

Handbook for Topper

Std-2

RAINBOW
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TERM 1 ENGLISH

General Guidelines

Focus on building basic vocabulary through visual aids, interactive games, storytelling, songs, and repetitive practice, emphasizing pronunciation and simple sentence structures, while incorporating real-life situations and activities that align with their interests and daily experiences; prioritize a playful and engaging learning environment to foster a positive attitude towards the language.

Use colorful pictures, flashcards, and real objects to introduce new vocabulary related to everyday items like colors, shapes, animals, body parts, and family members. Demonstrate actions while saying words to connect meaning with visual cues (eg. “jump,” “clap,” “wave”).

Simple Sentence Structures:

Focus on basic sentence patterns like “This is a...”
“I see a...” “The cat is...”

Repeat simple questions and answers like:
“What is this?” “It’s a ball.”

Play-Based Learning:

Incorporate interactive games like “Simon Says,”
“I Spy,” and “Matching games” to practice vocabulary and sentence structures.

Use fingerplays and action songs to reinforce vocabulary and rhythm.

Storytelling and Reading:

Read aloud simple picture books with repetitive language and engaging illustrations.

Ask basic comprehension questions like “Who is this?”
“What is happening?”

Pronunciation Practice:

Emphasize proper pronunciation of key sounds and words through repetition and clear articulation.

Use tongue twisters and sound-based activities

Daily Routine Activities:

Integrate English into daily classroom routines like greeting, asking questions about the weather, and taking attendance.

Positive Reinforcement:

Offer praise and encouragement for participation and correct responses

Create a supportive and non-judgmental learning environment

Important Considerations:

Adapt to Individual Needs: Differentiate instruction based on students’ learning pace and abilities.

Cultural Relevance: Connect English learning to students’ familiar cultural context and experiences.

Active Engagement: Encourage student participation through hands-on activities and pair work.

Lesson 1: A GOLDEN RULE

The teacher can introduce this poem by reading it aloud twice to the students and asking them to read along. There are many golden rules for a successful life, amongst them, trying their best in everything they do, is essential.

The concept of articles are already familiar with the students. The teacher can reiterate this, by talking about vowels and consonants first. 'The' can be used for something specific or for proper nouns. With many examples of day-to-day items, the teacher can explain how a, an and the are used.

A. Test of Understanding:

1. c 2. b 3. a

B. Complete the poem:

Do your best, your very best,
And do it everyday
Little boys and little girls,
That is the wisest way.

Whatever work comes to your hand,
At home, or at your school,
Do your best with the right goodwill.
It is a golden rule.

Word Development Skill

A. Listen carefully to the poem read out by your teacher. Write down all the rhyming words that you hear. (To be done by the students)

B. Mark the odd word out in each group:

1. cycle 2. plate 3. tree 4. potato

C. Match the meanings:

- work - task sorrow - sadness
hard - not easy shirk - avoid

Grammar Skill

A. Put 'a' or 'an':

1. a 2. an 3. a 4. an 5. a
6. a 7. a 8. an 9. a 10. an

B. Circle the correct option:

1. an 2. a 3. an 4. An
5. a 6. a 7. a 8. an

Fill in the blanks with a, an, or the:

1. The Ganga is a holy river.
2. Take an umbrella when you go out in the rain.
3. The old man cannot become a young boy again.
4. The Earth goes around the Sun.
5. A bird is flying above the clouds.
6. An aeroplane is flying in the sky.
7. He ate an orange, an ice-cream and an egg.
8. My father is reading the Times of India.
9. The Taj Mahal is in Agra.
10. The Sun rises in the east.

Creative Skill

1. The pattern on the aeroplane
2. The picture frame on the table
3. The flower in the vase
4. The window in the picture of the house
5. The mother's bindi

Lesson 2: BHOLU'S DREAM

The teacher can introduce this lesson by asking the class about their dreams and what the children usually dream about.

The teacher can then tell the story in her own words, or even in the native language. Once, the students understand the plot of the story, she can read it aloud to the class once. And ask different students to read one paragraph each to the class.

The concept of nouns can be taught by showing flashcards of common and proper nouns. The children are familiar with the concept of common and proper nouns as they have learnt in the previous lesson.

Test of Understanding

A. Tick the correct answer:

1. (b)
2. (b)
3. (a)
4. (a)
5. (c)
6. (c)
7. (a)

B. Write 'T' for True and 'F' for False against the following statements:

1. T
2. F
3. T
4. F

C. Choose the correct word and fill in the blanks:

- | | | |
|-------------|-----------|-------------|
| 1. beggar | 2. temple | 3. festival |
| 4. chickens | 5. eggs | 6. selfish |

Word Development Skill

Write the words that are opposite to the following words:

- | | | |
|------------|---------|----------|
| 1. outside | 2. down | 3. happy |
| 4. yes | 5. rich | 6. sold |

Grammar Skill

A. Look at the pictures and fill in the blanks with suitable naming words given below:

- | | |
|-----------------------|-------------------|
| 1. elephant, ball | 2. dog, bone |
| 3. aeroplane, sky | 4. children, park |
| 5. teacher, classroom | 6. book, table |
| 7. girl, apple | 8. cow, shed |

Common Nouns and Proper Nouns

A. Circle the common nouns and underline the proper nouns in the following sentences:

- | | |
|-----------------------------|----------------------------|
| 1. common noun: boy | proper noun: Rahul |
| 2. common noun: girl | proper noun: Anjali |
| 3. common noun: river | proper noun: Ganga |
| 4. common noun: country | proper noun: India |
| 5. common noun: city | proper noun: Kolkata |
| 6. common noun: beach | proper noun: Vikram |
| 7. common noun: capital | proper noun: Dispur, Assam |
| 8. common noun: festival | proper noun: Diwali |
| 9. common noun: month, year | proper noun: January |
| 10. common noun: monument | proper noun: Red Fort |

B. Match the common nouns in Column 'I', with the proper nouns in Column 'II':

1. (b) 2. (c) 3. (e) 4. (a) 5. (f) 6. (d)

Lesson 3: MY KITE FLIES HIGH!

The teacher can introduce this lesson by bringing a kite to the class. Talk to the children about whether they have ever flown a kite, and what the experience was like.

Now, the teacher can recite the poem in a sing-song manner that creates better retention. The students can take turns and recite it afterwards.

The concept of masculine and feminine can be taught by asking them questions about their families, friends and people around them. Then, the teacher can show flashcards of animals and their genders and the difference between them. Example - lion/lioness, peacock/peahen.

Then, the concept of one and many can be taught with objects. Since the children are already familiar with the concept, the teacher can bring different objects that end with s, and es in plural form.

Test of Understanding

A. Tick the correct answer:

1. (a) 2. (a) 3. (c)

B. Write 'T' for True and 'F' for False against the following statements:

1. T 2. F 3. F 4. F

C. Complete the poem:

My kite flies high,
I wonder how and why.
With a long tail and wings,
See how my kite swings!
Holding its thread in my hand,
I feel so happy and grand.

D. Match the following:

1. (iii) 2. (iv) 3. (i) 4. (ii)

Word Development Skill

Fill up the missing letters and complete the word:

Kite, thread, happy, badminton, shuttlecock, ball

Grammar Skill

A. Underline the gender naming word in each sentence. Then, tick the correct column.

One has been done for you:

1. Grandmother - feminine
2. Brother - masculine
3. Mare - feminine
4. Girl - feminine
5. Lion - masculine
6. Lady - feminine

B. Rewrite the following sentences by changing the nouns given in colour, to its opposite gender:

1. mother, daughter 2. sister

- | | |
|--------------------|--------------|
| 3. lioness | 4. tigress |
| 5. girls | 6. She, aunt |
| 7. queen, princess | 8. gentleman |
| 9. cow | 10. rooster |

A. Fill in the blanks with the correct forms of the nouns:

- | | |
|-------------|---------------|
| 1. tigers | 2. mats |
| 3. pens | 4. chairs |
| 5. potatoes | 6. trees |
| 7. glasses | 8. goats |
| 9. desks | 10. elephants |

B. The form of the nouns in the following sentences is wrong. Write the correct form in the blank spaces.

- | | |
|------------|------------|
| 1. pens | 2. brushes |
| 3. mangoes | 4. books |
| 5. rabbits | 6. glasses |
| 7. apples | 8. kittens |
| 9. friends | |

Lesson 4: The Kind Prince

The teacher can first talk about how important it is to be kind and ask the students to name instances where they have been kind to someone in the last week. Additionally, the teacher can ask the students to perform one act of kindness today and tell the class what they did, the next day.

The teacher can tell the students the story in their native language first, and read it out twice later. The children can be asked to read along. This can also be enacted in class with children playing the different characters from the story.

The concept of pronouns can be introduced by pointing at different people and things around them and explaining the difference. Since they have a strong hold on masculine and feminine, pronouns can be taught easily.

Test of Understanding

A. Tick the correct answer:

1. (b) 2. (a) 3. (a) 4. (a)

B. Choose the correct word and fill in the blanks:

- | | |
|----------------|-----------|
| 1. kindhearted | 2. garden |
| 3. swan | 4. court |
| 5. ministers | |

C. Write 'T' for True and 'F' for False against the following statements:

1. T 2. F 3. F 4. F

D. Who said it?

- | | |
|---------------------|----------------------|
| 1. Prince Devadatta | 2. Prince Devadatta |
| 3. King Suddhodana | 4. Prince Siddhartha |
| 5. Wise Minister | |

Word Development Skill

A. Look at the pictures and fill in the missing letters:

- | | | |
|-----------|---------|----------|
| 1. Prince | 2. King | 3. Tree |
| 4. Garden | 5. Swan | 6. Arrow |

B. Match the following words with their opposites:

- | | | | | |
|---------|--------|---------|--------|----------|
| 1. (iv) | 2. (i) | 3. (ii) | 4. (v) | 5. (iii) |
|---------|--------|---------|--------|----------|

Grammar Skill

A. Write 'P' for pronouns and 'N' for nouns:

- | | | | | |
|------|------|------|------|-------|
| 1. N | 2. N | 3. P | 4. N | 5. N |
| 6. P | 7. P | 8. P | 9. N | 10. P |

B. Circle the correct pronouns to complete the sentences:

- | | | |
|--------|---------|--------|
| 1. We | 2. He | 3. She |
| 4. You | 5. They | 6. I |
| 7. It | | |

Use of My, Your, His, Her, Their and Our

Fill in the blanks with my/your/his/her/their/our correctly:

- | | | |
|--------|--------|----------|
| 1. our | 2. her | 3. his |
| 4. my | 5. her | 6. their |
| 7. our | 8. his | 9. your |

MATHS

Strategies for effectively teaching math to elementary schoolers:

- * Use hands-on learning methods like building blocks or dice rolls.
- * Incorporate visuals by using props and objects to demonstrate various concepts.
- * Integrate math games into math lessons.
- * Connect math concepts to everyday life using relatable examples.
- * Allow students to explain their reasoning.
- * Give frequent feedback and direction.
- * Reward progress.
- * Personalize lessons.

(Answer keys are provided in the textbook)

EVS

To effectively teach EVS for Std 2 based on the NEP syllabus, focus on hands-on, experiential learning through activities like nature walks, gardening, storytelling, role-playing, and simple experiments, always relating concepts to their immediate environment and using visual aids to make learning engaging and concrete.

Key strategies:

Observe and Explore:

Nature walks: Take students outside to observe plants, insects, birds, and different types of trees in their schoolyard.

Sensory exploration: Encourage students to touch, smell, and listen to different natural elements.

Scavenger hunts: Create a list of natural items for students to find during a nature walk.

Storytelling and Role-Playing:

Animal stories: Use engaging stories about animals to teach about their habitats, diets, and behaviors.

Role-playing scenarios: Act out situations related to environmental care, like recycling or conserving water.

Hands-on Activities:

Gardening: Plant a small school garden and have students help with planting, watering, and harvesting.

Water experiments: Demonstrate the water cycle using simple experiments like evaporation and condensation.

Art and craft: Create nature-themed art using leaves, flowers, and other natural materials.

Community Connection:

Guest speakers: Invite local experts like farmers, gardeners, or animal caretakers to share their knowledge.

Field trips: Visit a nearby park, farm, or recycling center to learn about environmental practices in their community.

Important Concepts to Cover (based on NEP):

Plants and Animals: Different types of plants and animals around them, their basic needs, and their importance in the ecosystem.

Food and Nutrition: Healthy eating habits, different food sources, and the role of plants and animals in providing food.

Water: Importance of water, water conservation, and different sources of water.

Hygiene and Sanitation: Personal hygiene practices and keeping their surroundings clean.

Weather and Seasons: Basic weather patterns, changes in seasons, and how they affect living things.

Family and Community: The role of family and community in environmental care.

Key Considerations:

Age-appropriate language: Use simple vocabulary and concepts that are easy for young children to understand.

Visual aids: Utilize pictures, charts, and diagrams to enhance.

Lesson 1: PARTS OF OUR BODY

The children are already familiar with the external parts of the body, as they covered it in standard 1. But, some new words like ankle, heel and navel, etc. can be introduced by pointing at it. The children can name the external body parts from head to toe, as the teacher calls it out. This can be an interactive exercise.

Now, coming to internal organs, the teacher can ask the students if they know what happens inside their bodies. Each organ can be introduced with a chart/video, and the teacher can talk about what each body part does. The teacher can quiz the students on their internal body parts by asking questions such as - when you run fast, what happens in your chest? Or if you eat bad food, which part of your body hurts?

Exercises

A. Match the following:

- | | |
|--------------|----------------------|
| 1. Thinking | 2. Pumping of blood |
| 3. Breathing | 4. Digestion of food |
| 5. Running | |

B. Fill in the blanks. Take help from the box:

- | | | |
|------------|----------|------------|
| 1. brain | 2. pumps | 3. breathe |
| 4. stomach | 5. Bones | |

C. Answer the following questions:

1. The heart pumps blood to all parts of our body.
2. Our lungs help us to breathe.

3. The stomach helps us to digest the food we eat.
4. Bones give shape to our body.
5. Muscles help our bones to move and do different activities.

Nut Cracker

Our body has five sense organs. Which sense organ is used for each of the following functions?

- | | |
|----------------------------|------------------|
| Eyes : Seeing | Ears : Hearing |
| Nose : Smelling | Tongue : Tasting |
| Skin : Feeling hot or cold | |

Hots: When we are blindfolded, we use our ears to find our friends.

Lesson 2: GROWTH

The teacher can introduce this lesson by talking about how living things grow. As an exercise, the students can measure their height and weight, and compare it in the end of the year, using a chart paper that records it, in class. Additionally, growth can also be seen in plants, and a quick exercise on germination can show growth in a matter of two days.

The teacher can talk about how good food, proper exercise and rest plays an integral role in growing.

Exercises

A. Answer the following questions:

1. A baby becomes a boy when he grows.

2. (a) A boy becomes a man
(b) A girl becomes a woman
3. A man or a woman becomes an old man or an old woman when they grow.
4. We need good food and exercise to grow well.

B. Fill in the blanks: (To be done by the students)

C. Tick the correct answer:

- | | | |
|-----------|------------|------------|
| 1. taller | 2. heavier | 3. smaller |
| 4. older | 5. older | |

D. Tick the things that you can do, and cross those which you cannot:

(To be done by the students)

Nut Cracker: (To be done by the students)

Hots: A caterpillar grows into a butterfly.

Lesson 3: CELEBRATIONS AND FRIENDS

The teacher can first ask the students for what all reasons they get holidays from school, besides the summer holidays. Then, each student can name what they celebrate at home, and what they celebrate in school with their friends.

The teacher can talk about how different people follow different religions, and celebrate different festivals. The teacher must explain that respecting every religion is important. And the teacher can talk about the different national festivals in India that don't involve religion.

Exercises

A. Answer the following questions:

1. Diwali is celebrated to mark the return of Lord Rama and his wife Sita to Ayodhya after 14 years of exile.
2. Christmas is celebrated to mark the birthday of Lord Jesus Christ.
3. The President of India takes the salute on Republic Day.
4. Mahatma Gandhi is known as the 'Father of our Nation'.
5. Onam is celebrated in the Malayalam month of Chingam.

B. Fill in the blanks. Take help from the box:

- | | | |
|-----------------|-------------------|------------|
| 1. Durga | 2. lights | 3. fasting |
| 4. Jesus Christ | 5. Prime Minister | |

C. Collect some pictures of Freedom fighters of India and paste them in the given boxes below:

(To be done by the students)

Nut Cracker

- * Diwali
- * Independence Day
- * Republic Day
- * Dusshera
- * Christmas

Hots: Our national anthem is 'Jana Gana Mana'. It is written by Rabindranath Tagore.

Lesson 4: GOOD HABITS

The teacher can first ask the students about what good and bad habits are. She can note down good and bad habits on the black board. The importance of good habits can be discussed.

The teacher can call out various habits and manners, and the children can say if it is good or bad. The teacher can stick a chart of good habits in the classroom, so that the children see it everyday to reinforce them.

Exercises

A. Tick the correct statement and put a cross against the wrong statement:

1. ✗ 2. ✗ 3. ✗ 4. ✓ 5. ✓

B. Fill in the blanks. Take help from the box:

1. dustbin 2. thank you 3. helpful
4. neat and tidy 5. quarrel

C. Write any five good habits you follow:
(To be done by the student)

Nut Cracker

- * Not being kind to pets: Being kind to pets.
- * Plucking flowers from the garden: Not plucking flowers from the garden.

Hots

- (i) Greeting friend's family members
- (ii) Helping in tidying the area after playing
- (iii) Wishing and thanking them before leaving

Lesson 5: A GOOD HOUSE

The students are already familiar with a house and the rooms in a house. Now, the teacher can talk about how a good house isn't based on its size, but on various other factors.

Cleanliness must be emphasized, along with sunlight and ventilation. The teacher can ask the students what they do, to make their house a good house. And the valuable points can be noted on the blackboard. It is not only important to keep your house clean, but also to not litter when you're visiting other houses.

Exercises

A. Put the following words in the given table:

A Good House: Sunlight, Fresh Air, Clean

A Bad House: Darkness, Dust, Dirty

B. Fill in the blanks. Take help from the box:

1. germs 2. cross-ventilation
3. clean and tidy 4. wire netting

C. Write True or False:

1. T 2. F 3. T 4. F 5. F

D. Answer the following questions:

1. (a) sunlight (b) ventilation and windows
(c) grills and wire netting
2. Sunlight kills germs that cause diseases to us.
3. A ventilator is an opening near the ceiling of the room to let in fresh air.
4. We should have wire netting to keep away mosquitos and insects from our house.
5. A house must have cross-ventilation to allow the air to pass through.

Nut Cracker

- * Wire netting
- * Grills

Hots

- * Prevent water logging
- * Pick up dried leaves
- * Grow more plants

GK

Lesson 1: AMAZING ANIMALS

This lesson can be introduced by showing flashcards of the animals and asking the children where these animals are found. The children can discuss if they've seen them around them, in the zoo, or on TV.

Lesson 2: FLOWERS

The children can be asked to bring a flower to class, and the names of different flowers, including the ones in the lesson, can be discussed.

Lesson 3: BODY ORGANS

Body organs can be introduced by the teacher using a chart. Since this topic is covered in EVS, the students will be able to match the body organs with the pictures. The teacher can ask the students trivia questions such as - what organ helps us breathe, what helps us see, etc..

Lesson 4: SPORTSMEN OF INDIA

The importance of sports and games, and how they help everyone remain active and develop muscles can be discussed. The children can be asked what their favourite sport is, and to name their favourite sports person.

Lesson 5: MUSICAL INSTRUMENTS

The teacher can ask the students what their favourite song is, and what instruments are there in it. The students can also be asked if they play an instruments, and who their favorite musician is.

Lesson 6: ALSO KNOWN AS

The teacher can first introduce the famous Indians in the lesson, and a sentence about what they did. Due to their popularity, they were given some loving names by their followers. And the teacher can talk about what their nicknames are. And to make this session more interactive, the students can also tell the class what their nicknames at home is.

Lesson 7: AMAZING BIRDS

The teacher can introduce the lesson by asking the children if they have seen birds in cartoons and movies, and which their favourite cartoon bird is.

Then, the teacher can explain the features of the birds in the lesson, and the children can guess which bird it is.

Lesson 8: TYPES OF PLANTS

The teacher can ask the students to bring one leaf of a plant in their home. Other students can guess what it is. Now, the teacher can introduce the lesson, and since they have already learnt about trees, creepers, shrubs, herbs and climbers, they can start naming plants in each category.

Lesson 9 : SPORTS WOMEN OF INDIA

The importance of sports and games, and how they help everyone remain active and develop muscles can be discussed. The children can be asked what their favourite sport is, and to name their favourite sports woman.

Lesson 10: FOOD OF ANIMALS

Like humans, animals also need food to grow. Different animals eat different food. The teacher can show a flashcard of a food item, and students can guess which animals eat them.

Lesson 11: FRUITS AND LEAVES

The teacher can ask the children to bring one fruit of their choice as a snack. The students can take turns and draw what they think the leaf of that fruit looks like. The teacher can then dive into the lesson and match the fruits with their leaves.

TERM 2 ENGLISH

Lesson 1: MY WORLD OF BOOKS

The teacher can start this lesson by telling the students about how it is essential to cultivate a strong reading habit using books. The cons of using gadgets such as eye strain, and loss of creativity can also be told.

Once the teacher talks about the benefits of reading, the poem can be read out to the students twice in an animated manner. The children can also take turns and name their favorite story. As an activity, the teacher can ask the students to bring their favourite storybook to class, and the children can exchange it with their benchmate and read a new story.

Adjectives can be taught by showing the children various objects and asking them to describe them.

Test of Understanding

A. Fill in the blanks with suitable words from the box:

- | | |
|-------------|------------|
| 1. better | 2. wonder |
| 3. princess | 4. thunder |

B. Write the rhyming words of the following:

- | | |
|-----------|-------------|
| 1. rest | 2. everyday |
| 3. find | 4. kings |
| 5. wonder | 6. ball |
| 7. books | |

Word Development Skill

Look at the pictures. Rearrange the jumbled words.

- | | |
|-------------|-------------|
| 1. dinosaur | 2. princess |
| 3. toys | 4. books |
| 5. dragon | 6. king |

Grammar Skill

A. Circle the adjectives in the following sentences:

- | | | |
|---------------|----------------|-----------|
| 1. good | 2. black | 3. ripe |
| 4. empty | 5. blue | 6. yellow |
| 7. hot | 8. intelligent | 9. dirty |
| 10. beautiful | | |

B. Fill in the blanks with adjectives that are opposite in meaning to the highlighted adjectives:

- | | | |
|---------|----------|----------|
| 1. cold | 2. fat | 3. short |
| 4. hard | 5. white | |

Lesson 2: ROBIN'S CHRISTMAS SONG

The teacher can begin this lesson by talking about the importance of focusing on vital things. And how having a good friend can help one achieve their goals with utmost focus. The teacher can ask the students what their main distractions are - can be TV, phone, games, and so on.

The teacher can read this lesson, and explain how the bird was focused on singing for the King, and did not get distracted. The children can roleplay and take turns to enact the lesson.

The teacher can introduce -ing words by enacting various actions such as jumping, eating, reading, etc., and the children can guess what it is. It can also be done as a group activity like charades.

The children have learnt adjectives in the previous lesson. This lesson too, has a lot of examples for adjectives – old black cat, cunning fox, early morning, small boy, etc. The concept of adjectives already learnt can again be reinforced.

Test of Understanding

A. Tick the correct answer:

- | | | | |
|--------|--------|--------|--------|
| 1. (b) | 2. (b) | 3. (c) | 4. (c) |
| 5. (c) | 6. (a) | 7. (b) | |

B. Choose the correct word and fill in the blanks:

- | | | |
|-------------|------------|-----------|
| 1. lakeside | 2. morning | 3. wings |
| 4. log | 5. king | 6. Tweety |

C. Match the words that go together:

- | | |
|----------------|---------------|
| cold : morning | window : sill |
| hill : side | court : yard |

D. Who said it?

- | | |
|--------------------|--------------------|
| 1. Robin Redbreast | 2. Black cat |
| 3. Fox | 4. Robin Redbreast |
| 5. The queen | 6. The king |

Word Development Skill

- | | |
|----------------|---------|
| 1. Pigeon | 2. Owl |
| 3. Hummingbird | 4. Duck |

Grammar Skill

A. Underline the verbs or doing words in the following sentences:

1. fly 2. laughs 3. go 4. plays
5. guard 6. sings 7. dance 8. hear
9. does 10. cooks

B. Fill in the blanks with suitable words given in the box:

1. shines 2. runs 3. see 4. eats
5. roars 6. dances

C. Match each noun in the list below with a verb in the other column:

1. croak 2. blows 3. burns 4. roar
5. bark 6. moo 7. chirp 8. neigh
9. trumpet

D. Add -ing to the following words:

1. buying 2. jumping 3. playing 4. crying

E. Drop the -e and add -ing to the following:

1. writing 2. loving 3. changing 4. leaving

F. Double the last letter and add -ing to these words:

1. planning 2. hitting 3. stopping 4. putting

Lesson 3: AT THE SHORE

The teacher can begin this lesson with an interactive session, by asking the students what they commonly

see by the sea. And ask them if they can name a famous beach. Then, the teacher can read the poem out twice, with the students repeating it line after line.

The teacher can stress on the fact that relaxation is just as important as work, and the sea helps people unwind and have fun with loved ones.

Coming to grammar, is, am, and are can be introduced using various props. If it is singular, it is 'is', if it is plural it is 'are' and if it is about one's own self, it is am.

Test of Understanding

A. Tick the correct answer:

1. (b) 2. (a) 3. (c)

B. Complete the following lines:

1. When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
2. My holes were empty like a cup
In every hole the sea came up,
Till it could come no more.

Word Development Skill

A. See the picture. Fill in the missing letter and complete the word:

1. spade 2. shore 3. shell 4. crow
5. snake 6. bucket

B. Select the rhyming word from the table for each of the following words:

1. up : cup 2. sea : me 3. shore : more

C. Write the opposite of the following words:

1. down 2. full 3. go 4. take

Grammar Skill

A. Tick the correct option:

1. (a) 2. (c) 3. (a) 4. (c) 5. (a)

B. Fill in the blanks with is, am, are and the -ing form of verbs given in the brackets:

1. are doing 2. are working
3. is drawing 4. is playing
5. is reading 6. am learning

Lesson 4: A TRUE FRIEND

This lesson can be introduced by talking about the importance of friendship, which the students are already familiar with. Students can be asked about their friends and what they do for them. The story can be read out to the students once. After which, they can take turns and read one paragraph each to the class. Once the children understand the story, it can be enacted.

Was and were can be taught by explaining the past tense. The past tense is used to describe something that has already happened. In the singular form is 'was', and its plural form is 'were'.

Test of Understanding

A. Tick the correct answer:

1. (b) 2. (a) 3. (a) 4. (c)
5. (b) 6. (c) 7. (a) 8. (c)

B. Choose the correct word and fill in the blanks:

1. sweet 2. Pakshiraj 3. tree
4. Pakshiraj 5. Indra 6. friends

C. Who said it?

1. Lord Indra (in the form of a swan)
2. Pakshiraj 3. Pakshiraj 4. Lord Indra
5. Pakshiraj

D. Use 'less' and form opposites:

1. careless 2. helpless 3. aimless
4. homeless 5. restless 6. harmless

Word Development Skill

A. Identify these birds and write their names:

1. Crane 2. Eagle 3. Kingfisher
4. Peacock 5. Swan 6. Parrot

B. What are these places called?

1. apiary 2. aviary

Grammar Skill

A. Tick the correct words in the brackets:

1. was 2. was 3. were 4. was 5. was

B. Fill in the blanks with was/were and ing form of verbs given in the brackets:

- | | |
|-----------------|------------------|
| 1. was sleeping | 2. was doing |
| 3. was walking | 4. were swimming |
| 5. was jumping | 6. were working |
| 7. were having | 8. was eating |

Lesson 5: THE LITTLE PLANT

This lesson can be introduced by asking the students how plants grow. And noting their answers on the blackboard in order of the growth sequence. Next, the teacher can read out the poem twice, and ask the students to recite along with her/him. The students can also draw the various stages of seed germination (cross curricular EVS).

Opposites can be taught by showing flashcards and asking students to guess the opposite. Example: black x white, tall x short, etc. The children are already familiar with adjectives, it can be reiterated by asking them to describe various things they see around them. For example, chalk is white and small, the table is brown and heavy and so on.

Test of Understanding

A. Fill in the blanks with suitable words from the box:

1. seed 2. sunshine 3. raindrops 4. rose

B. Circle the words rhyming with the first word.

- fair beep fight bright

Word Development Skill

A. Make two words with each sound. One is given:

- | | |
|---------------|-----------------|
| a. fail, rail | b. voice, noise |
| c. day, say | d. pour, four |

B. Read and match the words with the correct pictures:

- | | | |
|--------------|---------|-----------------|
| 1. Raindrops | 2. Seed | 3. Little plant |
| 4. Sunshine | | |

Grammar Skill

A. Write the opposites of the following words:

- | | | | |
|---------|---------|----------|------------|
| 1. tiny | 2. wake | 3. light | 4. outside |
|---------|---------|----------|------------|

B. Circle the adjectives in the following sentences:

- | | |
|----------------|-----------|
| 1. kindhearted | 2. tiny |
| 3. sunny | 4. bright |

MATHS

(Answer keys are provided in the textbook)

EVS

Lesson 1: PART OF A PLANT

The teacher can bring a plant and display its various parts to the class. The children can guess the name of each part. Next, the teacher can ask the students to name vegetables or fruits from each category or part.

The children can also draw a plant, colour it, and name its parts as an exercise. As a community activity, the children can grow a plant in class, and take turns watering it, in the days that come.

Exercises

A. Unjumble the following words and write the name of the parts of a plant:

1. Stem 2. Branch 3. Leaves
4. Flower 5. Root

B. Find out the name of any four plants which grow near your house: (To be done by the students)

C. Fill in the blanks. Take help from the box:

1. Root 2. trunk 3. green
4. lotus 5. rose

D. Answer the following questions:

1. Roots help the plant stay upright and collect water and minerals from the soil.
2. Stems support the plant and also help to distribute water and food to all parts of the plant.
3. Leaves help plants to make food.

E. Draw and label the parts of a plant:
(To be done by the students)

Nut Cracker

Which part of the plant is each of them? Write the name:

- | | |
|----------------|-------------------|
| Carrot : Root | Onion : Stem |
| Spinach : Leaf | Marigold : Flower |
| Tomato : Fruit | |

Hots: Answer: Root

Lesson 2: FRUITS, VEGETABLES AND SEEDS

The teacher can ask the students to name the things they see in a vegetable market and draw a picture of what they look like. The students can be asked to bring their favorite fruit or vegetable and tell the class why they like it.

Next, the children can be asked to collect the seeds of the fruit, and plant them at home and see them sprout. As a class activity, the teacher can sprout green gram and grow it in class, the children can track and monitor its growth by noting down its growth pattern in the coming days.

Exercises

A. Write the name of the following:

1. (a) cucumber (b) lady's finger
2. (a) spinach (b) cabbage
3. (a) apple (b) plum
4. (a) banana (b) mango
5. (a) watermelon (b) orange

B. Here are some vegetables. Tick the ones that grow above the ground and cross the ones that grow below the ground:

Tick : Peas, Pumpkin

Cross : Potato, Turnip

C. Answer the following questions:

1. A flower grows into a fruit.

2. Seeds contain baby plants in them.
3. Seeds need air, water, and sunlight to grow into a plant.

**D. Here are some fruits which have been cut open.
Can you draw their seeds?**

(To be done by the students)

Nut Cracker

What can you put in a vegetable salad? Give two examples for each category:

Leaf : Cabbage, lettuce

Root : Carrot, beetroot

Fruit : Tomato, pomegranate

Hots

Which vegetable makes your eyes water while cutting?

Answer: Onion

Lesson 3: USEFUL PLANTS

The teacher can start this lesson by asking students what plants have been useful to them in the past, and how they have been useful. The teacher can talk about how, among all the plants around us, not every plant is useful. The useless plants are the weeds that grow around the useful plants that try to steal their minerals and nutrients. We pull them out.

We use plants for a variety of reasons, from food, to clothing, and furniture, we rely on plants for almost

everything. The teacher can ask the children to name a useful plant, and the class can take turns and name its uses.

Exercises

A. Which part of the following plant do we eat?

1. Fruit 2. Stem 3. Leaf 4. Root

B. Name any five uses of plants:

1. Plants keep the air fresh and clean.
2. Plants give us food.
3. Plants give us fibres like cotton and jute.
4. Plants give us oil, which is used for cooking.
5. Plants give us medicines/furniture.

C. Tick the things we get from plants and cross the things which we do not get from plants.

Tick : eraser, gum, perfume, cotton, paper

Cross : eggs, teacup, mirror, ring, pen

D. Answer the following questions:

1. (a) carrot (b) radish 2. (a) jute (b) cotton
3. (a) chair (b) bed

E. Match them:

Fruits we eat : Mango, Orange

Flowers we eat : Cauliflower, Broccoli

Leaves we eat : Spinach, Cabbage

Seeds we eat : Corn, Rice

Roots we eat : Beetroot, Radish

Nut Cracker

Write the names of the things which can be made from the following plants:

Neem - medicine Rose - perfume
Cocoa Beans - chocolate Bamboo - paper
Coconut - oil

Hots

Dry leaves can be used as manure for plants.

Lesson 4: ANIMAL WORLD

The teacher can start this lesson by showing flashcards of various animals and asking the children to categorise them as wild, domestic, and pet animals.

By teaching the children to be kind and respectful towards animals, the teacher can talk about how exploiting animals is not good. The teacher can slowly begin the lesson by reading it out. Once read, the teacher can ask the students to close their books, and name the food of each animal.

Exercises

A. Name the following:

1. (a) tiger (b) rhino 2. (a) hen (b) duck
3. (a) cow (b) horse 4. (a) dog (b) cat
5. (a) lion (b) wolf

B. Write the name of any two animals from whom we get the following things:

1. Milk : cow, buffalo
2. Eggs : hen, duck
3. Meat : goat, hen
4. Wool : sheep, camel

C. Answer the following questions:

1. Animals that live in the forest are called wild animals.
2. Cow and goat.
3. We should give our pets clean food, water and shelter.
4. Hen and parrot.

Nut Cracker

Animals that can run: horse, dog, camel, cat, tiger, fox

Animals that can fly: eagle, crow, parrot, flamingo

Hots

Which animal would you choose to be your pet if you could live in a jungle, and why?
(To be answered by the students)

Lesson 5: ANIMAL HOMES, BABIES AND SOUNDS

The teacher can start this lesson by talking about the homes we build for animals, and the homes they build themselves. The teacher can call out the names of

various animals, and the students can say if they build their homes themselves or not.

Just like humans have babies, animals also have young ones which have special names. How many names can the children say? And as an activity, the teacher can make the sounds, or play sounds of an animal, and the children can guess which one it is.

Exercises

A. Match the following animals with their babies:

1. (c) 2. (d) 3. (e) 4. (f)
5. (b) 6. (a)

B. Answer the following questions:

1. Wild animals and birds make their homes themselves.
2. Domestic and pet animals live in homes built by us.

C. Here is a word grid in which seven animal sounds are hidden. Find them out and write them in the space given below:

Across: Roar, mew, chirp, grunt, quack, bark

Down: neigh

Nut Cracker (To be done by students)

Hots (To be done by students)

GK

Lesson 1: THE SOLAR SYSTEM

The teacher can introduce the solar system by playing the solar system song and asking the children to sing along. Next, the children can be asked to make a chart of the solar system and the best 3 can be stuck on the walls of the class.

The teacher can go on to give trivia details of each of the planets. And ask the children to guess which planet it is.

Lesson 2: INSECTS

As a home activity, the teacher can ask the children to go to their garden, park or exterior part of their homes, and note down the name of the insects they see. Using Google for reference, the children can draw the pictures of 2 insects.

They can share this with the class, and exchange names of the insects seen by each student.

Lesson 3: FAMOUS INDIANS

The teacher can talk about the British rule in India and how we gained independence because of certain leaders. The children can take turns and name the freedom fighters they know.

After this, the teacher can go in order as given in the lesson and help the children match the famous Indians with their names.

Lesson 4: USEFUL PLANTS

As learnt in EVS, there are various plants around us that are useful. The children can take turns and name them, before the teacher starts the lesson.

Lesson 5: WORLD FAMOUS PERSONALITIES

The teacher can start this lesson by introducing the students to world famous personalities based on the given images. Some more information can be shared on each of the famous personalities.

Lesson 6: ANOTHER NAME

The teacher can ask the children if they can tell the class another name that they are called at home. Similarly, even places have a name that describes them. The teacher can start by talking about how Kerala is called 'God's own country' and then go on to tell them about all the other famous places with another name.

Lesson 7: NEIGHBOURING COUNTRIES OF INDIA

Since this is a completely new concept for the students, quizzing them may not work. The teacher can read the lesson twice and ask the students to read along. And then, the students can be quizzed on the capital and currency.

Lesson 8: STORY

Fairytales as an integral part of childhood. The teacher can plan this lesson by asking various children to learn the plot of a fairytale and recite it in class the next day. Other students can be encouraged to ask questions.

The teacher can go on to tell the moral of each story.

Lesson 9: CARTOON CHARACTERS

This lesson can be introduced by asking children what their favourite cartoon is. And based on popular opinion, a small snippet of the cartoon can be played in class.

Students can also draw the picture of their favourite cartoon character along with one of their quotes as an extra activity.

TERM 3

ENGLISH

Lesson 1: OUR BIG SHIP

The teacher can start this lesson by talking about how innovative and imaginative games can be played if a child is away from digital devices. The teacher can ask the children to name some games that they made up, and to teach the class these games, and play it during break time.

The teacher can now read the poem twice, and ask the students if this is a game, or the characters really went sailing. The teacher can emphasize the rhyming words. Some letters are silent in a word, and the teacher can ask the students if they know any silent letters. Through examples, the usage of has, have and had can be introduced.

Test of Understanding

A. Tick the correct answer:

1. (b) 2. (b) 3. (a) 4. (c)

B. Write 'T' for True and 'F' for False against the following statements:

1. T 2. T 3. F 4. F

Word Development Skill

A. Fill in the missing letters and complete the word:

ship, stairs, pillow, cake, bedroom

B. Match the following:

1. (iv) 2. (v) 3. (i) 4. (ii) 5. (iii)

C. Match the words with their rhyming word:

1. (iii) 2. (iv) 3. (i) 4. (ii)

Grammar Skill

A. Fill in the blanks with has or have:

1. has 2. has 3. has
4. have 5. have 6. have

B. Tick the correct option:

1. (c) 2. (b) 3. (a) 4. (a)
5. (b) 6. (c)

Vocabulary

Underline the silent letter in each word:

- Knee - k Knife - k Girl - r
Curl - r Calm - l Sign - g
Light - g Hour - h

Lesson 2: GOLDILOCKS AND THE THREE BEARS

This story is a common fairytale, and its visual story is available online. The teacher can play a short video of 'Goldilocks and the Three Bears'. Once the children understand the story, they can take turns and roleplay it in class.

The teacher can now introduce position words to the students by showing different objects and placing them

differently to show them how prepositions differ depending on the place. For example, the pencil can be kept on the book, under the book, or inside the book.

Test of Understanding

A. Tick the correct answer:

1. (a) 2. (c) 3. (b) 4. (b)
5. (c) 6. (a) 7. (a) 8. (b)

B. Choose the correct word and fill in the blanks:

1. bear 2. three 3. beautiful
4. porridge 5. tired

C. Write 'T' for True and 'F' for False against the following statements:

1. T 2. F 3. F 4. F

D. Who said it?

1. Goldilocks 2. Goldilocks
3. Goldilocks 4. Papa Bear
5. Baby Bear

Word Development Skill

Match the opposites:

1. (ii) 2. (iv) 3. (i) 4. (vi)
5. (iii) 6. (v)

Grammar Skill

A. Underline the prepositions in the following sentences:

1. in 2. In front of 3. behind
4. between 5. over

B. Tick the correct option:

1. (b) 2. (a) 3. (b) 4. (a)

Lesson 3: AT THE ZOO

The teacher can begin this lesson by asking students what a zoo is and what kind of animals live there. Now, showing flashcards, the teacher can ask the students to identify common zoo animals.

The teacher can read out the poem and tell the students the meaning of the new words. And teach the students about how different animals have unique features that make them stand out. For example: a camel has a hump, a kangaroo has a pouch to carry its young ones, and so on.

The teacher can encourage the children to speak in full sentences by asking them to introduce themselves in front of the class. This introduction can include hobbies, interests, and so on. While they introduce themselves, the teacher can mention the subjects and predicates in the sentences.

Test of Understanding

A. Tick the correct answer:

1. (a) 2. (b) 3. (c)

B. Write 'T' for True and 'F' for False against the following statements:

1. T 2. F 3. F 4. T 5. T

C. Complete the poem:

First I saw the white bear, then I saw the black,
Then I saw the camel with a hump upon his back,
Then I saw the grey wolf, with mutton in his maw,
Then I saw the wombat waddle in the straw.

Word Development Skill

A. Fill in the missing letter and complete the name.

Bear, monkey, camel, wolf, wombat, elephant

B. Match the following:

1. (iv) 2. (v) 3. (i) 4. (ii) 5. (iii)

Grammar Skill

A. Tick the groups of words which are sentences and cross which are not:

1. X 2. X 3. ✓ 4. X 5. X
6. ✓ 7. ✓ 8. X 9. X 10. ✓

B. Rearrange these jumbled words to make meaningful sentences. The first one has been done for you:

1. Sunflower is a flower.
2. India is our country.
3. A cow eats grass.
4. Jumbo was a little elephant.

5. My father is reading a newspaper.
6. A squirrel is sitting on a tree.
7. This is a lion.
8. Disha is writing a letter.

A. Circle the subjects and underline the predicates:

1. Subject: A rainbow
Predicate: has seven colours.
2. Subject: The children
Predicate: are playing in the park.
3. Subject: The notebooks
Predicate: are in the cupboard.
4. Subject: My father
Predicate: is working on his computer.
5. Subject: The boy
Predicate: hid behind the bushes.
6. Subject: The dog
Predicate: is barking.
7. Subject: We
Predicate: waited a long time for the bus.
8. Subject: Mona
Predicate: is a kind girl.
9. Subject: The cat
Predicate: jumped over the wall.
10. Subject: Rahul
Predicate: slipped and fell down.

B. Match the subject with the predicates:

- | | | | |
|--------|--------|--------|--------|
| 1. (b) | 2. (h) | 3. (e) | 4. (a) |
| 5. (c) | 6. (d) | 7. (f) | 8. (g) |

Lesson 4: THE LION'S MINISTER

Recalling the animals learned from the previous lesson, the teacher can tell the children about how wild animals live in the forest. And then, the teacher can read out this lesson, using different voices for different animals.

After this, the teacher can do a skit based on this lesson. The teacher can talk about the concept of belonging, and how apostrophe denotes one's possession. 's is used to talk about a thing belonging to somebody or something.

Test of Understanding

A. Tick the correct answer:

- | | | | |
|--------|--------|--------|--------|
| 1. (a) | 2. (a) | 3. (b) | 4. (b) |
|--------|--------|--------|--------|

B. Choose the correct word and fill in the blanks:

- | | | |
|----------|-------------|--------|
| 1. Samba | 2. minister | 3. big |
| 4. tiger | 5. clever | |

C. Who said it?

- | | | |
|----------|-------------|-----------|
| 1. Samba | 2. Elephant | 3. Chintu |
| 4. Samba | 5. Foxy | |

Word Development Skill

A. Match the animals with their qualities:

1. (b) 2. (a) 3. (d) 4. (c)

B. Look at the pictures and fill the correct letters to get the words:

Giraffe, elephant, lion, fox, tiger, rabbit

Grammar Skill

A. Fill in the blanks with the 's form of the word given in the brackets:

1. Ankit's 2. rabbit's 3. father's
4. uncle's 5. giraffe's

B. Circle the correct option:

1. school's 2. Computer's 3. lion's
4. Sara's 5. Kanika's 6. Raj's
7. grandmother's

Lesson 5: Mr. FOX COMES TO THE RESCUE

This lesson can be introduced by talking about animals and how they survive. The teacher can quiz the students by asking them where different animals live and what they eat. Next, the lesson can be read out to the students twice, and the class can take turns and read the lesson paragraph by paragraph.

The teacher can now introduce conjunctions to the students by saying that there are certain words that

connect two parts of a sentence. Examples can be written on the board, and children will have to find the right word to connect the sentences.

Example: I ate ice cream. I ate chocolate. (and)

Do you want a pencil? Do you want a pen? (or)

Test of Understanding

A. Tick the correct answer:

1. (c) 2. (b) 3. (a) 4. (c)
5. (a) 6. (b) 7. (a)

B. Choose the correct word and fill in the blanks:

1. Peepal 2. intelligent 3. shocked
4. crows 5. ornament 6. snake

C. Write 'T' for True and 'F' for False against the following statements:

1. T 2. F 3. F 4. T

D. Who said it?

1. Fox 2. Crows 3. Crows 4. Fox

Word Development Skill

1. Queen 2. Fox 3. Necklace 4. Crow

Grammar Skill

A. Underline the conjunctions in the following sentences:

1. and 2. because 3. but 4. or
5. but 6. or 7. and 8. and

B. Tick the correct option:

1. but 2. because 3. but 4. and
5. or 6. but 7. because 8. and

Communication Skill (To be done by the students)

MATHS

(Answer keys are provided in the textbook)

EVS

Lesson 1: AIR

The teacher can start this lesson by reminding students that air can be felt by blowing a balloon, and switching the fan on and off. Next, the teacher can ask the students if they have felt the air is better in certain places, if yes, which is that place?

Now, the teacher can introduce pollution, by talking about how air can have some bad particles in it due to various reasons, and that causes pollution. The teacher can now quiz the students on how to avoid pollution and ask them to sit in groups and make a chart regarding the same. This chart can be stuck in class for better recall.

Exercises

A. Fill in the blanks. Take help from the box:

1. Smoke 2. microscope 3. water vapour
4. storm 5. wind vane

B. Answer the following questions:

1. Air contains gases, vapour, and many small particles of dust and ash.
2. Smoke comes out of factories and vehicles. It is also caused while burning something or cooking.
3. Oxygen is a gas that is necessary to live. And carbon dioxide is a gas that is harmful to us.
4. Moving air is called wind.
5. A strong wind is called gale.

C. Find five things that the air contains, from the word search:

Across: water vapour, dust, pollution, smoke

Down: gases

D. Collect at least five pictures of things which cause air pollution. Paste them here:

(To be done by the students)

Nut Cracker

Burning wood, etc. : Recycling wood

Using petrol and diesel : Electric vehicles/cycling/walking

Burning plastic : Reusing plastic/disposing it properly

Hots

If the air is dirty, we must wear a mask. And take steps towards preventing pollution.

Lesson 2: WATER

The teacher can start this lesson by reintroducing uses and sources of water, and the importance of clean water. The children are already familiar with this concept.

The three states of water can be introduced by showing flashcards of ice, boiling water, and normal water. As an activity, the children can be asked to go home and note down how much time it takes for water to boil, and freeze.

Exercises

A. Fill in the blanks. Take help from the box:

1. solid 2. gaseous 3. rain 4. evaporation

B. Answer the following questions:

1. Solid, liquid, and gas are the three states of water.
2. When we heat water, steam or water vapour is formed.
3. The process of changing water vapour back into water is called condensation.
4. Rain and wells are two sources of water.
5. Water can be cleaned by boiling or filtering.

C. Look at each picture given below. Tell whether it is in evaporation or condensation process.

- | | |
|-----------------|----------------|
| 1. Condensation | 2. Evaporation |
| 3. Condensation | 4. Evaporation |

D. (To be done by the students)

E. Complete the crossword shown below. You can select words from the box given:

Across: 1. River 2. Steam

Down: 3. Rain 4. Germs 5. Wells

Nut Cracker

1. Collect rainwater
2. Reuse kitchen water for watering plants
3. Turn off the tap while brushing your teeth
4. Fix water leaks
5. Take shorter showers

Hots

How can we keep water sources clean? Discuss with your friends and write any two steps.

1. Do not pollute water sources
2. Help in cleaning water sources
3. Use less chemical fertilizers

Lesson 3: MEANS OF COMMUNICATION

The teacher can start this lesson by talking about how important communication is. Whether it is to our parents, teachers or friends, we can have meaningful relationships only with effective communication.

Other than face-to-face communication, there are many ways to connect to people. Ask the students to name some ways they talk to people, and get to know

information. Then, the teacher can read the lesson. As an activity, children can be asked to write and fill in a postcard in class and give it to somebody.

Exercises

A. Which of the following is the fastest and slowest means of communication?

Fastest: Telephone

Slowest: Postcard

B. Circle the odd one out:

Train Pencil Parrot

C. Match the following:

1. Address 2. Sports Page 3. Channel
4. E-mail 5. Number

D. Answer the following questions:

1. Sources that we use to communicate are called means of communication.
2. (a) Newspaper (b) radio (c) television
3. (a) Computer (b) Smartphone

E. Fill in the following to give information about yourself: (To be done by students)

Nut Cracker

Which means of communication will you use?

1. Newspaper 2. Telephone
3. Television 4. Email

Hots

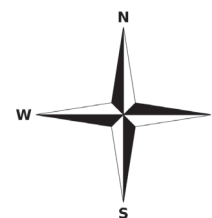
We use a smartphone to click and send pictures instantly.

Lesson 4: DIRECTIONS

The teacher can explain the concept of directions by showing the children the map of India and its directions, as well as bringing a compass to the class. Additionally, the teacher can also take real-time examples such as, the ground is to the north of the classroom, the bus is towards the south, and so on.

Next, the teacher can also show the students how to use Google Maps.

A. Write the directions North, South, East, and West on the signboard:



B. Write True (T) or False (F):

1. F 2. T 3. T 4. T 5. F

C. Answer the following questions:

1. (a) North (b) South (c) East (d) West
2. (a) East (b) West
3. The direction towards our head is the top.

D. Make a list of at least two places in each direction of your classroom. Compare your answer with that of your classmates.

(To be done by the students)

Nut Cracker (To be done by the students)

Hots

We use a map to find the directions to a new place.

Lesson 5: SEASONS

The teacher can start this lesson by talking about how the weather is constantly changing. Seasons change due to the revolution of the Earth around the Sun. The teacher can ask the students what footwear they wear to school, and why it changes at different times of the year.

When it is monsoon, it rains and we need the right footwear and protective gear. During summer, we wear light clothes. And ask them, what else they do differently at different times of the year.

Exercises

A. Write (S) for the things used in summer and (W) for things used in winter.

Fan - S

Air-conditioner - S

Sweater - W

Ice-cream - S

Gloves - W

Woollen Cap - W

Cold drink - S

Room heater - W

B. Fill in the blanks. Take help from the box:

1. winter 2. spring 3. autumn
4. rains 5. summer

C. Answer the following questions:

1. (a) summer (b) winter (c) autumn
(d) spring (e) monsoon
2. It is hot during the summer season.
3. It rains during monsoons.
4. Winter is the cold season, where the sun does not shine too brightly. Cold winds blow throughout the day.

D. Write five sentences about a rainy day:

1. The sky is very cloudy on a rainy day.
2. The roads are wet and filled with puddles.
3. We need an umbrella or raincoat to keep us dry.
4. We choose indoor activities and stay inside when it rains.
5. Rainy days help the plants to grow.

E. Draw two things that you use in the summer season. Write their name also.

(To be done by the students)

Nut Cracker (To be done by the students)

Hots (To be done by the students)

Lesson 6: THE EARTH AND THE SKY

This lesson can be taught by asking the children what they see when they look up at night and during the day. Then, videos can be shown to explain how it becomes night and day, and what causes it.

Once the videos are shown, another video on the revolution of the Earth around the sun can be shown. The activity involving a globe and a torch can also be done by the students in class.

Exercises

A. Colour and label the drawings of the Sun, the Earth and the Moon. (To be done by students)

B. Match the following:

1. (d) 2. (e) 3. (a) 4. (b) 5. (c)

C. Answer the following questions:

1. The Earth takes 24 hours to rotate on its axis once.
2. The rotation of the Earth on its axis causes day and night.
3. (a) Full Moon (b) New Moon
4. The movement of the Earth around the Sun causes seasons.
5. Neil Armstrong was the first man to walk on the Moon.

D. Draw various phases of the Moon.
(To be done by the students)

Nut cracker

1. Lunar eclipse 2. Solar eclipse

Hots

Daytime is longer during summer as the Earth is tilted towards the Sun.

GK

Lesson 1: ENDANGERED ANIMALS

The teacher can start this lesson by asking children to name one animal from every alphabet. And give extra credit to the children that name rare animals.

The teacher can also quiz the students about what uncommon animals they know. Once this is done, the lesson can be taught. The teacher can show flash cards of endangered animals.

Lesson 2: SOUND OF ANIMALS

The sound of animals can be recalled by playing Old McDonald Had a Farm, so this song covers most of the farm animal sounds.

The teacher can now show pictures of various animals and ask the children what sound it makes. And can play these sounds as an audio clip to help them understand better.

Lesson 3: MEANS OF COMMUNICATION

The teacher can explain communication now, and how it was in early times. Using a flow chart of sorts, the

teacher can explain the evolution of communication, from pigeons/messengers on horseback and postcards, to smartphones and computers, in chronological order.

Then, the teacher can explain the features of each mode of communication given in the textbook.

Lesson 4: MEANS OF TRANSPORT

Since this is a familiar topic for the students, the teacher can ask them various questions about their day-to-day. How do they go to school? How does their family that live abroad visit them? How do they visit their relatives staying far away and so on.

Lesson 5: ODD ONE OUT

Teacher can explain the concept of odd one out by giving some examples on the board. And once the concept is understood, the children can be asked to name the pictures in each row and identify the odd one out.

Lesson 6: TRAFFIC SIGNS

The teacher can explain the importance of traffic rules to be safe and avoid accidents. The teacher can ask the students what are some traffic signs that they have seen, and note them on the board.

Now, the teacher can dive into the lesson, and also play a short video featuring traffic signs.

Lesson 7: HOMOPHONES

The teacher can first ask the students if they know any homophones. Familiar ones like sun, son, and ear, year etc, can be introduced to the students.

Once they understand the concept of what a homophone is, they can dive into the lesson.

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