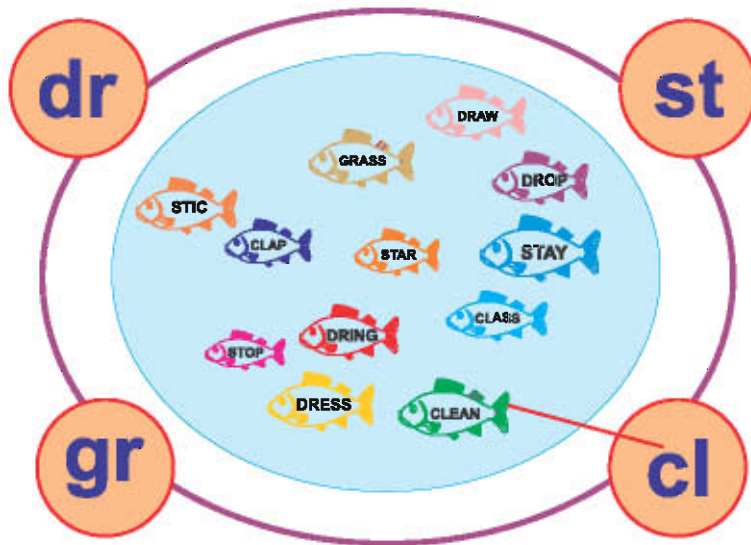
3. ....



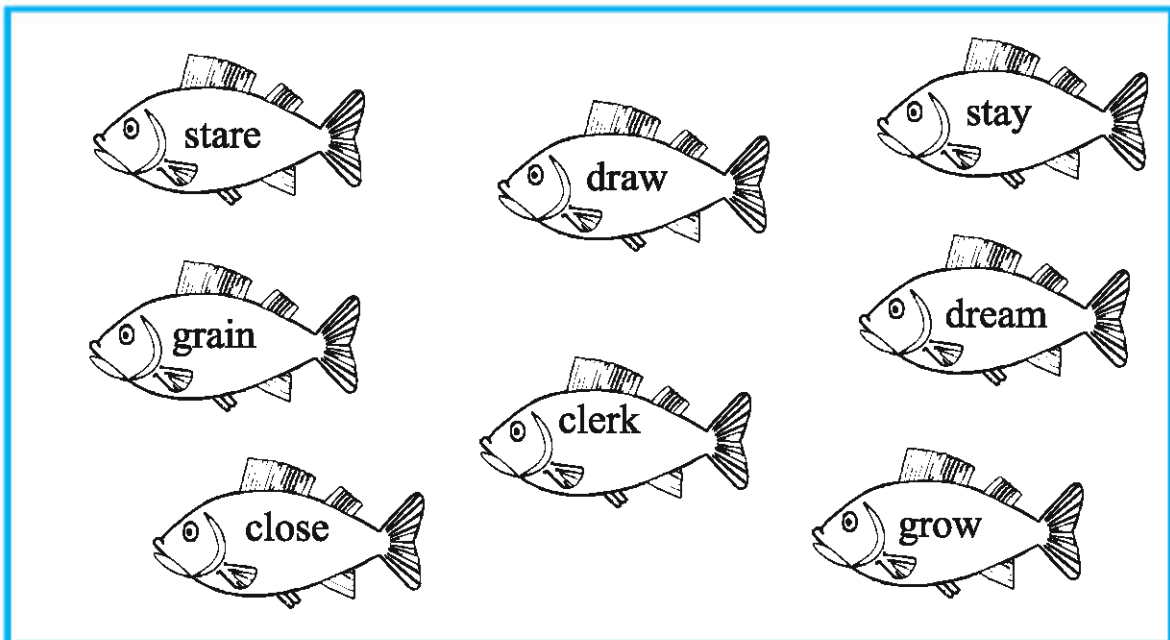


## Let us write and speak:

Help each child string the words and complete the cap.

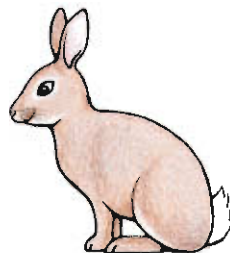


Give different colours for fish with cl, dr, gr and st sounds.



## Let us write:

a rabbit



a knife



a hen



a lamp



There are four things named in the pictures above. Answer the questions given below.

**Let us begin like this:**

1. Which one can give light?

A lamp can give light.

2. Which one can hop?

\_\_\_\_\_

3. Which one can lay eggs?

\_\_\_\_\_

4. Which one can cut?

\_\_\_\_\_

**Now answer the following:**

1. Which ones can sail? (boats, boys, ships)

\_\_\_\_\_

2. Which ones can fly? (birds, cars, aeroplanes)

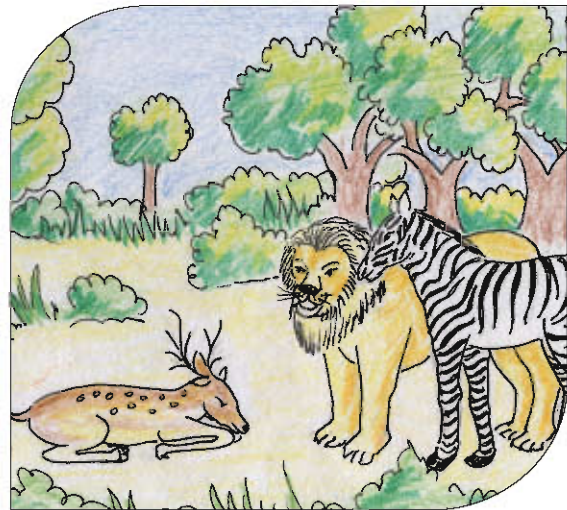
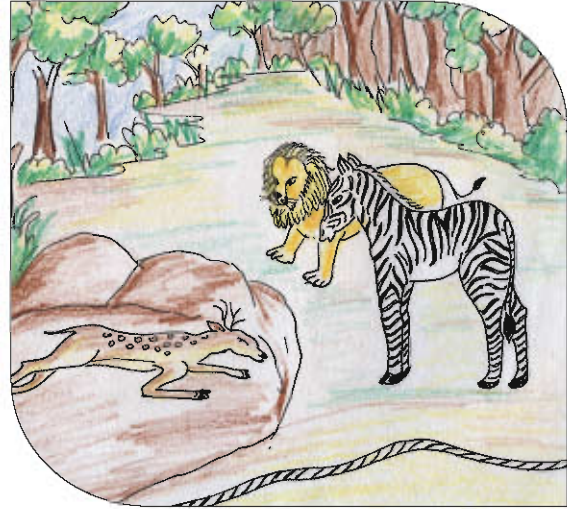
\_\_\_\_\_

3. Which ones can jump? (monkeys, watches, horses)

\_\_\_\_\_

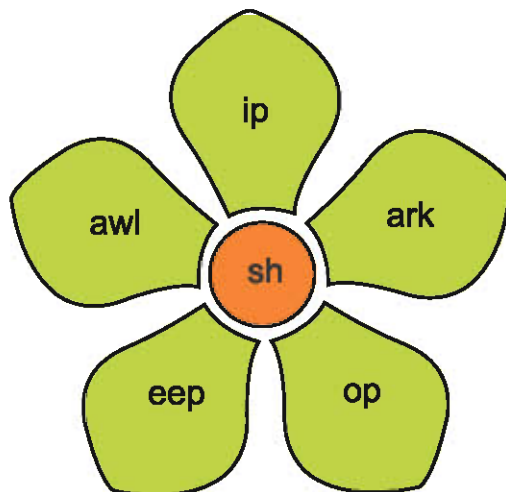
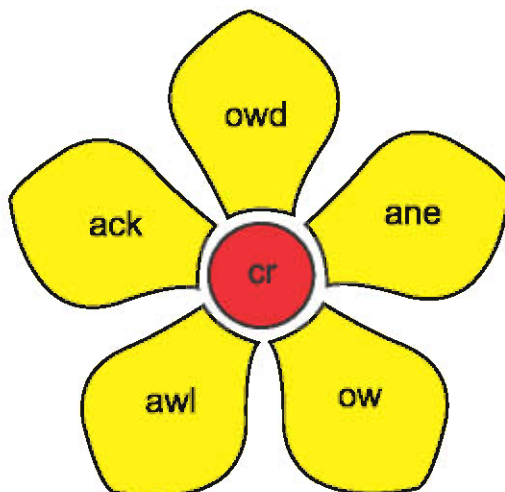
**Let us speak:**

Teacher asks the children to read the pictures, tell the story and then to enact the story.



### Let us write:

Form new words by joining cr and sh to the letters in the petals and write them in the blanks.



1. crowd



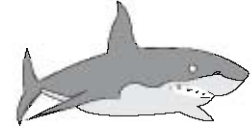
1. ship



2. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



5. \_\_\_\_\_



### Let us find them out:

1. I am found in the sky. I give you light. You see me only during the day. example : sun

2. I go around the world. I stay in a corner. I am found on envelopes.

s \_ \_ \_ p

3. I have hands. One is long and the other is short. I am found in different shapes.

c \_ o \_ k

4. I am big. I am prickly outside and sweet inside.

p \_ n \_ a \_ p l \_

**Let us Write:**

Write five sentences on 'My favourite fruit'.

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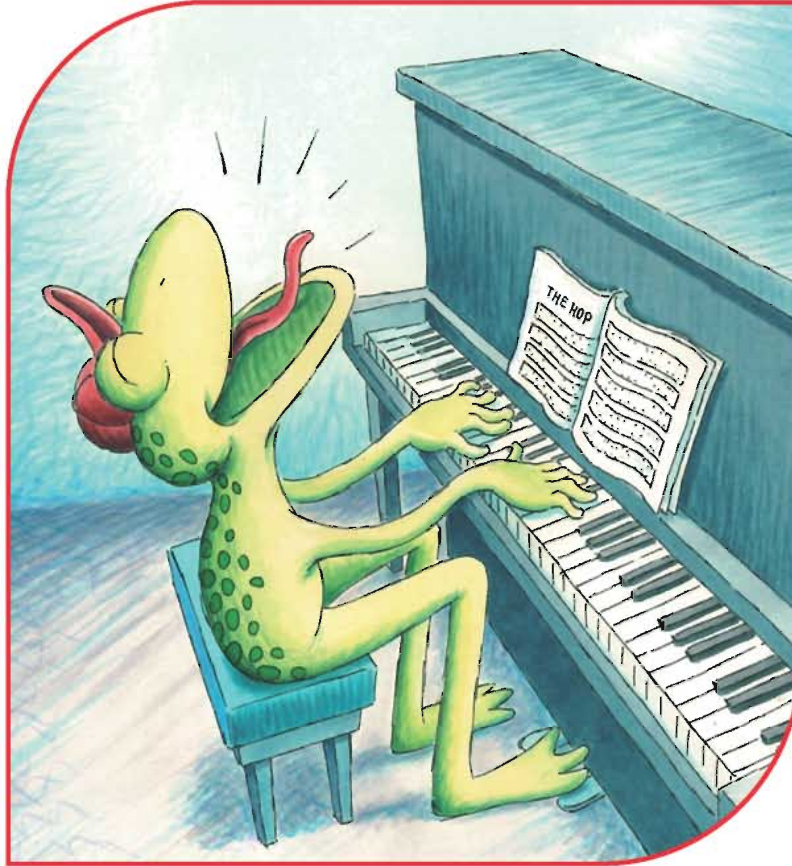
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**MUSIC OF THE FROGS**



Croaking frogs in the garden,  
Playing out in the sun,  
Frogs jumping here and there,  
Having lots of fun.



One singing high,  
One singing low,  
Some singing together,  
musical instruments  
Here we go.



So pleasing is the music,  
When they sing in a group,  
The butterflies, birds and the bees,  
Like artists in a troupe.



**Let us listen and read:**

a garden

bees

together

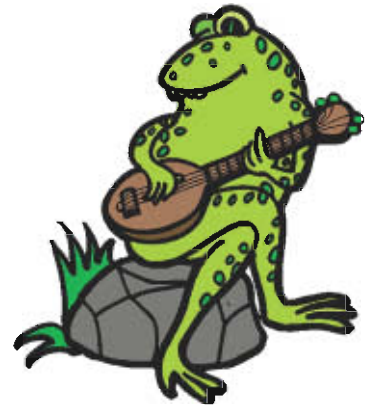
troupe

a group

birds

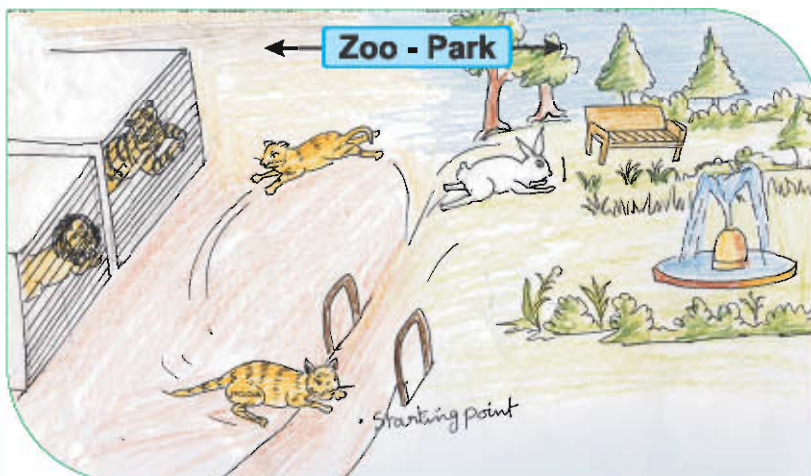
music

artists



**Let us listen and speak:**

Running Race:



Teacher encourages the children to read the picture before answering.

1. Name the animals that participated in the race.
2. Which animal ran towards the park?
3. Which animal ran towards the zoo?
4. Who won the race?
5. Who lost the race? Why?

### Let us speak:

The frogs sang together and made others happy. What are some of the things you do as a team to make others happy?

### Let us write:



Write two things you like to do on a sunny day.

- a) I like to sing      b) \_\_\_\_\_      c) \_\_\_\_\_

### Let us read :

- a) sun, fun      b) low, go      c) group, troupe

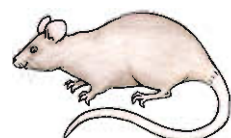
Write your own rhyming words for:

- a) high \_\_\_\_\_      b) there \_\_\_\_\_      c) bees \_\_\_\_\_  
d) sing \_\_\_\_\_

### Let us speak :

Circle the words, which have 'a' sound as in rat.

artist, band, garden, ant, cat





Tick the words, which have the 'u' sound as in umbrella.

pull, uncle, under, put, up, but

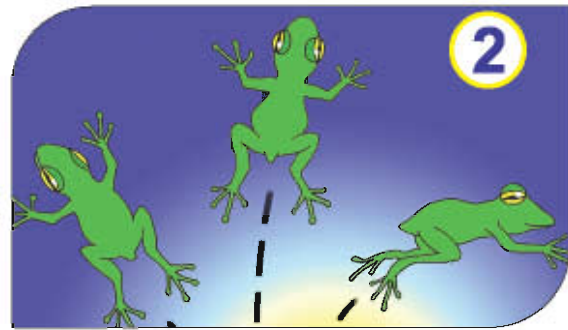
Pronounce the words several times to help children identify the correct sound.



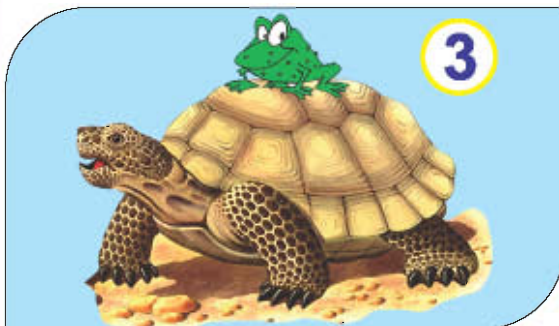
Let us speak :



3 frogs talking



Who can jump the highest?



One frog on a tortoise



One frog on a leaf



One frog on a dog.  
Dog runs far away.



Teacher asks the children to observe the pictures and tell the story.

## AT THE SUPER MARKET

### Pre reading activity:

How many chocolates do you need dear?



Daddy, I need chocolates for my birthday.

**Characters** : [Mother, Father, Benny (son), Susan (daughter) and a sales assistant]

**Time** : (In the morning, in June)

**Benny** : Mummy, our school reopens next week. I want to get ready. I need notebooks, pencils, colour pencils, a pencil box, a bag, a water bottle and a pen.



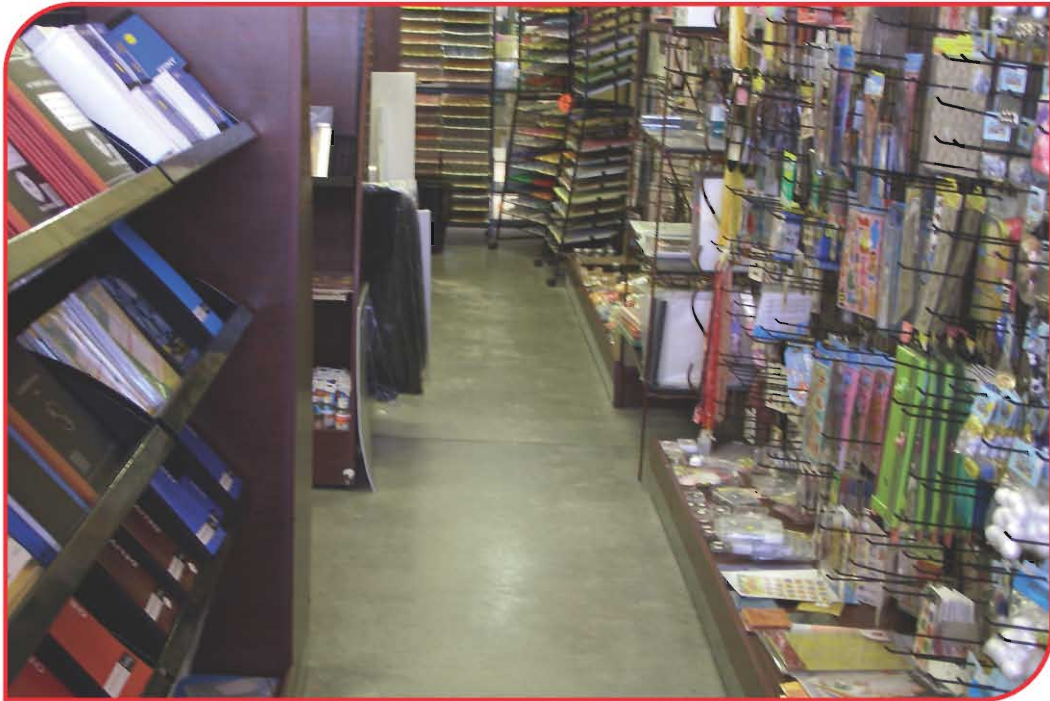
**Susan** : Mummy, I need a few bangles, shoes and some labels.

**Mother** : Don't worry. Let your daddy come home. We will go to the supermarket this evening. We need some **provisions** also.

(Father comes in the evening. Mother tells their needs. They all go shopping to the supermarket )

**Provisions** – supplies of food and other necessary items





**Sales Assistant :** Welcome, Sir. May I help you?

**Father :** Thank you. Can you please lead us to **stationery** section?

Stationery – things used for writing

**Sales Assistant :** Please take the right turn.

**Benny :** Daddy, I'll take four 80 pages note books.

**Father :** Yes, What more do you want?

**Benny :** I'll choose a pen, a pencil, a set of colour pencils, a pencil box and a water bottle also.

**Father :** Choose quality things. Don't worry about the cost.

**Benny :** (After collecting all he wanted) You're indeed great dad, Thank you for everything.

**Susan :** Now it is my turn daddy. I'm taking all these 18 bangles. Green 6, blue 6, and red 6.(She goes to the bags section)

**Father** : What else?

**Susan** : Wait, dad.

(Mother brings the provisions and gives the bill to father)

**Father** : Nothing for me?(laughs)

**Susan** : I have something for you. This leather purse.

**Father** : Thank you dear !

(Father clears the bills and all return home for dinner)

### **Let us understand:**

- i) How many notebooks did Benny take?
- ii) Did Benny get a water bottle?
- iii) How many bangles did Susan buy?
- iv) Was Daddy happy shopping?
- v) Where did they go for dinner?





### **Let us learn new words:**

Note books, pencils, pen, water bottle, bangles, labels, stationery, provisions.

Classification of singular and plural:

### **Let us read and write:**

Example :

- |    |   |        |  |         |
|----|---|--------|--|---------|
| 1. |  | bangle |   | bangles |
| 2. |  | doll   |  | dolls   |

3. \_\_\_\_\_



\_\_\_\_\_



4. \_\_\_\_\_



\_\_\_\_\_



5. \_\_\_\_\_



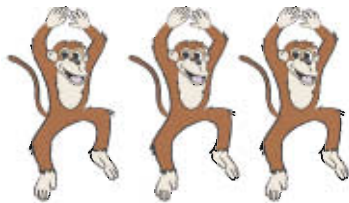
\_\_\_\_\_



**Let us count and write:**

Example :

1.



three monkeys.

2.



\_\_\_\_\_ fingers.

3.



\_\_\_\_\_ tops.

4.



\_\_\_\_\_ puppies.

5.



\_\_\_\_\_ mangoes.

6.



\_\_\_\_\_ pencils.

7.



\_\_\_\_\_ stars.

The teacher guides the students to write the numbers and number names from 1 to 50.

### Let us know more:

*(Naming words generally take 's' to form plurals)*

#### I. SINGULAR

a) table

b) girl

c) key

d) book

e) mat

#### PLURAL

tables

girls

keys

books

mats

(Naming words ending in 'o', 'ch', 'sh', and 'ss' and 'x' take 'es' to form plurals.)

#### II.

a) bench

b) class

c) box

d) mango

e) bush

benches

classes

boxes

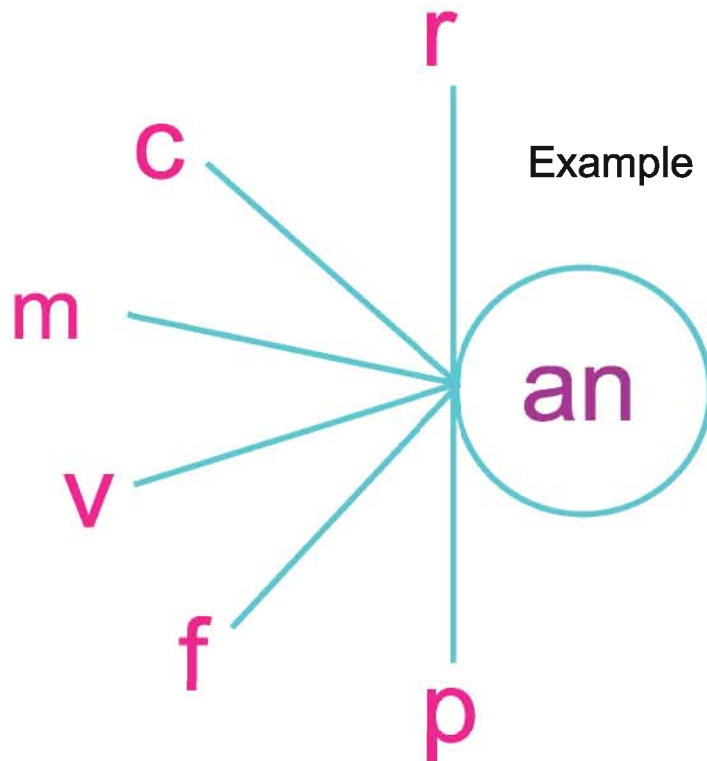
\_\_\_\_\_

\_\_\_\_\_

The teacher draws a circle. She asks the students to stand around the circle. When he/she says singular word, the students stand out of the circle. When he/she says the plural word the students jump inside the circle. Those who do it wrong are out of the game.

**Let us understand and write:**

Frame words by blending letters with 'an'



Example : i) ran

ii) .....

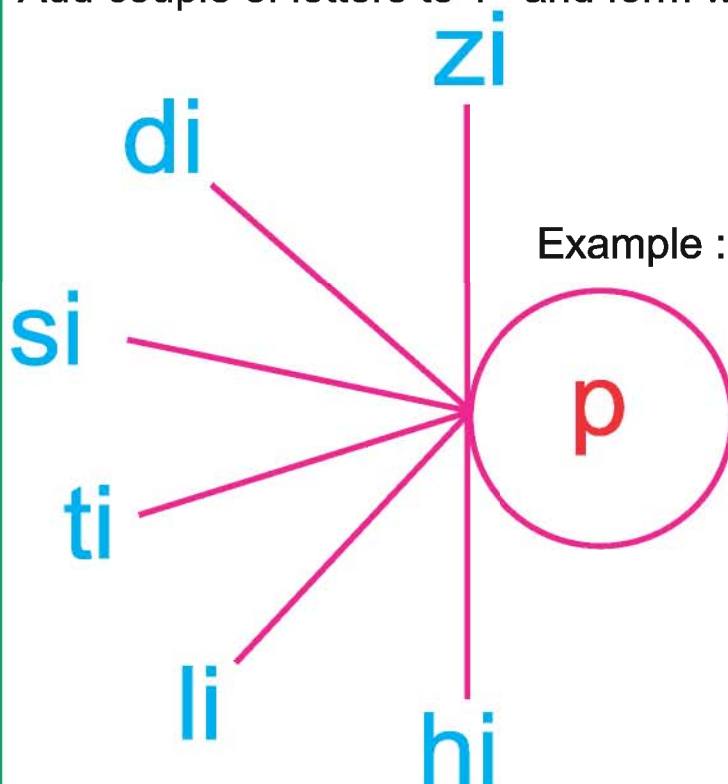
iii).....

iv).....

v).....

vi).....

Add couple of letters to 'P' and form words.



Example : i) zip

ii) .....

iii).....

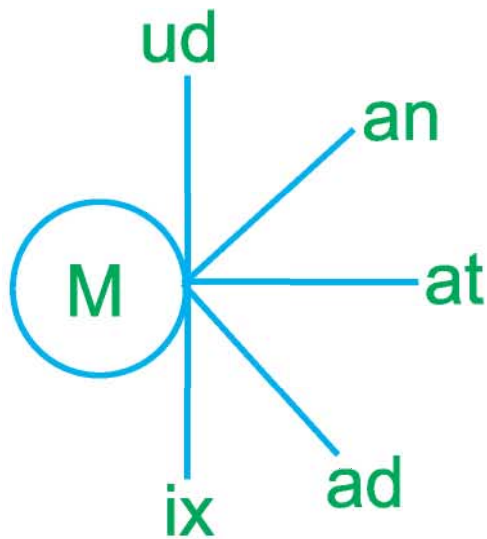
iv).....

v).....

vi).....



Merge the couple of letters with 'm' and form words.



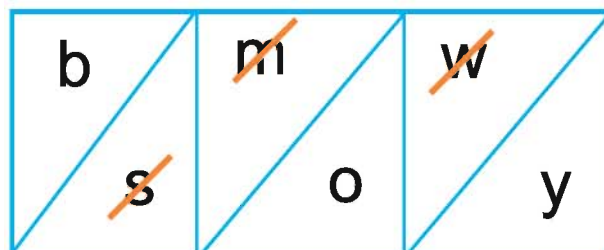
- Example :
- i) mud
  - ii) .....
  - iii).....
  - iv).....
  - v).....

### Singular - Plural game:

The teacher has flash cards with singular and plural words. He / She draws two circles in the classroom writing the word 'singular' in one and 'plural' in the other. After distributing the cards he/she asks the students to read the word and take their position in the respective circle.

Strike out the wrong letters. Find the words for the pictures. Write the plurals for them.

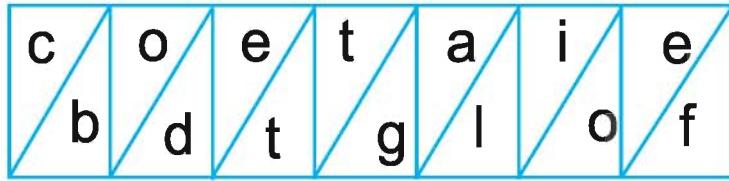
Example : 1.



**Singular**  
boy

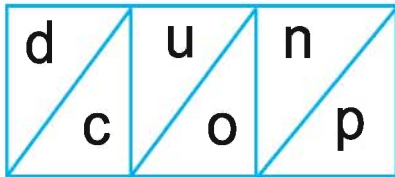
**plural**  
boys

2.



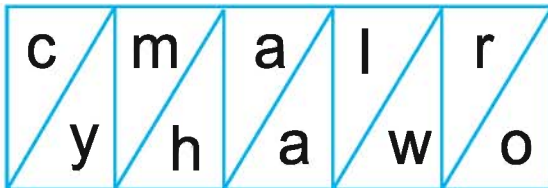
\_\_\_\_\_

3.



\_\_\_\_\_

4.

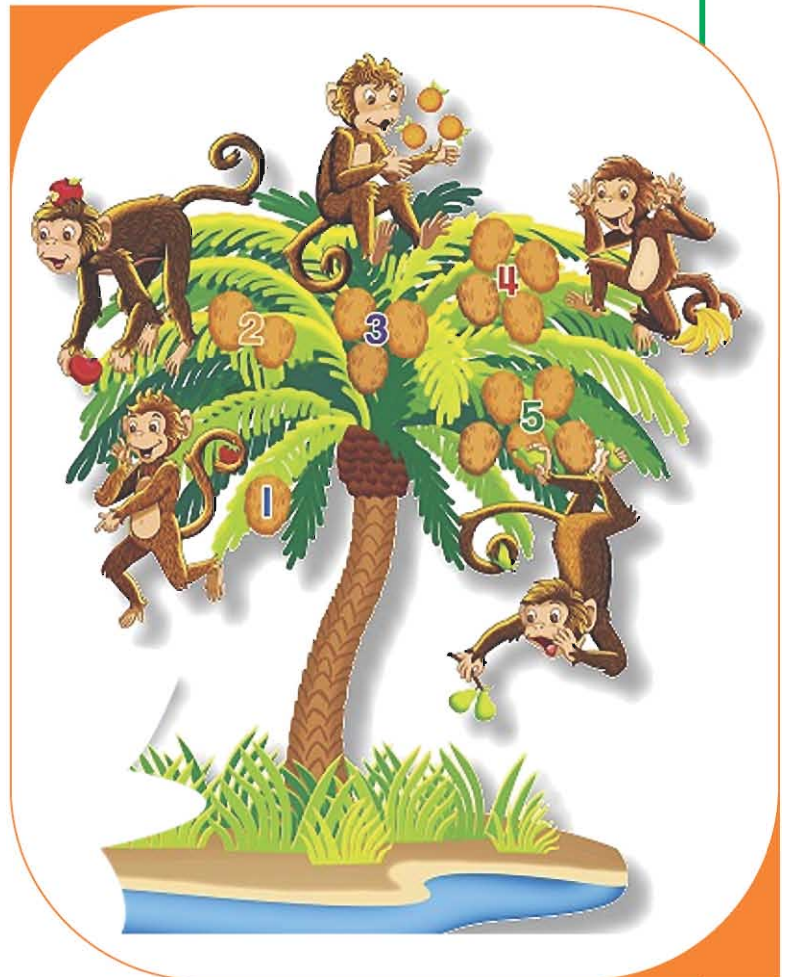


\_\_\_\_\_

**ONE, TWO, THREE.....**

One, two, three,  
Monkeys jump on a tree  
Four, five, six,  
All fall in a fix.  
Seven, eight, nine,  
They stand in a line.  
When I say ten  
They walk like men.

Ten, nine, eight,  
Monkeys stand straight.  
Seven, six, five,  
All take a dive.  
Four, three, two,  
They run to a zoo.  
When the clock struck one  
Oh! It's a dream and fun.



**Let us learn rhyming words :**

i) three - tree    ii) six - fix    iii) nine - line    iv) ten - men

**Find the rhyming words from the song.**

i) eight    -    ii) five    -    iii) two    -

### Let us understand:

- i) How do the monkeys stand?
- ii) How do the monkeys walk?
- iii) When do the monkeys stand straight?
- iv) Is the rhyme real or a dream?

### Let us speak:

- i) Banu bought two bangles.
- ii) Palani picked up popcorn packets.
- iii) Pick up the pepper pack.
- iv) Ravi repaired the radio.

### Let us do:

#### Activity 1:

count and write from your book:

How many?

\_\_\_\_\_ animals

\_\_\_\_\_ birds

\_\_\_\_\_ girls

\_\_\_\_\_ boys

\_\_\_\_\_ women

\_\_\_\_\_ men

\_\_\_\_\_ fruits

## FARM FRESH

### Pre - reading activity

- ⇒ Your mother has brought a bag of fruits and vegetables from the market. Help her separate them.
- ⇒ Apples, cauliflowers, pineapples, cucumbers, grapes, capsicums, bananas, and carrots.
- ⇒ Now keep the fruits in the tray and vegetables in the basket



**Do you know? Where do we get fresh fruits and vegetables?**

It was a hot summer day.

Tinku was playing cricket with his friends. After two matches, he felt very tired and thirsty.

He went to a nearby shop and asked for a **tender** coconut.

He drank it and felt **refreshed**.





He asked the man why it was so refreshing. The farmer replied that he got the coconuts fresh from a nearby farm. Tinku wanted to visit the farm. He asked the man if he could take him there. They drove down in a tractor. The farm was very big.

crunchy-crispy, making noises while eating or biting

Tinku was happy to see sweet pink water melons, **crunchy** cucumbers, ripe red tomatoes, juicy oranges, bunches of grapes, green coconuts, ruby red pomegranates, yellow mangoes, **prickly** pineapples and big round pumpkins.

prickly - having little sharp points



Tinku asked the farmer, "How are you able to grow so many fruits and vegetables?"



The farmer replied, "I have many friends to help me in my work.



They are the ants and the earth worms, bees and moths, beetles and butterflies, grasshoppers and birds, bats and rats too."



"How do these creatures help you?" asked Tinku.



"You see, the earth worms and ants loosen up the soil.

The frogs, bats, birds, rats eat the harmful insects that kill plants.



The bees gather golden honey.

The butterflies help plants produce more seeds





The beetles eat up the fallen leaves and turn into manure.

The wind, animals and birds **scatter** the seeds.

Tinku **realised** how these creatures help us one way or other to make our world a beautiful place.

The farmer gave Tinku a basket of fresh fruits and vegetables.

Tinku thanked the farmer and returned home.



scatter- to spread

realised- came to know

### Let us read :

Fresh from a farm

tractor

Yellow mangoes

fresh fruit

Ruby red

Scatter seeds

Golden honey

plants produce

### Let us say :

To/ma/to

- Tomato

Co/co/nut

- Coconut

Cu/cum/ber

- Cucumber

Pro/duce

- Produce

### Let us listen and clap :

**Teacher may ask the children to clap when they hear the 'R' sound**

From

Tractor

Harm

Farm

Tender

Prickly

Produce

Arm

Fresh

### Let us read:

Half a **cup** of **coffee** in a proper copper **coffee** pot.

### Let us fill in action words with's' and without's' :

A bee ____ honey (gather/gathers).	Bees ____ (gather/gathers)honey.
A frog_____(eat/eats)insects.	Frogs_____(eat/eats)insects.
An ant ____collect/collects)grains.	Ants ____ (collect/collects)grains.
A moth_____(come/comes)out at night.	Moths ____ (come/comes) out at night.
A bird ____ (scatters/scatter)seeds.	Birds ____ (scatters/scatter)seeds.
A harmful insect_____(kill/kills) plants.	Harmful insects_____(kill/kills) plants.
A bat ____ (fly / flies)at night.	Bats_____(flies / fly)at night.

### Let us think and choose:

#### Fill in with describing words :

- Tinku wanted a \_\_\_\_\_ drink ( hot, cool) drink.
- It was a \_\_\_\_\_ day (summer, rainy)
- The earth worms loosen the \_\_\_\_\_ soil (tight, dry)

### Let us unscramble :

Unscramble your favourite flavours.

#### Summer Sips

a n o g m \_\_\_\_\_

m e n o l \_\_\_\_\_

s t a r b e r w r y \_\_\_\_\_

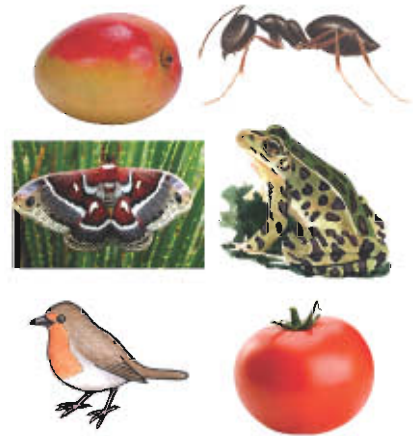
y c e r h r \_\_\_\_\_

a p l e i p n p l e \_\_\_\_\_

a n b a n a \_\_\_\_\_

## Let us write more than one :

- a) ant -
- b) moth -
- c) mango -
- d) frog -
- e) bird -
- f) tomato -



## Let us understand :

### Say Yes or No

- a) Did Tinku drink mango juice?
- b) Was the farm far away?
- c) Did they go by a car?
- d) Do bats come out at night?
- e) Did the fruits look fresh?



## Let us understand and write :

1. Why did Tinku want a drink?
2. Name few things Tinku saw on the farm.
3. Who helps the farmer loosen the soil?
4. What do bees do?
5. Who scatters the seeds?
6. What did the farmer give Tinku?



Let us write :

### A Tree

It grows from a \_\_\_\_\_

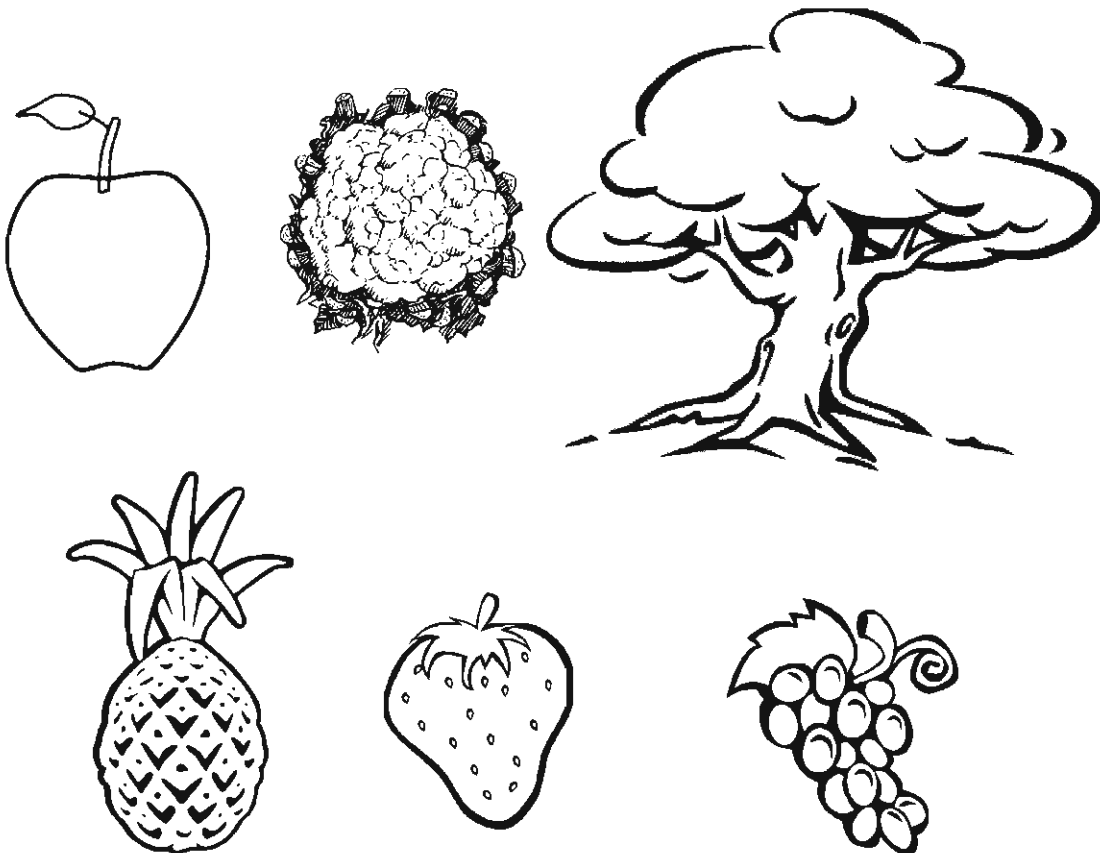
Some trees have \_\_\_\_\_ others do not have

Trees give us \_\_\_\_\_ and \_\_\_\_\_

Many \_\_\_\_\_ and \_\_\_\_\_ live on it.



Let us draw and colour the things found in a garden :





## Unit 7 - Poem

### TICK - TOCK



My clock goes tick – tock, tick- tock,  
He makes me rock rock rock,  
And never seems to stop a bit,  
'Six' it says. Get up and sit !

You have to get busy,  
Quick! Don't be lazy.  
At eight pray I smart,  
Then I break my fast.



Then reading, writing and arithmetic  
I learn to the tune of a tick, tock, tick  
Lunch at twelve we all take  
Then pretty things we shall make.

Back home I go at four  
Laughing playing all the more.  
Reaching my bed at ten o' clock  
All to the tune of tick tock tick tock



### Let us listen and sing :

The sounds the clock makes

### Let us read :

**ick**

tick

quick

**op**

top

stop

**ay**

day

play

### Let us say and write the rhyming words :

tock - rock

bit - \_\_\_\_\_

busy - \_\_\_\_\_

### Let us read for fun :

Twenty froggies went to school  
Down beside a slushy pool  
Twenty little coats of green  
Twenty vests all white and clean.

"We must be in time" said they  
First we study then we play  
That's how we keep the rule  
When we froggies go to school.



### Let us speak :

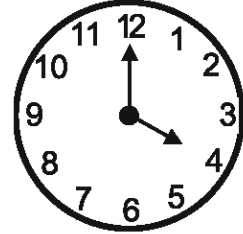
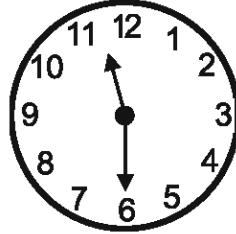
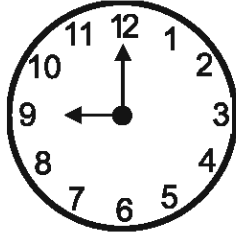
croak    cloak,

school    pool,

green    clean.

## Let us show time and write :

Help Mickey show the correct time. Write the time below to the nearest hour.



Time six ten.

Nearest hour : \_\_\_\_\_

## Let us sing :

### Good Manners

There are four little magic words  
That can open any door.  
One little word is '**please**'  
And the other little word is '**Excuse me**'.

So when you want the butter  
Say '**please** pass the butter'  
Good manners are never out of time

So when you get the butter  
Say '**Thanks**' for the butter  
And say it with a big wide open smile

So when you want to pass something  
Please say '**Excuse me**'.  
Good manners are never out of time

And when you push down some one  
Say 'oh! I'm **sorry**'  
And say it with a big wide open smile

**Let us speak :**

1. How do you spend time on a Sunday?
2. When do you get up on a Saturday morning?
3. What do you do at ten o' clock?
4. When do you have your lunch?
5. When do you go to play?
6. What do you do at 7o' clock in the evening?

**Let us recall :**

**We learn many things at school. Name any two.**

*Write these sentences using 'please, thank you or sorry'.*

1. Pass me a book \_\_\_\_\_
2. Give me a pencil \_\_\_\_\_
3. Sing a song \_\_\_\_\_
4. Come with me \_\_\_\_\_
5. Go home \_\_\_\_\_

1. \_\_\_\_\_ For the book
2. \_\_\_\_\_ For giving me a pencil
3. \_\_\_\_\_ For singing a song
4. \_\_\_\_\_ For coming with me
5. \_\_\_\_\_ For coming late.