Mridang

Textbook of English for Class 2

Part - I

© NCERT NOT TO BE REPUBLISHED



0223

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

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

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

0223 – MRIDANG
Textbook for Class II

ISBN 978-93-5292-434-9

First Edition

March 2024

ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page, Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

Publication Team

Head, Publication Division : *Anup Kumar Rajput*

Chief Production Officer : *Arun Chitkara*

Chief Business Manager : *Vipin Dewan*

Chief Editor (In charge) : *Bijnan Sutar*

Production Assistant : *Rajesh Pipal*

OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 **Phone : 011-26562708**

Karnataka Textbook Society (R.)
6th Cross, Malleshwaram
Bangaluru 560 003 **Phone : 080-26422238**

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014 **Phone : 079-27541446**

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 **Phone : 033-25530454**

CWC Complex
Maligaon
Guwahati 781 021 **Phone : 0361-2674869**

@KTBS NOT TO BE REPUBLISHED

Acknowledgements

Karnataka Textbook Society (R.) wholeheartedly acknowledges the valuable contribution of the officials of publication division, NCERT, Chairperson and Members of Textbook Preparation Committee, Review Committee, Officials of Computer Section and all officers of NCERT.

We are also thankful to NCERT officials for providing Copyright for publication for Government of Karnataka, Department of Public Instruction.

Foreword

India has a celebrated tradition of nurturing children's formative years through a well-defined process widely known as *sanskar*. Transmitted from one generation to another, these *sanskars* pave the way for adequate care to be taken in the first eight years of children's lives to favourably shape every aspect of their growth, behaviour, and capabilities in later years. Considering the importance of these years, the National Education Policy 2020 envisions the 5+3+3+4 curricular and pedagogical structure providing an adequate focus on the first five years, naming it the Foundational Stage. Classes 1 and 2 form an integral part of this Foundational Stage, continuing from 3-6 years, in which a child's holistic growth is taken care of in *Balvatika*. An individual's lifelong learning, social and emotional behaviour, and overall health depend upon the experiences gained at this stage.

The Policy recommends developing an exclusive National Curriculum Framework for this stage, which comprehensively guides the whole education system to provide high-quality education at the Foundational Stage and carry this momentum forward to different stages of school education. Based on the principles and objectives enunciated under NEP 2020, the National Curriculum Framework for Foundational Stage (NCF-FS) was developed and released on 20th October, 2022. Subsequently, textbooks have been developed to bring to life the curricular approach of the NCF-FS. The textbooks attempt to connect to the children's real life by recognising their learning in the classroom and with the significant learning resources in the family and the community.

The National Curriculum Framework for Foundational Stage (NCF-FS) has, therefore, been anchored on the conceptual foundations of *Panchkoshiya Vikas* (the development of the five sheaths of human personality) as elucidated in the *Taittiriya Upanishad*. The NCF-FS provides clarity about the five domains of learning, i.e., physical and motor; socio-emotional; cognitive; language and literacy; and cultural and aesthetic, mapping them with the Indian tradition of *Panchkosh* consisting of five *kosh* viz. *Annamaya*, *Pranmaya, Manomaya, Vijnanmaya* and *Anandmaya*. Besides, it also focuses on integrating a child's experiences at home with the knowledge, skills, and attitudes that would be developed within the school's precinct. The NCF-FS, covering Classes 1 and 2, also articulates a play-based approach to learning. According to this approach, books form an essential part of the learning process; however, it is also important to understand that books are one of the many pedagogical tools and methods, including activities, toys, conversation, etc. This marks a departure from the prevailing system of merely learning from books to a more congenial play-way and competency-based learning system, where children's engagement with what

© NCERT NOT TO BE REPUBLISHED

they do and learn becomes critical. Thus, the book in hand must be seen as an instrument to promote a play-based pedagogical approach in its entirety for this age group of children.

The present textbook attempts to provide competency-based content in a simple, interesting, and engaging manner. The endeavour has been to make it inclusive and progressive by breaking several stereotypes through the presentation of text and illustrations. The child's local context, which includes traditions, culture, language usage, and rootedness in India and is central to students' holistic development, has been reflected in the books. An effort has been made to make it engaging and joyful for the child. The book integrates art and craft to help children appreciate the aesthetic sense inherent in such activities. The textbook provides children with situational awareness to understand the underlying concepts relating to them in their own contexts. Though light in terms of content, this textbook is rich in substance, providing varied experiences and integrating play-way methods of learning through toys, games, and a variety of other activities. It includes questions that will help children develop critical thinking and problem-solving abilities. Besides, the textbook has rich subject matter and activities to help children develop the necessary sensitivity towards our environment. It also provides ample scope for our States/UTs to add/adapt content with local perspectives in the versions that they may develop as per the recommendations of NEP 2020.

The NCERT appreciates the hard work done by the committee set up to develop the syllabus and learning-teaching material for the foundational stage. I thank the Chairperson of this committee, Professor Shashikala Wanjari, and all other members for completing this task in time and in such an admirable way. I am also thankful to all the institutions and organisations which have generously extended their help and assistance in making this possible. I am especially thankful to Dr. K. Kasturirangan, Chairperson of the National Steering Committee, and its other members, including those of the Mandate Group, its Chairperson Professor Manjul Bhargava, and members of the Review Committee, for their timely and valuable suggestions.

As an organisation committed to reforming school education in Bharat and continuously improving the quality of all learning and teaching material that it develops, NCERT looks forward to critical comments and suggestions from all its stakeholders to further improve upon this textbook.

© NCERT NOT TO BE REPUBLISHED

PROFESSOR DINESH PRASAD SAKLANI
Director
National Council of Educational
Research and Training

27 January 2023
New Delhi

About the Book

Language is not only a medium of communication but also a vehicle for the continuous development of human beings. As per the National Education Policy 2020, language plays an important role in promoting national development and contributes to the development of a just society. This policy has given much importance to the development of language and literacy in the education of children as these create a foundation for the learning of other subjects. NEP 2020 focusses on developing the skills of learning to learn, problem-solving, logical reasoning, critical thinking and creative thinking along with language development at the Foundational Stage.

In consonance with the approach advocated by the National Curriculum Framework (NCF) 2022 and for Language Education and Literacy at the Foundational Stage, children learn concepts rapidly in their home language. Therefore, the primary medium of instruction would optimally be the child's home language, mother tongue or familiar language. Hence, here English is considered as second language (L2). Accordingly a communication-focused approach has been adopted in the English textbooks. The aim of this book is to enable the child to develop strong oral language skills (adequate vocabulary and oral expression skills) by the end of Foundational Stage. In addition to oral language development, written language is also being introduced to the learner in a gradual and sequential way. The textbook takes into consideration the curricular goals, competencies and learning outcomes mentioned in the NCF-FS 2022 and the syllabus developed for the Foundational Stage.

Children learn through observation, imitation and collaboration. They also learn through concrete experiences, using their senses and acting upon the environment; this has been kept in mind while developing the textbook. The content included in this book is drawn from the experiences of children and is suitable for their developmental needs as it provides ample opportunities for imagination, storytelling, art, music and play. The content is also supported with art-integrated and cross-curricular based activities which makes learning fun for the child as well as reflects the life of and around the learner. Both prose and poetry are centered around the themes of self and society, toys and games,

© KTBS NOT TO BE REPUBLISHED

health and hygiene, cleanliness, environment, travel, culture, national identity and patriotism and the values pertaining to Global Citizenship Education (GCED). Further, the textbooks also encourage the teachers to go beyond the content and use a variety of relevant learning–teaching material depending on the context and the cognitive appropriateness of their learners.

Illustrations are of primary importance and more so in a second language textbook, they are not mere add-ons to the textbooks, but are integral to it. Plenty of picture-stories as well as colourful and relevant illustrations support all the texts throughout the book to augment their comprehension. In addition to that, illustrations also provoke the learner's critical thinking.

The contents selected for learners are meaningful, engaging and provides scope for further discussion. Sight words are a crucial part of each poem and story to help the children with building their vocabulary. In Class 2, although instructed writing and shared writing constitutes a major part, independent writing has also been introduced.

An effort is made to present language-learning as a holistic process of thinking, listening, observing, speaking, reading, imagining and writing. So, a reading activity may be followed by a drawing task or an oral discussion or could be preceded by a discussion on a picture and so on. A variety of activities, tasks, songs, poems and stories help the learner comprehend and practice the concepts. These are done through various sections, like 'Let us Sing', 'Let us speak', 'Let us Read', 'Let us Draw', 'Let us Say' and 'Let us Write'. This not only helps the learner in the process of language acquisition but also builds up their confidence level.

The curricular goals (CG-as mentioned in NCF-FS) have been addressed in the textbook. CG 9.1 'listens to and appreciates simple songs, rhymes and poems' finds ample reflection in the action songs and engaging short poems given at the beginning of every chapter. Young learners are encouraged to think of rhyming words, which addresses CG 9.2. Words related to familiar objects and events from day-to-day life are found in all the lessons in this textbook. This is related to CG 9.7— 'knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary'. Further, there are exercises provided for young learners to engage in meaningful conversation, which is very important in L2. CG 9.3 rightly addresses 'converses fluently and can hold a meaningful conversation'.

© NCERT NOT TO BE REPUBLISHED

One of the highlights of the book is the focus on communication in each lesson/chapter/theme in the subsection titled 'Let us speak'. The objective of the activities is to encourage conversation and develop the child's confidence in speaking in English, so that the child will move progressively towards independent engagement with English language.

Activities such as 'Colour the hut' are examples of a series of instructions that the child needs to understand to complete a given task, as indicated in CG 9.4. Interesting stories in simple language are provided in the textbook in accordance with CG 9.5 and CG 9.6 which covers comprehension and narration of stories and identification of characters. A lot of exercises related to phonological awareness have been introduced at regular intervals throughout the book, to address CG 11.1. Phonological awareness is the ability to discriminate between similar sounding words. Since a child who is phonologically aware is more likely to become a successful reader, it was important to find ways of developing this awareness through tasks given in the textbook. Most importantly, children are encouraged to have fun and play with words.

One of the major recommendations of NCF-FS 2022 is the inclusion of knowledge of India. Indian values and traditions have been presented to the learner in an easily comprehensible and acceptable way. This has been achieved through aptly placed illustrations with Indian local games and Indianised form of Cricket i.e. bat-ball in 'Out! Out!', and with the simple yet meaningful portrayal of regional diversity in 'We are all Indians'. 'Little Drops of Water', a short yet an important poem is reflective of the Indian value of cooperation and peaceful co-existence.

In Unit 1 titled 'Fun With Friends', children get a glimpse of having fun by oneself in 'My Bicycle' and the joy of playing a variety of games like Bat-ball, *gilli-danda* with friends during holidays

In Unit 2 titled 'welcome to My World' young learners are exposed to a variety of verbs through the actions they do in 'It's Fun' whereas 'Seeing without Seeing' sensitises them towards differently abled people. It also introduces the idea of belonging to home and beyond in 'This is My Town'.

Unit 3 titled 'Going Places' focuses on the concept of travel and modes of transport— the journey of reaching school from the perspective of a young learner.

Unit 4 'Life Around Us' brings forth the skill of observation, imagination and perception in the poem 'A Show of Clouds'. It also includes a story of a fly that has forgotten its name.

© NCERT NOT TO BE REPUBLISHED

The poem "The Crow" brings out the concepts of self-esteem and the idea of self in a subtle way. Hygiene and cleanliness is the central idea of the story "The Smart Monkey" which brings into discussion the necessity of taking care of oneself and of the surroundings. Chapter 8 focuses on regional and National identity, patriotism and togetherness. The chapter aligns with the Indian ethos of 'Unity in Diversity'. The chapter ends with a short play on 'Charkha' and its association with Mahatma Gandhi.

Multilingualism has been interwoven into the tasks and activities with specific guidelines to the teacher, wherever required. This facilitates the learner to move progressively from the home language to English. It also helps to shift from teacher-driven classroom to learner-centric classroom.

This book aids in the holistic development of the learner. The chapters aim at stimulating development of socio-emotional domain of children, through poems and narratives related to their family, neighbourhood and community.

Language and literacy, physical, socio-emotional, aesthetic and cognitive domains have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of *Annamaya, Pranamaya, Manomaya*, and *Vignyanmaya kosha* is an ongoing process which leads to the manifestation of *Anandmaya kosha*. The present textbook is a step in this direction.

In addition to the material provided in the textbook, teacher may also use the matter embedded in the QR code. Further, as suggested in 'Note to the teacher' sections given throughout the book, teachers are encouraged to use local stories, proverbs and objects in the classroom, as well as audio and video support from DIKSHA platform. The textbook is only one tool, learning needs many resources.

This textbook is not the only source of learning, children learn much more while observing the environment around them, talking to peers and elders including grandparents, making things of their interest, watching TV, playing with mobile, toys and games, listening stories, poems, doing projects, visiting places of cultural importance and travelling. Therefore, we, as teachers or parents, need to value this learning which goes beyond the textbook and try to map it with the competencies and curricular goals identified for this stage. Education of our children is seen as our collective responsibility.

© NCERT NOT TO BE REPUBLISHED

Development Team

Advisor

Dinesh Prasad Saklani, *Director*, NCERT, New Delhi

Guidance

Shashikala Wanjari, *Professor (Retd.)* and Former VC, SNDT Women's University, Mumbai (Chairperson, Syllabus and Learning-Teaching Material Development Committee)

Suniti Sanwal, *Professor* and *Head*, Department of Elementary Education, NCERT, New Delhi (Member Convenor, Syllabus and Learning-Teaching Material Development Committee)

Contributor

R. Savitha, *Coordinator*, Samvit Research Foundation, Bengaluru

Reviewers

Manjul Bhargava, *Member*, National Steering Committee and *Chairperson,* Mandate Group

Gajanan Londhe, *Director*, Samvit Research Foundation, Bengaluru

Sandhya Sahoo, *Professor*, Regional Institute of Education, NCERT, Bhubaneswar

Amarendra Prasad Behera, *Professor* and *Joint Director*, CIET, NCERT, New Delhi

Ranjana Arora, *Professor* and *Head*, Department of Curriculum Studies and Development, NCERT, New Delhi

Jyotsna Tiwari, *Professor* and *Head*, Department of Gender Studies and Department of Education in Arts and Aesthetics, NCERT, New Delhi

K.V. Sridevi, *Assistant Professor*, Department of Curriculum Studies and Development, NCERT, New Delhi

Academic Coordinator

Varada Mohan Nikalje, *Professor*, Department of Elementary Education, NCERT, New Delhi

© KTBS NOT TO BE REPUBLISHED

Contents

Foreword *iii*
About the Book *v*



1. Fun with Friends
My Bicycle 1
Picture Reading 8



2. Welcome to My World
It is Fun 18
Seeing without Seeing 27



3. Going Places
Come Back Soon 37
Between Home and School 42
This is My Town 48

© NCERT NOT TO BE REPUBLISHED

Unit 1

Fun with Friends

0223CH01



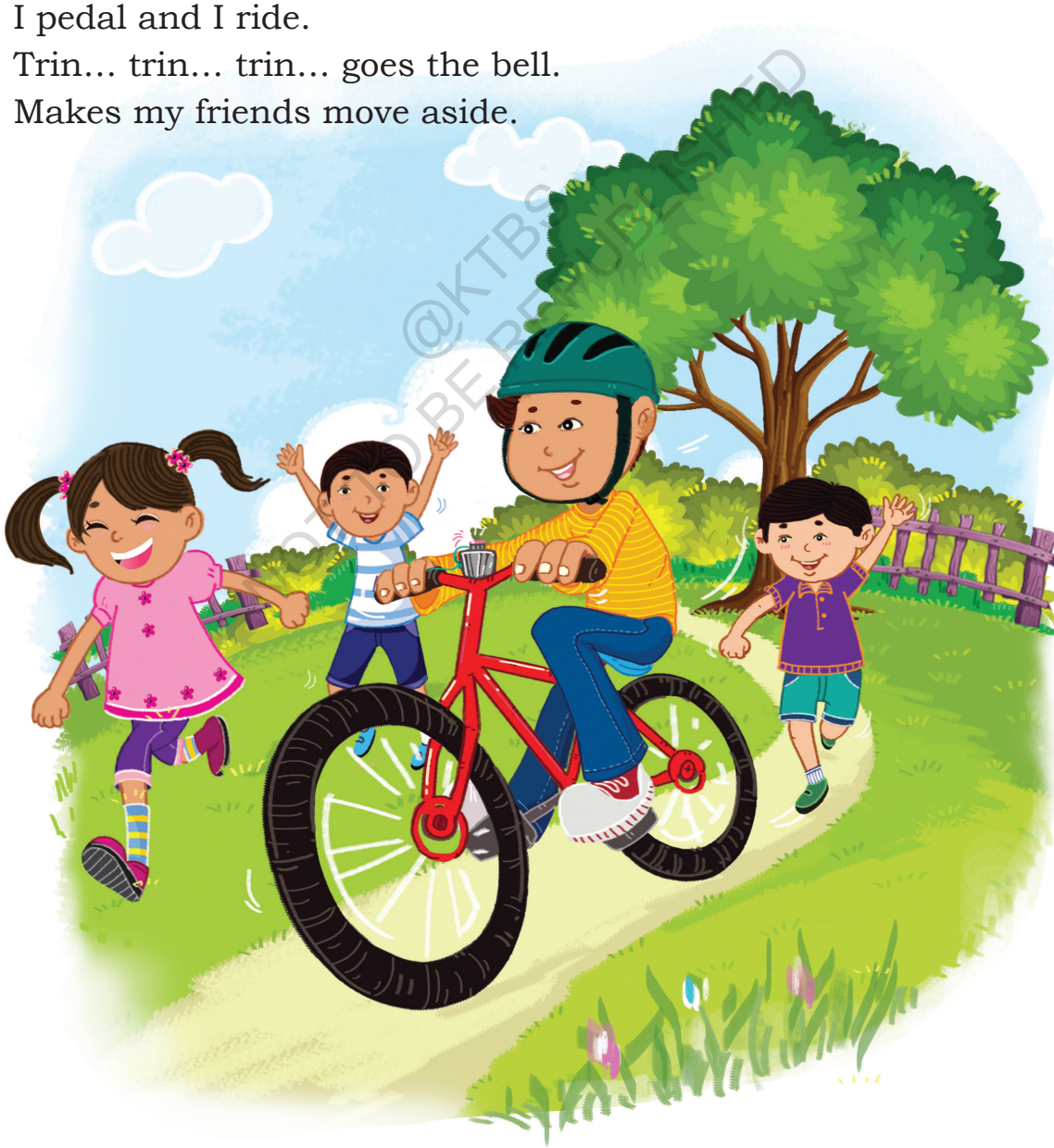
Chapter 1

My Bicycle



Let us recite

I have a red bicycle.
I pedal and I ride.
Trin... trin... trin... goes the bell.
Makes my friends move aside.



@KTBS TO BE REPUBLISHED



The seat is blue in colour,
The tyres and pedals are black.
Sometimes fast, sometimes slow,
But my bicycle is always on track.

To keep my bicycle moving,
All I need is some air.
I put on my little helmet,
And go happily everywhere.

NOT TO BE REPUBLISHED

Sight words
I | and | is | in | my

New words
pedal | aside | sometimes | track | helmet | everywhere

Note to the teacher

- Ask the children to describe a bicycle they have seen.
- You may initiate a conversation about safety measures such as wearing a helmet, putting on a seat belt, etc.





Let us speak

A. Share with the class

1. Have you seen a bicycle?
2. Where have you seen it?
3. What colour is it?
4. Who generally rides it?
5. Have you seen a tricycle?
6. Have you seen a wheelchair?

Note to the teacher

- Interact with children to elicit responses in English.
- Some children may not have seen a tricycle. Have a picture ready to show them.
- Sensitise children to the fact that senior citizens, the injured and the disabled need to use a wheelchair.
- End on a positive note that wheels aid in movement.

© SCERT
NOT TO BE REPUBLISHED



Let us listen

A. Listen to the sounds that your teacher has recorded on the mobile. Can you identify the sounds of different bells?

Note to the teacher

- You may download or record the sounds of various kinds of bells such as, the ringing of the school bell, bicycle bell, temple bell, etc.
- Pause after each sound to give children some time to reflect.





Let us speak

Read the words below each picture

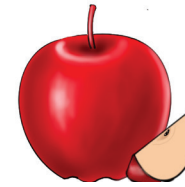
1



an ant



an axe



an apple

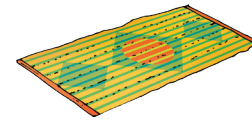
2



a rat



a cat



a mat

3



a pan



a man



a cap

@KTBS NOT TO BE REPUBLISHED



Note to the teacher

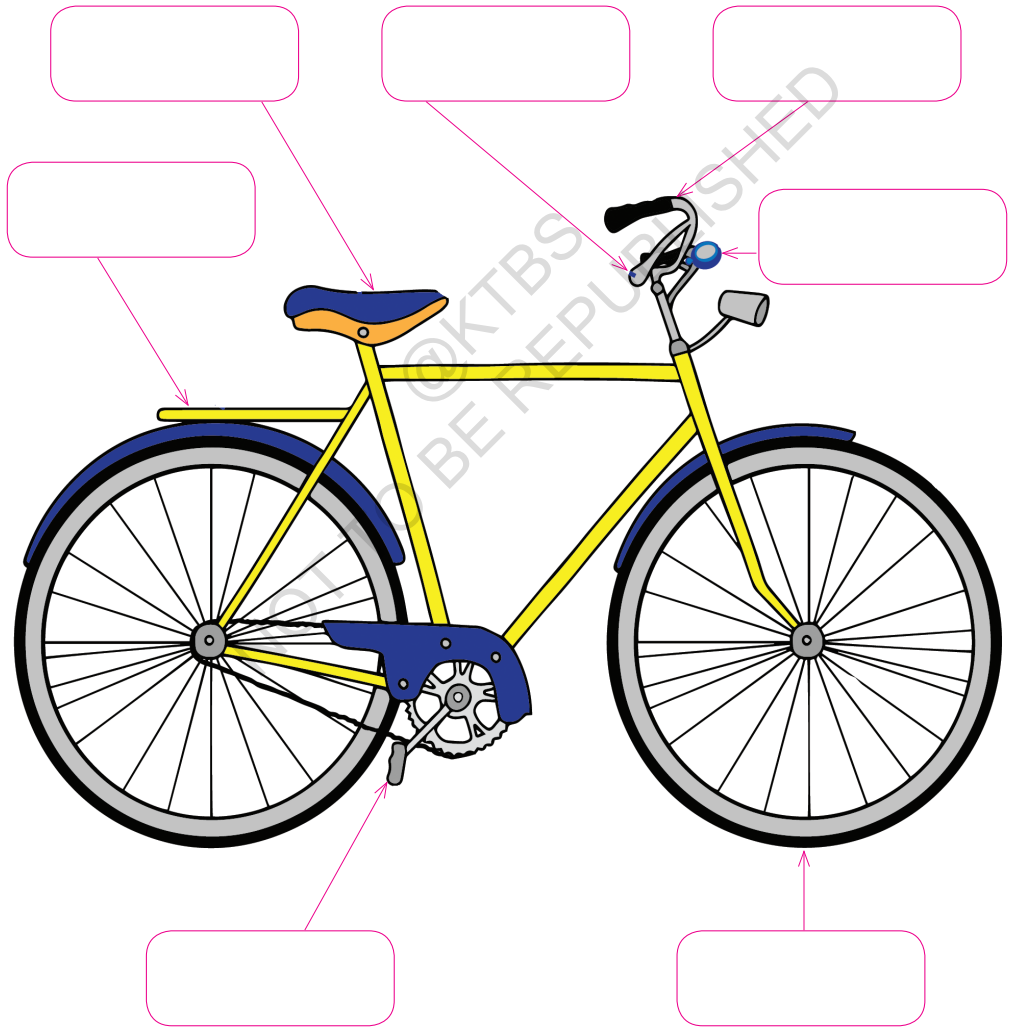
- This introduces young learners to the vowel sound 'a'—as in 'pan'.
- Help them notice that the word 'an' occurs before the words beginning with 'a' in the above table.



Let us write

A. Write the names of the parts of the bicycle in the given boxes. You may use the help box for selecting names.

seat | pedal | wheel | bell | handle | carrier | brake



© KTBS NOT TO BE REPUBLISHED





Let us think

A. Imagine that you have a magic bicycle. Draw it in the box.



@KTBS
NOT TO BE REPUBLISHED

What would you do with your magic bicycle?

Note to the teacher

- You may give children time to reflect about the idea. Initiate the talk in the class by asking few questions like — Where would you go? What would you do there? What would you see there? Help them visualise and speak their thoughts. The places may be imaginary or real.





Let us write

A. Complete the following sentences.

1. The child in the poem has a _____ bicycle.
2. The sound of the _____ makes people move aside.
3. The _____ and _____ are black.

B. Put a ✓ for the correct sentences and a ✗ for the incorrect sentences.

1. The child has a blue bicycle.
2. The bell goes trin... trin... trin.
3. The child's bicycle is always fast.
4. The child needs some water to keep the bicycle moving.
5. The child puts on a little helmet while riding the bicycle.

©KTBS NOT TO BE REPUBLISHED

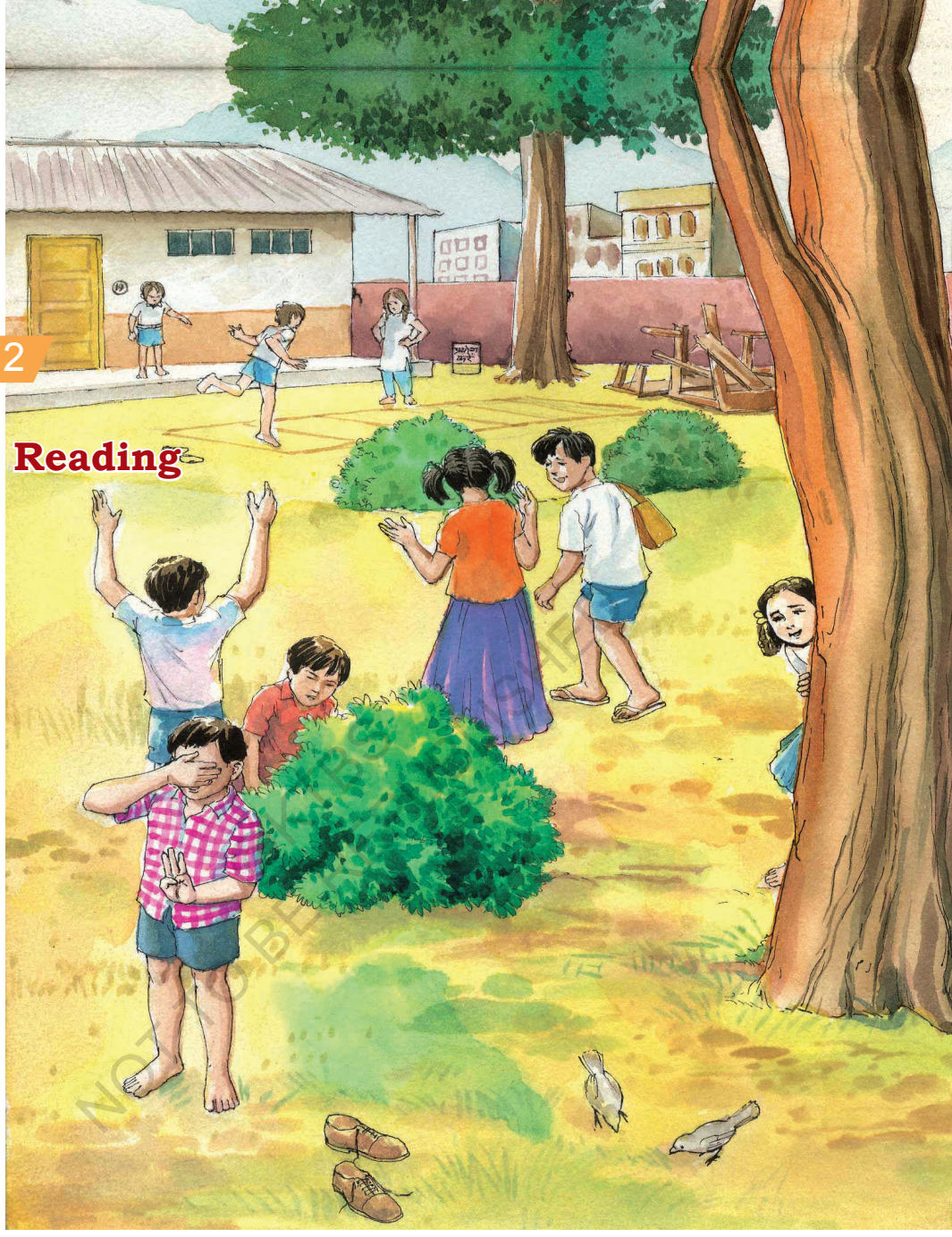




0223CH02

Chapter 2

Picture Reading

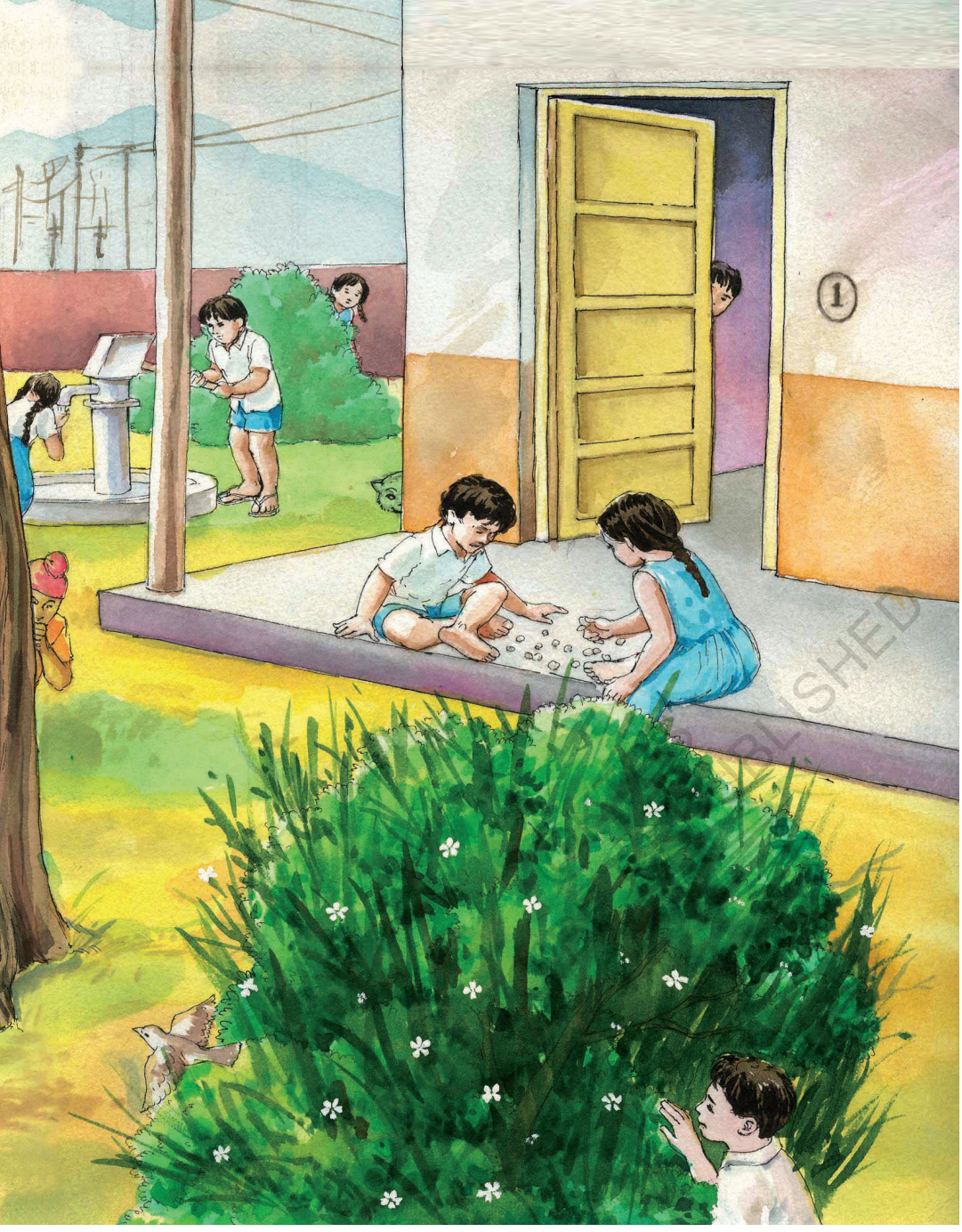


NOT TO BE REPUBLISHED

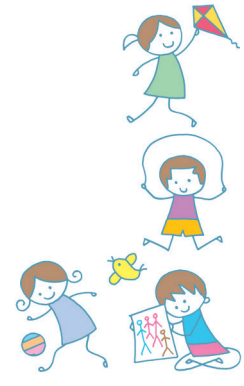


Note to the teacher

- Give children enough time to observe the picture. Encourage all children to speak and answer the questions, even if they speak in their home language. Help them find English words.



- What do you see?
- How many children are there in the picture?
- What are the children doing?
- How are children having fun?
- What games do you play?





Let us read

OUT! OUT!

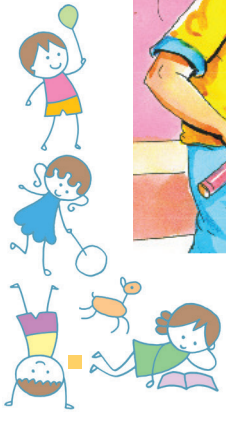


It was a holiday. Jeet and Babli were playing. They played many games. Both of them skipped the rope. They played hide and seek.



Babli and Jeet decided to play 'bat and ball'.

Jeet got ready to throw the ball.



@KTBS NOT TO BE REPUBLISHED



Jeet threw the ball. Babli hit the ball.



The ball went into Mohit's garden. But his house was locked. They could not find the ball. So the game stopped.

© NCERT NOT TO BE REPUBLISHED

Sight words

This | a | how | also | they | after | and | of

New words

skipped | threw | courtyard | gathered | brought | picked





Babli knew how to make a ball. They got a few rags, paper and wool.

Babli also brought a piece of string. She rolled rags, paper and wool to make a ball.

Then she tied the ball with a string. They liked the new ball. The game started again.



© NCERT NOT TO BE REPUBLISHED



This time Babli picked the ball. Jeet picked the bat. Babli threw the ball. Jeet hit the ball hard. The ball opened up and scattered in the air! Babli jumped and caught a piece of rag. She jumped and shouted, “OUT! OUT!”



Let us speak

A. Answer the following questions.

1. What games do you like to play with your friends?
2. Have you played 'bat and ball'?
3. Babli made a ball using a few rags, paper, wool and string. Have you tried to play a game using the things around you? What did you play? Name the things that you use to play. Talk about it in the class.
4. Read pages 10 – 11 of the story again and number the following sentences in their correct order.

- Babli hit the ball. ◯
- Jeet threw the ball. ◯
- The ball went into Mohit's garden. ◯
- Jeet got ready to throw the ball. ◯
- They lost the ball. ◯

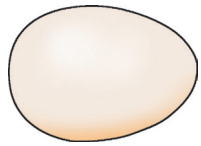
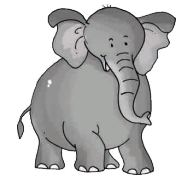
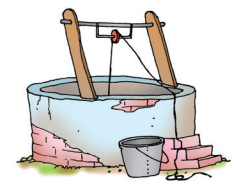
@KTBS NOT TO BE REPUBLISHED

Note to the teacher

- Encourage interaction using mother tongue/local terms.
- Speak about how things around us can be used to have fun, such as using an old bicycle tyre as a wheel and running after it with a stick. Encourage the children to use waste material and create something useful.



Read the words below each picture

1	 An egg	 An engine	 An elephant
2	 A pen	 A pencil	 A bell
3	 A kettle	 A hen	 A well

@KTBS NOT TO BE REPUBLISHED



Note to the teacher

- This introduces young learners to the vowel sound 'e'— as in 'pen'.
- Help them notice that the word 'an' occurs before the words beginning with 'e' in the above table.



Let us write

A. Read the story 'OUT! OUT!' again and fill in the blanks.

1. Write the names of the children in the story.

_____ _____ _____

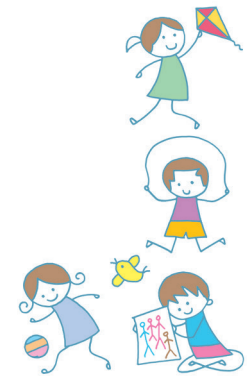
2. Write the items that the children used to make a ball.

_____ _____ _____

@KTBS NOT TO BE REPUBLISHED

B. Write the opposites of the following words. One has been done for you.

1.	up	down
2.	in	
3.	open	
4.	fat	
5.	hot	
6.	small	



C. Join the sentences using 'and'. Write it in the given space. One has been done for you.

1. Suresh went to school.
   Gopal went to school.

   Suresh and Gopal went to school

2. I like to eat mangoes.
   I like to eat grapes.

3. The cat sat on the mat.
   The dog sat on the mat.

4. This ball has yellow dots on it.
   This ball also has green dots on it.

5. There are tables in my classroom.
   There are chairs in my classroom.

@KTBS
NOT TO BE REPUBLISHED



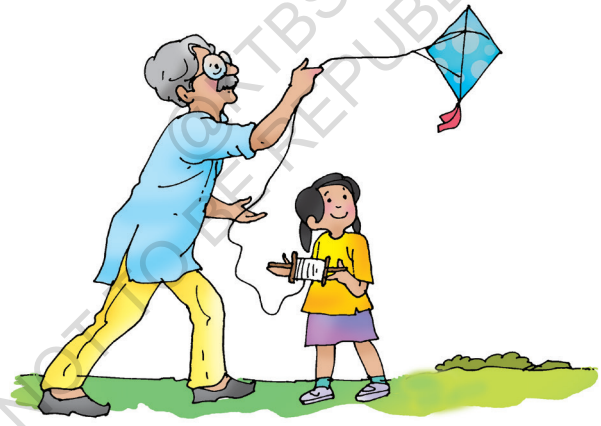


Let us do

A. Choose a partner. Imagine you both are Babli and Jeet. Enact the story. You may use some words from the story for dialogues.



B. Ask your grandparents or parents to tell you about a game that they had played in their childhood. Find out about it in detail. The next day speak about it in the class.



© SCERT TBS NOT TO BE REPUBLISHED

Note to the teacher

- Activity A is a pair work. Help the children choose their partners. Provide them the required materials to enact the story in parts. Encourage the children to use English as much as possible.
- For activity B, ask children to learn about the games their parents used to play and tell the same in the next class in English. They may use some of the terms related to the game in their mother tongue.



Unit 2

0223CH03

Welcome to My World

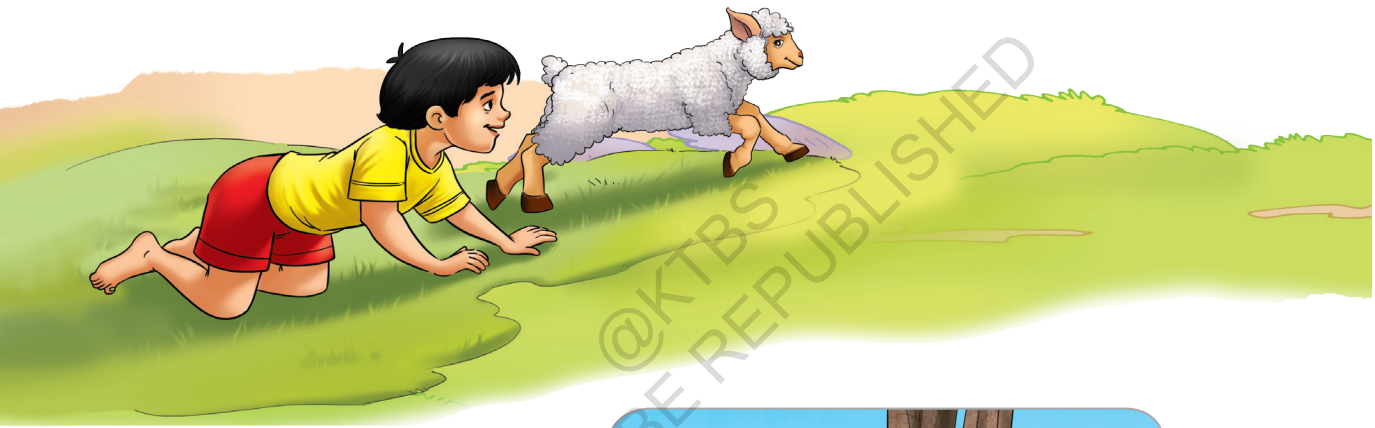


Chapter 1

It is Fun



Let us recite



@KTBS NOT TO BE REPUBLISHED

It's fun to be this,
It's fun to be that,
To leap like a lamb,
To climb like a cat.





Sight words
this | that | like | to | them | all | none





To hop like a frog,
To swim like a fish,
To trot like a horse,
To fly like a bird.





I can act
Just like them all,
It's fun to be this,
It's fun to be that.







© CTBS NOT TO BE REPUBLISHED

New words
fun | climb | leap | swim | trot | fly |





Let us speak

A. Listen to the sounds that your teacher will share on the mobile. Can you identify the sounds?

B. Answer the Questions.

Teacher: If you were a cat, what would you do?
Child 1: I would run after a mouse.
Child 2: I would drink milk.
Child 3: I would say 'meow'.
Teacher: If you meet an elephant, what would you say?
Child 1: I would say _ _ _
Child 2: I would say _ _ _
Child 3: I would say _ _ _

NOT TO BE REPUBLISHED @KTBS



Note to the teacher

- Download and share the sounds on the mobile such as, croaking of a frog, cackling of a hen, quack of a duck, bleat of a sheep, etc. Let children guess the names of the animals.
- Think of imaginary situations and begin a conversation.
- You may ensure that all the students get their turn to answer.





Let us speak

C. Say the words

climb	leap	swim	trot	fly

Now make sentences with these words. One has been done for you.

Monkeys climb trees.



Let us write

A. What can you do like any animal or bird?

I can _____ like a _____ .

B. Name any two animals or birds other than fish that can swim?

1. _____ 2. _____

C. Name any two animals that live on trees?

1. _____ 2. _____

D. Answer the following

1. What can the child in the poem do?

_____

_____

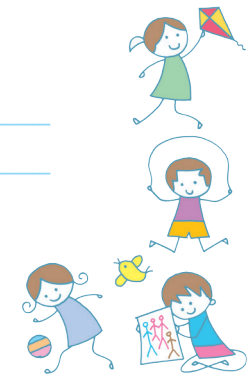
2. The child in the poem can do so many things.

Which of them (any two) do you like the most?

_____

_____

@KTBS NOT TO BE REPUBLISHED



Picture Reading

What do you see in the picture? Talk about it.

Write a few sentences about the picture.



@KTBS NOT TO BE REPUBLISHED





@KTBS NOT TO BE REPUBLISHED



Let us think

A. Match the animals to their actions.

The horse trots.



The lamb leaps.



The snake crawls.



The squirrel runs.



The monkey swings.





@KTBS NOT TO BE REPUBLISHED

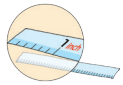


Let us speak

A. Look at the pictures.

Read the words below each picture.

1

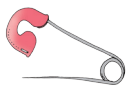

an inch



an inkpot


an igloo

2


a pin


a list


a fish

3



a bin


a ring


a ship

@KTBS
NOT TO BE REPUBLISHED



Let us sing

Song of I

I is both a letter and a word (clap clap clap)
I is both a letter and a word (clap clap clap)
Even though they look the same
You use I and not your name
I is both a letter and a word. (clap clap clap)

Note to the teacher

- Sing the above song and encourage children to sing it too. Help them understand the notion that 'I' is oneself.



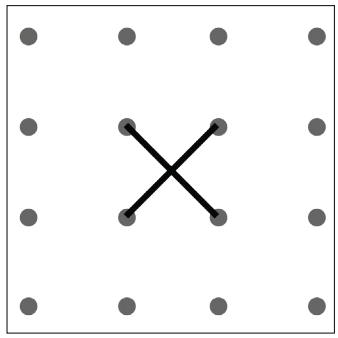


Let us draw

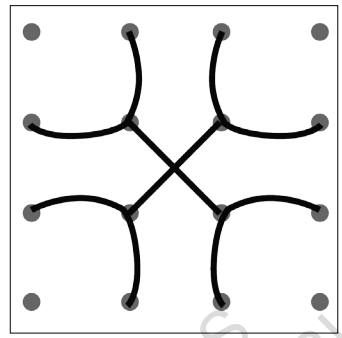
Rangoli

Follow the steps to draw a rangoli and colour it.

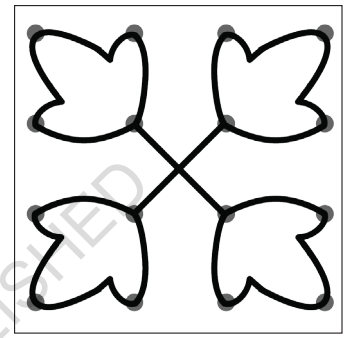
Step 1



Step 2



Step 3



@KTBS NOT TO BE REPUBLISHED



Chapter 2

0223CH04

Let us read

Seeing without Seeing



Little Onshangla returned from the school. She opened the door quietly. She kept her bag on the table quietly.

Her mother looked at her.

"Onshangla you are very quiet today," said Ava.

"Did anything happen in the school?"

"Yes Ava," said Onshangla. "A new boy came to our school. He sits in our class."

"Yes?" said Ava, listening to Onshangla, and placing biscuits and milk on the table.

"The teacher helped him sit in the front desk," said Onshangla. "He wears black glasses. He cannot see.

He will come every day. How will he do things?"

"Finish your biscuits and milk," said Ava. "Then we will play a new game."



© KTBS NOT TO BE REPUBLISHED



"Yes, let us play," said Onshangla.
She tied a scarf over Onshangla's eyes.
"Now tell me what do I hold in my hand?" said Ava.
"How can 1?" asked Onshangla.
"My eyes are closed. I can't see."
"You can find out," said Ava. "Try it."
Ava had a rose in her hand.
"What do I hold?" she asked.
Onshangla touched it.





"It is something soft... a flower!" she said.
"Yes," said Ava.
"But what flower is it? Smell it!"
Onshangla bent forward and sniffed at it.
"It is a rose!" she cried.

© CBSE NOT TO BE REPUBLISHED





"Good!" said Ava. "Now try another thing... What do I hold?" She held a small bell in her hand.

She shook it. Trin...Trin... "I know," said Onshangla, with joy. "It is the bell. The small bell that gives such a musical sound. I can hear it, Ava!" Onshangla took the bell and shook it herself.

"Smart girl!" said Ava. Then Ava took a glass in her hand. "What is it? What do I hold now? Do you know?" she asked.

Onshangla touched it. "It is a glass," she said.

She put one finger slightly into the glass.

"A glass of water!"

"Are you sure?" asked Ava. "It could be milk or juice."

Onshangla tasted it. "Oh!" she cried, "It is not water, it is orange juice."

Ava laughed.

"Good girl!" she said.



NOT TO BE REPUBLISHED



"Now I will remove the scarf. You must tell what is in front of you!" she said.

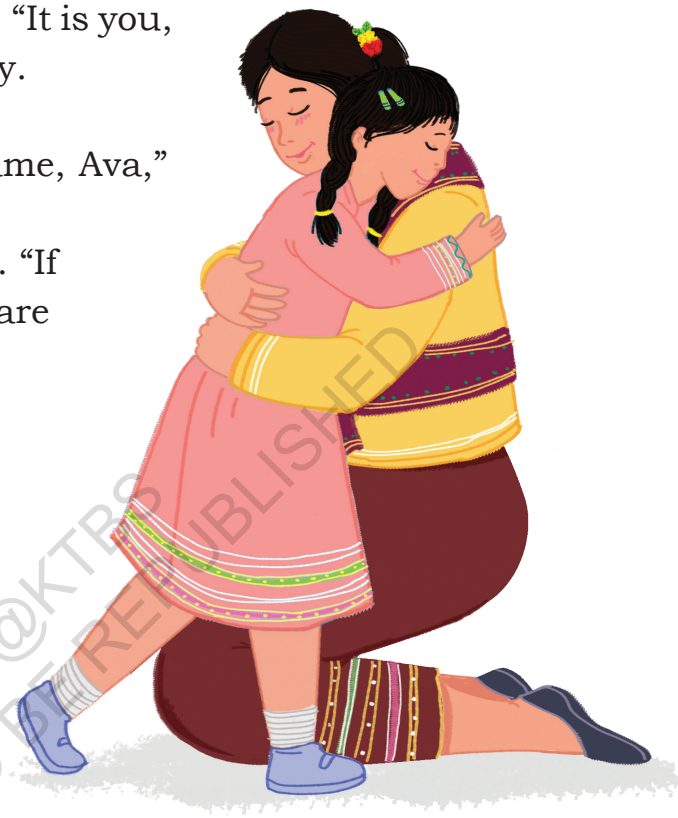
She took off the scarf. Onshangla blinked and looked at her. "It is you, Ava," she shouted with joy.

"I see you!"

"That was a wonderful game, Ava," said Onshangla.

"So, Onshangla" said Ava. "If a child cannot see, there are other ways of finding out things. But the child may have some difficulties. I hope all of you will be friends with the new boy."

"Yes, Ava," said Onshangla.



@KTRS NOT TO BE REPUBLISHED

Sight words

is | from | what | on | how | and | it | me | our | some | other

New words

quiet | front | sniff | remove | joy | blink | difficulties

Note to the teacher

- Sensitize children to the challenges faced by the differently abled.





Let us speak

Onshangla calls her 'mother' 'Ava'. What is the word for mother in your mother tongue?

Close your eyes. Imagine that, when your eyes are closed, how would you identify the following:

water

flower (any local flower)

sugar

direction of a clapping sound.

© KTBS NOT TO BE REPUBLISHED



Note to the teacher

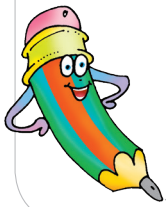
- Let every child say the word for 'mother' in their own language. Write all the words on the blackboard.
- Provide more practice using various objects.





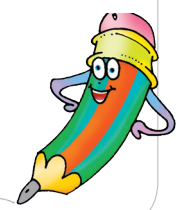
Let us draw

Draw two things which you like to smell.



@KTBS
NOT TO BE REPUBLISHED

Draw two things which you like to taste.



Share what you have drawn with your friend





Let us write

Answer the following questions.

1. Fill in the blanks using suitable words from the boxes given below.

game	milk	quiet	biscuits	orange	boy

(a) Onshangla was very _____ one day.

(b) A new _____ came to Onshangla's school.

(c) Ava placed _____ and _____ on the table.

(d) Ava played a new _____ with Onshangla.

(e) Onshangla cried, "Oh ! it is not water, it is _____ juice".

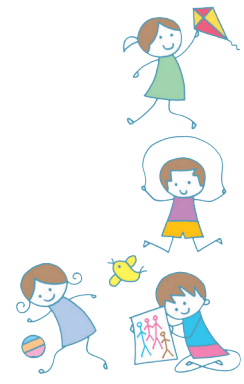
2. What activities do you like to do with your family members? Write about them. One has been given as an example.

e.g. I like to walk with my grandfather.

(a) I like to _____ with my _____.

(b) I like to _____ with my _____.

@KTBS NOT TO BE REPUBLISHED



3. Write five things you can do by yourself. One example is provided for you.

I can take a bath by myself.

I can _____

I can _____

I can _____

I can _____





Let us do

Our eyes do so much for us. We should take care of our eyes. Read the words in the bubbles below.

Put a ✓ for whatever is good for our eyes.
Put a × for whatever is not good for our eyes.



Sit straight while reading or drawing. ◯

Sit very close to the TV. ◯

Stare at the sun. ◯

Read in good light. ◯

Eat carrots and lots of vegetables. ◯

Play for a long time on the mobile. ◯

Close eyes and splash water on eyelids. ◯











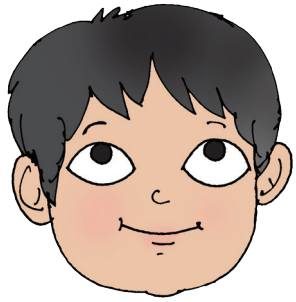




@KTBS NOT TO BE REPUBLISHED

Eye exercise

Follow the instructions of your teacher and repeat the eye movements. Do not move your face and body. Only move your eyes.



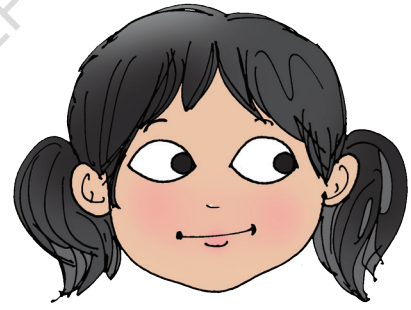
Look up



Look down



Look right



Look left

NOT TO BE REPUBLISHED @KTBS

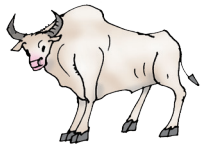
Note to the teacher

- Ensure that the children do the eye exercises.
- Tell children how to protect their ears.



Read the words below each picture.

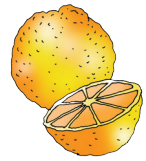
1



An ox



An otter

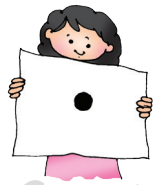


An orange

2



A fox



A dot

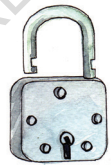


A top

3



A clock



A lock



A frock

@KTBS NOT TO BE REPUBLISHED



Note to the teacher

- This introduces young learners to the vowel sound ‘o’—as in ‘top’.
- Help them notice that the word ‘an’ occurs before the words beginning with ‘o’ in the above table.

Unit 3

Going places

0223CH05



Chapter 1

Come Back Soon



Let us recite

Take a bus
Or take a train,
Take a boat
Or take a plane,

Take a taxi,
Take a car,
Maybe near
Or maybe far,

© CTBS NOT TO BE REPUBLISHED

Sight words

take | is | the | or | two | may be |





Take a rocket
To the moon,
But be sure
To come back soon.

© KTBS NOT TO BE REPUBLISHED

New words
train | boat | plane | taxi | near | rocket |



Let us speak

1. Have you ever travelled by a bus or a train?
2. Where did you go?
3. What did you eat on the way?
4. What did you see from the window?
5. Who else went with you?
6. Did you have fun? Share it with the class.



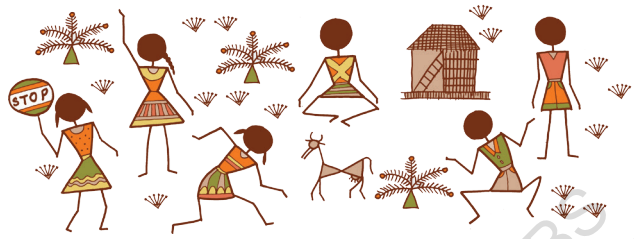


Let us listen

A. Listen to your teacher and read out a poem.

Everybody stop,
Everybody stand,
Everybody sit,
and raise your hand.





Everybody jump,
Everybody run,
Everybody stop,
Oh! What fun.

@KTBS NOT TO BE REPUBLISHED



Let us draw

A. Draw the vehicle that you like the most.



Note to the teacher

- You may encourage the child to visualise and draw any vehicle. The vehicle may be imaginary or real. The vehicle may have wheels or wings. Accept all ideas.





Let us write

Make a List

Sort out the different means of transport given in the boxes depending on the surface they move on. The first one has been done for you.

bus	car	aeroplane	train	jeep
ship	boat	bicycle	helicopter	truck
yacht	cart	raft	taxi	tractor

Land	Air	Water
Bus		

@KTBS NOT TO BE REPUBLISHED



Note to the teacher

- Help children to classify the names of vehicles.
- Some of the words may be unfamiliar to the children, you may help by describing them.



Let us speak

Vowel Sound ‘u’

Read the words below each picture.

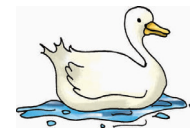
1



An umbrella



A truck



A duck

2



A jug



A mug

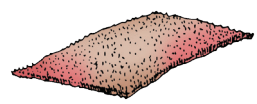


A cup

3



A bus



A rug



A hut

@KTBS NOT TO BE REPUBLISHED

Note to the teacher

- This introduces young learners to the vowel sound ‘u’—as in ‘hut’.
- Help them notice that the word ‘an’ occurs before the words beginning with ‘u’ in the above table.



Chapter 2

0223CH06

Let us read

Between Home and School

Hello, I am Ravi. I study in Class 2. My friend and I go to school on foot. We pass through the paddy fields, the mango grove and then reach the main road. That is the shortest route we take to school. What fun we have every day.



© NCERT NOT TO BE REPUBLISHED

— jumping over the canals!
— climbing the trees!
— swinging from the branches!
— watching garden lizards!
Yet we reach school on time.



New words
school | paddy | fields | grove | route | canals | branches | lizards | bicycle



Let us speak

A. What time do you leave home for school? At what time does your school start?

B. Tell your classmates about the fun you had on your way to school.





@KTBS NOT TO BE REPUBLISHED

C. Listen to the words that your teacher will read out. Point to the object that represents the word.

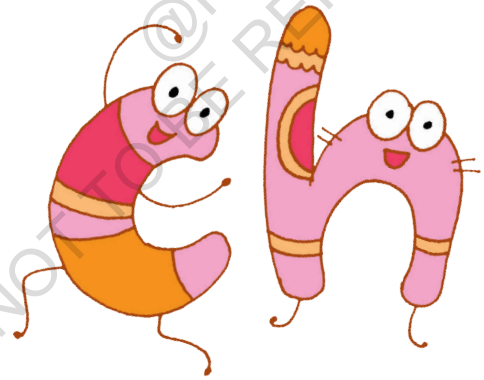
Chart	Chalk	Chair



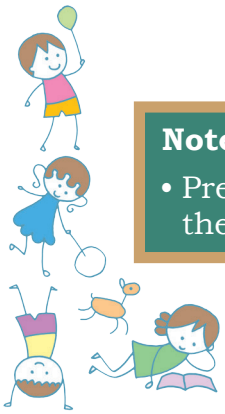
Let us write

A. Write '**ch**' to fill in the blanks. Read the sentences aloud.

1. Today I have brought upma for lun __ __.
2. My friend Unni loves to eat banana __ __ ips.
3. Our Tea __ __ er put up a new __ __ art in the classroom. It is on the wall behind her __ __ air.



© KTBS NOT TO BE REPUBLISHED



Note to the teacher

- Prepare for the class by bringing the relevant objects and place them in the classroom.



Let us draw

A. In the box draw the route from your home to your school.

@KTBS
NOT TO BE REPUBLISHED







Let us write

A. Circle all the things that Ravi and his friend see on their way to school.

canals	bank	hospital	water park
mango grove	paddy fields	lizards	park
cars	train	main road	trees

©NCERT NOT TO BE REPUBLISHED

B. Answer the following questions.

1. Name some interesting things you see everyday between your home and your school.

2. Ask among your family members as to who had gone on a very long journey. Write a few sentences on
   - where they had gone
   - which mode of transport they used for going and for returning.



3. Rearrange the jumbled letters to form words.

Hint: The words are from the lesson.

a. o h m e ▶ _____

b. a n c a l ▶ _____

c. d a p y d ▶ _____

d. o n m g a ▶ _____



Let us do

A. Make sentences using the words given below.

1. gate _____
2. road _____
3. tree _____
4. lunch _____
5. lizard _____

@KTBS NOT TO BE REPUBLISHED

B. Cut out the picture of a vehicle from on old magazine or newspaper or poster. Bring it to the class. All of you can paste them on a large sheet of paper.

Write the name of the vehicle under each picture.

Note to the teacher

- Children may collect as many pictures as possible.
- You may collect one picture from each student to prepare a chart for display in the classroom.



Chapter 3

0223CH07

Let us read

This is My Town

This is my town.
In my town,
There are streets.
In my street,
there are houses.
In my house,
there are rooms.
In my room,
there is a bed.
On the bed,
there is a basket.
In the basket,
there are some flowers.
Flowers in a basket.
Basket on the bed.
Bed in the room.
Room in the house.
House in the street.
Street in the town.



@KTBS NOT TO BE REPUBLISHED

Sight words

in | this | that | there | my |

New words

train | town | street | house | flower | basket



Let us speak

1. What do you see in the picture?
2. What is the name of your town/city?
3. What is the name of your street?



Let us write

A. Form words with the sets of letters given in the circles below. Then frame a sentence using that word.

Letters	Word	Sentence
e b d		
m o r o		
w o t n		

@KTBS NOT TO BE REPUBLISHED





Let us write

A. Write your home address

Name/ House No.	
Name of the street	
Name of the area	
Town	
State	
Country	

@KTBS NOT TO BE REPUBLISHED



Let us listen

A. Listen to your teacher. Your teacher will say one word from each column. Encircle the words you hear in each row.

fan	wall	house	lane	skin
fin	well	mouse	line	swim

Note to the teacher

- Use the above activity to sensitise children with the diversity of languages and cultures of India.
- Help children find out the name of their street.
- Say one word clearly from each row, given above, for children to to encircle.





Let us do

A. Read the poem again.

1. Count the number of times you see the letter ‘e’ in it.

   Write the number here. _____

2. Next, count the number of times you see the letter ‘u’ in it.

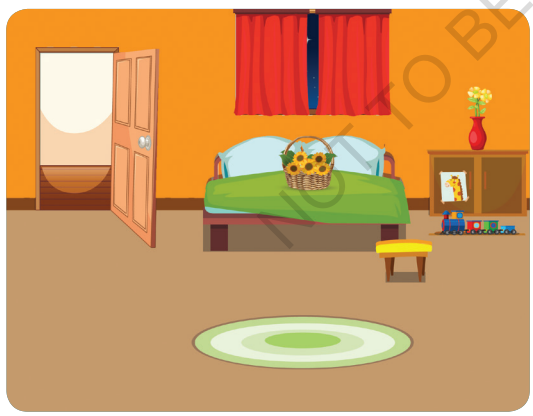
   Write the number here. _____

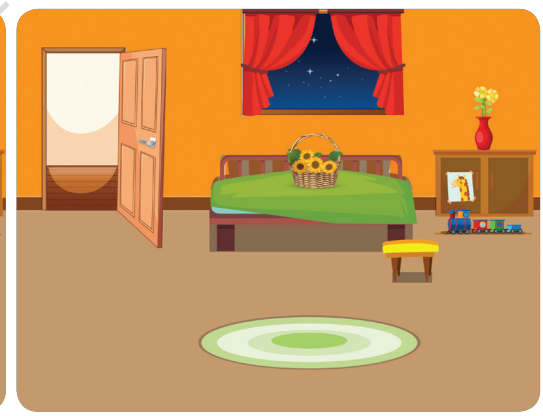
3. Which letter do you see more number of times?

   Write the answer here. _____

@KTBS NOT TO BE REPUBLISHED

B. Look at the two pictures given below. Can you spot the differences?





Note to the teacher

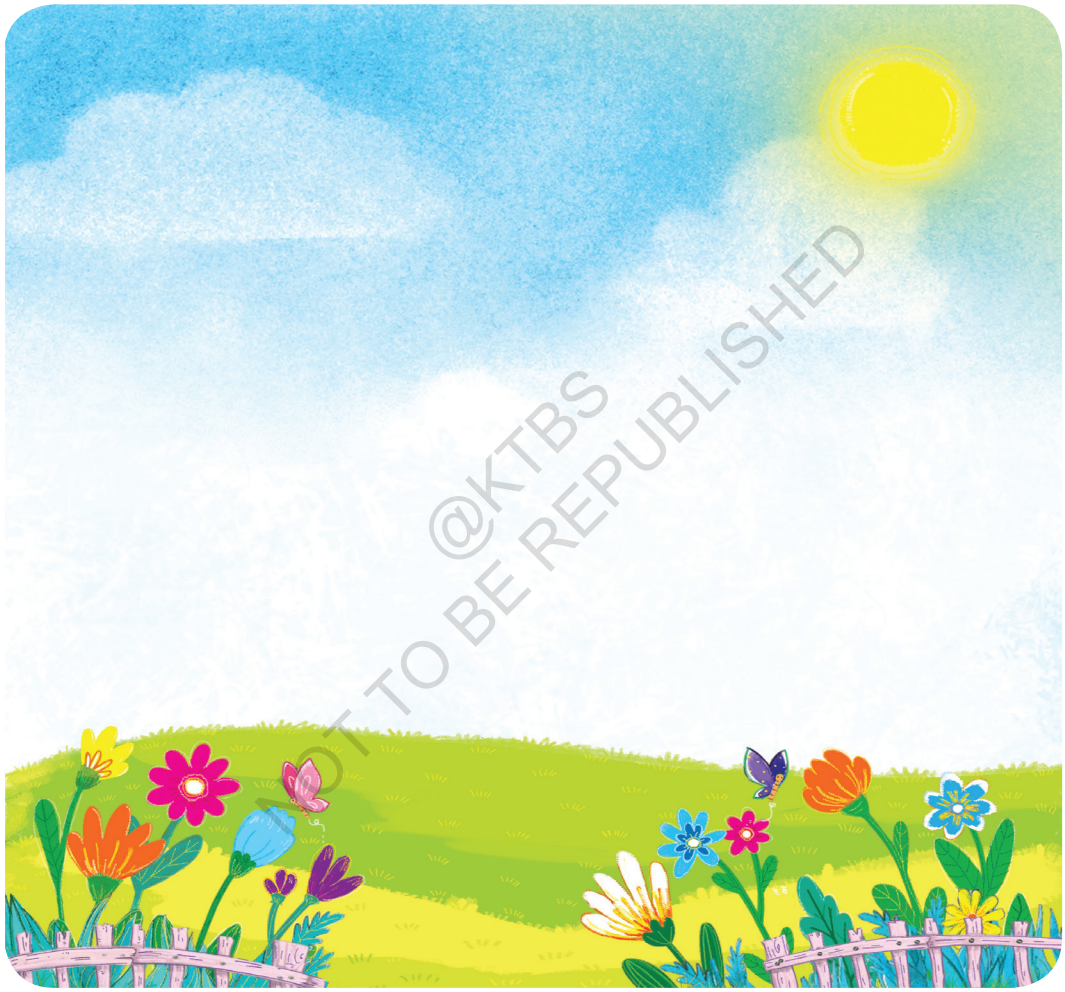
• These activities will enhance observation skill of the children.





Let us draw

A. Look at the picture. Add whatever you think is needed to complete it.



@KTBS
NOT TO BE REPUBLISHED

Note to the teacher

- Encourage the children to draw objects and living beings according to their imagination.





Let us speak

A. Listen to the words that your teacher will read out. Point to the object that represents the word.

Shirt	Shell	Shoe



Let us write

A. Write '**sh**' to fill in the blanks. Read the sentences aloud.

- The sun is __ __ ining today. I am wearing T-shirt and __ __ orts. My father is wearing a new __ __ irt. My grandmother is folding a __ __ awl. My uncle is polishing his __ __ oes.



@KTBS NOT TO BE REPUBLISHED

Note to the teacher

- Prepare for the class by bringing the relevant objects and place them in the classroom.



THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

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

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

© NCERT NOT TO BE REPUBLISHED

Acknowledgements

The text 'We are all Indian's is inspired by 'We Indians' published by the National Book Trust (NBT) which the Council gratefully acknowledges.

The Council also acknowledges the efforts of Soumma Chandra, *Editor* (Contractual), Publication Division, NCERT, for editing the handbook. The Council is thankful to Pawan Kumar Barriar, *In charge*, DTP Cell, Publication Division, NCERT; DTP Operators (Contractual) Upasana, Publication Division; Kishore Singhal, Rohit Kumar, Department of Elementary Education, NCERT, for giving this document its final shape.

The Council is grateful to Akil Mohammad, Kadeem Ahmed *Illustrators* (Aries Designing Studio); Henu Mehtani, Sanya Jain, and Joel Gill, *Artists*; and Neelu and Amandeep Singh, artists and graphic designers of CIET for providing the illustrations for the textbook; Bharatheesha P., *Graphic Designer*, Rashtrotthana Parishat, Bengaluru, and Joel Gill for creating the layout of the textbook. The efforts of Kalpana Manwal, *SRA* (Contractual), Vidhi Joon, *JPF* (Contractual), Shivangi Lohumi, *JPF* (Contractual), Onshangla Zimik, *JPF* (Contractual), Department of Elementary Education, NCERT, Ilma Nasir, *Editor* (Contractual), and Chanchal Chauhan, *Assistant Editor* (Contractual) are appreciated for providing support in the development of the textbook.

