

Consciousness Development Value Education



Class 2

English Exercise book

Based on Chetna Vikas Mulya Shiksha and NCERT
recommendations

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Prayer

Invocation to them,
invocation to them with gratitude
Who are guides of the righteous path
Together we bow to them
Together we bow to them

Admiration for them,
admiration for them with deep regards
Who are kind gracious and compassionate
Together we bow to them
Together we bow to them

Salutation to them,
salutation to them with high esteem
Who are engaged in universal goodness
Together we bow to them
Together we bow to them

Veneration for them,
veneration for them with dignity
Who educate and inspire humankind
Together we bow to them
Together we bow to them

Devotion to them,
devotion to them with reverence
Who help in development of consciousness
Together we bow to them
Together we bow to them

-Chani R.Chawda

Table of Content

Lesson no	Name of the Lesson	Page no
1	Human Goal	4
2	Existence	6
3	Material Order	10
4	Bio Order	13
5	Animal Order	18
6	Knowledge Order	22
7	Family	26
8	Human Relationships	31
9	Human Society	33
10	My School	35
11	Teacher-Student Relationship	38
12	Our Needs	41
13	Knowing	46
14	Celebration	48
15	Occupation	50
16	Seasons	55
17	Body	58
18	Food	61
19	Medicine	65

Lesson 1

Human Goal

Study and Practice

I. Questions from the chapter (Oral).

1. What is my basic desire?

Answer: Understanding is my basic desire.

2. What do I want to understand?

Answer:

- a. I want to understand my body.
- b. I want to understand things around me.
- c. I want to understand my potential.

3. How can I become happy?

Answer: I can become happy by understanding.

II. Fill in the blank space with words from the chapter.

- 1) I am a human _____.
- 2) I want to be _____.
- 3) Every human wants to be _____.
- 4) I want to _____.
- 5) I want to understand _____.
- 6) I want to understand _____ around me.
- 7) Every human has the _____ desire.
- 8) Humans are called _____ only when they have _____.
- 9) Only with _____ can every human live with _____.

Word Power

1. The sound of



A + sh	Wi + sh	Di + sh
Gu + sh	Hu + sh	Lu + sh
Ma + sh	Me + sh	Fre + sh
Ru + sh	Wa + sh	Bu + sh
Bru + sh	Cru + sh	Pu + sh

Conversation

A. Talking about myself

1) What is your name?

- a) (name)
- b) My name is.....
- c) I am (name)

2) How old are you?

- a) Seven.
- b) I am seven years old.

3) Where do you live?

- a) (name of the neighbourhood/ city)
- b) I live in (name of the neighbourhood/ city)

4) Do you go to school?

- a) Yes, I go to school.
- b) No, I do not go to school.

Activities

1. Ask the children to observe at least 10-15 things around them and to discuss their usefulness.
2. Ask the children to observe at least 10-15 people around them and to discuss how they help us.

Lesson 2

Existence

Study and Practice

I. Questions from the chapter (Oral)

1. What do we call sun and all the planets put together?
2. Name the planets in the solar system.
3. In which direction do you see the sun in the morning? Is it the same every day?
4. In which direction do you see the sun in the evening? Is it the same every day?
5. What does existence mean?

II. Fill in the blank space with words from the chapter

- 1) I can see the _____ above me.
- 2) The sky is _____.
- 3) The _____, _____ and many _____ are in the sky.
- 4) The sun seems to rise in the _____ and set in the _____.
- 5) We call the sun and the planets together as the _____ family.
- 6) Among these are _____, Venus, Earth, _____, _____, Saturn, _____ and Neptune.
- 7) We live on _____.
- 8) We find human _____, animals, _____, plants, _____, soil, _____, wind and _____, all together on this earth.
- 9) To be, to exist is called _____.
- 10) Being together is called _____.

Language Skill

1. Speak and write in your notebook

Usage of HAVE and HAS

HAVE

1. I **have** five sense organs.
2. I **have** good classmates.
3. I **have** a caring family.
4. We **have** a guava tree in our house.
5. You **have** friendly neighbours.
6. They **have** a farm and an orchard.

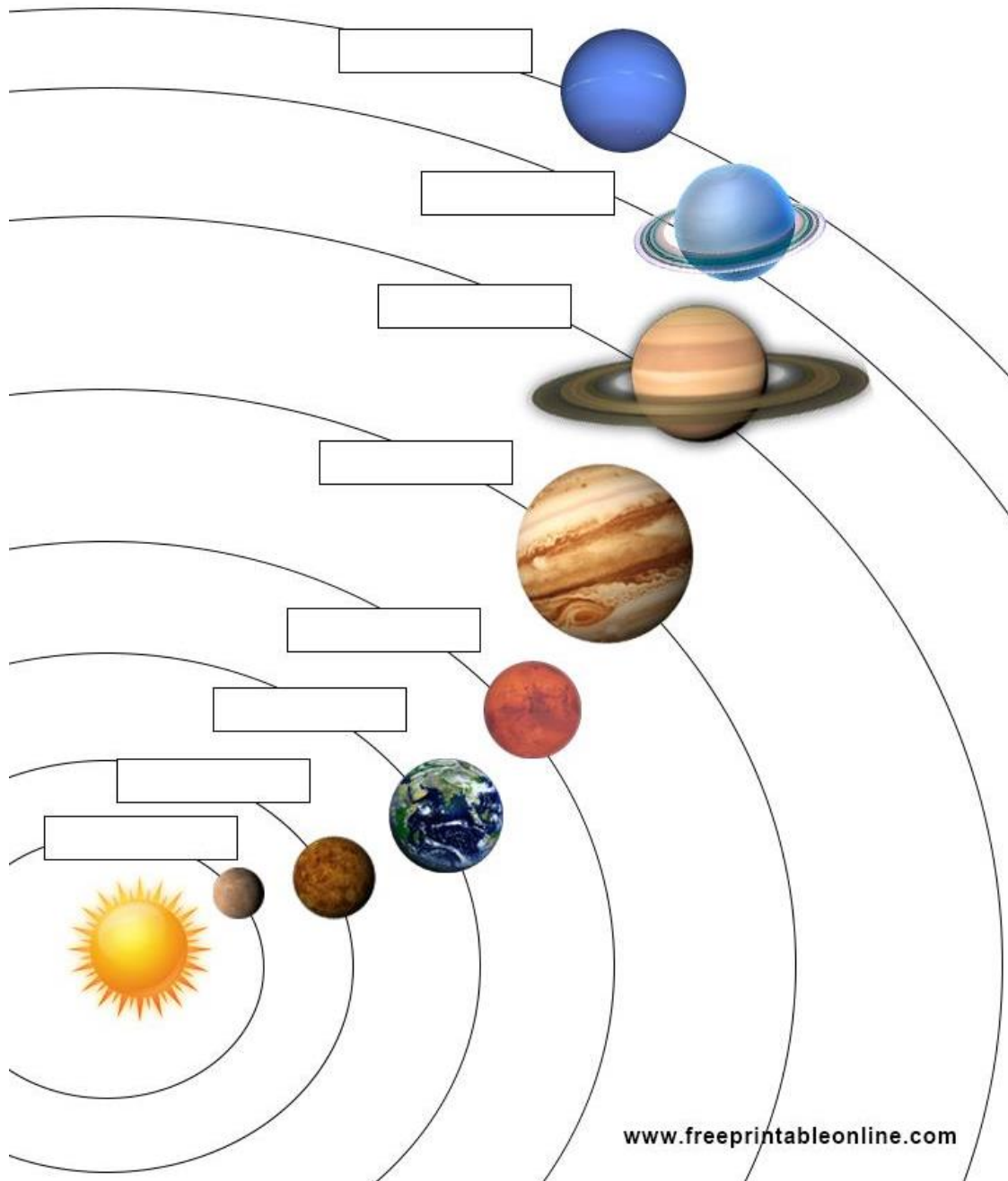
HAS

1. He **has** two brothers.
2. She **has** a green bag.
3. The solar system **has** eight planets.
4. The Earth **has** one moon.

Activities

1. Ask the children to describe and discuss all that they see in the sky in the day time and at night.
2. Draw a morning sky and a night sky in your drawing book.

3. Label the Picture.



4. Write which planet comes 'Before' or 'After' the given planet:

<i>Before</i>	<i>After</i>
Mercury	
	Mars
Jupiter	
Saturn	
	Uranus

Lesson 3

Material Order

Study and Practice

I. Questions from the chapter (Oral)

1. What is material order?
2. What are the two types of water?
3. How does salt form?
4. Write one law of the material order?

II. Fill in the blank space with words from the chapter

- 1) We find _____, _____ and _____ on the surface of the earth.
- 2) We find _____ above the surface of the earth.
- 3) There are many _____ of soil such as black, red, yellow, white etc.
- 4) The stones also are of _____ varieties such as lime stone, rock, marble, granite etc.
- 5) We find two types of water on earth, _____ water and _____ water.
- 6) We find sweet water in _____ and ponds.
- 7) _____ have saline water (salty water).
- 8) Very high lands with peaks on the surface of the earth are called _____.
- 9) The rivers flow _____ slopes and join the _____.
- 10) All liquids flow towards _____. This is a law.
- 11) A law never _____ and always remains the same.

Word Power

1. Find and write five 3-letter words and five 4 letter words from the word

M A T E R I A L

Eg: LATE

Language Skills

1. Usage of A and AN

In English, we use **a** or **an** before a singular noun.

We don't use these before an action.

We use **a** if the following word starts with a spoken consonant.

We use **an** if the following word starts with a spoken vowel

Example

The following word starts with a spoken consonant :	The following word starts with a spoken vowel
• a <u>b</u>oy • a <u>s</u>chool • a <u>g</u>irl	• an <u>a</u>unt • an <u>o</u>range • an <u>e</u>lephant

Let us practice

Use **a** or **an** before the following:

1.book
2. orange
3. elephant
4. plant
5. game
6. eye
7. answer
8.uniform
9. iron
10. flower
11. umbrella
12. hour
13.apple
14.bag

2. Repeat and do the actions after the teacher. Write the sentences in your notebook.

- a. I **drink** water.
- b. I **am drinking** water.
- c. I **brush** my teeth.
- d. I **am brushing** my teeth.
- e. I **take** a bath.
- f. I **am bathing**.

Activities

- 1. Display various colours of soil in the class.
- 2. Create models or charts of mountains, valleys, and springs with children in the class.

3. Match the following

- | | |
|---------------------------------|----------------|
| 1) Water boils into | sand |
| 2) Ice melts into | steam |
| 3) Steam condenses to | pebbles |
| 4) Rocks break into | ice |
| 5) Stone breaks into | water droplets |
| 6) Wind blows strongly | water |
| 7) Air blows softly | storm |
| 8) Water freezes into | slush |
| 9) Mud mixes with water to form | breeze |

Lesson 4

Bio-Order

Study and Practice

I. Questions from the chapter

1. What is the definite conduct of trees and plants?
2. What do we call plants and trees?
3. How many types of vegetation are there?
4. What do we call big plants?
5. Name the seven parts of plants and trees.
6. What plant grows from the seed of custard apple (*seetaphal*)?
7. What is orderliness in Bio order?

II. Fill in the blank space with words from the chapter

- 1) We call _____ and _____ the Bio order.
- 2) There are many types of vegetations - _____, _____, _____ or climbers, _____ and _____.
- 3) Some plants grow very tall and big. We call these _____.
- 4) Plants that are smaller than trees are called _____.
- 5) The plants that grow taking the support of other plants or trees are called _____ or climbers.
- 6) Very small plants are called _____.
- 7) Root, _____, branch, _____, flower, _____ and _____ are seven parts of a plant.
- 8) From a lemon seed a _____ tree will grow.
- 9) From a pumpkin seed only a _____ creeper will grow.
- 10) Every plant or tree is in _____.

Language Skill

1. Usage of- ME

ME - मुझे/ मुझको



Repeat after the teacher and write the sentences in your notebook

(Note: Teacher points to herself and says)

- a) I am *adhyapikaji*. Look at **me**.
- b) Say hello to **me**.
- c) You know **me**.
- d) You listen to **me**.
- e) Can you help **me**?

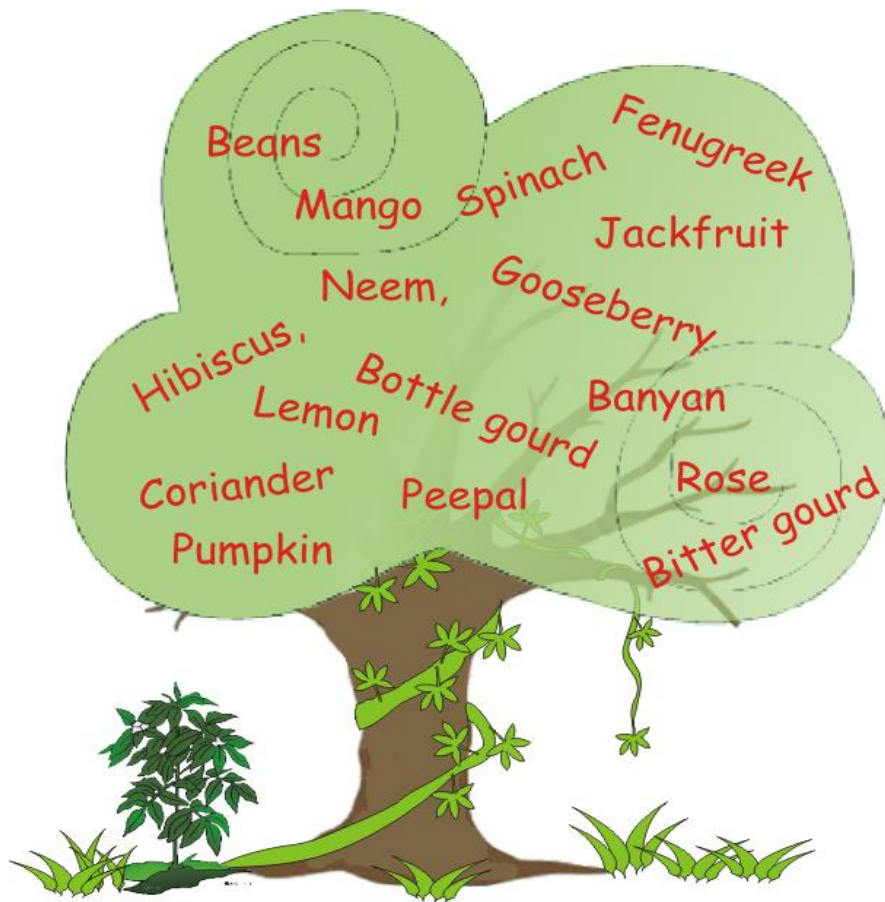
2. Repeat and do the actions after the teacher

- 1. I **wipe** my body after bathing.
- 2. I am **wiping** my body.
- 3. I **wear** clean clothes.
- 4. I am **wearing** clean clothes.
- 5. *Mummaji*, please **apply** oil on my scalp.
- 6. *Mummaji*, is **applying** oil on my scalp.

Activities

1. Teachers can request students to bring various leaves and seeds. Differentiate between the various leaves and ask the students to name them. Teachers can also name various shrubs, grass and creepers and ask students to bring their seeds, such as chickpeas, beans, peas, mustard, etc.
2. Ask children to name the fruits that are available in different seasons such as summer, winter, rainy etc. Discuss that these grow in their definite seasons.
3. Ask them to make models of different fruits with clay and paint them.
4. Request them to bring flowers of various colours from around their homes and discuss about them.
5. Take the children for a nature walk around the school area and identify the various plants and trees that they spotted.
6. Ask the children if the fragrances of rose, jasmine, marigold is the same? Why do we not get the fragrance of rose from jasmine flower?

7. Put the words in the tree in the appropriate boxes:



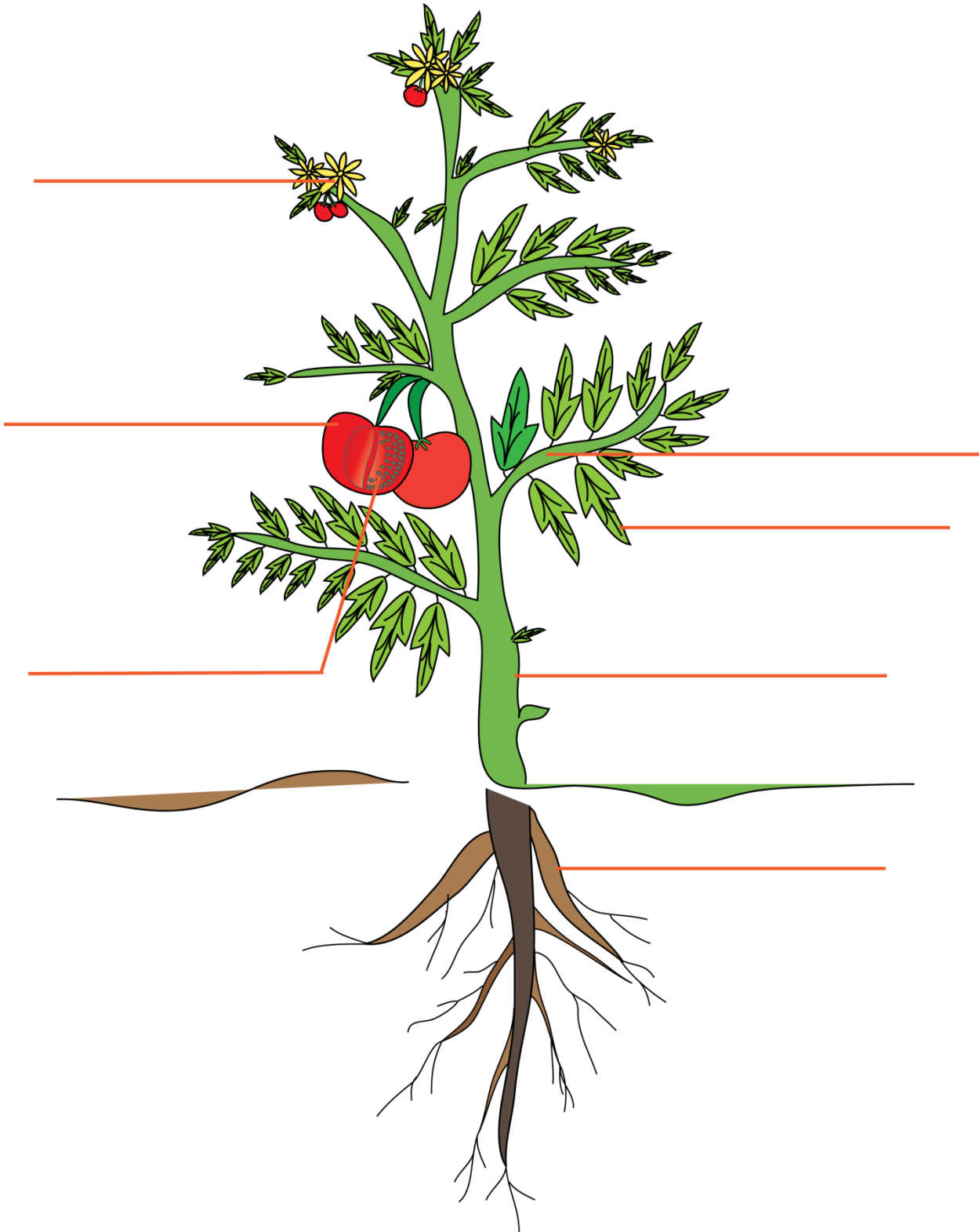
TREES

SHRUBS

CREEPERS

HERBS

8. Label the parts of the plant



Lesson 5

Animal Order

Study and Practice

I. Questions from the chapter

1. What are terrestrial animals? Name ten terrestrial animals.
2. What are aerial animals? Name ten animals that fly.
3. What are aquatic animals? Name ten aquatic animals.
4. Which animals drink water with their tongue? Give five examples.
5. Which animals drink water with their lips? Give five examples.
6. Why do we domesticate animals?
7. Name ten domestic animals (pet animals)
8. Which animals are herbivorous?
9. What is definite in Animal order?

II. Fill in the blank spaces with words from the chapter

- 1) We call animals and birds the _____.
- 2) We call animals that live on land _____ animals.
- 3) The birds that fly in the sky are called _____ animals.
- 4) The animals that live in water are called _____ animals.
- 5) Humans tame and keep some animals. We call such animals _____ animals.
- 6) Many animals live in the forest, we call such animals _____ animals.
- 7) Animals that eat grass and plants are called _____.
- 8) Animals that eat meat are called _____.
- 9) Cows and all other herbivorous animals drink water with their _____.
- 10) Tiger, cheetah, lion and all other carnivorous animals drink water by _____ (lapping) with their tongue.
- 11) Every animal's food is definite and does _____.
- 12) Every animal's conduct is _____.

Word Power

1. Joining two small words to make a big word

a) any + where = _____

b) some + where = _____

c) bed + room = _____

d) after + noon = _____

e) every + where = _____

f) with + out = _____

g) any + thing = _____

Language Skills

1. Write one and many:

ONE 	MANY     
one cow	many cows
one bear	many
one elephant	many
one lion	many
one deer	many
one cat	many
one dog	many
one donkey	many
one buffalo	many
one horse	many

2. Fill in the blanks with



- 1) __n__m__l
- 2) b__rd
- 3) c__w
- 4) h__rs__
- 5) d__g
- 6) p__rr__t
- 7) cr__w
- 8) f__sh
- 9) c__m__l

3. Repeat and do the actions after the teacher

1. I **cut** my nails once a week.
2. I am **cutting** my nails.
3. I **pack** my bag.
4. I am **packing** my bag.
5. I **fill** my water bottle.
6. I am **filling** my water bottle.

Activities

1. Teacher can show or draw pictures of animals and students can discuss the name of the animal, where it lives and what it eats.
2. Make a pocket chart to classify different kinds of animals. Ask the students to differentiate between wild, domestic, herbivorous and carnivorous animals.
3. Join the dots and colour the picture. Write the name of the animal in the picture below it.



Lesson 6

Knowledge Order

Study and Practice

I. Questions from the chapter

1. A human being is a unit of which order?
2. What is the goal of every human being?
3. How do humans become happy?
4. How much do you imagine?

II. Fill in the blank spaces with words from the chapter

- 1) A human being is a unit of the _____ order.
- 2) Every human becomes happy by _____.
- 3) Every human's goal is the _____.
- 4) In every healthy human being's body, there are five _____ organs and five _____ organs.
- 5) Every human's formation is the _____.
- 6) Every human _____.
- 7) We are all able to _____ as much as we want.
- 8) We bring our imagination to _____ through our _____.

Word Power

1. Add 'ing' after the words to form new word

- a) study + ing = _____
- b) hear + ing = _____
- c) talk + ing = _____
- d) play + ing = _____

2. Make 3 columns in your note-book. Label them as shown below and then write the following words in the right column.

man diwan garden people stool human-being sofa boy girl bus-stop kids airport school bench library desk railway-station chair bed baby wardrobe children market table cupboard woman clinic person park home		
Humans	Places	House Furniture

Language Skills

1. Sometimes we replace the names of people with another word, instead of repeating the name. Replace the names in the sentences using a word from the box



- a) Payal is playing with the toys. _____ is a girl.
b) Rohan is writing in the book. _____ is a boy
c) This is a pencil. _____ is for writing.

2. Usage of US

US - हमें / हमको



Now repeat after the teacher and write the sentences in your notebook.

- a) We are children. Look at **us**.
- b) Say hello to **us**.
- c) *Adhyapikaji* teaches **us**.
- d) *Mammaji* loves **us**.
- e) Our family loves **us**.

3. Repeat and do the actions after the teacher

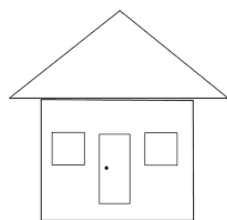
- 1. I **wear** shoes in winters.
- 2. I am **wearing** canvas shoes.
- 3. I **wash** my hands before eating.
- 4. I am **washing** my hands.
- 5. I **have** breakfast every day.
- 6. I am **having** breakfast.

Activities

- 1. Teacher can draw a circle, rectangle, triangle, square figures on the board.



Ask students to use these shapes and make different drawings with it.



For example:

- 2. Draw a picture of a house and colour according to imagination.

3. Draw a picture of your mother.
4. Imagine that your grandfather/father/teacher is asking you nicely, with love, to do some work - how would that make you feel?
5. How do you feel when you help others in the neighbourhood?
Discuss with your teacher.
6. Imagine what actions of yours would make *mummyji* happy.
Share these in class.

Lesson 7

Family

Study and Practice

I. Questions from the chapter

1. How many people are there in your family? Name them.
2. How do you feel living together in your family?
3. Where do we learn a language?
4. Does everyone in the family help each other

II. Fill in the blank spaces with words from the chapter

- 1) We live in a _____.
- 2) In a family mother, father, brothers, sisters, grandparents, aunts and uncles, all live _____.
- 3) We learn _____ such as walking, sitting, eating from our family.
- 4) In the family, father, mother and all elders _____ of us.
- 5) In the family everyone _____ each other.
- 6) Mother and father take good _____ of and _____ the elders well.
- 7) In a family, younger children _____ to elder children and follow the _____ of the elders.
- 8) We live with elders and learn to _____ and be _____ to others.
- 9) Mother, father and all the elders take care of the requirements of _____, _____ and _____ for the entire family.
- 10) In a _____ we all live together.

Word Power

1. Fill in the blanks with the words given: (with teachers help)



- a) I have _____ brothers.
- b) We will go _____ school tomorrow.
- c) I have _____ books to read.
- d) I will have rice and chapatti _____.
- e) The table is _____ heavy _____ carry by myself
- f) We have lunch at _____ O'clock in the afternoon.
- g) Younger children listen _____ elder children.
- h) We live with elders and learn _____ serve and be helpful _____ others.

Language Skills

1. Fill in the blanks with the following words



- a) The school bell _____ ringing.
- b) I _____ a honest child.
- c) This _____ a Mango tree.
- d) We _____ happy children.
- e) I _____ very sleepy.
- f) The children _____ playing in the garden.
- g) My grandmother _____ in the house.
- h) They _____ in the house.
- i) It _____ time to play.
- j) How _____ you today?
- k) Priya and Sneha _____ sitting in the class.
- l) This _____ an animal.

2. Usage of HIM and HER

HIM - उसे/ उसको/ उनको

- a) He is *bhaiyaji*. Look at **him**.
- b) Say hello to **him**.
- c) We like **him**.
- d) We help **him**.

HER - उसे/ उसको/ उनको

- a) She is *bahanji*. Look at **her**.
- b) We know **her**.
- c) Say hello to **her**.
- d) We like **her**.
- e) We help **her**.

2. Repeat and do the actions after the teacher

- 1. I **wash** my plate every day.
- 2. I am **washing** my plate.
- 3. I **read** a book with my teacher.
- 4. I am **reading** a book.
- 5. I **write** in a copy.
- 6. I am **writing** in a copy.

Conversation

Talking about my family

- 1. How many members are there in your family?
 - a) ____ (number)
 - b) There are ____ members in my family.
- 2. What is your mother's name?
 - a) _____ (mother's name)
 - b) My mother's name is _____ .
- 3. What s your father's name?
 - a) _____ (father's name)
 - b) My father's name is _____ .
- 4. How many brother's and sisters do you have?

- a) _____ (number)
b) I have _____ (number) brother's and sister's.

5. What is your brother's name?

- a) _____ (brother's name)
b) My brother's name is Arjun _____ .

6. What is your sister's name?

- a) _____ (sister's name)
b) My sister's name is _____ . . .

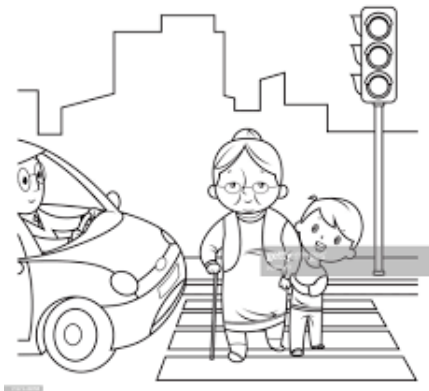
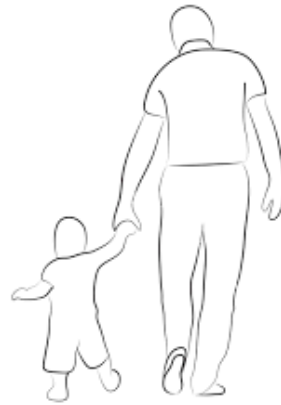
7. What is your family's occupation?

- a) farming/ *gaupalan*/ weaving/ stitching/ _____
b) My family's occupation is farming/ *gaupalan*/ weaving/ stitching/

Activities

1. What do we learn from our elders?





2. Ask the children to list out ways in which they participate (do *bhagidari*) in their family.

Lesson 8

Human Relationships

Study and Practice

I. Questions from the chapter

1. Who does the child learn to talk from?
2. Who does the mother help?
3. Do you like living with your mother?

II. Fill in the blank spaces with words from the chapters

- 1) All of us live in a _____.
- 2) In a family we have _____ such as brother, sister, father, mother etc.
- 3) My mother, you are _____, my mother, you are _____.
- 4) By nature, you are good, by nature you are _____.
- 5) You _____ and _____ me with love every day.
- 6) You give the right _____ and make things _____.
- 7) From you, I wish to learn to _____ and _____.
- 8) From you I wish to learn things _____.
- 9) From you, I wish to learn the right way to _____.
- 10) I wish to always listen to the _____ you give.

Word Power

1. Understand the usage of the question words with the help of the teacher Complete the questions with the words in the box

who

what

where

when

why

how

- a. _____ is your mother's name?
- b. _____ old is your brother?
- c. _____ does your mother wake up?
- d. _____ do you sleep with?
- e. _____ is your house?
- f. _____ are you late to school today?

Language Skills

1. Repeat after the teacher and write the sentences in your notebook.

Usage of THEM

THEM - उन्हें/ उनको

- a) They are playing. Look at **them**.
- b) We know **them**.
- c) Say bye to **them**.
- d) Play with **them**.
- e) Let's talk to **them**.
- f) *Adhyapikaji* teaches **them**.

2. Repeat and do the actions after the teacher

1. We **learn** new words.
2. We are **learning** new words.
3. We **have** lunch together.
4. We are **having** lunch.
5. We **sing** songs in class.
6. We are **singing** a song.

Activities

1. Ask the children to share the various activities their mother does with them in the class. (*The activities will be action words*)
2. Ask the children to share various ways in which their mother has helped them increase their understanding.
3. Ask the children how do they help their mother?

Lesson 9

Human Society

Study and Practice

I. Questions from the chapter

1. What is society?
2. Who builds and takes care of the school?
3. Is school part of the society?

II. Fill in the blank spaces with words from the chapters

1. All of us live in _____.
2. We live with a lot of _____ other than our family. We call them society.
3. We call all the people of the world together as _____.
4. We study at _____. School is part of the _____.
5. Students come from many _____ to study at school.
6. They ensure the maintenance, _____ and _____ of the place.
7. At school, the teachers _____ the students to read and write and help them _____.
8. They teach children _____ and exercise too.
9. We have _____ at school from time to time.
10. Both teachers and students _____ participate in the celebrations and _____ their happiness and make everybody happy.

Word Power

1. Find and write five 3-letter words and five 4 letter words from the word

S O C I E T Y

2. Add 'ed' to the word to form new words

1. Live + ed = _____
2. Reach + ed = _____
3. Fold + ed = _____
4. Stay + ed = _____
5. Call + ed = _____

Language Skills

1. Circle the correct answer (with teacher's help)

1. All of us **living** / live in families.
2. We **study** / studying at school.
3. Students **coming** / come from many families to study at school.
4. At school, the teachers **teach** / teaching the students.
5. We **call** / calling them society.

2. Repeat and do the actions after the teacher

1. We **draw** pictures.
2. We are **drawing** a flower.
3. We **colour** pictures.
4. We are **colouring** the scenery.
5. We **dance** in our dance (*nritya*) class.
6. We are **dancing**.

Activities

1. Discuss the various types of work that are carried out in and around where you stay.
2. Observe the relationship in society between human-human and between human-physical facilities.
3. Discuss in class who all take care of your school.

Lesson 10

My School

Study and Practice

I. Questions from the chapter

1. Why do you go to school?
2. How do you address your teachers?
3. How do you help the other students in the school?
4. Who all take care of you at school?
5. Who is our guardian at school?

II. Fill in the blank spaces with words from the chapters

- 1) There is a _____ close to where I live.
- 2) I go to school _____.
- 3) I go to school to _____ and _____ knowledge.
- 4) There are many _____ and _____ in the school.
- 5) We address _____ as 'bhaiji' or 'bahanji'.
- 6) All students of the school _____ each other in reading, _____, learning and _____.
- 7) Our parents take care of us at _____ and our teachers take care of us at _____.
- 8) Our _____ are our guardians at home and our _____ are our guardians at school.

Word Power

1. Same

Spelling

but different

Meanings

Word	Meaning 1	Meaning 2
<i>bat</i>	<i>an animal</i>	<i>a wooden stick</i>
<i>bowl</i>	<i>a dish</i>	<i>a sport</i>
<i>bark</i>	<i>a dog's growl</i>	<i>a tree trunk's covering</i>

Language Skills

1. Fill in the correct answers with –



- a. Raman helped _____ old man in crossing the road.
- b. Today the farmer will buy _____ ox and _____ cow.
- c. There is _____ apple and _____ banana on _____ plate.
- d. Amar is drawing _____ elephant.
- e. I need _____ umbrella, as it is raining outside.
- f. She is eating _____ orange.
- g. _____ man is sitting in the park.

Listen and Speak

1. Usage of WE

We - हम

Repeat after the teacher and write the sentences in your notebook.

- a) **We** are going to school.
- b) **We** play together.
- c) **We** like our teacher.
- d) **We** are hungry.
- e) **We** learn to read.

2. Repeat and do the actions after the teacher

1. We **recite** our poems.
2. We are **reciting** poems.
3. We **clean** our desk every day.
4. We are **cleaning** our desk.
5. We **play** with our classmates.
6. We are **playing** with our classmates.

Conversation

• TALKING IN THE BUS

1. Please sit down
2. Give me your bag.
3. Where is your bottle?

Activities

1. Make a drawing of your school in your copy.
2. Why is a school needed? Discuss with children.
3. Make children describe 'a day at school' including details of time and people.

Lesson 11

Teacher-Student Relationship

Study and Practice

I. Questions from the chapter

1. What does the teacher teach you?
2. What are the truths that your teacher teaches you?
3. What are the things that the teacher helps you understand?
4. Where do we go to study?
5. Who teaches us?
6. Do you obey your teacher?
7. What are the things that the teacher asks you to do?

II. Fill in the blank spaces with words from the chapters

- 1) We go to school to _____ and to understand.
- 2) The teacher _____ us and helps us _____.
- 3) We are the teacher's _____.
- 4) I want to know _____.
- 5) The teacher teaches us about _____.
- 6) The teacher teaches us how to pronounce the _____.
- 7) The teacher also teaches us how to _____ images, write and _____ sentences
- 8) The teacher teaches us about how to take care of our _____ and its _____.
- 9) We _____ our teacher.
- 10) I want to be _____ like my teacher.

Word Power

1. Same

spelling

but different

meanings

Word	Meaning 1	Meaning 2
can	<i>able to</i>	<i>container</i>
kind	<i>nice</i>	<i>type</i>
light	<i>lamp</i>	<i>not heavy</i>
play	<i>have fun</i>	<i>a drama</i>
roll	<i>revolve</i>	<i>a small piece of dough</i>
story	<i>tale</i>	<i>one floor of a building</i>
watch	<i>look</i>	<i>clock</i>

Language Skills

1. Fill in the blanks with



- 1) The teacher teaches all of _____.
- 2) _____ go to the same class.
- 3) _____ obey our teachers.
- 4) Our teacher teaches _____ to read.
- 5) _____ want to become wise like our teacher.
- 6) Our teachers are very kind to _____.
- 7) The teacher teaches _____ to draw.
- 8) Our teacher cares for all of _____.

Conversation

- **Talking about my school**
 1. **In which class do you study?**
 - a) Class 2.
 - b) I study in class two.
 2. **What is the name of your school?**
 - a) Abhibhavak Vidyalaya.
 - b) The name of my school is Abhibhavak Vidyalaya.
 3. **Who is your class teacher?**
 - a) _____ *adhyapikaji*.
 - b) My class teacher is _____ *adhyapikaji*.
 4. **How do you go to school?**
 - a) bus/ car/ jeep/ cycle/ scooter/ motor-bike/ auto/ walking
 - b) I go to school walking.
 - c) I go to school in a bus/ car/ jeep/ auto.
 - d) I go to school on a scooter/ motor-bike/ cycle.
 5. **How many children are there in your class?**
 - a) _____ (number).
 - b) There are _____ children in my class.

Activities

1. **Ask the students to discuss the relationship between the teachers and students in the school.**
2. **Match the following**

reading	to school
writing	in the playground
walking	on the black board
listening	on a bench
running	a book
counting	to the teacher
playing	with colours
sitting	new things
learning	a race
painting	numbers

Lesson 12

Our Needs

Study and Practice

I. Questions from the chapter

1. Why do we need things?
2. What do we need to protect our body?
3. What are the physical facilities that we use to travel from one place to the other?
4. What are the physical facilities that we use to talk to people who live far away?

II. Fill in the blank spaces with words from the chapters

- 1) We all live in _____ and in the society.
- 2) To fulfill our living in family and in society we need many _____.
- 3) To satisfy our hunger we need _____.
- 4) To protect ourselves from cold we need _____.
- 5) To satisfy our thirst we need _____.
- 6) We need an _____ or a _____ to protect ourselves from the rain.
- 7) By living inside a house, we protect ourselves from storms, _____, _____, _____ and wild animals.
- 8) Our body is protected by _____, _____ and _____.
- 9) To hear voices from far we use the _____.
- 10) To talk to our relatives who live far away we use _____ or _____.
- 11) To see moving images of other places, we use a _____.
- 12) To fulfill our living in the society we use _____, _____ and _____.

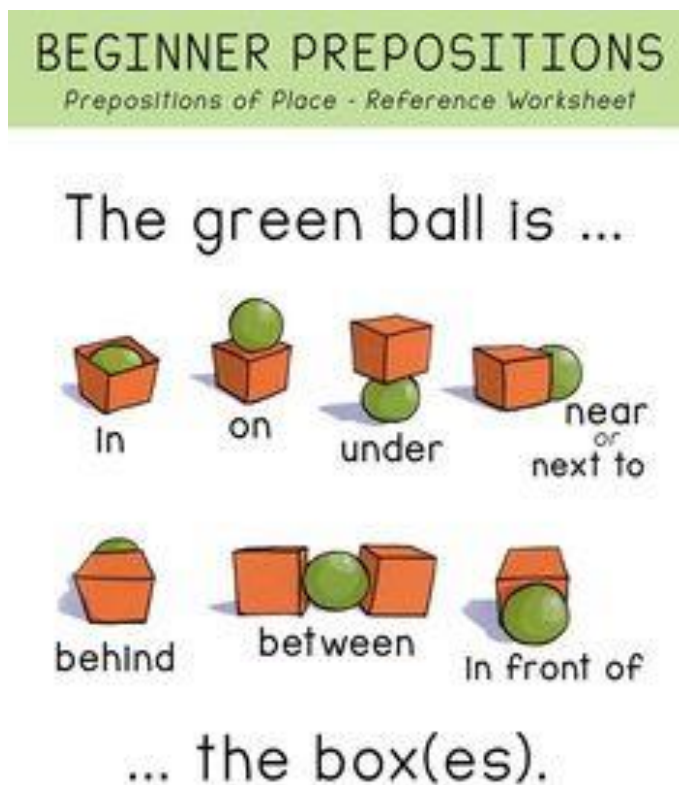
Word Power

1. Find and write five 3-letter words and five 4 letter words from the word

U N D E R S T A N D

Language Skills

1. Listen, Understand and repeat after the teacher



2. Repeat and do the actions after the teacher

1. We **share** our toys during games.
2. We are **sharing** our toys.
3. I **return** home after school.
4. I am **returning** home.
5. I **wash** my feet after reaching home.
6. I am **washing** my feet.

Activities

1. Make children into two groups A and B. Let children of group A talk about our requirements and let children of group B talk about the things that are needed to fulfill those requirements.

Example:

Group A

If we get hungry....

If we get thirsty....

Group B

then we eat food

we drink water

2. Discuss with children the different modes of transport (air, water and road). The various methods of distant – hearing (radio, phone), discuss letter writing and emailing as modes of communication. Discuss methods of distant viewing – Television and other accessories, videos – DVDs, CDs, Etc.
3. Sort the following words into appropriate columns

sweater	car	rice	socks
house	mobile	whitewash	wheat
radio	milk	cement	telegraph
pant	internet	pyjama	ship
cap	television	bricks	loudspeaker
vegetables	shirt	jacket	nuts
airplane	fruits	rajma	dvd
saree	bus	sugar	e-mail

Food



Clothing



Shelter



Distant-
viewing



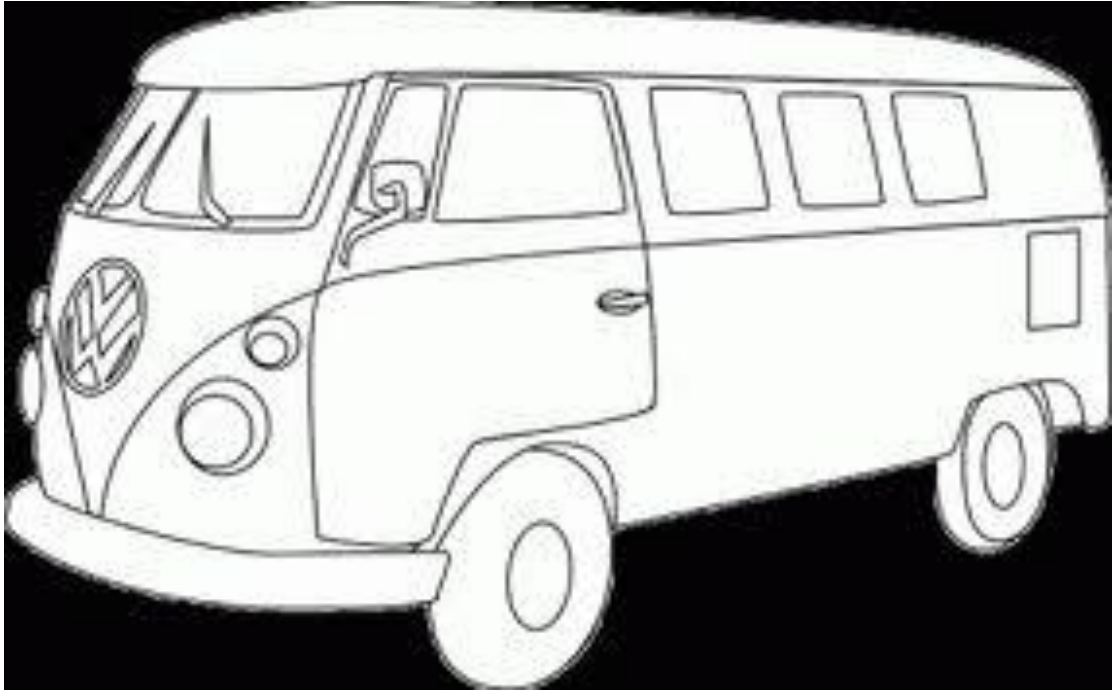
Distant-
travel



Distant-
hearing



4. Colour this drawing and name it. Also, right below what need it fulfils



This is a This is used for

Lesson 13

Knowing

Study and Practice

I. Questions from the chapter

1. What do I desire to know?
2. How do I become happy?

II. Fill in the blank spaces with words from the chapters

1. I want to know _____ and the things _____ me.
2. I desire to know about soil, _____, plants, _____, animals, _____, the sky and the _____.
3. I feel happy _____ about them.
4. I want to know the good _____ of the people I live with.
5. I want to know my _____.
6. I also want to know how to become _____.
7. We feel happy by knowing _____ other's good qualities.
8. Every human being desires to _____.

Language Skills

1. We use some words to join two small sentences to make a bigger sentence like



Now let us circle the **joining** in the following sentences:

- a. I have a brother and a sister.
- b. The teachers help us to learn and understand.
- c. I don't know what to eat first, mangoes or *laddus*.
- d. I want to play outside but it is raining today.
- e. Our teacher asked us to run and play but we wanted to sit and talk.
- f. Do you want to read this book or take a bath first?

1. Usage of WITH and TO

Repeat after the teacher and write the sentences in your notebook.

WITH

- a) Come and play **with** me.
- b) Sing **with** me.
- c) She stays **with** me.
- d) He colours **with** me.
- e) I will go **with** you.

TO

- a) Throw the ball **to** me.
- b) Give the pencil **to** her.
- c) Give the ball **to** him.
- d) I am talking **to** them.
- e) Adhyapikaji is talking **to** us.

2. Repeat and do the actions after the teacher

- 1. I **wash** my hands after reaching home.
- 2. I am **washing** my hands.
- 3. I **wash** my face after reaching home.
- 4. I am **washing** my face.
- 5. I **have** supper in the evening.
- 6. I am **having** supper.

Activities

- 1. Teacher will fill a bag with things such as pen, pencil, fruits flowers etc. The teacher then pulls out one item from the bag, without showing it to the children and asks, what is in my hand? The children will not be able to tell and hence the teacher will give them some information regarding the item such as
 - a. It is red in colour.
 - b. It lives surrounded by green things
 - c. It has a nice fragrance
 - d. It is soft to touch.
 - e. It is as big as
 - f. It is round in shape.

Lesson 14

Celebration

Study and Practice

I. Questions from the chapter

1. What is celebration?
2. What occasions do we celebrate?
3. What do you call these celebrations at home? Discuss in class.
 - a. The birth of a child
 - b. Inaugurating a new home
 - c. Harvest season
 - d. The beginning of Spring

II. Fill in the blank spaces with words from the chapters

_____ within is called celebration
I want to live in continuous _____
The sun _____ and brings celebration
The _____ too brings celebration
After the cold _____, comes the celebration of warm _____
There is celebration in the _____ that summers bring
_____ the showers of rain with cheer
Celebration when the _____ ripens every _____
Parents, teachers and all my _____
_____ together is also a celebration

Word Power

1. Find and write words from the following word:

C E L E B R A T I O N

Language Skills

1. Repeat and do the actions after the teacher

1. I **drink** milk twice a day.
2. I am **drinking** milk.
3. I go **cycling** every day.
4. I am **cycling**.
5. I like to **climb** trees.
6. I am **climbing** a guava tree.

Conversation

• TALKING DURING PLAY

1. Bhaiyaji, pass the ball.
2. Let's play
3. It's my/ his / her/ your turn.
4. Look at this!

Activities

1. Ask the children to share with each other the various ways in which they celebrate the Childs birth at home.
2. Ask the children to celebrate a Childs birthday in the class room. And ask the children to share with the birthday child, all the good things they have observed about that child.
3. Ask the children to find out from their parents about the ways in which harvest festival is celebrated in their home and then share it with the class. Ask the children to discuss the importance of harvest festival in the class.

Lesson 15

Occupation

Study and Practice

I. Questions from the chapter

1. What are the occupations that you see in your family
2. What occupations do you observe in your community?
3. What is an important part of every occupation?

II. Fill in the blank spaces with words from the chapters

- 1) We live in _____ and in the society and we have specific _____ to fulfil our living.
- 2) Most of these _____ that we need are made by human beings.
- 3) We call such activities as _____.
- 4) Hard work or _____ is needed for all occupations.
- 5) There are _____ types of occupations.
- 6) Occupation is a _____ for every family and human society.
- 7) Every human being becomes _____ by participating in an occupation.

Word Power

1. Fill in the blanks with appropriate words (Think, discuss and then fill.)

Field

Pots

House

Clothes

Milk

Chairs

Pump

Hair



- a) _____ are made by a potter.



b) _____ is cut by a barber.



c) _____ is delivered by a milkman/milkwoman.



d) _____ are made by a carpenter.



e) _____ is tended by a farmer.



f) _____ is built by a mason.



g) _____ are stitched by a tailor.



h) _____ is repaired by a plumber.

Language Skills

1. Replace names with the given words



1. Raju *chachaji* is a carpenter. _____ makes doors and windows out of wood.
2. Jyoti *mousiji* is a tailor. _____ stitches my clothes.
3. Do not open that tap. _____ is leaking.
4. Call Suresh *tauji*. _____ is a plumber _____ will fix it.
5. My parents are farmers. _____ work in the field every day.
6. We get milk from Soni *chachiji*. _____ is a milkwoman.
7. Are _____ going to help me?
8. Tanush, Adi and I are in the same school. _____ go to school in the same school bus.
9. Have you seen my pencil? I cannot find _____.
10. _____ am a student.

2. Repeat and do the actions after the teacher.

1. I like to **skip** rope.
2. I am **skipping**.
3. I like to **fly** a kite.
4. I am **flying** a kite.
5. I can **lift** my bag.
6. I am **lifting** my bag.

Activities

1. What are the different occupations that happen in the city and in the village? Discuss with children.
2. By what occupations are the needs of your family satisfied?
3. Ask the children to discuss and then describe the steps taken by the following people in order to do their occupation,
 - a) Barber
 - b) Potter
 - c) Farmer
 - d) Carpenter
4. Is there physical effort involved in all occupations? Discuss.
5. How do you contribute to the family's occupation?

Lesson 16

Seasons

Study and Practice

I. Questions from the chapter

1. What are the different seasons? Write their names.
2. For how long does each season stay?
3. Which season brings an end to sharp winter?
4. During which season do we have long days and short nights?
5. What is the rainy season called?
6. In which season are the days short and the nights long and cold?

II. Fill in the blank spaces with words from the Poem:

Every year the _____ come
One after the _____.
In a definite _____ they come
_____ seasons all together
Each season stays for _____ months
Giving us definite _____ to gather

End of _____ winter
And _____ to eat
Ah! the _____ (*vasant*) is here

_____ hot days and short hot nights
And lots of melons to _____ your body
Oh! the _____ (*grishma*) is here

_____ drops from the clouds
Bringing _____ to earth and mangoes to eat;
Wah! The _____ (*varsha*) is here

Clear fresh _____
Guava, _____, custard apple to eat
Ah! the _____ (*sharad*) season is here

A little _____ in the air

_____ and pomegranate to eat
Oh! The season of _____ is here.

_____ days and _____ cold nights.
Oranges, Kinnu and _____ to eat
Wah! The _____ (*shishir*) is here.

Language Skills

1. Repeat and do the actions after the teacher.

1. I **hold** my *dadaji's* hand.
2. I am **holding** *dadaji's* hand.
3. I like to **pick** guavas.
4. I am **picking** guavas.
5. I **choose** to paint.
6. I am **choosing** to paint.

Activities

1. Discuss about the different kinds of seasonal foods and their effect on our body.
2. Discuss the different clothes worn during all the seasons.
3. Discuss about the changes that occur in trees and in plants during the different seasons.
4. Group these words into the appropriate columns

rain, hot, wet, sweat, shiver, cold, thirsty, chill, storm

Summer

Winter

Monsoon

5. Colour this picture and name this season.



Lesson 17

BODY

Study and Practice

I. Questions from the chapter

1. Name five sense organs.
2. Name five motor organs.

II. Fill in the blank spaces with words from the chapters

- 1) I bring my imagination into _____ with the help of my body.
- 2) The body has _____ sense organs – ears, _____, _____, tongues and skin.
- 3) We recognize _____ through our nose;
- 4) We hear _____ and words through our ears
- 5) We recognize _____ and colour through our eyes.
- 6) We recognize _____ by our tongue.
- 7) We recognize _____ by our skin.
- 8) The body has _____ motor organs – mouth, _____, _____, and two excretory organs.
- 9) We _____ and _____ through our mouth, _____ with our hands and _____ with our legs
- 10) _____ is discarded from our body by the excretory organs.
- 11) Eating food on _____, drinking a lot of _____, exercising _____ and getting enough _____ keeps the body healthy.
- 12) If we _____ healthy then we are able to _____ and _____ with others well and we will be happy.

Language Skills

1. Fill in the blanks with:

a e i o u

1) E y _ s

2) E _ r s

3) M _ _ t h

4) L _ p s

5) H e _ d

6) H _ n d s

7) L _ g s

8) _ r g _ n

2. Repeat and do the actions after the teacher

1. I like to **help** *mammaji*.
2. I am **helping** *mammaji*.
3. I like to **serve** food to all.
4. I am **serving** food.
5. I **do** my homework in the evening
6. I am **doing** my homework.

Activities

1. Ask children to describe in their own words the things that they would not be able to do if they could not use their
 - a. Sense organs
 - b. Motor organs
2. Sensitize children to their sense organs.
 - a. Put small pieces of aromatic materials (with distinct smell) such as ginger, garlic, rose, fennel, cinnamon, coriander etc. in sealed match boxes, with a hole in them (for the aroma to escape) and ask children to identify them by smelling the boxes.
 - b. Blindfold some of the children and ask the rest of the children to use various materials to create noise. The blindfolded children have to identify them. Then ask children to exchange their roles and repeat the game.
 - c. Ask children to go into the garden and bring back things with different textures (that have a different feel when being touched) and to describe the textures.
 - d. Prepare solutions of salt, sugar, lemon, amla and karela and ask children to identify the taste as salt, sweet, sour, astringent and bitter.

Lesson 18

Food

Study and Practice

I. Questions from the chapter

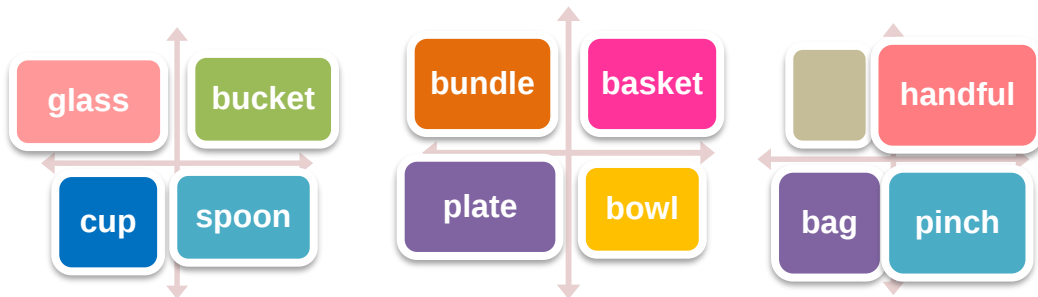
1. What does our body get from food?
2. At what times of the day do we have food at home?
3. What parts of plants or trees form the major part of our food?
4. Can we eat raw food?
5. What are the different food items prepared from milk?
6. To what order do salt and water belong?

II. Fill in the blank spaces with words from the chapters

- 1) Our _____ gets strength from food.
- 2) If we _____ well before swallowing, the food is _____ well.
- 3) At home, we have our food at regular intervals like in the _____, afternoon, _____ and night.
- 4) The major part of human being's food is _____ (plants and trees).
- 5) We use parts of plants and trees as food, such as roots, _____, leaves, _____, fruits and _____.
- 6) We eat food in _____ and _____ form.
- 7) _____ is also part of our food.
- 8) _____, buttermilk, _____, ghee and many types of sweet are prepared from milk.
- 9) We domesticate _____ and get _____ from them.
- 10) We use _____ and water while cooking food.

Word Power

1. Fill in the blanks with what you think is the right choice of words.
(with the help of your teacher)



1. a of milk
2. a of water
3. a of fruits
4. a of nuts
5. a of ghee
6. a of salt
7. a of rice
8. a of soup
9. a of vegetables
10. a of flowers
11. a of leaves
12. a of *papad*

Language Skills

1. Sometimes we use words that describe someone, someplace or something we can call them describing words e.g.:

1. Healthy food
2. Sweet kheer
3. Cold water
4. Hot milk
5. Fresh vegetables

Now circle the words that **describe** in the sentences below:
(with the help of your teacher)

1. My mother gives me hot food when I go back home.
2. My brother likes cold milk.
3. I like salty biscuits.
4. We get fresh milk from the *gowshala*
5. Our adhyapikaji, brings raw salad for lunch.
6. This halwa smells good.
7. We eat white rice at home.
8. The mangoes are very . juicy

2. Repeat and do the actions after the teacher

1. I **have** my dinner every night.
2. I am **having** dinner.
3. I **change** my clothes before going to bed.
4. I am **changing** my clothes.
5. I **go** to sleep on time.
6. I am **going** to sleep.

Conversation

TALKING IN THE DINING HALL

1. What have you brought?
 - *Mummyji* gave me
2. Do you like?
 - Yes, I do.
 - No, I do not like it.
3. Have some of my
- Thank you *bhaiji/ bahanji*.
4. Can you pass me some water please?
 - Yes

Activities

1. Make 3 columns in your note-book. Label them as shown below and then write the following words in the right column.

glass *chikoo* carrot mulberry plate tomato
 watermelon pan onion spoon bottles fork pineapple
 tray jug mug banana kettle papaya knives apple
 spinach cup potato chilli bowl ladyfinger mango
 beans litchi peas grapes cabbage cauliflower pear
 drumstick straw guava pot cucumber strawberry
 radish sweet lime orange bottle gourd

Fruits	Vegetables	Kitchen Utensils and Tools

Lesson 19

Medicine

Study and Practice

I. Questions from the chapter

1. How does the body stay healthy?
2. When do we become ill?
3. What are the various materials that are used as medicine?
4. Name some medicines that you use at home.
5. What do we use neem for?
6. In how much quantity should we take medicines?

II. Fill in the blank spaces with words from the chapters

1. The body stays _____ with the right kind of _____, good _____, exercise, _____ and hygiene.
2. When we do not take the _____ kind of food we become _____.
3. We get _____ about the right kind of food from our _____ and _____.
4. Various materials are used as medicine such as _____, neem, _____, rose petals, _____ and lemon.
5. The _____ of tulsi leaves are used as _____ for cold and cough.
6. The _____ of neem leaves is applied on the _____ for any skin problems.
7. Rose _____ is used as medicine for the _____.
8. Gooseberry and _____ are used to treat problems of the _____.
9. Some _____ such as _____, fenugreek, _____, and pepper are also used as _____.
10. Common _____ items such as alum, _____ and _____, are also used as medicine.
11. _____ are always taken in _____ quantities.
12. Eating medicine in _____ quantities can _____ the body.

Word Power

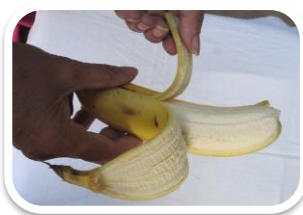
1. Learn some actions that we do while making medicines.



Grind



Powder



Peel



Squeeze



Boil



Mix



Dry



Wash



Strain



Cut



Chop



Grate



Roast

Language Skill

1. Colour the name of a **person in red**, the name of **place in blue** and of a **thing in yellow**

Ankit	pencil	park	Chirag	
	Raipur	Milli	Achoti	Rohan
table	cup	book	School	
	Sonu	glass	Preeti	jungle

2. Rewrite these sentences using **He, She, We and They**. Write it in your notebooks. The first one has been done for you.

E.g.

- I am going to school.
 - **He** is going to school.
 - **She** is going to school.
 - **We** are going to school.
 - **They** are going to school.
- I am studying in class.
- I am reading a book.
- I am writing writing.
- I am drawing a flower.

3. Say aloud and learn how to use these words



root	roots
leaf	leaves
stem	stems
fruit	fruits
bark	barks
tree	trees
plant	plants
peel	peels
petal	petals
seed	seeds
gooseberry	gooseberries
mango	mangoes
ginger	roots of ginger
garlic	Pods of garlic
pepper	corns of pepper
clove	cloves
cinnamon	barks of cinnamon
lemon	lemons

Activities

1. Ask children to share with the class about the various times their parents teachers and elders have used medicines from their kitchen to help them or someone in their family to get better.
2. Show and introduce children to home medicines.
3. Ask children to plant a Neem tree, and to protect it.
4. Some words sound the same but their spellings are different.
Match the similar sounding words

son

write

two

eye

see

to

right

sun

I

sea

What am I? How am I? What do I want?

I am a human being.

I bring my imagination into action. I live with the expectation of a healthy mind. My healthy mind is evidenced in my living.

I am a unit of the knowledge order.

I am a combined form of the Self (*Jeevan*) and the body.

I, the Self (*Jeevan*), in natural form, have activities of knowing, assuming, recognizing and fulfilling.

I am self-organized with humaneness.

I want to be equipped with intellectual resolution and physical prosperity.

I, the self (*Jeevan*), want to be with complete awakening and its continuity and be free of ignorance, fear and problems.

I want to be an authority in participating in undivided society and universal order and want to be self-organized. I also want to see every human being become the same.

A. Nagraj