






Let us recall

1. Name the pictures.



2. Match.

	three
	one
	two

3. Trace.



five



Look and say

light

curtain



drums

speaker



guitar

stage



tabla



mike

screen

violin

flute

veena

trumpet

shakers

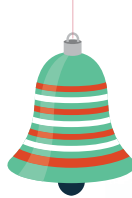
Note to the teacher: Practise vocabulary using the picture. Ask children to name the things in the picture.



Let us sing



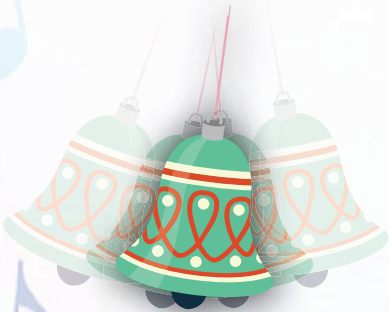
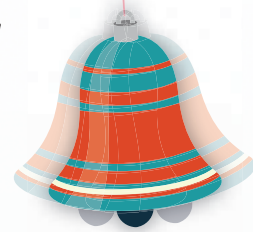
Five Little Bells



Five little bells hanging in a row

The first one said,

"Ring me slow."



The second one said,

"Ring me fast."

The third one said,

"Ring me soft."



The fourth one said,

"Ring me loud."

The fifth one said,

"Ring us together
all at once."



Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then follow the song with the teacher.



Let us learn



Mani's Drum

Mani is excited today.

The teacher has a big surprise.

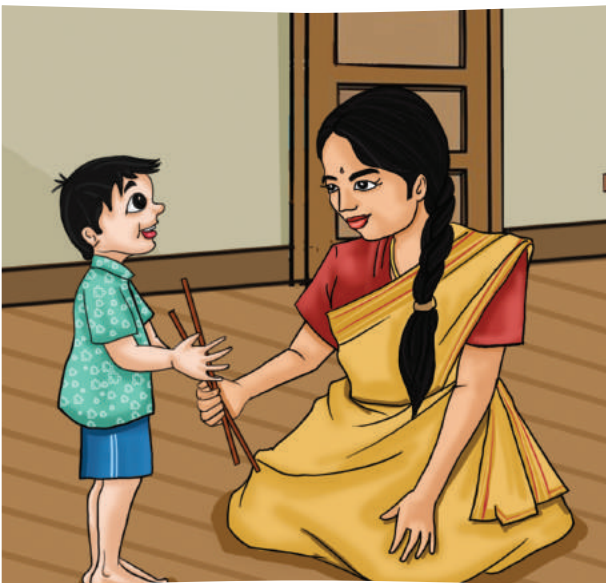
Teacher: We are going to play in the concert next week. Won't it be fun!

Children: Yes, it will be great fun!

Teacher: Okay, we shall start. Bring your shakers and drums or whatever you have, tomorrow.



Mani loved to play the drums.
Mani REALLY wanted to play the drums.



Mani: Mom, can you buy me a drum?

Mom: I will try, Mani.

Mom did not have money to buy the drum. She gave Mani two nice sticks. Mani played with the sticks.



Mani drummed
on anything he found.



Tada- Tada
Dum-dum
Dum-Tada-tada-
tada-dum-dum
Tum-ti-tot
Tum-ti-tot



Teacher: Let us start. Mani, where is your drum?

Mani: I don't have a drum. I have only the sticks.

Abu played the violin.

Malar followed Abu with
her keyboard.
The heads in the class
moved to the tune.

Soon,
Lisa played her shakers.

Ch-chch-chch-chch-ch



But it did not sound right!

Suddenly, they heard



Tada-Tada-Dum-dum



Dum-Tada-tada-tada-
dum-dum



Tum-ti-tot Tum-ti-tot



It was Mani with his sticks and a few boxes.

The teacher loved the sound.

The children clapped to the beat.



Abu, Malar and Lisa
followed the beat.
The entire class
danced to the song.

Everyone clapped.

Class 2 was ready for the concert.

It was so much fun.

Note to the teacher: Focus on the names of musical instruments. Discuss inclusion and how every child has different talents.



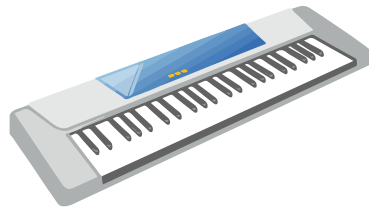
Let us understand



1. Tick (✓) the correct word.



violin ☐ veena ☐



keyboard ☐ guitar ☐



flute ☐ shakers ☐

2. Listen and number the sequence.

Mom, can you buy me a drum?

Everyone claps.

I only have the sticks.

The teacher loved the sound.

We are going to play in the concert.

☐

☐

☐

☐

☐

3. Listen, think and write.

boxes sticks concert violin

a. Mani's mother gave him _____.

b. Abu played the _____.

c. Mani used _____ as drums.

d. Class 2 was ready for the _____.

e. I am _____. (your name)

I like to play _____.



Let us know



Valli and Chittu are looking at some pictures.



That is Nila.
She is my sister.



That is Raju.
He is my brother.



That is a belt.
It is my belt.



Yes. **It** is your belt.



What do you say for
two girls?



When we see more than one,
we say, '**They** are girls'.









Note to the teacher: Explain to children that we use **he** for a 'boy', **she** for a 'girl', **it** for an 'object' and **they** for 'more than one'.

Let us practise



1. Read aloud.

	He	
	She	
	It	

2. Fill in the blanks with He / She / It.



_____ likes apples.



_____ has a ball.



_____ is a box.



_____ is a teacher.



_____ is a tall tree.



_____ has a dog.

Spell check

Fill in the missing letters.



s _ i _ k



b _ x



d _ u _ s



Let us do



Word wall



- Display the words on the word wall.
- Drill the words.
- Divide the class into two groups.
- Let them stand with their back to the word wall except for the first child in each group.
- Point to a word on the word wall.
- The child facing the wall reads it.
- Then moves to the last place.
- The next child in each group continues and so on.

Read aloud and circle the words you see in the word wall.



1. Crows live on trees.
2. What colour do you like?
3. I eat with my friend.
4. We want to run.
5. This year I will win.
6. I got a pen as a gift.
7. We both play with our friends.

Colour the words in yellow.



live last colour friend eat want year got play both

both day last when

live are these year let

friend what sky colour man eat

away come play shut those

get into want got



Circle time - Let us talk

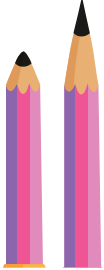







A) Display number cards from two to ten. Introduce the number names. Let children repeat the names of the numbers. Ask children to give you two pencils. Say, "These are / We have two pencils." Practise with more objects and more numbers. (2 to 10). Let children repeat after you.

B) Now hold three pens and ask, "How many pens are there?" Encourage them to answer using, "There are ____." Divide the class into group A and B. Ask group A to question and group B to answer. Practise with all the children.

Let us practise



 There are two pencils.	 There are three drums.	 There are four boys.
 There are five books.	 There are six pens.	 There are ten dogs.

Complete the sentences.



1. There _____ four  in my bag.

2. _____ two  in my bag.

3. _____ in my bag. 

4. _____ my bag. 

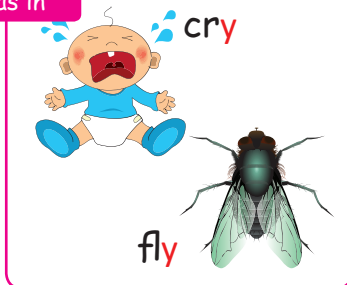


Let us say

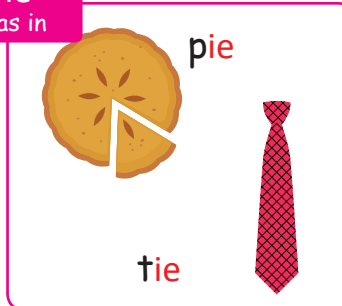


Listen to the sound and repeat.

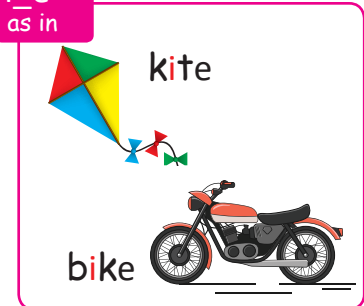
-y
as in



-ie
as in



i_e
as in



Read aloud.

my dry fry shy sky try

die lie pie tie

fine mine hide line mice rice lime

Listen and circle the words with the long 'i' sound.

1. The kite flies in the sky.
2. I ride my bike by the side.
3. Mike and Nike like pineapples.
4. The mice try to bite the pie.
5. I like lime rice.
6. Draw a fine line.

Try to read these!

g + l = gl- glass

g + r = gr- grass

s + k = -sk desk

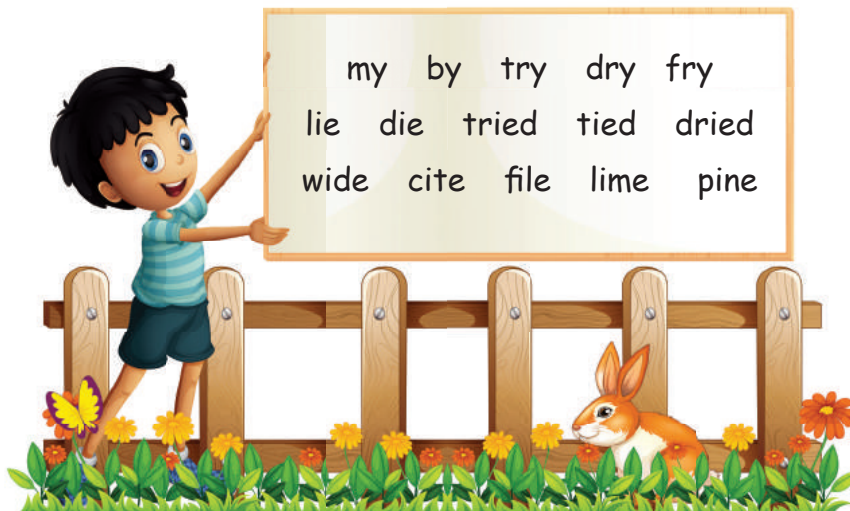
Note to the teacher: First teach the sound / aɪ / to children. Then, introduce the three different letter clusters for the same sound. Help children relate the sound to the letter cluster.



Let us do



Word wall



- Display the words on the word wall.
- Distribute the word cards to all the children.
- Say a word.
- The child with the word should read the word and point it in the word wall.
- Practise with all the words.

Add 'e' and write the words. Example: sit - site



kit - _____

bit - _____

pin - _____

rid - _____

hid - _____

fin - _____

Fill in the missing letters.



p _ _



t _ _



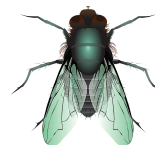
k _ t _



c _ _

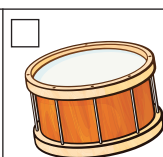
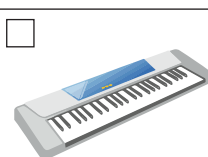
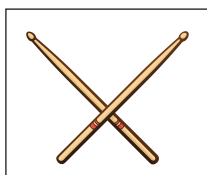


b _ k _



f _ _

Match and tick (✓) the correct one.

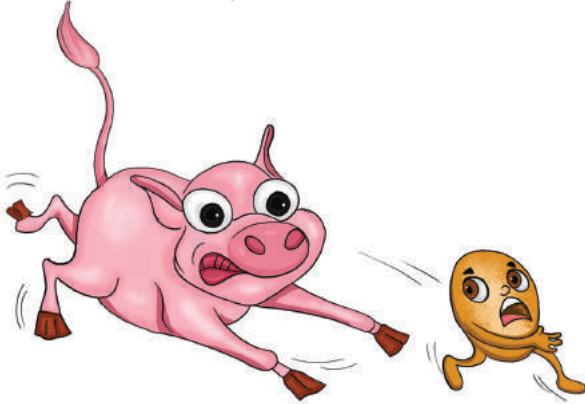




Let us read

One Bun Runs

There is a plate of buns.
One bun jumps off the plate.

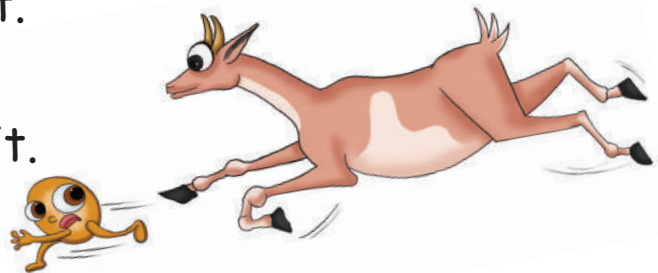


The pig runs to catch it.
But the bun runs away.

The rat runs to catch it.
But the bun runs away.

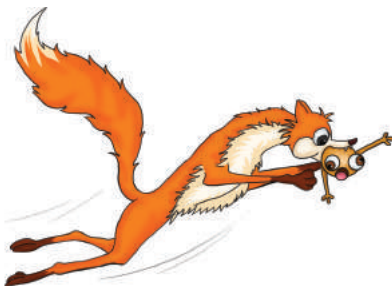
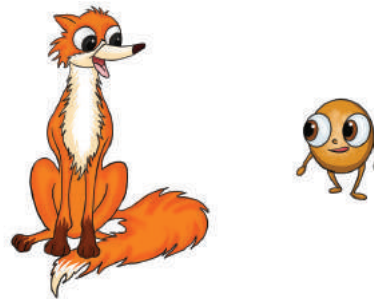
The goat runs to catch it.
But the bun runs away.

The pup jumps to catch it.
But the bun runs away.



The frog hops to catch it.
But the bun runs away.

The fox does not run.
The bun stops.



The fox jumps on it.
And the fox eats the bun.

Note to the teacher: This is a supplementary reading material.
Read out the story to children. Make them read the story on their own.

Let us think and do



1. Write the names of the animals.

pup fox rat goat frog pig













2. Match the actions with the animals.

a. runs



b. hops



c. jumps



3. Tick (✓) Yes or No.

a. The bun jumps off the plate.

☐ Yes / ☐ No

b. The rat eats the bun.

☐ Yes / ☐ No

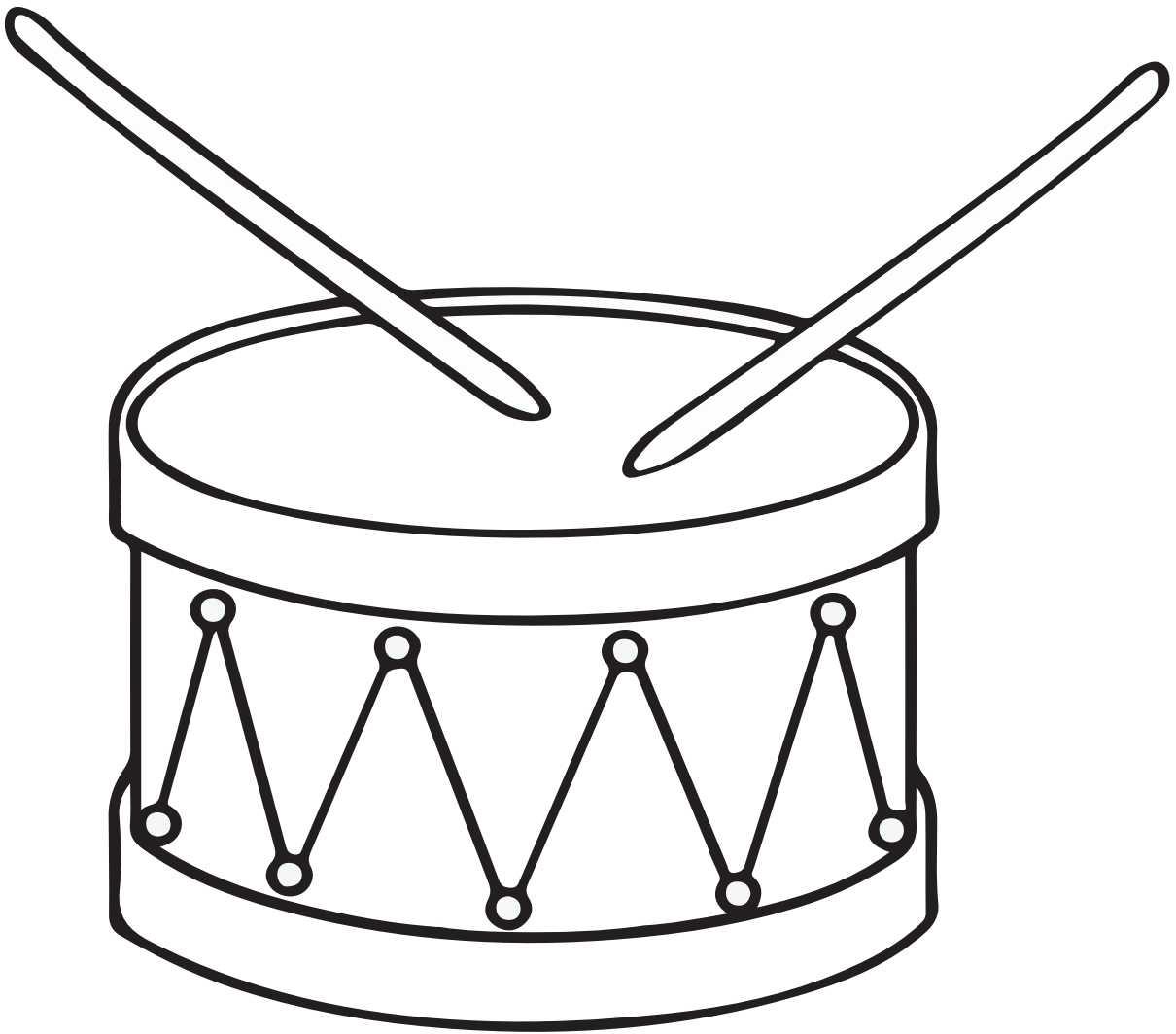
c. The fox eats the bun.

☐ Yes / ☐ No

Let us make



- Paste thread on the lines.
- Paste *bindis* on the circles.
- Paste thin sticks on the drum's sticks.
- Paste sand on the drum.







This is a _____.

Note to the teacher: Read the instructions one by one. Encourage children to the activity after listening to the instructions.

I can do



1. Tick (✓) the correct names of the pictures.

			
violin <input type="checkbox"/> drum <input type="checkbox"/>	tabla <input type="checkbox"/> guitar <input type="checkbox"/>	flute <input type="checkbox"/> trumpet <input type="checkbox"/>	shakers <input type="checkbox"/> veena <input type="checkbox"/>

2. Match.



3. Fill in the blanks with He / She / It.

a. _____ is Neena.



d. _____ is Amir.



b. _____ is a box.



e. _____ eats an apple.



c. _____ has a bat.



f. _____ sings a song.



4. Listen and circle the words that your teacher says.

Two baby birds live in a nest with their mother.

At first, they both eat small worms.

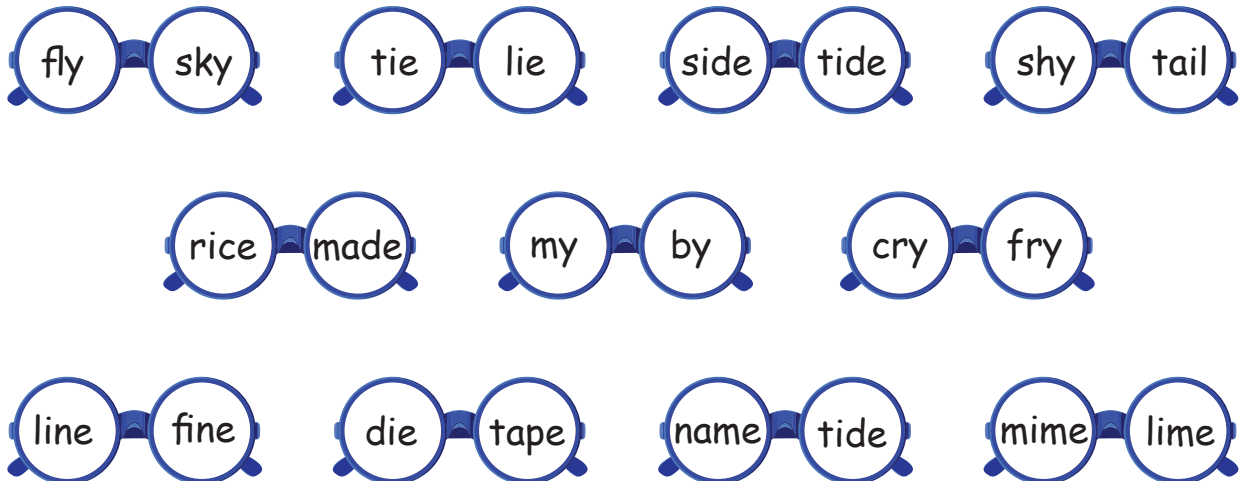
Then, they both play to have fun.

Soon both fly away after a month.



Note to the teacher: Read the words - live eat fly both play

5. Read and colour the odd pair.

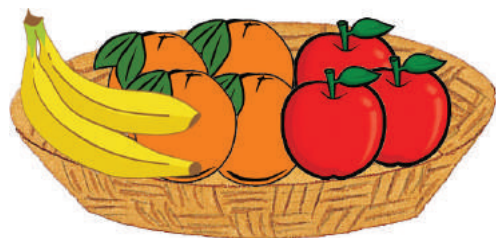


6. Fill in the blanks.

a. There _____ three apples.

b. _____ two bananas.

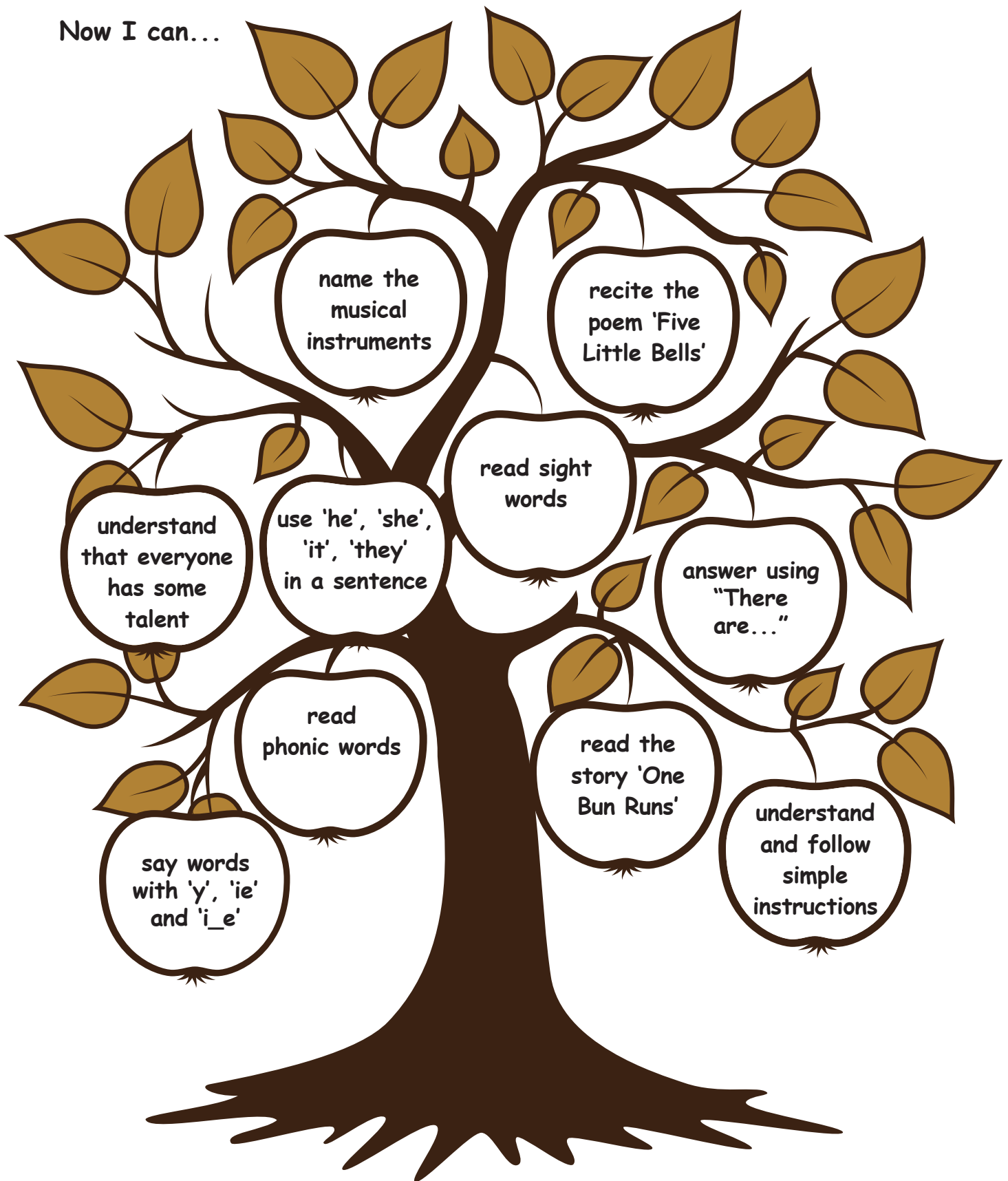
c. _____ oranges.



7. Recite the poem Five Little Bells.

Learning outcome

Now I can...



Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.