



Cherry Blossom

English Textbook for Class II



Education Department
Government of Sikkim



T3L3B7

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State Council of Educational Research and Training, Sikkim
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Foreword

Since the development of the primary level state term books in the year 2012 and subsequent revisions, a need to revisit our books was felt to align with the developments that have emerged in the ensuing years. For this, a series of intensive exercises were initiated by SCERT which included consultative engagements with practicing teachers and users of the textbooks; strengthening of a core textbook writing team and collaborating with external academic partners. The revised textbooks of Math, Language and Environmental Studies (EVS) are the successful outcome of these initiatives.

A pilot study of the textbooks was also carried out in 40 government schools from four districts in the academic session of 2019. An orientation of all the teachers was conducted prior to its implementation. Learning experiences from the pilot study was used to further improve the new revised textbooks.

The new textbooks are aligned to the following:

- the Learning Outcomes of the National Council of Educational Research and Training (2017)
- the integration of education for sustainable development (ESD) for the implementation of UN's 2030 agenda for sustainable development goals of education for peace and sustainable development
- the integration of environmental studies in language and mathematics in class I and II with the introduction of the subject of EVS from Class III.

The content of the books is embedded in the socio-cultural context and experiences of the children who come to our government schools. Care has been taken to represent the social, cultural and linguistic diversity of Sikkim. The National Curriculum Framework 2005 emphasizes the need for connecting school learning to the real lives of children and providing a fearless environment where every child feels safe to ask questions, explore and experiment without the fear of being wrong or judged. It is hoped that the schools will nurture this while providing opportunities to work collaboratively with each other.

From the perspective of education for sustainable development, the lessons encourage children to care for and respect the natural environment and people. It encourages children to think critically and creatively about what is happening in their local as well as the global community, connect with their community and to take action for improving it.

SCERT thankfully acknowledges the successful effort of the text book development team of writers, academic partners and reviewers. It also thanks the school heads and officials from Education Department, Govt. of Sikkim for their continuous support.

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SCERT expresses its gratitude to the Hon’ble Minister of Education, Govt of Sikkim, Shri Kunga Nima Lepcha, for his continuous support during the development, pilot and final implementation of the text books.

SCERT also acknowledges the valuable guidance and continuous support provided by Shri G. P. Upadhyaya, Additional Chief Secretary, and other officials of Education Department, Govt of Sikkim.

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It also acknowledges the contribution of Echostream Design Pvt. Ltd. for designing the textbooks and providing suitable illustrations.



Note to Teachers and Parents

By the time children enter class I, all of them are able to speak fluently and think in the languages of their homes and neighbourhood. They also scribble on walls; When asked they tell long stories based on their scribbles. How do they achieve this?

Imagine a nine-month-old baby trying to convey something to you. What kind of support does the baby get? When the child starts saying words and makes errors, everyone in the family celebrates those errors, they proudly share those errors of the little child with others, speak to the child continuously and interpret the responses of the child and build on them. Throughout the day a child gets rich exposure to the language. Everyone patiently waits for years, as the child learns to use the language. You will agree that language learning is also accompanied by learning to understand the world around them. Similarly, while teaching English to the children

1. We must provide a language-rich environment – opportunities to listen English in meaningful contexts and to engage with print (story books etc).
2. Use children’s language, contexts and experiences as a resource for learning.
3. Children must get opportunities to discuss their questions, to imagine, to talk and to share their thoughts and feelings along with opportunities to engage with materials around them – be it kitchen material or plants around the school/ homes or textbooks. It is only through the active engagement (playing, talking about, listening, asking questions, predicting, reading, drawing, creating and so on) that children construct their knowledge.
4. Understand that errors are the signs of learning.
5. Wait patiently as the children learn to use English. Allow them to mix words/ sentences from their languages while speaking English.

In alignment with these thoughts, the English language textbooks are developed. The textbook does not have chapters, instead, we have themes as given below:

Class 1	Class 2	Class 3
<ol style="list-style-type: none">1. Playing is Fun2. Who am I3. Water4. Fun and Festival5. Wonder and Magic	<ol style="list-style-type: none">1. My Family and Friends2. My Green World3. Things on my Plate4. Wheels and Wings5. When I look at the Sky	<ol style="list-style-type: none">1. I Wish2. Haat Day3. Things that attract Me4. Mystery and Magic5. Rivers and Mountains

These themes are a part and parcel of a child’s everyday experiences and imagination and at the same time, help in developing a child’s thinking and language abilities. For example, a theme on Haat Day (Class III) while looking at the local markets also delves into the concept of organic products, saving money and keeping our

marketplaces clean. Other themes like Water (Class I), When I look at the Sky (Class II) and Rivers and Mountains (Class III) encourage children to observe the world around them more carefully, think about the changes in nature and enquire about their relationship with their natural world. Some poems in the different vernacular languages of Sikkim, the names, clothes, languages, festivals, occupations of the people of Sikkim are also used as resources in the textbook. This serves multiple purposes:

1. already children have constructed some understanding about their immediate world, that understanding forms a strong base for further learning
2. when children's world is represented in the textbooks and is a part of the teaching-learning process, children feel accepted

This helps in developing positive relationships and participation.

In these textbooks, some of the content relate specifically to the physical environment – to issues around healthy food, water, landslides, waste, caring for animals, birds, recognizing that some are endangered. Other content focuses on the social and economic aspects of life. This content includes, therefore, narratives of positive customs and traditions, of peaceful relationships, learning ways of communication that are peaceful and respectful and learning to share.

An effort is made to present language learning as a holistic process of thinking, listening, observing, writing, talking, enquiring, reading, imagining. So, a reading activity may be followed by a drawing task or an oral discussion or a writing activity is preceded by talking about a picture and so on. Each theme has seven sections. The sequence of the sections in each theme may vary.

1. Picture Fun: This section is for children to observe, think and discuss what they see / predict with their friends.
2. Story Time: Children get to listen to the story read by the teacher. They also engage with pictures and text.
3. I Can Read: Short stories with pictures and small sentences for children to read with the help of teacher.
4. Rhyme Time: For helping children enjoy the sounds of English / their own language/thoughts and rhythm.
5. Recite and Enjoy: A poem for children to listen and recite. They pick up vocabulary in a fun way. A poem in vernacular language is also used for enriching the English language classrooms.
6. Happy fingers: Children listen and follow the instructions in English. They also have something created at the end; they can also talk about this.
7. Let's Explore: Children engage with the world outside the school, understand issues, connect with self and take small steps to contribute to their surroundings.

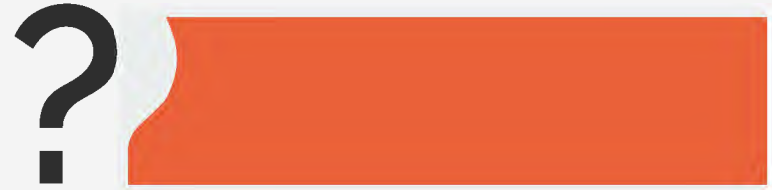
While assessing children, focus on original expressions of children (both oral and in writing), ensures that children's point of view is considered, do not expect them to reproduce answers from the notebooks. Also look out for other resources such as simple stories, poems etc. This will help children apply their learnings to newer contexts.



Note: Dear teachers, please read all the teacher's pages together. Since there are common sections across the themes, in each teacher's page we have tried to talk about a few sections. In addition to this, there are specific ideas per theme which are also part of these teacher's pages.

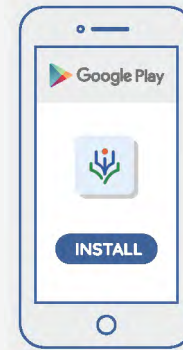


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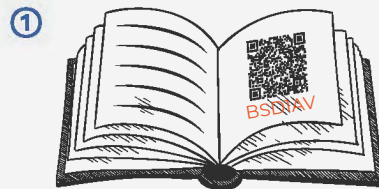
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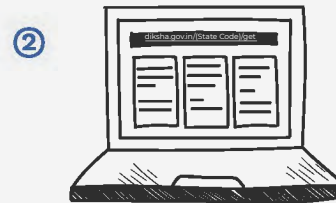


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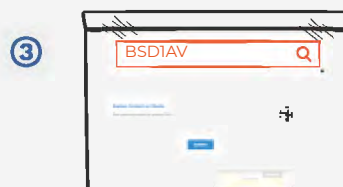
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1. My Family and Friends

A. PICTURE FUN






1. **Let's Talk about the Picture:**


Children, sit in groups, look at the picture and discuss:

- ☼ What are all the people doing?
- ☼ What are the games being played?
- ☼ Who do you think is happy? Why?
- ☼ Who do you think is sad? Why?
- ☼ What are the things that are happening?
- ☼ Compare your home activities with those shown in the picture.
- ☼ You can see people working together to build/repair a house. Do you also work together with your friends and family? When?

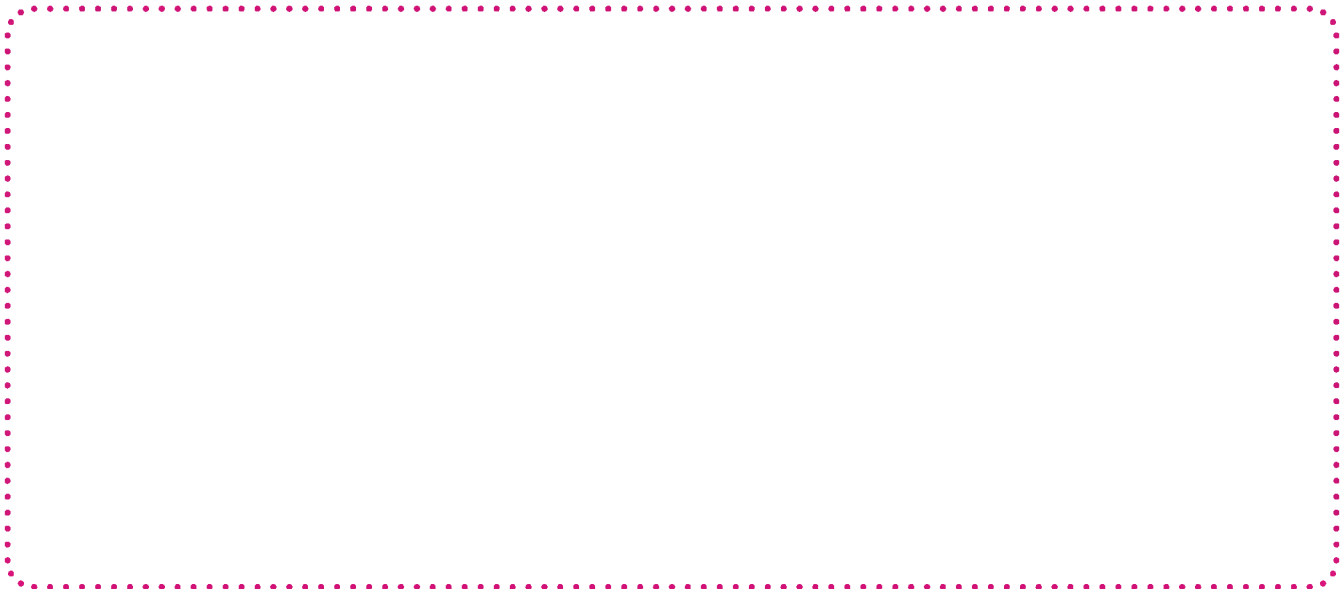
2. Name and Write:

 Name as many things as you can from the picture. You can use local names. Your teacher will help you with English names. Now write some words below:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

 Now say aloud the first sound of the words you have written above.

3. In the space below, draw your house and write a few sentences about what you have drawn.



<hr/>
<hr/>
<hr/>

4. Match the following:

Match the words in the box with the pictures.
Fill in the blanks in the sentences.

dancing cooking playing walking
sweeping reading running washing



Ram and Rita are _____



Manoj is _____ his room.



Father is _____ dinner.



Granny is _____ a book.



Shanti and Bina are _____ to school.



Doma is _____ after her dog.



Chedup is _____



Maili didi is _____ clothes.

B. STORY TIME

Listen to the story. Your teacher will read it to you.
In the picture below, colour the blank parts.

Finding Mimi



Maya and Raju were very happy. Now they had a new family member. Guess who? Mimi!

Mimi, the kitten. She was a little ball of fur. Even Bhalu, their sheep dog, was fond of her.



One morning Mimi was missing. She did not come to have her food.

She was not on the sofa. She was not under the bed. She was not behind the curtain. She was not inside the cupboard. She was nowhere to be found!

At the post office, Maya asked the postman, "Have you seen my cat?" The postman shook his head.

At the police station, Raju asked the policewoman, "Have you seen my cat?" The policewoman shook her head.

At the taxi stand, Maya asked a driver, "Have you seen my cat?" The driver shook his head.

At the market, Raju asked a shopkeeper, "Have you seen my cat?"

"What colour is it?" asked the shopkeeper.

"It's brown"

"How big is it?" "It's a small kitten"

The shopkeeper shook her head.





Maya and Raju were very sad. They sat under a tree. They sat silently. Soon, they heard a soft “mew, mew” coming from above. Bhalu started barking, “Bow, wow, bow wow!”. Maya and Raju looked up. Mimi was on the topmost branch of the tree! She was looking very scared.



Father got a tall ladder from the garden. He climbed up the branches of the tree. Everyone clapped when he reached the top. Mimi crawled to father's shoulder and they came down. Bhalu barked. He ran round and round Mimi.


1. Let's Talk

 Ask your teacher any question you want on the story.

2. Read the questions given below. Talk in your groups

 How do you think Mimi reached the top of the tree?

 Why did Bhalu run around Mimi when she was found?

 How did Maya and Raju feel when Mimi was lost?
Why do you think they felt that way?

 Who saved Mimi? Why?


 What animals do you like? Why should we care for animals?

 Do you have a pet? What would you do if it was lost?

3. Think, share and fill in the blanks:

 Raju and Maya's dog's name was _____

 Their cat's name was _____

 Raju and Maya searched for Mimi at the

a. _____

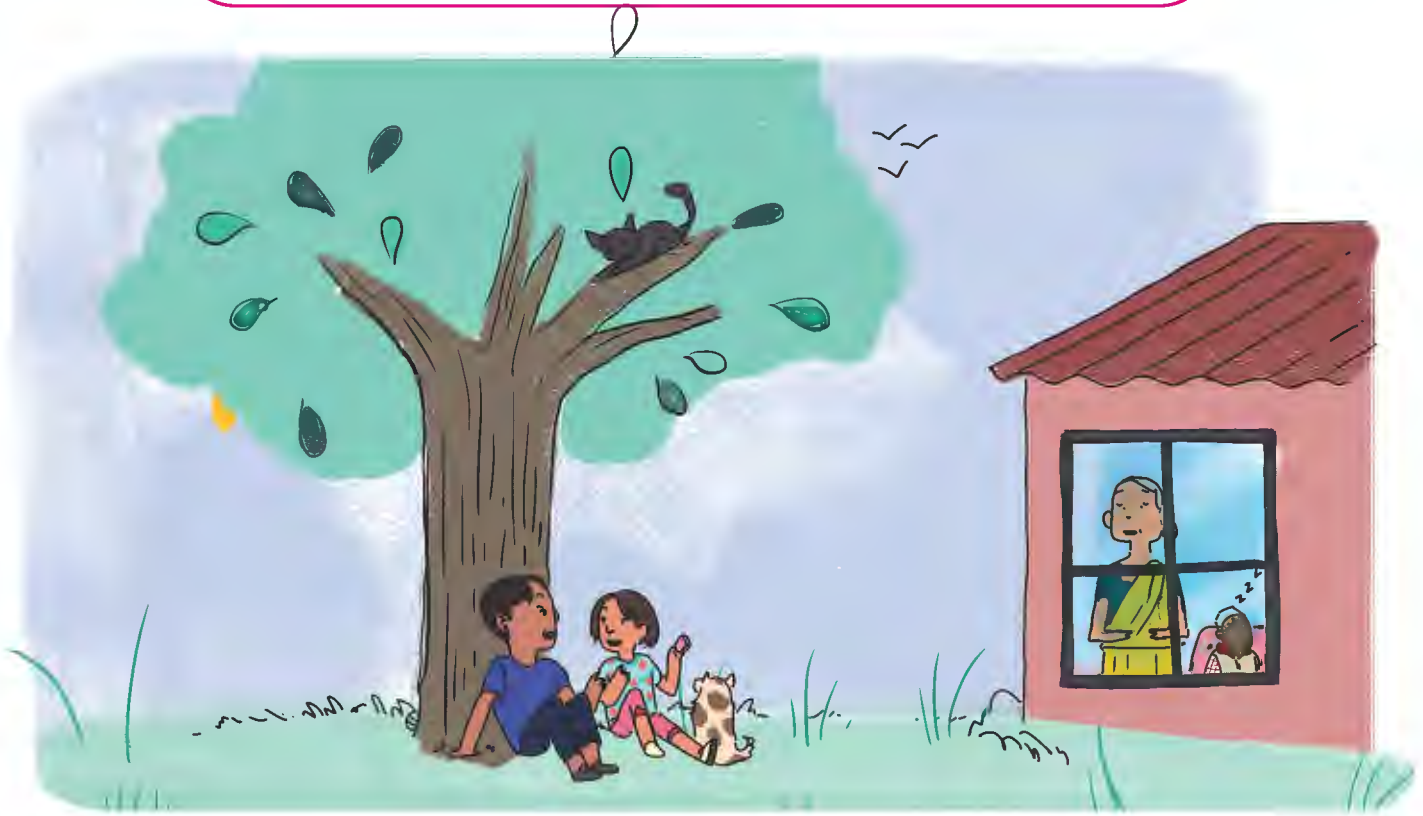
b. _____

c. _____

d. _____

4. Look at the picture below and fill in the blanks using the word in the box.

in on beside behind outside
under over between inside



- ☼ Maya and Raju are sitting _____ a tree.
- ☼ Bhalu is sitting _____ Maya.
- ☼ Maya is sitting _____ Bhalu and Raju.
- ☼ Mimi is _____ top of the tree.
- ☼ Birds are flying _____ the tree.
- ☼ Grandmother is _____ the house.
- ☼ Maya and Raju are _____ the house.

5. After finding Mimi, the whole family goes for a picnic. Find all of them in the grid below. One has been done for you.

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

6. Role Play.

Your teacher will divide you into groups. In your groups, take the following roles and act like them. What do you think each one will say? You can speak in your own language.

- a.** Policewoman; **b.** Postman; **c.** Shopkeeper d.Driver

7. Guest Speaker

Some people from your town/village will be visiting your class who will tell you about the work they do. Listen carefully and ask many questions.

Teacher's Note: A person from the community maybe invited to talk to the children.

8. People, Places and Things:

Children, colour the mouse

- a. that names people - Red.
- b. that names places - Yellow
- c. that names things - Blue



C. LET'S EXPLORE

Saying 'Thank You', Saying 'Sorry'.

Junu was running in the school ground. She tripped on a stone and fell. There was a deep cut on her leg. Her leg started bleeding. It was hurting very badly. Junu started crying. Her friends, Peggy and Lendup came running to help her. Peggy pulled her up. Lendup took out his hanky and wiped the blood.

Don't cry Junu.

Thank you so much
for helping me.

We will take you to
Principal Madam. She
will call your mother.

We are your friends.
We should help you.

You are my best friend,
Junu and I love you.
I am happy to help you.



 What does Junu say?

Many times we need help from our family, relatives, neighbours and friends. When they help us, we must thank them. We must also help our family and friends when they are in need. Sometimes we hurt other people with our actions and words. At such times, we must say, "Sorry".

Lendup's father gave him a toy train for his birthday. It was red. It had many wheels. Peggy and Junu wanted to play with it. Lendup did not let them play. Peggy and Junu were very hurt. Next day, at school, Peggy and Junu did not speak to Lendup. It was now Lendup's turn to be very hurt!

 How did they become friends again?

Why are you not talking to me?

Let us be friends again.

Friends should share.


I felt so bad when you did not talk to me.

You can play with my train anytime.

I am so sorry. I did not know.

You did not let us play with the train.

We felt so bad.

 Use the dialogues in the box and help Junu, Peggy and Lendup become friends again.

Lendup: Why are you _____

Junu: _____ with the train.

Peggy: Friends _____ .

Lendup: I am _____ .

Peggy: We felt _____ .

Lendup: _____ did not talk to me.

Junu: Let us be friends again.

Lendup: You can play _____

D. I CAN READ

Read what the children are saying:

Many Families

I live with my father, mother, brother and my dog. We also have two cows.

I live in a hostel with many friends. They are my family.

I live with my grandparents and two cats.

I live with my mother, sister and my teddy bear.

I live with my grandparents, parents, brother, uncle, aunty and my cousins.

I live with my father. We have many hens.








My father works in Delhi. My mother is in the village. I live with my aunty. We have two goats.

My father and mother live in the village. I stay with my uncle and aunty in Gangtok.

I live with my mother and father. My mother looks after many plants.

1. Let's Talk

Talk in your groups and share with your class.

-  Who do you live with?
-  How many people are there in your family?
-  Do you have any pets?
-  How do you feel when you are with your family?
-  Do you help your family with their work?
-  What activities do you do with your brothers and sisters?
-  Do you have cousins? Talk about them.

2. Let's Draw and Write

In the given tree, draw one fruit for each family member. Write their names inside the fruit. If you live with other children in a hostel, you can write their names also. Now colour the fruits and the tree.



-  Now write a few sentences about your family:

E. HAPPY FINGERS

Draw a picture of your friend. If you have pets, you can draw them too! Colour your picture and stick it on a photo frame.

How To Make A Photo Frame:

Things you will need-

cardboard, glue, coloured paper, sellotape, picture, scissors

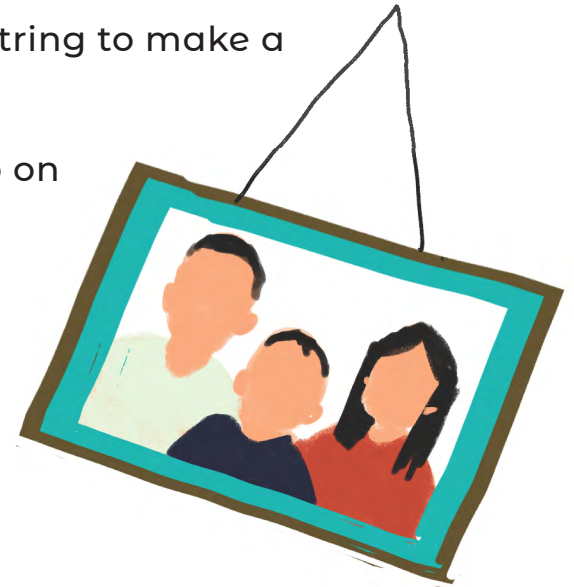
Step 1 - Take a cardboard which is a little bigger than your picture.

Step 2 - Stick coloured paper to one side of the cardboard.

Step 3 - Now stick your picture on top of the coloured side.

Step 4 - Cut a small length of wool or string to make a loop to hang your picture.

Step 5 - Use sello-tape to stick the loop on the back of the picture frame.



Your picture frame is ready to hang!

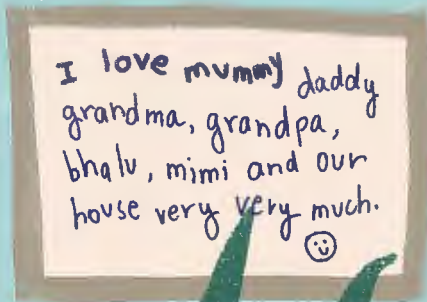
Teacher's Note: Please help the children with this activity by arranging cardboards and other material. Accept whatever they draw. Encourage them to talk about their drawing.



Write a few sentences about the friend you have drawn.

F. RHYME TIME

My Family



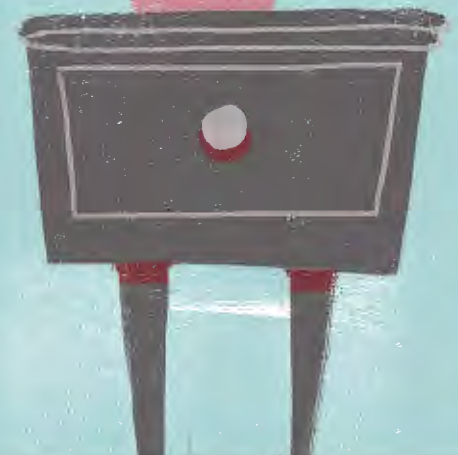
My family is like a tree
With leaves and branches
And little fruits like me

There is so much love
There is so much care

Whenever I need them,
They are always there

We work and we play
We share and we pray

Sometime we grumble,
Sometimes we fight
But in the end, that's alright.



1. The words **Tree**, **Fruit** and **Pray** start with 'Fr', 'Tr' and 'Pr'.
Here are some more words that begin the same way.

Add **Tr**, **Fr** and **Pr** in the correct blanks
below to make new words:



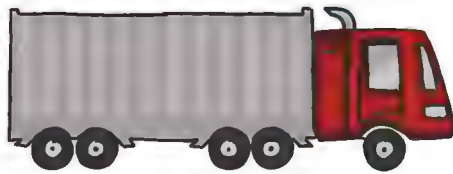
_____ a i n



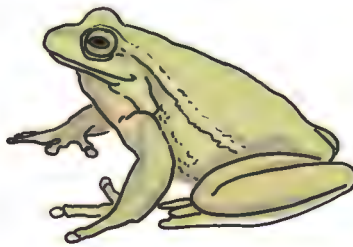
_____ o c k



_____ a m



_____ u c k



_____ o g



_____ e s e n t

🌀 Think of more words starting with:

Tr - _____

Fr - _____

Pr - _____

2. 'Pray' and 'Play' are rhyming words.

Can you think of some more words that rhyme with
play and pray? The first two has been done for you.

_____ may _____ say _____

G. RECITE AND REJOICE

Do you have a grandparent who does things for you?
Let's read about a granny in the poem.

Granny Granny Please Comb My Hair

—Grace Nichols

Granny Granny
Please comb my hair.
You always take your time,
You always take such care.





You put me on a cushion
Between your knees;
You rub a little coconut oil,
Parting gentle as a breeze.

Granny Granny
You have all the time in the world,
And when you're finished
You always turn my head and say,
"Now, who's a nice girl?"*



1. Let's Talk

Share with your friends in groups.

-  Do your grandparents live with you?
How do you spend time with them?
-  Do you know any old people who live near you?
Can you name them?
-  What are the things you do to make your grandparents happy?
-  Does the little girl love her Granny? How do you know?

2. Let's Write

-  What does the little girl want the Granny to do?

-  What does Granny rub on her hair?

-  What do you think is the little girl's name?

3. Fun with Words

-  What do you call the following in your own language?
Tell your friends.

- | | |
|----------------|------------|
| a. Grandmother | e. Brother |
| b. Grandfather | f. Sister |
| c. Mother | g. Aunty |
| d. Father | h. Uncle |

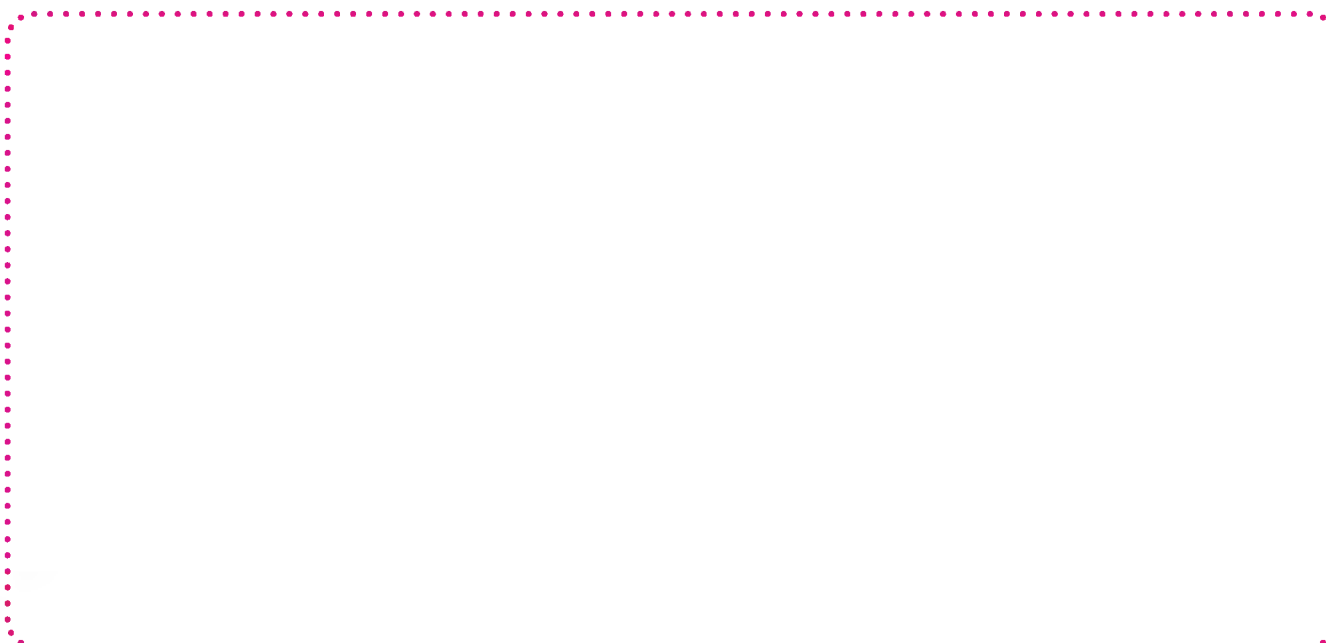
- 🌀 Make new words using letters from the word GRANDPARENTS.
You may use the letters in any order. One has been done for you.



H. LET'S DRAW AND WRITE:

1. In the box below, draw a picture to make your grandparents happy. You can draw anything that they like.

You can draw them also!



Now, write a message for your grandfather or grandmother. Thank them for all that they do for you. In the first space, you can write the word you use at home to call them.

Dear _____ ,

With love,

I. HAPPY FINGERS

Let's make a class family tree!

Children, draw a tree with your hand prints. Dip your hands in colour and print them out on a sheet of paper. Your teacher will draw a tree trunk under it.



Teacher's Note: Please put your hand print. Maybe other teachers who teach the class could put their hand prints too.

J. RECITE WITH YOUR FRIENDS AND ENJOY

Lets sing the rhymes.

Nepali Finger Song

Angustha Angustha
Khai herum ta
Yo aula dekhdaicha,
Papa jasto hai

Taarjani Taarjani
khai herum ta
Yo aula dekhdaicha,
mummy jasto hai

Madhyami Madhyami
khai herum ta
Yo aula dekhdaicha
Bhai jasto hai

Anamika Anamika
Khai herum ta
Yo aula dekhdaicha
Didi jasto hai

Kanishta Kanishta
Khai herum ta
Yo aula dekhdaicha
Nani jasto hai



Daddy Finger

Daddy Finger, daddy finger,
where are you?
Here I am, here I am
How do you do?

Mommy finger, mommy finger,
where are you?
Here I am, here I am
How do you do?

Brother finger, brother finger,
where are you?
Here I am, here I am
How do you do?

Sister finger, sister finger,
where are you?
Here I am, here I am
How do you do?

Baby finger, baby finger,
where are you?
Here I am, here I am
How do you do?

Teacher's Note: Make your students draw faces on their finger tips. The Nepali song is a version of the English rhyme. Both songs are available on YouTube.



PATTERN WRITING

a a a a a a a a

d d d d d d d d

g g g g g g g g

q q q q q q q q

x x x x x x x x

aaa aaa aaa aaa

ccc ccc ccc ccc

ddd ddd ddd ddd

ggg ggg ggg ggg

qqq qqq qqq qqq

add add add add

dad dad dad dad

gad gad gad gad

aq aq aq aq

cad cad cad cad

gag gag gag gag

qiq qiq qiq qiq

cdq cdq cdq cdq

2. My Green World

A. PICTURE FUN

1. Talk and Share:

- 🌀 What do you think the crocodile is saying to the bird?
- 🌀 What do you think the bird is saying to the crocodile?
- 🌀 What did the man do to the bird?
- 🌀 Do you want to be in this picture? Show where do you want to be? Why?



2. Let's Write

Write the names of the animals that you see in the picture.

- a. _____ f. _____
b. _____ g. _____
c. _____ h. _____
d. _____ i. _____
e. _____ j. _____

What do you like about this picture? Write below.

3. Circle the correct animal sound.

- Cat - Meow-Meow Poh-Poh Gr-Gr
Dog - Slurp-Slurp Bow-Bow Acho-Acho
Cow - Moo-Moo Zoom-Zoom Boom-boom
Bird - Tot-Toot Tweet-Tweet Cho-Cho

4. Let's play

Your teacher will give you a picture of an animal. Make the sound of that animal. Find your friend who is also making the same sound. Now sit in your groups and talk about the animals you see in your place.

Teacher's Note: Teacher will distribute chits with the picture of different animals and ensure all children are able to make the sounds.

5. Write and Draw

Which animal would you like to keep as a pet? How would you take care of it? Write and draw in the space below.

The names of animals are mixed up below. Write them correctly.



a. rede - _____



b. zbre-a- _____



c. toga- _____



d. grtie- _____



e. owc- _____

6. Talk and Write:

Sometimes we see a dog, a cat or a bird that is hurt.
How would you help?

Write in your notebook. You can also draw and use words.

B. STORY TIME

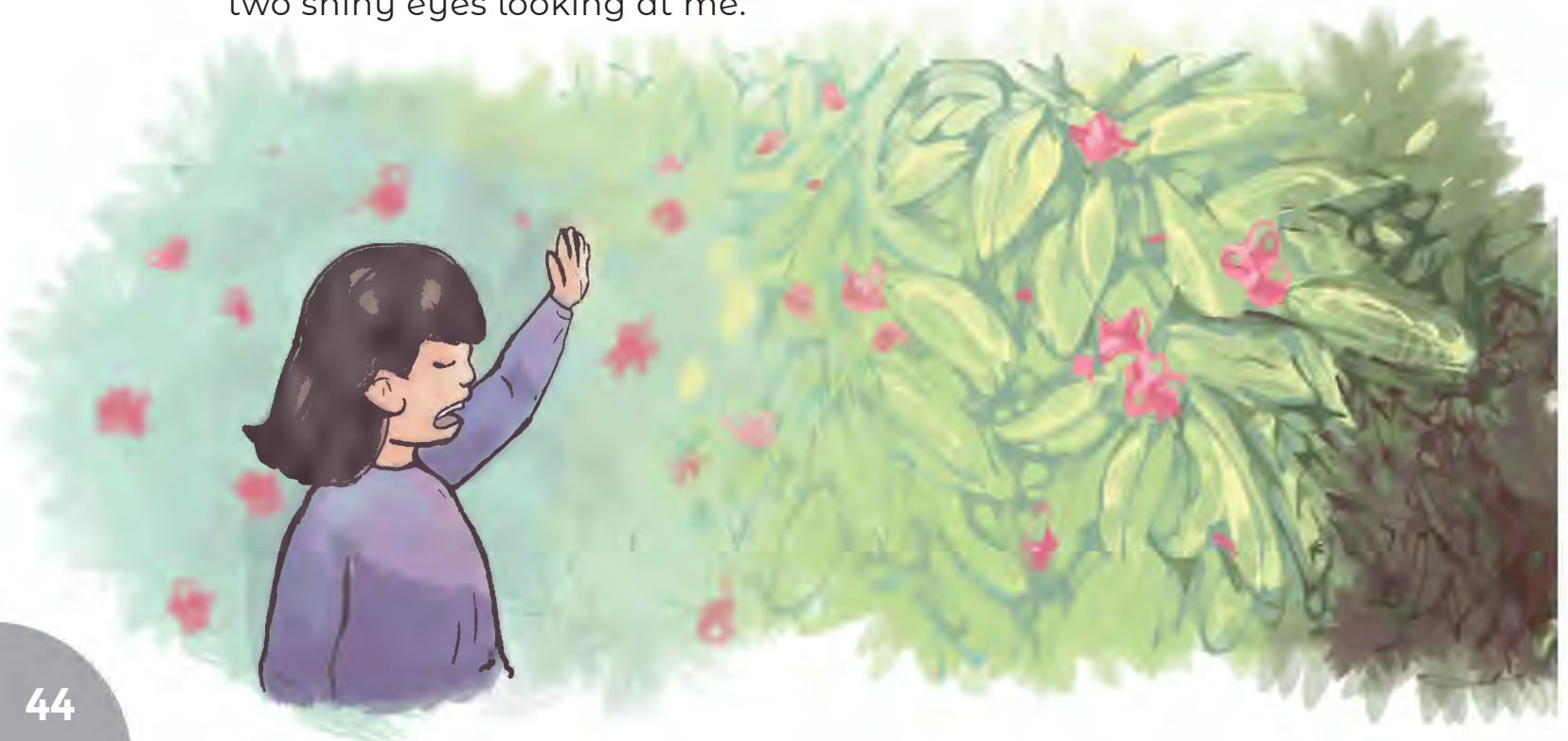
The Lost Calf



It was Monday evening. My mother told me to go and look for our calf, Nareem. I went down to the school campus at Gangyapthang looking for her.

Behind the rhododendron tree, I saw a black animal. I thought it was my calf. I started calling her, "Nareem! Come home."

To my shock, a big black bear came out! I got scared. I saw its two shiny eyes looking at me.





I slowly stepped back. It started coming to me. I ran fast. The bear was running behind me. I could hear its heavy breathing and growling, but I dared not look back. I ran for my life shouting loudly, "Help!" I ran as fast as I could. I reached my teacher's home.

BB Sir opened the door. He was shocked to see me and asked, "What happened? Calm down and tell me everything."

I told him everything. I also told him that my Ajyo and Anyo say that a brown bear eats a man but a black bear does not.

BB Sir laughed and said, "A bear's colour does not matter. Any bear will attack if it is disturbed, especially if it has little babies."

He raised the curtains and peeped out of the window. He said, "Lhaden! Come here!" I climbed on a moora and looked out. In the distance, we saw a black bear walking towards the mountains with two cubs. BB Sir said, "See! That is why the bear chased you. It's a mother bear. She thought you would harm her babies." I was so happy to see the big black bear go away.

"Lhadenla! Lhadenla! It's getting dark. Where are you?" I heard my mother calling me. I ran outside and hugged her. I told her the whole story. She hugged me more tightly. She said that the calf had returned home on its own. I was very happy to hear that.

As we walked home, I asked, "Amla, do you also love me like the mother bear?"



1. Draw the three parts of the story and then write it with your friends in your notebook.

Beginning

Middle

End

2. Let's write

 What do you call a rhododendron tree in your language?

 What was the colour of the bear?

 Who was lost in this story?

 Why did the mother bear follow Lhaden?

 What did Lhaden see from the window?

 Complete the following sentences:

a. Ajyo and Anyo told Lhaden that Black _____

b. Lhaden: Amla, do you also love me like the mother bear?

Amla: _____

 Write a few sentences about Lhaden's Amla

3. Let's talk and share

 Why do you think the bear came near the school?

 Have you ever been afraid like Lhaden? When?

Ajyo and Anyo had said, "A brown bear would eat a man but a black bear won't."

Teacher said, "The colour of a bear does not matter. Any bear will attack if it is disturbed, especially if it has little babies."

 Who do you think is correct? Why?

4. Fun with words

When we say bear, we mean one bear.
When we say bears, we mean more than one bear.

Fill in the blanks with the correct words.



In the evening when the mother _____ lay with her
_____ she thought of the _____ who had run away.
Far down below she could see some _____ playing
with a _____. Mother bear thought, if people cut all the
_____ one day, will my cubs be safe?

5. Use the words from the box and write the sentences.
The first one is done for you.

calf chick duckling cub puppy



a. I am a hen. My baby is called a chick.



b. I am a cow. My baby is called _____





c. I am a tiger.



d. I am a dog.



e. I am a duck.



Now tell your friends what you call the animals and their young ones in your language.

C. HAPPY FINGERS

Let's make a polar bear mask.

Things we need

- | | |
|------------------|----------------|
| a. a paper plate | f. paint brush |
| b. a paper cup | g. glue |
| c. tissue paper | h. string |
| d. card board | i. hole punch |
| e. brown paint | j. craft knife |

Steps

Step 1 - Take a paper plate.

Step 2 - Make ears of the bear using the card board.

Step 3 - Stick these ears on the paper plate.

Step 4 - Make two holes for eyes on the paper plate.

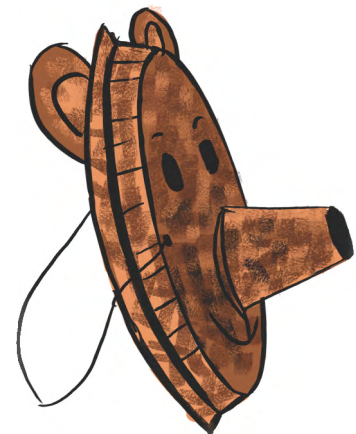
Step 5 - Cover the paper plate with the small pieces of tissue paper.

Step 6 - Take a paper cup and paint it brown.

Step 7 - Paste the paper cup as a nose on the paper plate.

Step 8 - Your mask is ready!

Wear your mask and act like a bear.



How would you want people to treat you? Talk about it.

D. I CAN READ

Mala and Her Feathery Friends



Mala wakes up happy to the chirping of the Kalchura.



Time to rise and shine! Mala is washing, her mother is in the prayer room and father is in the kitchen preparing breakfast.



Mala goes to the nearby dhara to fetch water; she is greeted by her beautiful feathery friends. She is very happy.



Time passes quickly and Mala is growing up fast.









Many things around her have changed. There are new roads and buildings. The dhara has also dried up and her feathery friends have all gone.









She sits alone in her class room and begins to wonder what went wrong? How did the dhara dry up? Where have her feathery friends gone?

She feels sad and lonely. She misses her little friends. She bursts into tears when she sees her classmates playing with catapults!

1. Let's talk

-  What are the English words for kalchura and dhara?
-  What do you think is a catapult?
-  Why do you think the dhara has dried up?
-  What happened to the birds?
-  Why did Mala cry?
-  What can you do to make Mala happy?
-  What can we do to protect birds?
-  What could be the ending of the story?
Talk in small groups. And write in your notebook.

2. Let's Write

-  What is the name of the girl in the story?
-  Why did she go to the dhara?
-  Why was Mala sad?
-  Who used to greet her in the morning?
-  Do you see birds around you? How do you feel?
-  Complete the following talk between Kalchura and Mala

Kalchura: Hello Mala.

Mala: Hi! I don't see you these days. How have you been?

Kalchura: I am very sad these days.

Mala: But why?

Kalchura: _____

3. We can also help birds.

Lobo used to love his way to school. It was home to many birds, squirrels, butterflies and bees. But now he is sad. All the trees on the way have been cut down to build buildings. Lobo could not find any of his friends; the birds or the squirrels or the bees.

So, Lobo decided to make bird baths to bring back all his friends. Bird baths are bowls with water that are big enough for the birds to bathe and drink water. So he and his friends brought small old bowls from home and filled them up with pebbles and water. They put them on pillars and walls. Soon some birds came.

You and your friends can also do the same for the birds in your place.



Sikkim is home to more than 500 different kinds of birds. But do you know some birds like these are so few that they might disappear one day!



E. RHYME TIME

Enjoy this poem with many shs

Sh Sh Sh Sh Sh

—Ron Brown

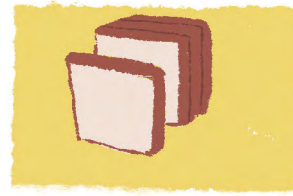
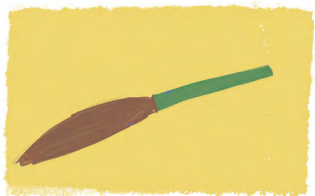
When you're brushing your teeth,
sh sh sh
If you're loud in the car,
sh sh sh
You'll hear the sound wherever you are.

Sh sh sh sh
In words like she shut shell shop
Or words like fish brush dish wish.

1. Sheep begins with the sound **sh**. Here are some more words which begin with **sh**. Find and circle the words.

chair	cap	flow	shut
shoe	ship	shell	hair
frog	shop	child	shed
grow	she	girl	shirt

2. Now here are some words that start with **br**. Look at the picture and write the words.



Can you think of some more words beginning with 'br'

3. Tongue Twister

Have fun reading the tongue twister aloud. Saying it aloud can be difficult at first. But don't worry, you will get it soon.



There are five sheep hidden in the picture. Find them. Draw the sixth sheep wherever you want in the picture and colour it.

F. RECITE AND REJOICE

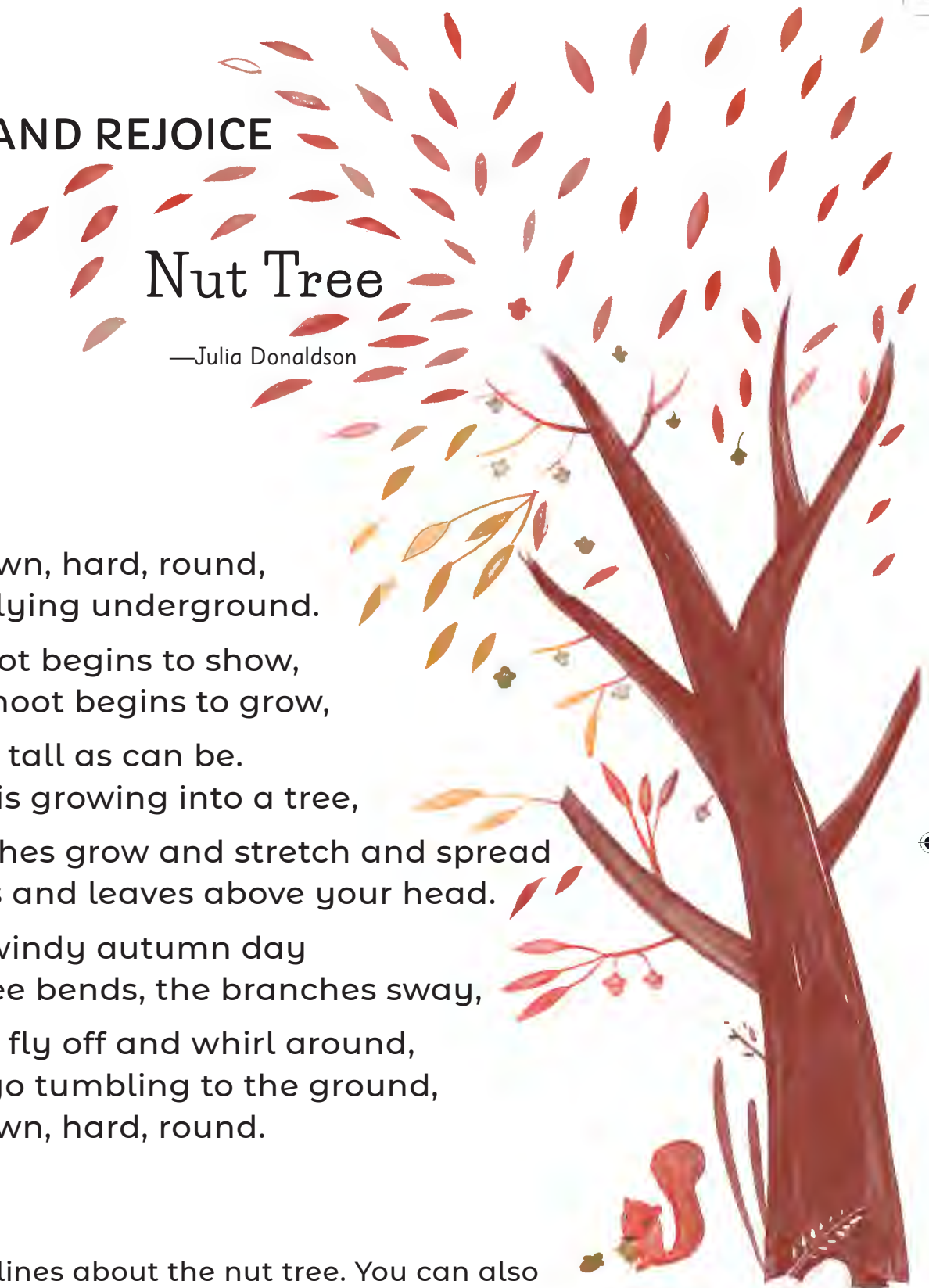
Nut Tree

—Julia Donaldson

Small, brown, hard, round,
The nut is lying underground.
Now a shoot begins to show,
Now the shoot begins to grow,
Tall, taller, tall as can be.
The shoot is growing into a tree,
And branches grow and stretch and spread
With twigs and leaves above your head.
And on a windy autumn day
The nut tree bends, the branches sway,
The leaves fly off and whirl around,
And nuts go tumbling to the ground,
Small, brown, hard, round.



Write a few lines about the nut tree. You can also look at the picture and choose words from the poem and write.



1. Fun with Words

- Match the words that sound the same. You can say them aloud and then write it in your notebook. The first one is done for you.

nut	boot
round	free
hard	cut
shoot	card
tall	head
spread	ground
tree	all

2. Let's Do

- Go outside, think that you are a tree. Stand with your eyes closed and imagine your feet are like the roots of a tree. It cannot move. Spread your arms out and wiggle your finger like branches. Sway back and forth when the wind hits you. Talk to your friend and tell him or her how you feel.
- Trees give us so many things.
Make a list of the things we get from trees.



Trees are home to many birds.
Trees are food for animals.
Trees keep our place cool.
Trees give us clean air to breathe.
Trees help to hold the soil.



3. Let's recite a Newari poem on trees. The poem tells us that the tree is a mother that gives us fruits.



Si Sima

—Tara Devi Pradhan



Si Sima Yakwa Du

Si Sangu Mayath

Sima Dhai

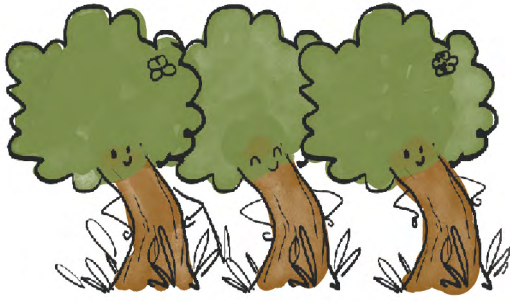
Swamai Swa Hawaii


Amasimai Amasi Sai

Pasimai Pasi Sai

Si Saigu Mayata



Sima Dhai



-  What do you think is a tree called in Newari?

G. LET'S EXPLORE

Nature Walk

-  Go for a nature walk. Sit under a tree. Look at the leaves, soil and stones. Walk under the tree. Listen to birds and the sounds of the wind. Smell the flowers and touch the leaves. Look carefully at the branches, see how tall the trees are and feel the lines on the leaves. Collect things of different colours, bring them to the classroom and talk about them.
-  Share about your nature walk with your family members. You can draw and write about what you liked the most.

PATTERN WRITING

i i i i

u u u u

w w w w

t t t t

iii iii iii iii

uuu uuu uuu uuu

www www www www

ttt ttt ttt ttt

uid uid uid uid

dud dud dud dud

wad wad wad wad

wig wig wig wig

twig twig twig twig

gut gut gut gut

gig gig gig gig

twit twit twit twit

dig dig dig dig

dug dug dug dug

3. Things On My Plate

A. PICTURE FUN



1. Talk Time

Sit in groups of 3 or 4 and talk about the picture.

What do you see in the picture?

- 🌀 What vegetables and fruits can you see in the picture?
- 🌀 Can you name the vegetables and fruits that you see or eat everyday that are not in the picture? Why do you think they are missing?
- 🌀 Can you name **the** animals that you see in the picture?

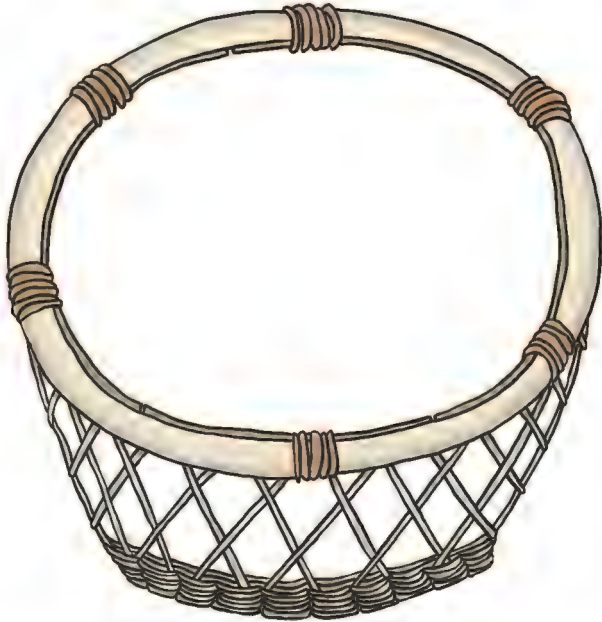


- ☼ Why is the girl crying?
- ☼ Why do you think the woman is laughing?
- ☼ Why are some people chasing the monkey?
- ☼ What food from the picture would you like to eat?
Can you name some that you don't like?
- ☼ What work are the people in the picture doing?
Who are they?
- ☼ How do they care for their land?



2. Let's Write

- Let's put the fruits and vegetables you see in the picture in different baskets. You can either draw or write.

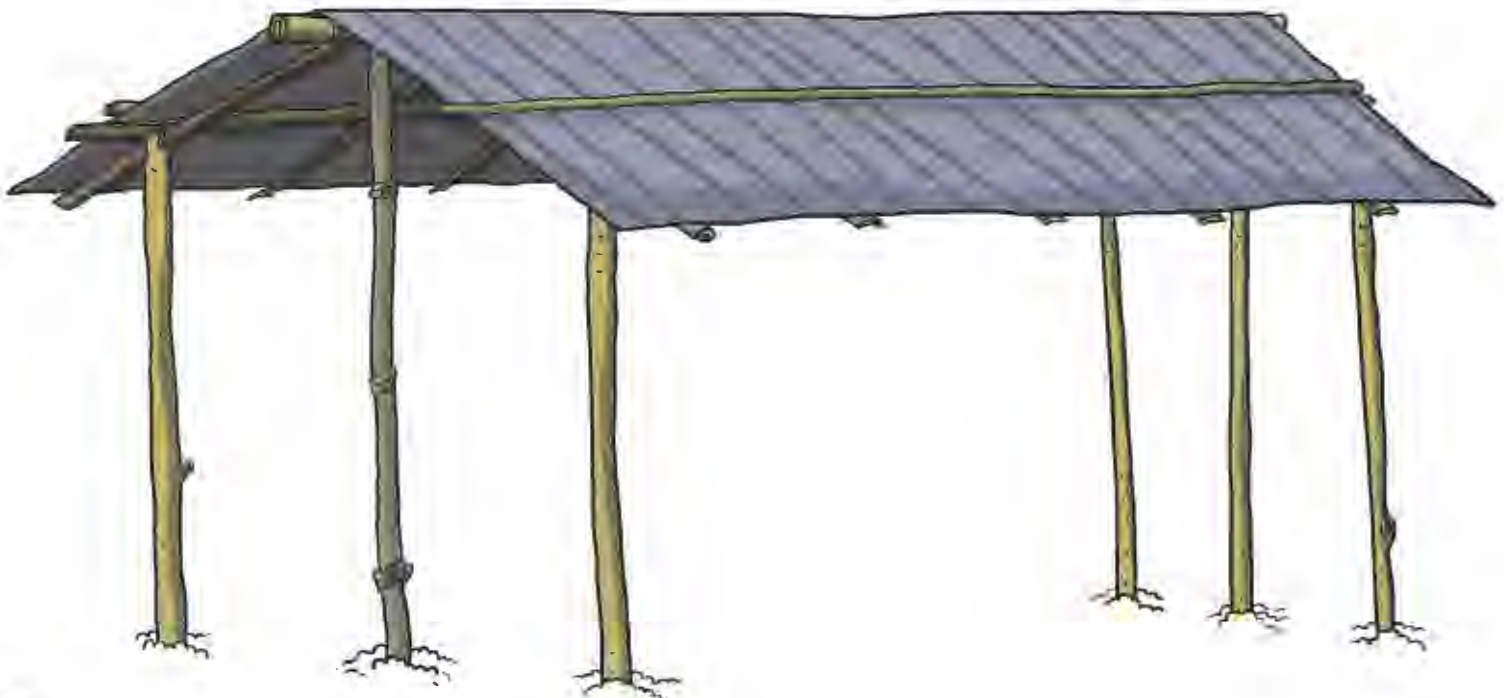


Fruits

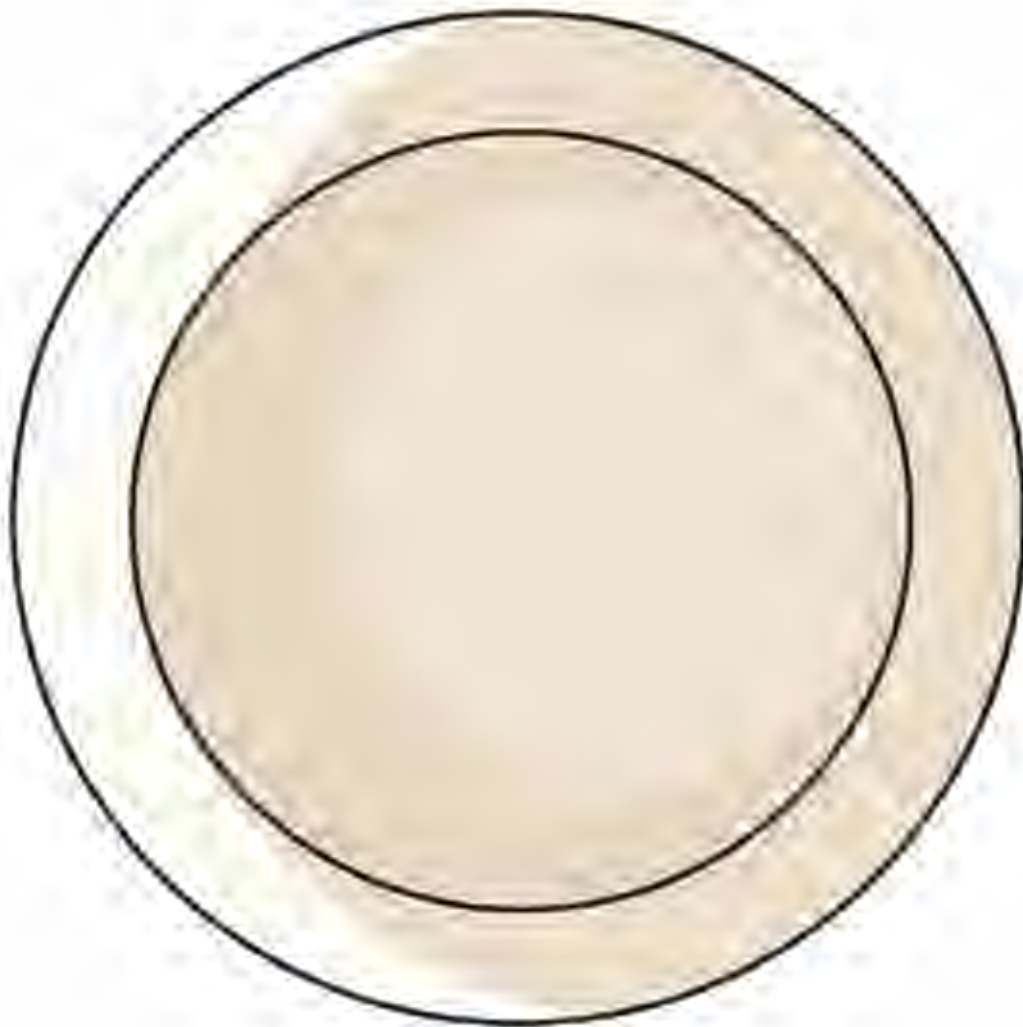


Vegetables

- Let's put all the animals in the shed below:



- What food from the picture would you like on your plate for lunch? Talk about it with your group and fill the plate below: You can either write or draw.

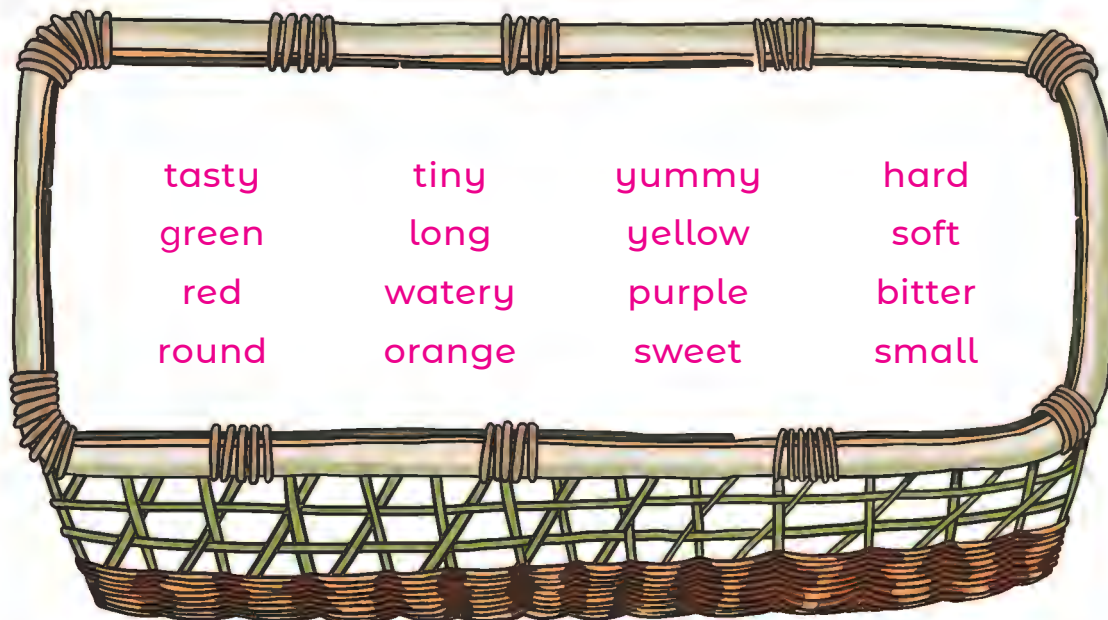


- Children let's sit straight. Close your eyes and take a few deep breaths. Think about your favourite food.
How do you feel? Open your eyes and share your feelings with your teacher.

Teacher's Note: Write down all the feelings shared by the children on the board. Encourage them to speak.

- Now fill the space around the plate with words that you like from the board.

Use suitable words from the basket to describe the following fruits and vegetables:



_____ apples

_____ peas

_____ cabbage

_____ onions

_____ cucumber

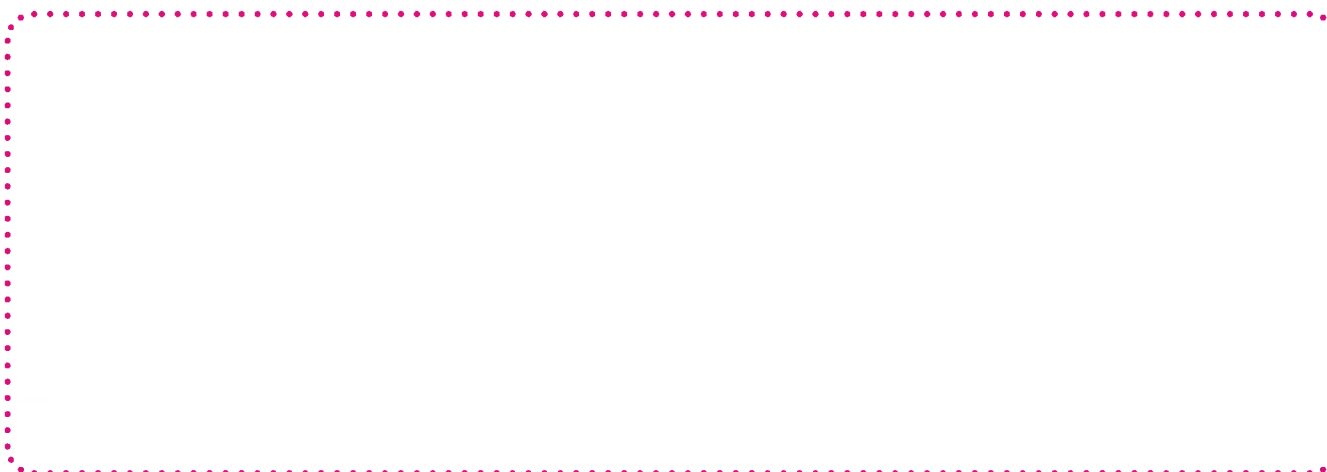
_____ karela

_____ pumpkin

_____ banana

3. Fun Time

Draw your favourite fruit or vegetable. Collect pencil shavings or grains. Use them to decorate your drawing.



4. Show and Tell

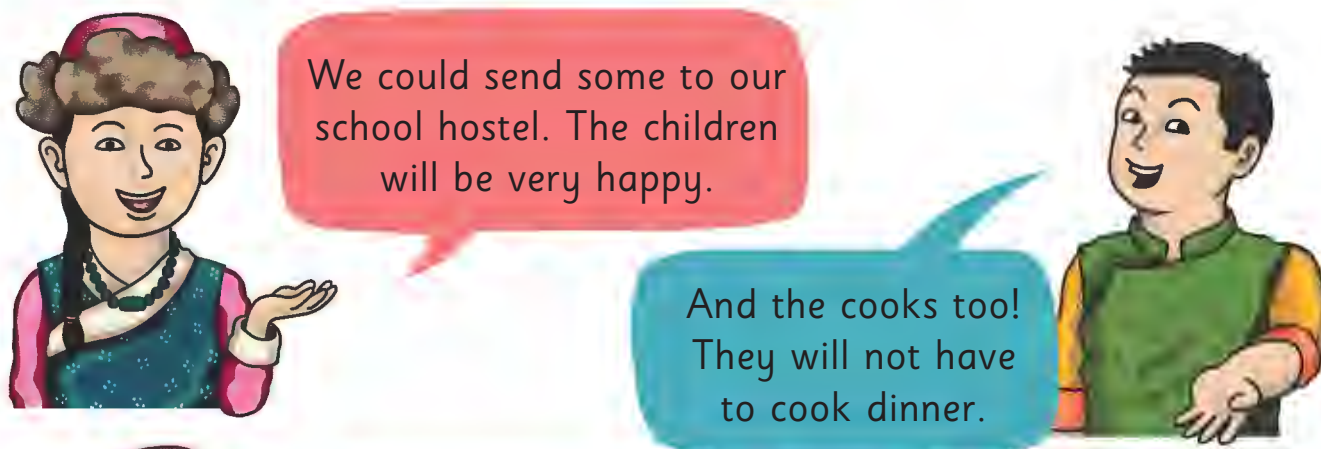
Bring any food item from your home and talk about it in class.

Teacher's Note: Encourage children to get any food item from home – it could be something as simple as salt, some spice and let them talk about it. It's okay if they use their home language.

5. Listen, Talk and Find Out



Sonam's uncle got married last week. It was very exciting for the family. They had all gathered from many places. Sonam's cousin Tashi came from Darjeeling. There was lots of yummy food to eat. It was so much more than the people could eat. There were many kinds of food items on the serving table. Sonam could also see lots of food in big pots. Would they finish eating all the food? Sonam did not think so. She was sad to see so much food left after everybody had eaten. Sonam and Tashi spoke to Sonam's father .



6. Sit in your groups and discuss

- How did Sonam and Tashi show respect towards food?
- How can you stop wastage of food?

7. Find Out

Go to your mid day meal kitchen and ask the cook:

- What happens to all the waste in your school mid-day meal kitchen?
- What happens to the vegetable peels and egg shells?
- How much food do children waste? What happens to the food that you throw away?
- What can we do with food waste?
- Can we use food waste to grow more food? Find out.
- What will happen if we do not use food waste properly?

8. Morning Assembly Project

Collect all the information you have got and give a short talk in the morning assembly.

Make a poster with a message for your friends in other classes to respect food.

Some of you can hold the poster.

Some of you can talk.

You can even talk in your local language.

Your teacher will help you.

B. STORY TIME



From her window, Doma looked at her potato field in Lachung. It was full of pretty purple flowers. Looking closely, she noticed something very strange. In the middle of the field, under a potato plant was a large bump.

She walked to the middle of the field with her gardening fork. She started digging. She was surprised to see a very large potato. It had grown bigger than the others.

Every morning the sun rose over the mountains. The potato grew bigger. Some evenings, it rained. The potato grew bigger. The wind played with its leaves. The potato grew bigger. It grew bigger day by day. It became a giant potato!



Soon it was time to pull the potato out. Doma pulled with all her might. The potato would not move! She called her husband. They pulled and they pulled. Still, the potato would not move.

They called their children. They pulled and they pulled. Still, the potato would not move.

They shouted to the neighbours. Everyone came running. They pulled and they pulled. Still, the potato would not move.

Gannu, the earthworm heard people shouting. He poked his head out of the ground. He was shocked to see so many people pulling the potato.

He called his friends and said, "Let's help them push the potato out!" Captain Kamila shouted to his army of ants, "Hey! Let's push the potato out!"

All the earthworms and ants gathered under the potato. They pushed. The people pulled. They pushed. They pulled. They pushed and pushed. They pulled and pulled.

The potato moved a little. They pushed and pulled. Soon there was a loud CRASH and out came the giant potato!






Everyone was very pleased. They walked round and round the giant potato.

Doma got an axe. She cut the giant potato into many pieces and gave it to her neighbours.


That night, every family in Lachung ate something made from the giant potato for dinner.



1. Time to Talk:

-  You have just heard an interesting story about a giant potato. Now ask the teacher any questions related to the story.
-  What do you think is needed for potatoes to grow? What is needed for you to grow?
-  What is an earthworm called in your local language? Find out.
-  Which part of the story did you like? Why?
-  What do you think the families in Lachung made from the giant potato that night?

2. Let's Write

-  Let's make a list of all the different kinds of food that the people in Lachung made from the giant potato that night.

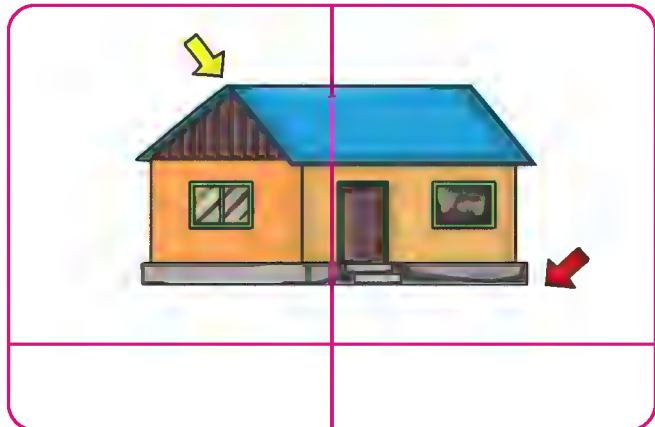
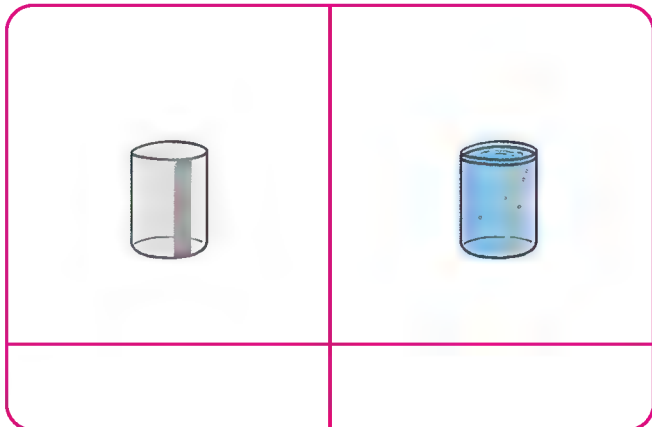
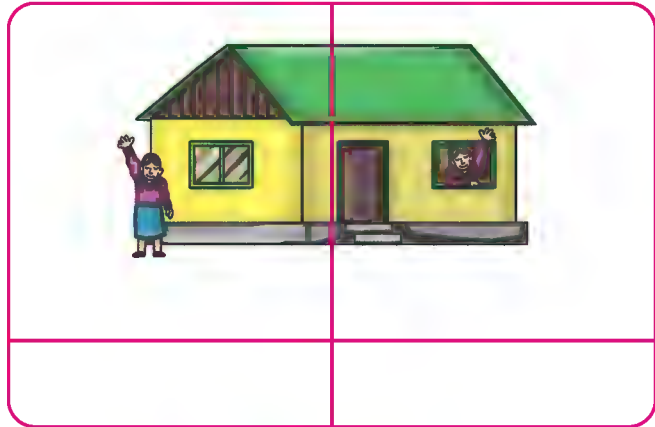
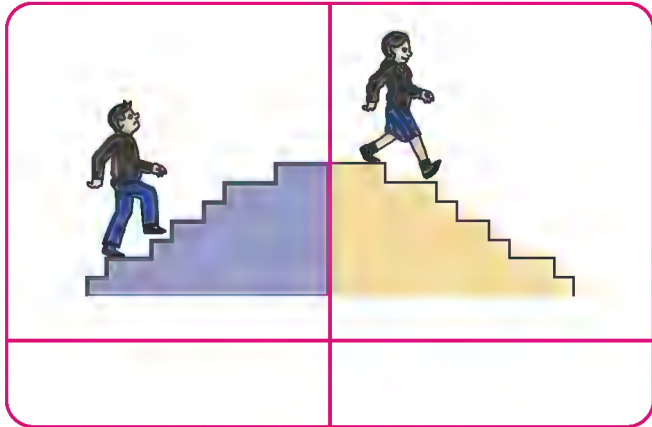
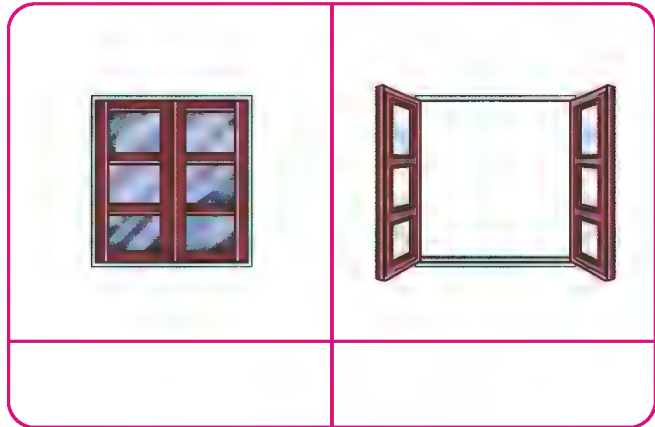
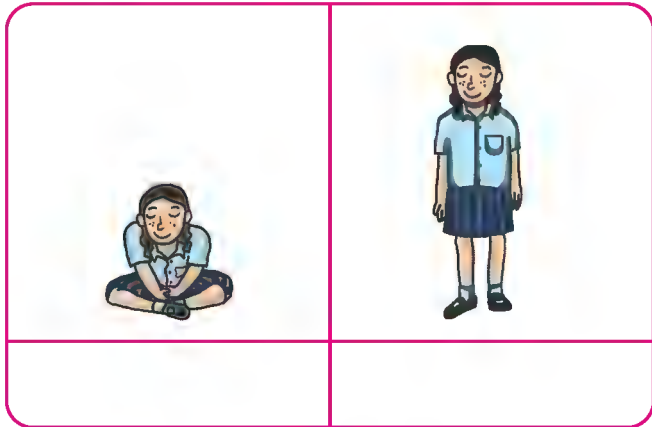
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-  Let's make a list of all the things that helped the potato grow.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

3. All the earthworms and ants gathered under the potato. They **pushed**. The people **pulled**. **Push** and **Pull** show opposite actions. Match the opposite words in the box with the pictures below:

sit	inside	full	stand
open	empty	outside	down
up	top	close	bottom



4. True or False

Tick the correct statement:

- The potato field was in Gangtok.
- The potato field was full of purple flowers.
- The potato was very small.
- Many people helped to pull the potato out.
- Doma and her husband kept the potato for themselves.
- When people care for others, they share.

5. Drawing Time:

Draw a picture of a farm and write about what you have drawn:



6. Role Play

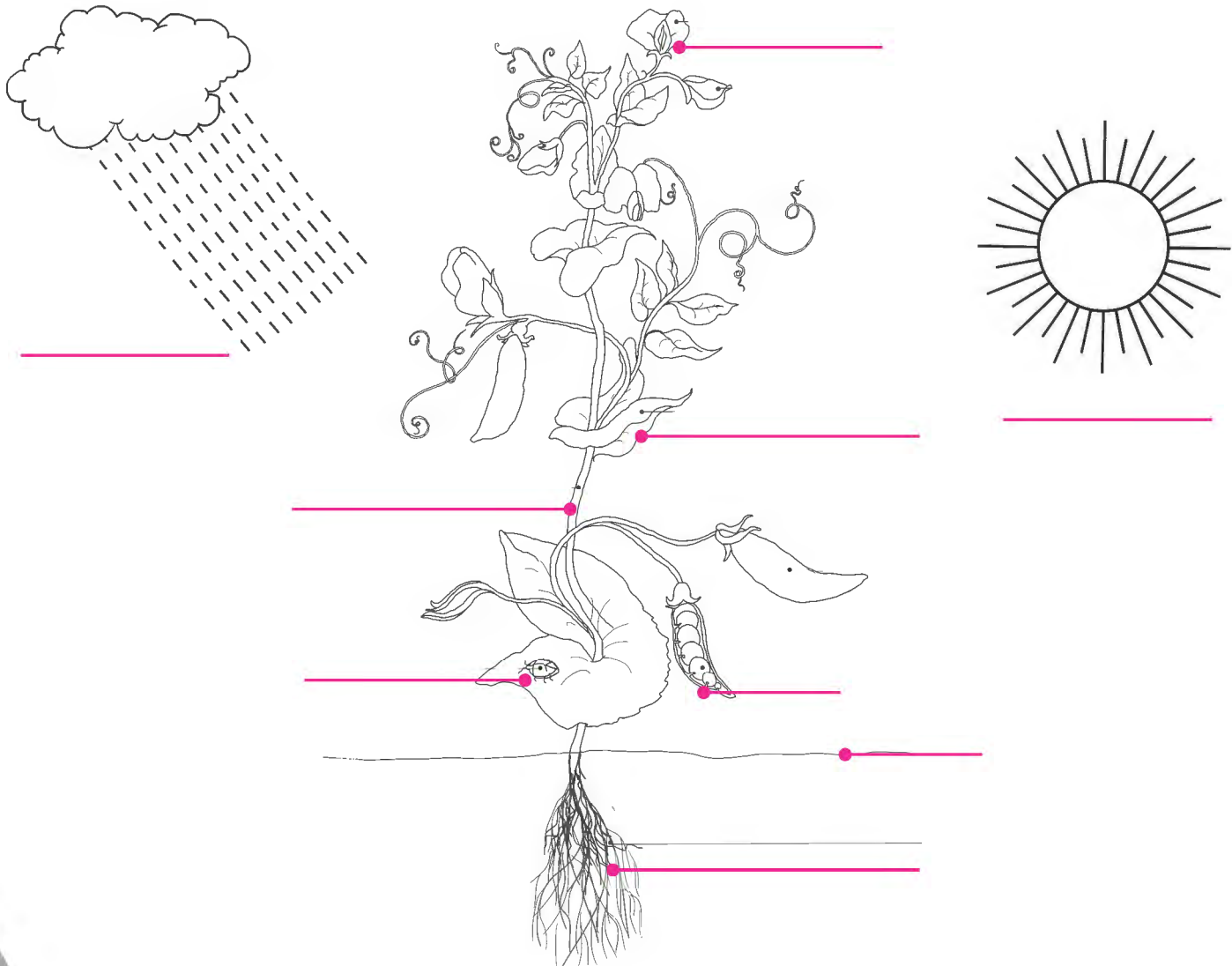
Enact the scene of the giant potato being pushed and pulled and finally coming out. You can all take different roles.

Teacher's Note: Help the children with this role play. A group of children can be the earthworms and ants and you could have a tug of war with Doma, her husband, the children and neighbours. Encourage your students to give names to the children and the neighbours. Please ensure that all the children are talking.


7. Colour and Label

Here is a picture of a pea plant. Colour it.
Use the words in the box to label the plant:

pea flower leaf soil sunlight
stem rain roots bug

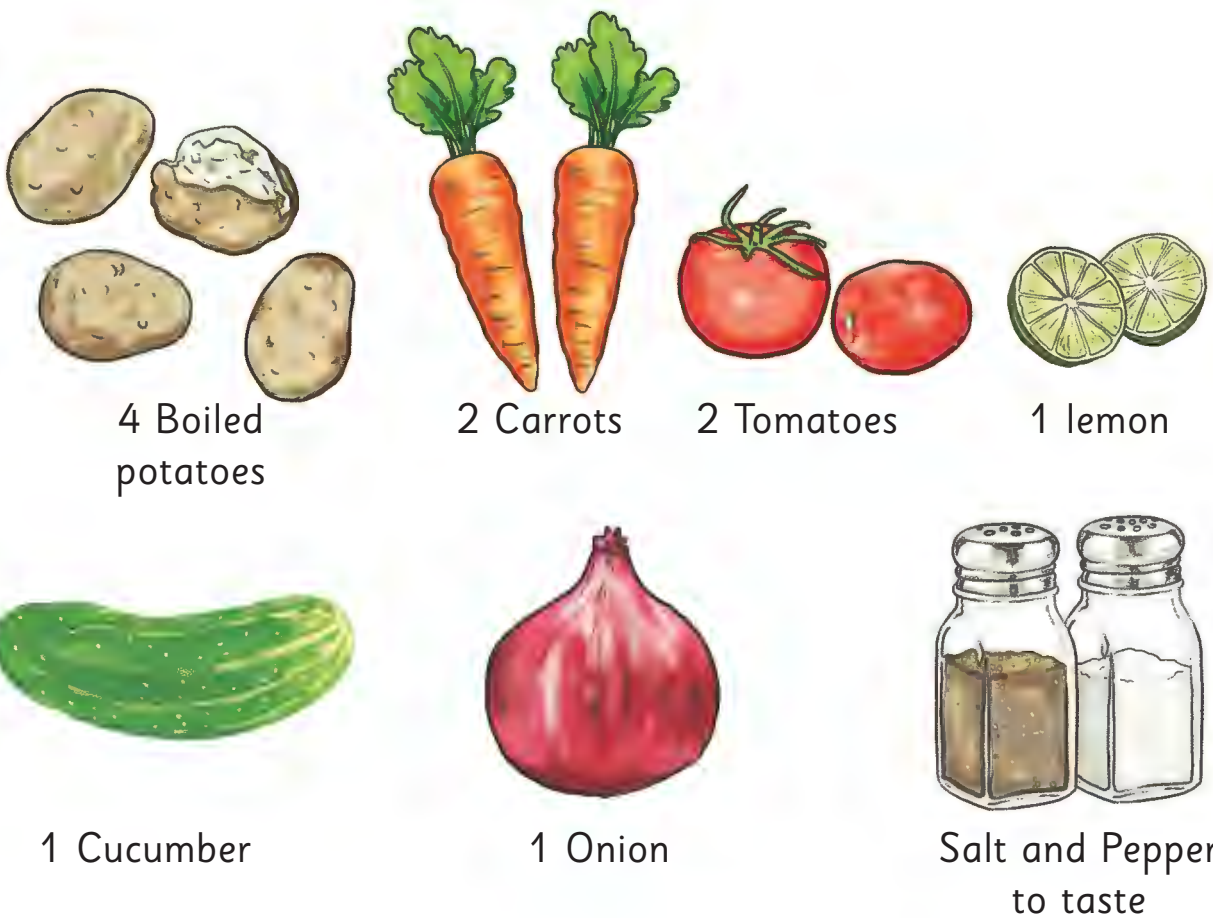


C. HAPPY FINGERS

 Collect used tea leaves, vegetable peels, dry leaves, egg shells. Mix them with some mud. Plant a few pea seeds in a pot and watch it grow. Make sure it gets water and sunlight. Keep a daily note of the plant's growth.

1. Let's Make and Eat:

 Let's all make a salad. You need:



Cut the vegetables into small pieces. Mix together. Add lemon juice, salt and pepper. Share it with your friends. Repeat this recipe in your local language to the class.

Teacher's Note: Please help the children to organize this activity. You can even add puffed rice (murai), bhujia and chillies to make jhal muri. Keep talking to the children as you conduct the activity. The objective of this activity is to provide exposure to English in a meaningful manner.

D. RECITE AND REJOICE

The Food Song

Cabbage beans peas and beet
Are the veggies I love to eat.

Cucumber carrot tomatoes
On my plate how well it goes

Pumpkin, iskus you want to try?
How about some potato fry?




Momo thukpa shafaley
I can eat those every day

Selroti khapsay and ziro
With alu dum piro piro!




1. Talk Time:

Sit in your groups and talk about the following:

-  Of all the foods items mentioned in the poem, which do you like the best?
-  Can you name some healthy food items? They need not be the food items in the poem.
-  Can you name some food items that are not healthy?

2. Let's Write

-  What is your favourite food? How is it made? Who makes it? How do you get the things for your favourite food?

Write a few sentences on it:

I like _____

It is made of _____

E. RHYME TIME

Here is another poem for you to read and enjoy:

Popcorn

Popcorn, Popcorn,
Sizzling in the pan,
Shake-it-up, shake-it-up,
Bam! Bam! Bam!

Popcorn, Popcorn,
Now it's getting hot,
Shake-it-up, shake-it-up,
Pop! Pop! Pop!



1. Find Out

What is popcorn called in your local language?

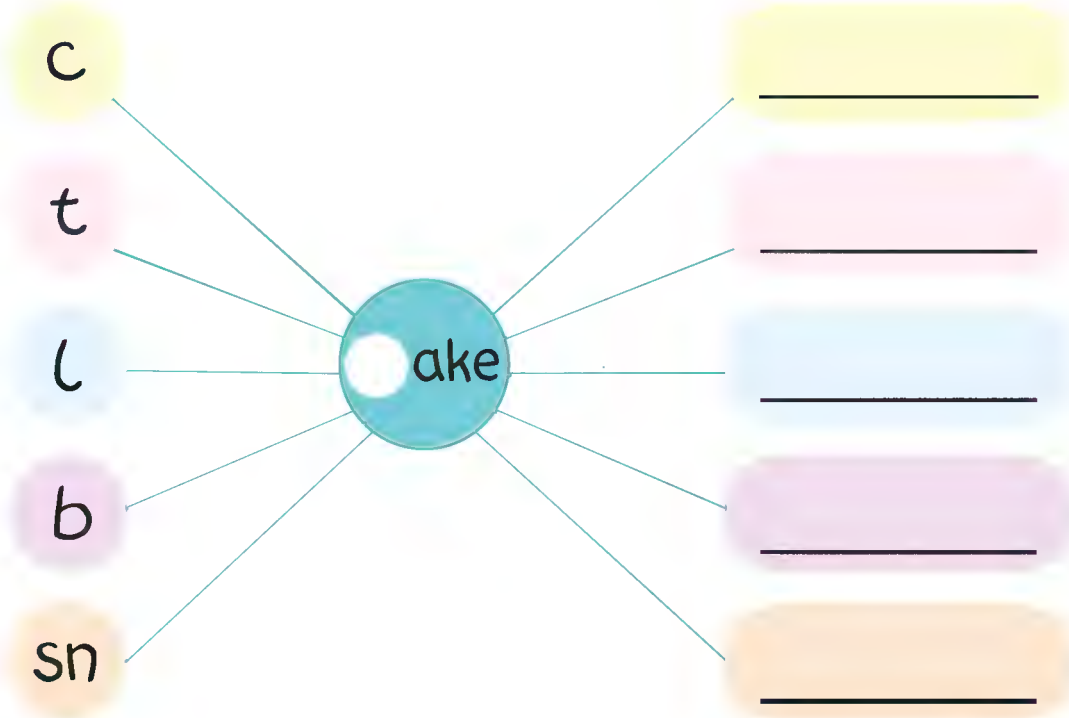
2. Find words that rhyme with:

Pan

Pop

Hot

3. The word shake ends with ake. Make more words ending with ake using the following chart:



Can you think of some more words rhyming with shake?

F. LETS' EXPLORE

1. Your teacher will read the following. Listen carefully.



The smell of juicy oranges filled the haat in the cold November air. Ram Kaka, the fruit seller sat behind his basket of yellow green oranges.



Kaka, where do these oranges come from?

Where is that?



From Sang Martam.

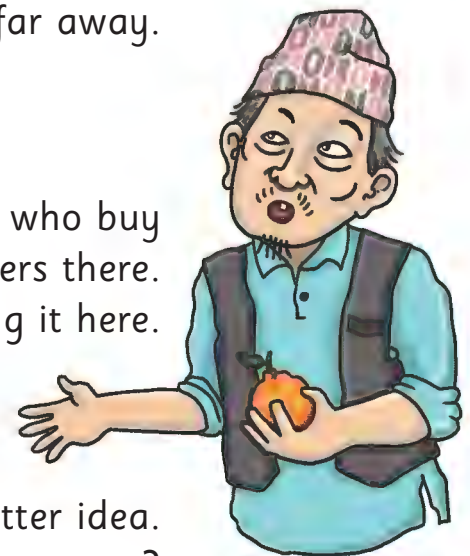
It's very far away.



Then how did you get them?
Did you go?

No! No! There are people who buy the oranges from the farmers there. They put it in trucks and bring it here.

Oh! I wish I could go there and eat and pick an orange from a tree.



I'll give you a better idea. Why don't you grow your own? You can grow your own vegetables also.



Can I grow my own vegetables and fruits?

But why should I grow my own vegetables?



Why not?

It will be fresh; you won't need to wait for other people to bring you food; you will save money.

But how will I grow it?



2. How do you think Manju can grow her own vegetables and fruits? Find out.
3. Talk to your parents, friends, local shopkeepers, vegetable sellers and find out how food comes to your plate.

Teacher's Note: For the second activity, you could arrange a field trip to a local market or a few shops. Help children frame questions. Guide them to an understanding of how many different people and activities come together to bring food to their plates.



4. We get food on our plate because nature and several people around us work very hard. Let's make a 'Thank you!' card for any of the following who have helped to bring the food to your plate. Stick the card on your class notice board.

- | | |
|---------------------|--------------------|
| a. The farmer | d. The rain |
| b. The sun | e. The shop keeper |
| c. The truck driver | f. The soil |

G. I CAN READ

What's in the Pot?

(Adapted from 'What's in the Pot?' by Crystal Warren)

What's for dinner?" asked Sam.

"It's a surprise", said Mama, putting a big pot on the stove.

She added a jug of water. Sam was worried.

"Are we having water for supper?" he wailed.

"It's a surprise. Wait and see." replied Mama.

"Can I help?" asked Sam. "I could stir." "You are still a bit short," said Mama.

"The pot might fall over. But you can help me by fetching things."

"Can you bring me an onion, please?"

"This doesn't smell very nice."

"They will taste nice once they are cooked."

"Now I need some tomatoes. No, that is an apple. The tomatoes are also round and red, but you will find them in the fridge."

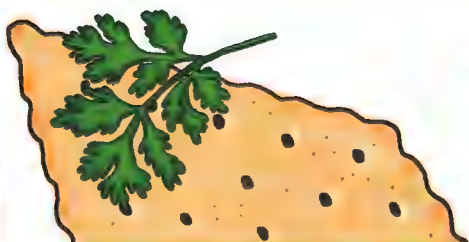
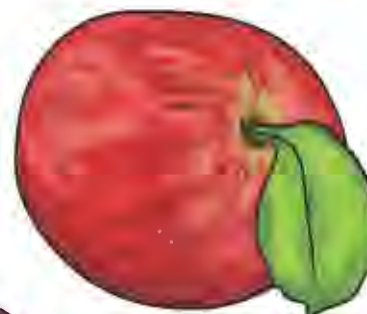
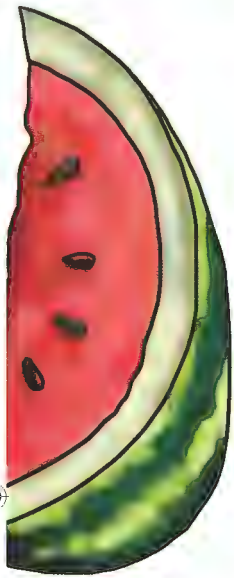
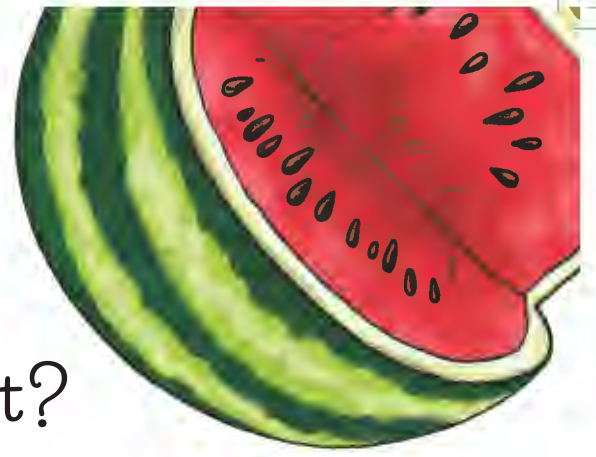
"Can you bring me potatoes? They are round and brown."

"Is dinner ready yet?"

"If you are hungry you can eat the apple while you wait."

"What about these?"

"No, we won't need biscuits."





We can save those for after dinner.”

“What’s in the pot?”

“It’s a surprise. Wait and see.”

“What about this?”

“That is a watermelon. It will be too big for the pot.”

“See if you can find some dhaniya. It is also green.

“Please get some bread. No, it won’t go into the pot but on the table.”

Mama carried the pot to the table and started to dish up.

“What’s in the pot?” asked Sam.

“Soup!” My favourite!

Yaay!


1. Tomatoes are round and red. Sam's mother makes yummy tomato chutney. Sam likes it with momos. Potatoes are round and brown. Durga loves to eat potatoes. She likes alu chewra the most. Given below are some fruits and vegetables. Write about them in your own words.

- a. Onion _____
- b. Watermelon _____
- c. Banana _____
- d. Beans _____
- e. Pumpkin _____
- f. Iskus _____
- g. Lemon _____
- h. Mango _____

2. **Word Play:**

Given below are some words. Read them aloud:

- a. Onion
- b. Radish
- c. Apple
- d. Nuts
- e. Grapes
- f. Egg


 Say the beginning sounds of the words. Write the first letter of the words in the boxes below:


○ ○ ○ ○ ○ ○


 What word do you get? _____


RIDDLE TIME

1. What am I?

 I am brown and round
Found under the ground
What am I?

 I am green and on a vine
Rough and prickly
What am I?

 I am long and green and
on a vine
Bitter, bitter
what am I?

 I wear yellow and
grow on trees
Everyone loves me,
even monkeys
What am I?

Tongue Twister

2. Can you say the following?

Fresh fried fish
Fish fresh fried
Fried fish fresh
Fish fried fresh

PATTERN WRITING

e e e e

l l l l

h h h h

k k k k

b b b b

f f f f

j j j j

eee eee eee eee

lll lll lll lll

hhh hhh hhh hhh

kkk kkk kkk kkk

lll lll lll lll

fff fff fff fff

jjj jjj jjj jjj

hid hid hid hid

elk elk elk elk

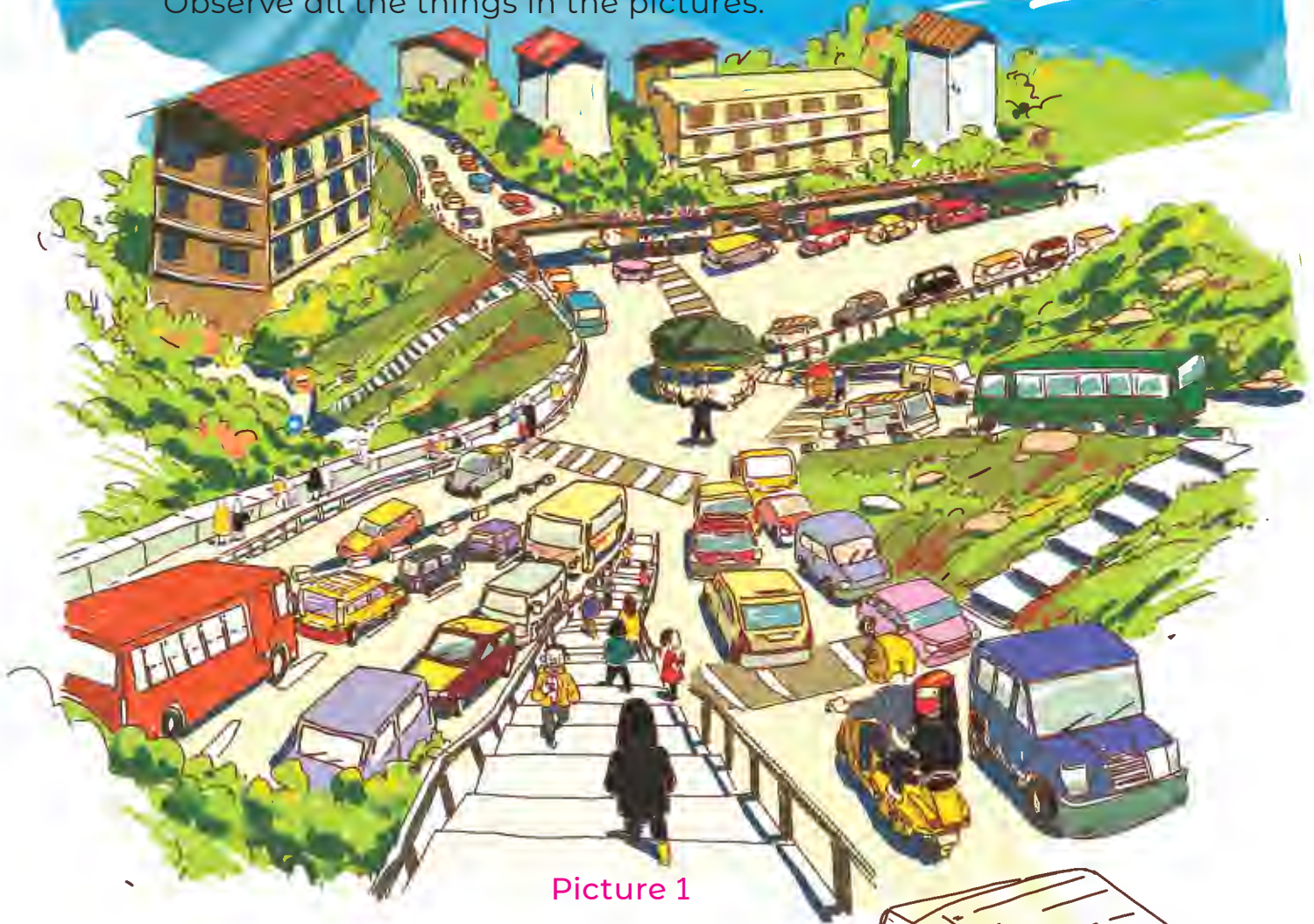
cab cab cab cab

fell fell fell fell

4. Wheels and Wings

A. PICTURE FUN

Look at the pictures and think about them.
Observe all the things in the pictures.



Picture 1

1. Let's Talk about the Picture

Sit in your groups and discuss:

- What are the similarities in the two pictures?
- Can you see any differences in the two pictures? What are they?





Picture 2

- ☼ Which picture do you like better? Why?
- ☼ Find the girl in the red dress. What is she about to do? What will happen to her? What should she do?
- ☼ Can you find the zebra crossing? Why is it called a zebra crossing? Ask your teacher!
- ☼ What is the traffic policeman doing in Picture 1? Why is there no traffic policeman in Picture 2?
- ☼ Can you see any vehicle in the picture that does not produce smoke and noise?



2. Let's write something about the picture

Look at the picture carefully and complete the sentences. You can write in many ways. Look at the following examples:

The bus is full of people. or The bus is red.
or The bus is going to the market.

Now complete the sentences below. Make more sentences and write them in you notebook.

a. The car _____

b. The boy _____

c. The helicopter _____

d. The girl _____

e. The sccooter _____

f. The truck _____

g. The children _____

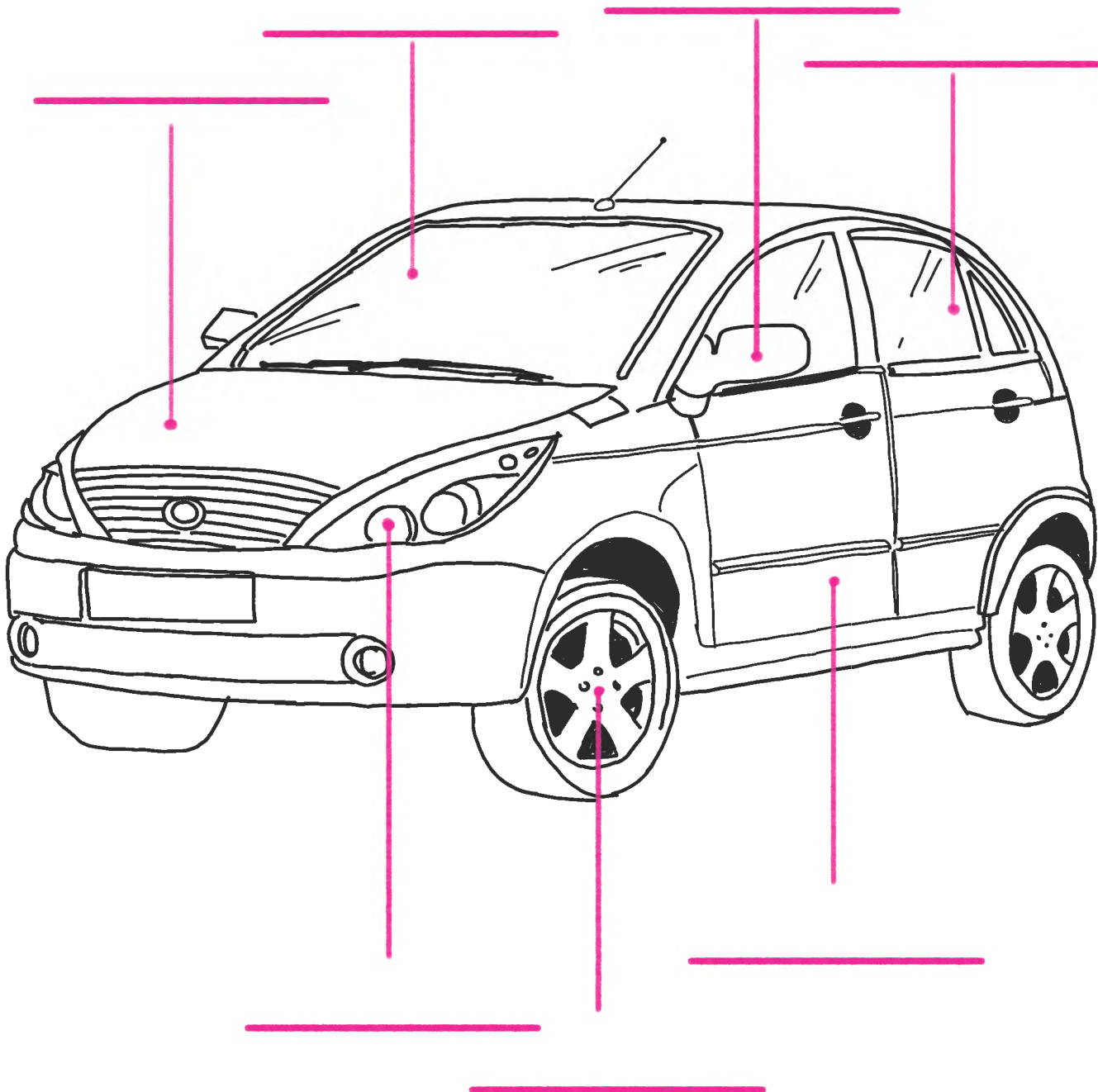
Make a list of the things that have wheels and that have wings. What you write need not be from the pictures!

Wheels	Wings
--------	-------

3. Word Play

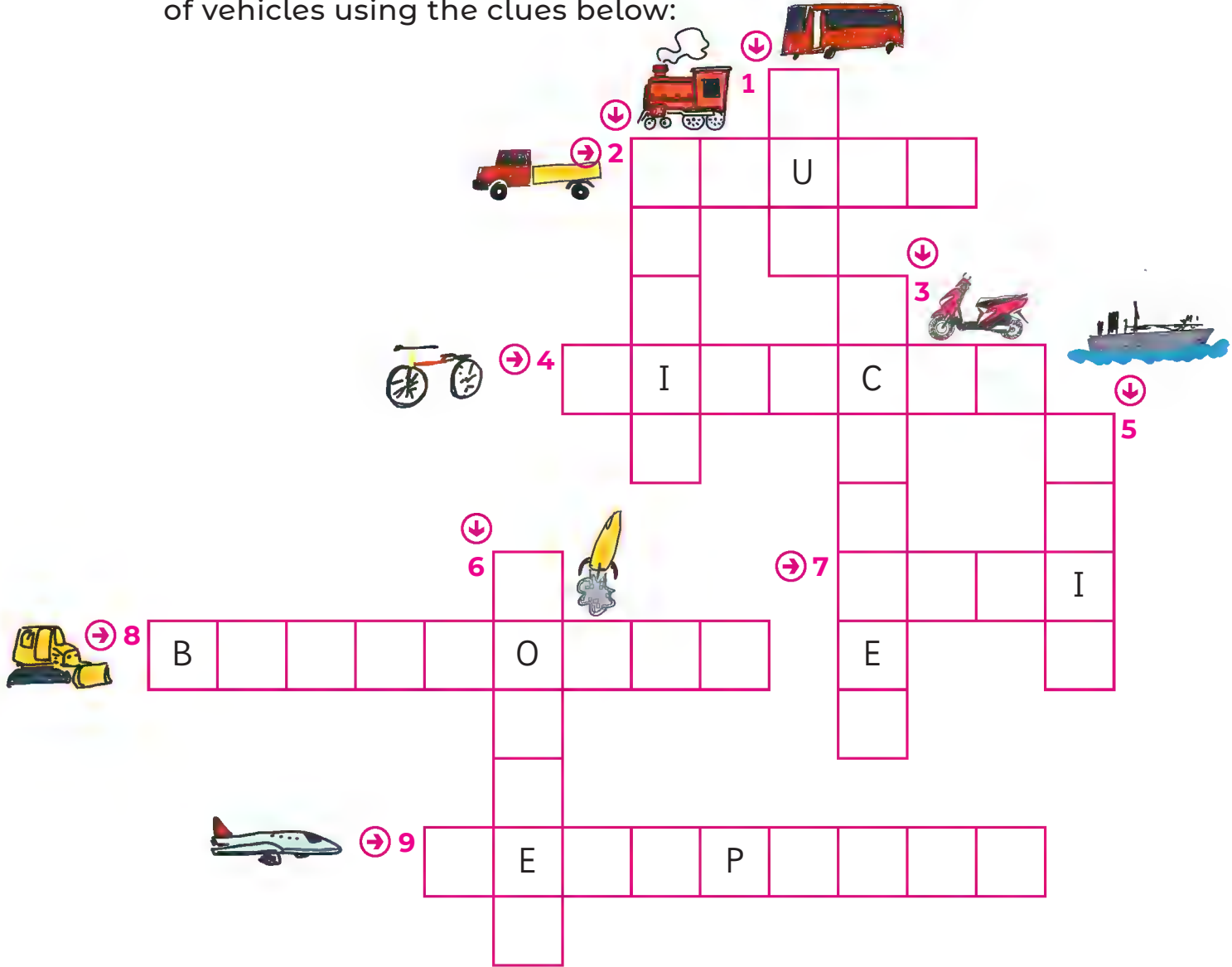
Label the parts of a car using the words in the box:

Bonnet Door Lights Windshield
Wheel Window Mirror





Complete the crossword on different types of vehicles using the clues below:



➔ **ACROSS:**

- 2. It is big. It takes things from one place to another
- 4. It has two wheels and no engine
- 7. Public vehicle
- 8. It is big. It moves mud and stones
- 9. It flies.

⬇ **DOWN:**

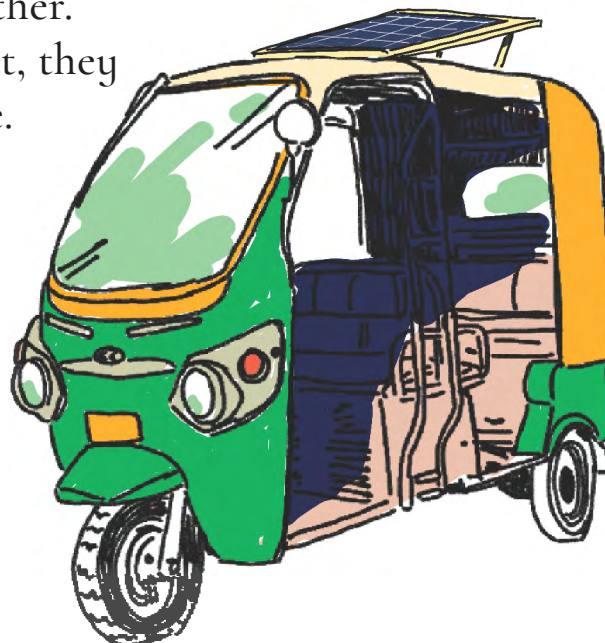
- 1. A big public vehicle for many people
- 2. It is long and travels long distances
- 3. It has two wheels and an engine
- 5. It sails on the seas
- 6. It flies to the moon

Good To Know

Cars take us from one place to another. They help us carry heavy things. But, they also let out smoke. They make noise.

Now, there are some cars that do not let out smoke. Some use energy coming from the sun (solar energy). Some use electricity.

In Siliguri there are solar auto rickshaws. Auto-rickshaws are also called tuk tuks.



B. LET'S EXPLORE

1. You saw many different types of cars in the picture. Go around your locality/neighbourhood and make a list of the different types of vehicles that you see. Can you find anything that does not produce smoke or noise?

2. In your notebooks, draw the road outside your school or any road in your village, town or neighbourhood. Now imagine a vehicle that does not produce smoke or noise and draw it on the road. Colour your picture! Then, write a few lines on what you have drawn.

C. RHYME TIME

Crossing the Street

Stop, look and listen
before you cross the street.
Use your eyes and use your ears
before you use your feet.

Look to your left
then look to your right
and to your left once more.
You must be really careful.
That's what rules are for!

1. You have just read a poem on some rules to follow on the road. Can you think of other good things we can do while walking or riding in a vehicle on the road? Make a list in your notebooks.

D. STORY TIME

Your teacher will read a story for you. Listen carefully.

Wings to Fly

(Adapted from 'Wings to Fly' by Sowmya Rajendran)

Little Malathi has a red skirt. With two pockets. One is for chikki. And the other is for lemon jelly. The shop near her house has all the sweets in the world.

On the way, there are some curious little chicks and an angry mother hen. What fun it would be to chase them! Malathi looks out of the window. The ground is full of yellow splashes. Ripe mangoes have fallen from the tree. She wants to catch one as it falls ...

For that, she will have to run out. But how can Malathi do that? She is in a wheel chair.



When Malathi was about a year old, she came down with a high fever and lost the strength in her legs. For two years, her parents took her to doctors in Bengaluru, where they lived. Finally, they took her to Chennai for treatment.



“You must stay back if you want to get better,” the doctors said. So, Malathi lived in Chennai at a medical centre for nearly 15 years.

Away from her father, mother, brothers and sister. Away from the sweet shop. Away from the chicks and the mother hen. Away from the mangoes that fell in her backyard.

The doctors did many operations on Malathi. To keep fit, they told her to exercise. To move her shoulders, move her arms, move her body. Malathi liked doing this. She liked to exercise, she liked to play. She liked the medals, too, that she began to win.



Malathi was about 18 years old when she came back to live in Bengaluru. She had become very good at sport. She won two gold and two silver medals at the first national sports meet for the differently-abled. She was in the newspaper!

When she was 23 years old, Malathi started working in a bank. She made lots of friends.

Around this time, Malathi went to Ahmedabad for a sports meet. She entered her name for a track event. Then she found there was a problem. She was the only woman in the race!



“But I want to participate!” Malathi said.

“No!” said the organisers. “We need at least three participants.”

“But I’m very good at track events!” Malathi said.

“Sorry,” said the organisers. “This is the rule.”

Malathi was sad. She really wanted that medal. She wanted to make her friends at the bank proud of her.

“I’ll race with the men,” she told the organisers.



Malathi was sure she would win. But when she went to the starting line, her heart began to thump wildly. She was going to race with men who had been in the army. They were all so big, so strong! She shut her eyes. She was just going to do her best. She wasn't going to think about anything else. One, two, three... BANG!

Malathi wheeled as fast as she could. Her arms ached, her body was in pain. "Let me not be the last, let me not be the last!" she prayed, wheeling herself faster and faster.

When the race was over, Malathi wasn't the last one. She was the first! Nobody could believe it. Including Malathi! The race taught Malathi something she never forgot. She could win as long as she tried.

She was Malathi Holla, the girl who didn't need wings to fly.




 You have just heard an interesting story.
Do you have any questions? Do you have anything to say?

1. Time to Talk:

Gather in your groups and discuss:

 Why do you think Malathi was able to win so many medals?

 Can you think of some words to describe Malathi?
You can use your local language. Your teacher will help you with English words.

 Which part of the story did you like the best?

2. Let's Write:

Write a few sentences about Malathi using the words that you have discussed.

Malathi was _____

She _____



3. Complete the following sentences:

Gather in your groups and discuss:

- a. Malathi couldn't run because _____
- b. Malathi lived in Chennai for _____
- c. To keep fit, _____
- d. Malathi's family was in _____
- e. The organizers did not let Malathi take part in the race because _____
- f. Malathi wanted the medal because _____
- g. Malathi decided to _____

4. Wordplay

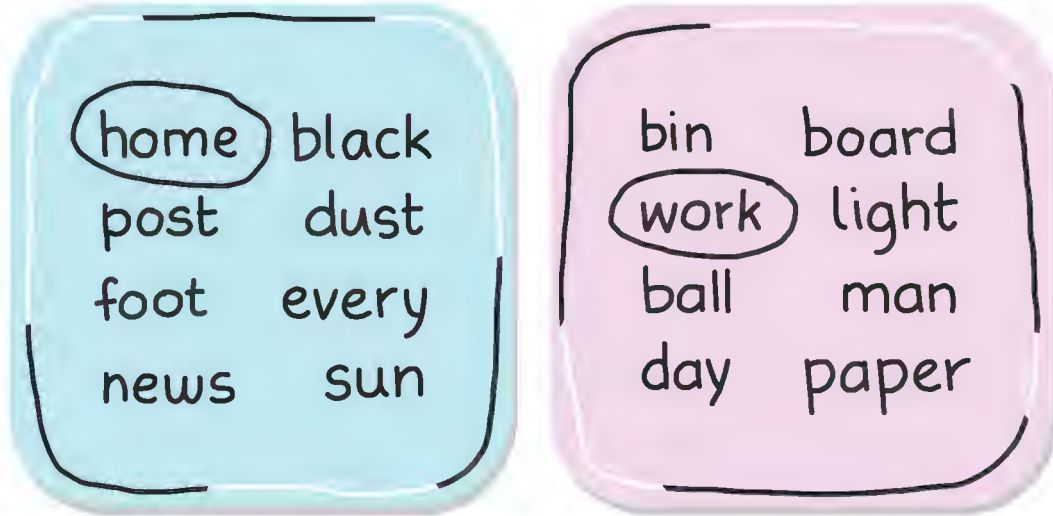
 The word wheel starts with wh.

Add wh to the following to make new words:

_____at _____eat _____y
_____ale _____ich _____ip

 Let's think of some more words starting with wh:

- 🌸 Wheelchair is made up of two words, wheel + chair.
Match words from the two boxes below to form new words.
The first one is done for you.



Homework _____

- 🌸 Make sentences with any three new words that you have made:

a. _____

b. _____

c. _____

5. Let's Draw

In your notebooks, draw and colour the part of the story that you like the best. Write a few lines on what you have drawn.

E. RECITE AND REJOICE

Go Go Go

—K. Clarke

How did you get there, how did you go?

Did you take a bus?

No no no!

The bus is too slow, don't you know?
I'd rather take a train, that's how I'd go.

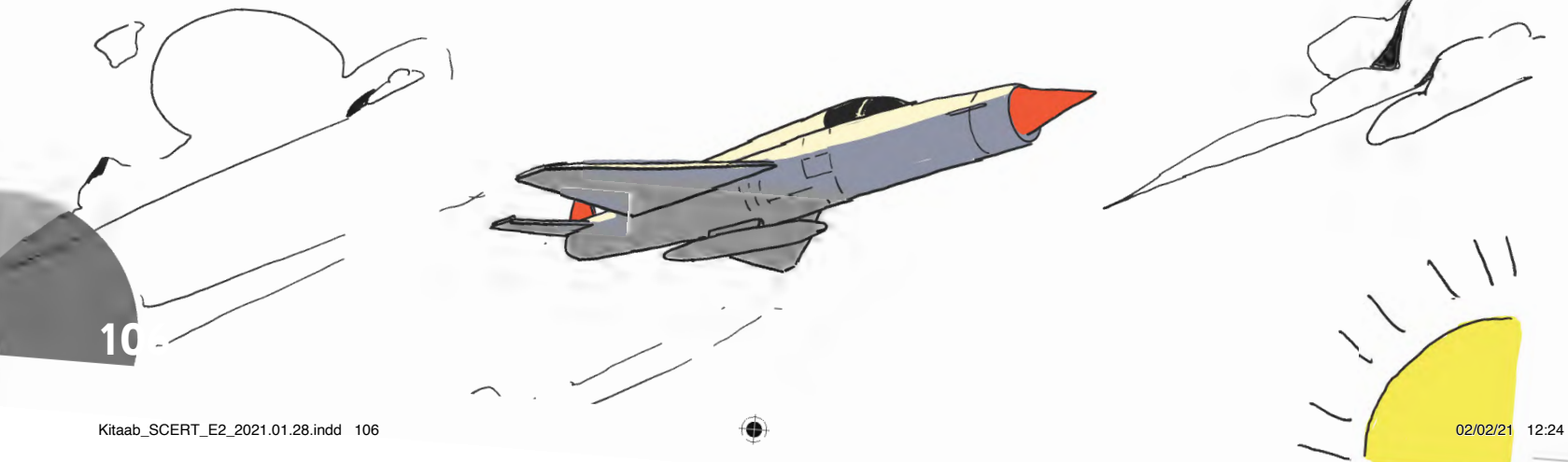


How did you get there, how did you go?

Did you take a train?

No no no!

The train is too fast, don't you know?
I'd rather take a jet, that's how I'd go



How did you get there, how did you go?

Did you take a jet?

No no no!

The jet is too high, don't you know?

I'd rather take a car, that's how I'd go

How did you get there, how did you go?

Did you take a car?


No no no!


Petrol is too expensive, don't you know?

I'll just walk, that's how I'll go.



1. Time to Talk

 Have you seen a train? Why do you think there are no trains in Sikkim?

 How does the poet finally decide to go?
How would you go?

2. Make a list of all the different kinds of vehicles mentioned in the poem:

a. _____

c. _____

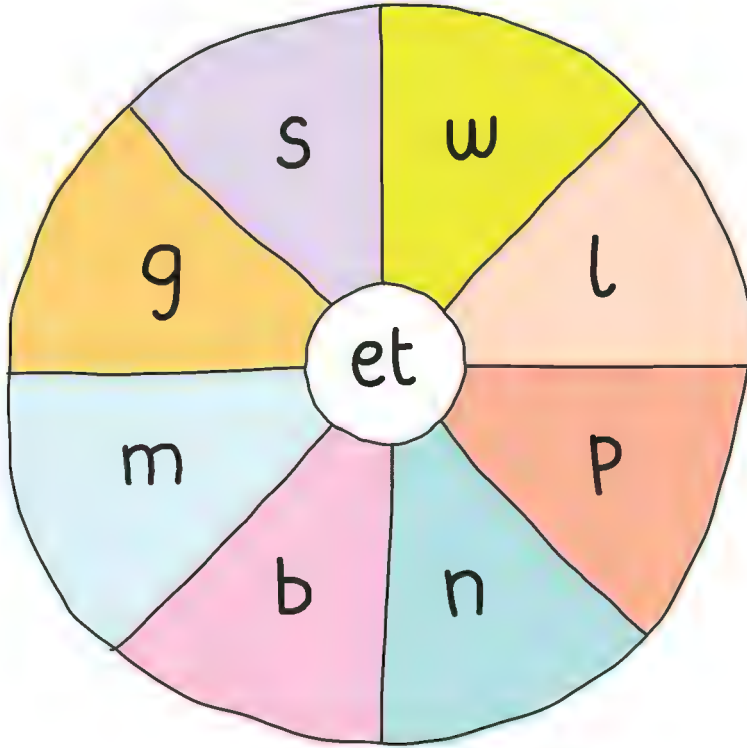
b. _____

d. _____

3. Wordplay

Jet ends with the sound 'et'.


Make more words ending in 'et' using the letters below:



Eight horizontal rectangular boxes, each with a colored border and a horizontal line inside, arranged vertically for writing answers.

 Can you think of any more words?

Two horizontal lines for writing answers.

 Make sentences with some new words that you have made in your notebook.

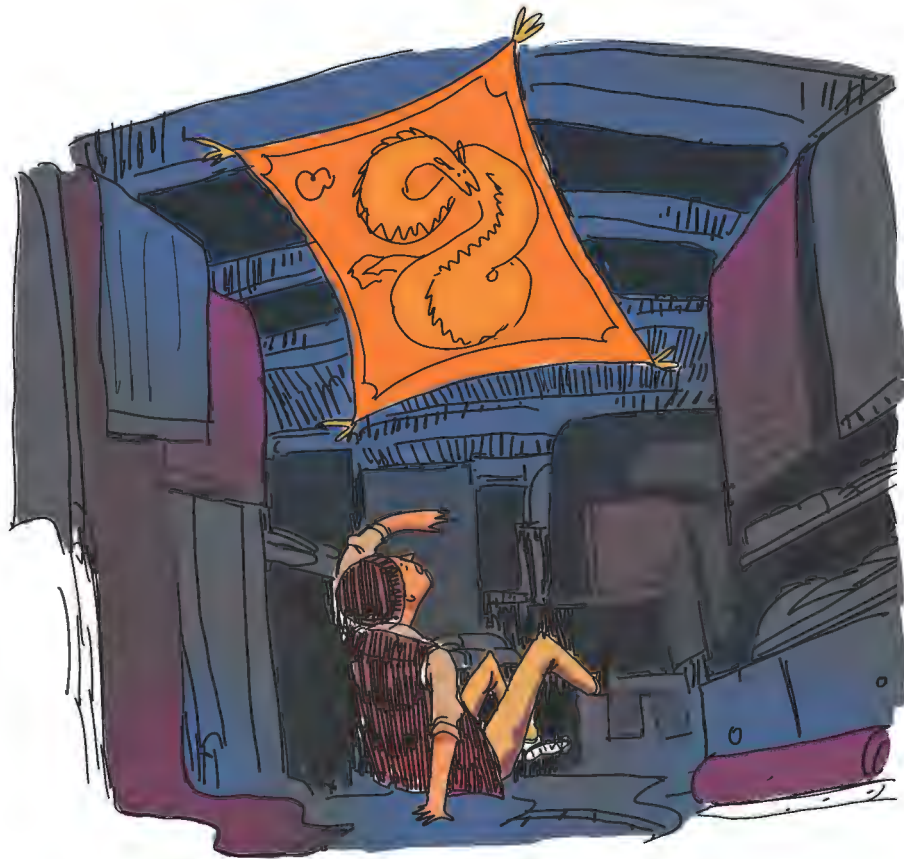
F. I CAN READ

Read the following story in groups and then act it out.
Go flying round the school!

Ali and the Magic Carpet

—Sue Clarke

One very hot day Ali finds a carpet in his uncle's shop.



“What’s this?”

Suddenly the carpet jumps! It moves and flies off into the air.

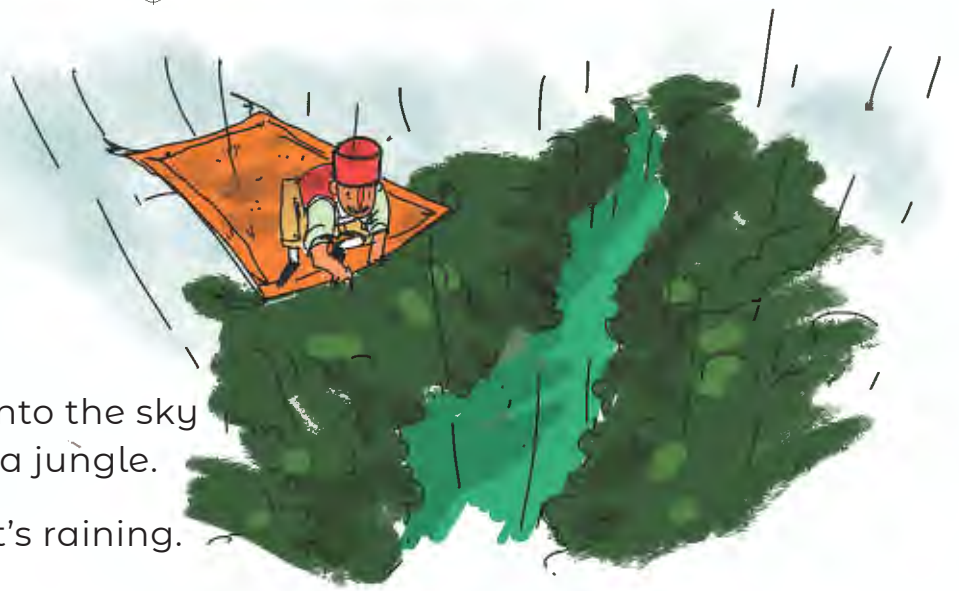
“Hey!” “What’s happening?”

A loud booming voice comes from the carpet.

“Welcome, O master. I am a magic carpet.”

First they fly high up into the sky
and then they land in a jungle.

It is hot and wet and it's raining.



Then they fly to the desert.

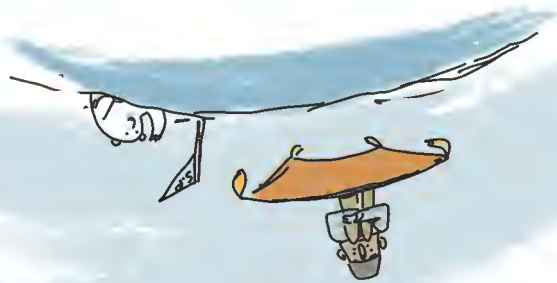
It is very, very hot and dry.

"It is very, very hot today!"



After that they fly to the
South Pole.

There is lots of ice and snow.
It's freezing. "Brrr!"



"Where are we now?
I can't see!"

"In the mountains.
Can you see me?"

"It's very foggy."



Then they fly to a forest. It's very windy there.

"Oh, it's windy in the forest!"



Then they fly to an island in the sea. There is thunder and lightning.

"Aaagh! Let's go home!"

"What a storm!"



Finally they fly back home. The carpet lands in the shop and Ali gets off.




"Wow! What an adventure!"

Did you like the story?

Let's do the following exercises based on Ali and his Magic Carpet.

1. **Talk Time:**

 If you had a magic carpet, what would you do?
Where would you go?

2. Now, in your exercise books, write a few lines on what you would do if you had a magic carpet.

3. Replace the underlined words with words from the box.

He

It

They

She

Him

 Ali found a magic carpet.

_____ was very happy.

 The carpet jumped.

_____ also spoke.

 Ali and the magic carpet went to a jungle.

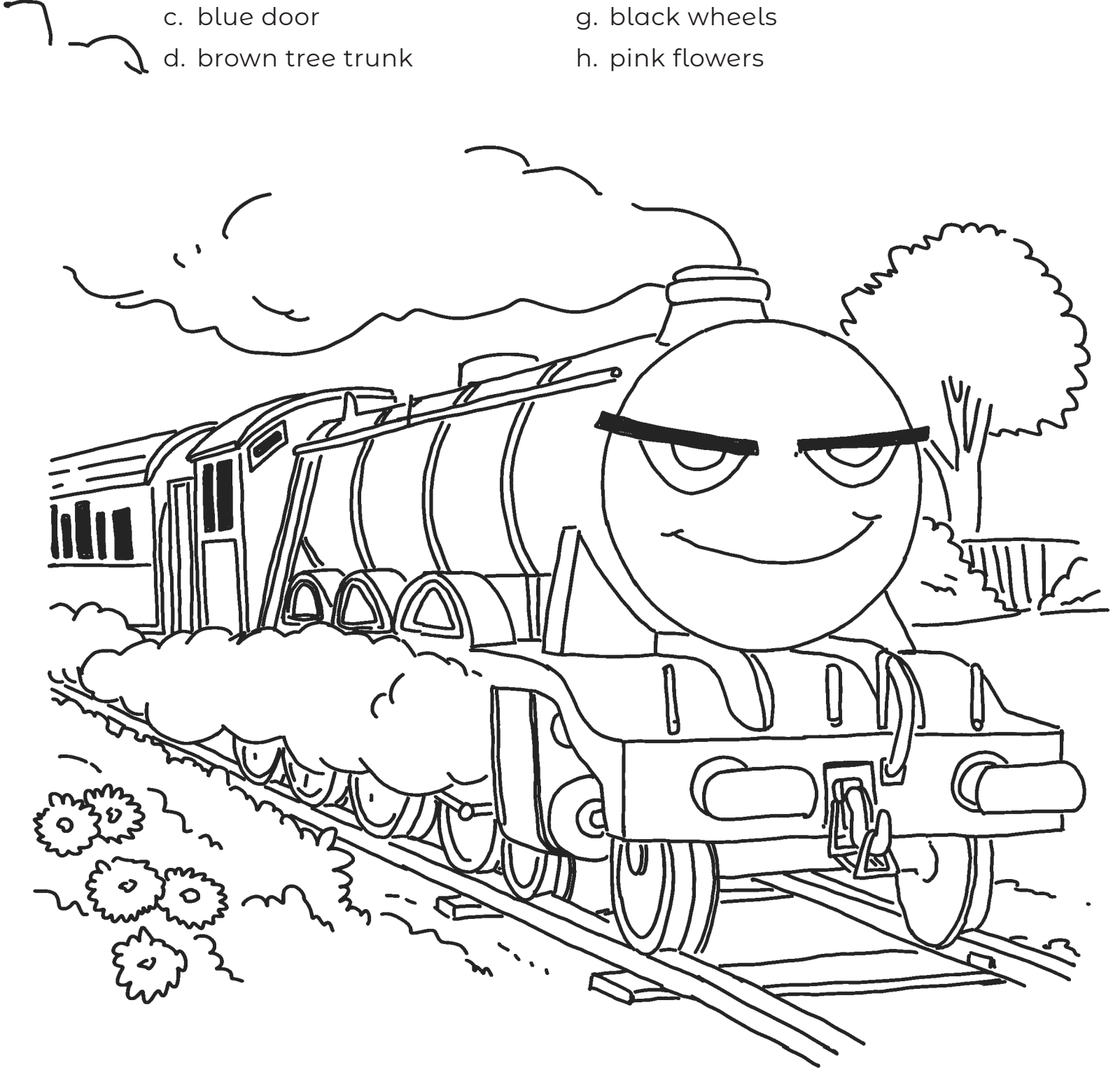
_____ had fun.

 Ali's mother could not find Ali.

_____ was waiting for _____.

4. In the picture below, colour

- a. red train
- b. yellow face
- c. blue door
- d. brown tree trunk
- e. green leaves
- f. grey smoke
- g. black wheels
- h. pink flowers



G. HAPPY FINGERS

1. Make a paper aeroplane, rocket or ship. Colour it and stick it in your exercise books. Draw around your paper aeroplane, rocket or ship.
2. Let's make a Pipe Wheely.

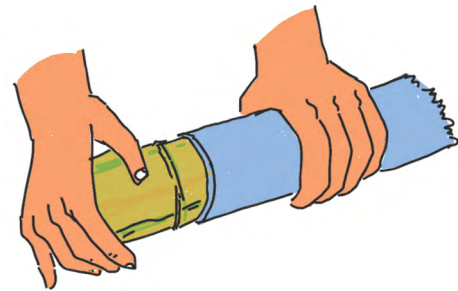
You will need:

- a. 1 metre black rubber pipe generally used for watering gardens.
- b. small piece of wood or bamboo to fit inside the pipe.
- c. 2 metres metal wire which you can bend.

How to Make? Look at the picture to help you!

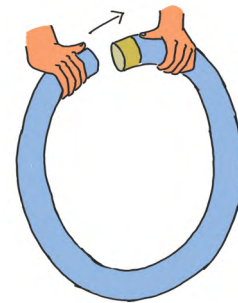
INSTRUCTIONS:

Step 1 - Push half the piece of wood/ bamboo inside one end of the pipe.

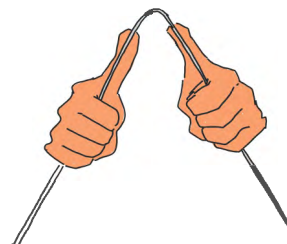


Step 2 - Make sure a bit is sticking out.

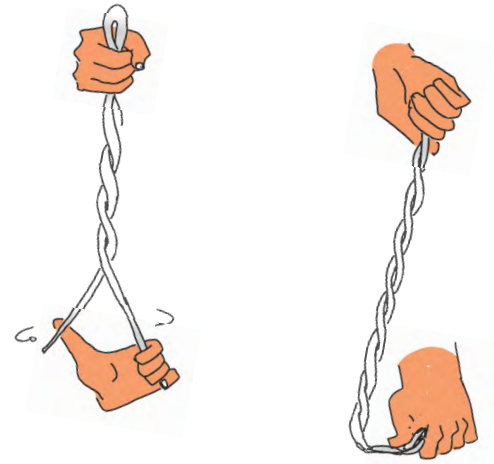
Step 3 - Now, fix the other end of the pipe on the wood to form a circle.



Step 4 - Now bend the metal wire in the middle.



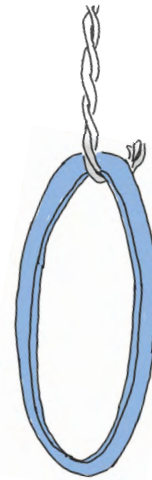
Step 5 - Twist the wire to make it stronger.



Step 6 - Bend one end of the wire.



Step 7 - Hook it on to your rubber wheel.



Step 8 - Make sure that the wheel is properly attached to the wire hook.

Step 9 - Make sure that the rubber wheel can move freely inside the hook.

Step 10 - Bend the wire at an angle in such a manner so that you can balance the wheel. This is your handle!



Balance your wheely and push it along.
Have fun! Drive carefully.

H. RHYME TIME

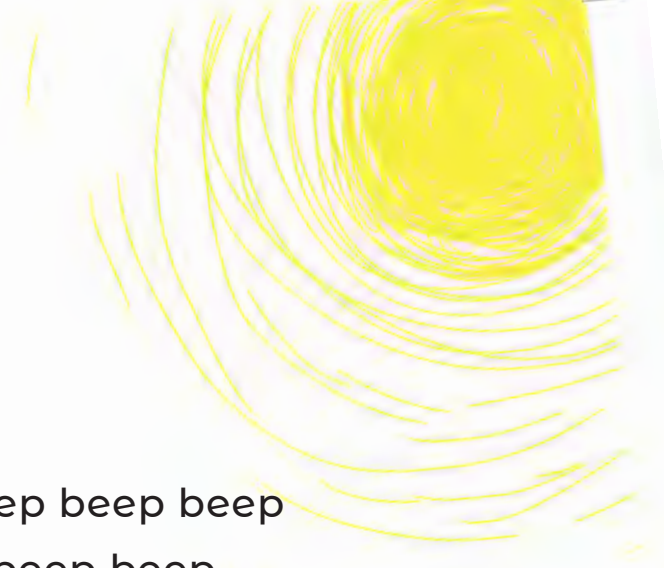
Here is a rhyme for you to sing and enjoy. Sing it to the tune of 'This is the Way I Brush my Teeth'.

The wheels on the bus go round and round
Round and round, round and round
The wheels on the bus go round and round
All through the town.

The doors on the bus go open and shut
Open and shut, open and shut
The doors on the bus go open and shut
All through the town.

The wipers on the bus go swish swish swish
Swish swish swish, swish swish swish
The wipers on the bus go swish swish swish
All through the town.





The horn on the bus go beep beep beep
Beep beep beep, beep beep beep
The horn on the bus go beep beep beep
All through the town.

The people on the bus go up and down
Up and down, up and down
The people on the bus go up and down
All through the town.



PATTERN WRITING

m m m

n n n

v v v

x x x

mmm mmm mmm

nnn nnn nnn

vvv vvv vvv

xxx xxx xxx

nab nab nab

me

me

me

man

man

man

net

net

net

van

van

van

fix

fix

fix

axe

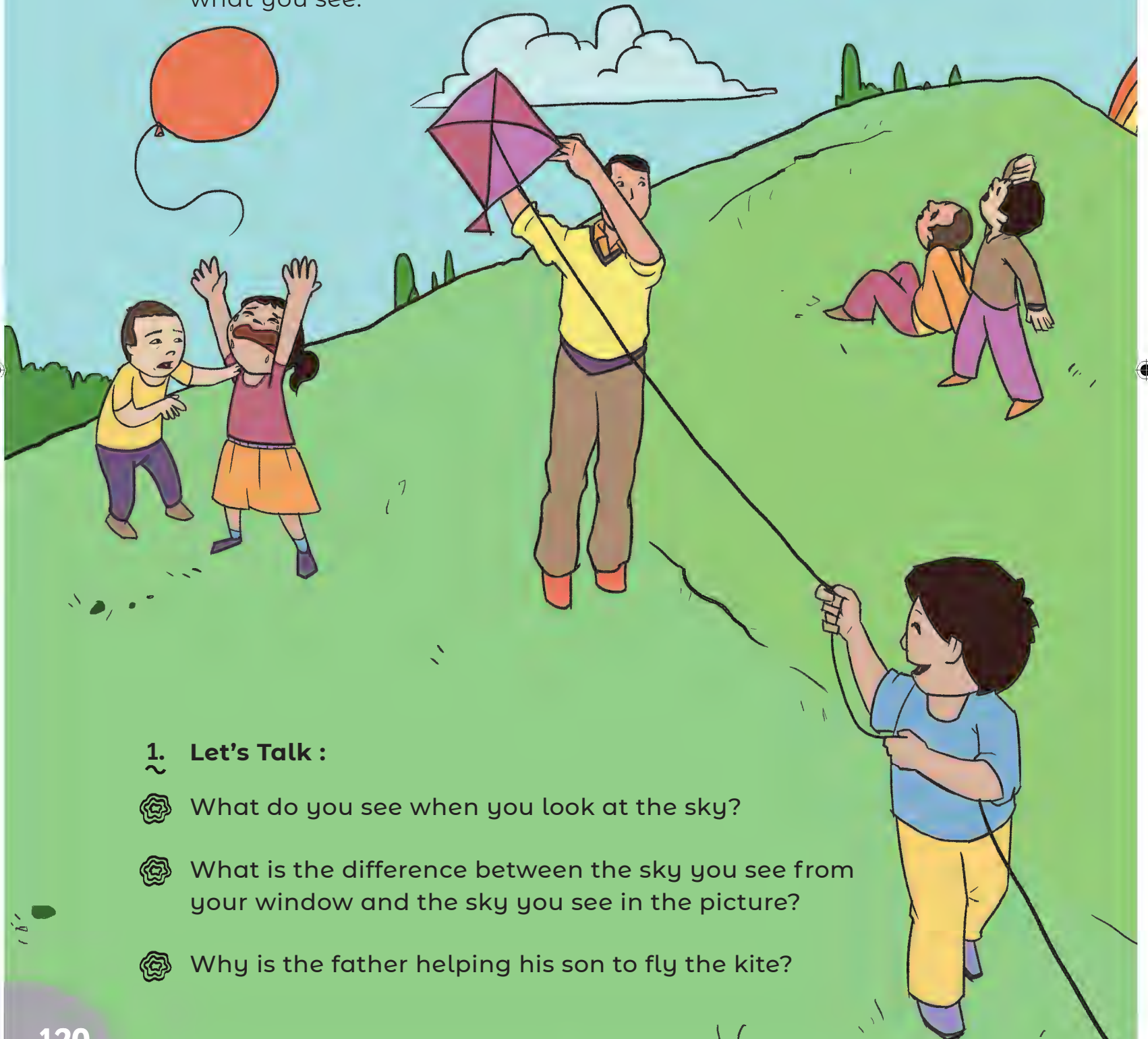
axe

axe

5. When I Look at the Sky

A. PICTURE FUN

Children, look at the picture. Share in your class what you see.



1. Let's Talk :


- 🌀 What do you see when you look at the sky?
- 🌀 What is the difference between the sky you see from your window and the sky you see in the picture?
- 🌀 Why is the father helping his son to fly the kite?



- ❁ What are the two boys looking at? How are they feeling?
- ❁ Why is the girl crying?
- ❁ What do you think her friend is doing?
- ❁ How is the sky becoming dirty? What do you think people can do to make it clean?



2. Think And Write:

-  Make a list of all that you see in the sky and on the ground. You can use local names. Your teacher will help you with English names.



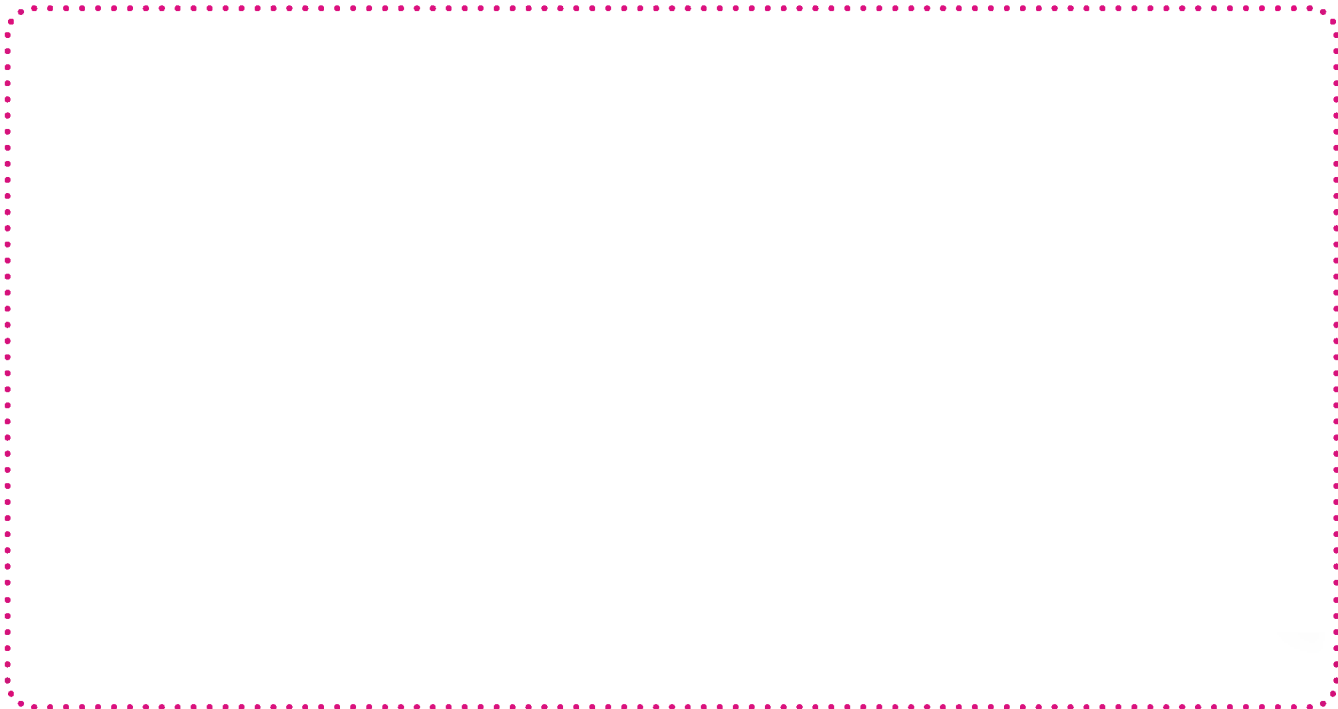
Things you see in the sky

Things you see on the ground

3. Tick the picture which helps to clean the air.



4. Draw the sky and fill it with the things that you like to see in the sky.



B. HAPPY FINGERS

Let's look at Bengi's Thumb Printing.



Bengi has just finished doing her thumb printing around the picture and she is happy to share it with us. Let's look at her thumb printing work and try our hands at thumb printing.

Paint with your finger!

Instructions- Dip your thumb or finger into a paint of your choice and make imprints on paper. Use a pen to turn the fingerprint into the picture of your choice.

Your teacher will help you.

C. LET'S EXPLORE

Do the shopkeepers in your villages and towns use plastic bags?

You can help them understand that plastic hurts our earth.

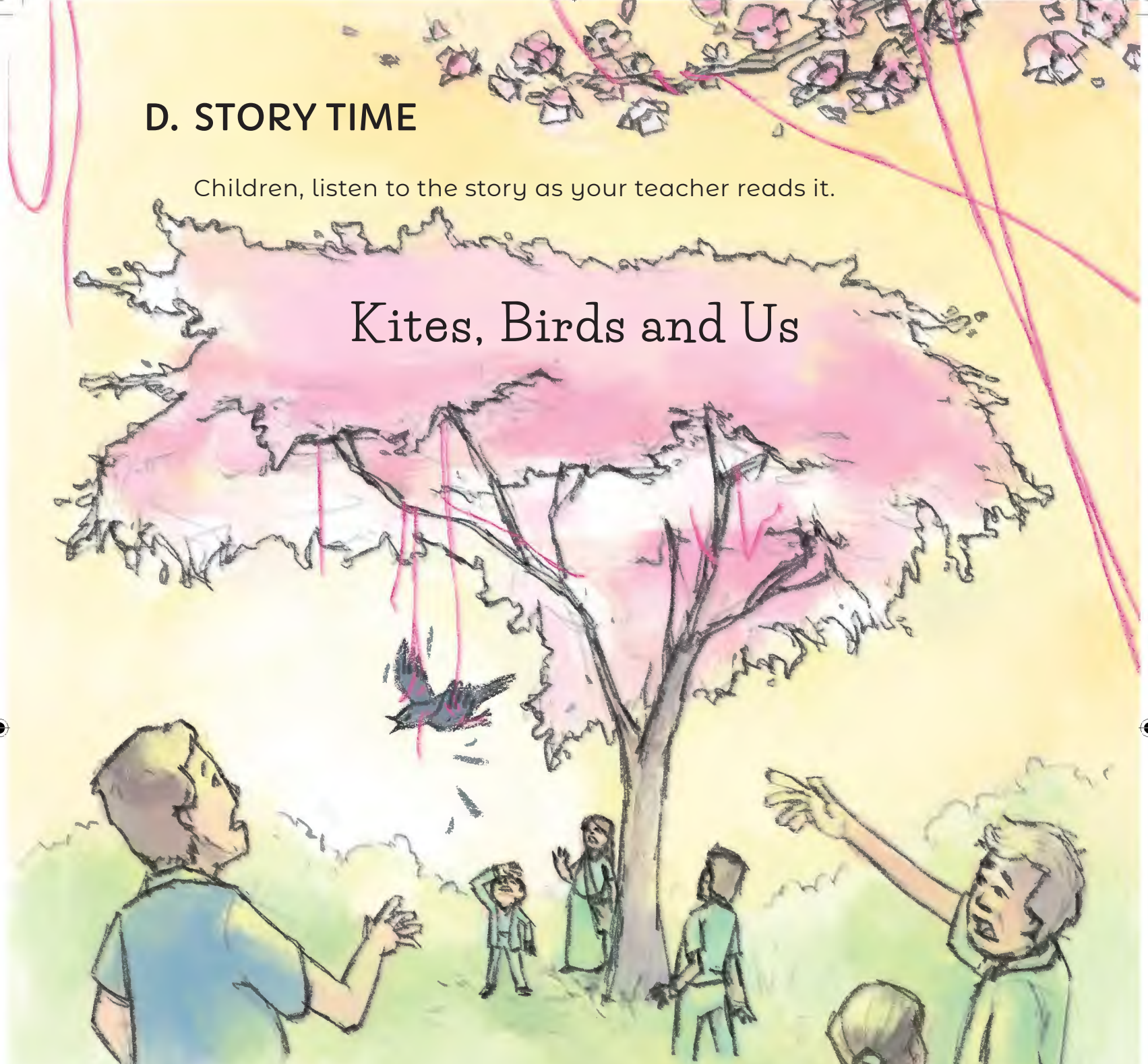
Let's make and give them some paper bags. Ask them to use the paper bags while selling things. Your teacher will help you make the bags.

Don't forget to talk to them about how we can protect earth by not using plastics.

D. STORY TIME

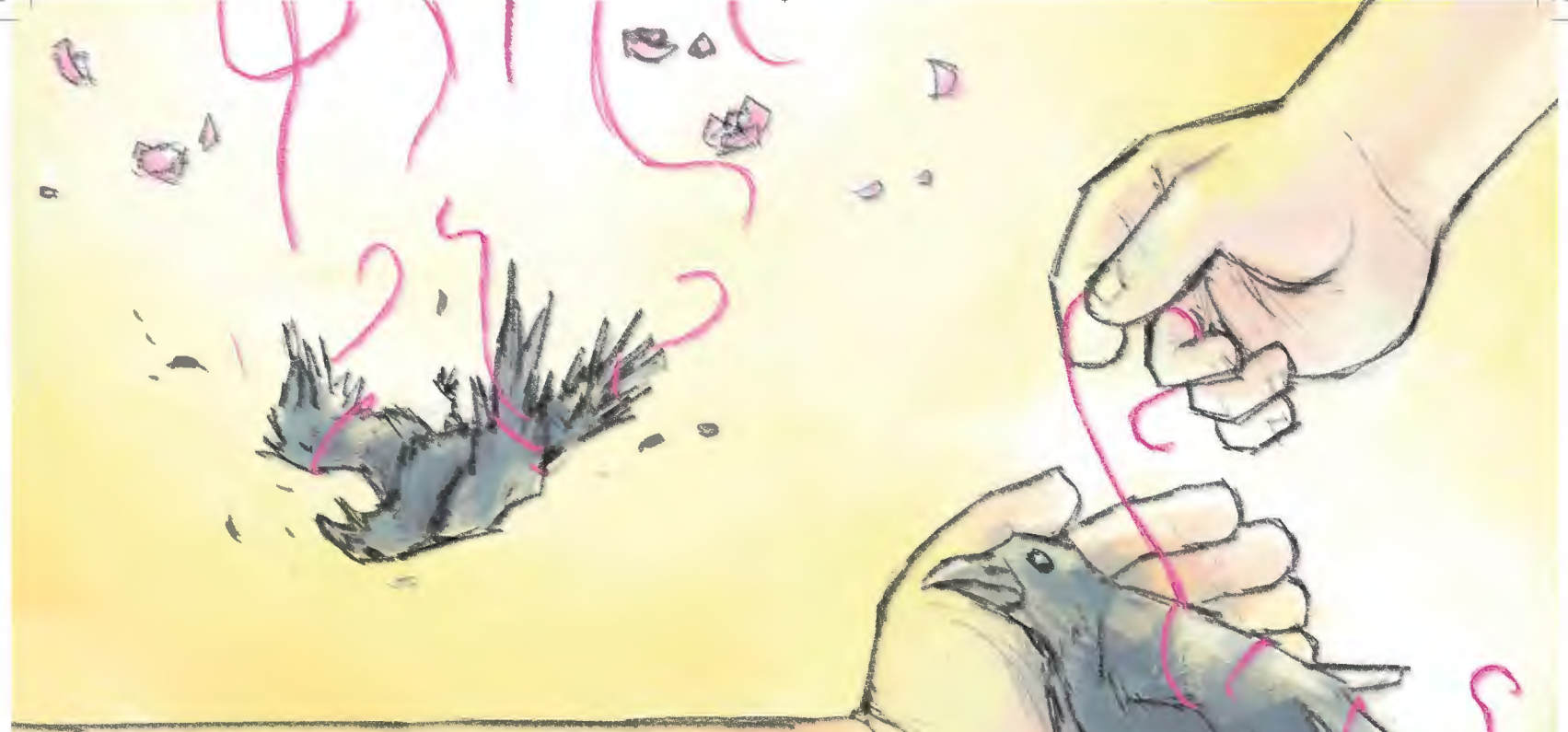
Children, listen to the story as your teacher reads it.

Kites, Birds and Us

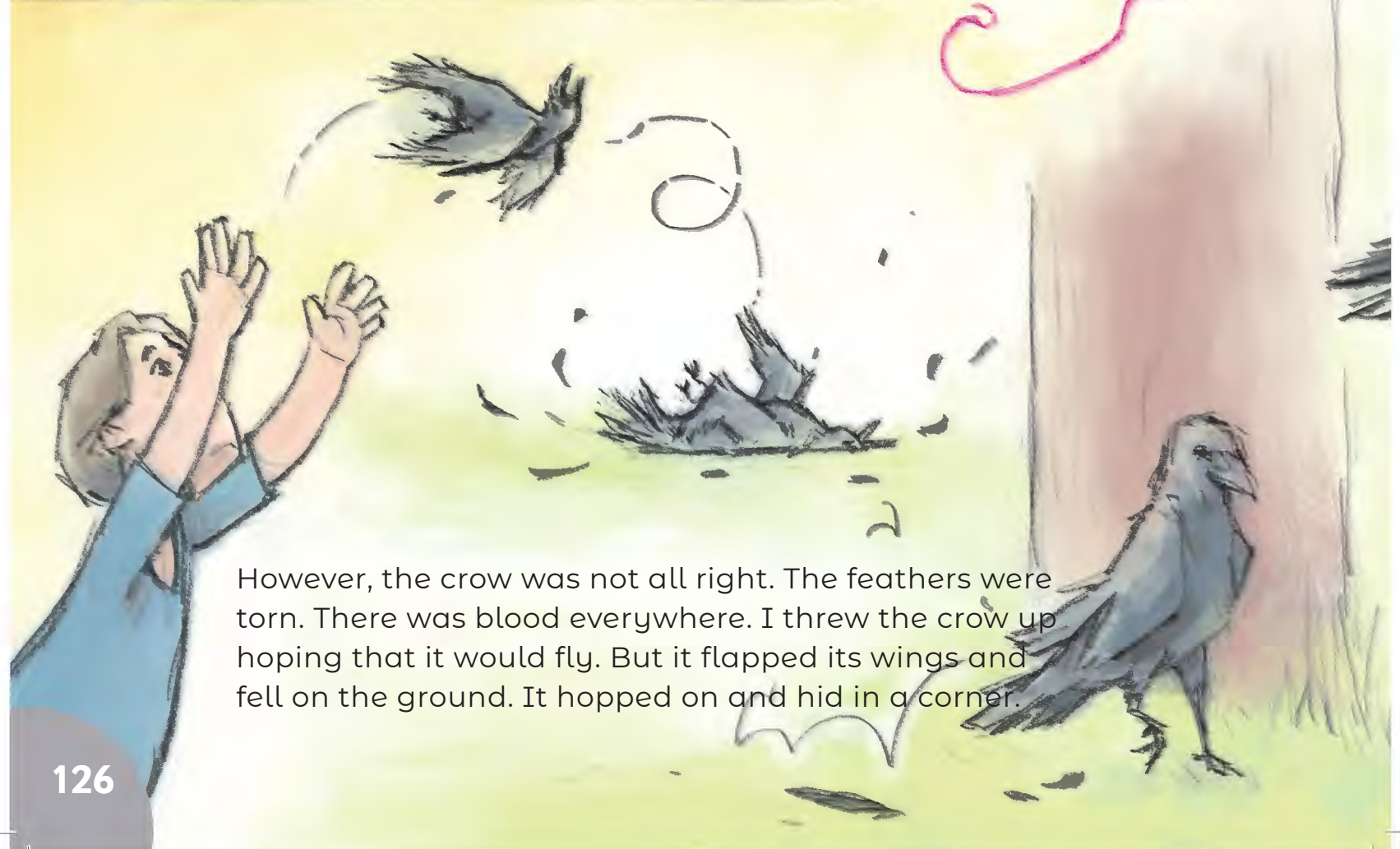


I was walking in the park. It was a beautiful Monday morning. The cherry trees looked beautiful with pink and white flowers. Little squirrels were running around looking for food.

I saw a group of people talking and shouting. When I came closer, I saw a crow hanging upside down. Its wings were caught on a kite thread. The crow was trying to break free.



Finally the thread was broken. The crow fell down with the thread. I gently held the crow. I removed the knotted thread. The crow was quiet. It didn't even get scared and peck at me. It only waited for me to remove the thread.



However, the crow was not all right. The feathers were torn. There was blood everywhere. I threw the crow up hoping that it would fly. But it flapped its wings and fell on the ground. It hopped on and hid in a corner.

The people were happy that the crow was saved. Everyone left the place. But I stood there for a while to watch it. I was afraid because there were hungry dogs around.



So I picked up the crow and took it to a doctor. The doctor said that its wings were hurt. She gave some medicines. And I took the crow home. I took care of the bird till it could fly again.



A few days later I took the crow to the park. I held it up gently and said a prayer. Then one day I took it to a park to help it fly. The crow flapped its wings and flew away.



Good To Know

In the Gujarat Kite Flying Festival 2018, 4026 birds were hurt and 214 died.

In Delhi 600 birds were hurt by kites in the year 2017.

In Ahmedabad, during January 2014 more than 4000 people said that they will not fly kites with manjha.

What is manjha?


Manjha is a kite thread. The thread is made strong by using glass and gum.

Kite flying is a lot of fun. It is a fun game. Birds get hurt when we use kite thread which has glass. We should use simple kite threads to fly kites.



Let's Think And Write Together

1. Share with your friends and write.
- How did the crow get caught in the thread?
 - Why do you think the crow kept quiet when someone was helping it?
 - How did the person help the crow?
 - How do you think the person took care of the crow?
 - At the end of the story, what did the person do with the crow?
 - What would you have done if you were in the park?

 Fill in the blanks by choosing the correct words from the brackets.

A crow was _____ (catch, caught, catching) on a kite thread. It _____ (flapping, flap, flapped) its wings again and again. The thread _____ (snapped, snap, snapping) and he _____ (fall, falling, fell) down.

A kind man _____ (walking, walk, walked) up and _____ (helped, help, helping) him.

2. Imagine that you and your friends are flying a kite, on a windy day with a simple thread. Write a few lines about how you feel.

3. The sentences below tell us something about a place, animal, bird etc. Use words from the box and complete the sentences.

Beautiful

Hungry

Hurt

Kind

Pink And White

Torn

- The park was very _____ .
- The crow was _____ .
- The feathers were _____ .
- The cherry trees were covered with _____ flowers.
- The dogs were _____ .
- The man was _____ .


E. RECITE AND ENJOY

Have you ever looked at the clouds in the sky?
What do you see?



Now let us read this lovely poem about what
we see in the clouds. Say it loud with actions.

Show of Clouds


(Adapted from 'Parade of Clouds' by Margaret Dortste)



As I lie on my back,
Looking up at the sky.
I see two fluffy lambs,
Jumping by.



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 ship sailing,
On a white sea.

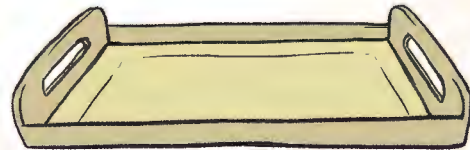
As I lie on my back,
Looking up at the sky.
I see an elephant,
Waving its trunk at me.

Looking up at the sky,
I see the white clouds floating by
Oh! It's fun, it's fun to me,
To see whatever I want to see.

1. Look at the picture and write the words:



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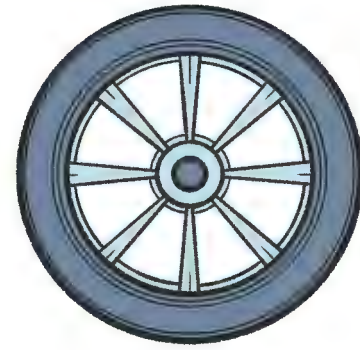


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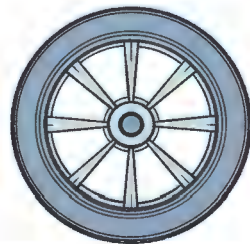
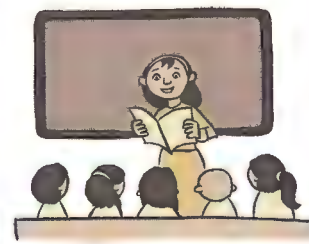
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2. Now let's use the words which we have just written to make sentences. One has been done for you.



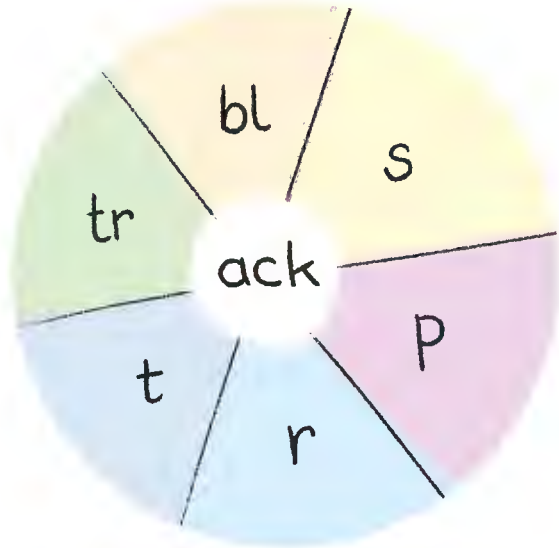
The truck has four wheels.



3. Wordplay

The word 'back' ends with the sound 'ack'.

Make more words ending in 'ack' using the letters below:



New Words

4. Let's Write

Anu has just read the poem "Show of Clouds". She likes it very much. She imagines the pictures she often sees while watching the clouds. She begins writing but falls asleep. Complete her sentences.

Whenever I watch the clouds. I see _____



F. I CAN READ

The Sun's Handkerchief

(Adapted from 'The Sun's Handkerchief' by Tarun Cherian)



One day the Sun caught a cold. It happened like this. It was a rainy day. The Sun's feet and clothes got wet because he stepped out in the rain without a raincoat and gumboots.

First thing the Sun knew about the cold was that his nose itched. "Ahchooo! Ahchooo!" he sneezed.

Each time he sneezed, there was lightning and thunder. He sneezed and he sneezed, till he was quite red in the face.



Mother earth put him into bed with a hot water bottle. But he still did not feel good.



Nothing worked, so his sister Flora gave him warm medicine. It was honey and tulsi. She also gave him a beautiful handkerchief with different colours.








Soon the Sun felt better and the cold was gone. The Sun took his handkerchief and went out in the morning. The beautiful handkerchief glowed in the sunlight.








Then, a little girl smiled. She had been sad because it was raining a lot. The colourful rainbow had made her happy again.



1. Time To Talk:

-  When you catch a cold, what do you do?
-  Who takes care of you when you fall ill?
-  Do you also take care of people when they fall ill?
-  What happens when the sun shines?
-  When the sun is not shining how do you feel?

2. Let's Write:

-  Who caught a cold in the story?
-  What happened when the Sun sneezed?
-  Sister Flora gave the Sun some medicine. What was it made of?
-  What made the little girl very happy?
-  How many colours did the girl see in the rainbow?

Complete the sentences.

-  When the Sun caught cold, mother earth _____

-  When the Sun caught cold, Flora _____

3. Let us Draw and Write

Dear Children, think about the story of the Sun's handkerchief. It has three parts: beginning, middle and end.



Draw the three parts of the story and then write it with your friends in your notebook.







Beginning

Middle

End

4. Look at the calendar below and choose the correct answer.

SEPTEMBER 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7  cloudy	8
9  new moon	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24  full moon	25	26	27	28	29  sunrise - 5:28 am  sunset - 5:25 pm
30  thunder-storm						

 Which day was a full moon day?

- a. 24th September b. 9th September c. 7th September

 On 29th September the sun rose at _____ .

- a. 5:28 am b. 5:25 am c. 5:26 am

 There was thunderstorm on _____ .

- a. 12th September b. 30th September c. 28th September

5. Tick the correct answer

 On a rainy day Sun came out _____ .




a. with shoes



b. without gumboots



c. with slippers

 Sister Flora gave him a medicine made of _____ .



a. Honey and tulsi



b. Honey and neem



c. Honey and ginger

 The girl was happy to see _____ .



a. the Sun



b. the Rainbow



c. the Rain

F. RHYME TIME

1. Let's Act:

Let's act as if we're all going to the moon! Your teacher will read out the following. Listen carefully and follow, then enjoy the moon ride! Everyone must do it together.

Step 1 - Imagine stepping into a space suit and zipping it up, put on your buckle boots.

Step 2 - Imagine putting on your helmets and buckling safety belts.

Step 3 - Imagine that you are climbing up your space ship, turn on the switches.

Step 4 - Time to go.

Step 5 - The counting has begun.

Step 6 - Wave goodbye and salute.

Step 7 - 5, 4, 3, 2, 1

Step 8 - Slowly rise from seated position, and jump up high.



2. Say this rhyme loudly and have fun!



Zoom Zoom Zoom

Zoom, zoom, zoom
We're going to the moon
Zoom, zoom, zoom
We'll be there very soon
5, 4, 3, 2, 1.....

Zoom, zoom, zoom
We're going to the moon
Zoom, zoom, zoom
We'll be there very soon
5, 4, 3, 2, 1.....

3. Let us sing this Bhutia song about a child flying in the airplane to meet his/her parents.

Namla namdu phuso.
Sherki namdu phuso (2)
Sherki namdu nangla
Ngacha phayu loksoh (2)
Ngacha phayu lokti
Appa ama jaysoh (2)
Appa ama jaydee
Tashi menlom shusoh (2)
Tashi menlom shudee
Ngachaya samday dusoh
Ngachi samday dusoh



PATTERN WRITING

p p p p

r r r r

s s s s

o o o o

y y y y

z z z z

ppp ppp ppp ppp

rrr rrr rrr rrr

sss sss sss sss

ooo ooo ooo ooo

yyy yyy yyy yyy

zzz zzz zzz zzz

pat pat pat pat

yell yell yell yell

toss toss toss toss

cry cry cry cry

zip zip zip zip

zoo zoo zoo zoo

Teacher's Page



• THEME 1 - MY FAMILY AND FRIENDS •

Encourage children to talk about their home, friends, families, pets, neighbours, their relationships with them and their emotions. Ensure that children from diverse backgrounds share their experiences. It is important for you to be sensitive to the diverse family backgrounds of the children. For example, while transacting the poem on grandparents, please be sensitive to the children who may not have grandparents. They can be guided to refer to any elderly person in their neighbourhood or village. Guide them to an understanding of how the school, their neighbours, domestic animals, pets and plants and the world at large can be a part of their family.

Picture Fun: Encourage children to describe the picture, describe actions and emotions of the characters, predict responses of the characters in the picture and also talk about their own experiences of a similar kind. They can talk in their Mother Tongues or in English or in a mixed language, with a few words or sentences in English. Write children's responses on the board. These can be written in Roman script. Read out their sentences. Ask children to come to the board and read them. This will help them to connect what they say with what you write on the board. Ensure that there are sentences in English also on the board. If the children do not share in English, you need to provide a few sentences in English. The words and short sentences on the board can be written by the children in their notebook.

NCERT Learning Outcomes.

- Sing songs or rhymes with action.
- Respond to comprehension questions related to stories in home language or English orally and in writing (short sentences).
- Identify characters, and sequence of events in a story.
- Express verbally her or his opinion about characters, story line etc in English or home language.
- Draw or write a few words or short sentence in response to poems, stories or pictures.
- Listen to and use greetings, polite forms of expression, respond in English/home language like thank you, how are you? I am fine etc.
- Listen to instructions and draw pictures.
- Use prepositions like up, down, in – between.
- Use simple nouns related to names of people, places and things.
- Use verbs like dancing, cooking, walking etc.
- Use blends like 'fr', 'pr', 'tr'.
- Classify people, places and things.

- Education for sustainable development goals (ESD) Goals.
- Recognise the value of family and community.
- Develop peaceful relationships within the family and community and work well with others.
- Respect different occupations and value decent work.
- Recognise the importance of different community members.
- Identify different ways to resolve conflicts peacefully and speak in a kindly manner.



• THEME 2 - MY GREEN WORLD •

Children are very curious about the world around them. Birds, plants, animals... everything fascinates them. Our Green World attempts to increase the level of awareness and nurture the natural sensitivity of the child.

Story Time: Make a big book with the story *The Lost Calf*. Have a discussion about the title of the story. Show the pictures and ask children to predict the next part of the story. Respond to children's ideas. Encourage them to ask questions, especially about deciding whether animals attack without reason as this relates to man animal conflict. Accept children's responses in their mother tongue as well.

I Can Read: Read this story once to the children. Then allow them to read on their own. Help them whenever necessary. You can form groups of children and they read one by one in their groups while helping each other. Observe the reading levels of the children: Is the child only looking at the pictures? Is the child identifying words and phrases? Is the child reading with fluency or haltingly? Is the child reading meaningfully or mechanically? Is the child stopping in the middle and getting lost? Create a 'Reading Corner' in the class and stock it with a variety of books. Choose the books after observing the interests and reading levels of the children. Encourage children to browse the books in the reading corner, take them home and bring them back. Ask them what they have read.

Word Wall: Display names of the animals, their babies, sounds etc. from the lesson on the word wall. Draw the attention of the children towards it. For e.g. evening, campus, calf, shock, rushed, hugged, feathery, friends, prayer etc.

The tongue twister 'Six silly sheep' may be recited in the class in groups. Read out the words slowly, loudly and clearly and help the children enjoy repeating them. Gradually increase the speed and make the children do the same.

- NCERT Learning Outcomes.
- Sing songs or rhymes with action.
- Respond to comprehension questions related to stories in home language or English orally and in writing (short sentences).
- Identify characters, and sequence of events in a story.
- Classify people, places and things.

- Express verbally her or his opinion about characters, story line etc in English or home language.
- Draw or write a few words or short sentence in response to poems, stories or pictures.
- Listen to and use greetings, polite forms of expression, respond in English/ home language like thank you, how are you? I am fine etc.
- Listen to instructions and draw pictures.
- Use prepositions like up, down, in – between.
- Use simple nouns related to names of people, places and things.
- Use verbs like dancing, cooking, walking etc.
- Use blends like ‘br’ and diagraphs like ‘sh’.

Education for sustainable development goals (ESD) Goals.

- Appreciate animal and plant rights.
- Respect the natural world.
- Develop awareness of the effect of human activity on the natural world.
- Learn to co-exist; learn to accept people from diverse backgrounds.



• THEME 3 - THINGS ON MY PLATE •

The theme Things on My Plate has been designed to help children appreciate the journey of food from the farm to the plate.

Some suggestions:

1. In the exercise on adjectives, there are 8 blanks and 16 words in the box. This is to give the children as many options as possible. So you could have green/ red/ round/ yummy/ sweet/ bitter/ soft/ small apples. All responses are correct and acceptable.
2. Show and Tell is a talking activity where you can assess the speaking skills of your class. Observe whether children speak haltingly or fluently, who needs more time and preparation and who is more spontaneous. At this stage correct pronunciation is not important.
3. The Morning Assembly Project on Midday Meal will help children work in groups, plan and present their work. Take the children to the midday meal kitchen, help them frame questions. If done well, this activity will boost your students’ confidence.
4. While making a salad, encourage conversation as you all eat and prepare the salad together. Talk about the taste, shape, colour, texture and the origin of the ingredients. Encourage children to express their feelings about food.
5. Story Time: When you read and narrate the story, first show the pictures and ask the children to predict what happens next. Read the story a second time and encourage children to repeat words like pull and push. After two

readings you can stop just before the repeated words and observe that children will say them without your help.

6. Before you do the matching activity (3) after Story Time, do an action game with the class pretending to cook something in action indicating up, down, inside, outside, top, bottom etc. This will help them to do the matching activity by themselves.
7. During drawing time, encourage children to talk and write about what they have drawn. Again, write their responses on the board.
8. For all writing activities follow this sequence-discuss, write on the board and ask children to write

NCERT Learning Outcomes.

- Sing songs or rhymes with action.
- Respond to comprehension questions / ask questions related to stories in home language or English orally and in writing (short sentences).
- Express verbally her or his opinion, talk about likes, dislikes and feelings in English or home language.
- Draw or write a few words or short sentence in response to poems and stories.
- Listen to English words, greetings, polite forms of expression, and responds in English.
- Use simple adjectives related to size, shape, colour, texture such as big, round, red, heavy, light, soft etc.
- Follow simple instructions in English.
- Use simple nouns related to names of vegetables, fruits in local language and English.
- Use of opposite words like push pull, open close etc.
- Use prepositions like inside, outside.
- Compose and write simple, short sentences with space between words.
- Use blends like 'an', 'op', 'ot'.
- Read and write words with -ake e.g. take, make.
- Speak one or two sentences in the morning assembly.
- Write a thank you card.

Education for sustainable development goals (ESD) Goals.

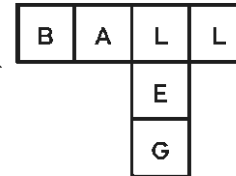
- Recognize value of sharing food and develop caring and compassion for members in their community.
- Recognize value of being self-reliant, of growing one's food.
- Identify sources of food; develop appreciation for 'journey' of food.
- Identify persons who help to 'deliver' food to their plates and express gratitude to them e.g. farmers, truck drivers, nature.
- Describe what healthy food is; identify ways of growing food.
- Identify ways of appropriately managing waste; explain ways of reducing waste; relate effects of wasting food.



• THEME 4 - WHEELS AND WINGS •

In this theme, you will find material relevant to various means of transport, the wonder of travel, responsible behaviour on the roads, and also the ensuing problems of pollution.

To introduce children to the crossword activity, draw blocks on the board and use a simple riddle to fill it. Add another set of blocks down choosing one of the alphabets like this:



Picture Fun: While you talk about the picture, find out what children think of the harmful effects of vehicles and how they pollute the environment. Encourage them to share their thoughts and views.

I Can Read: In the story 'Ali and the Magic Carpet' there is a lot of opportunity for action in the classroom. Let children move across the classroom jumping, flying, etc, as the story unfolds.

A Note on Teaching Grammar: In all the themes, grammar elements are integrated with the exercises. Explicit focus is not on definitions of pronoun or noun or verbs, but the emphasis is on appropriate use. Similarly while teaching, remember to focus on usage.

A Note on Spellings: Right from class I, a lot of activities are given for children to become aware about sounds of English and of their own languages and sound and letter relationship. This is the foundation for learning to spell. Allow children to try out spellings. Even if they make errors do not worry, encourage them to think about individual sounds and corresponding letters.

- NCERT Learning Outcomes.
- Sing songs or rhymes with action.
- Respond to comprehension questions related to stories in home language or English orally and in writing (short sentences).
- Express verbally her or his opinion about characters, story line in English or home language.
- Describe characters, and sequences of events.
- Use colour adjectives.
- Follow instructions.
- Use pronouns related to gender like his-her, he-she, and other pronouns;like this that etc.
- Use compound words e.g. wheelchair, homework.
- Compose and write simple, short sentences with space between words.
- Recognize words on word wall.
- Read and follow simple instructions.
- Label a picture.
- Complete a crossword puzzle.
- Classify, compare things and write/talk about them.

Education for sustainable development goals (ESD) Goals.

- Recognise both the value as well as the possible negative impact of technology on the environment.
- Recognise the impact of different forms of transportation on the environment and people. This includes air and noise pollution.
- Develop caring and respectful relationships towards all - for eg: the differently abled.
- Understand and value gender equality.
- Appreciate the value of decent work.
- Develop respect for and value different occupations.
- Develop imaginative and creative thinking skills.



• THEME 5 - WHEN I LOOK AT THE SKY •

Children always look up at the sky with a sense of awe and wonder. This theme helps to build up their imagination, to link their experiences with the external world and develop awareness about pollution and its effects.

The calendar activity enables the child to interpret information from graphic to writing. The questions on the calendar are based on the NAS question paper pattern. Show the calendar to children, talk about it, ask questions and encourage the children to ask questions before doing the activity in the text.

Happy Fingers Section: In each theme there is a happy fingers section. Teacher needs to ensure that all the materials required for this activity are available in the class. Then the teacher gives each of the instructions slowly as she/ he demonstrates each step. When children listen to English in the context of these activities, their focus is on meaning. There are also concrete materials and actions to relate to when teacher is giving instructions in English. In such an environment, children will pick up English. (Please refer to National Curriculum Framework – 2005 and National Focus group Position Paper in teaching of English at www.ncert.nic.in)

Story Time: As you read the story, discuss the various aspects of customs that we have in India. There are many materials like manjha (kite strings made of glass) or colours which harm the living creatures. Encourage children to ask questions, narrate their experiences and express their opinions on what is right and wrong. Observe whether children have now begun to use more English words and sentences in their responses.

In the free writing activity, give children freedom to express in written or drawing form. If they are drawing, ask them what they have drawn and write it down on their sheets. This will encourage them to write,

Show of Clouds: Take children out in the open space to watch the clouds and talk about their shapes and sizes. Ask them what they look like.

Word Play is to enable the children to recognize patterns in spelling and pronunciation. Encourage them to form new words. Display them on the Word Wall.

NCERT Learning Outcomes.

On completing this theme children will be able to

- Sing songs or rhymes with action.
- Respond to comprehension questions related to stories in home language or English orally and in writing (short sentences).
- Identify characters, and sequence of events in a story.
- Write the beginning, middle and ending of a story.
- Make lists, label drawings and write a few sentences.
- Draw or write a few words or short sentences in response to poems and stories.
- Use simple adjectives, related to size , shape, colour, weight, texture such as big, small, round, pink, red, heavy, light, soft etc
- Listen to instructions and draw pictures.
- Use prepositions like up, down etc.
- Use simple past tense of verbs.
- Compose and write simple, short sentences with space between words.
- Make words following a pattern -e.g. -ack as in back, rack.
- Recognize words on word wall.
- Interpret information from a calendar and write about it.

Education for sustainable development goals (ESD) Goals.

This theme will help children to

- begin to understand how air is polluted -helps them to think about what can be done to prevent air pollution.
- respect and care for birds.
- develop awareness of how human activity can harm birds.
- develop imaginative and creative response to space – the sun, moon etc.