

## Learning outcome

Now I can...



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



## Let us recall

1. Say the names of the animals.



2. Write the names of the things.




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3. Match the actions with the words.



run



jump



hop



sing





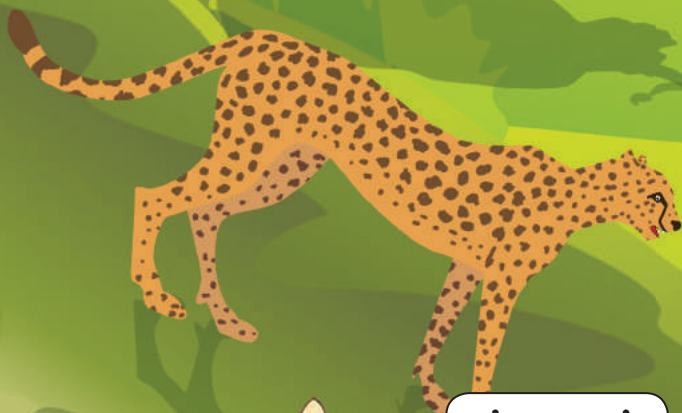
Look and say



gaur



rhino



cheetah



wolf



giraffe



hippo



bear



crocodile



zebra



monkey



deer



tiger



gorilla



lion



elephant

**Note to the teacher:** Practise vocabulary using the picture.  
Ask children to name the animals seen in the picture.



Let us sing



## Fun in the Forest

Monkeys can jump,  
And parrots can fly.  
Turtles can swim,  
And Cheetahs can run.

Giraffes are tall,  
And Hippos are big.  
Zebras are swift,  
And Tigers are strong.

We see the animals here today.  
They love to play,  
And love to say,  
Would you join us and play?

**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

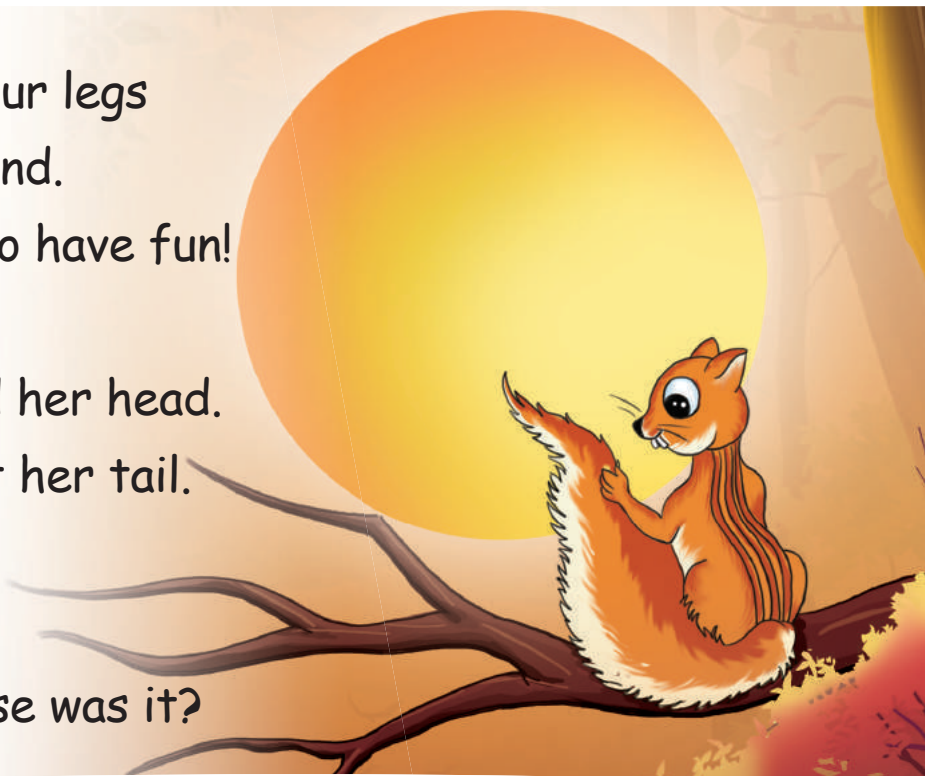


## Chutti's Tail

Chutti was a squirrel.  
A tiny, happy squirrel.  
Chutti liked to run and play.  
She jumped over  
little stones.  
She jumped on big stones.  
She stood on two legs  
to look around.



She ran on four legs  
over the ground.  
Chutti liked to have fun!  
One day,  
Chutti turned her head.  
She looked at her tail.  
It was fluffy.  
It was light.  
But of what use was it?



Chutti went to Doctor Bear.

Doctor, can you  
give me a new tail?

This one is not good.

Why Chutti?

It looks very good.

Does it hurt you?



Oh, these are nice!

I like that one, please.

That is a monkey's tail, Chutti.

You won't like it!

But I want it. It is long.

It can help me climb trees.

Please change my tail doctor.

Well, all right.



Chutti got a new tail.

It was long. It was curvy.

She loved it.

But she could not run.

You see, Chutti was small and light.

But, the tail was long and heavy.



So Chutti went back to the doctor.

I don't like this one.

It doesn't move.

I want that lovely striped tail.

That is a cat's tail. You won't like it.

Oh, I really like it!

Please, do fix it on me!

Well, all right.



Chutti was happy with her new tail.

A dog saw her tail. He thought it was a cat. He chased her.

Chutti ran fast and climbed a tree.

Her heart was going 'dub-dub'.

Oh, oh, oh! This won't do!



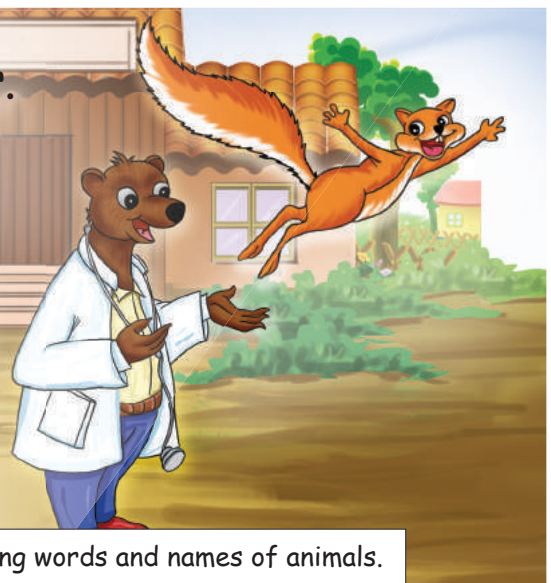
Chutti went back to the doctor.

Doctor, please give me my old tail back.

I don't want a new tail at all.

I told you that! Here you go!

Now your old tail is fixed.



**Note to the teacher:** Focus on the describing words and names of animals. Encourage children to practise the words in context.



## Let us understand



### 1. Draw lines to match the tail with its animal.



### 2. Write True (T) or False (F).

- Chutti was a tiny cat. ( )
- Chutti did not like her ears. ( )
- The monkey's tail was long and heavy. ( )
- Doctor Bear gave Chutti a dog's tail. ( )
- Chutti was finally happy with her own tail. ( )

### 3. Listen, think and write.

bear      dog      wall      striped

- Chutti met the \_\_\_\_\_ to change her tail.
- Chutti saw the tails on the \_\_\_\_\_.
- The cat has a \_\_\_\_\_ tail.
- The \_\_\_\_\_ chased Chutti around the tree.
- Do you like yourself? (Yes / No) \_\_\_\_\_



## Let us know

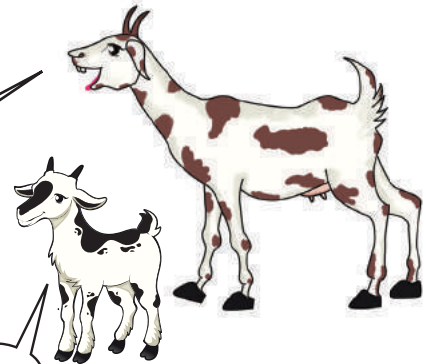


Valli and Chittu talk about names.



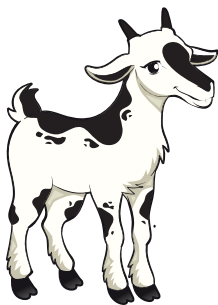
Hello Chittu and Mittu  
how are you?

We are fine.



Why do you call me Mittu and  
my sister Chittu?

Oh! It is your name.



Why do we need names?

We need names  
to call people.



Does everything  
have a name?



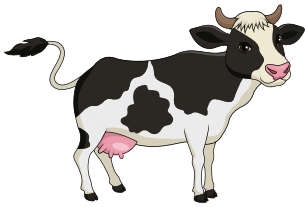
Yes. People, places, animals and  
things all have names.

**Note to the teacher:** All naming words are **nouns**. Explain children that everything has a name. Give more examples for persons, places, animals and things.

## Let us practise



1. Match the names to the pictures.



school

crow

boy

table

cow

carrot



2. Read, sort and write.

cat Valli pen girl ball Chennai zoo goat fan father shop dog

Person	Place	Animal	Thing

## Spell check

Fill in the missing letters.



m\_\_nk\_\_y



r\_\_bb\_\_t



c\_\_t



d\_\_g



## Let us do



### Word wall



- Divide the class into two teams.
- Make sight words and place them upside down in a pile.
- Each team takes a turn to read a word from the pile of sight words.
- If one team misses the other team receives a chance to read that word.
- Each child will go back to the line after their turn.
- The team which has read more words wins the game.

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



1. I found a pen.
2. They are men.
3. Bring me a book.
4. Wish you a great day.
5. The black cat has come out.
6. Open your right and left hands.
7. This is the end.
8. Let me use the book.

Circle the words.



u p d y r i g h t c l u n  
u o k v u d q u y u e s l  
b w r r s z w a i f b e l  
r g i a e w e q s o v b e  
m x x b r i n g k u k l f  
e w i s h y d x c n i a t  
n i d x l m s f m d u c w  
u k j i j x h v l e t k y

found
men
wish
let
right
left
bring
black
use
end



## Circle time - Let us talk



- Show a picture of a rose to children. Say, "I have a rose". Distribute pictures of classroom objects, fruits and flowers to children. Ask, "What do you have?" Encourage each child to answer using, "I have \_\_\_\_."
- Ask, "What do I have?" Encourage children to answer, "You have a pencil."
- Make two children hold a card and ask others, "What do they have?" Encourage children to answer, "They have \_\_\_\_". Practise with other children.
- Make a boy/girl come in front and ask the class, "What does he/she have?" Encourage children to say, "He/She has a \_\_\_\_". Practise with other children.

## Let us practise



What do you have?

I have a toy.

What do I have?

You have a book.



What does she have?

She has an umbrella.

What does he have?

He has a ball.

What do they have?

They have kites.



Write has or have in the blanks.



1. I \_\_\_\_\_ an apple.

3. He \_\_\_\_\_ a cake.

5. You \_\_\_\_\_ a car.

2. She \_\_\_\_\_ a pen.

4. They \_\_\_\_\_ a pet.







6. Rani \_\_\_\_\_ an egg.



Let us say



Listen and say.

oa as in		ow as in		o_e as in	
					
boat	road	crow	grow	stone	rope

Read aloud.

load toad foam roam coat goat

flow grow show slow snow row

cone lone tone pole note vote

Listen to the teacher and circle the words with the long o sound.

1. The crow is on the road.
2. The toad is on the snow.
3. The goats go in a row.
4. The boat is so slow.
5. The cone is full of foam.
6. The note is on the coat.

Try to read these!

s + c = sc- school

s + k = sk- skip

m + p = -mp stamp

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



Let us do



### Word wall

soak coal foal toad  
load moan  
low row blow glow  
grow throw  
hole role home bone hose rose



- Display the words on the word wall.
- Prepare two sets of cards.
- Call two children to the front. Give them each a set.
- Say a word.
- The child who finds and reads first will score a point. Continue for ten words.
- Practise with all children.

Add e. Write and read the word.

hop - hope

not - \_\_\_\_\_

rod - \_\_\_\_\_

cop - \_\_\_\_\_

con - \_\_\_\_\_

mop - \_\_\_\_\_

nod - \_\_\_\_\_

for - \_\_\_\_\_

rot - \_\_\_\_\_

Fill in the blanks.



b \_ \_ t



st \_ n \_



r \_ p \_



cr \_ \_

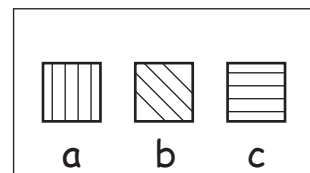
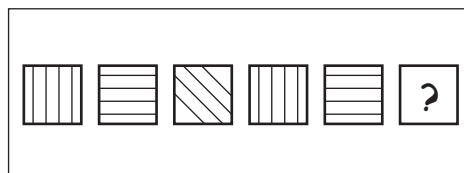


r \_ s \_



r \_ \_ d

Tick (✓) the correct one.





Let us read



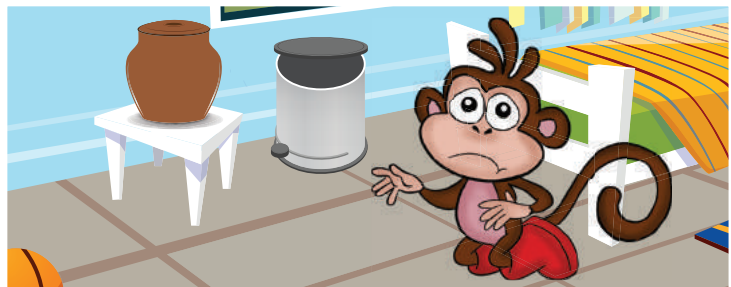
## Where is My Cup?

Monty is sad.  
Where is my cup?  
Not here, not there.



Where is my cup?  
Not on the mat.  
Not under the bed.

Where is my cup?  
Not in the bin.  
Not on the pot.



Where is my cup?  
Not in the tub.  
Not here, not there.

Oh! It is here.  
It is in my bag...







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

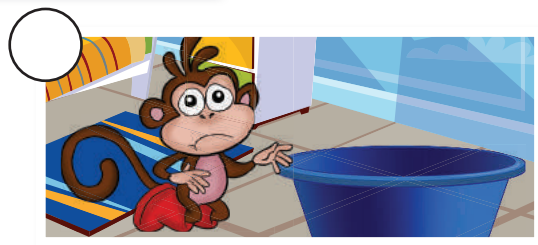
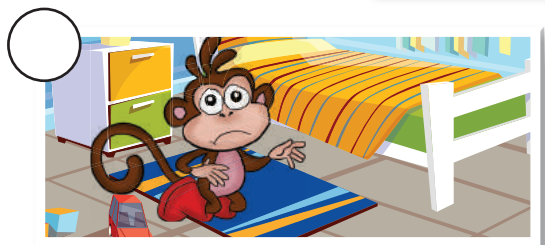
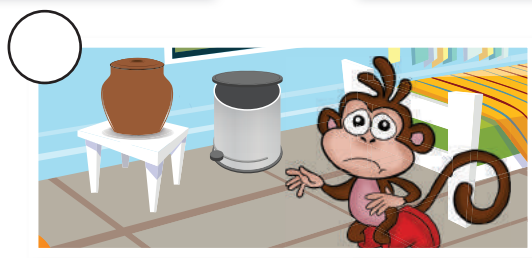
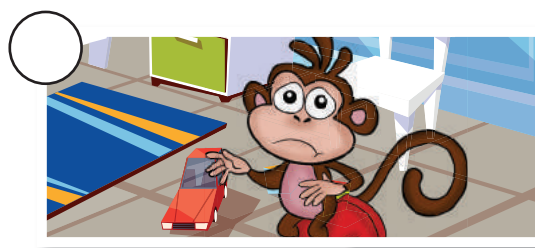
## Let us think and do



1. Match the pictures with the names.

	bin
	cup
	tub
	bag
	pot

2. Write numbers from 1 to 5 in the correct order.



## Let us make



- Place your hand on the empty space.
- Draw an outline of your hand and fingers.
- Colour it brown.
- Draw small circles around the brown trunk.
- Colour them in green.



A large empty rectangular box for drawing.

This is a \_\_\_\_\_.

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






## I can do

1. Name any five animals from the picture.



2. Fill in the blanks and match the words with the pictures.

(oa ow o\_e)

b _ _ t	
cr _ _	
st _ n _	
r _ _ d	
r _ p _	

3. Listen to your teacher read the story and circle the word the teacher repeats.

I cannot find my black pen. I found the red pen on the table.

My father left it there. I found the blue pen on the chair.

My sister left it there. She does not let me use her pen.

**Note to the teacher:** Read the words - found left wish black use

4. Look at the pictures and say what they have.



What does he have?



What do they have?



What do they have?



What does she have?



What does it have?

5. Write the names in the correct place.

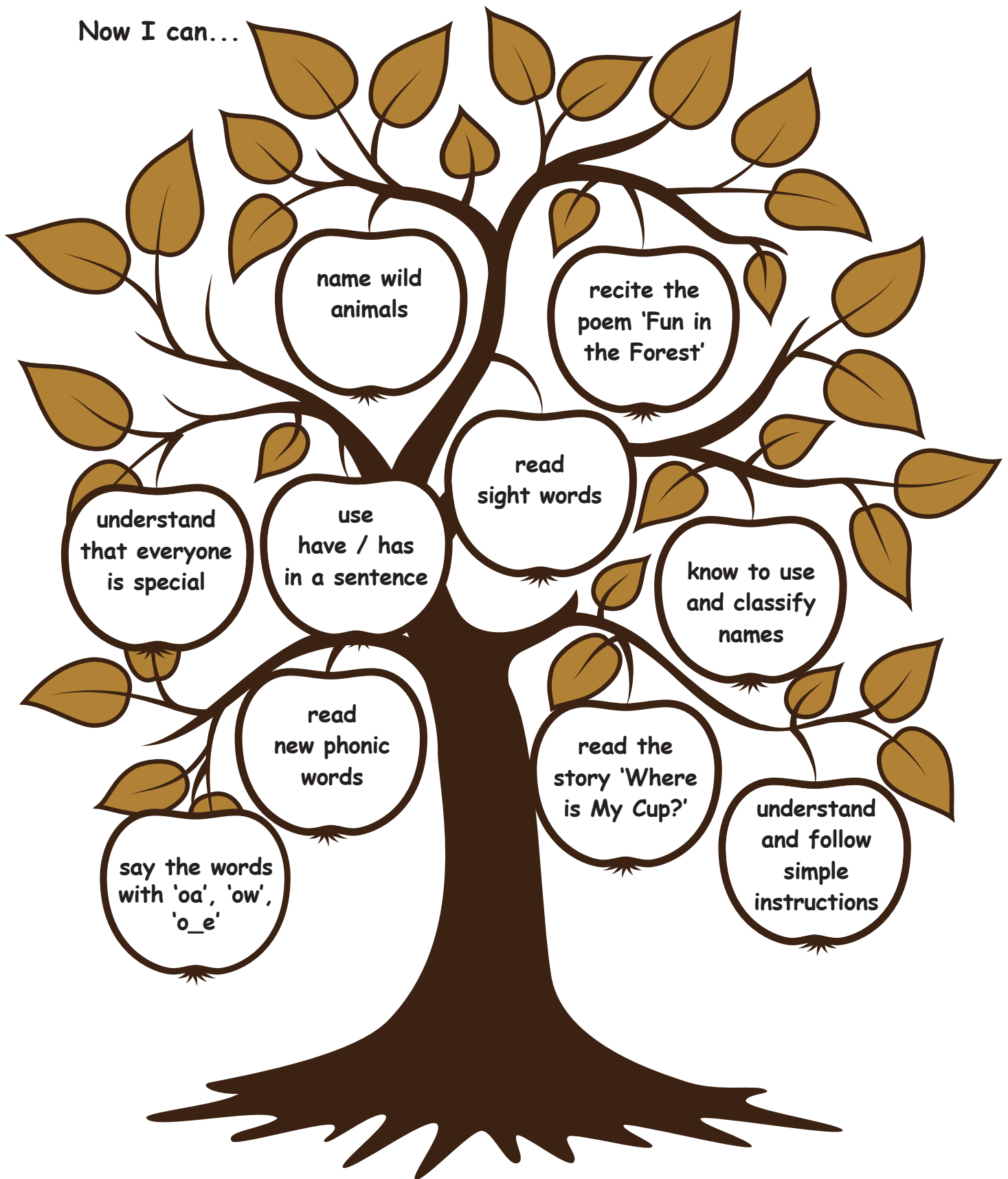
park hen chair school crow Thara beach pig pen  
pencil John Kavya cat ball garden Arun

	Person	Place	Animal	Thing
a.				
b.				
c.				
d.				

6. Recite the poem Fun in the Forest.

## Learning outcome

Now I can...



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

## Acknowledgement

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## Primary English – Class 2, Term -II

### List of Authors and Reviewers

#### Advisory Committee

Uma Raman  
Executive Committee Member  
Vidyodaya School  
Chennai

#### Reviewer

Nagalakshmi B  
ELT Consultant  
Chennai

#### Content Reader

Amalraj M  
B.T. Asst., PMHSS, Zamin Royapet, Kanchipuram

#### Academic Coordinators

1. Ananthi B  
Lecturer,  
District Institute of Education and Training  
Uthamacholapuram, Salem
2. Sudha V  
B.T. Asst.,  
PUMS Salamangalam, Kundrathur  
Kanchipuram

## Art and Design Team

#### Illustration

Ramakrishnan G  
GGHSS, Nungumbakkam, Chennai  
Ramesh Kumar S  
Graphic designer, Adiyakkamangalam, Thiruvavur  
Ravikumar B  
Graphic designer, Erode

#### Graphics & Layout

Tamilkumaran C  
Pakkirisamy A  
Rajesh T

#### QC

Arun Kamaraj Palanisamy  
Kamatchi Balan Arumugam

#### Wrapper Design

Kathir Arumugam

#### Co-ordination

Ramesh Munisamy

#### Authors

1. Rajeena Begum B  
BRTE, Kattankolathur, Kanchipuram
2. Susy K.K  
BRTE, Egmore, Chennai
3. Suresh Kumar C  
BRTE, Kattankolathur, Kanchipuram
4. Saraswathi M  
SGT, PUMS Senneri, Kattankolathur, Kanchipuram
5. Arockia Mary R  
B.T. Asst.,  
Velakurichi, Villupuram
6. Srivathsan Ramaswamy  
Madhi Foundation, Chennai

#### e-content creators

1. Boominathan D  
SGT, PUMS, K.Pudukottai Vaiyampatti, Trichy
2. Rajeshpandi M  
B.T. Asst., GHS, Maravarperungudi, Virudhunagar
3. Dinesh Anand.J  
B.T. Asst., GHS, varagur, Tanjore

#### QR Code Team

R. Jaganathan  
SGT, pums - Ganesapuram, Polur, Thiruvannamalai.

A. Devi Jesintha,  
B.T. Asst, G.h.s, N.m. Kovil, Thirupathur, Vellore.

V. Padmavathi,  
B.T. Asst., GHS, Vettriyur, Thirumanur.

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