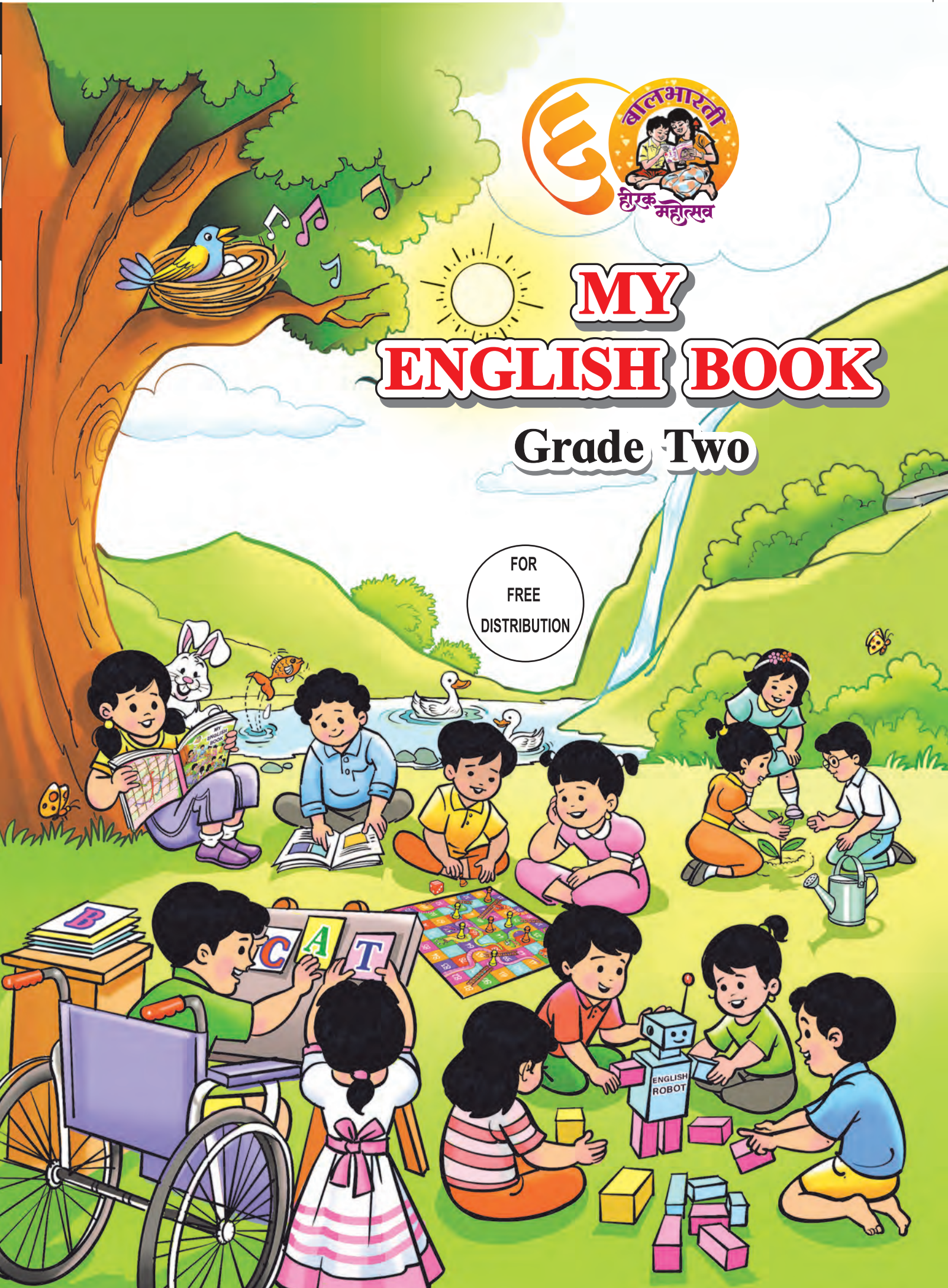




MY ENGLISH BOOK

Grade Two

FOR
FREE
DISTRIBUTION





Tele MANAS Helpline

**Tele MANAS (Tele Mental Health Assistance and Networking Across States)
(14416 / 1800-89-14416)**

Under the National Mental Health Program, the centrally sponsored scheme Tele MANAS is being implemented in the state of Maharashtra from October 2022. Under the Tele MANAS Program, free 24 × 7 integrated and comprehensive mental health services are provided through the helpline number 14416. This includes treatment and counselling by experts for various mental problems. The information provided by you after calling the Tele MANAS helpline remains completely confidential, so students, parents and teachers should feel free to call the helpline number and tell them about their problems and doubts and get guidance on it. Tell others to take help from this facility as well.

Manodarpan

The Manodarpan Helpline (8448440632) is a free telephone service that has been made available since July 2020. It is provided by the Ministry of Education through the Manodarpan Cell at the National Council of Educational Research and Training (NCERT) to offer psychological guidance and support to students, parents and teachers. This service is available every day of the week from 8:00 AM to 8:00 PM. Students, parents, and teachers can call this helpline to receive the necessary guidance and counseling.

This textbook aligns with the curriculum and syllabus developed by the State Council of Educational Research and Training (SCERT), Maharashtra, Pune-30. This book has been verified and approved by SCERT, Maharashtra, Pune. The Coordination Committee, established under Government Resolution by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 dated April 25, 2016, approved this textbook in its meeting held on March 11, 2026 for use from academic year 2026-27 onwards.

समग्र शिक्षा



MY ENGLISH BOOK

GRADE TWO

(Non-English Medium)

My Name



**Maharashtra State Bureau of Textbook Production
and Curriculum Research, Pune.**



Scan the adjacent QR code with your smartphone to access digital resources, including audio, visual and audio-visual materials, that complement this textbook.



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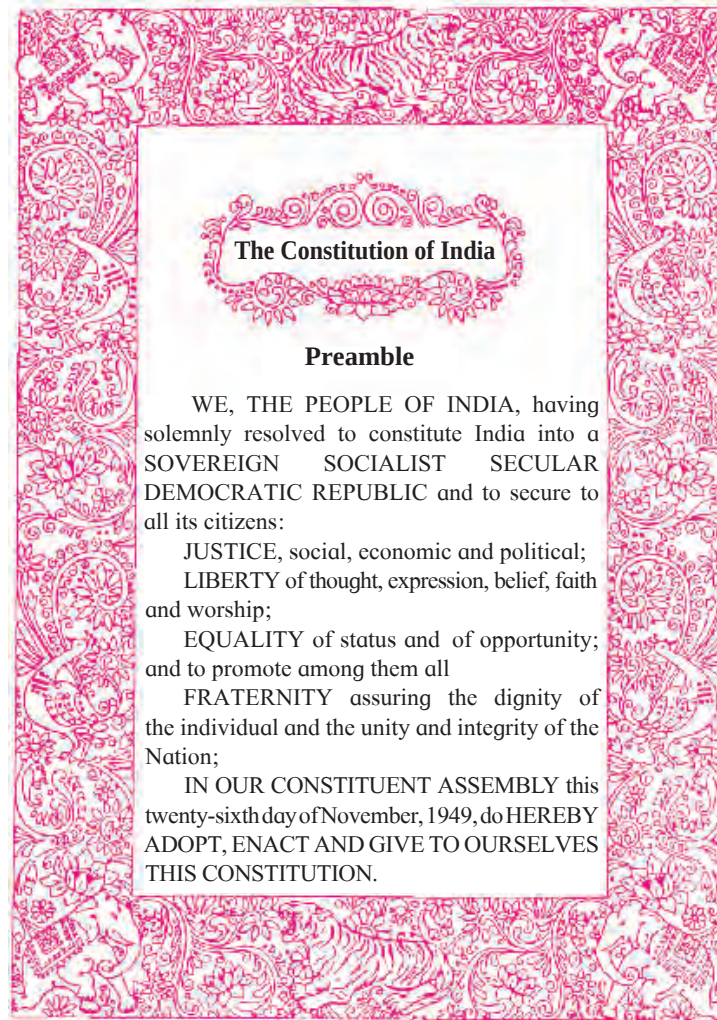
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The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India -

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvīda-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

राज्यगीत

जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

भित्ती न आम्हा तुझी मुळी ही गडगडणाऱ्या नभा
अस्मानाच्या सुलतानीला जबाब देती जिभा
सह्याद्रीचा सिंह गर्जतो शिव शंभू राजा
दरी दरीतून नाद गुंजला महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

काळ्या छातीवरी कोरली, अभिमानाची लेणी
पोलादी मनगटे खेळती, खेळ जीवघेणी
दारिद्र्याच्या उन्हात शिजला
निढळाच्या घामाने भिजला
देश गौरवासाठी झिजला
दिल्लीचे ही तख्त राखितो, महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा ॥२॥

Preface

Dear children,

We are happy to place this **My English Book Grade Two** textbook in your hands.

In Grade One you enjoyed various activities related to picture descriptions, songs, rhymes, stories, picture stories, letters, vowels, language puzzles and language games. Through these activities you must have cultivated the habit of talking through short talks particularly through 'Chit Chats'. The variety of activities in Grade One were useful to strengthen your ability to speak, read and learn English language.

This year too, you will rejoice singing and reciting songs and poems, creating your short poems and rhymes. The picturesque stories in the book will definitely make you curious to know the minute details of the stories. You will be able to think about your likes and dislikes in the stories. You will be creative enough to change the end of the story or create your own stories. The conversations with multiple threads given in the book will give you confidence to talk to anyone in real-life situations. The activity of combining sounds to form and recognize three to four syllabic familiar words given in the book will enhance your phonological awareness you achieved in Grade One. It will be useful to read simple sentences in the text on your own.

The exercises based on the poems and lessons will enhance your thinking abilities. Through these exercises, you will get many opportunities to think creatively. You will also learn many new words through word based riddles, games and activities. This will definitely help you expand your vocabulary.

All of you are imaginative and creative. We are sure that you will explore My English Book Grade Two textbook with great joy.

Dear children my warm wishes to you all!

Pune

Date : 19 March 2026

Indian Solar Year : Chaitra 1, 1948,
Gudhi Padwa


(Anuradha Oak)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

My English Book: Grade Two

Mapping and Scope of Learning Outcomes

C.G. Nos.	Comp. Nos.	L. O. Nos.	Statements	Subunits where L.O. is covered.
9	9.1	9.1.1.1	Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference.	3.1, 3.4, 4.1, 4.4
		9.1.2.1	Sings/recites songs/poems with two to three stanzas.	1.1, 1.6, 1.8, 2.1
	9.2	9.2.1.1	Creates short poems/rhymes independently in his/her own words.	1.6, 2.6, 2.11, 3.1
	9.3	9.3.1.1	Maintains the thread of the conversation across multiple exchanges.	1.2, 1.7, 1.9, 2.4, 2.8, 3.6, 3.9, 4.2, 4.5
		9.3.2.1	Engages in discussion about a topic raises and responds to questions.	1.1, 1.7, 2.8, 3.2, 3.5, 4.1, 4.2, 4.5, 4.11
	9.4	9.4.1.1	Follows instructions that have conditional branching (e.g., if it is raining, do not water the plants, do weeding instead, otherwise water the plants)	1.3, 1.7, 2.2, 3.8, 4.9
		9.4.2.1	Gives clear instruction that includes mathematical operations (e.g., precise directions, spatial and temporal dimensions.)	1.6, 1.7, 1.8, 2.2, 2.5, 2.9, 3.3, 3.7.
	9.5	9.5.1.1	Imagines himself/ herself as an author and retells the story by changing the end of the story.	1.5, 2.5, 2.7, 3.5, 3.8, 4.3, 4.7
		9.5.1.2	Tells minute details of the story e.g. rat found the cloth was dirty and soiled.	2.3, 2.7, 2.11, 3.5, 3.8, 4.3, 4.6, 4.7
		9.5.1.3	Tells likes and dislikes of the story heard with reason.	3.5, 3.8, 4.7
	9.6	9.6.1.1	Creates his/her own stories, with complex plots and multiple characters. (as a group)	2.11, 3.11, 4.8
	9.7	9.7.1.1	Uses children's dictionaries to identify meanings of unknown words encountered in the texts.	2.5, 2.7, 2.10, 3.10, 4.6, 4.10
11	11.1	11.1.1.1	Produces rhyming words and alliterations.	1.10, 1.11, 2.1, 3.1, 4.1
		11.1.2.1	Breaks down syllables into their consonant and vowel sounds.	1.10, 2.1, 2.6, 2.10, 3.11, 4.6
		11.1.3.1	Combines sounds (vowel and consonant) to form the most familiar words.	2.10, 3.4, 3.10, 3.11
	11.2	11.2.1.1	Recognizes all the letters in the alphabet.	1.4, 1.10, 2.1, 2.10, 3.10, 4.10
		11.2.2.1	Reads simple three to four syllable words that are familiar.	3.4, 3.11, 4.6, 4.10, 4.11
		11.2.3.1	Recognizes sight words commonly used articles, pronouns, and connecting words.	1.9, 2.7, 3.1, 4.4

Instructions for Teachers and Parents

The curriculum for the Foundational Stage has been designed as per the SCF-(FS)2024 prepared by SCERT, Maharashtra, Pune. In Grade One, the foundation for English language learning has already been laid. Focusing on the revised curricular goals, the content in **My English Book Grade Two** book is designed in such a way that the expected learning outcomes will be fulfilled through simple and interactive activities.

It is attempted to relate the content in this textbook to the children's home environment, school and social environment. Along with play-way activities and enquiry-based learning, as done in the previous Grade, the content also focuses on stimulating thinking abilities of the children. This will boost the children's confidence, involvement, engagement, critical thinking and holistic development to meet the age-appropriate competencies as expected in NEP 2020.

This is the guideline for teachers and parents to make learning an enjoyable experience by exploring these topics with fun and engaging methods. It is expected that the teachers/parents will follow the instructions given in the textbook for the best learning experiences. Besides, teachers can devise their own pedagogical methods to meet the set aims and objectives.

Poems

- Engage the children in singing songs/poems independently or in unison.
- Encourage them to sing/ recite the songs/ poems with two to three stanzas.
- Motivate them to create short poems/rhymes in their own words.
- Draw their attention to the rhyming words and alliterations in the poems.

Speaking/conversation/talks

- Acquaint the children to the threads of conversations across multiple exchanges.
- Engage the children in discussions on different topics. They should be able to talk on the given topics at least in three to four sentences.
- Facilitate interactive practice of greetings, requests, commands and simple instructions.
- Create real-life situations to develop speaking skills.
- Motivate them to talk about the pictures/ stories. Help them to express and modify their opinions when necessary.

Reading

- Start give reading exposure from familiar three to four syllabic words.
- Give practice for reading all the

sight words covered in each subunits.

- Encourage them to read aloud regularly.
- Provide repeated reading practice of familiar texts to improve speed and accuracy.

Writing

- Ensure that the children are familiar with all the letters of the alphabet and can write them in the four lines.
- Give practice of writing sight words in four lines.
- Gradually help to develop writing a group of words/expressions.
- Ensure proper strokes while writing.

Phonological awareness

- Prominently develop their phonological awareness of three to four syllabic words.
- Draw their special attention to the breaking down of syllables into consonants and vowels.
- Cultivate the habit of combining sounds (vowels and consonants) of familiar words in them.

Creative awareness

- Encourage creativity by giving exposure to drawing, colouring and expressing ideas in their own way.
- Facilitate independent thinking. It can be developed by extending a poem or replacing words in a poem, retelling the story in their

own words, creating own stories with simple or complex plots and multiple characters.

- Motivate them to follow instructions with conditional branching.

Pedagogical process

- Conduct the lessons in interactive way.
- Create a positive learning environment for children to express themselves freely.
- Reinforce learning in an enjoyable and engaging way and facilitate active participation by using gestures and the meaningful activities.
- Ensure the involvement of their parents and elder siblings wherever required in home-assigned tasks.
- Link activities to real-life situations so that the children can relate the content to their surroundings and experiences.
- Present local examples and real objects to make learning meaningful.
- Introduce children to dictionary use and develop the habit of finding the meaning of unfamiliar words.
- Prepare and use a variety of Learning Teaching Material (LTM) to provide visual learning experiences.
- Make use of online resources like Diksha, Swayam, You Tube videos etc. to enhance language skills.
- Ensure that each L.O. is focussed and ample practice is given to the children.**

Note : Use sign language and other pedagogical strategies for Children With Special Needs CWSN to communicate the content and acknowledge their responses.

Logos used in the Textbook



Listen



Speak/Discuss



Read



Write



Sing a song



Enact



Act



Activity



Do



Dictionary



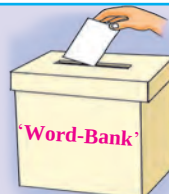
See and do



Sign Language



For the Teacher



This logo is given at the end of each subunit. It is a reminder to conduct 'Word-Bank' activity after each subunit of all the Units.

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a. Listen and answer.

- (1) Do you like to sing songs or poems?
- (2) Which song or poem do you like the most?
- (3) How do you greet your teachers and friends?

b. Listen, sing and recite.

Welcome, welcome
Welcome to school,
Boys and girls,
Welcome to school.

Welcome, welcome
Welcome to school,
With your friends,
And say, 'Hello'.

Welcome, welcome
Welcome to school,
Meet your teachers,
Say 'Good morning'.

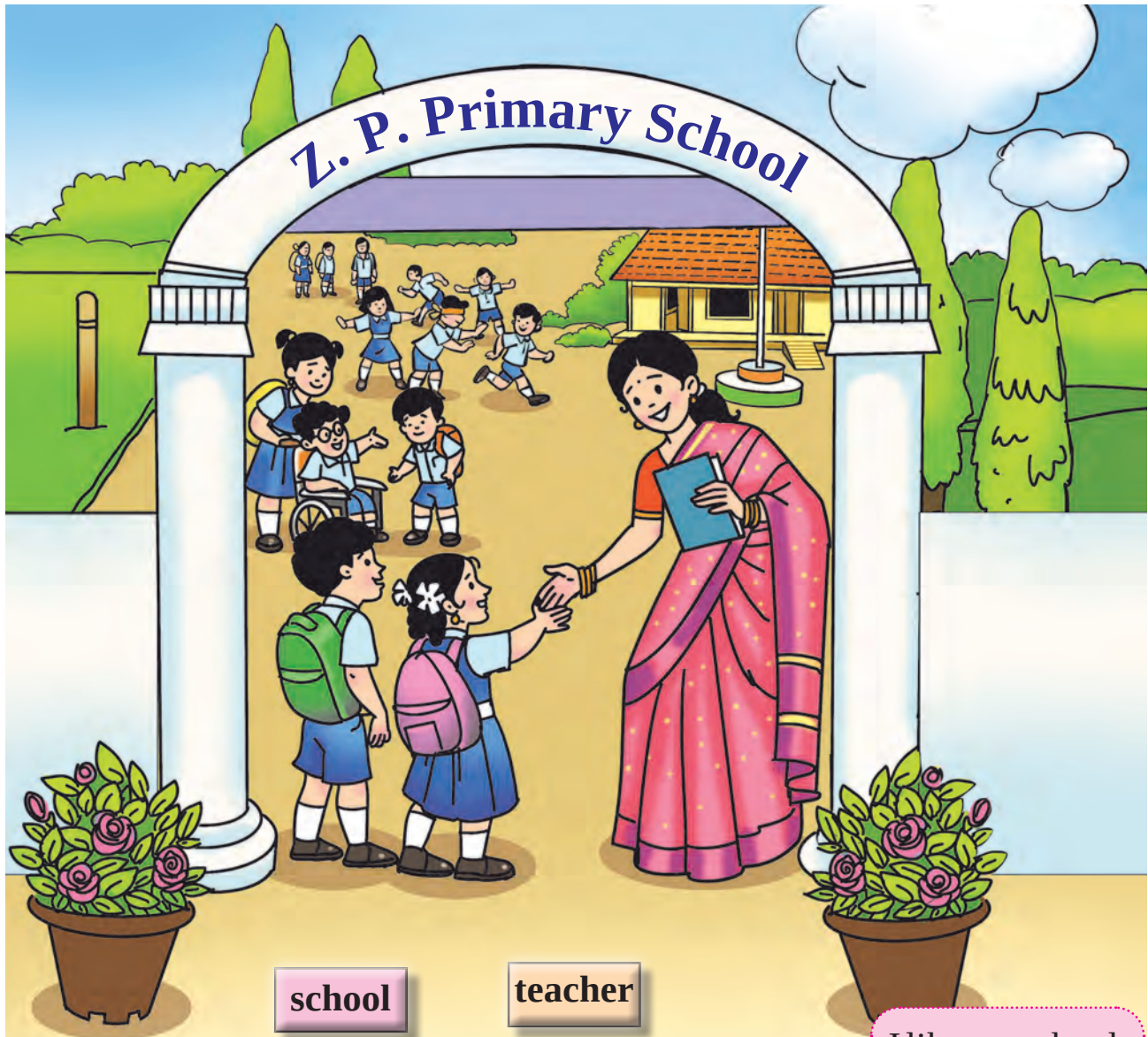
Welcome, welcome
Welcome to school,
Learn and play,
Be good in every way.



For the Teacher :

- Ask the children questions about the first day of their school.
- Accept all responses and encourage the children to communicate more.

c. Observe the following picture and talk by using the given words.



school

teacher

welcome

tree

girls

boys

dustbin

blackboard

slide

class

swing

ground

student

friend

school bag

gate

I like my school.
My school is
green and clean.

school



For the Teacher :

- Prepare flash cards of above words.
- Distribute all flash cards to the children.
- Encourage the children to make at least a sentence using the given words.

d. Make your own 'Word-Bank'.

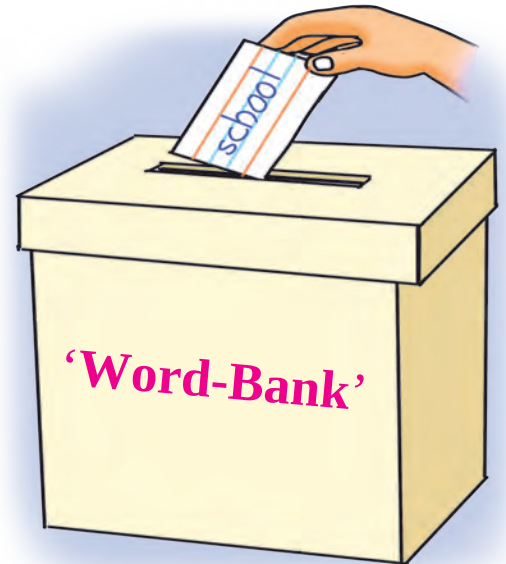
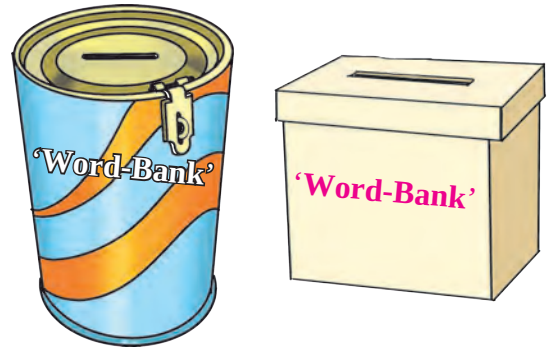
The teacher will demonstrate how to make a 'Word-Bank'.

How to make it :

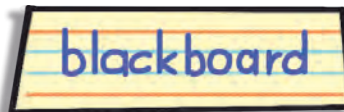
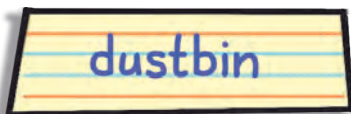
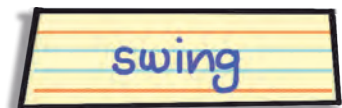
- Take any empty box or container.
- Cover it with a scrap paper and decorate it.
- Name the box/container as 'Word-Bank'.

How to use it :

- Underline the new words you learnt in each subunit.
- Copy the underlined words in the chits.
- Read the word aloud.
- Drop the chits into your 'Word-Bank'.



For example :



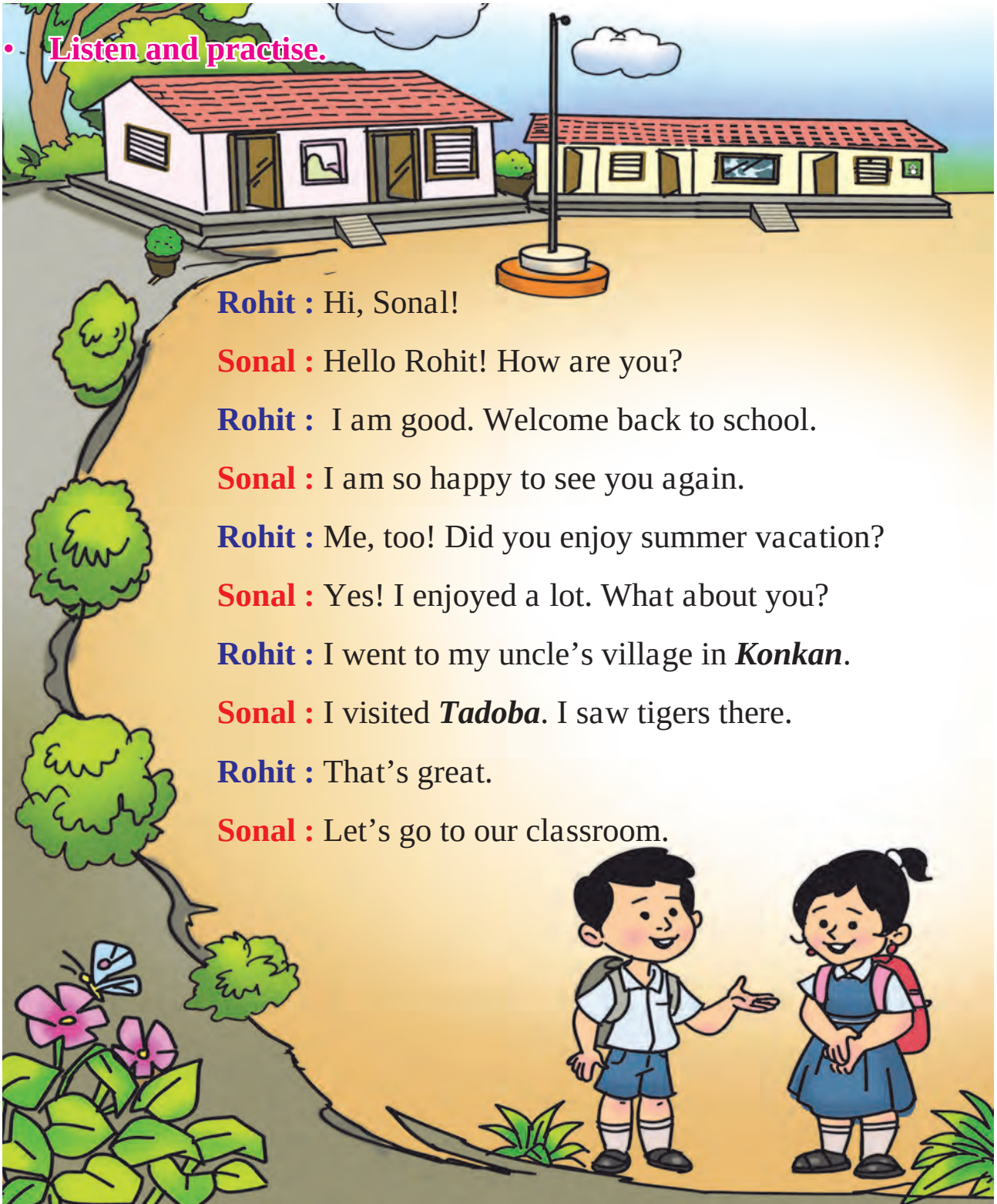
For the Teacher :

- Ensure that each child makes his/her own 'Word-Bank'.
- Encourage the children to make the chits of words for each subunit.
- Ask the children to bring their 'Word-Banks' in the class at the end of every Unit.
- Conduct the activities as shown in 'Open the Treasure' at the end of each Unit.





• **Listen and practise.**



Rohit : Hi, Sonal!

Sonal : Hello Rohit! How are you?

Rohit : I am good. Welcome back to school.

Sonal : I am so happy to see you again.

Rohit : Me, too! Did you enjoy summer vacation?

Sonal : Yes! I enjoyed a lot. What about you?

Rohit : I went to my uncle's village in *Konkan*.

Sonal : I visited *Tadoba*. I saw tigers there.

Rohit : That's great.

Sonal : Let's go to our classroom.



For the Teacher :

- Give more exposure to the children to communicate.
- Engage the children in similar conversations.
- Promote the children to speak and enact.



1.3

Let's Play the Game



a. Listen and act.

16 sing	15 fly	14 skip	13 peel	12 run	11 push	10 pull
17 throw	 You won!				9 turn	
18 wipe					8 write	
19 catch					7 read	
20 cut					6 dance	
21 wash	22 swim	23 sleep	24 hop	25 yawn	26 drink	
 You won!						
 clap						 smile
 walk						 jump
 eat						

How to play?

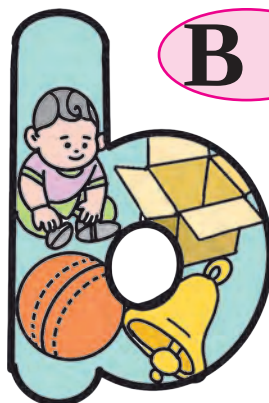
1. Keep the tokens (small stones, pebbles, seeds, beads, etc.) at the 'Start' point. Roll a dice, look at the picture as per the number and do the action.
2. If you do the correct action, put your token on the cell.
3. If you fail to do the action, don't move your token.
4. Make a sentence using given action word. For example : dance - I am dancing.
5. If you are able to make a sentence, move your token one box ahead as a bonus point.
6. Now next player will roll the dice.
7. Play this game one by one in groups until all group members reach the winning point.



**a. Do you know?**

- Arrange the following jumbled letters into alphabetical order.

b f h s a e d m n c p t r

b. Look, listen and learn.**A a**aeroplane, apple, arrow,
axe**B b**

baby, ball, bell, box

C c

cap, carrot, cow, cup

D d

deer, desk, donkey, duck

E e

earth, egg, eight, eraser

F f

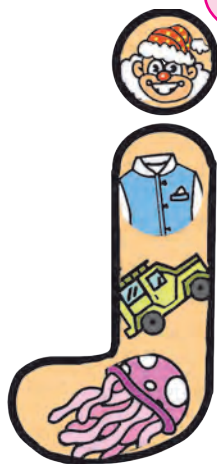
face, fan, fish, four

G g

gate, gift, goat, grapes

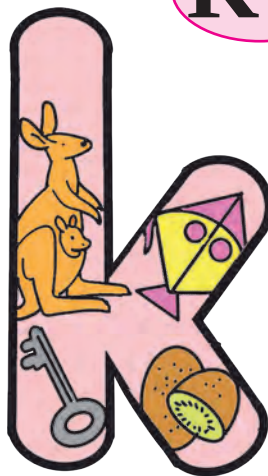
H hhammer, hanger, hen,
house**I i**ice-cream, igloo,
injection, inkpot

J j



jacket, jeep, jellyfish,
joker

K k



kangaroo, key, kite,
kiwi

L l



ladder, lamp, leaf,
lemon

M m



man, monkey, moon,
mouse

N n



nail, necklace, nest, net

O o



octopus, onion, owl, ox

P p



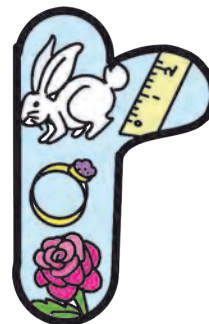
pan, panda, parrot, pencil

Q q



quarter, queen,
question mark, quill

R r



rabbit, ring, rose, ruler

S s



salt, six, socks, sun

T t



table, telephone, tiger
turtle

U u



umbrella, umpire,
unicorn, uniform

V v



van, vase, violin,
volleyball

W w



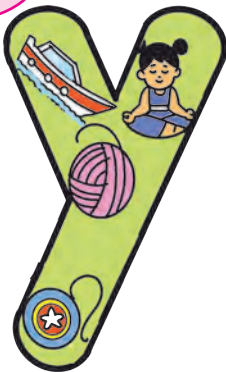
watermelon, well,
window, wolf

X x



xerox, xmas tree,
x-ray, xylophone

Y y



yacht, yarn, yoga, yo-yo

Z z



zebra, zero, zig-zag, zip

**Project
Work**

**Prepare your own
alphabet cards.**

c. Arrange the words in proper alphabetical order.

socks, ball, zip, fan, yacht, nail, well



For the Teacher :

- Encourage the children to observe and identify pictures, letters and words.
- Show a dictionary to the children and make them understand the alphabetical order of different words.

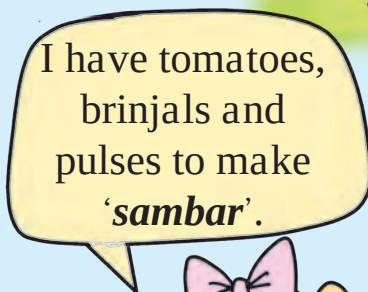
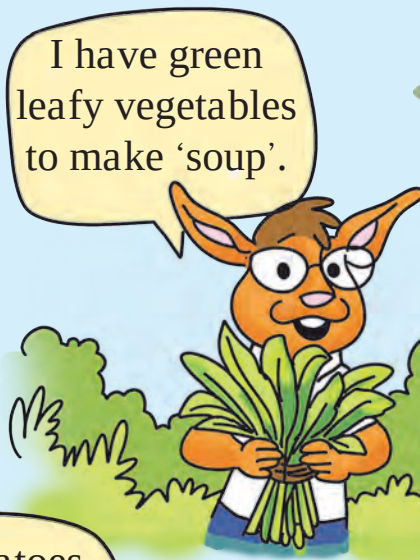


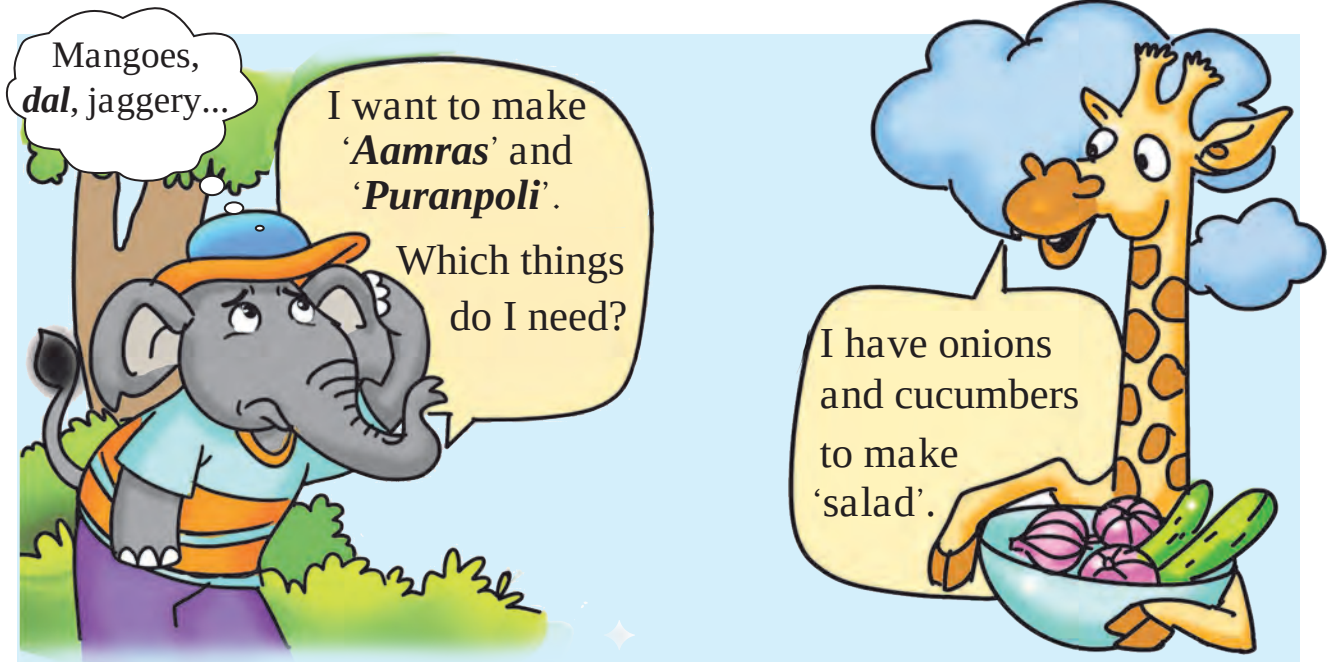
a. Look and tick the food items that you like to eat.

							
<i>chapati and bhakari</i>	<i>dal</i>	rice	curry	curd	salad	pickle	<i>papad</i>

b. Listen and enjoy.







They had a great feast. All the animals and birds enjoyed it.



For the Teacher :



- Assign the roles and encourage children to enact the story.
- Encourage the children to retell the story by changing characters and food items.
- Relate this story to the event '**Bal Anand Melava**'.

c. Listen and repeat.



halwa



Idli



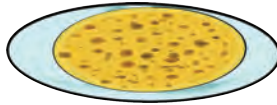
sambar



Aamras



soup



Puranpoli



juice

d. Look at the pictures and match the taste with them.



salty



spicy



sour



sweet



bitter



For the Teacher :

- Ask the children some questions based on the tastes.
- Encourage them to tell different names of food items and their tastes.

**a. Read and match the given letters.**

A	B	C	D	E	F	G
b	a	d	c	f	g	e

b. Listen, sing and recite.

Big A, small a, What do you see?

I see an  looking at me.

Big A, small a, What do you see?

I see an  looking at me.

Big A, small a, What do you see?

I see an  looking at me.

Children children, What do you see?

We see an  and an 
and an  looking at us.

c. Try to create a poem or a rhyme by using letters from 'B' or 'b' to 'Z' or 'z'.**d. Read and remember the codes.**

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
z	y	x	w	v	u	t	s	r	q	p	o	n
26	25	24	23	22	21	20	19	18	17	16	15	14

e. Read and write the proper number codes for the given letters.

b	a	t
2	1	20

d	o	l	l
4	15	12	12

s	u	n

d	o	g

c	u	p

p	e	n

b	a	l	l

b	o	o	k

c	l	a	s	s

**a. Look, listen and follow.**

(1) Take some fruits you like.



(2) Wash the fruits properly.



(3) Peel and cut the fruits into small pieces with the help of your parents.



(4) Put the pieces into a bowl.



(5) Add some sugar or salt for taste.



(6) Mix it well.



(7) Your fruit salad is ready.

Yummy!



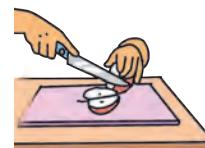
(8) Now serve it and enjoy.

b. Read the sentence and tick (✓) the correct option.

(1) If the fruits are dirty then them.



(2) If you want to make fruit salad then them.

**For the Teacher :**

- Encourage the children to participate in trying such recipes at home.
- Encourage the children to share their experiences with their friends.
- Give clear instructions about 'mathematical operations' for different recipes.

In the Kitchen

c. Listen and practise.

Kiran : *Aai*, are you busy?

Aai : Yes, I am.

Kiran : What are you doing?

Aai : I am making *Misal-Pav*.

Kiran : Wow! I like it. Can I help you?

Aai : Yes. Bring two or three tomatoes from the basket.

Kiran : “Yes, here they are!” Do you need anything else?

Aai : No, thank you, dear.



d. Discuss in pair.

- (1) Which is your favourite dish?
- (2) Why do you like it?
- (3) Tell the recipe of your favourite dish.

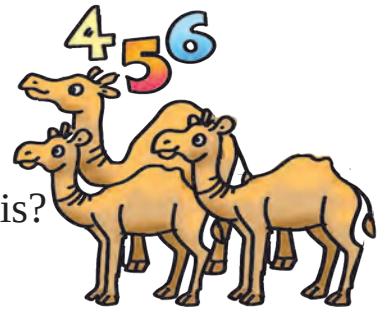


For the Teacher :

- Give exposure to the children to speak and raise questions.
- Arrange conversations on different situations.

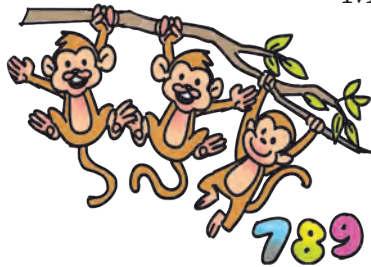
**a. Listen, repeat and sing.**Rabbits-rabbits one, two, **three**Will you come and play with **me**?

Camels-camels four, five, six



Why do you have a hump like this?

Monkeys-monkeys seven, eight, nine



Will you teach me how to climb?

When I have counted up to **ten**The elephant says, now start **again**.**b. Listen and speak.**

Rudra and Arya are very good friends.
Today they will count the things they have.

one cap

one cat

one toy

seven bottles

one apple

ten toys

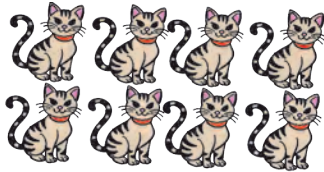
nine pens

five oranges

c. Add 's' to make one to many. (For example : cat - cats)

ball	apple	cap	dog
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

d. Let's practise : Count and match the words with the correct picture.



two vans

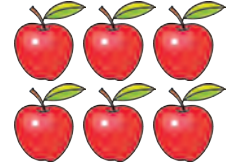
four ships

eight cats

three balls

one dog

six apples



e. Choose the correct word and complete the sentences.
(ducks, fish, frogs, tree)

I see four

I see two



I see three

I see one

f. Look at the toys as kept in this order :



- Count all the toys from left to right.
- How many teddy bears are there in the above picture?
- How many cars are there?

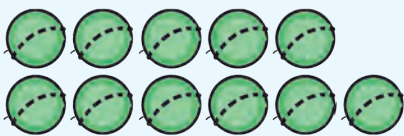


For the Teacher :

- Explain to the children that we generally add 's' / 'es' to make it more than one.
- Motivate the children to find exceptions.
For example; leaf-leaves, foot-feet, fish-fish, sheep-sheep etc.
- Give clear instructions related to mathematical operations.

f. Look, listen and learn.

11



eleven balls

16



sixteen pencils

12



twelve butterflies

17



seventeen apples

13



thirteen stars

18



eighteen bells

14



fourteen flowers

19



nineteen carrots

15



fifteen packets

20



twenty whistles

10

ten

20

twenty

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

100

hundred

20

+

1

=

21

twenty one

20

+

2

=

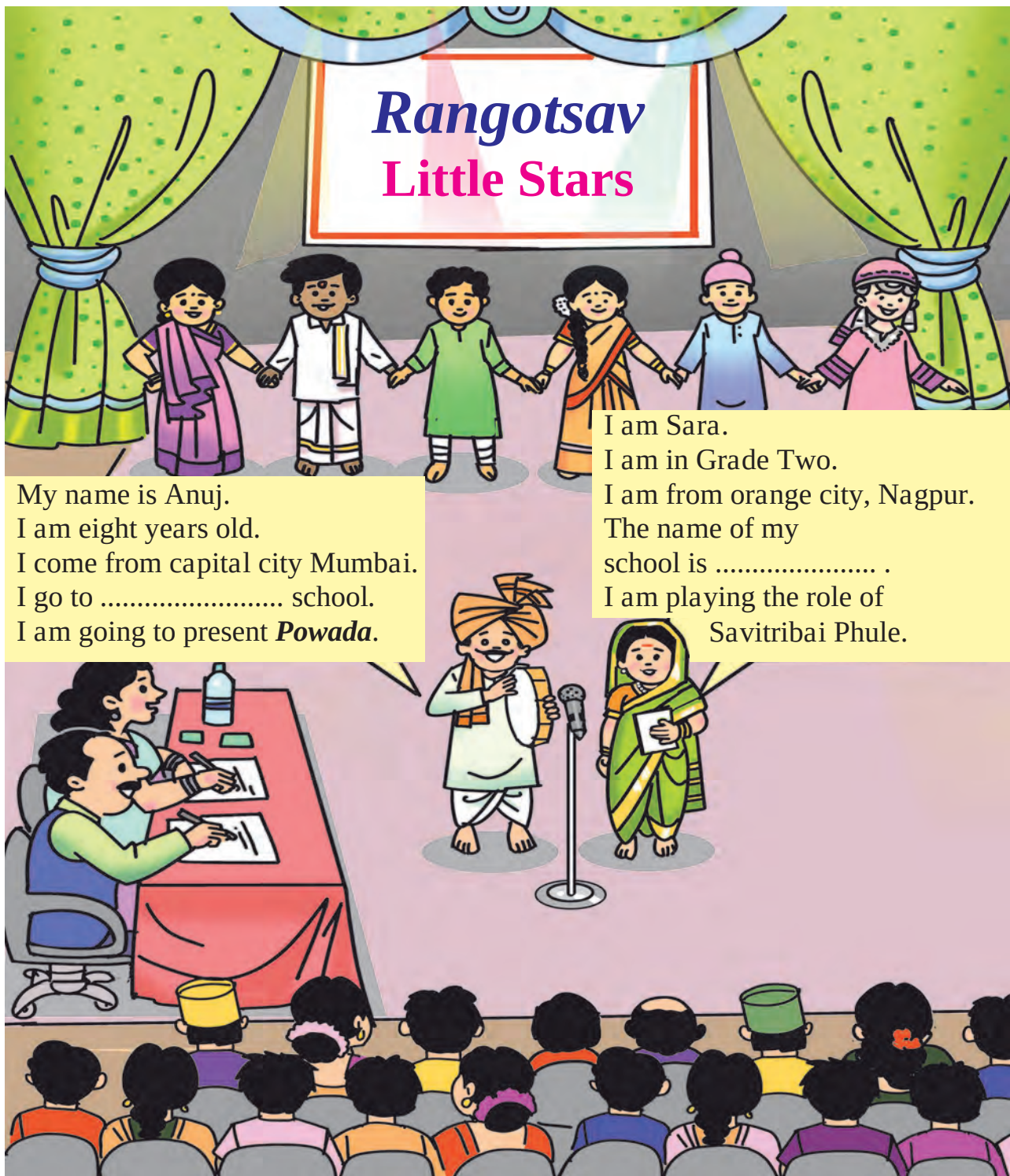
22

twenty two



For the Teacher :

- Ask the children to practise the numbers upto 100 as above.

**a. Listen and practise.**

My name is Anuj.
I am eight years old.
I come from capital city Mumbai.
I go to school.
I am going to present **Powada**.

I am Sara.
I am in Grade Two.
I am from orange city, Nagpur.
The name of my
school is
I am playing the role of
Savitribai Phule.

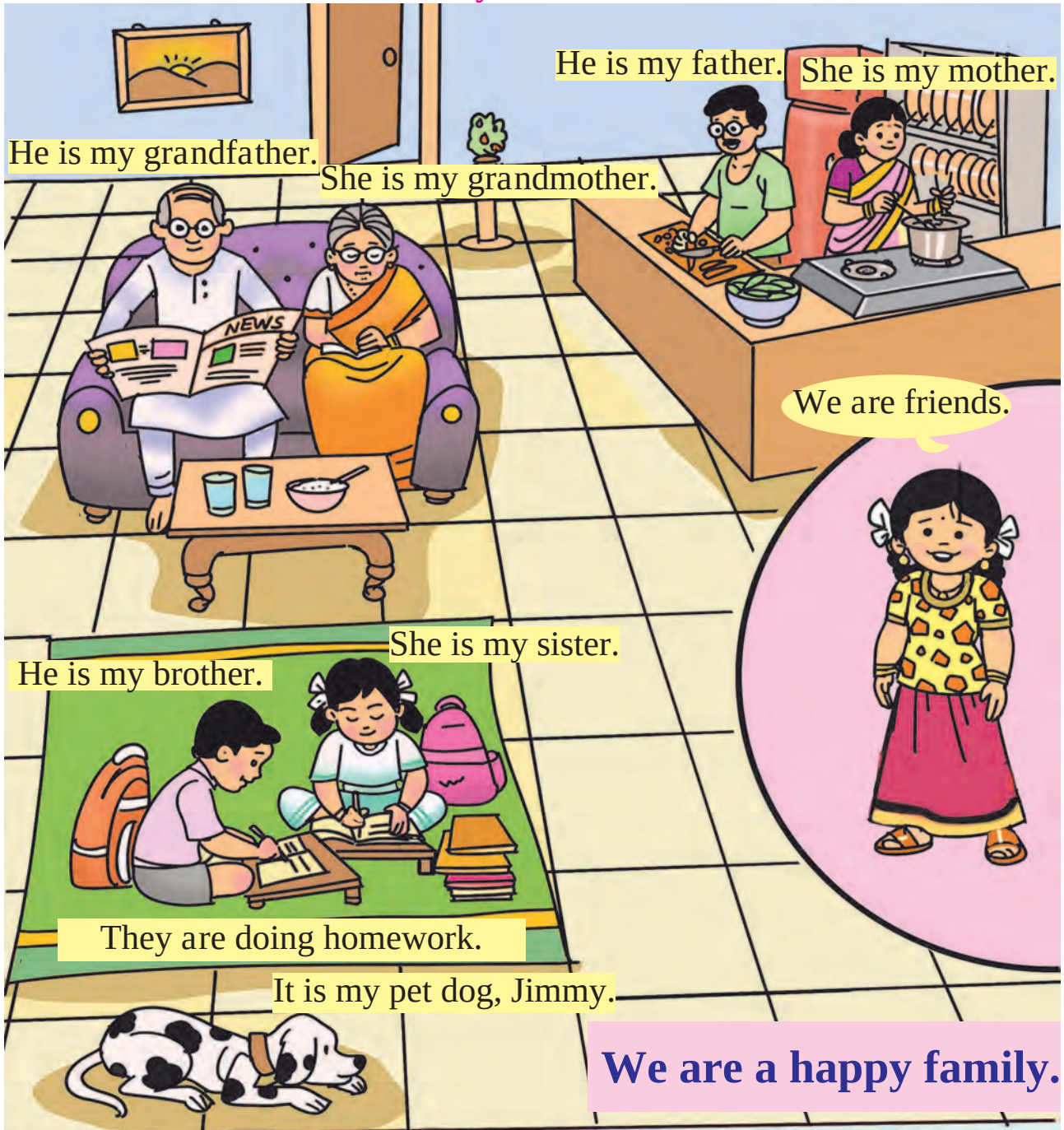
For the Teacher :

- Encourage the children to introduce themselves in the classroom.
- Give some hints for conversations. For example: Speak about your friends, your likes and dislikes, etc.

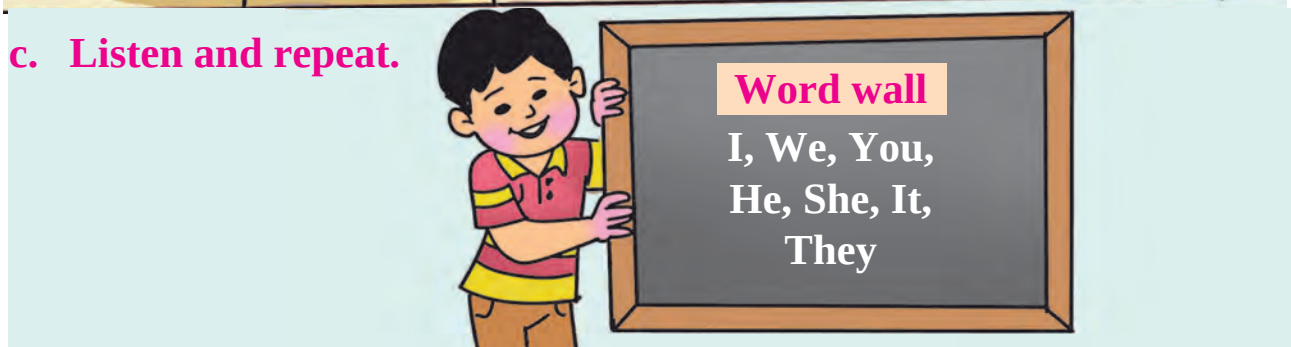


b. Look and listen.

Sanika introduces her family members to her friend Sanvi.



c. Listen and repeat.



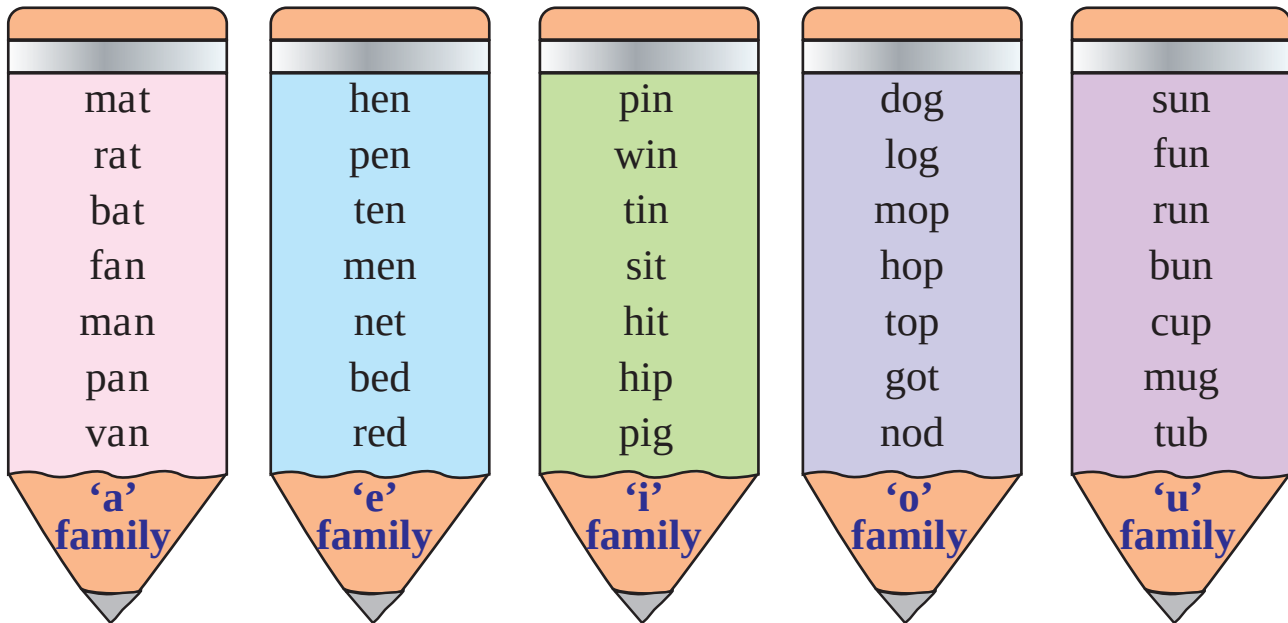
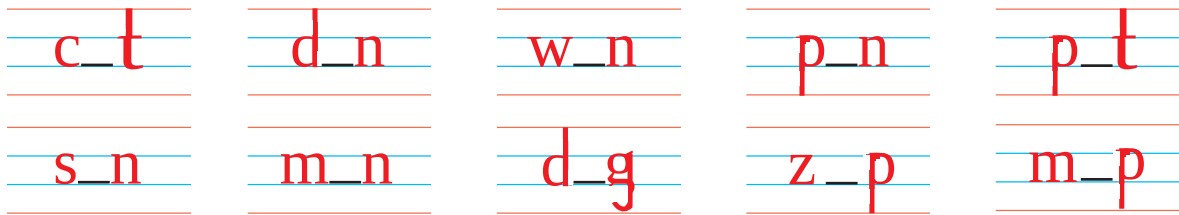
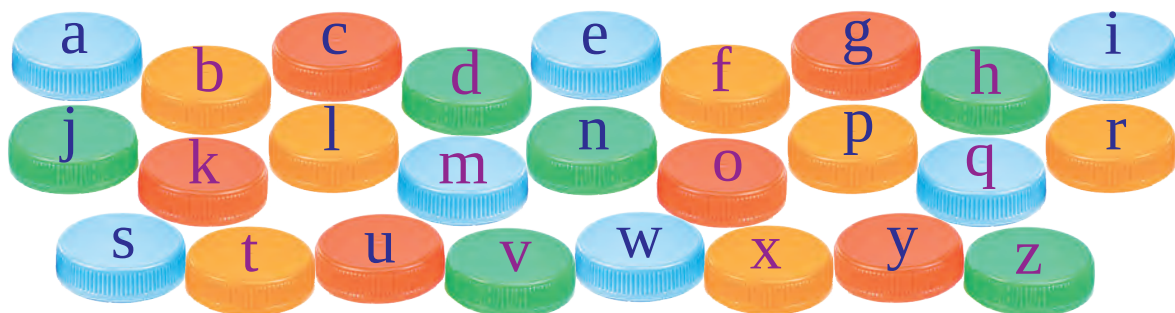
d. Find the above words in the given picture and circle them.



e. Listen and repeat the following sentences.

- | | |
|--------------------------------------|--------------------------------------|
| (1) I am <u>Sanika</u> . | (6) She is my <u>mother</u> . |
| (2) They are doing <u>homework</u> . | (7) It is my <u>pet dog</u> . |
| (3) He is my <u>uncle</u> . | (8) He is my <u>brother</u> . |
| (4) She is my <u>aunt</u> . | (9) You are my friend <u>Sanvi</u> . |
| (5) You are my <u>friends</u> . | (10) We are a happy <u>family</u> . |

f. Make your own sentences beginning with I, We, You, He, She, It, They.

**a. Look, listen and read.****b. Read the above words. Find and write rhyming pairs.****c. Identify the missing sound and write a letter to complete the word.****c. Collect bottle caps. Write the letters of the alphabet (a-z) on them. Work in groups of four. Use the cap letters to form words.**

For
example:

**For the Teacher :**

- Encourage the children to make more words.



- (1) Open the 'Word-Bank'.
- (2) Read the words aloud with the help of the teacher.
- (3) Work in pair or in a group to complete the following activities.



a. Find words related to the food items/numbers/family members.



b. Find the rhyming words from your 'Word-Bank' and add one more rhyming word to it. Say the rhyming words aloud.



For the Teacher :

- Help the children to read the words from the chits.
- Ask the children to repeat the words and copy in four line notebook.
- Conduct more activities based on the 'Word-Bank' to enrich their vocabulary.



2.1

It's Raining...



a. (1) Look at the following pictures and talk about them.



(2) Discuss about different seasons.

b. Listen, sing and recite.

What a fun to go out on a rainy day!
On a rainy day, on a rainy day.
What a fun to go out on a rainy day!
It's raining, raining, raining.

Birds are singing in the **nest**
It's raining, raining, raining.
Frogs are hopping at their **best**
It's raining, raining, raining.



Ducks are quacking to the **beat**
It's raining, raining, raining.
Some are waddling on the **feet**
It's raining, raining, raining.

Everyone is out to **play**
It's raining, raining, raining.
What a fun to go out on a rainy **day!**
It's raining, raining, raining.



For the Teacher :

- Ask the children different types of questions about other seasons.
- Ask the children to copy the rhyming words in their notebooks.

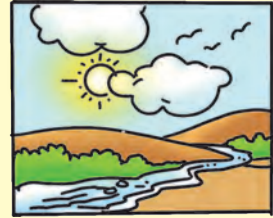
c. Look, listen and repeat.



It's cold!



It's hot!



It's sunny!



It's windy!



It's raining!



It's snowing!

d. Read and find the pair.

A

nest
beat
play

B

day
feet
best

e. Match the word to its syllable.

A

raining
singing
everyone

B

eve-ry-one
sing-ing
rain-ing

f. Listen and repeat.

- Big bird black bird.
- Rain rolls round.
- Duck drinks drop.
- Red lorry yellow lorry.

g. Complete the following word chains.

- go → on → net →
- rain → → → →

**a. Look, listen and learn.**

sunglasses



puddle



cap



gloves



paper boat



bonfire



sweater



umbrella



raincoat



rainbow

b. Listen and follow.

- Listen carefully to your teacher.
- Take any one flash card.
- Stand in a circle.
- Read the word and respond to the teacher.
- When teacher says - 'If it's rainy' - children having cards related to the rainy season will come in the middle and tell the word loudly.
- Likewise teacher says - 'If it's summer/ If it's winter' and the game will continue.

**For the Teacher :**

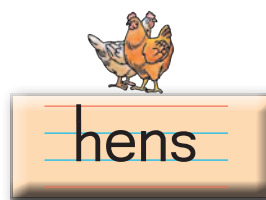
- Ask the children to collect the pictures about seasons.
- Conduct activities related to the seasons like mime act, making paper boats.
- Give clear instructions related to mathematical operations.

**a. Look, listen and repeat.**

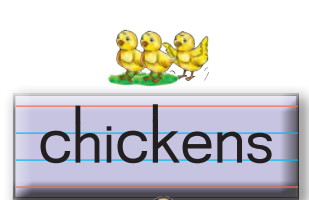
hut



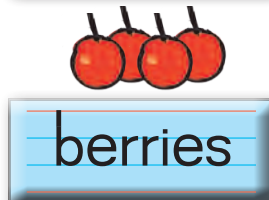
goats



hens



chickens



berries



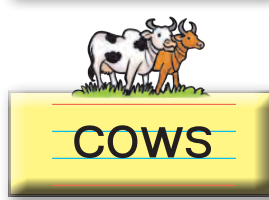
farm



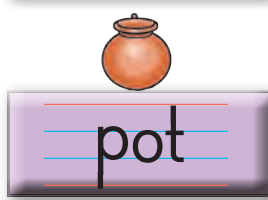
farmers



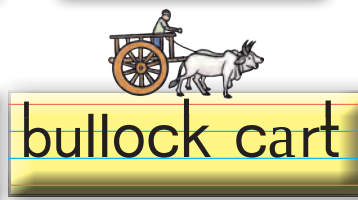
scarecrow



cows



pot

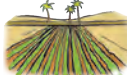


bullock cart



vegetables

b. Read and enjoy.

On one Sunday, we visited a . On the way we saw some  were working in the fields. In the middle of the field, there was a . Some  and  were grazing. There was a  in a farm.

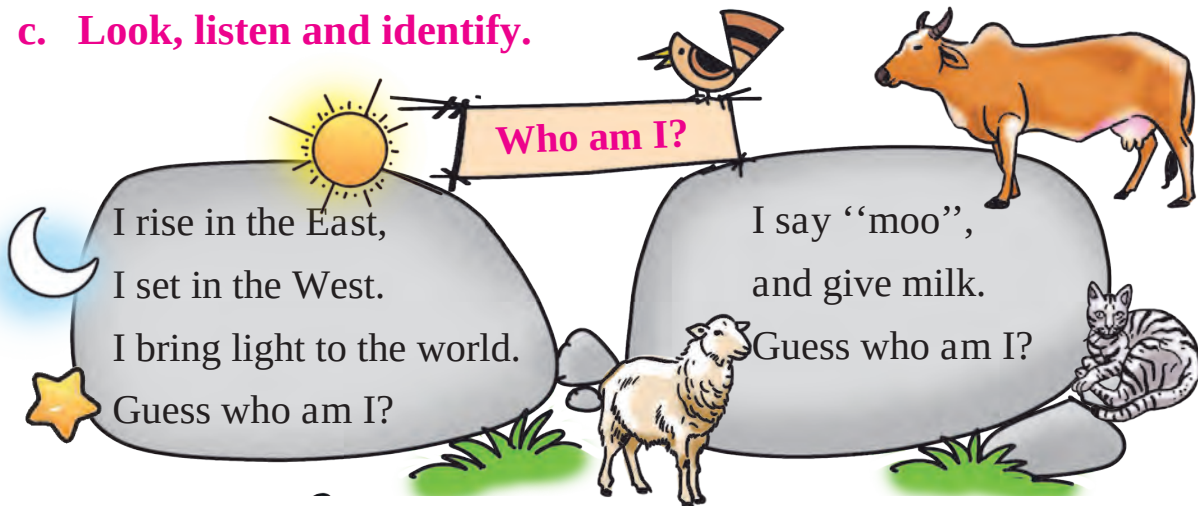
We stopped there for some time. The  and  were pecking near the hut. We drank fresh, cool water from the . The owner of the farm gave some  to us.

On our way back, we saw a . The farmer was carrying fresh  to the market. It was really a nice day. We enjoyed our visit to the farm.

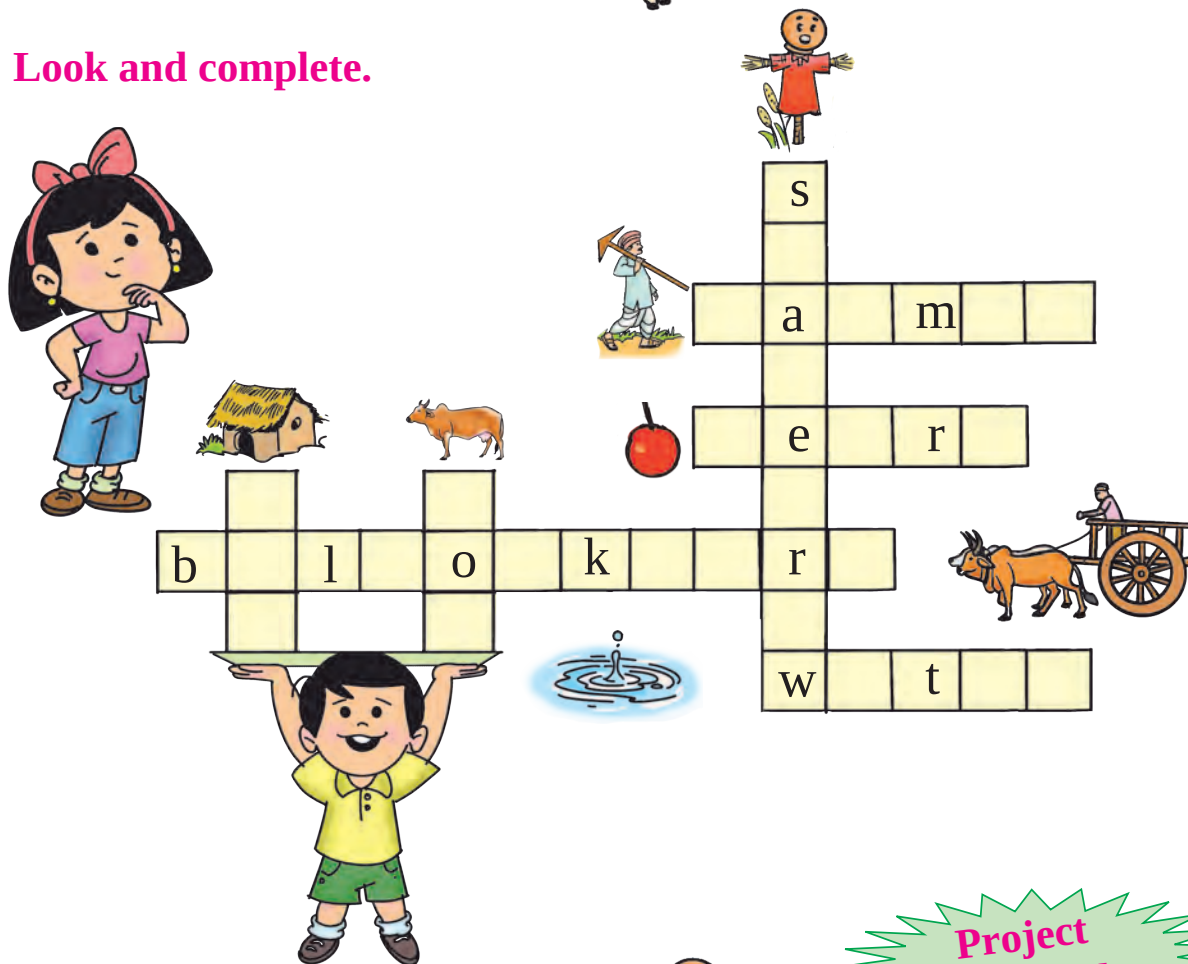
**For the Teacher :**

- Read the passage and help the children to learn the words using the pictures.
- Encourage the children to share their experiences about their visit to a farm.

c. Look, listen and identify.



d. Look and complete.



e. Answer the following.

- (1) Who were working in the field?
- (2) Which animals were grazing?

f. True or False.

- (1) The children visited the farm on Sunday.
- (2) The children drank hot water.
- (3) Lions were grazing in the field.

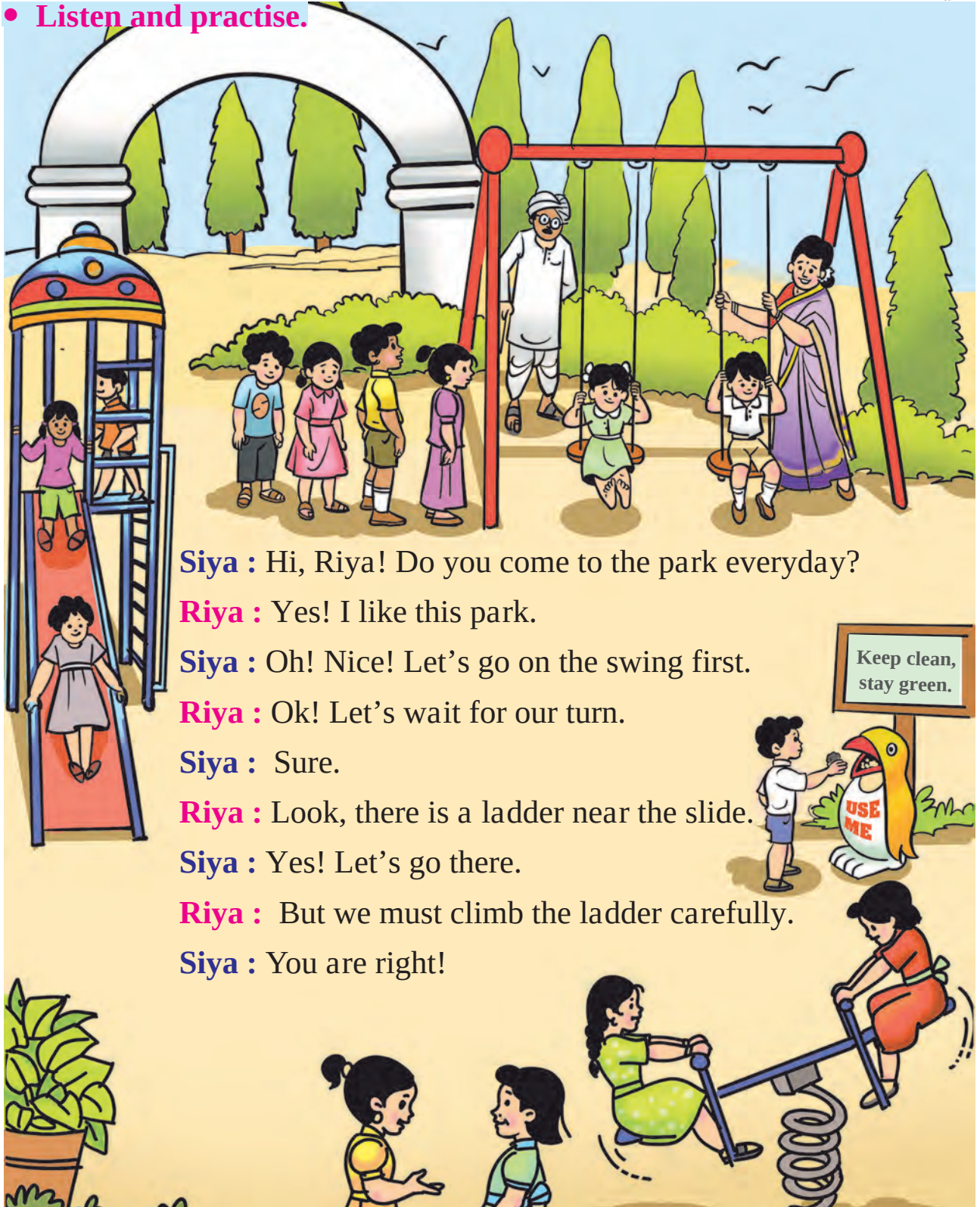


Project
Work

Make a scarecrow.



• Listen and practise.



Siya : Hi, Riya! Do you come to the park everyday?

Riya : Yes! I like this park.

Siya : Oh! Nice! Let's go on the swing first.

Riya : Ok! Let's wait for our turn.

Siya : Sure.

Riya : Look, there is a ladder near the slide.

Siya : Yes! Let's go there.

Riya : But we must climb the ladder carefully.

Siya : You are right!



For the Teacher :

- Give more exposure to converse on the above picture.
- Encourage the children to speak on similar situations.

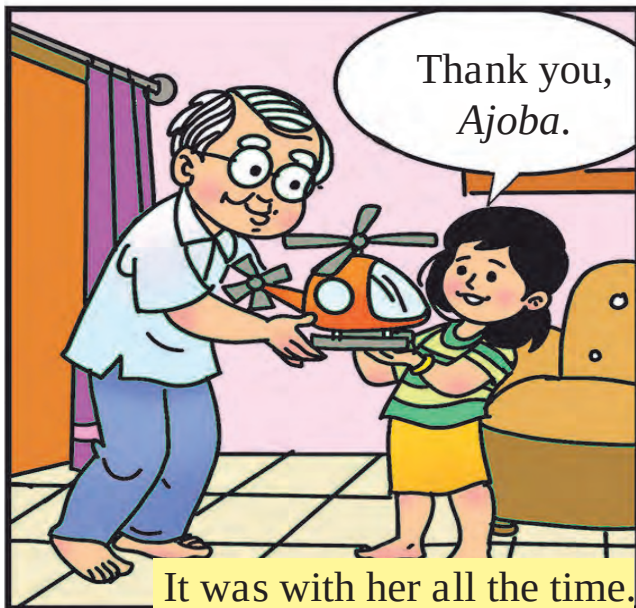


a. Look at the following pictures and talk about them.



b. Look, listen and enjoy.

Nitu's *Ajoba* gave her a helicopter. Nitu loved to play with it.

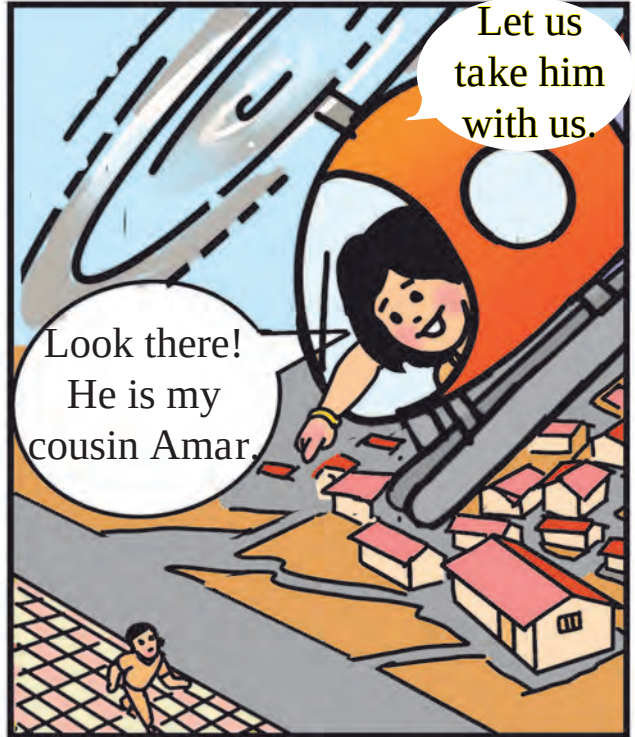


Helicopter flew over trains and boats.

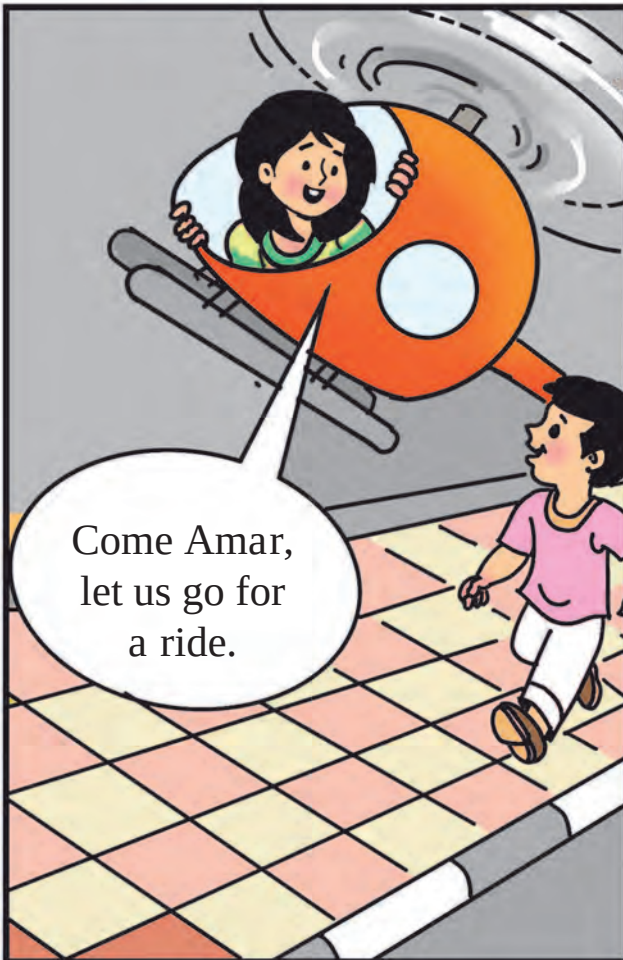


Let us
take him
with us.

Look there!
He is my
cousin Amar.



Come Amar,
let us go for
a ride.



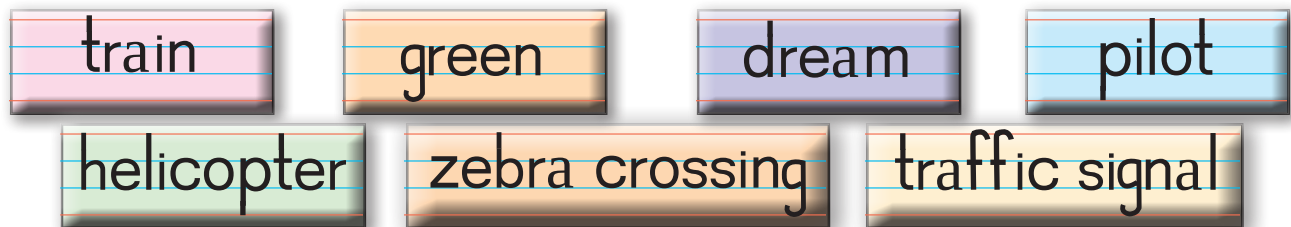
What is
that?

That is
a zebra
crossing.





c. Listen and copy the words in your notebook.



For the Teacher :

- Encourage the children to enact the story.
- Ask the children to retell the story using their imagination as if they are an author.
- Help the children to find new words and their meanings in the dictionary.



d. Look at the picture and find the places around you.



e. Imagine your friends come to visit your city or village. Which places will you show them?



For the Teacher :

- Ask questions about different places around.
- Arrange a visit to the places near your school.
- Give more practice of instructions for mathematical operations.

**a. Listen and sing.**

I walked into a music store.
 I bought a **flute**, a little flute,
Toodle-oodle-oo, a little flute
 Sha-la-la, Sha-la-lee,
 Sing and dance so happily!
 Sha-la-la, Sha-la-lee,
 Come and play along with me!



I walked into a music store
 I bought a **piano**, a big **piano**,
Plink-plink-plink, a big **piano**
 Sha-la-la, Sha-la-lee,
 Sing and dance so happily!
 Sha-la-la, Sha-la-lee,
 Come and play along with me!

b. Create a poem by using different musical instruments and their sounds.

drum - *dhum-dhum-dhum*

tabla - *dha-din-dha*

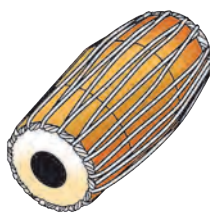
**For the Teacher :**

- Motivate the children to sing the poem by replacing the names of musical instruments.

c. Look, listen and repeat.



Flute



Mridanga



Khajiri



Guitar



Drum



Tabla



Piano



Veena



Taal



Trumpet



Sitar



Harmonium



Violin

d. Fill in the correct vowels. (a, e, i, o, u)

(1) *dh_lk_*

(3) *h_lg_*

(5) *l_z_m*

(2) *t_rp_*

(4) *s_mb_l*

(6) *t_t_r_*

e. Have you seen these instruments? Where? Discuss with your friends.



For the Teacher :

- Introduce different musical instruments from Maharashtra, other than the above ones.



a. Listen and imagine.

Long ago, there was a bamboo forest. There were green and yellow bamboos in that forest.



One day, a shiny bumblebee came humming. Its friends also followed it. They began to make holes in the bamboo.



Then the breeze danced into the forest. It entered into the bamboo holes...and music came out!

Sa Re Ga Ma Pa Dha Ni Sa...



The wind was blowing “so-so” in the bamboos. The rain was falling “*dho-dho*”. Birds were singing and peacocks were dancing happily.



Poor bamboos! What will they do? They did not have hands. They did not have legs. And they could not even speak! So who will they tell? What will they tell?



The birds in the forest were amazed because of that music.

They started saying to each other, ‘Look! The bamboos are singing like us...!’



Some tribal people came to the bamboo forest. They heard the sweet music. They liked it very much. They cut some bamboo and blew into it. Sweet tunes came out again but still they were not happy.

They made one big hole to blow air in. They made six small holes to play notes.

Sa Re Ga Ma Pa Dha Ni Sa...



This was the first flute. From then on, the flute sang for everyone.



- Dr. Sangita Barve
(Adapted and translated from Marathi.)

b. Answer the questions.

- (1) What were the colours of the bamboos?
- (2) What sound did the wind make?
- (3) Who made the holes in the bamboos?
- (4) Which sounds came out of the holes?

c. Find and circle the given words from the story. Copy them in your notebook.

but, so, and, because.

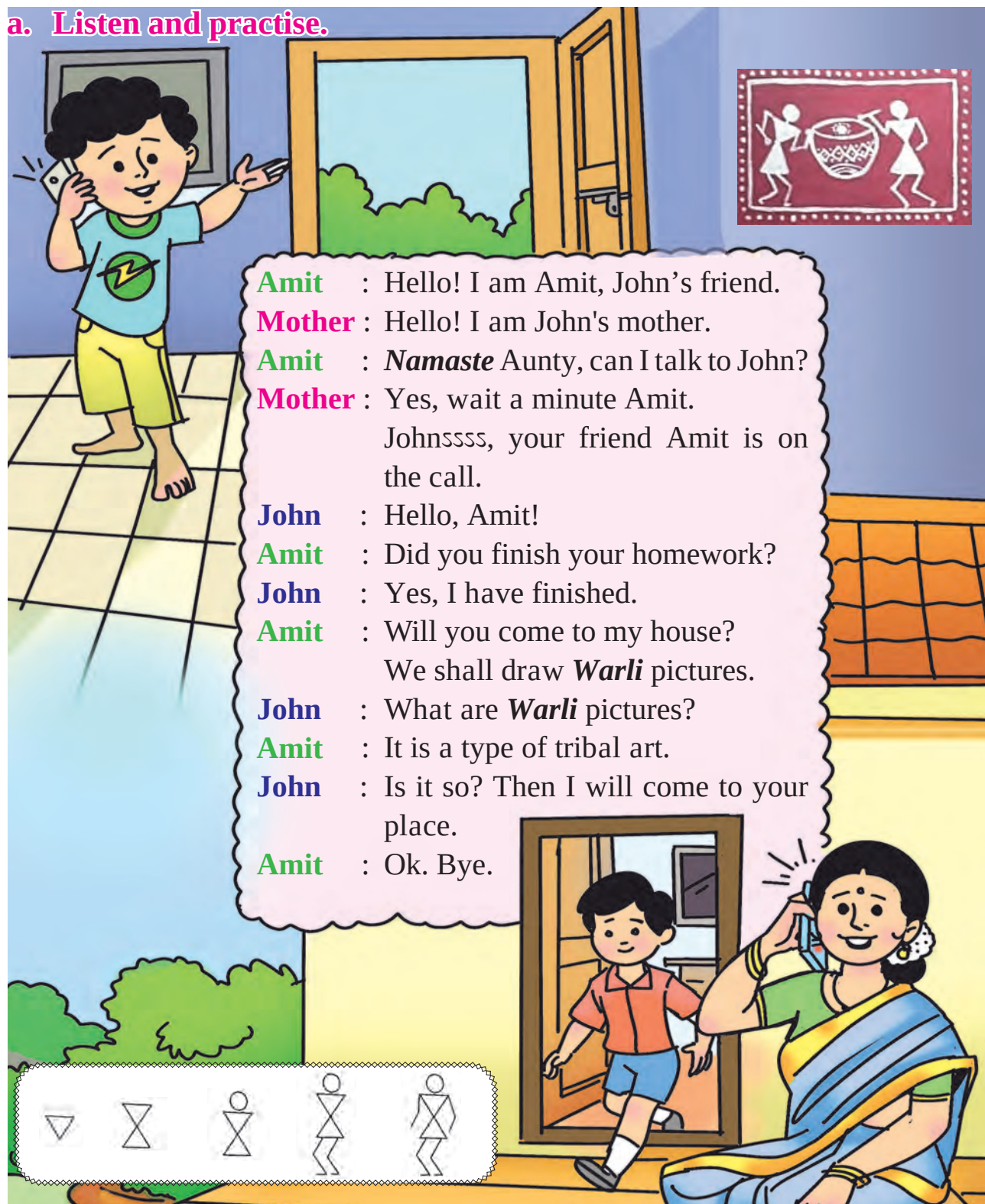


For the Teacher :

- Encourage the children to find the meaning of new words using dictionary.
- Ask the children to retell the story using their imagination as an author.



a. Listen and practise.



Amit : Hello! I am Amit, John's friend.

Mother : Hello! I am John's mother.

Amit : *Namaste* Aunty, can I talk to John?

Mother : Yes, wait a minute Amit.
Johnssss, your friend Amit is on the call.

John : Hello, Amit!

Amit : Did you finish your homework?

John : Yes, I have finished.

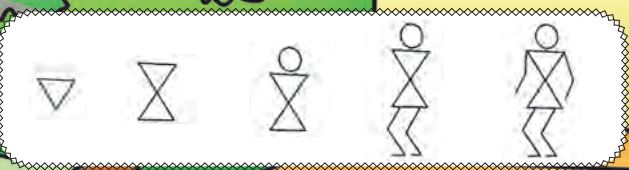
Amit : Will you come to my house?
We shall draw *Warli* pictures.

John : What are *Warli* pictures?

Amit : It is a type of tribal art.

John : Is it so? Then I will come to your place.

Amit : Ok. Bye.



**For the Teacher :**

- Give more practice to the children to converse likewise.
- Encourage the children to talk on other similar situations.
- Help the children to draw basic shapes of *Warli* art.



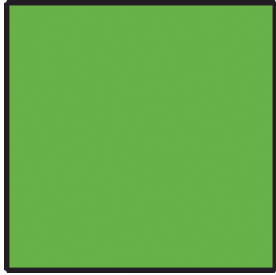
2.9

Origami



- Look, listen and do.

Let's make a paper boat.



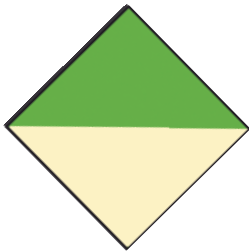
Take a square paper.



Fold it in half.



Fold it into half again.



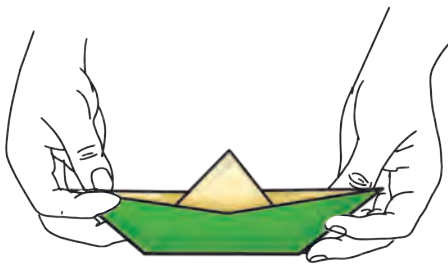
Fold three parts of the paper to one side. Fold the remaining one to the other side. A triangle is ready.



Open the triangle from the middle to make the square.



Pull the flaps outwards.



Press the fold and your boat is ready.

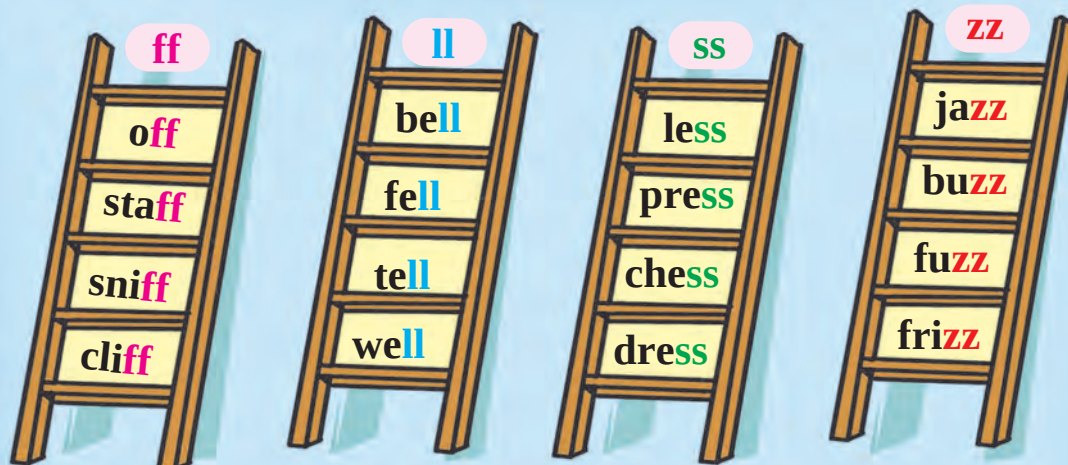


For the Teacher :

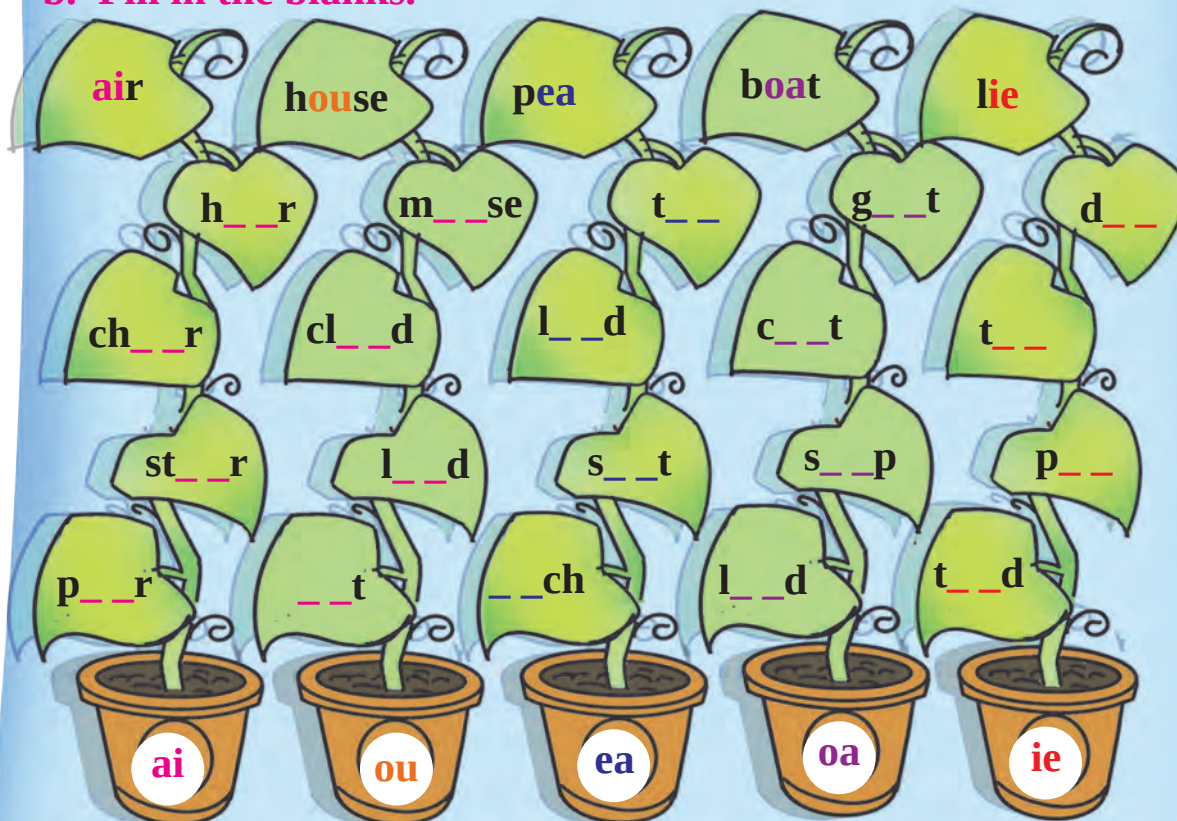
- Appoint a leader and conduct the activity.
- Guide the leader about how to give the instructions.
- Conduct other Origami activities.



a. Listen and read.



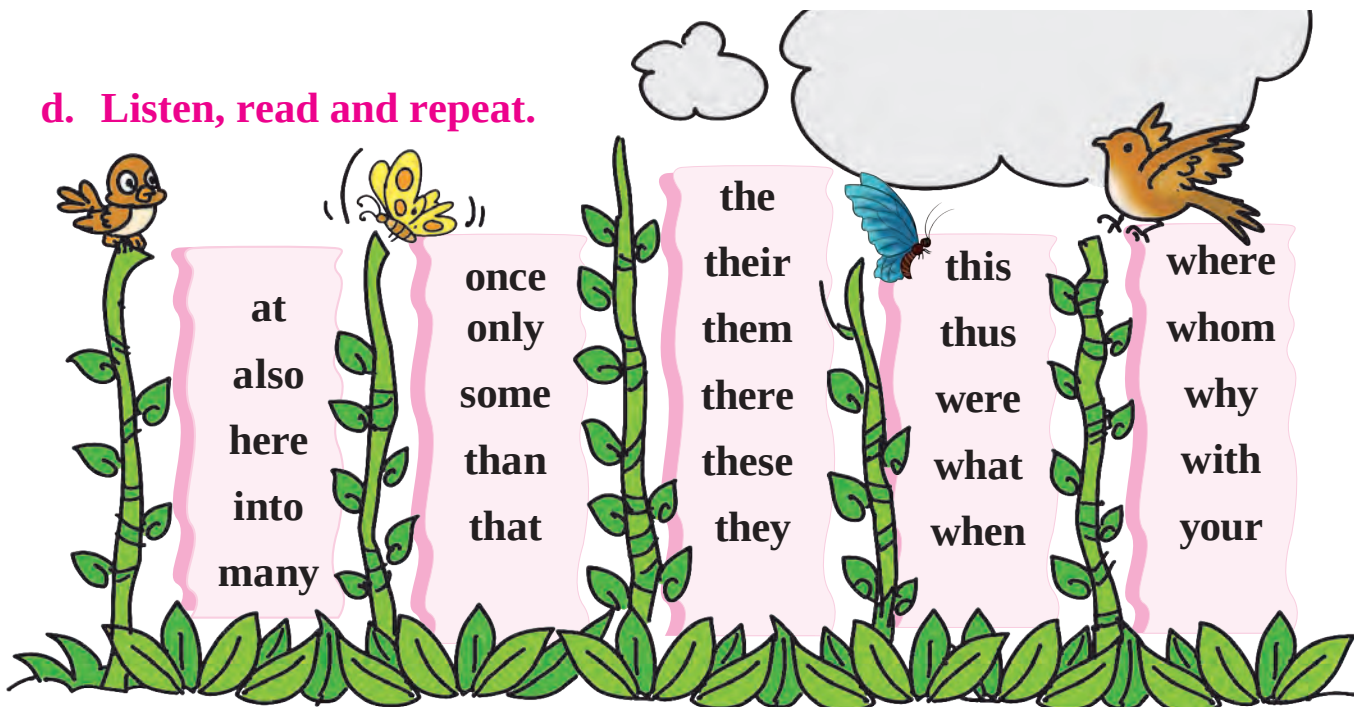
b. Fill in the blanks.



c. Read the syllables and write the complete word.

- In/dia → _____
- coun/try → _____
- moun/tains → _____
- ri/vers → _____

d. Listen, read and repeat.



e. Listen, read and learn.

ee	feet	seed	green	sheep	deep
oo	book	cook	moon	food	cool

f. Find the words from the grid. Circle and write them in your notebook.

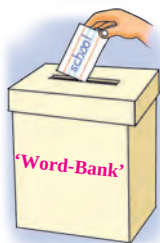
bee	a	s	w	e	e	t	v	y	t	t
moon	c	m	b	e	e	w	r	i	r	h
food	m	p	s	o	a	o	o	t	e	r
root	o	s	l	n	f	o	o	d	e	e
three	o	w	e	e	l	d	t	v	y	e
boot	n	t	e	l	l	b	o	o	t	s
sleep	t	v	p	m	c	y	p	e	e	l
sweet										
tree										
peel										



For the Teacher :

- Help the children to find words and their meanings in the dictionary.
- Help the children to combine the sound together by giving more examples.





- (1) Open the 'Word-Bank'.
- (2) Select three to four words. Read the words aloud with the help of your teacher.
- (3) Make a short story/poem based on the words.
- (4) Ask questions on the story.

**For example : Story**

One day, it was raining heavily.
A frog did not go to school.
The frog enjoyed the feast with his friends.

Answer the following.

- (1) Who is the main character in the story?
- (2) Which animal is mentioned in the story?
- (3) Why didn't the frog go to school?

For example : Poem

In the rain, in the rain,
A frog hops again and again,
He leaps and dances in the rain.
In the rain, in the rain.

**For the Teacher :**

- Let the children choose the words on their own.
- Help the children to compose a story/a poem.

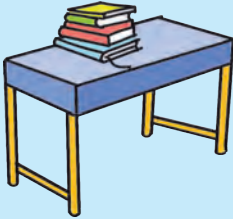


3.1

Where is it?



a. Look at the picture and find out the positions of the objects.



The notebooks are **on** the desk.



A bottle is **under** the table.



The books are **in** the bag.

b. Look, listen and recite.

On, in, under, near,
on, in, under, near.



Where is the **sack**?
on the **rack**, on the **rack**.

Where is the **fox**?
in the **box**, in the **box**.



Where is the **bottle**?
under the **table**, under the **table**.

Where is the **mouse**?
near the **house**, near the **house**.



On, in, under, near,
on, in, under, near.

c. Did you enjoy singing this poem? What makes it fun?

d. Circle the rhyming pairs and add a new rhyming word in the box.

• Fox, where, table, box.

• under, sack, house, rack.

d. Look at the pictures and ask questions to your friends.

For example : Where is the ball?



on



near



under



in



between



behind

e. Listen and learn.



Ronny is sad.

He is not getting his clothes.

“Where is my shirt?”

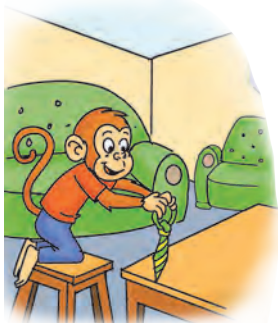
“Not here, not there.”

“Where is my pant?”

“Not **in** the cupboard”

“Not **in** the basket”

“Oh! It is here **in** the drawer.”



“Where is my tie?”

“Not **on** the chair”

“Not **on** the sofa”

“Oh! Here it is. It is **on** the table.”



“Where is my handkerchief?”

“Not **under** the pillow”

“Not **under** the bed”

“Oh! It is here **under** the shirt.”



“Finally! Here is my shirt and handkerchief.
Now I will get ready!”



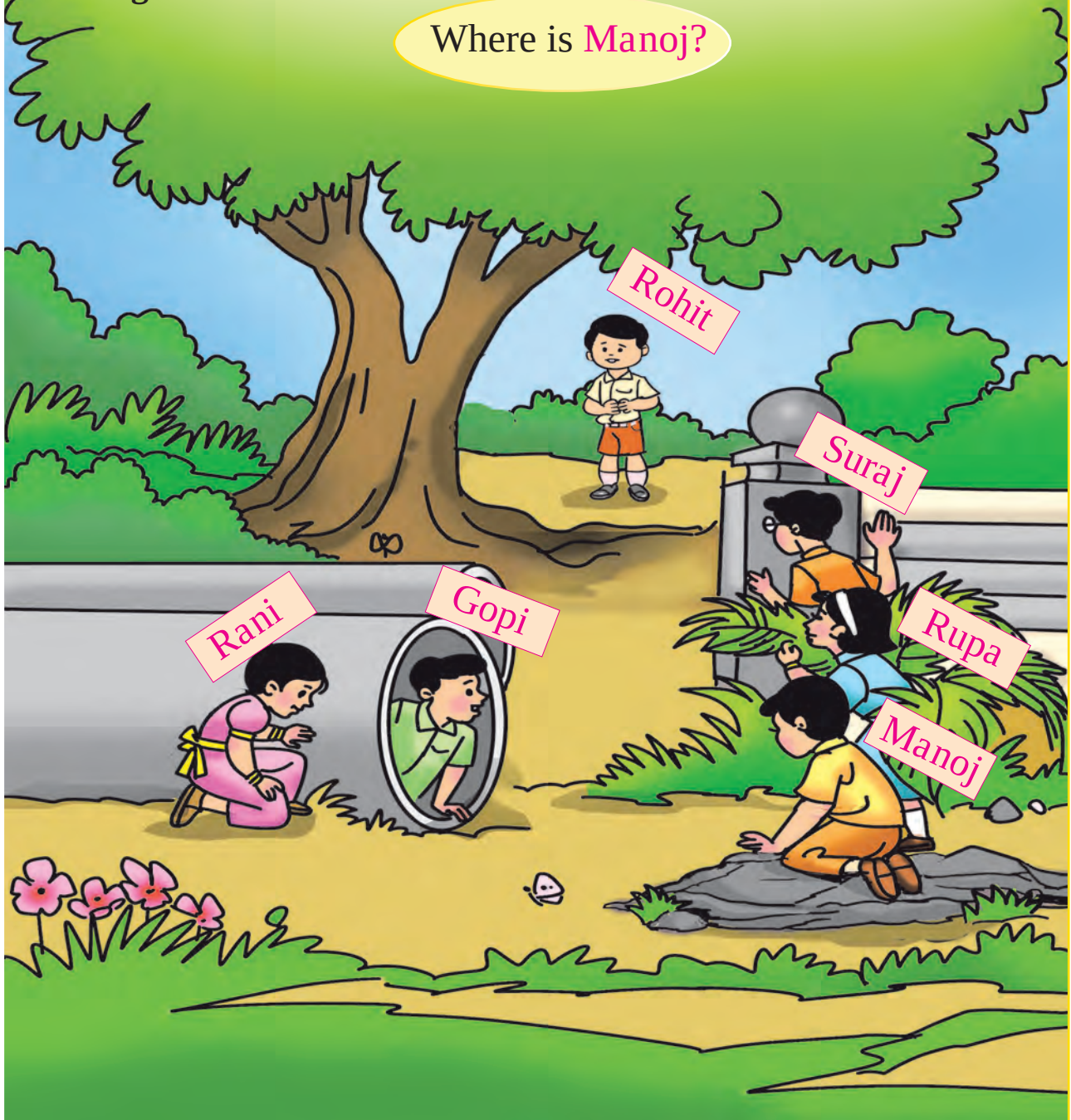
For the Teacher :

- Encourage the children to create a poem/a rhyme independently on any topic. For example: parrot, cat, dog, etc.

f. Look and tell.

Children are playing the game 'hide and seek.' Let's find 'who' is hiding 'where'.

Where is **Manoj**?



behind

under

between

inside

near

on

(1) Rohit is the tree.

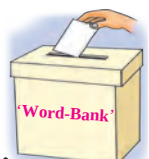
(4) Gopi is the pipe.

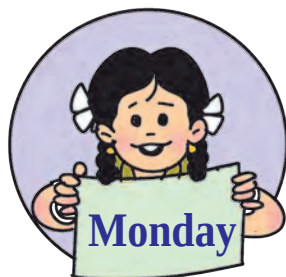
(2) Suraj is the pillar.

(5) Rani is the pipe.

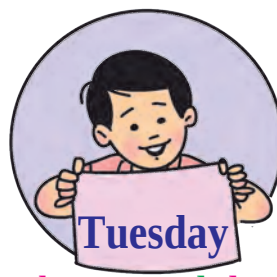
(3) Rupa is Suraj and Manoj.

(6) Manoj is the stone.



**a. Listen, repeat and enact.**

Hello! I am the **first** day of the week.



I am the **second** day,
I come after Monday.



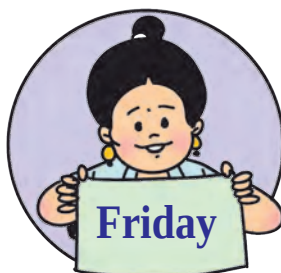
I am the **seventh** day.
I come after Saturday
but before Monday.



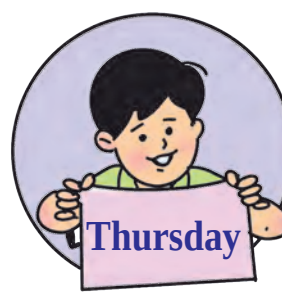
I am the **third** day,
I come before Thursday.



I am the **sixth** day,
I come before Sunday.



I am the **fifth** day,
I come after Thursday.



I am the **fourth** day,
I am the middle one.
Three days come before me,
and three come after me.

b. Listen and repeat.

1	2	3	4	5	6	7	8	9	10
One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth

**For the Teacher :**

- Conduct the role-play activity by using above sentences.
- Use flash cards of the names of the days to play.

c. Look and answer.

DECEMBER 2026						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

What day was yesterday?

⇒ Yesterday was Thursday.



What day is tomorrow?

⇒ Tomorrow is Saturday.



What day is it today?

⇒ Today is Friday.



What was the day before yesterday?

⇒ The day before yesterday was Wednesday.



What is the day after tomorrow?

⇒ The day after tomorrow is Sunday.



For the Teacher :

- Ask the children to answer more questions based on the calendar.
- Encourage the children to ask and respond to the questions about calendar.

**For the Teacher :**

- Collect objects having different shapes like triangle, square, rectangle, cylinder, etc.
- Place the objects of different shapes in four corners of the classroom/ground.
- Label the corners

A

B

C

D

- Prepare the cards of the letters

A

B

C

D

 and put them in the middle of the classroom/ground.
- Instruct children to pick a card which they want or like when they are asked to stop.
- Conduct the following game by using different shapes and objects.

**a. Listen and act accordingly.**

- Come forward and stand at the center of the classroom.
- Sing 'Ringa Ringa Roses' and run in the circle.
- Stop!
- Select any card from-

A

B

C

D

- Find the corners-

A

B

C

D

 and join the respective group.

- Run and find the object of a

--

 shape.

- Say Bingo!

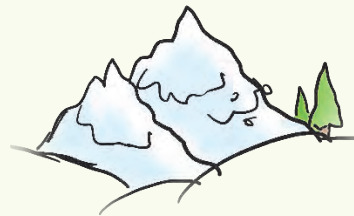


- Show the object to whole class and name it.
- Join your groups again and continue the game.

**a. Listen and sing.**

I love my country, India,
I am proud of India,
I love my brothers and sisters,
Beautiful country is India.

Rivers and mountains are in India,
Fields and forests are in India,
No other country in the world,
Is better than my country, India.

**b. What did you like about the poem?****c. Listen, read and learn.****map****river****mountain****field****forest****Unity in diversity****fort****d. Listen and repeat.**

- beautiful - beau/ti/ful
- diversity - di/ver/si/ty
- butterfly - bu/tter/fly

- yesterday - yes/ter/day
- computer - com/pu/ter
- elephant - el/e/phat

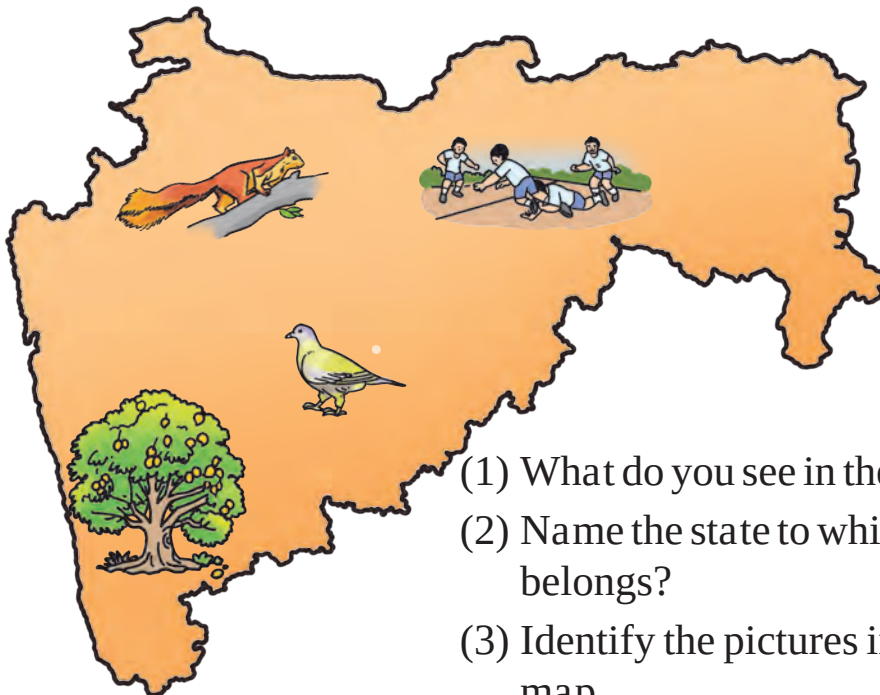
e. Look, listen and learn.



Note : If the colours of the National Flag as shown in this picture do not match the standard colour shades, it is due to technical limitations.

f. Observe and discuss.

- Shekru
- Hariyal
- Kabaddi
- Mango tree



- (1) What do you see in the pictures?
- (2) Name the state to which the map belongs?
- (3) Identify the pictures in the given map.

g. Rearrange the syllables to form meaningful words.

- ties/ac/vi/ti → _____
- nue/ti/con → _____
- cop/li/he/ter → _____
- mo/har/nium → _____
- stru/in/ments → _____



3.5

Clock and Me



a. Look, listen and repeat.



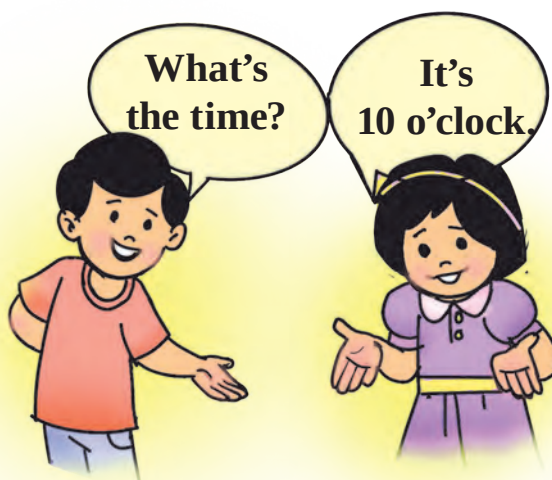
It's 6 o'clock.



It's 7 o'clock.



It's 10 o'clock.

It's o'clock.It's o'clock.It's o'clock.It's o'clock.It's o'clock.

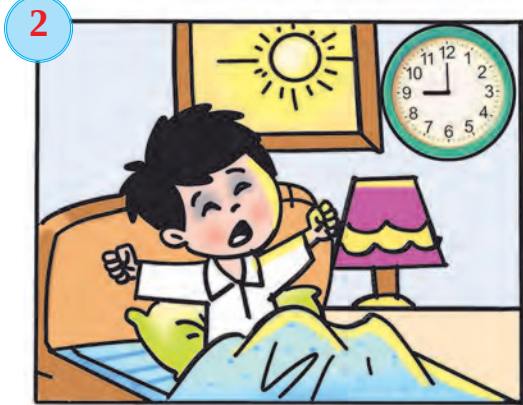
For the Teacher :

- Introduce the 'o'clock' concept to the children.
- Encourage the children to frame questions on their daily routine.
- Tell them to ask the questions to each other in groups.

b. Observe the pictures and discuss the story with the help of given questions.



• What is the boy doing at 10 p.m.?



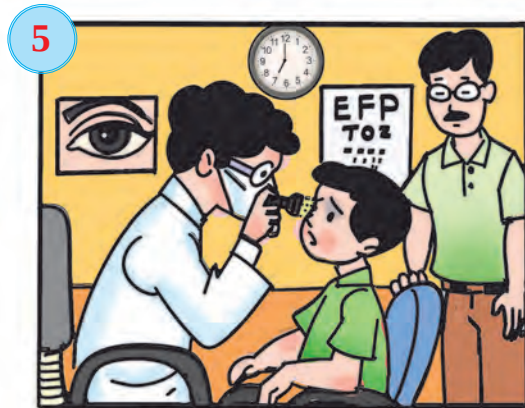
• What time is he waking up in the morning?



• What problem does he face in school?



• Why is the boy crying?



• Why do you think the boy comes to the doctor?



• Is it the right time to sleep?



For the Teacher :

- Motivate the children to discuss the pictures in groups.
- Ask them about their likes and dislikes.
- Encourage them to enact and retell the story.
- Motivate them to discuss their daily routine.



3.6

Birthday Celebration



• Listen and practise.

Garima : Good morning, Govind.

Govind : Very good morning,
Garima, what's new?

Garima : It's my birthday today.

Govind : Wow!
Happy Birthday, Garima!

Garima : Thanks. There is a
birthday celebration.

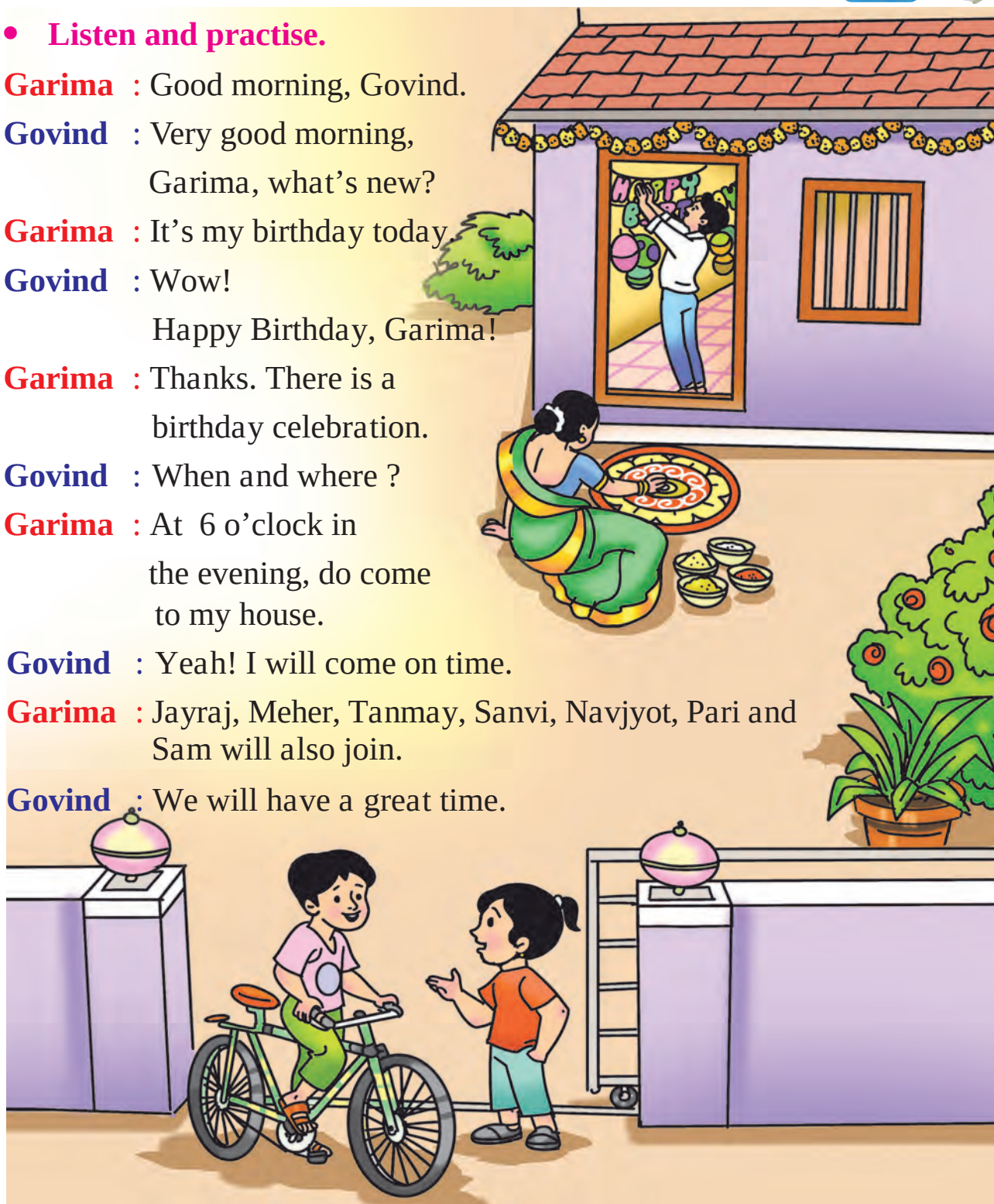
Govind : When and where ?

Garima : At 6 o'clock in
the evening, do come
to my house.

Govind : Yeah! I will come on time.

Garima : Jayraj, Meher, Tanmay, Sanvi, Navjyot, Pari and
Sam will also join.

Govind : We will have a great time.



For the Teacher :

- Ask the children to enact the above conversation in the classroom.
- Ensure that each child participates in the conversation.
- Motivate the children to speak about other similar occasions.



a. Identify and name the following shapes.



b. Draw a robot using the above shapes and colour it.

(1) Head of the robot :

- ➔ Draw a square.
- ➔ Use circles for eyes.
- ➔ Take triangle for nose.
- ➔ Use rectangle and make mouth.
- ➔ Sketch rectangles for ears.

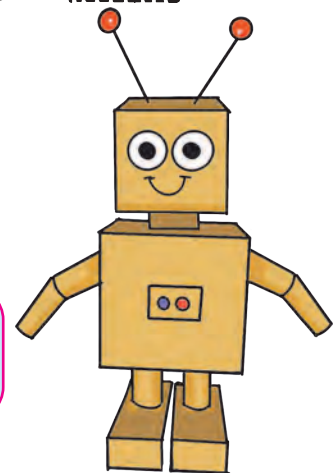
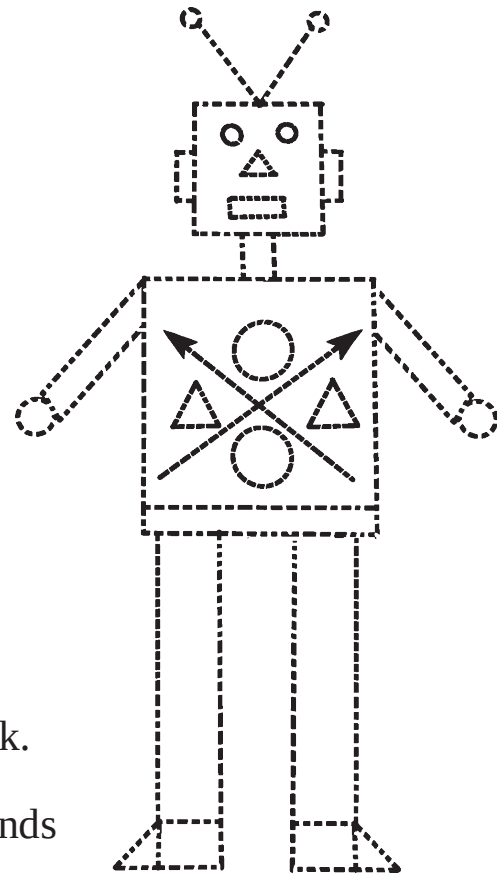
(2) Trunk of the robot :

- ➔ Use proper shapes to make a trunk.
- ➔ Join head and trunk with lines for neck.

(3) Hands and legs of the robot : Make hands and legs with the help of given shapes.

(4) Colour the robot.

(5) Design your own robot with your own ideas.



Make your own robot
with waste materials.



For the Teacher :

- Help the children to draw a robot as above.
- Appoint a leader and conduct the activity.
- Guide the leader about how to give the instructions.

**a. Look and tell.**

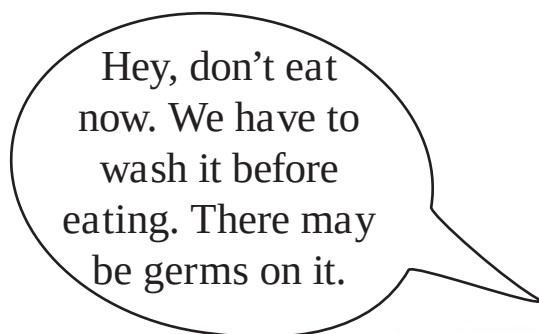
When do we use the following things and for what purpose?

soap	handwash	toothpaste	towel	water

b. Look, listen and learn.

Genia is a very healthy and happy girl. Mr. Germ always wants to harm Genia and her friends. One day, Genia and her friend went to **bazaar**. They bought some fruits and vegetables.

After some time, Genia's friend was about to eat a fruit.



Oh, No!
We missed the chance.

Imagine what will happen with Genia's friend?



c. Which character did you like from the story? Why?

d. Observe and follow.

Steps to wash hands



1. Wet your hands.



2. Apply handwash.



3. Rub both the palms together.



4. Rub back of each hand.



5. Clean between fingers.



6. Rub the back of fingers.



7. Wash both the thumbs.



8. Rub fingertips and nails.



9. Wash around both the wrists.



10. Wash and dry.

e. Select the correct option and complete the sentence.

(1) If your hands are dirty, _____ .
(dry them, wash them, rub them)

(2) If you want to clean your teeth, _____ .
(take water, show them, brush them)

(3) If you don't rub your nails, _____ .
(they will not get clean properly, they will get clean)

f. Why is it important to wash your hands?

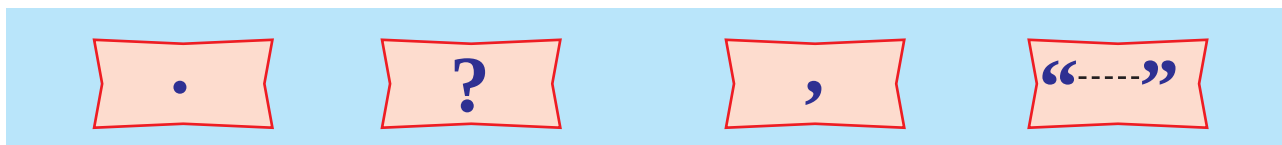
For the Teacher :

- Ask the children when do they wash hands.
- Ask the children what do they use to wash hands.
- Help the children to learn the steps of washing hands more effectively.
For example : Learn with a rhythmic form.

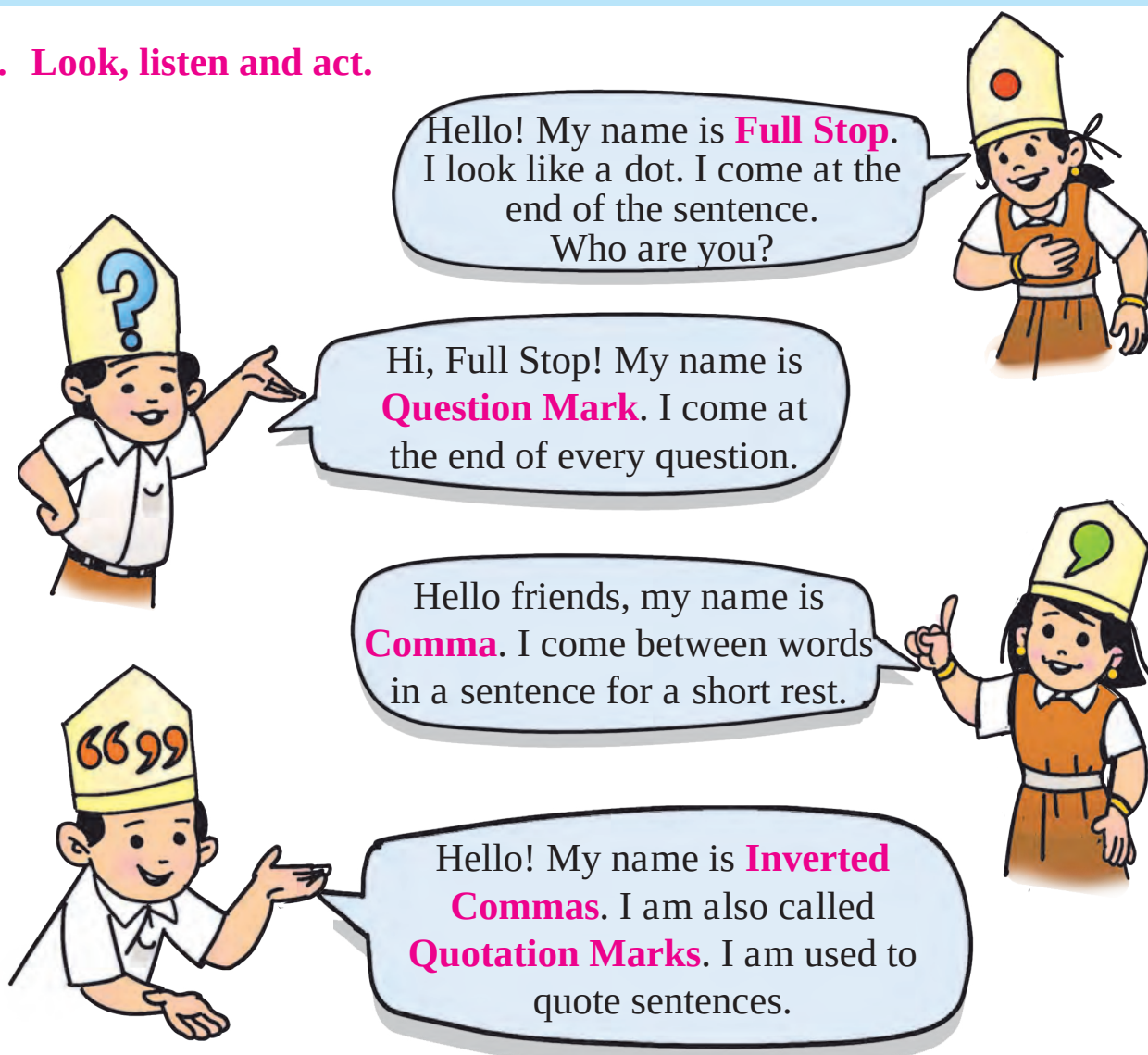




a. Can you identify me?



b. Look, listen and act.



c. Put a full stop (.) or a question mark (?) at the end of each sentence.

- | | | | | |
|--|--------------------------|---|--|--------------------------|
| (1) Anil is my friend | ☐ | } | (3) When is your birthday | ☐ |
| (2) We saw lion, tiger and bear in the zoo | ☐ | | (4) The traffic police said, "Always keep to the left" | ☐ |

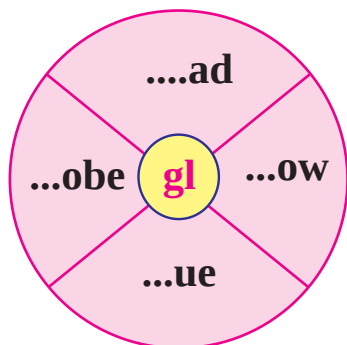


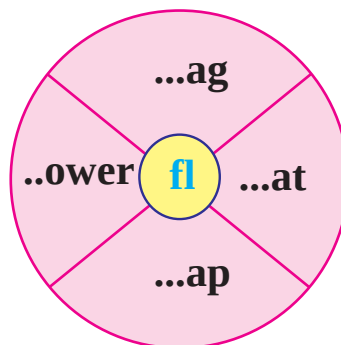
For the Teacher :

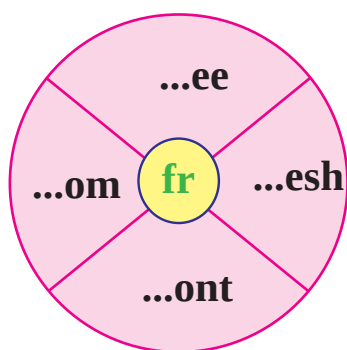
- Ask the children to find out different punctuation marks.
- Give exposure to use these punctuation marks by giving examples.
- Conduct a role play activity.

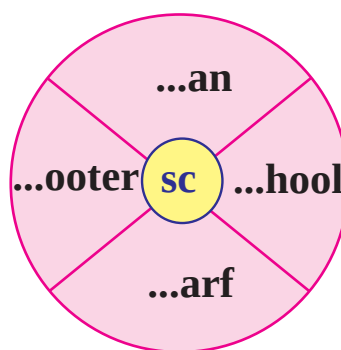


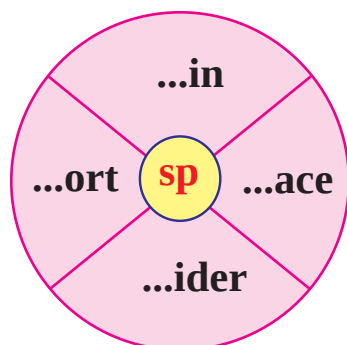
a. Read, form and write the words.

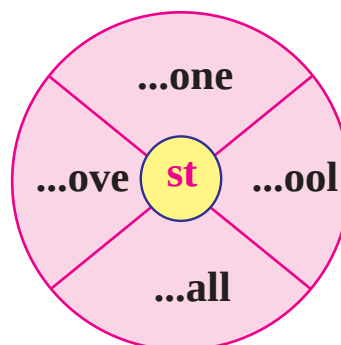
glow

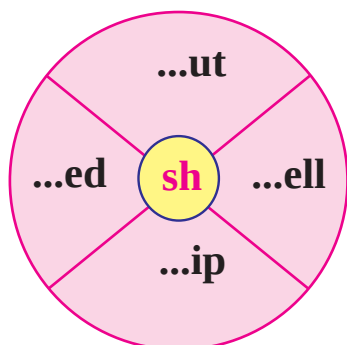
flat

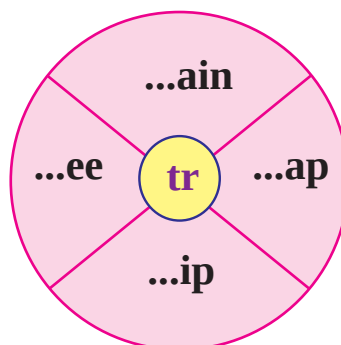
fresh

school

space

stool

shell

trap



For the Teacher :

- Help the children to find the above words and their meanings in the dictionary.



b. Fun with sounds.

br brick   broom	cr crab   crayon	dr drink   drum	tr tree   trumpet	fr frog   fruit
cl clock   cloth	fl flute   flower	sl slide   sleep	gl gloves   glass	bl blocks   black
sm smoke   smile	sp spoon   spider	st star   stool	sw swan   swim	sn snow   snail
sh shark   sheep	th thumb   thorn	lt salt   belt	tw twins  12 twelve	ch chin   chess

c. Fill the missing letters to complete the words.
(br, cl, sl, cr, dr)

broom __ _ anch __ _ ain __ _ ush	__ _ ap __ _ oth __ _ ip __ _ ean	__ _ ate __ _ eep __ _ ice __ _ eeve	__ _ op __ _ oss __ _ ow __ _ aft	__ _ ess __ _ op __ _ ink __ _ ive
---	--	---	--	---



- (1) Open the 'Word-Bank'.
- (2) Read the words aloud with the help of the teacher.
- (3) Work in pairs or in a group to complete following activities.



a. Listen, repeat and clap for each syllable in the word.



ba

+



na

+



na

b. Complete the following.

- ba-na-na - banana
- to-day -
- to-ma-to -
- el-e-phant -
- um-brel-la -
- com-pu-ter -

c. Create a story with the help of words on the chits. Work in groups.

Step 1 : Select two or three characters for a story.

For example : lion, elephant, farmer.

Step 2 : Plan your story.

	For example :
Beginning (Who/What)	Leo, the Lion lives in the forest. Rama the farmer works near the forest. Ella the elephant walks towards the field.
Problem (What happens)	Leo gets stuck in the river and can't get out.
Ending (How it ends)	Rama and Ella help Leo. Leo thanks them. They all become friends.

Step 3 : Present your story in front of the class.

For the Teacher :

- Help the children to read the words properly.
- Help the children to break down the words into syllables.
- Encourage the children to make their own stories with the different characters.
- Encourage the children to read and write three to four syllable words.





4.1

Read a Book



a. Look and say.



b. Listen and sing.



Read, read, read a book
Read a book **today**!
Learn about, learn about
Places far **away**!



Read, read, read a book
Read a book to **know**!
Know about, know about
People long **ago**!



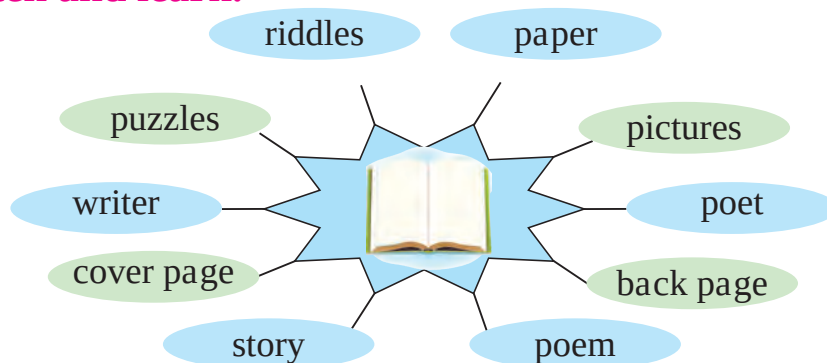
Read, read, read a book
Read it with a **friend**!
Page by page, page by page
Until you reach the **end**!



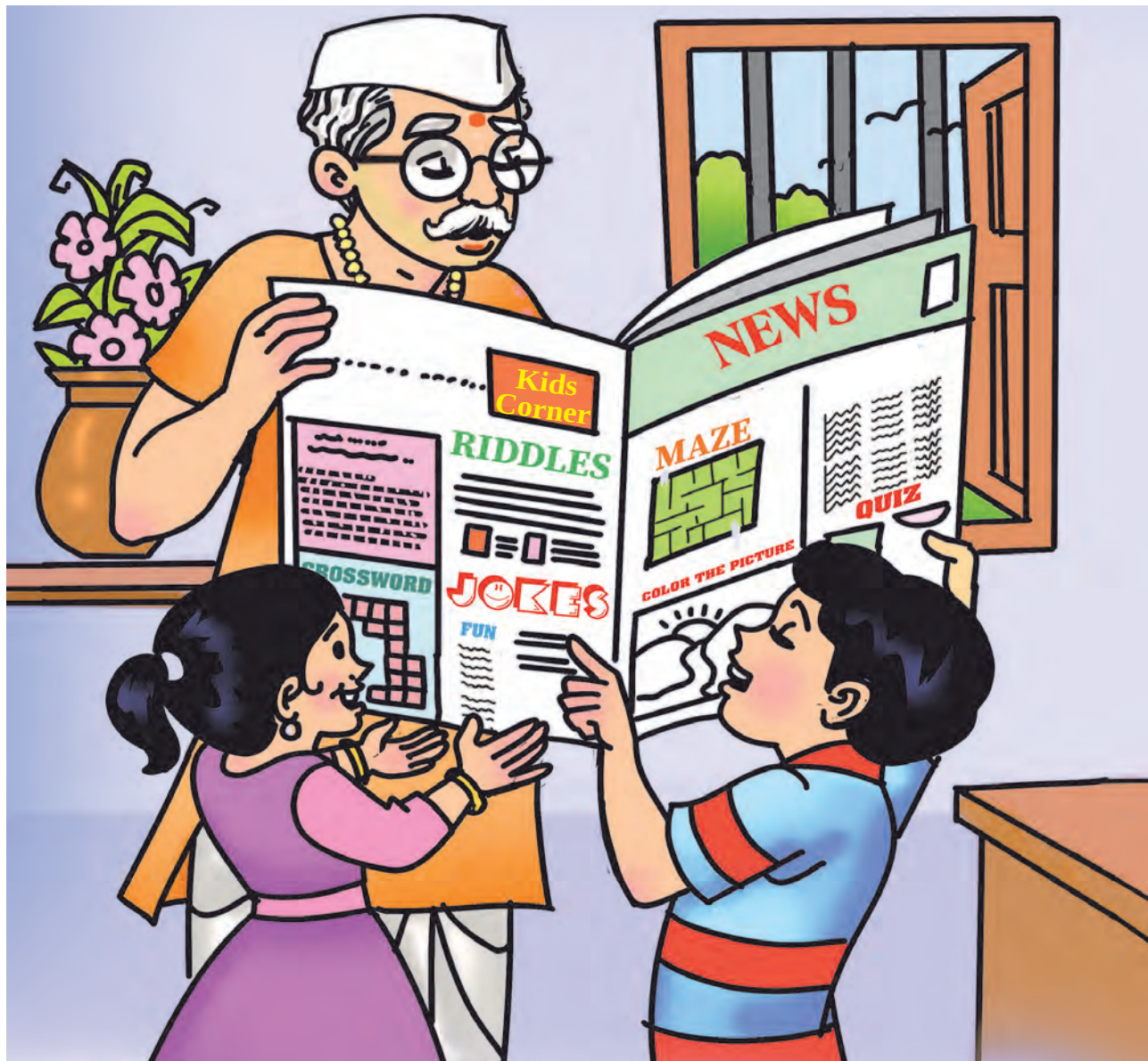
c. Discuss with your friends.

- (1) Which line of the above poem do you like the most?
- (2) Did you enjoy singing this poem?
- (3) What kind of books do you like?

d. Look, listen and learn.



d. Sanchit and Hardika are busy in reading a newspaper.



- (1) Name the newspapers you know.
- (2) Which newspaper do you read?
- (3) Why should we read a newspaper?



e. Read, complete and repeat.

Bina brings a big blue
(book/bag/balloon)

Greedy goats grab green
(grass/grapes/grain)



For the Teacher :

- Bring various newspapers in the class.
- Let the children know different things in the newspapers.
- Encourage the children to read newspapers.

**a. Listen and practise.**

Nikita : Mom, these apples look fresh. Can we buy some?

Nikita's Mother : Yes, dear. What is the cost of apples per kilo?

Shopkeeper : These are 100 rupees per kilogram.

Nikita's Mother : Give me one kilogram, please.

Shopkeeper : Sure, anything else?

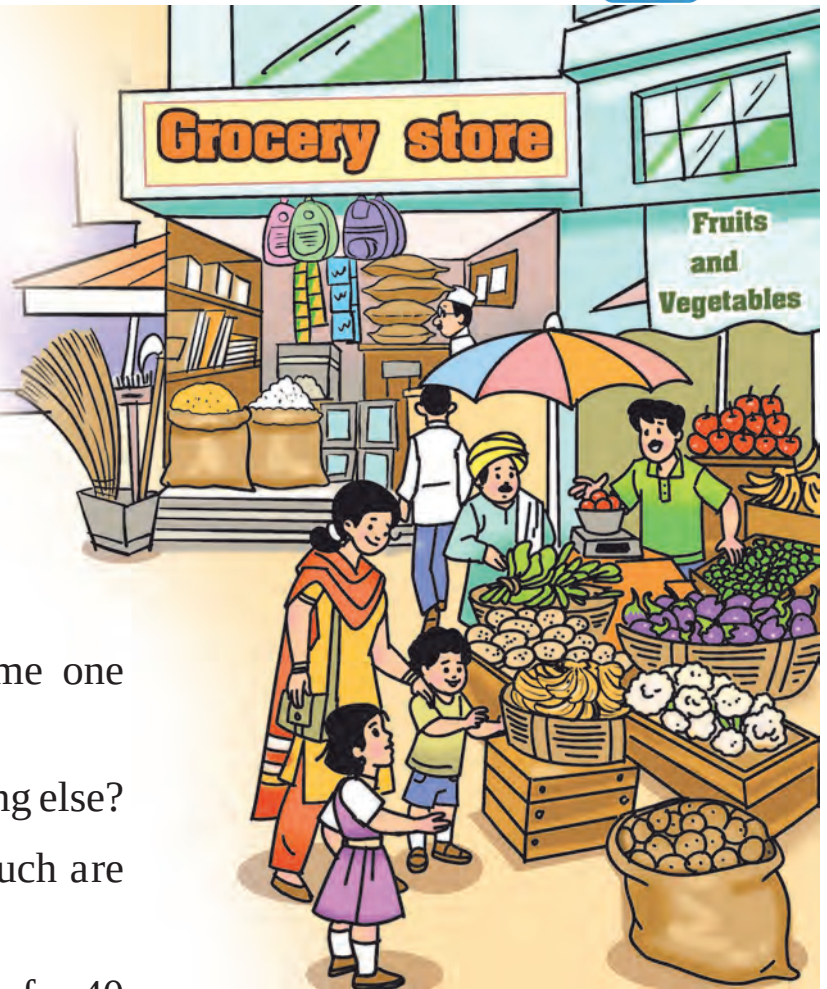
Nikita's Mother : How much are these bananas per dozen?

Shopkeeper : Bananas are for 40 rupees per dozen.

Nikita's Mother : Ok, give us one dozen bananas.

Shopkeeper : Here it is. That will be 140 rupees in total.

Nikita's Mother : Here it is.

**For the Teacher :**

- Encourage the children to observe the picture.
- Give more exposure to the children to speak and raise questions on similar topics.
- Make sure that each child participates in the discussion.

**a. Look, listen and learn.**

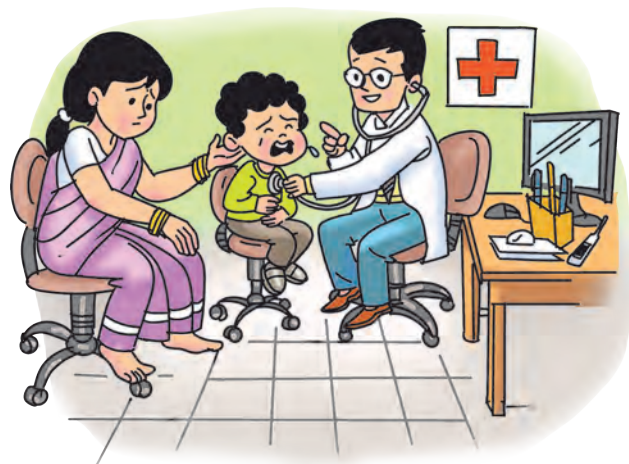
Rohan and Sohan are brothers. Rohan is neat and tidy. He obeys his parents. He follows good habits. He always washes his hands before eating. He eats fresh and healthy food.



Sohan is a naughty boy. He teases others. He does not brush his teeth everyday. He always eats junk food and never washes his hands before eating.



His mother takes him to the doctor. Doctor checks him and treats with some medicines. He advises Sohan, “You should always follow good habits.”

**b. Think and express.**

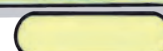
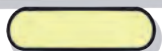
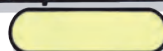
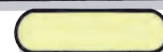
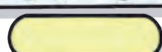
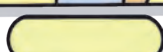
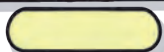
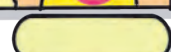
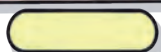
- (1) Which character did you like the most? Why?
- (2) Which character you did not like? Why?

c. Listen and follow the instructions given by a doctor.



- Drink pure and clean water.
- Brush your teeth twice a day.
- Have a bath everyday.
- Wear clean clothes.
- Wash your hands before eating.
- Wash your hands with soap after using the toilet.
- Avoid uncovered food.

d. Look at the pictures. Put (✓) for good habits and (✗) for bad habits.

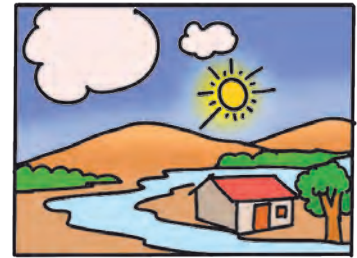


For the Teacher :

- Conduct discussion on the above pictures and the habits.
- Motivate the children to retell the story by changing the characters.

**a. Listen and sing.**

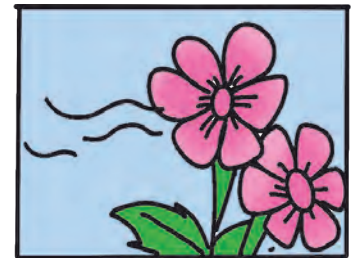
The **eyes** that I have, help to see,
Use to see, use to see.
The eyes that I have use to see.
See everything!



The **ears** that I have help to hear,
Use to hear, use to hear.
The ears that I have use to hear.
Hear everything!



The **nose** that I have helps to smell,
Use to smell, use to smell.
The nose that I have use to smell.
Smell everything!



The **hands** that I have help to touch,
Use to touch, use to touch.
The hands that I have use to touch.
Touch everything!



The **tongue** that I have help to taste,
Use to taste, use to taste.
The tongue that I have help to taste.
Taste everything!



b. Look, listen and learn.



tongue → taste



nose → smell



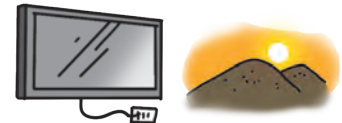
skin → touch



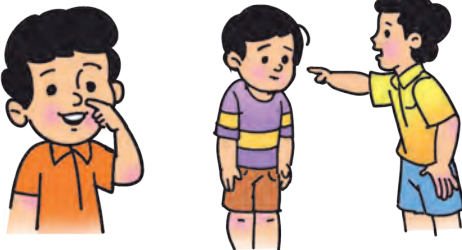
ear → hear



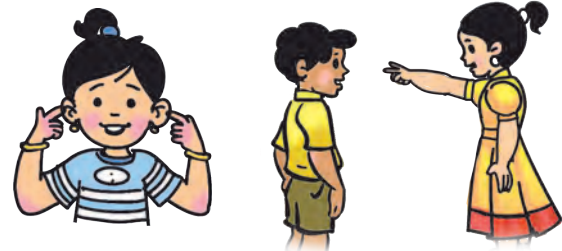
eyes → see



c. Observe and practise.



This is my nose. **That** is your nose.



These are my ears. **Those** are your eyes.

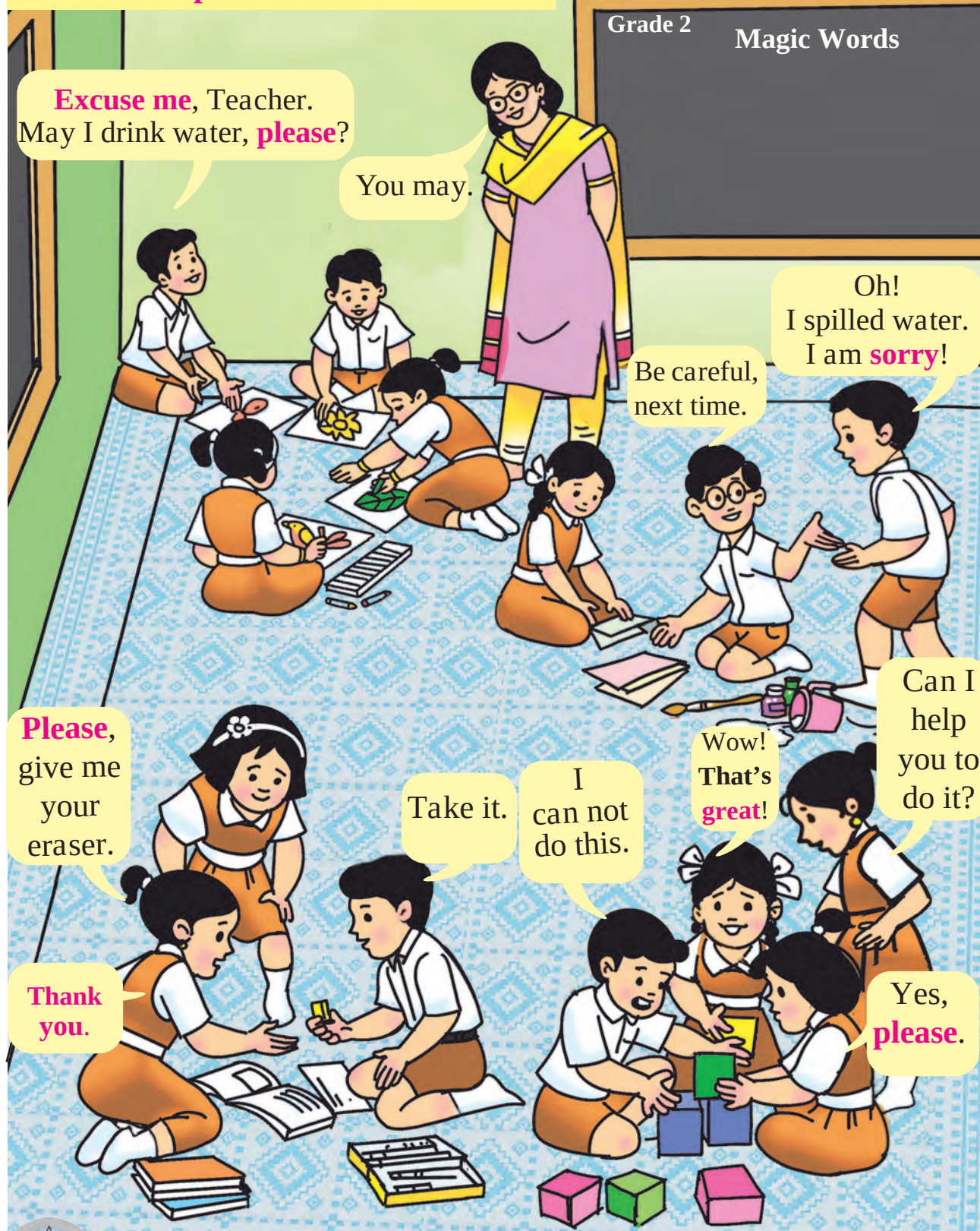
d. Create and sing the poem using other body parts.

For example : legs, teeth, fingers, etc.



For the Teacher :

- Practise 'this/that' and 'these/those' with various objects in the surrounding.
- Encourage the children to make and write the sentences.

**a. Read and practise the conversation.****For the Teacher :**

- Practise such conversations using the above magic words.



4.6

Rahi : The Girl Who Never Gives up!



a. Listen and repeat.



Rahi is a girl from a small town in Maharashtra. She loved to practise shooting every day. People said, “That’s not a sport for girls!” But Rahi kept practising.

One day, she slipped and hurt her elbow badly. Doctors said that she might never

shoot again. But Rahi didn’t give up. She worked hard. She became stronger and came back to the game.



Soon, she went to the Asian games and won a gold medal in shooting for India. She is the first Indian woman to do so.

Rahi’s story teaches us: **Be brave and never give up.**

b. Find and copy the meaning of the given words using a dictionary.

shooter

medal

injury

slip

c. Talk about the following.

⇒ Message from Rahi's story

⇒ Your favourite sportsperson



For the Teacher :

- Encourage the children to collect information about famous players.
- Help the children to find words and their meanings from a dictionary.



c. Write the names of the games next to the given pictures.

(Chess, Carrom, Badminton, Ludo, Table tennis, Snakes and Ladders)



(Cricket, Kabaddi, Hockey, Football, Volleyball, Kho-kho)



d. My favourite game. Fill in blanks in the following sentences.

- is my favourite game.
- It is game.
- There are players in this game.
- I this game.

e. Read the words aloud by clapping for each syllable.

• badminton → bad-min-ton

• kabbadi → kab-ba-di

• volleyball → vol-ley-ball

• Maharashtra → Ma-ha-ra-shtra



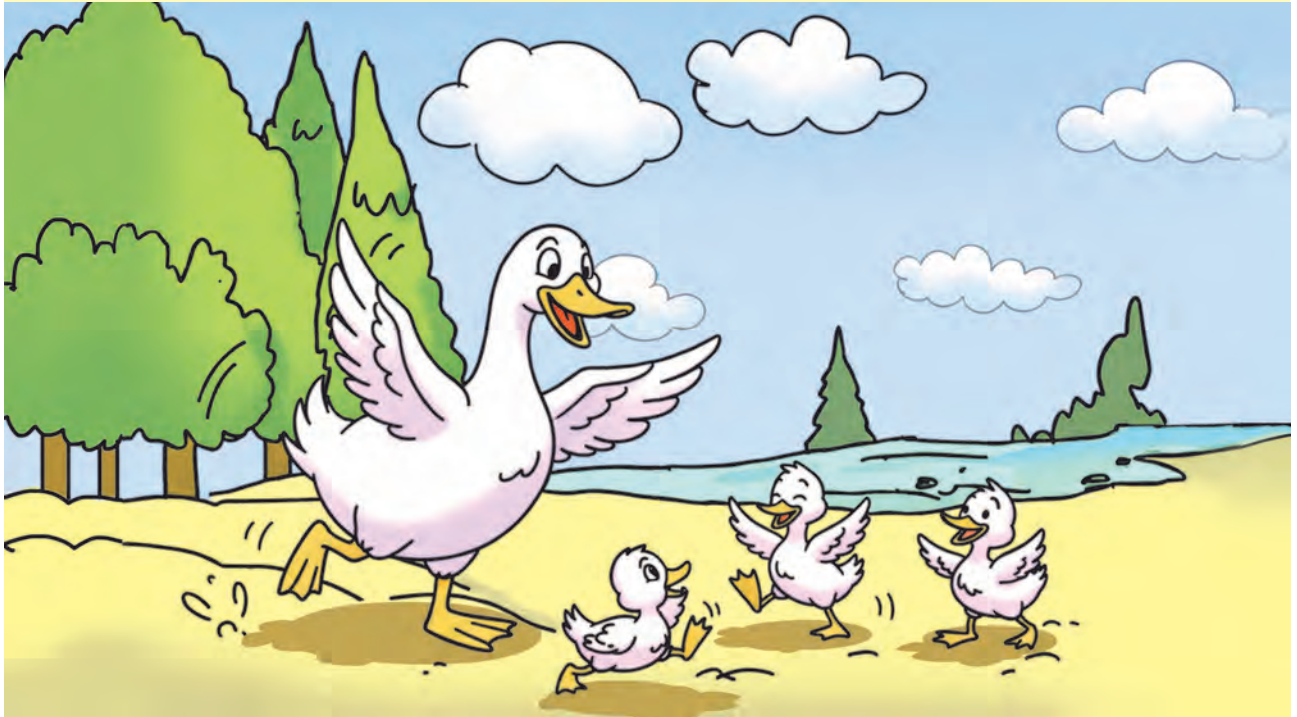
For the Teacher :

- Discuss local and regional games with the children.
- Motivate the children to play different games.



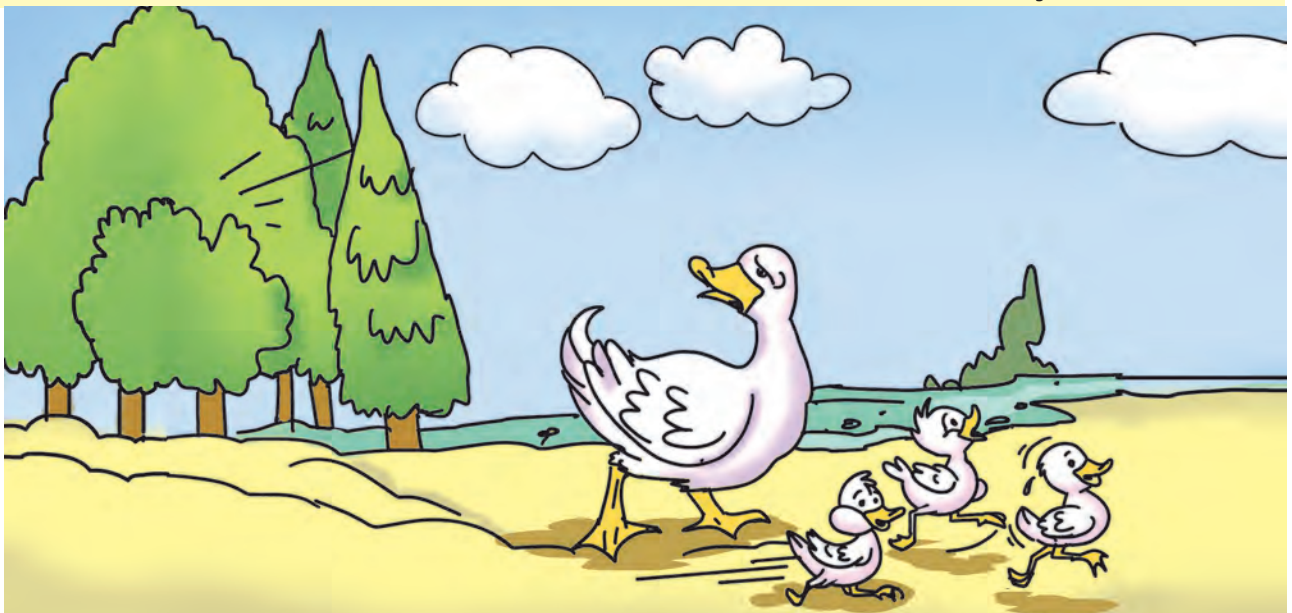
a. Read and enjoy.

Once upon a time, a mother duck and her ducklings lived happily near a lake. It was a beautiful lake. Mother duck took her ducklings every day to the lake. She and her ducklings loved to swim in the cool water of the lake.

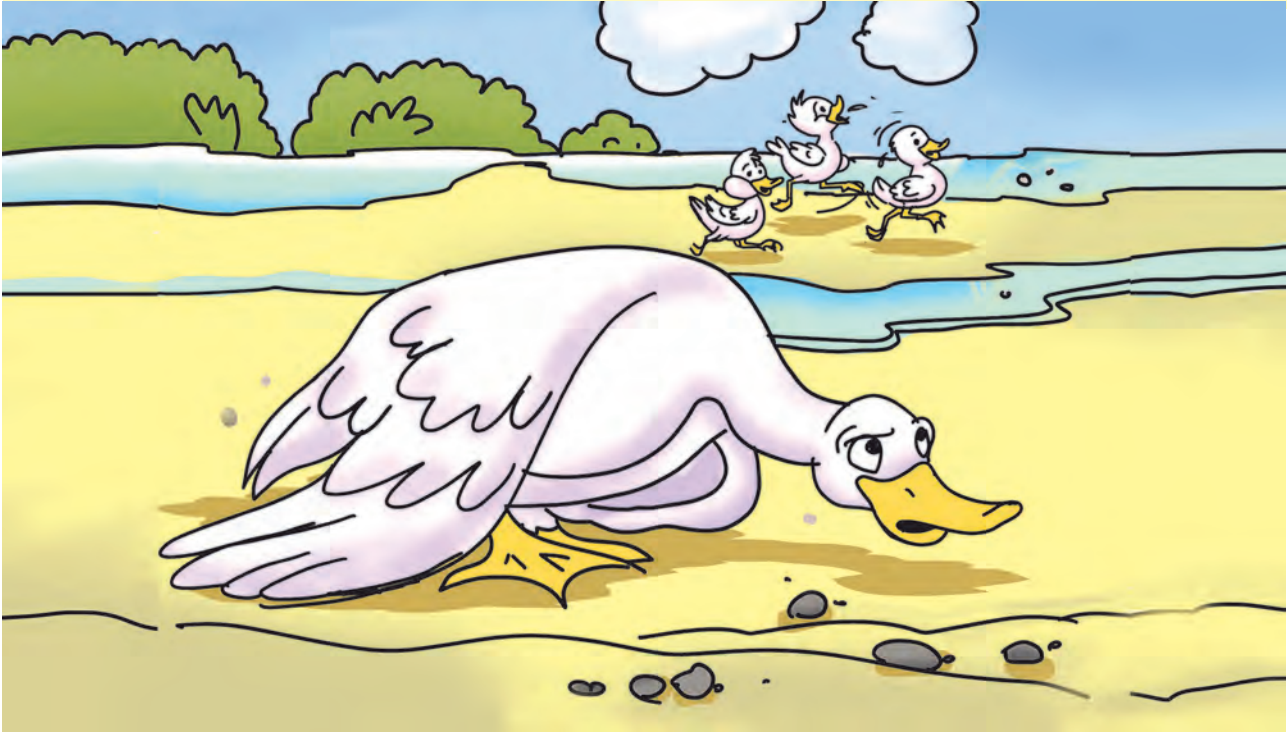


One morning, they were playing near the lake. Suddenly, they heard the cry of a fox.

“Oh, it’s a fox!” said mother duck. “Come, let’s run away.”



Mother duck was worried. Her ducklings couldn't fly. She thought for a while and said to them, "Quick! Rush to the lake at once."



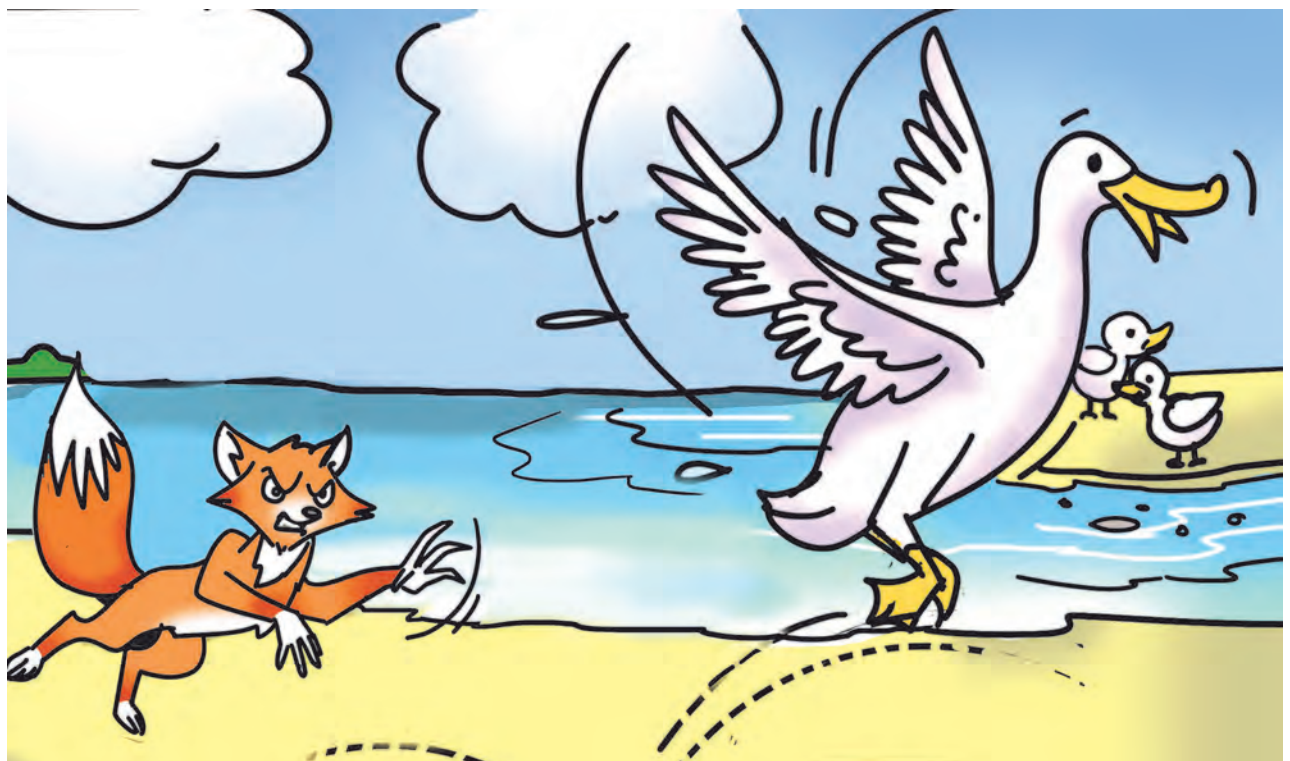
Then mother duck walked away from the ducklings and dragged her wings as if she was hurt. The foolish fox followed her.



Mother duck walked very fast and took the fox far away from the lake. The ducklings rushed into the water.



After that, mother duck flew away and returned to her ducklings. The ducklings were happy to see her. They were safe. They swam in the lake again.





The fox went away sadly.

b. Say 'yes' or 'no'.

- (1) Mother duck and her ducklings lived near a lake.
- (2) Mother duck and her ducklings swam in the lake.
- (3) A tiger was looking at them.
- (4) Mother duck was worried.
- (5) Mother duck walked fast.
- (6) The fox went away happily.

c. Try to retell the story in your own words.

d. If you had been the fox, what would you have done? Discuss with your friends.



For the Teacher :

- Discuss with the children what they liked or did not like in the story.



• **Roll the dice and create a story.**

(1) Sit in the groups of three or four. (2) One of the groups will come forward to roll the dice. (3) Look at the number on the dice. (4) See the pictures and read the words for that number. (5) Go back to your place, discuss in groups and make a short story. Decide a title for your story. (6) The other groups will do the same. (7) After finishing the task, each group will present the story.

	Who?	Where?	When?	What happened?
	 girl	 house	 morning	 play
	 dog	 road	 afternoon	 thirsty
	 farmer	 field	 rainy day	 rain
	 fox	 grape farm	 midday	 jumped
	 policeman	 square	 2 o' clock	 accident
	 old woman	 in a market	 Sunday	 crowd

For example : There was a girl in the village. She lived in her house with her mother and father. In the morning, she saw her brother playing football...

**a. Look, listen and do.**

1. Take a pot.



2. Fill it half with soil.



3. Make a small hole in the soil.



4. Put the seeds into the holes.



5. Cover them with soil.



6. Pour little water.



7. Keep the pot in the sunlight.



8. Water the pot every day.



9. Take care of your little plants.

b. Tick the correct picture.

(1) If you do not keep the pot in sunlight, then

**Project Work**

Collect different types of seeds. Store them at your home. You can make seed balls.

**For the Teacher :**

- Help the children to practise the instructions in the classroom.
- Ask the children to collect the seeds sown during the rainy season.
- Arrange an exhibition of the seeds collected by the children.



a. Read and rearrange the word cards in proper alphabetical order. For example:

dog	cat	banana	apple
Alphabetical Order			
apple	banana	cat	dog

- | | | | |
|------|-----|----------|------|
| fish | hat | elephant | goat |
|------|-----|----------|------|
- | | | | |
|-------|-----|------|------|
| mango | jug | lion | kite |
|-------|-----|------|------|
- | | | | |
|------|------|-------|-------|
| Rita | Anil | Sunil | Meena |
|------|------|-------|-------|
- | | | | |
|------|----------|---------|-------|
| Pune | Amravati | Palghar | Latur |
|------|----------|---------|-------|
- | | | | |
|-----|------|---------|-----|
| cot | ball | giraffe | bat |
|-----|------|---------|-----|

For the Teacher :

- Use flash cards for this activity.
- Give more practice of alphabetical order by using different words.

- b. Write down the names of pictures and prepare a picture dictionary.
Check whether all the words are in a proper alphabetical order.

My Picture Dictionary

A a



ant



apple



arrow

B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z





- (1) Open the 'Word-Bank'.
- (2) Select any word and show it to the class.
- (3) Respond to the questions asked by others.

a.

Questions :

- Do you like tomatoes?
- What is the colour of tomato?
- How much do the tomatoes cost per kilo?
- From where do we buy tomatoes?
- Is it a vegetable?



b.

- Open 'Word-Bank'.
- Select one word.
For example - tree.
- Find a new word that starts with the last letter of the previous word. For example : tree - egg
- Add words to continue the chain.

tree → egg → goat →
 → → →

- c. Find the words related to **food items, fruits, vegetables, animals, school**, etc. from the 'Word-Bank'. Talk about those words with your friends.
- d. Find and write down four syllabic words from your 'Word-Bank'.

**For the Teacher :**

- Assist the children to execute these activities properly.
- Help the children to raise the questions on different topics or situations.

Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must :

1. Not blame yourself.
2. Tell someone whom you trust.
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad,
confused and helpless.
You need not feel “bad” because it’s not your fault.



Press This Button

POCSO e-box available at ncpcr@gov.in

If you are below 18 years of age, and are troubled or confused
or abused or in distress or know some other child who is...

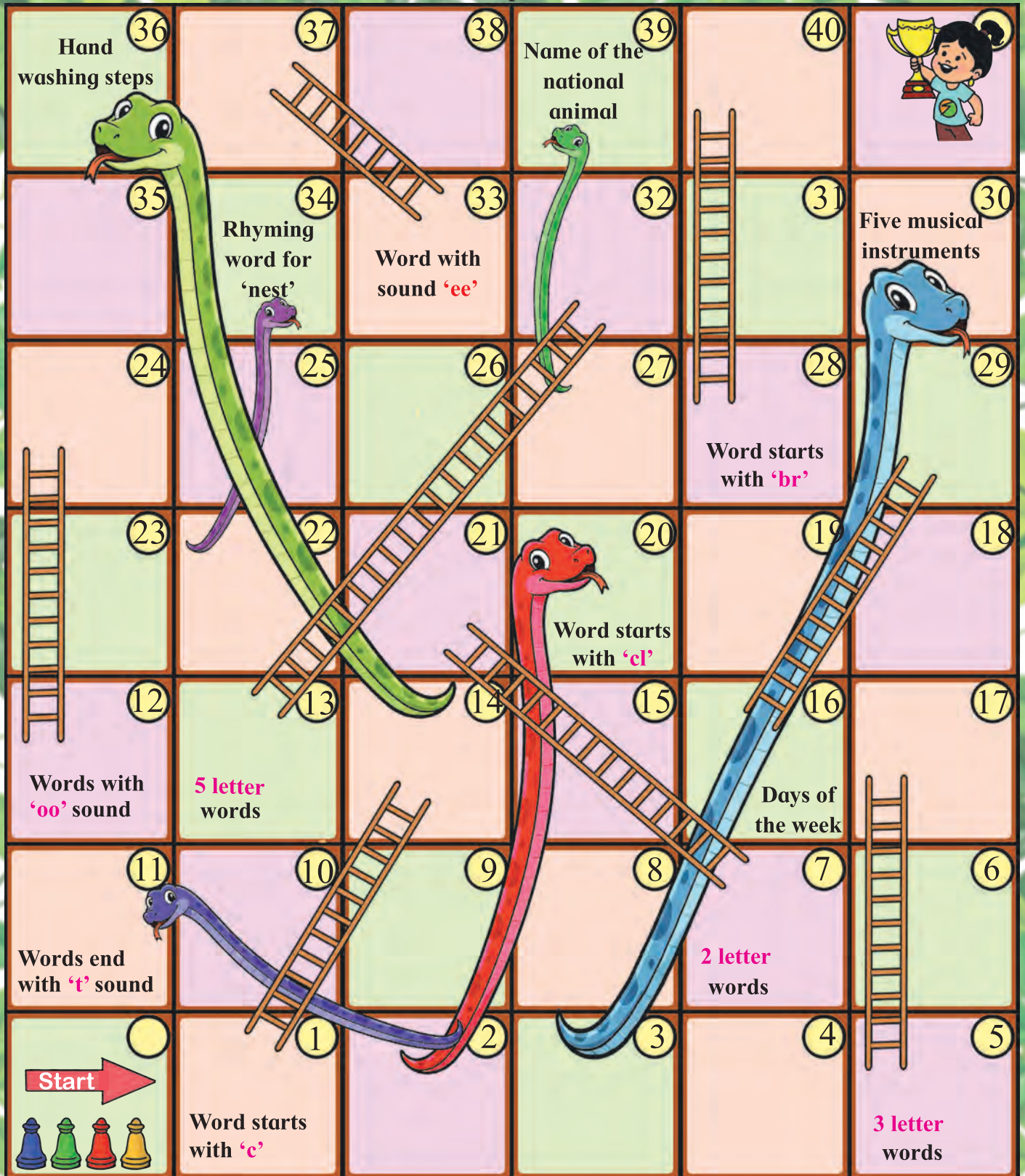
*Call **1098**...because some numbers are good!
They change lives!!!*



CHILDLINE 1098 - a national 24 hours toll free
emergency phone service for children in distress is an
initiative of CHILDLINE India Foundation supported
by Ministry of Women & Child Development.



Provide students with age-appropriate guidance on recognizing and understanding
good touch and bad touch, ensuring their physical and emotional well-being.



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