Chant II

Textbook of English for Class II

The Jammu & Kashmir
State Board Of School Education
Srinagar / Jammu



Chant II

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Foreword

It is a moment of pleasure to place *Chant II*, the new English textbook for Class II, in the hands of our dear children. This coursebook-cum-workbook is supplemented by *A Handbook of Teachers' Resources*. *Chant II* draws its contents from the experiences of teachers and the scenario of English language learning at the grassroots in J&K. The textbook also relates to a child's life both at home and at school as it has relied on the experiences of children who are introduced to a new world of language. Given the broad canvas of the textbook, it is fervently hoped that children will be gradually trained in the four skills of language i.e. listening, speaking, reading and writing. The guidelines laid down in the National Curriculum Framework 2005 have been kept in mind while preparing this textbook. However, the prevailing education system at the grassroots has also contributed in deciding the contents of the textbook.

I am highly grateful to the team of experts who spared their valuable time in preparing this textbook. I place on record my gratitude to Mr. Reyaz Ahmed, Secretary, JKBOSE for his support and cooperation, Dr. Farooq Ahmed Peer, Director Academics for supervising the development of this textbook and Ms. Naila Neelofar, Assistant Director, Academics for her painstaking efforts in bringing out this textbook. I also extend my thanks to Mr. Abdul Wahid Makhdoomi, Joint Secretary, Publication for publishing this textbook.

Suggestions from all quarters, especially the stakeholders, are always welcome to improve the textbook.



Prof. Veena Pandita
Chairperson

Introduction

Ch ant-II coursebook-cum-workbook has been prepared keeping in mind the activity-based approach. The aim is to relate carrying out of tasks to actually use language while performing it. By doing so, it is expected that children will be able to read simple words and sentences. In the contemporary world, English as a global language, is a key to all knowledge. The non-native context poses some challenges to the learning of this language. *Handbooks of Teachers' Resources* for classes I and II explain the whole rationale behind the development of such kinds of textbooks. I hope the language learning material provided in this coursebook will meet the demands of the learners. A team of experts teaching at the grassroots with experience in curriculum development have been instrumental in the production of this textbook. It is hoped that the textual material will prove to be interactive, relevant and useful for the learners, and, therefore, help them achieve their goals of English language learning.

Mr. Reyaz Ahmed
Secretary



Chant II

Acknowledgement

This acknowledgement is in continuation with the one in *Chant I. Chant II* is based on NCF 2005 and the learning outcomes defined by NCERT. It promotes the learner centred approach by enabling the child to construct knowledge. It gives the teacher enough freedom to tackle the classroom. This coursebook-cum-workbook encourages the activity-based approach, and draws learners' attention to language use by increasing their motivation and confidence levels. It aims to impart learning of all the four skills of language i.e LSRW.

Many new features have been included in the textbook to make it more interactive, student-friendly and result-oriented. The design of assessment and the time duration to complete a chapter is not in any way definitive and the rationale behind incorporating these in *A Handbook of Teachers' Resources* is to seriously facilitate changes in the assessment and evaluation pattern to make the teaching of English effective and result oriented at the grassroots. The teachers can develop their own scheme and plan keeping in mind the level of their class.

Apart from using the creative commons, the materials for *Chant II* were developed in a series of discussions and workshops held by the Academic Division. It has not been possible to trace the names of authors in some rhymes and it will be a pleasure to hear from them. I acknowledge the hard work put in by the team of subject experts. I am also grateful to the teachers who gave us their feedback to develop a more relevant and need based coursebook, and, therefore, bridge the gaps.

I am highly thankful to Prof. Veena Pandita, Chairperson and Mr Reyaz Ahmed, Secretary for their support and cooperation. I am highly grateful to Ms Naila Neelofar, Assistant Director, Academics for putting in the best of her efforts in coordinating the development of this textbook. I also thank Syed Qamar-ud-Din, Academic Officer and Naseer Ahmed,



Head Assistant, JKBOSE for extending their cooperation.

I especially thank Gulzar Ahmed Rather for designing most of the illustrations of this coursebook. Thanks is also due to Mohammad Ulfat Anjaan for the rhymes. If any of the acknowledgements have been inadvertently missed, the same will be incorporated in the next edition.

The subject experts who participated in the series of workshops are as follows:

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Syed Hamid Bukhari,	Teacher,	GBHS, Narbal
Mohammad Younis,	Teacher,	Zone Qazigund
Gulzar Ahmed Rather,	Teacher,	Zone Tahab, Pulwama

I sincerely thank the following subject experts for their feedback and suggestions which enriched the textbook.

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Director Academics

Graphic Designer Showkat A Baba of Professional Graphics, Srinagar, M:9419974394/7006609433 E:abstract078@gmail.com



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Content Overview

Chapter	Listening	Speaking	Reading	Writing	Vocabulary	Values	Activity	Grammar	Suggested Time Schedule
My Mom	Listening to the poem	Singing the rhyme Talking about mother Production of [aɪ] sound	Reading poem New words	Writing simple words	New words		Hand printing Pasting Drawing		12 days
Our Helpers	Listening to the text for comprehension	Speaking about oneself and others Singing rhymes	Reading short sentences	Fill ups Simple sentences	New words Sight words	Understanding the dignity of different professions	Drawing Singing a rhyme Role play	Use of "a" and "an"	16 days
Rain	Listening to the poem	Singing the rhyme Informal talk about weather Production of [eɪ] sound	Reading poem New words	Fill ups	New words		Making paper boats Colouring Making an umbrella Categorization of words		7days
The Snow Adventures	Listening to the text for comprehension	Talking about games	Reading short sentences and text	Writing simple sentences Fill ups	New words Sight words	Team work	Identification of sounds Making a snowman / snow woman Word search	Naming words	15 days
Let's Play	Listening to the poem	Singing the poem Informal talk about games Production of [ɔɪ] sound	Reading poem New words	Writing simple words	New words		Talking about pictures Performing actions Enacting		10 days
Birbal's Wit	Listening to the text for comprehension	Talking about family	Reading short sentences and text	True/False Writing simple sentences	New words Sight words		Understanding adjectives and their comparative forms	Adjectives	12days



Shapes	Listening to the poem	Singing the poem Talking about shapes Production of [əʊ] sound	Reading poem New words	Simple Words	New words		Making shapes Making birthday cap		12 days
The Wind and The Sun	Listening to the text for comprehension	Retelling the story	Reading the text New Words	Writing simple words and sentences	Sight words New words	Understanding abilities	Tug of War Role play Word Association	Gender	15 days
My Senses	Listening to the poem	Singing the rhyme Informal talk about food and sense organs Production of [aʊ] sound	Reading poem New words	Matching	New words		Classifying words according to taste and touch Identifying different senses		10 days
The Fox and the Chick	Listening to the text for comprehension	Retelling the story Talking about animals	Reading the text New Words	Fill ups Writing simple words and sentences	Sight words New words	Helping each other	Speaking about pictures Role play Making masks	Number	18 days
My Beautiful Tree	Listening to the poem	Singing the rhyme Talking about trees Production of [ɜː] sound	Reading poem New words	Writing simple words	New words		Drawing, colouring and pasting Memory Games		10 days
Our Chinar Tree	Listening to the text for comprehension	Talking about trees	Reading the text	Writing simple sentences	Sight words New words	Protecting trees	Labelling Memory Games	Preposition	18 days

*Listening should be supplemented by other related material. Refer to *A Handbook of Teachers' Resources, Chant II*

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My Mom

In this chapter the learners are expected to



- sing the poem with actions
- identify rhyming words
- pronounce words with the sound [aɪ]

Warm-up Activity

- The teacher will bring some chart papers and paste them on the wall. She will put some water colours in a shallow container.
- She will ask the children to dip their hands in the container and make a handprint on the chart.
- Once all the handprints are dry, the children will write their mothers' names below their handprints.





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Now listen to the poem. Your teacher will read it aloud for you.

Wonderful, wonderful, my mom is wonderful
Sweet you are, your love so bountiful.
You sang me rhymes when it was night
Under the stars shining bright.
I threw a fit or wrote on the wall
And shattered windowpanes with my ball.
I remember the handprints on the wall
And scattered litter in the hall.
All you do, you do with love
You are a special gift from above.



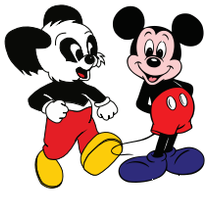
Chant II

New Words

The teacher will help the students to read the following words with proper pronunciation.

wonderful	bountiful	shine
bright	shatter	windowpanes
handprints		

Let's Talk



- What is your mother's name?
- What does your mother do for you?



Let's Write

Fill in the blanks using the words given below.

ball	rhymes	handprints

I. The mother sang _____

ii. The child makes _____ on the wall.



Chant II

iii. The child plays with the _____



Activity Time

All About Mom.

Paste / draw your mother's picture

This is my mom.

My mom is _____ years old.

She likes to eat _____

.

The best thing she cooks is _____

.

Her favourite colour is _____

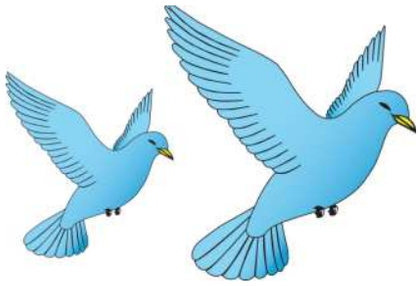
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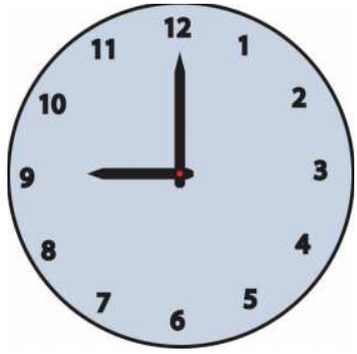
We like to _____ together.



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Off to the Language Lab





Oh, my My!
Tell me why
Birds fly
In the sky

With a friend of mine
I went to dine
In a resort fine
When the clock struck nine

Let's Practise

cry	my	July	bike
dry	fly	rely	hike
fry	ply	deny	like
pry	sly	guy	mike
try	spy	buy	spike



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Rhyme Time

God bless you, my mother dear!
When you are there, I have no fear.
All my sorrows with you I share
You are warmth, love and care.



Chant II

Join the dots and write the words

my cry July spike

my cry July spike



Chant II

Join the dots and write the words

fry sly guy bike

fry sly guy bike

W5Y5C1

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Our Helpers

In this chapter the learners are expected to



- read simple words and sentences
- name people who help us
- role play different helpers
- use a/an with words

Warm-up Activity

- Draw the picture of a person who helps you.

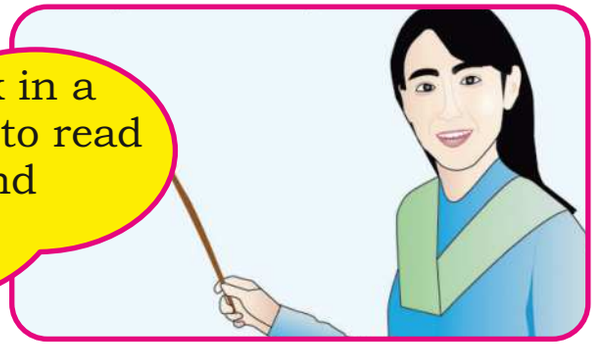
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Dear children, different people help us in different ways. Today, we are going to meet some of these people.

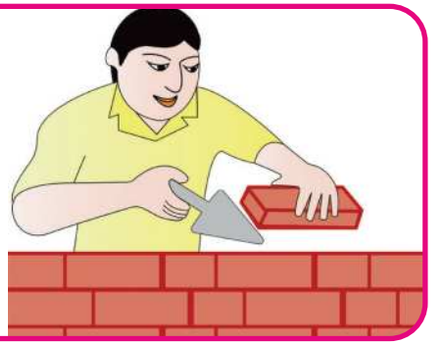
I am a teacher. I work in a school. I teach children to read and write. I sing and play with them.





I am a dentist. I take care of people's teeth.

I am a mason. I build houses and other buildings.





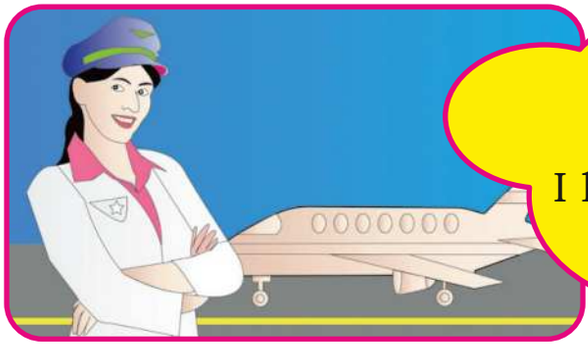
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I am a car mechanic.
I work in a workshop.
I repair cars.

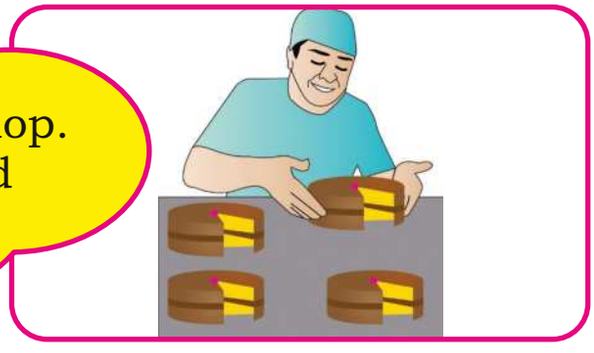
I am a firefighter.
I put out fires.
I save people from fire.





I am a pilot.
I fly aeroplanes.
I help people to travel all
over the world.

I am a baker.
I work in a bakery shop.
I bake biscuits and
cakes.





Chant II

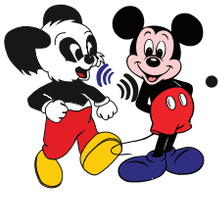


I am a potter.
I make pots of different
shapes from clay.
I make them on
the potter's wheel.

New Words

dentist	mason	mechanic
bake	pilot	repair
potter	firefighter	potter's wheel

Let's Talk

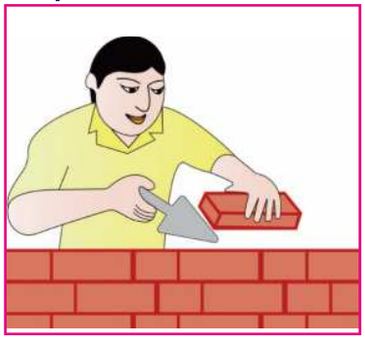


- What do you want to be when you grow up? Why?
- Do you remember when someone helped you or when you helped someone? Tell your classmates about it.



Let's Write

- Write the missing letter



M ___ son



P ___ tter



___ urse



___ olice man



Post ___ an



Hairdres ___ er



Teache ___



Tail ___ or

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Fill in the blanks using words from the box.

Hairdresser	Milkman	Shoe maker
Farmer	Doctor	Driver













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Answer these questions.

1. Who teaches you in the school?

2. Who repairs cars?

3. What does a dentist do?

4. What does a mason do?



Chant II



Activity Time

I

The students will play 'Who am I'?

- Write the activities of helpers on a paper sheet. For example, 'I teach children'.
- Call students one by one and ask them to read it aloud.
- The other students will guess the helpers and say their names aloud.
- Continue till all the students have participated.

II

Role-play

- Divide the students into two groups.
- Let the students introduce themselves.
- Let them act different roles like one of a tailor, driver etc. e.g. I am a tailor.

  I stitch clothes like shirt, shalwar, pants etc.

  I also mend old clothes.
- Ensure all students act and speak.



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Grammar in Context

Aruna Goes for Shopping (a/an)

Aruna went to a stationery shop with her Grandma. She bought a pencil and an eraser. She wanted to buy a notebook and an inkpot also. Grandma did not have enough money to buy these things. She promised her to buy them tomorrow.

Grandma bought her an ice-cream. It started raining. Aruna said, "There is an umbrella in the shop". She bought it and saved herself from getting wet. She returned home and finished her homework quickly.

Look at the following group of words from the text.



a stationery shop a pencil an eraser

a notebook an inkpot an ice cream

an umbrella

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The underlined words, a and an, are articles.

We use 'a' with singular nouns that begin with consonant sounds and 'an' with singular nouns beginning with vowel sounds.

Complete the following sentences writing 'a' or 'an' in the blanks.

1. I bought _____ ball yesterday.

2. Arif ate _____ orange in the morning.

3. Ravi gave me _____ toffee.

4. My father is _____ farmer.

5. _____ apple a day keeps the doctor away.



6. Do you have _____ umbrella?

7. We should eat _____ egg daily.

8. I do not have _____ inkpot.

9. I am _____ student.

10. Please, give me _____ pen.

Read Aloud

Sight words

the	tell	birds
took	went	when
clock	struck	restaurant



Chant II



Name: **Roll No.:**

Skills and Values	Tick the stars
Punctuality	
Listening	
Speaking	
Reading	
Writing	
Participation	

Teacher's remarks:

For star rating please refer to A Handbook of Teachers' Resources, Chant II.



Rain

In this chapter the learners are expected to



- sing the poem with actions
- practise and learn the spelling of new words
- pronounce words with the sound [eɪ]

Warm-up Activity

- The teacher will first show students how to make a paper boat.
- She will then distribute sheets of paper among students and ask them to make paper boats.
- She will help them wherever they need help.





Chant II

Rain



The rain is raining all around,
It falls on field and tree;
It rains on the umbrellas here
And on the ships at sea.

R. L . Stevenson

New Words

rain	around	field
umbrella	ship	sea

Chant II

Let's Talk



- Do you like to stay indoors or go outdoors on a rainy day? Why?
- If you stay indoors, what do you like to do?



Let's Write

Fill in the blanks using the words given below.

all	trees	umbrella

1. It is raining _____ around.

2. People use _____ in rain.

3. Rain falls on field and _____

- Say and write two words that rhyme with the words given in each line.

1. cat bat _____ _____
2. ship zip _____ _____
3. all ball _____ _____
4. ill bill _____ _____



Chant II



Activity Time

I

- Drill the words and place them in appropriate column

sweater	muffler	shawl	t-shirt
ice-cream	swim suit	jacket	goggles
leaves	flowers	green grass	umbrella
gloves	paper boat	raincoat	snowman
suncap	rainbow	sunflower	scarf
boots	scarecrow	sled	skates

Spring	Summer	Autumn	Winter	Rainy season



II

Colour the umbrella and label the colours.



III

Follow the steps to make an umbrella.

- Take a piece of chart paper.
- Draw a big circle in the centre with a pencil.
- Cut the paper circle in two halves.
- Let the children colour, paint and decorate it.
- Take a straw or a light stick covered with paper.
- Make the handle of the umbrella with it.
- Your umbrella is ready.



Chant II

Off to the Language Lab



Hello, Jake!
Wake! Wake!
Let us bake
A yummy cake.



Pull the chain
To stop the train
Don't be vain
Help in pain.

Let's Practise

cage	bake	rain
page	cake	gain
rage	lake	main
sage	make	pain
wage	take	vain
stage	brake	plain

Join the dots and write the words

rage sage bake cake

rage sage bake cake



Chant II

Join the dots and write the words

rain gain pain vain

rain gain pain vain

M6X7I8

Chant II

The Snow Adventures

In this chapter the learners are expected to



- read and understand the text
- develop vocabulary related to snowy weather
- describe a snowman / snow-woman
- understand the concepts of the noun and the pronoun

Warm-up Activity

I1C1T2

- Let all the children stand in a circle.
- The teacher will stand in the centre.
- She will produce or play random sounds and ask the children what each sound is.
- The children may respond by saying something like tick tick or ting tong or any meaningless word related to the sound.
- Let some children also produce sounds and the rest of the children will identify them.
- Finally the teacher will ask the children to listen to the surrounding sounds and share with the class what sounds they heard.



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Let's Read



It was a cold winter morning. Ali woke up and looked out of the window. Snow had fallen during the night. It had covered everything in white. Ali was so happy. He wanted to go out and play in the snow.

After breakfast he put on his pheran and muffler and ran outside. The snow had piled up very high along the street. Ali walked on the snow. Crunch, crunch, crunch!



His feet sank into the snow. He walked with his toes pointing out. He walked with his toes pointing in. Then he made tracks in the snow with his feet. And he found something sticking out of the snow. It was a stick. It looked





just right for smacking a snow-covered tree. Smack, smack, smack! Down fell the snow – plop, plop, plop!

Ali thought it would be fun to join the big boys in their snow fight, but he knew he wasn't old enough – not yet. So he made a smiling snowman.

He pretended to be a mountain-climber. He climbed up a big tall mountain of snow and slid all the way down. He picked up a handful of snow. He packed it round and round and made a snowball.



Then he went into his warm house. He told his mother all about his adventures while she took off his wet socks. She gave him warm milk to drink and sandwiches to eat. Ali was still thinking about his snow adventures.



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New Words

adventures	piled	pheran
sink	sticking	smacking
pretended	slid	took off
sandwiches		

Let's Talk



- Do you want to go out when it is snowing or raining ?
- What games do you play in winter?
- What are the games that you play at school.?
- What is your favourite game.?
- Who is your favourite player.?



Let's Write



• Fill in the blanks with the appropriate words.

snow	cold	milk
play	stick	smacked
climbed		

I. Ali woke up on a _____ morning.

ii. The _____ had fallen during the night.

iii. Ali wanted to _____ in the snow.

iv. He found a _____ in the snow.

v. Ali _____ the tree with the stick.



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vi. Ali _____ a tall mountain of snow.

vii. His mother gave him warm _____ to drink.

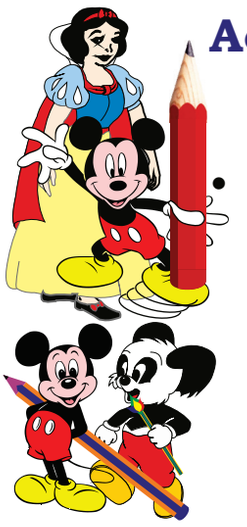
Answer these questions.

1. How did Ali feel when he saw everything covered with snow?

2. What did Ali do on seeing the snow?

3. Write two things Ali did during his snow adventures.





Activity Time

I

- Take a sheet of black craft paper. Paste some dry leaves and twigs to show winter season. Then use finger printing to show a snowfall. Paste it on the activity wall.

II

- Make a snowman/snow-woman puppet. Take a disposable glass. Place it upside down.
- Cut a strip of double-sided tape and put it on the bottom side of glass. Fix a paper ball made of waste paper over the disposable glass right over the tape.
- Use black wool to make hair. Stick bindis or draw eyes, nose and lips with sketch pens to give features of a face.

Let the children describe the snowman/snow-woman in their own words.



Chant II

II

Word search

Search and colour the words related to winter.

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

III

Circle the picture related to snowfall.



Chant II

Grammar in Context

Out In The Garden (Naming Words)



In a garden, a girl named Simran was sitting on a bench. She was reading a book. Her brother, Raja, was playing nearby. He was playing with a ball. A parrot and a sparrow flew over his head. There was a small lake near the garden. Cows and dogs were standing near the lake. There were many fishes in that lake. After some time, their father came there. They went to the bus stand. The bus came. The father took them in the bus and they went home.

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Read the following words.

garden	girl	bench

Garden is the name of a place, a girl is a person and a bench is a thing. Such words are called naming words or nouns.

Words used in place of nouns are called pronouns. For example: she, he, they, etc.

- From the above paragraph find the nouns and write them below in the appropriate box.
- Find the pronouns and write them in the appropriate box.

Persons	Places	Things	Animals	Pronouns



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Read Aloud

Sight words

on	us	was
with	hello	yummy
pull	stop	don't
help	filled	



Chant II



Name: **Roll No.:**

Skills and Values	Tick the stars
Punctuality	 ☆☆☆☆☆
Listening	 ☆☆☆☆☆
Speaking	 ☆☆☆☆☆
Reading	 ☆☆☆☆☆
Writing	 ☆☆☆☆☆
Participation	 ☆☆☆☆☆

Teacher's remarks:

For star rating please refer to A Handbook of Teachers' Resources, Chant II.



Chant II

Let's Play

In this chapter the learners are expected to



- sing the poem with proper gestures /actions
- develop and classify vocabulary related to sports
- pronounce words with the sound [ɔɪ]

Warm-up Activity

- Divide the class into five groups.
- The teacher will give a picture to each group.
- The groups will observe the pictures and speak about them.

For example

Group 1
a boy flying a kite





Group 2
a girl skipping



Chant II

Group 3
a boy jumping





Group 4
a boy playing with a toy

Group 5
girls boxing





Chant II

Listen to the poem. Your teacher will read it aloud for you.

Sports and games delight me,
They cheer my mind and body.
I play them at my home and school
And joyfully follow every rule.
Cricket and football, I enjoy,
Carom and chess give me joy.
Kho-kho and kabaddi, I also play.
And yes, badminton makes my day.
Hide-and-seek and volleyball
I love and play them all.
Whenever I'm idle my friend,
These games all my boredom end.





Chant II

New Words

delight	cheer	chess
boredom	badminton	idle

Let's Talk



- What games do you like to play? And why?
- Who do you like to play with?
- Say a few sentences about your favourite player.



Let's Write

Read the poem again and fill in the blanks with the words given below.

games	like	play	joy

I. I _____ to play games at home and school.

ii. I _____ badminton with my friend.

iii. Carom and chess give me _____ .

iv. _____ keep us fit and fine.





Activity Time

I

Prepare some cards with action words (verbs) written on them like run, write, eat, jump, etc.



- Pick out a card from the box and enact the action word before the class.
- Ask the students to guess the action.
- Now the teacher will play the game with the students.
- Divide the class into groups.
- Call a student from Group I and ask him to pick a card and enact the word.
- The other group will guess the word.
- If Group I guesses it right, they will get ten marks.
- If Group I is unable to guess the word, it passes to Group II.
- If they guess it right, they will be awarded five bonus marks.
- Now a student from Group II will come, pick up a card and enact the word.
- The game will continue till the box is empty.
- Now the teacher will ask the students to write in their notebooks as many action words (verbs) as they can recall.



Chant II

II

Take the students out in the garden and arrange them in small groups at a considerable distance.

Give commands to the students. They are expected to perform the action.

Slice the bread.





Chop an onion.

Whisk an egg.





Hit a ball with a bat.

Kick a football.





Skip a rope.

Write in your notebook.





Eat your lunch.



Wash your hands.



Chant II

Off to the Language Lab



A sweet little boy
Cute and coy.
Found a toy
And jumped with joy.



A farmer with his toil
Makes productive the soil.
He sows seeds of his choice
Thus does he delight and rejoice.

Let's Practise

boy	ploy	coin	joint
joy	cloy	join	void
soy	Troy	oil	voice
toy	alloy	coil	noise
coy	annoy	boil	choice
Roy	busboy	toil	moist
		soil	hoist



Chant II

Join the dots and write the words

boy joy Troy ploy

boy joy Troy ploy



Join the dots and write the words

oil boil soil coil



H6J7S2

Chant II

Birbal's Wit

In this chapter the learners are expected to



- understand the sequence of the story
- identify the characters in the story
- use adjectives in meaningful contexts

Warm-up Activity







- The teacher will carry pencils, balls, erasers, etc each of five different sizes in the bag. She will make the students stand in three rows /groups according to their height (ascending order).
- She may call one student from Group I and ask her to take out any object e.g ball from the bag and keep it on the table.
- Now, she may ask two students from Groups II and III to take out similar objects from the bag and keep them on the table. When the students from each group have taken out the ball, the teacher will then ask the students to say



Q6V2U5

something about the balls.

- The teacher should encourage the students to respond even if they speak in their mother tongue.
- The teacher will then ask about the size of the balls. The students may say that the balls are of different size. One particular ball is the biggest and the other one is the smallest. After eliciting more responses from the students, the teacher will introduce adjectives and their comparison between two or more objects.

Let's Read



Akbar was a king of India. He was known as Akbar

the Great. He had many minsters in his court and Birbal was one of them. Birbal was known for his wit.

One day, Akbar drew a line on the floor and asked the ministers in his royal court to make this line shorter without rubbing it.

The ministers started talking to one another. They were confused.

Every minister was given a chance to do what the king had ordered. No one could think of how to do it.



Now, Birbal went near the line and smiled.

He drew a longer line beside the first one. He did not touch the first line.

Everyone in the court was surprised and said, "That's wonderful. The first line is shorter now!"



Chant II

New Words

great	wit	minister
confuse	surprise	wonderful
erase	order	

Let's Talk



Who in your family is taller than you?

Who is the youngest in your family?



Let's Write

Write true or false for the following statements.

(i) Akbar drew a line on the wall.

(ii) Akbar ordered to make the line shorter.

(iii) Each minister knew how to make the line shorter.



Chant II

(iv) Birbal started smiling.

(v) Nobody could make the line shorter.

Answer these questions.

1. Who drew a line on the floor?

2. Who started smiling?

3. Who were confused?





Activity Time

I

Make the students stand in pairs.

Instruct each pair to observe the size, height, colour, etc. of their partners.

Let them talk to each other about any one of the physical attributes.

For example

Phunsukh: I am taller than Afaan.

Afaan: I am shorter than Phunsukh.

Arti: I am fatter than Asiya.

Asiya: I am thinner than Arti.

Ensure that the pairs of students participating in this activity should get an idea about the comparative degree of adjective forms e.g

thin-thinner



Chant II



II

The teacher will divide the students into three groups. The teacher will say some adjectives aloud. The groups will tell their comparative forms. The group saying the maximum number of comparative forms of adjectives will be the winner of the game.

Grammar in Context

A Fat Man (Adjectives)



A fat man lived in a small village. There was a tall tree near his house. Sweet fruit hung from its branches. He hit upon an idea. He started climbing the tree daily to eat sweet fruit. Very soon, climbing made him a thin man.





Chant II

Look at these:

a <u>fat</u> man	a <u>small</u> village	a <u>tall</u> tree
<u>sweet</u> fruit	a <u>thin</u> man	

The underlined words tell us something about a person/thing/place. These words describe these nouns. Such words are called describing words or adjectives.

Now write down the appropriate adjectives from the box under the pictures given below.

small	big	sour	fat
sweet	yellow	green	thin
tall	short		

1. This is a.....ball **2**. This is a .....ball.







Chant II

3. This is a.....banana.



4. This is a.....lemon.



5. This is a.....man.



6. This is a.....man.



7. This is a.....tree.

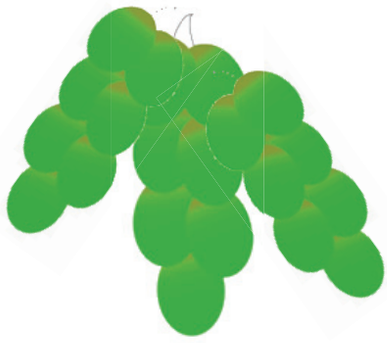


8. This is a.....tree.









9. This is a ..... apple. **10.** These are .....grapes.

Read Aloud

Sight words

found	took	jumped
and	eggs	machine
dots	toss	



Chant II



Name: **Roll No.:**

Skills and Values	Tick the stars
Punctuality	 ☆☆☆☆☆
Listening	 ☆☆☆☆☆
Speaking	 ☆☆☆☆☆
Reading	 ☆☆☆☆☆
Writing	 ☆☆☆☆☆
Participation	 ☆☆☆☆☆

Teacher's remarks:

For star rating please refer to A Handbook of Teachers' Resources, Chant-II



Chant II

Shapes

In this chapter the learners are expected to



- identify and draw different shapes
- pair rhyming words
- pronounce words with the sound [əʊ]

Warm-up Activity

- The teacher will distribute among the children chart papers / play dough/ clay/ ear buds/ or any other material that is safe for them to handle.
- She will ask them to make different shapes. The children can make shapes that they observe in the classroom or around them.
- They will colour the shapes made from the chart papers and draw smileys on them.
- The teacher will hang the shapes on the walls of the classroom.



Chant II

Now listen to the poem. Your teacher will read it aloud for you.



Circle, Circle where are you?

In my cycle there are two.





Triangle, Triangle not too far

In my house's roof you are.





Square, Square is it true?

In the carom board I meet you.





Rectangle, Rectangle how do you look?



You are in my picture book.





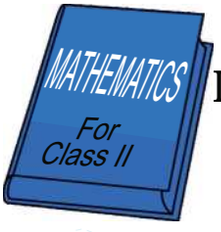
Sphere, Sphere big and small,

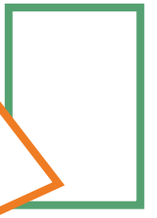
Like sweet candy and football.



Why, O Cone you strange seem?

You dwell in my ice cream.





Listen dear shapes big and small,

In my math book you live all.











Chant II

New Words

circle	cycle	triangle
square	roof	rectangle
sphere	candy	cone
dwell		

Let's Talk



- What is the shape of the following objects?

  (a) Sun (b) Watch

  (c) Clock (d) Box

  (e) Black/White board

  (f) Football

  (g) Your English book

  (h) Table

- What are the shapes of the different objects you see around.?



Chant II



Let's Write

Write some rhyming words against each of the following words

You

Far

Big

Look

Like





Activity Time

I

Divide the class into groups.

Distribute among children chart papers or plain papers.

The teacher will demonstrate how to make a cone-shaped hat from the paper according to the following steps.

1. Take a rectangular chart paper/ plain paper/ old newspaper.
2. Draw a half circle of about 14 to 16 inches on it.



3. Cut out the half circle.
4. Roll the two flat edges of the half circle towards each other until they meet.
5. Join the edges with glue or any other adhesive.
6. Poke two small holes at the extreme ends with a pencil tip.
7. Pass a ribbon





through the holes to tie the hat.

8. Ask the children to decorate their hats with stickers, stars, curling ribbons, etc.
9. Ask them to write their introduction on their hats (like name, class, roll number and school).
10. The hats are ready for the children to wear.

II

Read the following words and note their initial sounds.

(a) circle square carom board sphere candy cone cream

Write down the words starting with the sound

/s/

/k/



Chant II

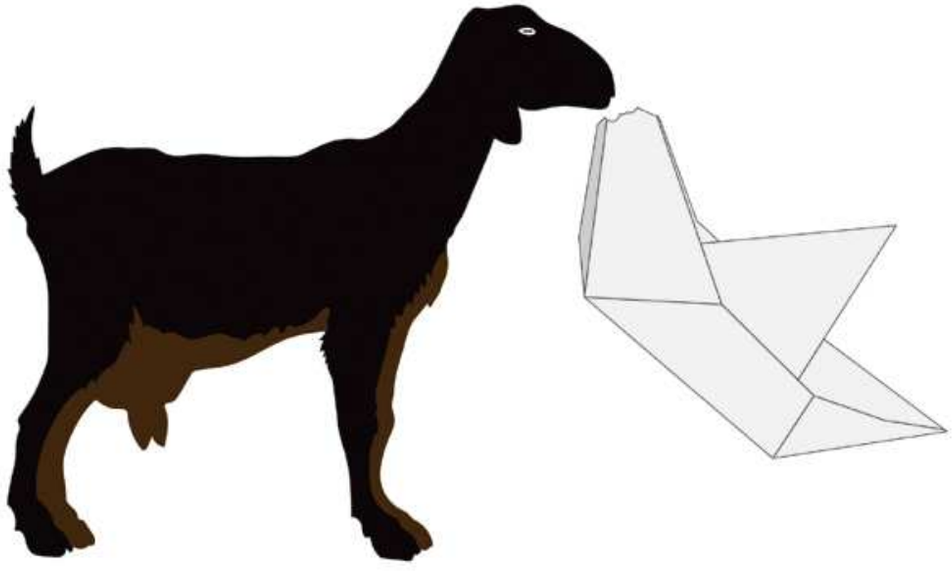
Off to the Language Lab



Ruby plucked a rose,
And held it close
To her dog's nose,
Which sat by a hose.



The little green toad
Ran on the road.
The hungry black goat
Ate my paper boat.





Chant II

Let's Practise

so	pose	boat	soak
no	nose	coat	soap
go	dose	goat	toad
home	rose	moat	foam
Rome	hose	float	road
vote	close	gloat	roam
bone	chose	bloat	cloak



Chant II

Join the dots and write the words

rose nose hose boat

rose nose hose boat



Chant II

Join the dots and write the words

close chose gloat cloak

close chose gloat cloak



W3L6W7

Chant II

The Wind and the Sun

In this chapter the learners are expected to



- identify the characters in the story
- retell and role-play the story
- match masculine nouns with their feminine ones

S7K3B2

Warm-up Activity

- The teacher will get a rope.
- She will divide the students into two groups i.e A and B.
- She will make them play tug-of-war and ensure that the children play the game safely.
- She will declare the winner.
- The teacher will now take the students inside the classroom and encourage them to answer the simple questions such as.
- Why did Team 'A' or Team 'B' win?



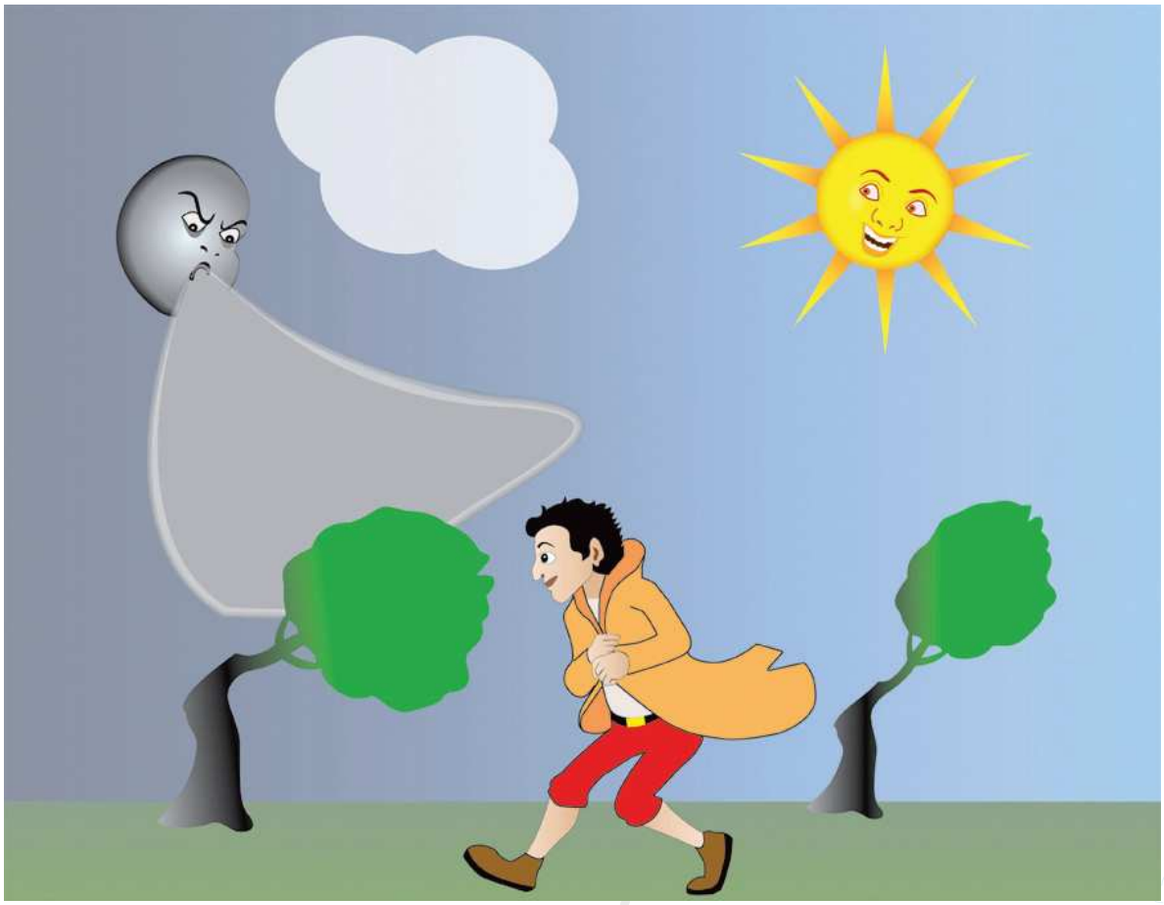


Chant II

Let's read a story about the tussle between the wind and the sun and find out who was stronger.

Let's Read

One day the wind and the sun had an argument. The sun said that he was stronger than the wind and the wind said that she was stronger. Neither of them was ready to accept the other as the stronger one. Finally, they agreed to do something to prove themselves.



Just then, they saw a man walking down the road. The sun got an idea. He said to the wind, "Let us test our strength on that man. If you can make him take off his coat, I will accept that you are stronger." The wind agreed. She said to the sun, "Go and hide behind the clouds." Then the wind turned into a cold breeze and started blowing hard. But, the harder the wind blew, the tighter the man held his coat against his body. The wind blew until she was tired. But she could not remove the coat from the man's back.

Now it was the turn of the sun. He came out of hiding and began to shine with all his might. The man started to feel the heat.

Slowly, the sun grew hotter and hotter. Soon, the man began to sweat. He took off his coat and went towards the nearest shady tree. The sun smiled at the wind.

Thus, the sun proved himself to be stronger than the wind.

Adapted from Aesop's Fables

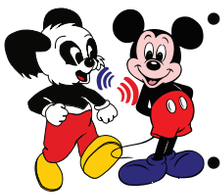


Chant II

New Words

stronger	strength	agreed
hide	behind	breeze
tighter		

Let's Talk



- Retell the story of the wind and the sun in your own words.
- What can the wind do?
- What can the sun do?



Let's Write

Tick the correct option and write it in the given below space.

a) The wind is talking to the _____.

i. moon ii. earth

iii. sun iv. man

b) To get the man's coat off, the wind started _____.

I. smiling ii. shining

iii. puffing iv. blowing



c) The man decided to take off his coat because of the _____ .

i. sun ii. rain

iii. moon iv. stars

Answer these questions.

1) What did the wind do to get the man's coat off?

2) What did the sun do to get the man's coat off?

3) Who made the man take off his coat?



Chant II



Activity Time

I

Role-play

- Ask the students to retell the story in their own words.
- Let a group of three students act as the sun, the wind and the man. The teacher may write simple dialogues for the group.
- The students can make paper masks for the sun and the wind by using colour chart paper.
- Let all the students participate and repeat the conversation and the actions of all the three.





II

Word Association

- The teacher will divide the class into groups and will place some chits on the table. Each group will be asked to pick up a chit.
- The groups will be asked to read the words written on the chits.
- The teacher will ask the children to make a list of words associated with their themes.

  e.g Bird: wings, feather, nest, eggs, etc.

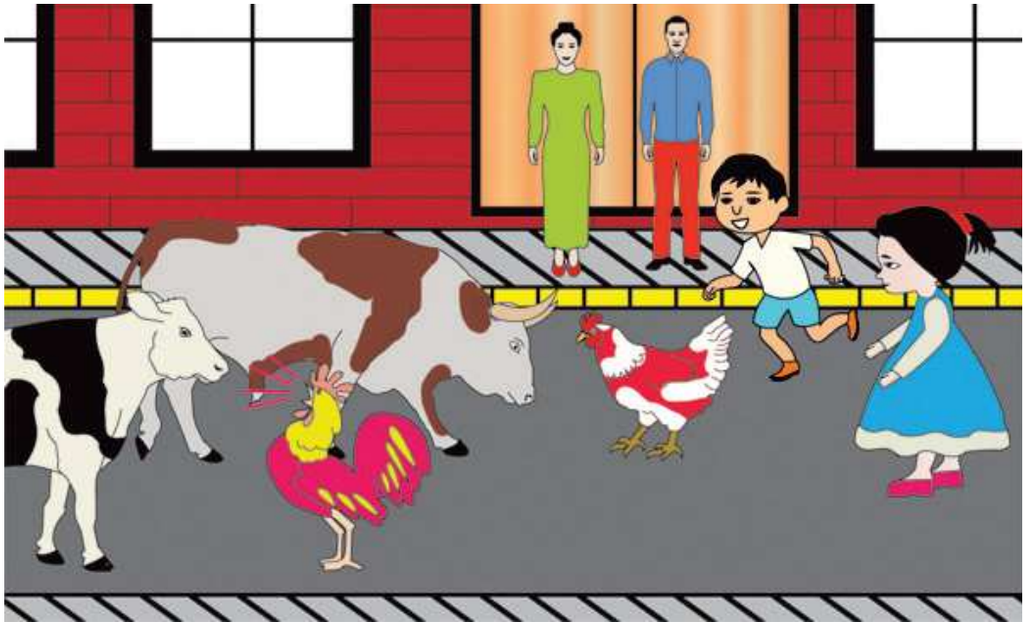
  Kitchen: plate, food, rice, etc.
- Each group will paste the list of associated words written on their sheets on the wall.
- The group that has written the maximum number of associated words will be the winner.



Chant II

Grammar in Context

The Hen and the Cock (Gender)



A hen and a cock were walking in a street. They met a cow and an ox. They started talking to them. A man and a woman were standing nearby. They were surprised to see them talking. A boy and a girl were playing there. They tried to catch the hen. The hen and the cock ran away.

Read the following words

cock	ox	man	boy

These words are used for males and, therefore, belong to the masculine gender.

Now read these words

hen	cow	woman	girl

These words are used for females and, therefore , belong to the feminine gender.

Now match the words in Column A (masculine) with the words in Column B (feminine)

Column A	Column B
uncle	sister
father	mare
brother	aunt
stallion	mother
grandfather	peahen
peacock	woman
lion	heroine
man	grandmother
hero	lioness



Chant II

Write the gender names (masculine/ feminine) for the following nouns .

Boy _____

_____ Madam

Son _____

_____ Queen

Cow _____

_____ Brother

Milkmaid _____

_____ Actor



Read Aloud

Sight words

ruby	plucked	held
her	dog	which
sat	little	green
ran	hungry	black
ate	paper	by



Chant II



Name: **Roll No.:**

Skills and Values	Tick the stars
Punctuality	
Listening	
Speaking	
Reading	
Writing	
Participation	

Teacher's remarks:

For star rating please refer to A Handbook of Teachers' Resources, Chant-II



Chant II

My Senses

In this Chapter the learners are expected to



- sing the poem with actions
- pair the rhyming words
- match the senses with the sense organs
- categorise things according to taste and feeling
- pronounce the words with the sound [aʊ]

Warm-up Activity

- The teacher will divide the class into three groups.
- She will give some eatables to each group having different taste like sweet, sour and salty.
- She will ask the children of each group to eat the things given to them and talk about their taste.
- After eliciting the responses from the children, the teacher will relate it to other senses such as smell, sounds, touch, etc.









Chant II

Let's Read

Now listen to the poem. Your teacher will read it aloud for you.



My eyes can see



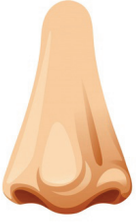
the flowers, the trees and the honey bee.



My ears can hear



the bat, the beaver and the black bear.



My nose can smell

the pansy, the tulip and the yellow bell.

My hands can feel



sand, cotton and the hard steel.



My tongue can taste



sweet and sour and the toothpaste.

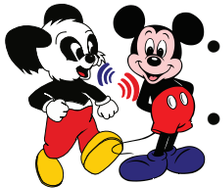


Chant II

New Words

beaver	pansy	tulip
steel	taste	toothpaste

Let's Talk



- Which foods do you like to eat? Why?
- What are the sounds that you hear while going to school in the morning?



Let's Write

Match and write the sense organs with the associated senses given in the columns below.

A	B	C
nose	see	
tongue	taste	
eyes	touch	
ears	smell	
skin	hear	



Chant II



Activity Time

I

- Here are things that taste different. Put them in the appropriate boxes.

ice cream	butter	biryani	sauce
aloo-paratha	lemon	orange	chocolate
biscuit	apple	vinegar	grapes
dates	cake		

Sweet	Salty	Sour



II

Put these words in the appropriate boxes.

screw	cotton	rock	teddy bear
brush	sand	paper	

Soft	Hard	Smooth

Off to the Language Lab

There was a mouse,
Who lived in a house.
He never went out,
And grew very stout.





Johnny wore a gown,
And went to the town.
He bought a crown,
And painted it brown.



Chant II

Let's Practise

out	cow	down	cowl
bout	how	gown	fowl
stout	now	town	howl
mouse	bow	crown	jowl
house	vow	drown	growl
count	wow	frown	scowl
mount		clown	



Chant II

Join the dots and write the words

out bout stout house

out bout stout house



Chant II

Join the dots and write the words

gown town crown clown

gown town crown clown

S9N5P8

Chant II

The Fox and the Chick

In this chapter the learners are expected to



- identify characters in the story
- understand the sequence in the story
- describe the theme of the story
- retell and role play the story
- understand singular and plural nouns

Warm-up Activity

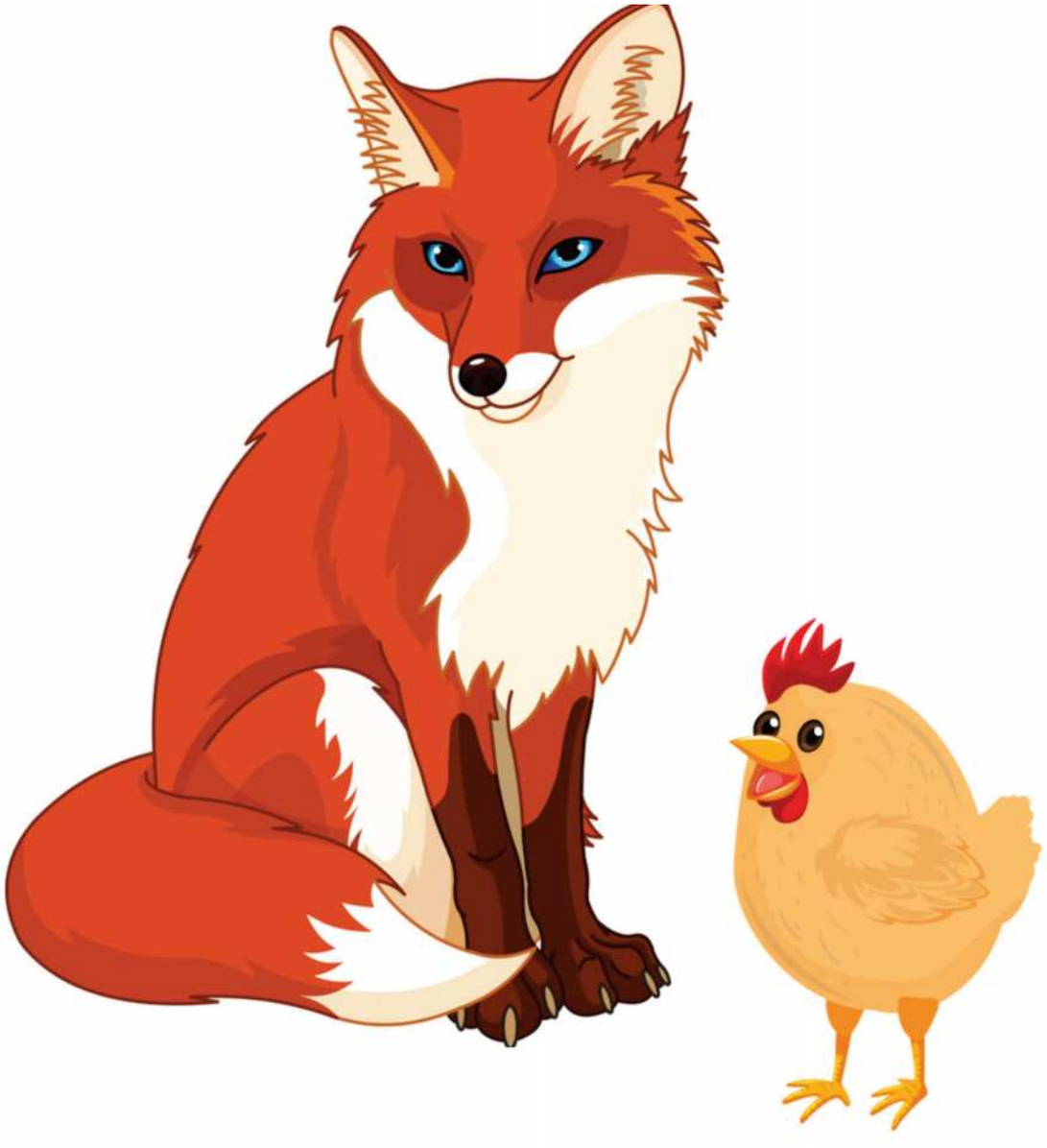
M9A5Y2

- Who Am I?
- The teacher will call two/three students to the front and ask them to close their eyes.
- She will then show a picture card to the rest of the class who will say at the most ten points about the picture card.
- This will enable the students to guess about the picture card. They may discuss among themselves.
- If the students are not able to answer, the game



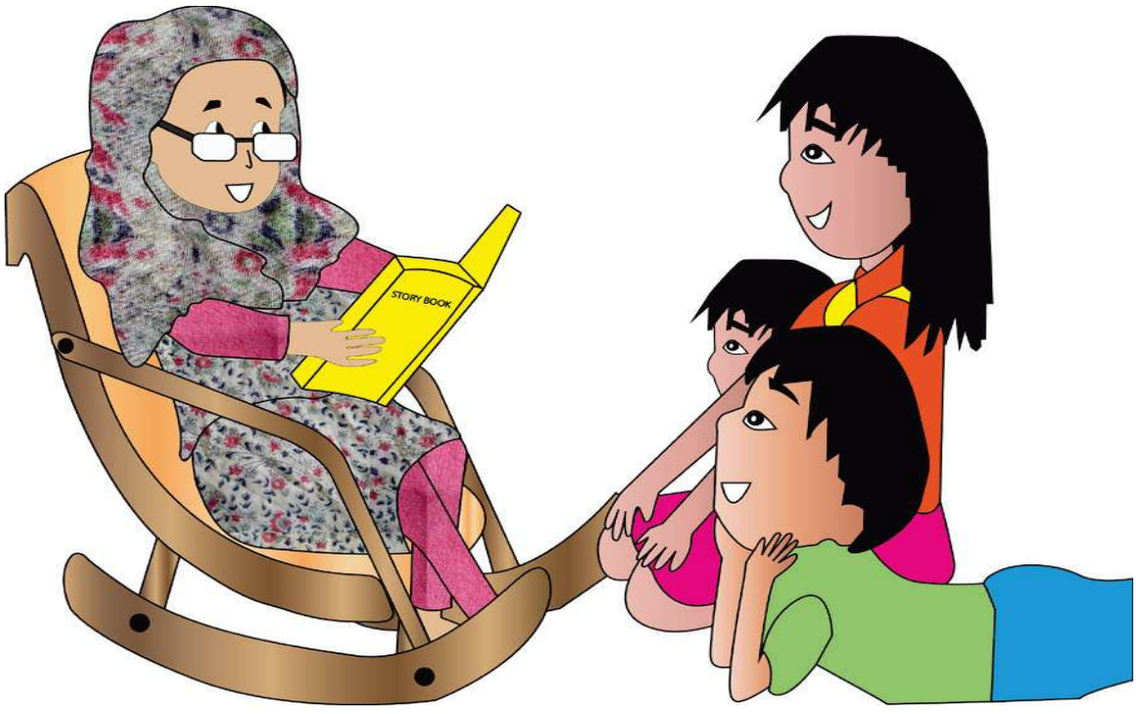
Chant II

will start afresh with a new picture card and a new group of students.



Chant II

Let's Read



It was evening. Rani, Dolma, and Rehan went to Grandma's room to listen to a story. Grandma had promised to tell them a story if they finished their homework and ate their meals properly.

Grandma narrated the story of the fox and the chick.

Once, there lived a fox. He had not eaten food for many days. So he went to the nearby village to find some food. There he saw many animals like



cows, goats and sheep. His mouth watered at the thought of a full meal.

It was raining. He saw a poor little chick shivering beneath a tree. The fox wanted to eat the chick.

But it would hardly satisfy his hunger. Just then a rabbit passed by. The fox's eyes lit up. He thought of chasing the rabbit. He was about to run after the rabbit when his thoughts went back to the chick. The miseries of the chick had moved the fox.

The fox thought, "The poor chick will die if left alone in the intense cold." The fox gave up the idea of chasing the rabbit. He decided to help the chick. He went closer to the chick. The chick shivered more terribly. He closed his eyes. The fox was now inches away from the chick. "And then?" asked the children curiously.

The fox smiled and gently lifted the chick in his mouth and put him in a warm and dry place. The chick could see his brood at a distance from there. When the feathers of the chick dried, he ran to his brood. He looked back at the fox who was glancing at him. The chick waved at him. The fox gave him a



smile.

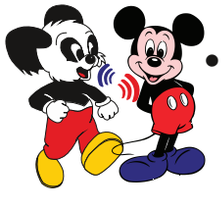
The fox, despite being hungry, felt happy.

He had saved the chick from dying in the intense cold," Grandma concluded.

New Words

promise	finish	meals
village	shivering	satisfy
miseries	lit up	brood
hungry	glance	intense

Let's Talk



- Say something about the animals which you have seen. Say their names in your mother tongue and in English.
- What animal do you like the most? Why?
- What is the difference between domestic and wild animals?



Chant II



Let's Write

A. Choose the right words to complete the sentences.

(1) _____ narrated the story.

(Grandfather / Grandmother)

2) _____ went to the village to find some food. (The dog/The fox)

(3) _____ was shivering beneath a tree. (The rabbit/The chick)

(4) The fox saved the chick from the _____.

(heat / cold)

(5) The fox thought of chasing the _____.

(rabbit / sparrow).



Chant II

Here are some past forms of verbs that end with –ed.

promised	finished	lived	watered

Find some more past forms from the story that end with-ed and write them below.



Chant II

Answer these questions.

(1) Who went to the village to find food?

(2) Who was shivering under the tree?

(3) Where did the fox keep the chick?

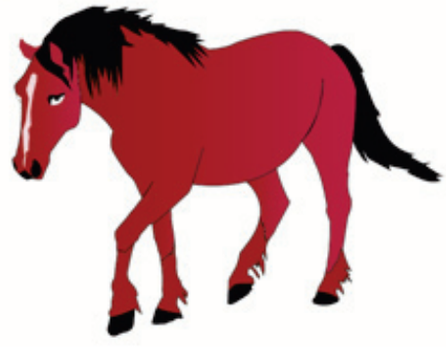


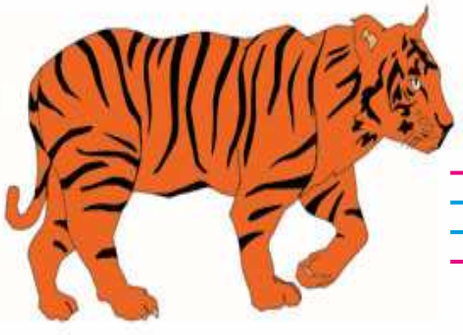


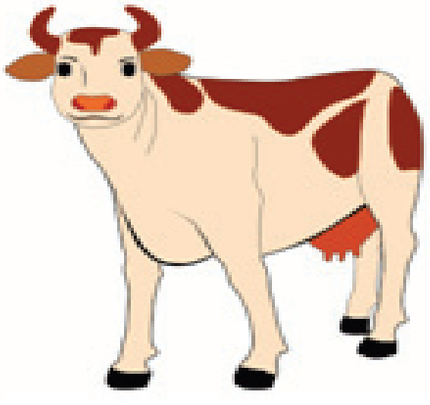
Activity Time

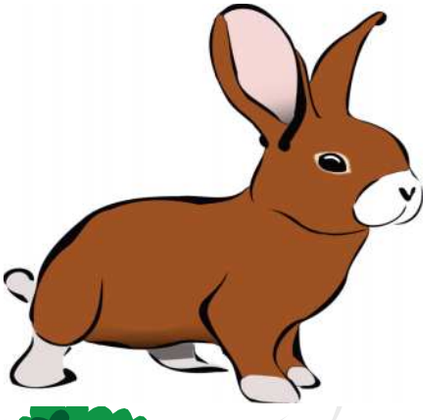
I

- Name the pictures given below. What sounds do they produce? Try them out.











Chant II

II

Let the children make paper masks of the fox and the chick and role-play the story.

III

Let the children retell the story in their own words.

Grammar in Context

A Visit to the Zoo (Number)

Last Sunday, Tashi and Dolma went to the zoo with their teacher. At the entrance, they saw a tiger in a cage. As they moved ahead, they saw a group of lions. Near the cage, they saw sparrows feeding their babies. Many monkeys were playing on a tree. They tried to give biscuits to the monkeys. The zoo keeper politely asked them not to feed the animals and birds. They had a good time at the zoo.



Chant II

Look at the underlined words in the text. All these words refer to things/animals/birds/ and are called nouns.

Nouns that refer to one object only are called singular nouns. And those that refer to more than one object are called plural nouns.

One way of making plurals is by adding 's' to a singular noun.

For example

Singular	Plural
lion	lions
sparrow	sparrows
monkey	monkeys
biscuit	biscuits
animal	animals
bird	birds



Chant II

Now, write plurals of the following words by adding 's'

Singular	Plural
Teacher	
Animal	
Cage	
Tree	
Home	

Sometimes we add “es” to some singular nouns to make them plural nouns e.g. class/classes

Now add 'es' to the following singular nouns to make them plural nouns.

Bus		Watch	
Box		Match	
Dish		Tomato	
Glass		Potato	





Name: **Roll No.:**

Skills and Values	Tick the stars
Punctuality	☆ ☆ ☆ ☆ ☆
Listening	☆ ☆ ☆ ☆ ☆
Speaking	☆ ☆ ☆ ☆ ☆
Reading	☆ ☆ ☆ ☆ ☆
Writing	☆ ☆ ☆ ☆ ☆
Participation	☆ ☆ ☆ ☆ ☆

Teacher's remarks:

For star rating please refer to A Handbook of Teachers' Resources, Chant-II

Chant II

My Beautiful Tree

In this chapter the learners are expected to



- listen to the poem and sing it
- name different parts of a tree
- list uses of a tree
- pronounce words with the sound [ɜː]

Warm-up Activity

- The teacher will draw the picture of a tree on a chart/ white board.
- She will distribute paper slips containing the names of the different parts of a tree among the students.
- Each student will paste the paper slip on the appropriate part.

Label the parts of the tree.





Chant II

Let's Read

Now listen to the poem. Your teacher will read it aloud for you.



Look at me, O beautiful tree!
When it's hot you refresh me.
You give me fruit so sweet
Which I like and love to eat.
You care for me and do me good
For our houses, you supply wood.
You provide us precious oxygen
Inhaled by all animals and men.



Dear friend! Do a favour to me.
You too plant a little little tree.
It will grow and be your friend.
And this friendship will never end.

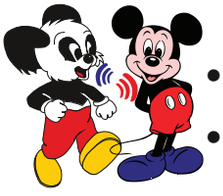


Chant II

New Words

beautiful	refresh	supply
provide	precious	oxygen
inhale		

Let's Talk



- What is your favourite tree?
- What is your favourite fruit?





Let's Write

Write true or false for the following statements after re-reading the poem.

1. The tree is beautiful.

2. The fruit is sour.

3. The house is made of wood.

4. The tree does not give us oxygen.

5. The tree is not our friend.



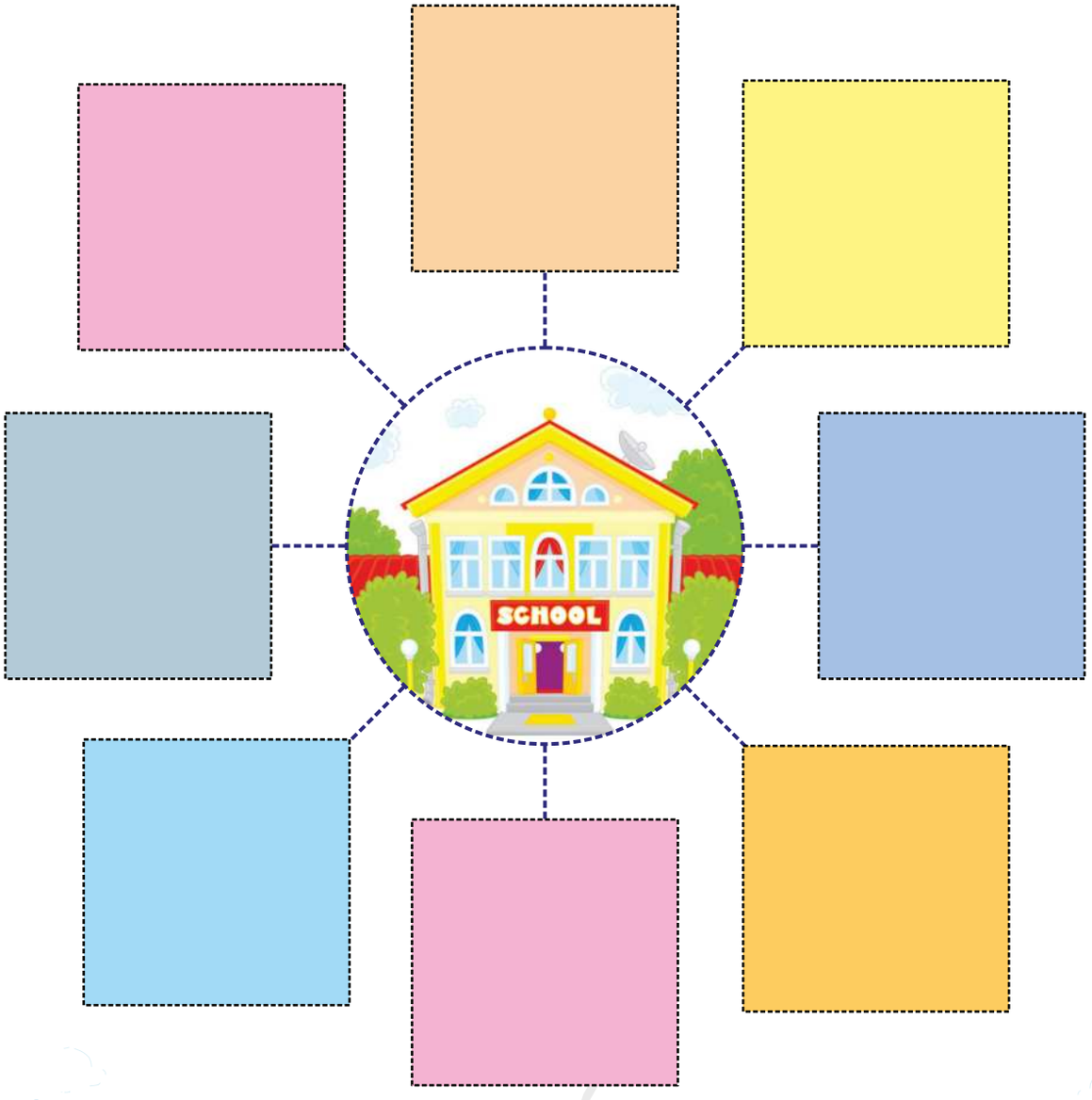
Chant II



Activity Time

I

- The teacher will announce a theme e.g "school" and the students will say and write words related to the theme.





II

Draw your favourite tree and colour it



Chant II

III

Take the students out in the garden and ask them to collect different parts of a tree /plant i.e. leaves, bark, flowers, root, branches, etc. Ask them to paste and label these in the space given below.



Off to the Language Lab



Have you ever heard
About the little bird,
Who sang for a girl
Named pretty Pearl?



I was very hurt
To see my white shirt
Falling in the dirt.
My lovely white shirt!

Let's Practise

bird	dirt	hurt
third	shirt	burn
girl	thirst	turn
stir	first	curd
swirl	skirt	curl
sir	birth	spur
fir	circle	blur



Chant II

Join the dots and write the words

sir stir bird first

sir stir bird first



Join the dots and write the words

hurt burn turn blur

hurt burn turn blur



F1E6H5

Chant II

Our Chinar Tree

In this chapter the learners are expected to



- list uses of the chinar
- recall and name different kinds of trees
- develop vocabulary related to the given concept
- use prepositions in meaningful contexts

B7G5A6

Warm-up Activity

- The teacher will divide the students into groups and she will distribute paper slips marked in bold e.g. **WOOD.** The groups will paste the slips on the objects made of wood in the classroom.





Let's Read

Let us learn where this wood comes from.

It was a hot day. The teacher asked the students to come out of the class. They all came out. Riyan went towards a big tree. He was surprised to



see such a tall tree full of leaves. He touched its trunk. Its bark was hard. He became curious about the tree. The tree saw Riyan and smiled at him.

Chinar: What do you want to know?

Riyan: What is your name?



Chant II

Chinar: My name is Chinar. People call me Boonyi in Kashmiri. I am the largest tree in Kashmir.

Riyan: You have a thick trunk and broad leaves.

Chinar: Yes, my leaves look like your hands.

Riyan looked at his hand. It was similar to the chinar leaf. Samina, Phunsukh, Moonis, Sheemu and Sarla saw Riyan talking to the tree. They also came near the tree.

Samina: How tall are you?

Chinar: I am about 30 metres tall. Some are taller than me, and some are shorter.

Phunsukh: My grandfather told me that the chinar was found in every town and village of the valley.

Chinar: Yes. I grow everywhere in Kashmir.

Moonis: Please tell us how useful you are.

The Chinar smiled at the children.

Chinar: I am your friend. I give you fresh air. My leaves give you a cool shade. I am home to many birds. My roots, bark and leaves are used in making medicines. But it is sad that I have lost many fellow chinar trees.

Sheemu: How did it happen?



Chant II

His eyes filled with tears. He sighed.

Chinar: Because people do not care about us. Our branches are cut. We are uprooted. So our number is decreasing day by day.

Sarla: Dear Chinar, my grandmother told me that in winter the chinar leaves help us stay warm. How can that be?

Chinar: In autumn, my leaves dry up and fall onto the ground. People collect them and burn them to make charcoal. This charcoal is used for *kangir*.

Chinar told the students that it was time for him to take a nap. He closed his eyes. The students stood up to leave. They became happy and walked back to their classroom.

Kangir: A firepot made up of an earthen pot covered with willow twigs. It is used for warmth during winter in Kashmir.



Chant II

New Words

broad	human	think
village	medicine	autumn
burn	charcoal	

Let's Talk



- What trees grow near your house? Name them in your mother tongue.
- What is your favourite tree?
- What does it give you?





Let's Write

Write the correct option in the blanks.

1. The chinar is a _____ tree.
   (small/large)

2. (Mother/Grandfather) _____ told Phunsukh that the chinar is found everywhere in Kashmir.

3. The roots, bark and leaves of the chinar are used in making _____.
   (medicines/food)

4. The number of chinar trees is _____.
   (increasing/ decreasing)

5. In autumn the chinar leaves turn _____.
   (red/yellow)



Chant II

Fill the missing letters against each word so that the word thus formed becomes the opposite of the corresponding word.

i. dry : w _____ t

ii. small : l _____ rge.

iii. short : t _____ l l

iv. thin : th _____ ck

v. cold : h _____ t.

vi. sad : h _____ ppy

vii. near : f _____ r

viii. winter : su _____ e r

ix. increase : d e c _____ ea _____ e

x. useful : use _____ ess



Chant II

Answer these questions

1) How tall can a chinar tree grow?

2) What does a chinar leaf look like?

3) What is the chinar called in Kashmiri?



Chant II



Activity Time

I

Memory Game

This game is intended to introduce the names of fruits or vegetables to the students. It will involve all the students and will enable them to use words which are the names of different trees, fruits or vegetables. This game is a guided practice.

- The teacher will make the students stand in a circle, placing herself in the centre.
- She will start the game by saying the name of a fruit or a vegetable. The students standing in the circle will repeat the word aloud.
- Now she will ask any student in the circle to say aloud the word said by her and add one more word (which will be the name of another tree, fruit or vegetable) to the word spoken by her.



Chant II

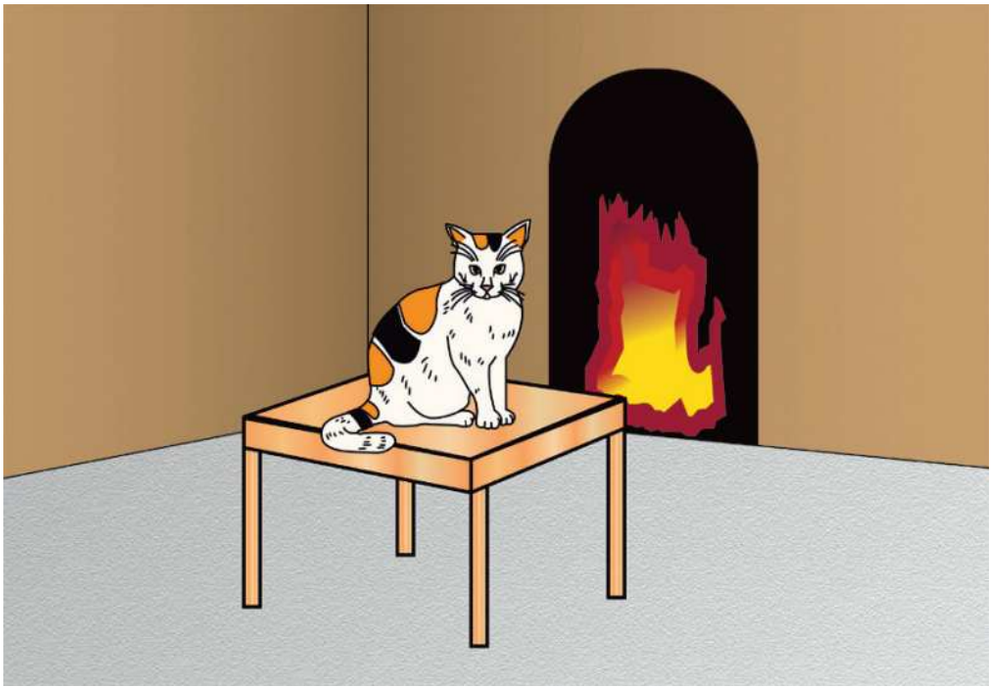
- The adjacent student will say the words spoken by the teacher and student "A" and add one more word to it. The game will continue and the students will go on adding new words to the spoken ones.
- After the game is over, ask the students to recall and write the words in their notebooks.

Note: The teacher can change the theme of the game according to the learning level of the students.



Chant II

Grammar in Context



The Wet Cat (Prepositions)

Ram and Rahim were playing in the garden. They saw a wet cat sitting under a tree. They gently picked the cat and took it inside the house. They dried the wet cat with a clean cloth. Ram kept the cat on the table. He then placed the table near the fire.

Soon the cat became warm and started mewing. They fed the cat with milk. They became friends.

Chant II

Look at the following sentences from the text.

Ram and Rahim were playing in the garden.

They saw a wet cat sitting under a tree.

Ram kept the cat on the table.

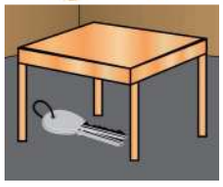
The underlined words tell us about the position of an object with respect to some other object. They are called prepositions.

Now complete the following sentences with appropriate prepositions from the box.

under	on	near	in



1. The ball is _____ the chair.



2. The keys are _____ the table.



3. The child is standing _____ the door.



Chant II



4. The pencil is _____ the box



5. The cake is _____ the table.



6. The books are _____ the shelf.



7. The cat is _____ the rat.



8. The ball is _____ the chair.



9. The bat is _____ the table.



10. The tree is _____ the ground.



Read Aloud

Sight words

hot	ask	big
hard	tall	smile
them	happy	



Chant II



Name: **Roll No.:**

Skills and Values	Tick the stars
Punctuality	 ☆☆☆☆☆
Listening	 ☆☆☆☆☆
Speaking	 ☆☆☆☆☆
Reading	 ☆☆☆☆☆
Writing	 ☆☆☆☆☆
Participation	 ☆☆☆☆☆

Teacher's remarks:

For star rating please refer to A Handbook of Teachers' Resources, Chant-II



Chant - II Class - II





Certificate of Achievement

The learner namely _____of

Class _____ Roll No. ____of_____

School has successfully completed the textbook.

_____ _____

Teacher Date



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