Mridang

Textbook of English for Class 2

Part - II



0223

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विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Karnataka Textbook Society (R.)
6th Cross, Malleshwaram,
Bengaluru - 560 003.

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

CONSTITUTION OF INDIA

Part III (Articles 12 – 35)
(Subject to certain conditions, some exceptions
and reasonable restrictions)
guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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Contents



4. Life Around Us

A Show of Clouds	01
My Name	08
The Crow	15
The Smart Monkey	23

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5. Harmony

Little Drops of Water	31
We are all Indians	38



Unit 4

Life Around Us

0223CH08



Chapter 1

A Show of Clouds



Let us recite

As I lie on my back,
Looking up at the sky.
I see a big white bear,
Looking down at me.

As I lie on my back,
Looking up at the sky.
I see a ship sailing,
On a white sea.

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As I lie on my back,
Looking up at the sky.
I see an elephant,
Waving it's trunk at me.

As I lie on my back,
Looking up at the sky.
Oh! It's fun, it's fun to me,
To see whatever I want to see.

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Sight words
as | up | at | my | sky | back |

New words
lie | fluffy | bear | sea | sailing | lambs | waving |



Let us speak

A. Say aloud

1. Sit outside your home, or in an open space and watch the clouds go by. Next day, tell the class what you saw.
2. What are the colours of clouds? Tick the colours that clouds can be.

 white ☐

 grey ☐

 red ☐

 green ☐

 black ☐

 blue ☐

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Note to the teacher
- Let the children speak. Encourage them to speak in English.
- Accept answers even if they respond in only one word or a phrase.
- Ask children to explain. For instance, if children say 'The cloud is red', they may be thinking of clouds at sunset.

B. Answer the questions asked by the teacher.

Teacher: When you look up in the sky, what do you see?
Child 1: When I look up, I see _ _ _
Teacher: When you look down at the ground, what do you see?
Child 2: When I look down, I see _ _ _
Teacher: When you close your eyes, what do you see?
Child 3: When I close my eyes, I see _ _ _



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Note to the teacher

- All answers are acceptable, real or imaginary.
- Provide regular practice of the above sentence structures.
- Help children answer in full sentences.





Let us write

A. Answer the following questions.

1. In the poem, what animals did the child see as he looked up at the clouds?

   The child could see _____

2. What do you see in the sky during the day?

   Write any three things you see.

   _____

   _____

   _____

3. What do you see in the sky at night?

   _____

   _____

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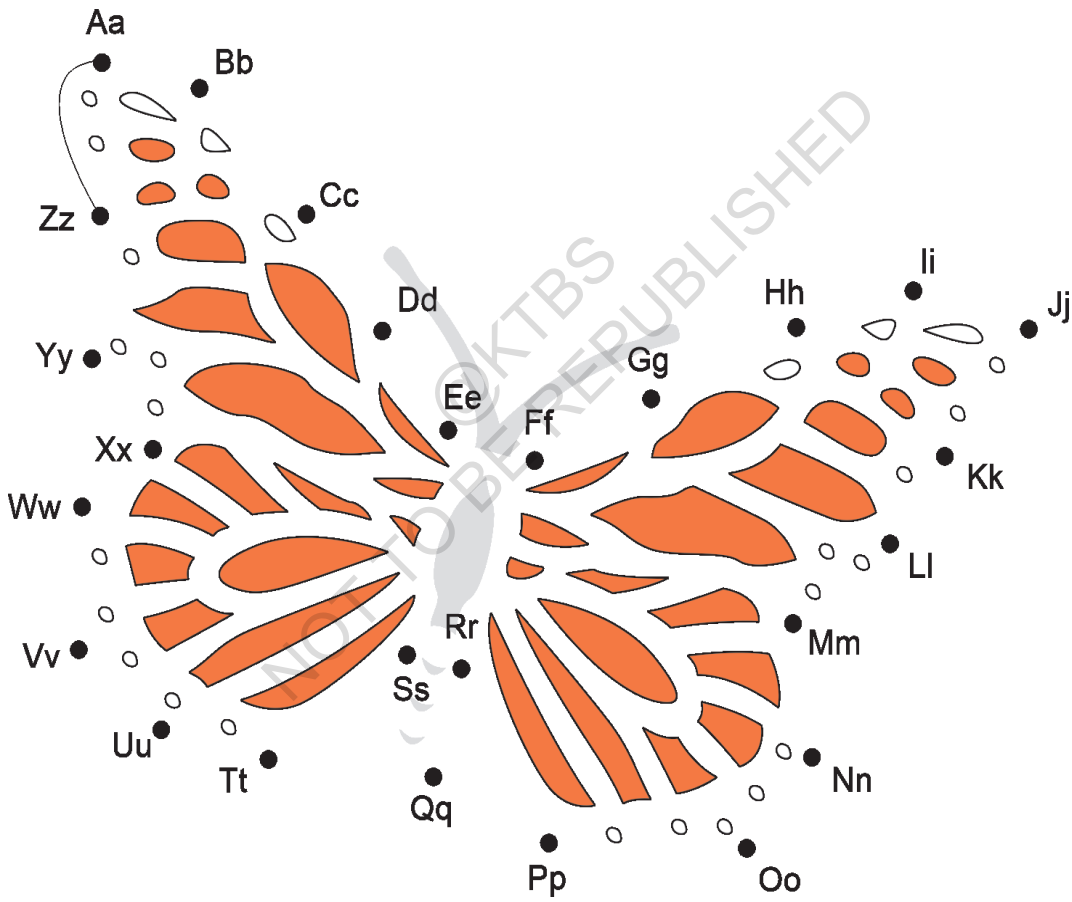




Let us draw

Picture time

A. Join the dots in alphabetical order and colour the picture.



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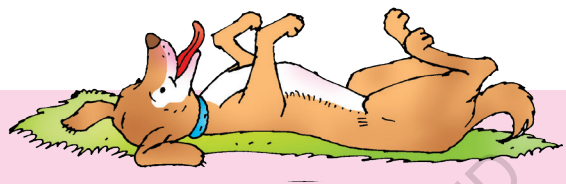


Let us listen

A. Repeat after the teacher.

The poem has the word 'back'.

Listen to your teacher and say the following words, with your teacher.



back			
pack	lack	jack	rack
pick	tick	flick	thick
pluck	duck	muck	truck

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What sound is common in these words?



Note to the teacher

- Let the children repeat the above words, one by one, noticing the 'ck' sound.
- The children need not know the meaning of these words.

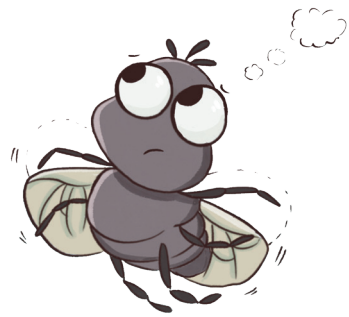
Chapter 2

0223CH09

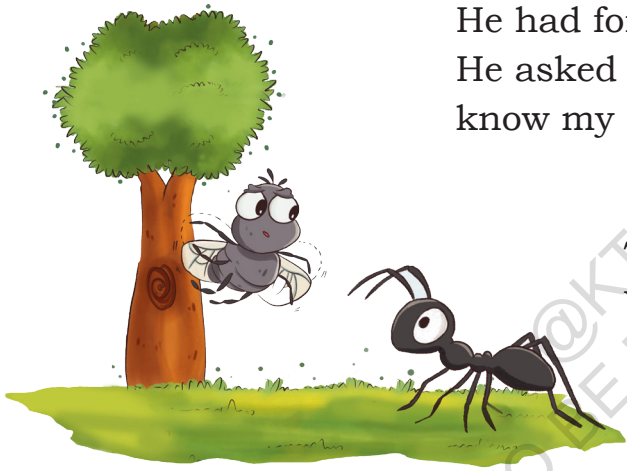
Let us read

My name

Once there was a little fly. One day, he could not remember his name! He tried and tried to remember it, but it was no of use.



He had forgotten his name. He asked an ant, “Ant, do you know my name?”



The ant said, “I don’t know
You may ask the tree I climb.”

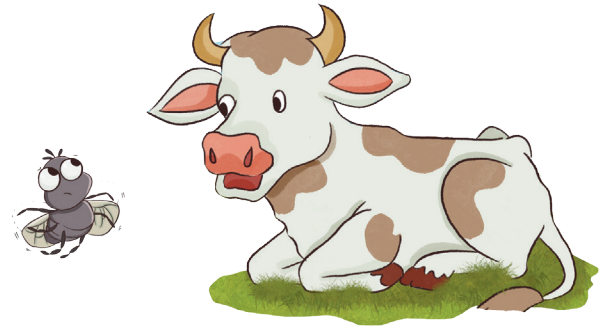
The fly said, “Dear tree, do you know my name?”
The tree said, “I don’t know. You may ask the cow sleeping in my shade.”



Sight words
his | do you | it | my | one | when | about |

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The fly went near the cow and asked, “Dear cow, do you know my name?”
The cow said, “I don’t know. You may ask the grass I eat.”





The fly went to the grass and asked, “Dear grass, do you know my name?”
The grass said, “I don’t know. You may ask the leaves fallen on me.”

The fly asked a leaf fallen on the grass, “Dear leaf, do you know my name?”
The leaf was about to answer, when the wind blew.
The leaf began to fly.
Seeing this, the fly remembered his name!
“My name is Fly! My name is Fly!” he said happily.



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New words
little | ant | shade | dear | grass | wind | remembered

Sight words

his | do you | it | my | one | when | about |

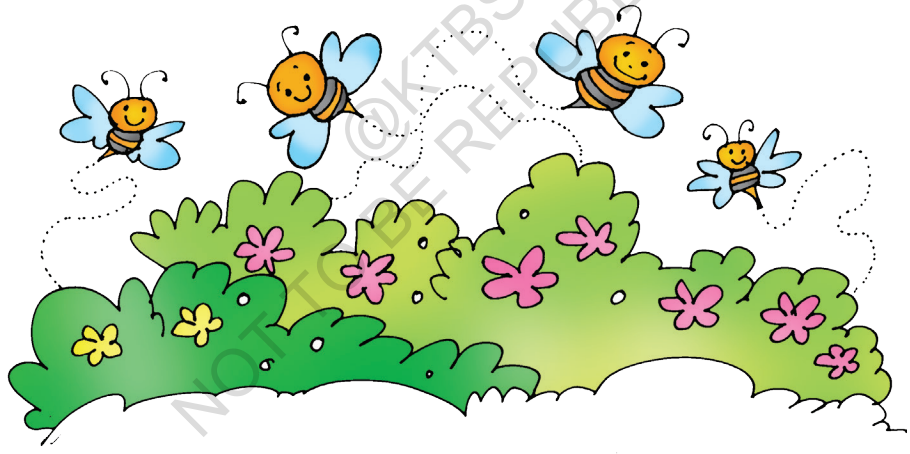
New words

little | ant | shade | dear | grass | wind | remembered |



Let us speak

1. How did the fly find his name?
2. If you forget your name, whom would you ask?



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Note to the teacher

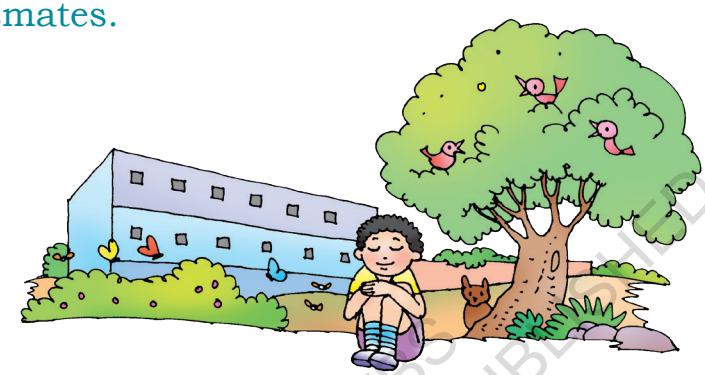
- Ensure that each child answers the questions.
- Help children find the meanings of their names, as it is related to their identity.





Let us listen

A. Your teacher will take you to the school garden/ground/classroom. Sit down under a tree. Close your eyes. Sit quietly and listen. What do you hear? Can you recognise the sounds? Discuss with your teacher and your classmates.



B. Can you make the following sounds?

- caw like a crow
- chirp like a sparrow
- roar like a lion
- meow like a cat
- buzz like a bee
- quack like a duck



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Note to the teacher

- For Activity A, ensure that the children sit on clean surface, quietly. Let them listen to sounds they hear; it can be of animals, birds, leaves, insects, breeze vehicles or by people.
- For Activity B, say each phrase given above with action, for children to respond.





Let us write

A. Answer the following questions.

1. Who forgot his name?

   The _____ forgot his name.

2. What is your name?

   _____

3. When the fly forgot his name, who all did the fly ask?

   _____

B. Complete the following sentences with suitable words from the help box.

Help box

leaf	tree	grass	cow	fly

1. The ant said, "I don't know. You may ask the _____ I climb."
2. The tree said, "I don't know. You may ask the _____ sleeping in my shade."
3. The cow said, "I don't know. You may ask the _____ I eat."
4. The grass said, "I don't know. You may ask the _____ fallen on me."
5. Seeing the leaf _____, the fly remembered his name.

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Let us do

A. This is a story. Can you see the picture of a leaf in the story? Say the words 'give me' when you see the to complete the story.

1. A cat said to a cow "Please _____ some milk."
2. "What will you _____?" asked the cow. "Will you _____ grass?"
3. "I have no grass," said the cat.
4. "Will you _____ water?" asked the cow.
5. "I have no water," said the cat. "But I will say 'Thank you' if you _____ milk!"
6. "Good," said the cow. "Then I will give you milk."

Now write the words 'give me' next to the leaf.

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Project Work

A. What is the meaning of your name? Can you find out? Tell it to the class.





Let us speak

A. Look at the pictures. Read the words below each picture

bl



blue



black



blanket

pl



plum



plate



plant

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B. Write sentences using the words given above. One has been done for you.

1. Rohit has a blue blanket.
2. _____
3. _____

Note to the teacher

- Ensure that children say the blends correctly.
- Provide regular excercise of the above blends.



Chapter 3

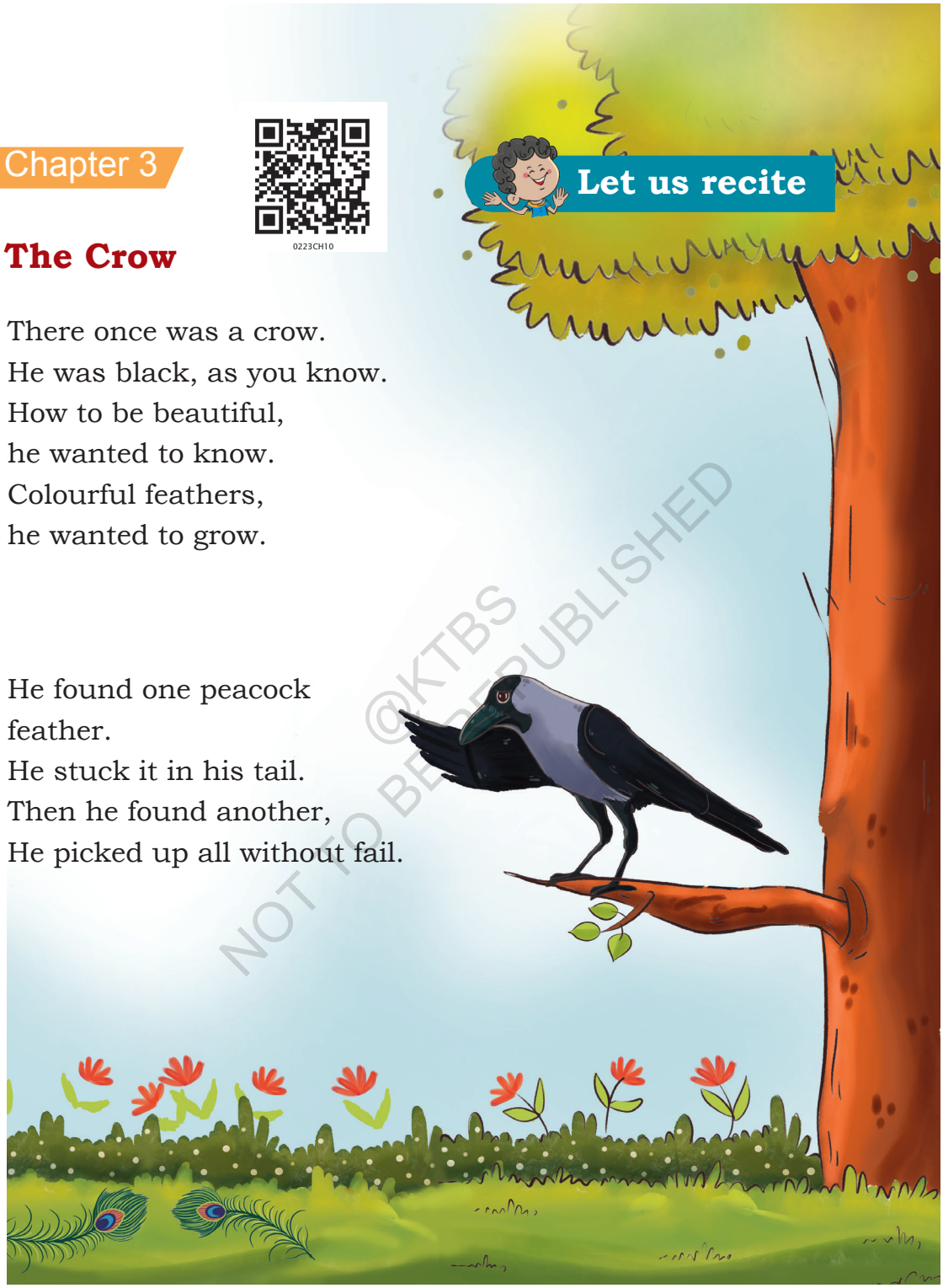
0223CH10

Let us recite

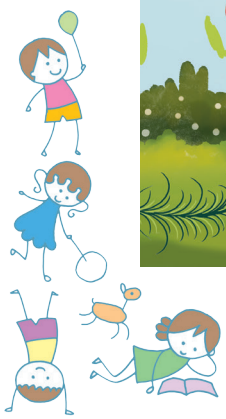
The Crow

There once was a crow.
He was black, as you know.
How to be beautiful,
he wanted to know.
Colourful feathers,
he wanted to grow.

He found one peacock
feather.
He stuck it in his tail.
Then he found another,
He picked up all without fail.

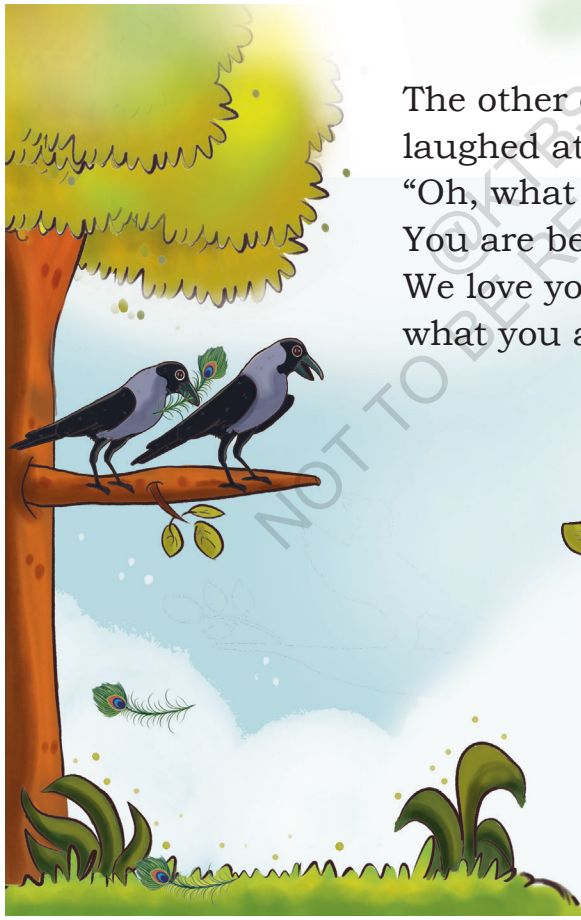


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He stuck them
in his wings,
Put one on his head.
I am now beautiful,
He danced and said.





The other crows
laughed at him.
“Oh, what a fool you are!
You are beautiful in black.
We love you for
what you are.”



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Sight words

Once | as | how | to | one | be | now | at | all | it |



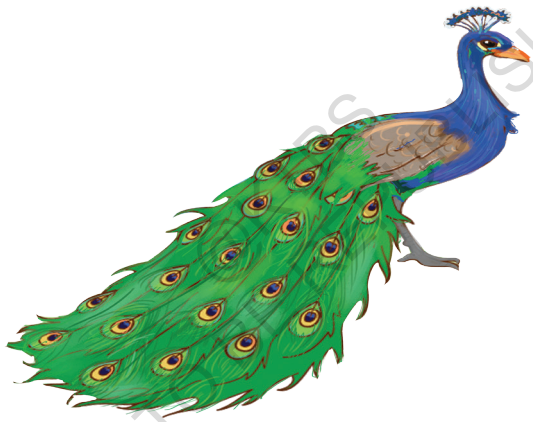
New words
colourful | feather | wings | picked | fool | love | beautiful | peacock | another



Let us speak

A. Which birds do you see around your house or near your school?

B. What do you like about the crow?



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Note to the teacher

- Use the poem to sensitise children that there are many skin tones in India. It is not the fair or dark complexion that matters, real beauty lies in good qualities.
- Help children talk about the qualities of a crow. Also discuss the uniqueness of different animals and birds.
- Ask children to speak about one good quality of their friend.





Let us write

A. Can you identify the birds in the box? Write their names in the space provided.









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Note to the teacher

- Help the children identify the words. Provide necessary help with English words.





Let us draw

A. Draw your favourite bird in the box given below and write its name in the given blank.

My favourite bird is _____

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Note to the teacher

• Encourage children to draw grass, trees, etc., in the background.



Let us listen

A. Close your eyes and listen to your teacher say the following words.

Listen and repeat the word as she says. You may clap for each syllable of the word.



pea	cock		peacock
fea	ther		feather
beau	ti	ful	beautiful
co	lour	ful	colourful
a	no	ther	another

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Note to the teacher

- Help children understand how to break any word into smaller parts (syllables) to pronounce it easily. Let them clap for each syllable. You may practice this regularly, each time with a new set of words.





Let us write

Read the words in Column A. Complete the word in Column B that rhymes with it.

Hint: The words in Column B should be the names of birds. One has been done for you.

Column A	Column B
grow	crow
carrot	_ arrot
pen	_ en
arrow	_ _ arrow
block	_ _ _ _ ock

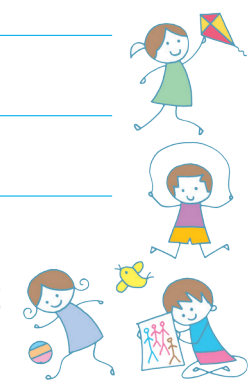
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A. Make the sentences using one word from each box.
Write the sentences in the blanks given below.

Today	I	will go	to a	village
	we			school
	Rajni			park
	She			farm
	Harish			theatre

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Chapter 4

0223CH11

Let us read

The Smart Monkey

One day Anju and Farida went to the market. Anju bought a bag and Farida bought a water bottle. Later, they went to a shop and bought a packet of groundnuts and a bottle of juice.



They felt tired. They sat on a bench under a tree to rest. There was a monkey on the branch of the tree above them.



Farida and Anju did not see the monkey. They took out their food from the bag and began to eat. The monkey had a banana. He peeled the banana and ate it. Farida and Anju took out the groundnuts and started eating. They threw the packet down. Then they drank the juice and threw down the bottle.

Just then, the monkey climbed down the tree with the banana peel. There was a dustbin nearby. The monkey threw the banana peel into the dustbin.

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Farida and Anju saw this and felt ashamed. They picked up the packet and the empty bottle and threw them into the dustbin.

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Sight words

then | down | on | and | with | in | them | under | nearby |

New words

shopping | groundnuts | branch | peel | dustbin | threw | empty |

Note to the teacher

• Let children know that groundnuts are also known as peanuts.





Let us speak

1. Have you seen people throwing packets or bottles in the park or on the road? Talk about it.
2. After having biscuits, what do you do with the wrapper?
3. Imagine you are sitting under a tree. What do you see on the tree?
4. Is there a dustbin in your school?
   Do you know where it is?



Let us draw

A. Draw any three things that you use to clean your house.

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Let us listen

A. Close your eyes and listen to your teacher say the following words.

mar	ket	→	market
mon	key	→	monkey
pack	et	→	packet
dust	bin	→	dustbin
class	room	→	classroom
An	ju	→	Anju
ba	na	na	→ banana
Fa	ri	da	→ Farida

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Say your name, clapping for each syllable of the name. How many times did you clap?





Let us write

A. Read the following sentences. Put a ✓ for correct sentences and a ✗ for incorrect sentences.

1. Anju and Farida went to their school. ☐
2. Anju bought a bag and Farida bought a water bottle. ☐
3. There was a bird on the branch of the tree. ☐
4. The monkey had a banana. ☐
5. The monkey threw the banana peel in the dustbin. ☐

B. Complete the following sentences.

1. Farida and Anju sat on _____ under the tree to rest.
2. There was a monkey sitting _____ of the tree.
3. The two girls had a _____ and a bottle of juice.
4. The monkey threw the _____ into _____.

C. Write some of the things you do to keep your home and classroom clean.

_____

_____

_____

_____



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Let us do

Project Work

A. Have you ever gone to a nearby shop with your family members? Share your experiences in the class.You may also draw or paste pictures of some of the things you liked in the shop, in the box given below.

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Note to the teacher

- Encourage children to share their experiences in English. They may use few words in their mother tongue and later move to speaking completely in English.
- Encourage children to share what they like and what they do not like during shopping.





Let us speak

Look at the pictures.
Read the words below each picture

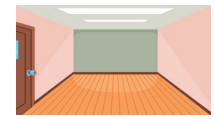
fl



flag



flower



floor

cl



cloud



clap



clock

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Write sentences using the above words.
One has been done for you.

There is a clock in the classroom.

Note to the teacher

- Ensure that children say the blends correctly.
- Provide regular excercise of the above blends.



Unit 5

Harmony

Chapter 1

Little Drops of Water

Let us sing

0223CH12

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.

Little words of love,
Little acts of kindness,
Little deeds of warmth
Spread smiles and happiness.

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New words
naughty | pleasant | kindness | peaceful | ocean |



Let us speak

A. Say all the words that come to your mind when you think of the word 'water'.

B. We all use water for many things. Discuss about it in the class.

Look at the pictures and describe what you see.





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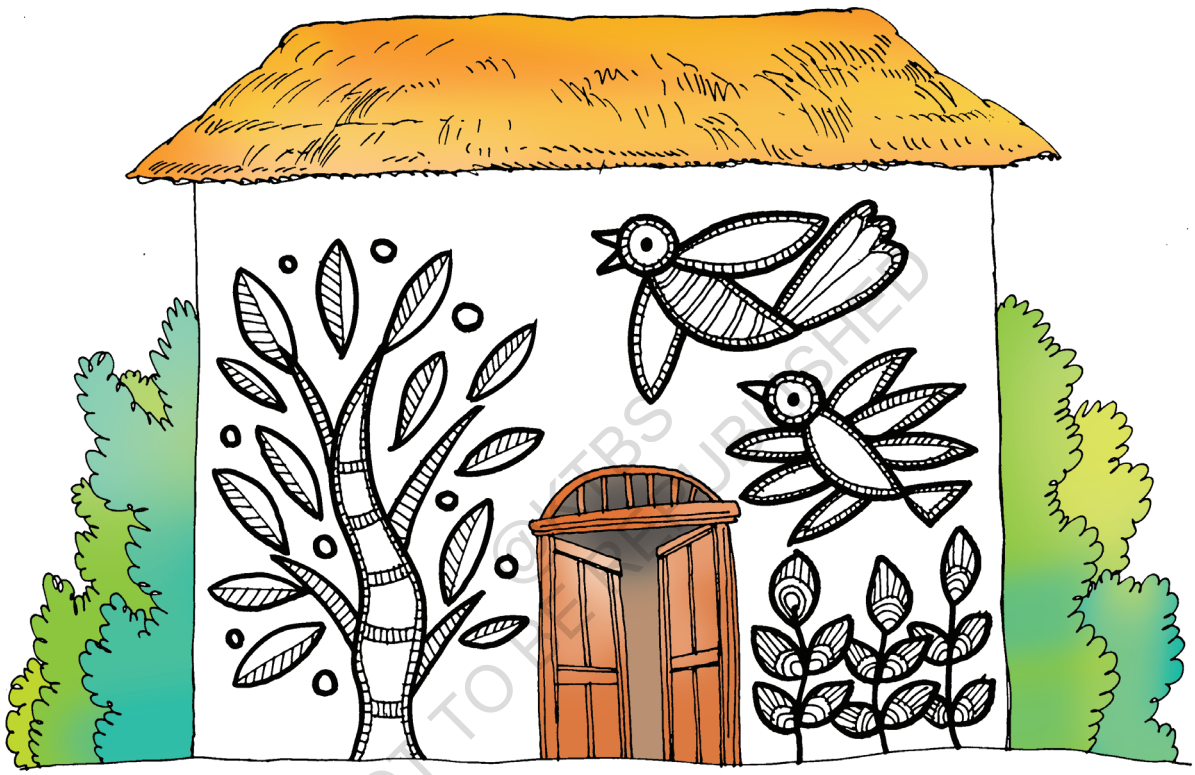
Note to the teacher

- Help children notice the difference between day and night. You may ask questions such as 'Can you see colours at night?'



Let us listen

A. Listen to the directions and fill the colours.



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Note to the teacher

- Give instructions to the children in simple English. Repeat the instructions for clarity.
- Pause for some time, before giving the next instruction.
  - Colour the birds.
  - Colour the leaves.
  - Colour the plant.
- Let them use any colour.



Let us draw

A. Draw one thing you feel would help us make our earth a beautiful place.

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Let us write

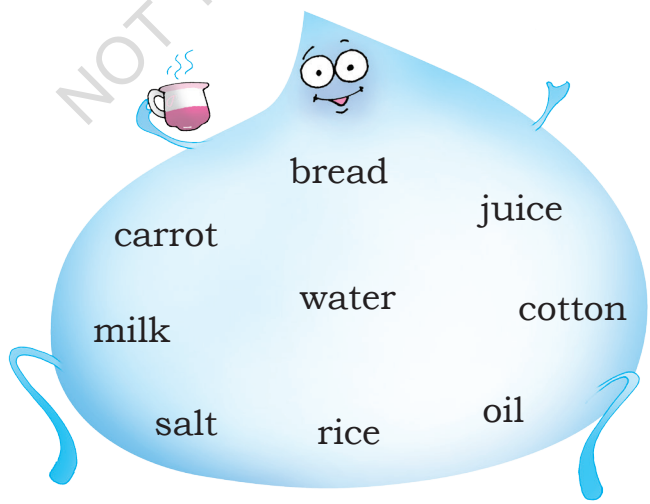
A. Answer the following questions.

1. Match the words in Column A with words in Column B and complete the phrases from the poem.

Column A	Column B
grains of	kindess
drops of	sand
deeds of	love
words of	water

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2. In the poem we talked about 'drops of water'. We use the word 'drops' with liquid. Circle the words for which you can use 'drops of'.



C. Fill in the blanks, choosing words from the box.

1. A _____ of milk
2. A _____ of bread
3. A _____ of toothpaste
4. A _____ of pencils
5. A _____ of clothes

bag
tube
cup
box
slice

D. Rearrange the words to form proper sentences in the given space. Remember to begin the sentence with a capital letter and end it with a full stop. One has been done for you.

1. Raghav book took his

   Raghav took his book.

2. went Ramona school to

3. they wearing are black both shoes

4. very these beautiful are butterflies

5. Moti go for a walk to likes

6. monkey the took the naughty away banana

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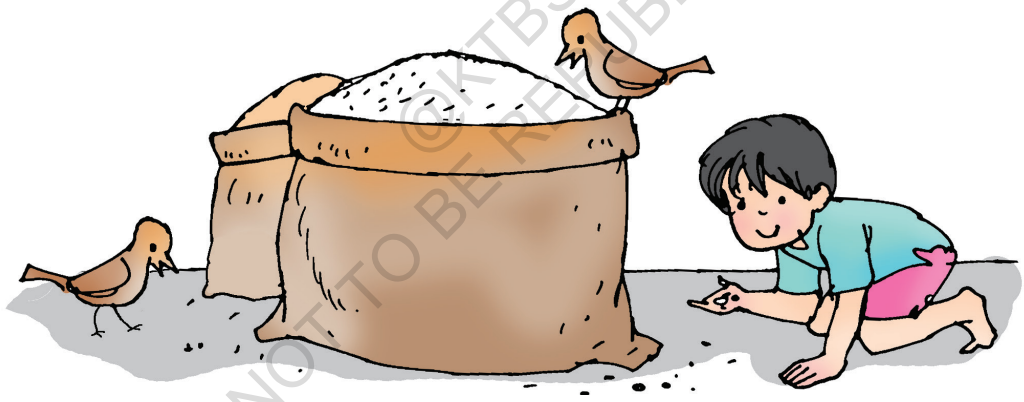
Let us do

Project work

A. Ask people at home to allow you to touch and feel the following things in the kitchen

banana	salt	oil	
flour	sugar	rice	wheat

Choose any one that seems 'grainy'.
Bring it to the class next day.



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Note to the teacher

- Parents/guardians of the children need to be involved in the above activity. Explain to them that the children have to touch and notice the grainy texture of things.

Chapter 2

0223CH13

Let us read

We are all Indians



My name is Meenakshi.
I come from Tamil Nadu.
I speak Tamil.
My favourite festival is Pongal.
What is your name?



I am Ramu.
I come from Gujarat.
I speak Gujarati.
I like to dance the Garba.
I am seven years old.
How old are you?

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My name is Gulabo.
I come from Rajasthan.
I like wearing colourful clothes.
I enjoy seeing puppet shows.
I travel by camel.
How do you travel?



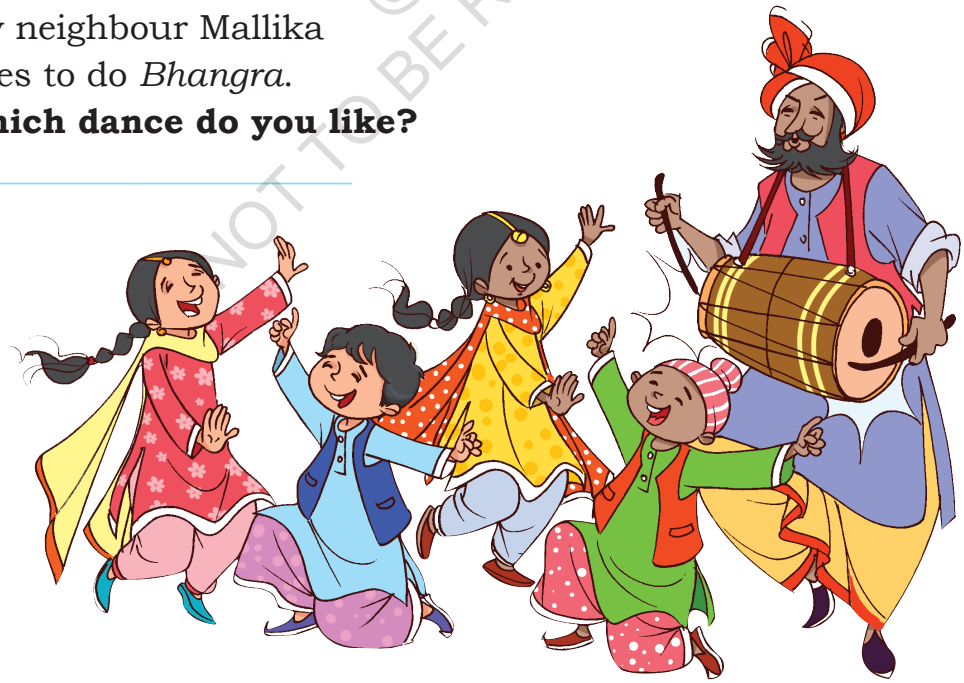
I am Badal.
I come from Bengal.
I speak Bengali.
I like painting and music.
I study at Santiniketan.
Where do you study?

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I am Vibha.
I come from Maharashtra.
I speak Marathi.
Once I visited Ellora and
Ajanta caves.
Have you travelled anywhere?

I am Surinder.
I come from Punjab.
I speak Punjabi.
My neighbour Mallika
likes to do *Bhangra*.
Which dance do you like?



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I am Neerja. I come from Uttar Pradesh. I have seen the Taj Mahal.
Have you seen any monument?



My name is Nonglik .
I come from Manipur.
I speak Manipuri.
What language do you speak?

My name is Kamala.
I come from Karnataka.
I speak Kannada.
I play the Mridang.
Do you play any musical instrument?



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Bharti is my name.
I come from Andhra Pradesh.
I speak Telugu.
During my summer holidays
I go to Kashmir
and stay with my friends
Salma and Suresh.



Where do you go for your holidays?

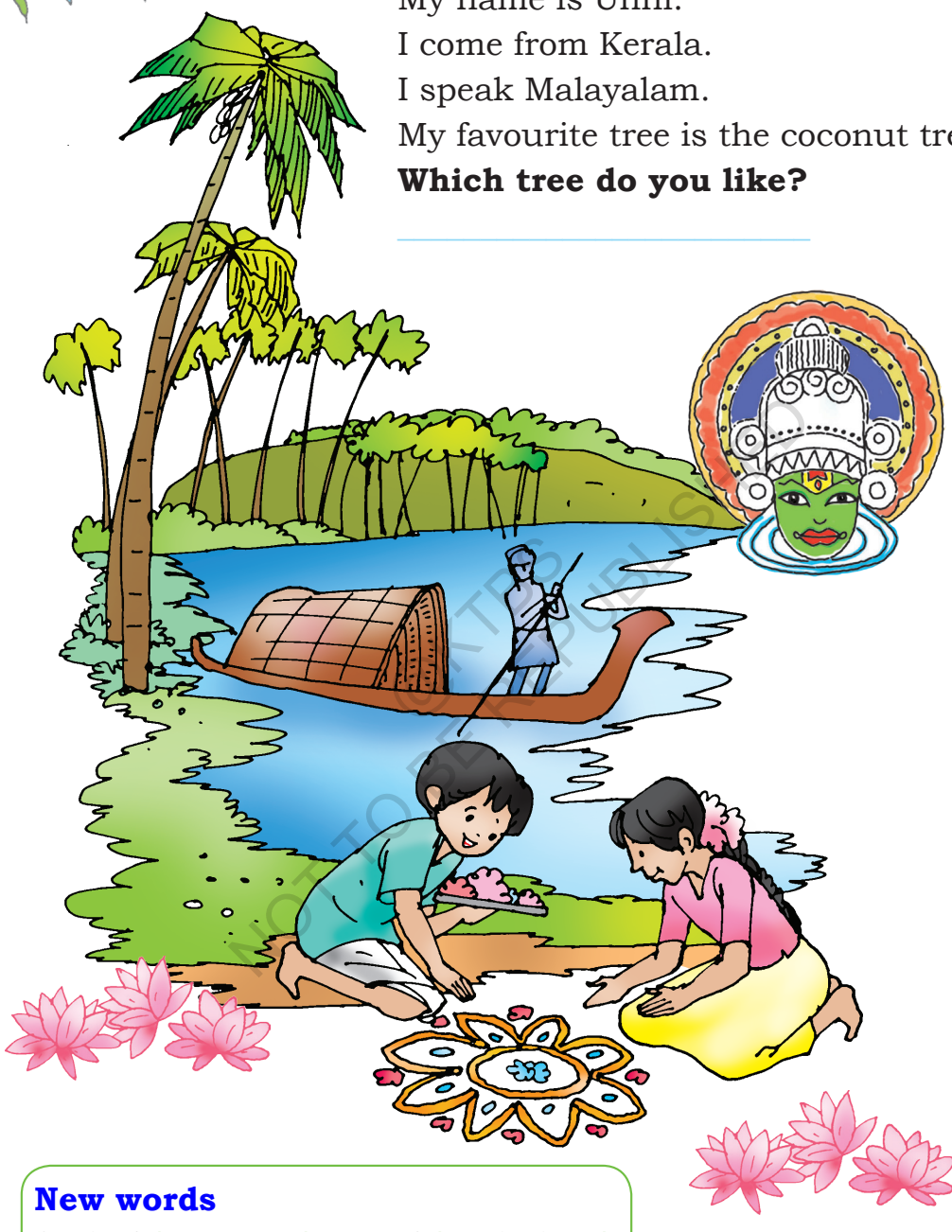


We are two sisters.
We belong to Odisha.
We speak Oriya.
We decorate our walls and floors.

Do you have a sister or a brother?

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My name is Unni.
I come from Kerala.
I speak Malayalam.
My favourite tree is the coconut tree.
Which tree do you like?



New words

festival | puppet | travel | painting | neighbour | fingerprints |



Note to the teacher

- Pause after each paragraph to allow learners to fill in the blanks. Help learners notice that answers are different, yet all are correct.



Let us speak

A. What do you say when:

1. You want to enter the classroom.
2. You want to visit the washroom.
3. You want to borrow a book from your friend.
4. You hurt someone by mistake.
5. You need a pencil and your friend gives you a pencil.

B. Choose a partner. Ask one another the following questions and reply accordingly.

6. What language do you speak?
7. Can you speak more than one language?
8. Which is your favourite dish?
9. Which is your favourite tree?



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Note to the teacher

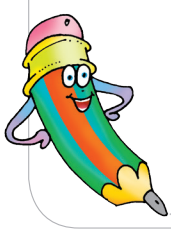
- You may give extra prompts for the questions wherever required or intervene with a positive note. If at times children answer in their mother tongue accept it, but help them out to give response in English.
- Let children come to know that they can speak more than one language (even if it is only a few words or sentences).



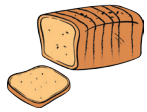
Let us draw

A. Draw one thing that you like most in your home.

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Let us speak


bread


bridge


brown


frock


frame


frog

Let us listen

Frame sentences using the above set of words given on the previous page. One has been done for you.

It was a bright sunny day. My brother went to buy bread. He crossed the bridge to reach the shop.

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Note to the teacher

- The school may invite a local folk musician to sing or play a musical instrument for the children. Children may learn a simple song. They may also interact with the musician and touch musical instrument.



Let us write

A. Discuss with your teacher and answer the following questions.

1. What do we call the people who live in India?

2. Name the festival of colours.

3. Which festival do you like the most? Why?

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B. Rearrange the jumbled letters. The answers will be the names of languages.

1. INHDI _____
2. GNIELHS _____
3. RUUD _____
4. ELUTGU _____

C. Join the given sentences using 'but'.

For example:

Sentence 1: I like to eat mangoes.
Sentence 2: I don't like to eat apples.

I like to eat mangoes but I don't like to eat apples.

Now write answers for the given sentences in the same way.

Sentence 1: I like milk.
Sentence 2: I don't like tea.

Sentence 1: My grandfather is old.
Sentence 2: He is strong.

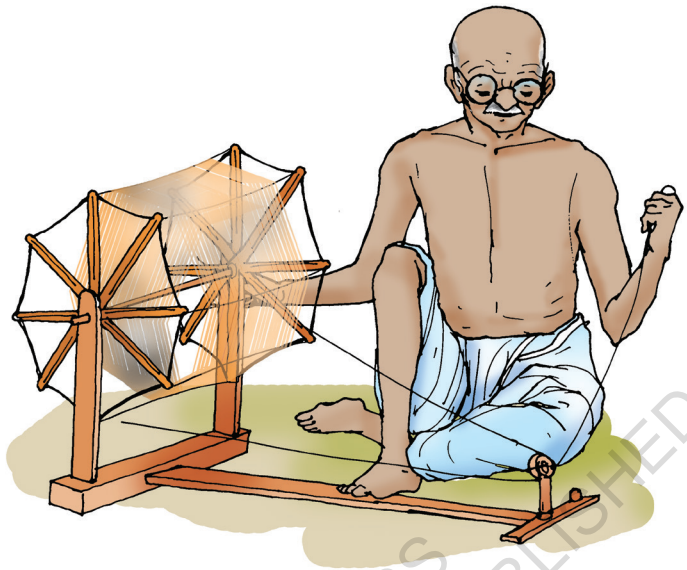
Sentence 1: I wanted to go out.
Sentence 2: I was too tired.

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Note to the teacher

- Provide regular and frequent practice of the above sentence structure.

Something New



Scene: A classroom setting. Students of Class 2 enter the classroom. There is an unfamiliar object on the teacher's table. Everyone is curious.

Anshika: Hey! Look at this! (pointing at the object)

Zoya: Does it belong to our teacher?

Rohan: But what is it?

Tejas: It looks like a bicycle to me but it has only one wheel.



Bhavya: And it has no handle.

Pamyo: There are no pedals as well.

Simran: And it is made of wood.

Bhavya: Why is there a thread on it?

Zoya: I do not know. Maybe we should ask the teacher.

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They go round the table.
They start looking at the object from all sides.
Teacher enters.

Everyone: Namaste, Teacher.

Pamyo: (pointing to the object) Ma'am, what is this?

Teacher (smilingly): Do you know about Mahatma Gandhi? Do you know who he was?

Zoya: Ma'am, Mahatma Gandhi is the Father of the nation.

Teacher: Right! Gandhiji led the Indian Freedom movement.

Anshika: Gandhiji also gave the message of non-violence and peaceful existence.

Simran (pointing to the object on the table): But what about that?

Teacher (pointing to the object on the table): This object was very dear to Mahatma Gandhi. It is called the '*Charkha*' or 'Spinning wheel'.

Rohan: What is it used for, ma'am?

Teacher: Mahatma Gandhi used it to spin thread. (The teacher takes out handkerchief and shows it to the children) This is made of the thread that is spun on *charkha.* Mahatma Gandhi wanted to promote local handicrafts and used the *charkha* as a symbol for self-reliance and independence.

Today, a guest will join us.
He will show you how to spin the *charkha.*
All children clap with joy.



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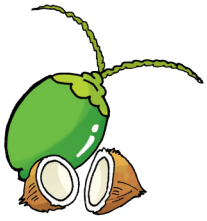
Match the fruits to the tree they grow on.



banana

coconut tree





coconut

Apple tree

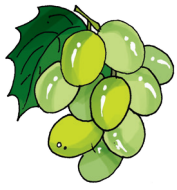




apple

banana tree





grapes

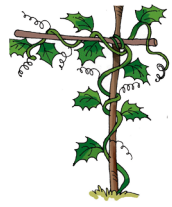
mango tree





mango

grapevine



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Note to the teacher

- Talk about *Vanmahotsav* and any local festival that focuses on conservation of trees.

***Phool Dei* Festival**



This is a festival of flowers.

This festival marks the beginning of Spring.

Children collect different kinds of flowers. They go to the houses near their home.

They offer flowers to the elders.

Sometimes they keep the flowers on the doorstep.

The elders give them rice and jaggery.

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Sharad Poornima



Sharad Poornima is celebrated on a full moon night.

It is celebrated in the month of Ashvin (September-October).

The weather is generally pleasant.

Sharad Poornima marks the ending of the monsoon season.

Aadi Perukku

Aadi Perukku is a Tamil monsoon festival.

It is celebrated in the *Aadi* month (July-August)

People worship the river Cauvery.

Farmers pray for a good harvest.



Pang Lhabsol

Pang Lhabsol is a festival of Sikkim.

This festival is celebrated in the month of August or September.

Mt Kanchenjunga is worshipped on this day.

Mt Kanchenjunga is considered as a protector by the worshippers.

People dance and celebrate Unity.

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The sun is the source of energy on the earth. Do you know any festival that respects the sun?



Note to the teacher

- Let children know of any festival that shows respect to the sun.
- At the eve of any local festival, explain to children the significance of the festival.

Project work

A. Ask your parents or grandparents or your relatives about a folk song or local song that they used to sing in their village. Ask them when they used to sing it. Also learn the song in your mother tongue and then sing it in the class. Present it in the following format.



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Format for presentation

1. My name is _____
2. My parents or grandparents belong to _____(name of the village or state)
3. My mother tongue is _____
4. The main idea of my song is _____

   Then sing the song.

Note to the teacher

- Help children with the presentation.
- Help children notice the diversity of languages in the classroom.

Picture Dictionary



A is an Ape
that swings from a tree;

B is a Ball
for Beena and me.





C is for Classroom;

D is for Dog;





E is for an Egg;

F is for Frog.





G is the Garden
where the marigold blooms;



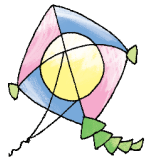
H is for House
with big and small rooms.



I is for an Inkpot;

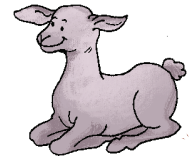
J is for Jam;





K is for Kite;

L is for Lamb;





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M is for Man
who lives in a hut;



N is for Nose,
Nine, Nest and Nut.



O is for an Owl;

P is for Play;



Q is for Questions
we ask every day.



R is for River,



S is for Street;

T for Tomatoes
that we like to eat.





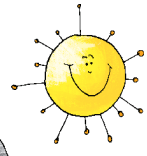
U is for an Umbrella,
Use it when it rains;

V is for Villages
On hills and plains.





W is for Walnut,
Water and Wall;



X is for X-mas tree,
That stands so tall.





Y is for Yellow
Like the sun in May.

Z is the Zebra
That gallops away.

m n o p q r s t u v w x y z

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Let's practise

top bottom down up

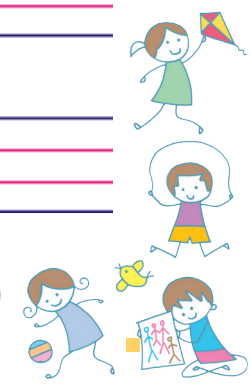
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Let's practise

white black green blue

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Let's practise

pluck duck truck

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