

## Chapter 2



0123CH02



Let us read

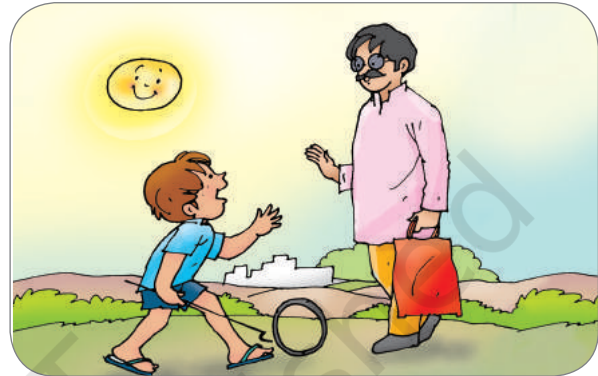
### Greetings

When I meet someone,  
I say 'Namaste'.

Namaste!



When I meet someone in  
the morning, I say 'Good  
morning'.



When I meet someone in  
the afternoon, I say 'Good  
afternoon'.



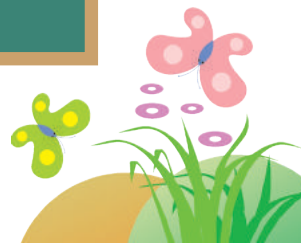
When I meet someone in  
the evening, I say 'Good  
evening'.



When I go to bed, I say 'Good  
night'.

#### Note to the teacher

- Ask the children how they greet others in their mother tongue. E.g. 'Namaskar', 'Vanakkam'. Familiarise children with the phrases used for greetings in English.





## Let us write

### A. Match the pictures with the sentences.

I comb my hair.



I see my teacher.



I eat my food.



I hear the bell ring.



I walk to school.



I play football.



#### Note to the teacher

- Read the sentences aloud for the children.
- Ensure that the children learn the action words such as—combing, eating, seeing, saying, hearing.



Let us write

**A. Write these letters**

Sing the ABC song again.

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Gg

Hh

Ii

Jj

Kk

Ll

Mm

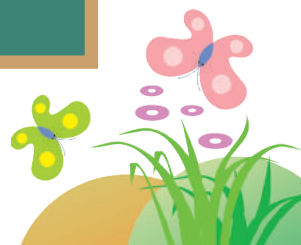
Nn

Oo



Pp

**Note to the teacher**

- Before doing the above exercise, make letter flash cards to indicate directions when tracing the letters.



## Letter sounds

<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>
 <b>fox</b>	 <b>goat</b>	 <b>house</b>	 <b>iron</b>	 <b>jacket</b>
 <b>foot</b>	 <b>gate</b>	 <b>hand</b>	 <b>ice</b>	 <b>jackfruit</b>
 <b>fish</b>	 <b>girl</b>	 <b>hut</b>	 <b>inkpot</b>	 <b>jug</b>

### Note to the teacher

- Draw attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.

**A. Say aloud each letter. Then encircle the picture which begins with the same letter sound.**

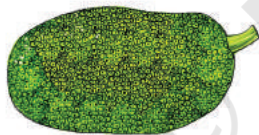
**g**



**f**



**j**

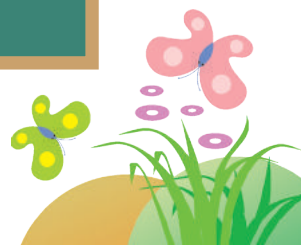


**h**



**Note to the teacher**

- Provide regular and frequent practice of the above exercise.







Let us sing

## Hop a Little

Hop a little,  
jump a little,  
one two three.



Stamp a little,  
skip a little,  
tap one knee.



Dance a little,  
twist a little,  
shake your hand.



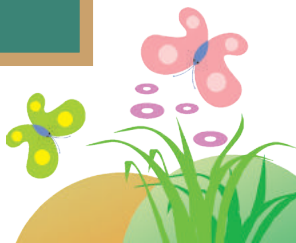
Yawn a little,  
sleep a little,  
in your bed.

### New words

hop | jump | stamp | skip | tap  
dance | twist | shake | yawn | sleep

### Note to the teacher

- Sing the rhyme aloud in tune with actions. Encourage the children to repeat after you.
- Help the children associate actions with the words like hop, skip, jump, etc.
- Introduce other action words like run, walk, sit, stand and stretch.





## Picture Talk



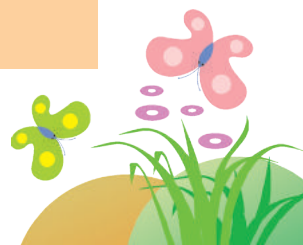
### Note to the teacher

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





1. How many children are there in the picture?
2. What games are they playing?
3. Which is your favourite game?
4. Some children in the picture are not playing games. What are they doing?





## Match the actions with the pictures

They are dancing.



She is jumping.



He is yawning.



She is hopping.



They are walking.



Seema is running.



Kumar is stretching.



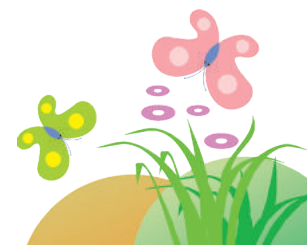
The dog is sleeping.



Vittal is bending.



The boy is skipping.





## Let us play

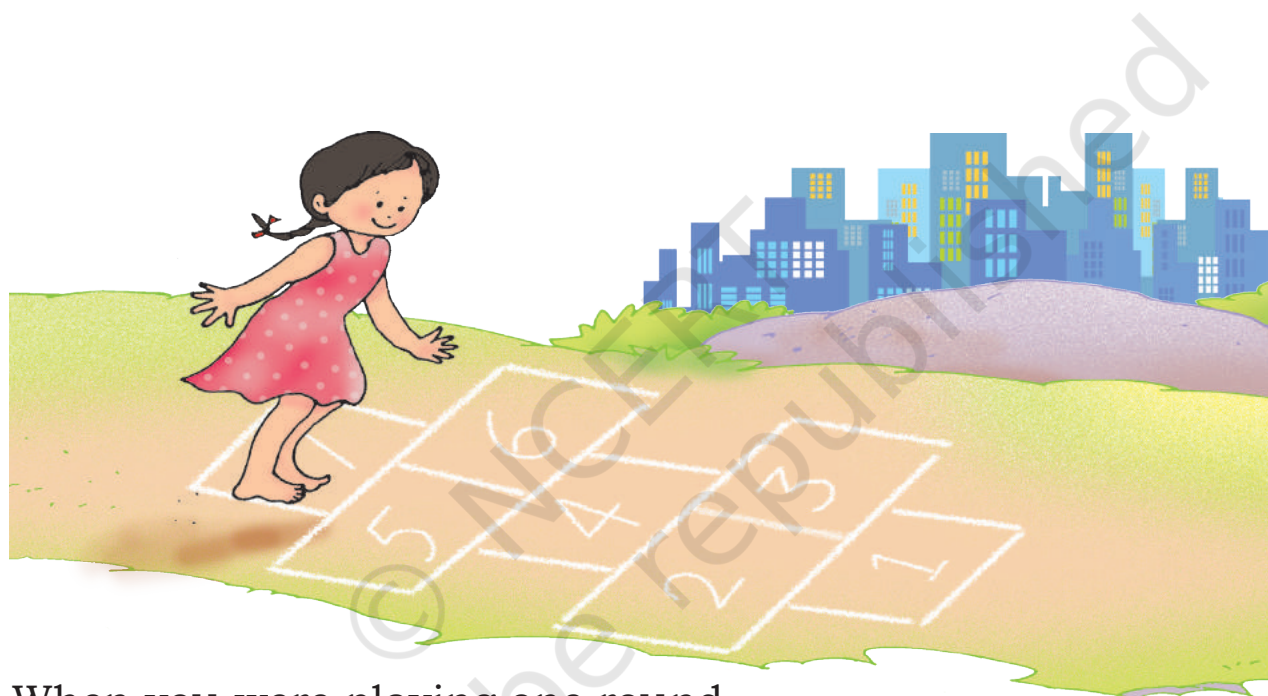


### Hopscotch

Your teacher will help you draw the picture on the floor. You have to take turns to jump and hop. Jump with one foot in each box.

Start with 1. Go till you reach number 7. Then turn around and come back.

If you put your foot outside the box, then you are out!



When you were playing one round

- Did you jump?
- Did you hop?
- Did you have fun?
- Did you count the numbers while playing?

#### Note to the teacher

- You may make children play this game with variations—changing the shape, using letters instead of numbers, and so on.



## Let us write

**A. Look at the picture and fill in the words from the boxes**

dance

hop

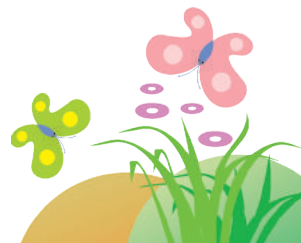
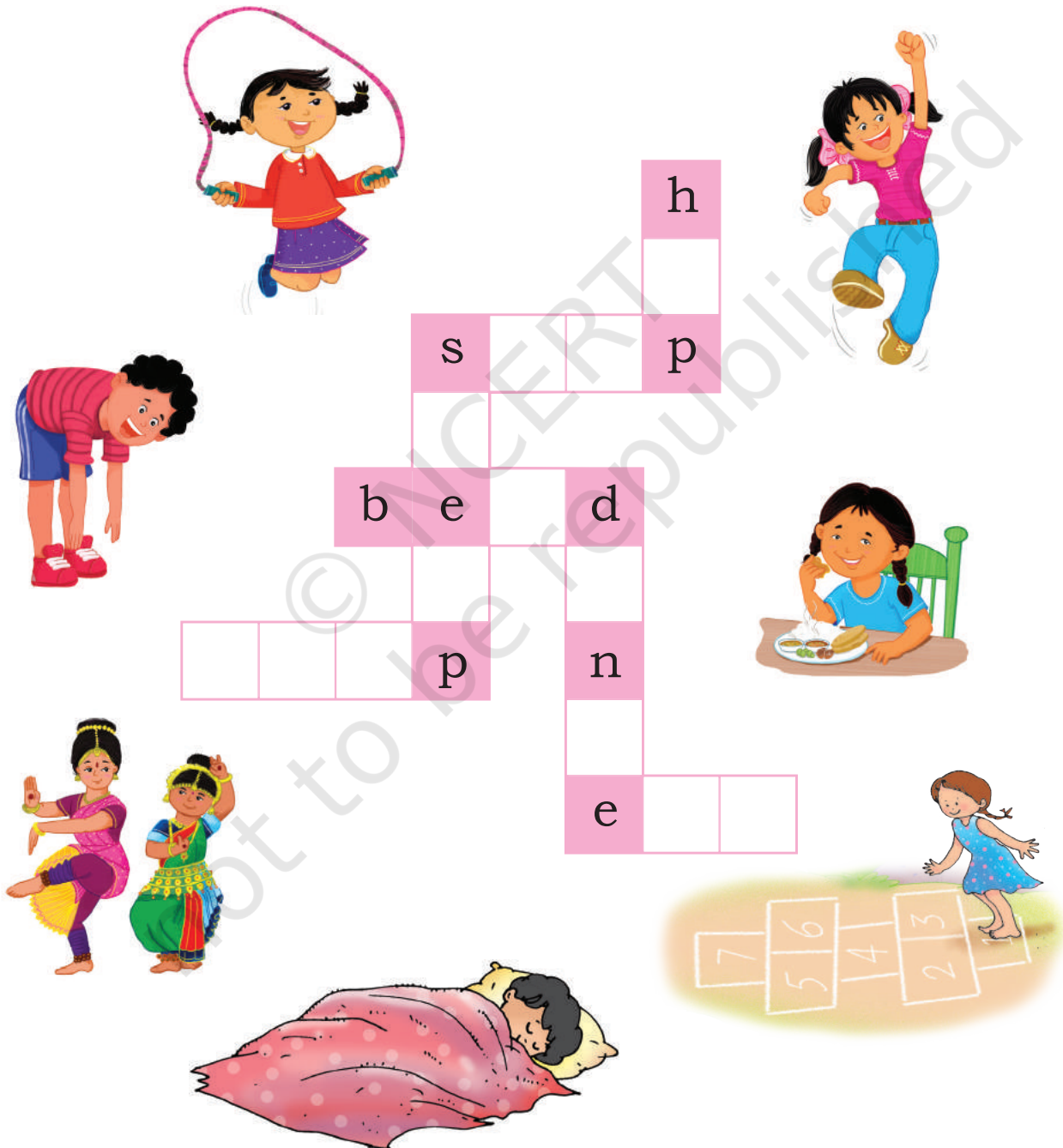
skip

sleep

bend

jump

eat



**B. Write the missing letter to complete each word**



p\_\_n



c\_\_t



d\_\_g



t\_\_n



st\_\_r



b\_\_s



sh\_\_p

















j\_\_g



f\_\_x

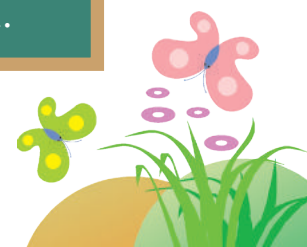


## Letter sounds

k	l	m	n	o
 kettle	 leaf	 mouth	 nine	 owl
 kite	 lion	 mango	 nest	 ox
 key	 lemon	 mouse	 nose	 orange

### Note to the teacher

- Draw the attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.



**A. Notice the initial sounds of the words in each row.  
Find the odd one out.**

**1**



**cap**



**mouse**



**mango**

**2**



**lion**



**lamp**



**hand**

**3**



**nest**



**six**



**nine**

## **Play time**

1. Can you do this?

- Without using your hands turn the pages of your book one by one.
- Sit with your partner. Look into each other's eyes and see who blinks first.



Let us write

**A. Write these letters.**

Sing the ABC song again.

Q q

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

Q q

R r

S s

T t

U u

V v

W w

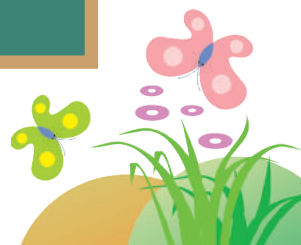
X x

Y y

Z z
















**Note to the teacher**

- Before the above exercise, make letter flash cards to indicate directions when tracing the letters.





## Letter sounds

p	q	r	s	t
 pencil	 question mark	 rainbow	 spoon	 ten
 pot	 quilt	 rose	 swan	 tomato
 parrot	 quill	 ring	 seven	 table

### Note to the teacher

- Draw the attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.
- Provide regular and frequent practice of the above exercise.

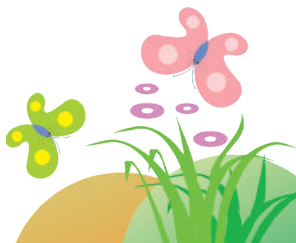
**A. Say the words aloud. Circle the picture with different starting sound. The first one is done for you.**

1				
2				
3				
4				

## Play time

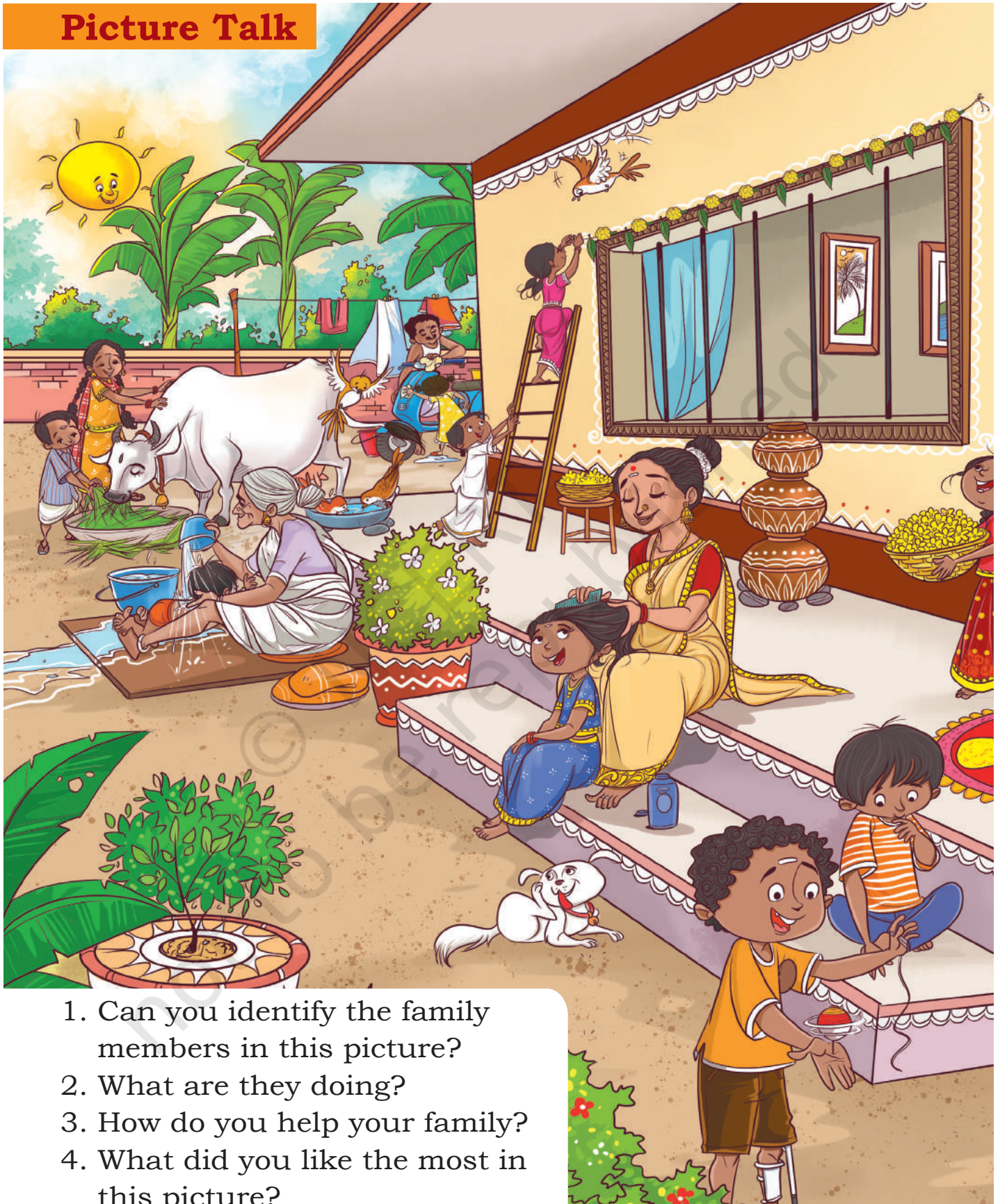
**B. Hold this page in front of a mirror. Do they look the same in the mirror?**

H B  
A C





## Picture Talk



1. Can you identify the family members in this picture?
2. What are they doing?
3. How do you help your family?
4. What did you like the most in this picture?





### Note to the teacher

- Encourage the children to observe the picture carefully. Ask them to speak about their family. Support them to find English words.





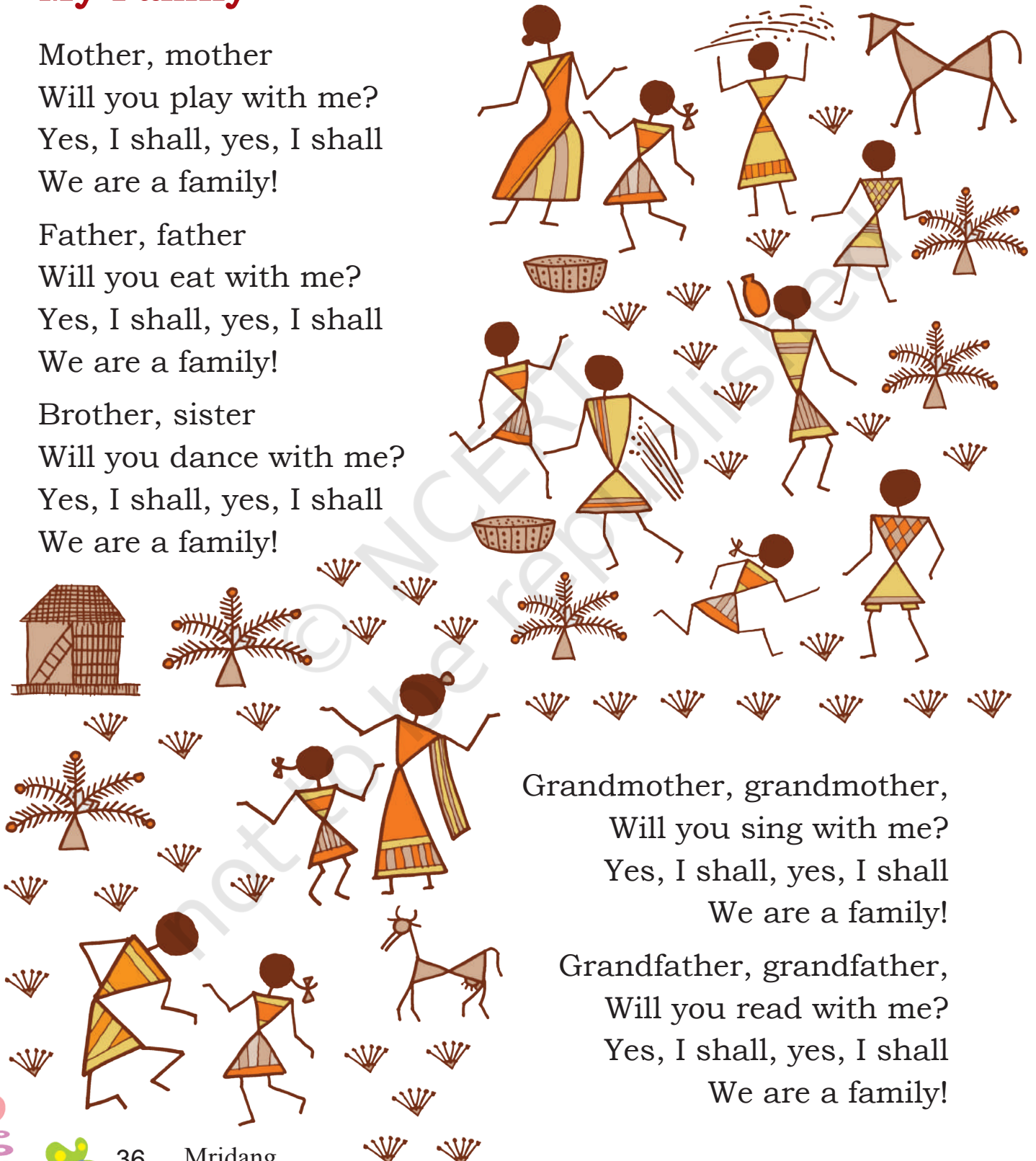
Let us sing

## My Family

Mother, mother  
Will you play with me?  
Yes, I shall, yes, I shall  
We are a family!

Father, father  
Will you eat with me?  
Yes, I shall, yes, I shall  
We are a family!

Brother, sister  
Will you dance with me?  
Yes, I shall, yes, I shall  
We are a family!



Grandmother, grandmother,  
Will you sing with me?  
Yes, I shall, yes, I shall  
We are a family!

Grandfather, grandfather,  
Will you read with me?  
Yes, I shall, yes, I shall  
We are a family!





Let us read

## The Sparrow Family



Mama and Papa sparrow were making a nest.

They found a safe place.

The little nest was soon ready.

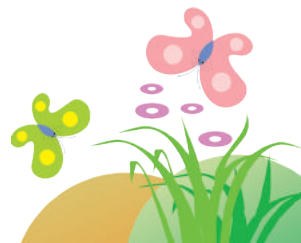
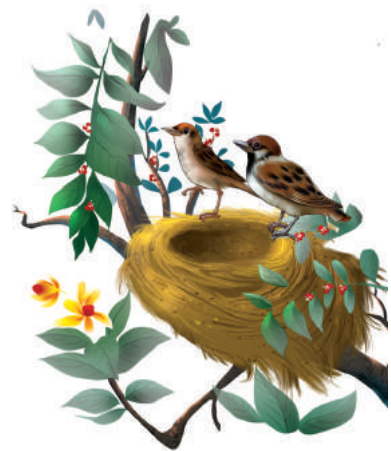
It was soft and warm.

### Sight words

and | they | them

### New words

nest | sparrow | egg | grandmother | grandfather |  
aunt | uncle | cousin | mother | father







Mama sparrow laid three small eggs. One day the eggs broke open. Three little heads popped out. Papa sparrow brought food for them.

Grandmother and Grandfather sparrow, Aunt and Uncle sparrow, cousins and friends all came to meet the baby sparrows.

The baby sparrows grew bigger and bigger.

One day, the baby sparrows hopped out of the nest.

They flew up into the big blue sky.



### Note to the teacher

- Reinforce the names of family members in English.
- Explain that there can be various kinds of families.



1. Who are there in your family?
2. How do you help each other?
3. What are the names of your grandparents (both paternal and maternal)?
4. Which bird do you see around your house?
5. If you were the baby sparrow, where would you go flying?
6. What do you think the baby sparrows saw from the sky?

What do you call the following members in your mother tongue?

### Family members

Mother

Grandmother

Father

Grandfather

Elder Brother

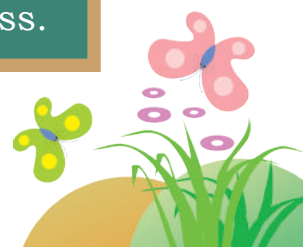
Aunt

Elder Sister

Uncle

### Note to the teacher

- As the child names the bird, write it down on the board. Let the children be familiar with these birds. Later, a picture bird chart may be prepared as a group activity and displayed in the class.





**Let us draw**

**A. Draw a picture of your family in the box given.**

You may include any interesting thing about your family like pets, your plants, trees in your garden, or any other thing.



Now tell your class about what you have drawn.

**Note to the teacher**

- Encourage children to speak freely. Help them find words in English if they feel stuck. Guide them to speak good things about their family, the unique members of their family like dogs, cats, cows, goats, and so on. Instill the fact that we love our family.





Let us do

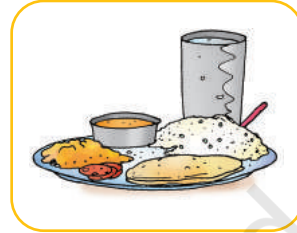
The word 'father' begins with 'f' sound. Read the following words that begin with 'f' sound.



fox



feather



food



foot

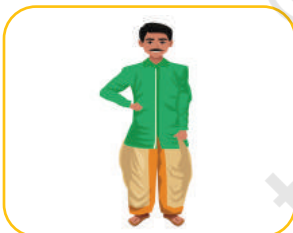


five



flag

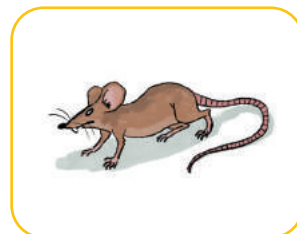
The word 'mother' begins with 'm' sound. Read the following words that begin with 'm' sound.



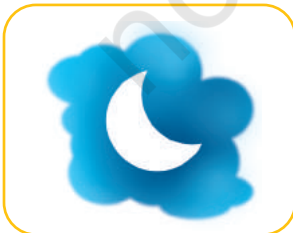
man



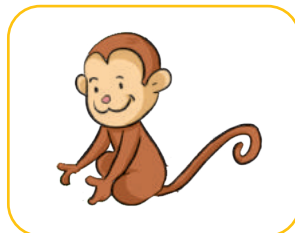
mask



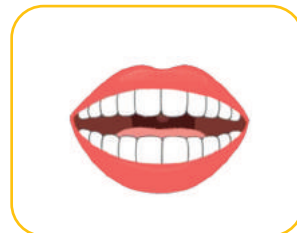
mouse



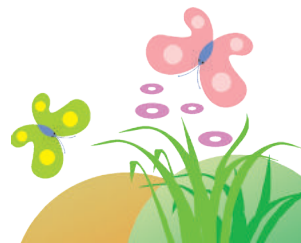
moon



monkey



mouth



### A. Read the words in the box

- Tick the words that begin with f.
- Circle the words that begin with m.

fish	<input type="checkbox"/>	mug	<input type="checkbox"/>	map	<input type="checkbox"/>
sister	<input type="checkbox"/>	face	<input type="checkbox"/>	mat	<input type="checkbox"/>
fan	<input type="checkbox"/>	eye	<input type="checkbox"/>	finger	<input type="checkbox"/>
		milk	<input type="checkbox"/>		

### B. Write the words

Father	<input type="text"/>	<input type="text"/>
Mother	<input type="text"/>	<input type="text"/>
Sister	<input type="text"/>	<input type="text"/>
Brother	<input type="text"/>	<input type="text"/>



## Picture talk

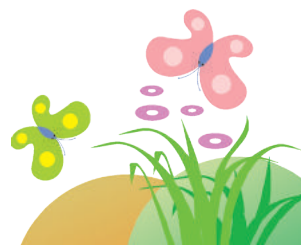
Look at the picture of a bathroom. Label the things in it.



What things do you see in the picture?

Do you remember to close the tap when you are not using it?

Why should we do so?





## Letter sounds

**u**



**uniform**

**v**



**van**

**w**



**well**



**utensils**



**vase**



**wall**

**x**



**x-ray**

**y**

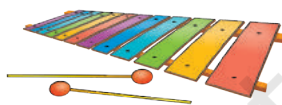


**yak**

**z**



**zip**



**xylophone**



**yo-yo**



**zebra**

### Note to the teacher

- Draw attention of the children to the initial sound of each word given above.
- Help them say the words aloud focusing on the initial sound.
- Provide regular and frequent practice of the above exercise.

Notice the initial sounds of the names of pictures in each row. Find the odd one out.

1



2







3




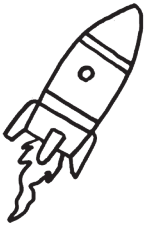


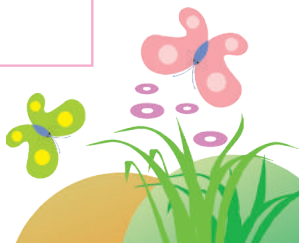
**Colour the pictures and the letters**

Tt



Rr







## Let us think

**A. You all know the alphabet song. Let us sing it while reading the letters.**

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

**B. Sing it, loudly for the capital letters and softly for the small letters.**

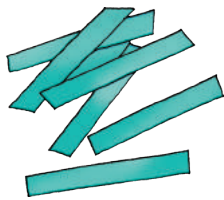
A	B	C	D	e	f	g	H	I	J	K	I	m
n	o	p	Q	R	S	T	u	v	w	X	Y	Z



## Let us do

Let us make puppets.

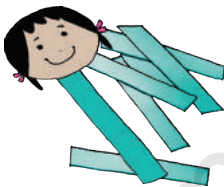
Follow the instructions given by your teacher.



- a. Let us make 6 thick paper strips. These strips may be of any colour.



- b. With the help of your teacher, draw faces of each family member on paper.



- c. Stick each picture on one end of the strip. The picture may help you.



- d. You may now use these as puppets and play with your friends.

### Note to the teacher

- Help the children read the above alphabet. They read the capital letters in a loud voice and the small letters in a soft voice.