

Class : 2

Subject : Grammar Cloud

Lesson : Alphabet Fun

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to recall the:

- Capital and small letters of English Alphabet
- Arranging words in alphabetical order
- Vowels and consonants
- Rearranging letters to make new words

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Pocket dictionary
- Worksheet for practice as given at the end of the chapter

Warm Up

Before getting started, you can ask the following questions in class:

- How many letters are there in the English alphabet?
- What are vowels?
- How many consonants are there in the English alphabet?

Points to Discuss

This chapter has been taught in the previous class. Repeat the knowledge once more in the classroom.

Classroom Activity

Odd One Out

Write few words on the board that belong to the same group and one word which is not related to the group. Ask students to identify and circle the odd one out in each group.

For example,

~~c~~ar
pencil

bat
eraser

ball
crayons

cap
~~m~~obile

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Accuracy				

Classroom Activity

Dictionary

Bring dictionary to the classroom and show it to the students. Tell them a dictionary is a book which gives the meaning of words. The words are listed in an alphabetical order. Give them a brief idea about how to find a word in a dictionary.

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Word Game

This game is played in pairs. One student in a pair tells a word, the other student will say another word that starts with the last letter of the previous word. The student that runs out of words will lose the game. Make sure the students speak meaningful words. For example,

apple
elephant

egg
toy

goat
and so on

tree

Make New Words

Write a big word on the blackboard and ask them to make as many words as they can using the letters of the given word. For example, you can write 'maintenance' on the board.

Students can make the following words:

- main
- ten
- net
- ant
- eat

Enrichment

Have students brainstorm, identify, read, and write words with the short and long vowels sound in the middle.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Use of dictionary

Life Skills

Tell students that when they play any game in a group or pair, they should not create any nuisance or chaos in the classroom. They should behave properly with their team members or partners.

Tips for Teachers

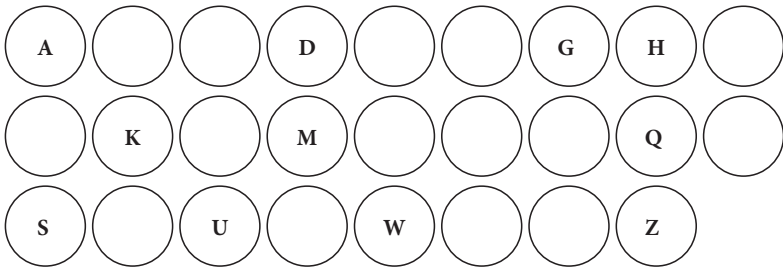
- Start the chapter with the revision of what they have already learnt in the earlier class.
- Ask them to write small and capital letters of the English alphabet in their notebook.
- Once they have written the English alphabet, ask them to circle the vowels.
- Show them a dictionary and tell the steps to search for a word in it.
- Encourage them to behave well in the class while playing games.
- Give them the following worksheet after they have completed their textbook exercises.

WORKSHEET

A. Circle the matching lowercase letter in each row.

B	a	h	r	b	o	p
G	I	d	g	p	q	m
R	r	z	l	w	n	b
J	p	s	o	y	j	t
Z	i	u	z	r	e	v
N	w	l	f	c	x	n
L	o	w	q	l	k	f

B. Complete the alphabetical order by writing the missing alphabets.



C. Find the names of the fruits starting with the given alphabets in the following word search. Write down the names of the fruit in the given space and draw their pictures.

(A, B, C, G, M, O, P, T)

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

A large, empty rectangular box with rounded corners, likely for drawing or additional notes. It is positioned to the right of the numbered list.

Class : 2
Subject : Grammar Cloud

Lesson : Sentences

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- The sentences
- How to start and finish a sentence
- Understand the difference between a meaningful sentence and random group of words which do make any sense

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Worksheet for practice as given at the end of the chapter

Warm Up

Before getting started, you can ask the following questions in class:

- What is a sentence?
- How should we start and end a sentence?
- Does a sentence make sense?

Points to Discuss

This chapter has been taught in the previous class. Repeat the knowledge once more in the classroom.

Classroom Activity

Sentence Formation

Write few words on the board. The students then have to take it in turns to make a meaningful sentence using any of the words written on the word. This activity provides enjoyable practice in word order and sentence construction. For example,

bat

book

car

pencil

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Accuracy				
Pronunciation				
Sentence Formation				

Classroom Activity

Dictation

For more practice read out some sentences to the students and ask them to write them in their notebooks. Tell them to start the sentences with capital letters and finish them with a full stop mark. Now, write down the correct answers on the board. Allow the students to check each other's notebook and rate them.

Assessment Rubrics

Each student can be graded on the basis of the following criteria.

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Task fulfilment				
Spellings				
Sentence Formation				

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Make it short!

Write a long sentence on the board and the students have to remove words and phrases while ensuring that it always remains as a sentence. This activity also provides enjoyable practice in sentence construction.

Enrichment

Have students brainstorm, identify, read, and write meaningful sentences.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Sensible formation of words and sentences
- Vocabulary
- Spellings
- Assessments of others and self

Life Skills

Explain various conversation etiquettes to the students. Tell them that whenever they are asked a question, they must give answers in complete sentences instead of giving a one word answer. This will help their conversation skills and make a good impression of them on the people they talk to.

Tips for Teachers

- Start the chapter with the revision of what they have already learnt in the earlier class.
- Ask them to complete the textbook exercises in the classroom and practise making meaningful sentences as much as possible.
- For homework, give them some activities that can be discussed in the classroom.
- Allow the students to find the mistakes and correct them on their own.
- Give them the following worksheet after they have completed their textbook exercises.

WORKSHEET

Rewrite the mixed up sentences below. Add a word from the box to each sentence. Use capital letters and full stops wherever required.

little	story	younger	dirty
rainy	soft	talented	first

1. book the missing was

2. worker the get a will raise

3. the artist very was

4. kitty is the very

5. project his won place

6. monkey the liked banana

7. it was day a

8. my is sister annoying

(Ask the students to mark the noun, pronoun,
adjectives
and verbs with different colours, respectively.)

Class : 2

Subject : Grammar Cloud

Lesson : Articles—A, An, The

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Use of the article ‘a’ and ‘an’ before a word
- Use of article ‘the’ before a word

Teaching Resource Materials

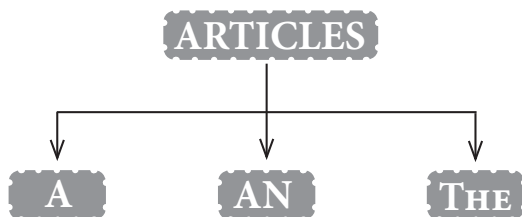
- Textbook: Grammar Cloud 2
- Pictures of different objects, for example, cap, egg, ice cream, sun, teacher, banana, owl, Taj Mahal, etc., with ‘a’, ‘an’, and ‘the’ written with the name of the object
- Worksheet for practice as given at the end of the chapter

Warm Up

Before getting started, you can ask the following questions in class:

- When do we use article **a**?
- When do we use article **an**?
- When is **the** used?

Points to Discuss



- In English, the article **a** is used with the nouns stating with a consonant.
- Article **an** is used with nouns starting with a vowel.
- Article **the** is used for a particular person, place, animal or thing.

- We also use **the** when the same noun is used again.
- **The** is used with the plural nouns.

Classroom Activity

Look and Speak

Take as many students as many pictures of different objects you have. Give each student a picture and ask them to read out loud. Now, ask them why there is **a** in front of some objects, **an** in front of others and **the** in front of other pictures. Wait for two minutes for any answer. Now, make three groups of the students with pictures. One group with all **a** articles one with all **an** article and one with **the** article. Now, ask the same question and wait for two minutes.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Accuracy				
Vocabulary				

Classroom Activity

Correct the Article

Write few sentences on the board containing wrong articles. For example,

A Red Fort is in Delhi.

He ordered **an** pizza.

Mother gave me **a** orange.

Ask students to copy the sentences in their notebook and rewrite the sentences by correcting the articles. Now, tell them to exchange the notebooks with their partners and crosscheck their work. Write

the correct sentences on the board so that students can verify their work.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Participation				
Knowledge				
Task fulfilment				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Body Parts

Write the names of some parts of the body on the board. Now, ask students to tell the name of one body part with the correct article. For example,

a nose an ear the shoulders the legs an eye

Listen and Write

Ask students to keep their notebooks and pencils ready. Instruct them to draw a table in their note books and divide it into three columns. Each column should be named **a, an, the**. Start reading a story to them. Read it at a moderate pace and your words should be loud and clear. Now, tell them that they will have to draw one short line for every time an article comes up in your story. At the end, they will count how many times each article appeared in the story and the winning students will get a golden star in their notebooks.

Enrichment

Have students brainstorm, identify, read, and write words by placing correct articles along with them.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Team work
- Listening
- Grammatical Reasoning

Life Skills

Tell students that they should clean their own space after completing an activity or a task. Tell them that they should tell their partner's mistakes very politely. They should not make fun of their classmates. They should not make faces or tease a student when he/she is speaking something in front of the class.

Tips for Teachers

- Start the chapter with the revision of what they have already learnt in the earlier class.
- Tell them the use of the article 'the'. Tell them that we always use 'the' with the plural nouns and proper nouns irrespective of the vowels and consonants. For example,
the books the eggs the umbrellas
- While performing the activity, make sure all the pictures have a clear name and the articles.
- Make them complete the textbook exercises on time.
- Explain few exercises in the classroom and give them as homework.
- Encourage them to behave well in the class while playing games.
- Give them the following worksheet after they have completed their textbook exercises.

WORKSHEET

Complete the following sentences with a, an or the.

1. Picasso was _____ artist.
2. He is _____ poor man.
3. I study at _____ small university in London.
4. We used to live in _____ city centre.
5. Are you _____ teacher?
6. _____ earth revolves around _____ sun.
7. My cousin is _____ surgeon.
8. It looks like it is going to rain. Do you have _____ umbrella?
9. I have _____ two year old daughter.
10. My brother lives in _____ apartment in _____ city centre.
11. Is France _____ European city?
12. I have got _____ spare ticket for the concert tonight.
13. Do you want to go to _____ cinema tonight?
14. I am reading _____ really good book.
15. The mall is very near from here. Go straight and it's on _____ left.

Class : 2
Subject : Grammar Cloud

Lesson : Noun

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Definition of noun
- Use of capital letters in noun
- Identifying nouns
- Differentiating between names of places, person, animals or objects

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Worksheet for practice as given at the end of the chapter

Warm Up

Before getting started, you can ask the following questions in class:

- What is a noun?
- What is common Noun?
- What is proper noun?

Points to Discuss

This chapter has been taught in the previous class. Revise the concept of noun, proper noun and common noun once more in the classroom.

Classroom Activity

Tell the Names

Divide the class into five groups. Give a sheet of paper and different colours to each group. Assign one category to each group and ask them to write at least five names that come under that category. For example,

- Countries
- Cities
- Cricketers
- Months of the year
- Monuments

The group who completes the work first and with accuracy will be the winner.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Accuracy				
Task fulfilment				
Knowledge				
Spellings				

Classroom Activity

Answer the Questions

Write few questions on the board and ask students write their answers in their notebook. Ask them to begin each letter with a capital letter. For example,

What is your name?
sits next to you?

Who is your teacher?

Who

Who is your best friend?
is name of you school?

Who has long hair?

What

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Accuracy				
Task fulfilment				
Knowledge				
Spellings				

FUN TIME

Once the lesson is completed, you can play the following game with the students.

Scavenger Hunt

Let students take part in a scavenger hunt as they look around the school for common and proper nouns. Walk around the school and find two or three areas to stop in, such as the library, art room, or computer lab. At each place, encourage students to walk around and find proper and common nouns.

Enrichment

Have students brainstorm and identify common and proper noun in their surroundings.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Vocabulary
- Learning
- Participation
- Identification
- Spellings

Life Skills

Tell the students to raise their hands when they want to give an answer to the question asked in the class. Also tell them that they should stand first and then answer the question. Effective discipline is important for maintaining a positive atmosphere in the classroom and supporting students' learning.

Tips for Teachers

- Start the chapter with the revision of what they have already learnt in the earlier class
- After revising the concept you can either give all or some of the textbook exercises as homework. But make sure you discuss all exercises so that the students are clarified with the questions. The worksheet should be done in class and should be time based.
- Give them the following worksheet after they have completed their textbook exercises.

WORKSHEET

A. Read the following sentences and underline the common noun and proper noun with red and blue colour, respectively.

1. The kids went to the Himalayan Mountains.
2. They stayed at a big cabin named The Cloak.
3. The cabin had lots of games.
4. The boys built an Army Fort using snow.
5. The girls built a snowman and named him Bozo.
6. They decorated the snowman with a scarf and a hat.
7. That night, their parents built a fire.
8. The kids toasted Marshmallows.
9. Then, the family watched the movie Spiderman.
10. They ate Caramel Popcorn and Mint Candy.
11. Later, they read the book Harry Potter.
12. The trip was so much fun.

B. Read the words in the box given below and write down the words in correct category.

book	Aman	tiger	Delhi
India Gate	table	Jason	lion
zebra	New York	cup	Andy
Michael	dog	Disney Land	door
fan	Geeta	cat	Egypt

Name	Place	Animal	Thing
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Class : 2

Subject : Grammar Cloud

Lesson : Noun-Gender

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Masculine gender
- Feminine gender
- Converting one gender into other

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- A chart paper with two columns. One titled MASCULINE and other FEMININE
- Flash cards of different people and animals. For example, a man, a tiger, a waitress. (Write down the title of the picture at the bottom. For example, if a waitress is shown in the picture, WAITRESS should be written at the bottom of the picture.)
- Portraits of different humans and animals with no name or titles written at the bottom.

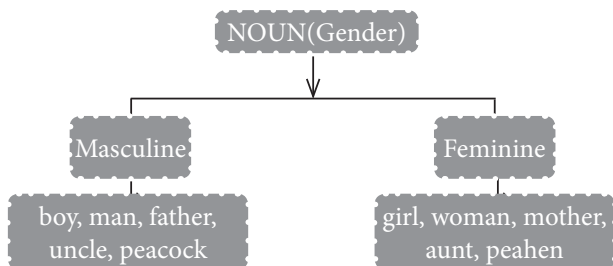
NOTE : Stick a double sided adhesive tape at the back of the flash cards and portraits. This will make it easy to stick them on the chart.

Warm Up

Before getting started, you can ask the following questions in class:

- What is the opposite of mother?
- Who is your friend, a boy or a girl?
- What do you call the mother of your father?
- If lion is a male then who is a lioness?
- Is rabbit a male or a female?

Points to Discuss



- In English, the nouns are divided into three genders, masculine, feminine and neuter. In this chapter, we will learn about only masculine and feminine genders.
- Masculine gender refers to the male category like man, father, brother, boy, steward, peacock, lion, etc.
- Feminine gender refers to the female category like girl, mother, sister, waitress, air hostess, peahen, lioness, etc.
- Non-living things have neuter gender.

Classroom Activity

Look and Speak

Take the chart paper and stick it on the board. Now, show flash cards with pictures to the students and ask them to say loudly who is in the picture. Now, stick the male pictures in the masculine column and female pictures in the feminine column. Ask the students what did they observe and teach them about gender nouns.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Vocabulary				

Classroom Activity

Name them!

Use the same chart for this activity. Show the different portraits one by one and ask them whether the picture is masculine or feminine and then stick it to the correctly column. This activity will help them retain in their memories the two genders more appropriately.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Awareness				
Spellings				

Classroom Activity

Listen and Answer

In this activity you will first say some masculine examples and the students will convert them into feminine and vice-versa. After this, say an example of either of the gender at random and let them convert into the opposite gender. Practise with some more examples. Instruct the students to raise their hands if they know the answer.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Awareness				
Participation				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Role Play

Make pairs of students (a girl and a boy) and give them one gender roles in pair and tell them to prepare a skit on it. For example, a pair is given a gender role of a mother and a father. So the boy will play the role of a father and the girl will play the role of a mother. Let the students present the skit in front of the class. This activity will teach students not only the different examples of gender but also about the difference in them.

Neuter Gender

Divide the class into five groups and give each of them a sheet of paper and colours. Ask the students of each group to look at different objects in their surroundings and write the names of the objects for which neither male nor female exist. Tell them that a noun that denotes a lifeless thing is called **neuter gender**. For example, pen, pencil, box, board, etc. Give them five minutes of time. The team who writes maximum number of correct neuter genders will win.

Enrichment

Have students brainstorm, identify, read, and write about the two gender nouns, masculine and feminine.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Presentation
- Imagination
- Team work

Life Skills

Role plays are very useful. They build the self-confidence of the students, improve language and communication skills, and help them deal with different situations.

Tips for Teachers

- Try to tell students at what time you are starting the lesson so that they can get a sense of time management.
- Give them as many words as possible for which they can tell the opposite gender of the given words.
- While performing activities make sure students do not make noise and quietly raise their hands if they know the answers.
- Make students with extrovert behaviour sit with shy students. It will help the introvert kid to build some confidence.
- Make sure you collect all the teaching material and it is not ruined. Teach students to use the materials properly.

Class : 2

Subject : Grammar Cloud

Lesson : Noun- Singular and Plural

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this lesson, the students will be able to learn about:

- Converting singular noun into plural noun using different endings

Teaching Resource Materials

- Textbook : Grammar Cloud 2
- Flash cards of the plural forms of some nouns, for example, cats, dogs, sheep, fish, children, etc.
- Worksheet for practice as given at the end of the chapter

Warm Up

Before getting started, you can ask the following question in class:

- What is the plural of the following words?
dog, cat, human, mango, bus

Points to Discuss

NOTE : *The concept of singular and plural nouns has been taught in the previous class. This chapter includes some exception of plural endings. Revise the concept of singular and plural nouns and teach them the exceptions in plural endings.*

- Use **es** with nouns ending with **x, o, s, ss, sh or ch**.
- (exception: in some words with **o** as their ending we use **s**)
- Use **ves** with nouns ending with **f** or **fe**. Replace **f** or **fe** with **ves**.
- (exception: in some word ending with **f** only **s** is added at the end)
- Use **ies** at the place of **y** with nouns ending with **a consonant before the last y**. For example, butterfly-butterflies.
- Using **s** with nouns ending with **a vowel before the last y**. For example, boy-boys.

- Some nouns are the same in both singular and plural forms. For example, sheep-sheep.
- Some singular nouns have plurals that do not follow any of the above rules. For example, man-men.

Classroom Activity

Tell the Plurals

Write few words on the board. For example, boy, toy, monkey, boss, brush, potato, leaf, knife, baby, child, man, fish, and hair. Now, ask one student at a time to come forward and write down the plural form of a word. Let few students try and then teach the different rules of converting singular noun into plural.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Participation				
Accuracy				
Vocabulary				
Spellings				
Knowledge				

Classroom Activity

‘s’, ‘es’ or ‘ies’

Divide the board into three columns and write ‘s’, ‘es’ and ‘ies’ as the column headers. Now, call one student at a time and ask him/her to write a noun in one of the columns whose plural form is formed by adding the given suffix. For example,

's'	'es'	'ies'
boy	box	cherry
kite	class	fly
girl	box	library
goat	dress	butterfly
bike	bush	baby

Now, ask the students to make the plural of the nouns written on the board by adding the correct suffix.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Accuracy				
Vocabulary				
Spellings				
Knowledge				

FUN TIME

Once the lesson is completed, you can play the following game with the students.

Classroom Activity

I have, Who has?

Give each student the flash card of a plural noun. Write the singular nouns of the same plurals on the board. Now, ask each student to stand up and tell his or her plural noun and ask the plural of any other singular written on the board. For example, they will say:

I have children. Who has the plural of lion?

I have kites. Who has the plural of the wife?

The student who has that plural flash card will stand up and show his or her flash card. The students who give wrong answer will be disqualified from the game.

Enrichment

Have students identify, read, and write words with different plural endings.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Vocabulary
- Learning
- Participation
- Identification

Life Skills

While indulging in a group activity, students should remain patient and attentive. They should wait for their turn and allow the fellow participant to complete their turn. If a student fails to answer correctly, other students should not mock him/her. A healthy and positive classroom environment is very essential for a child's intellectual growth.

Tips for Teachers

- While working in a group activity, make sure you take enough number of students to avoid chaos during the activity.
- While teaching them the conversion of singular into plural make sure they have learned the use of endings completely.
- Book exercises can be done both in class and as homework. Before giving them the homework make sure you discuss the exercises in the classroom.
- Give them the following worksheet after they have completed their textbook exercises

WORKSHEET

Write down the plural of the words given in brackets and complete the sentences.

1. Mrs Jones has two naughty _____. (child)
2. Three tiny _____ scurried quickly through the kitchen. (mouse)
3. Mother cut the cheese sandwich in two _____. (half)
4. The dental hygienist cleaned my _____. (tooth)
5. The old _____ stopped at the bus stop. (woman)
6. Grandpa carefully sharpened the _____ in the kitchen. (knife)
7. Those _____ were shouting angrily at the player. (person)
8. Amy bought two _____ of seed bread. (loaf)
9. The busy _____ were fixing the large hole in the street. (man)
10. I heard a pack of _____ howling loudly in the forest. (wolf)
11. The farmer's _____ walked slowly into the field. (sheep)
12. The young _____ peel the _____. (lady, potato)
13. The caterpillars suddenly turned into stunning _____. (butterfly)
14. The _____ have four _____. (buffalo, foot)
15. The _____ stole the bright red _____. (thief, cherry)

Class : 2
Subject : Grammar Cloud

Lesson : Pronoun

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the student will be able to learn about:

- Pronoun
- Its use at the place of noun

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Pictures of some persons or animals showing different emotions or actions (for example, angry, happy, dancing, flying, running, sad, etc.)
- Worksheet for practice as given at the end of the chapter

Warm Up

Before getting started, you can ask the following questions in class:

- What is a pronoun?
- What pronoun will you use for yourself?
- What pronoun will you use for your partner?
- What pronoun will you use for your book?

Points to Discuss

- The concept of pronouns has been taught in the previous class. Revise the concept of pronouns once more in the classroom. Also, tell students about some more pronouns (him, her, us, and them).

Classroom Activity

Describe the Picture

Call one student at a time in front of the class and show him/her a picture of an animal or a human being showing any action or emo-

tion. Ask the student to use proper pronoun and say what is going on in the picture. For example,

She is sad.



It is running.



They are happy.



Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Awareness				
Participation				
Knowledge				

Classroom Activity

Fill in the Blanks

Make three columns on the board and write the pronouns as shown below.

I, he, she, it, they, we, you	my, his, her, their, its, our, your	this, that, these, those
-------------------------------	-------------------------------------	--------------------------

Now, write few fill in the blanks on the board. Call one student at

a time and ask him/her to complete the sentences by writing the correct pronoun in the blank. One student will write only one pronoun. This activity will help them to understand the clear usage of different types of pronouns.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Accuracy				
Participation				
Knowledge				

FUN TIME

Once the chapter is completed,you can play the following game in the classroom.

Find the Pronoun

Write down at least 10-15 sentences on the board that have pronoun in them. Now, divide the class into four teams. Make one student from each team a team leader. Tell them that they have five minutes to find out all the pronouns in the sentences written on the board. Make sure you use a timer. After five minutes, give them two more minutes to submit their answers to their respective team leaders. Now, ask the team leaders to read out the answers one by one. The winning team will get a star on their wrist for brilliant performances.

Enrichment

Have students brainstorm, identify, read, and write the pronouns.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Team spirit
- Leadership
- Grammar knowledge

Life Skills

A leader is somebody who takes initiative and responsibility of people working with him. Leadership qualities include, decision making, understanding different capabilities and abilities of team members and encouraging them to perform better. Before becoming a team leader you must be a team player.

Tips for Teachers

- Start the chapter with the revision of what they have already learnt in the earlier class.
- After revising the concept you can either give all or some textbook exercises as homework. Make sure you discuss all exercises so that the students are clarified with the questions.
- Make sure that they do not make any kind of chaos while playing the games in the classroom, and they should follow the instructions of their team leader.
- Give them the following worksheet after they have completed their textbook exercises. The worksheet should be done in class and should be time based.

WORKSHEET

A. Choose the correct pronoun (he, she, it and they) for the given nouns.

























B. Change these sentences by replacing the underline words with the suitable pronoun.

Example:

My father is tall.

He is tall.

1. This ball is small.

2. This rose is red.

3. My father is a farmer.

4. My mother is thirsty.

5. Bronze is my dog.

C. Read the story below and underline all the pronouns.

There is a family named The Kapoors. The father is a businessman and the mother is a housewife. They have three kids, one boy, Amar and two daughters, Maya and Cherry. They have a dog named Bozo. Amar is in second class and he is a bright student. His teachers always praise him and appreciate his work. Maya and Cherry are in fifth class and they are bright students too. Maya is a good singer and she sings daily in the school assembly. Cherry is a good dancer and she always performs in school competitions. The family is going for a picnic. In the park, the mother spreads a bed sheet on the grass and Maya helps her mother in arranging the things. The father and his son goes for a walk and talk about games. Amar tells his father that yesterday his teacher gave him a project and he completed it on time. His father praises him for his hard work and tells him that hard work is the key to success. Cherry is reading a book and it is very interesting. She forgets the food bucket in the car and her mother is calling her but she is not listening. Maya brings both the food bucket and her sister. Bozo is having a good time chasing butterflies and it is now hungry and thirsty. It is small dog with black furs and very lovable. They all sit together and eat some sandwiches. They play some games and in the evening come back singing the song 'If you are happy' and 'We will rock you'.

Class : 2
Subject : Grammar Cloud

Lesson : Verbs

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Verbs, the words that describe actions or movement of someone.

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Wrapping paper and a box (students will bring the material from their home)
- Worksheet for practice as given at the end of the chapter.

Warm Up

Before getting started, you can ask the following questions in class:

- What is a verb?
- If nouns are called naming words, what do we call the verbs?
- Can you name some actions you do while getting ready for the school in the morning? For example, getting up, brushing, bathing, eating, etc.

Points to Discuss

- The words that tell us what a person, animal or thing does, are called doing words or action words. They are also called verbs.
- When the subject is singular, we add 's', 'es' or 'ies' to the verb. For example,
 - Ram plays in the park.
 - The teacher teaches in the class.
 - The bird flies in the sky.

Classroom Activity

Simon Says

Simon Says is a fun game that helps in exercising listening skills. Divide the class into five groups. Designate one student as the group leader and name him/her Simon. Simon will then stand in front of and face the rest of players in the group. He/she will give commands to the other students and they will do as Simon says. For example,

Simon says touch your head.

Simon says stand up.

Simon says hold your water bottle.

The group which completes the task efficiently will be the winner.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Team work				
Discipline				

Classroom Activity

Wrap the Gift

Show the students the procedure of how to wrap a gift using different verbs like cut, fold, unfold, etc. Ask the students to wrap the box. Ask them to help their partners if someone is unable to wrap the box. They should carefully listen and follow your instructions. Now, ask each student to tell what he/she would do with the box.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Task fulfilment				
Neatness				
Cooperation				

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Draw and Describe

Ask students to draw a picture showing some actions. Now, tell them to write few sentences to describe those actions. Make sure you do not judge the drawing of the kids. This activity is just to make students understand the concept of verbs more in a better way.

Enrichment

Encourage your students to find different types of verbs and use several in a sentence.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Imagination
- Competitive behavior
- Leadership

Life Skills

While we have learned about action words in this lesson, teach students to stay fit and healthy by following some actions in day to day life. For example,

Wake up early in the morning.

Greet your elders.

Brush your teeth twice a day.

Bath daily.

Exercise daily.

Eat healthy breakfast.

Tips for Teachers

- Start the chapter with the revision of what they have already learnt in the earlier class.
- Make sure the students do not make chaos while playing the game “Simon Says”.
- Ask them to write a paragraph or a poem on their daily routine by making use of different action words. For example,

I **wake** up, I **greet**.

I **brush** my teeth.

I **bath**, I **wear** the uniform.

I **eat** my breakfast and **board** the bus.

- Ask them to underline all the action words in the poem or paragraph.
- Encourage them to behave well in the class while playing games.
- Ask them to clear their desks and classroom after completing the gift wrapping activity, and throw the tit bits in the dustbin.
- Give them the following worksheet after they have completed their textbook exercises.

WORKSHEET

A. Unscramble the scrambled action words and find them in the word search.

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

WORD SCRAMBLE

1. GINS _____
2. RDAE _____
3. YLF _____
4. EACND _____
5. RNU _____
6. EITWR _____
7. MSWI _____
8. WAKL _____

B. Complete the following verb crossword with the help of the given clues.

[illegible]

ACROSS

2. You do it when you are hungry.
4. You do it with your friends in a playground.
5. You do it to clean your teeth.
8. You do it when you are happy.

DOWN

2. You do it to express or exchange ideas.
3. You do it to show sorrow by shedding tears.
6. You do it to understand the written or printed words.
7. You do it everyday at night.

Class : 2

Subject : Grammar Cloud

Lesson : 'Be' Verbs–Is, Am, Are

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Use of the be (helping) verbs 'is', 'am' and 'are'
- Difference between main verbs and helping verbs
- How helping verbs change the meaning of main verbs
- Write sentences using these helping verbs

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Flash cards of different emotions (happy, sad, angry)
- Identity cards for each student with a city name and country name written on each card
- Worksheet for practice as given at the end of the chapter

Warm Up

Before getting started, you can ask the following questions in class:

- Who are you?
- Who is your partner?
- What are you doing in the class?
- What is your partner doing?
- What are the children in the playground doing?
- What is this? (point at some object in the classroom)

Points to Discuss

- The verbs 'is' and 'am' are used when we talk about one person or thing.
- The verb 'are' is used when we talk about more than one person or thing.

***NOTE:** This chapter has been taught in the previous class. Revise the concept once more in the classroom.*

Classroom Activity

Introduce “to be”

Show students how to make sentences such as “I am happy. You are happy. She is happy. We are happy.” Ensure that students understand how the subject and forms of the verb are paired. Show flash cards of different emotions and ask students to make sentences choosing a subject, verb, and emotion. For example,

The girl is angry.
He is sad.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Confidence				
Vocabulary				

Classroom Activity

Good at/in?

Write few sentences on the board telling different activities done in the school. Call students one by one and ask them to write the name(s) of the students who is/are good in a particular activity. Also, tell them to write the correct helping verb (is/am/are) with the name of the students. For example,

_____ (is/am/are) good at skating.
_____ (is/am/are) good in swimming.
_____ (is/am/are) good in gymnastics.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Knowledge about peers				
Spellings				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Where are you from?

Assign an identity card to each student on which a name of a city and a country is written. The students imagine that they are from the city and the country written on their card. Call the students one by one and ask them to tell their classmates the city they are from and their nationality, according to the country on their card. For example,

I am from Delhi. I am an Indian.

I am from Mumbai. I am an Indian.

The students' task is to listen carefully and try to remember which city each student is from and their nationality. When the students have all spoken, make pairs of students and ask them to tell about each other's cities and nationality. They will say

"Mohit is from Delhi. He is Indian'.

"Ria is from Mumbai. She is Indian."

Give a star on the wrists of the students who tell the correct information.

Enrichment

Have students brainstormed their ability to understand and use words is, am and are in the formation of sentences.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Grammar knowledge
- Evaluation of others
- Team work

Life Skills

Good manners make a child lovable. Teacher should tell students different good manners. One of the most basic and foremost is to dress-up. Personal grooming is important as it makes children a nice and confident person. It creates a sense of discipline in them and makes them people friendly.

Tips for Teachers

- Start the chapter with the revision of what they have already learnt in the earlier class.
- After revising the concept you can either give all or some of the textbook exercises as homework. But make sure you discuss all exercises so that the students are clarified with the questions. The worksheet should be done in class and should be time based.
- Give them the following worksheet after they have completed their textbook exercises.

WORKSHEET

Fill in the blanks with is, am or are.

1. We _____ watching television.
2. Rohit _____ a strong boy.
3. It _____ eight o'clock now.
4. She _____ a taxi driver.
5. Cats and dogs _____ pet animals.
6. You _____ late again.
7. My brother and I _____ in the same class.
8. Tom and Jerry _____ cartoon characters.
9. They _____ my parents.
10. He _____ our good neighbour.
11. Anil _____ swimming in the pool.
12. The school bell _____ ringing.
13. I _____ Mitthu.
14. Ships _____ sailing in the sea.
15. I _____ not a rabbit.
16. The birds _____ flying in the sky.
17. Raju and Bobby _____ friends.
18. The children _____ playing in the garden.
19. The Tiger _____ feeling hungry.
20. This _____ a lotus flower.

Class : 2

Subject : Grammar Cloud

Lesson : Verbs– Present Tense

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Present tense
- Use of verbs in present tense
- Use of verbs with singular and plural nouns

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Flash cards with different verbs written on them

Warm Up

Before getting started, write the following sentences on board:
(underline the nouns and verbs ending)

- Rita plays badminton.
- The dog runs very fast.
- Kids play badminton.
- The dogs run very fast.

Now ask the following questions:

- What do you observe?
- Why do the verbs end with **s** in two sentences?
- Why the letter **s** is missing in other two sentences?

Points to Discuss

- Singular nouns have verbs ending with **s**, **es** or **ies**.
- Plural nouns keep the verbs the same.
- The **present tense** tells us about the actions that we do very often or as a habit.

Classroom Activity

Look and Speak

This activity involves individual students and a group of students chosen at random. Instruct students that they have to guess the action word that a student will portray and say it by using the name or pronoun of the student. For example, call one student and tell him/her to run on the spot. Now, ask other students to look at the student's action and say "He/she runs." Or "You run." Or "(name of the students) runs". If the students performing the actions are in group then the answer should be like "They run." Or "You run." Repeat the activity with different actions such as jumping, holding pencil, standing, etc.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Attentiveness				

Classroom Activity

Write down some names and pronouns on the board. Now, keep the flash cards on the table and ask all the students to come forward one by one, pick a flash card and read the verb written on it. Then, they have to write down the verb with a name or pronoun on the board. The students have to write the verb with correct ending. Once the student has written the verb, other students will tell if it is right or wrong. This activity will include the participation of each student individually and as a whole class.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Spellings				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Correct Form of the Verb

Use the flash cards of previous activity in this game. Show one flash card to the students and start saying a name or a pronoun. The students have to say in union the verb written on the flash card after you and use the correct ending. This activity will help them clarify the concept and it is fun to play.

Tell your Daily Routine

Ask students to write at least five lines about their daily routine. Tell them to write the sentences in present tense. For example,

I get up at 6 o'clock in the morning.

I brush my teeth and take bath.

I eat my breakfast at 6:45 am.

I reach school at 7:45 am.

Now, ask them to exchange their notebooks and rewrite the daily routine of their friend using he/she and his/her. For example,

He/she gets up at 6 o'clock in the morning.

He/she brushes his/her teeth and takes bath.

He/she eats his/her breakfast at 6:45 am.

He/she reaches school at 7:45 am

Enrichment

Have students brainstorm, identify, read, and write verbs ending correctly with a singular and plural nouns and pronouns.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Judgment

Life Skills

Whenever you enter a classroom, you should always greet your fellow students with a 'Hello' or a 'Good morning'. It is a good habit to meet people cheerfully therefore, always keep a smile while meeting your elders, friends or younger people. Ask them how they are and tell them how you are. Be humble and polite.

Tips for Teachers

- Call students one by one while they take the flash card.
- Allow some time to each student to read and response during the flash card activity.
- Maintain discipline among students.
- Ask student to keep the flash cards back on the table one by one.
- Focus on book exercises by first explaining them to the students.
- Give more attention to the students who hesitate to participate in group activities.

Class : 2

Subject : Grammar Cloud

Lesson : Is, Am, Are- (ing) form of Verb

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Use of –ing verb forms with is, am, are.

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- A bag of flash cards with different verbs written on them

Warm Up

Before getting started, you can say some sentences to the students:

- I am running.
- He is eating.
- They are singing.
- She is reading.
- The fan is not working.
- My parents are travelling.

Points to Discuss

- **-ing** is used at the end of the verb when the action is happening.
- It is a form of present tense, where the action has already started and is happening and has not yet finished.

Classroom Activity

Say and Pass

Use your duster for this activity. Instruct students that they have to say a verb with **-ing** at the end of it when they get a duster and then pass it on to the next student. As the students are more in number than the verbs they know, allow them to repeat the verb only after

every five students. Write down one or two examples on the board (running, reading). Give the duster to the student sitting on the first bench and tell him/her to start. This activity will give them an idea of verbs with **-ing** ending.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Vocabulary				

Classroom Activity

Complete the Sentence

Make pair of students (students sitting together) and instruct them as follows:

- One will start a sentence by saying, I am, he is, they are, we are, etc.
- The other student will complete the sentence by saying a verb ending with **-ing**.
- This activity will help them in understanding the formation of sentences using is, am, are with verbs ending with **-ing**.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				

NOTE : Sentences with *is, am, are* having verb ends with *-ing* are a form of present tense. These sentences ensure that the action is happening and continues.

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Bag of Verbs

Divide the class in different groups. Each group should have at least five students. Now pass on the bag of verbs in each group and ask them to take out any five verbs. After this is done, give them 15 minutes to create a story of five to six sentences using the verbs with **-ing** ending and using '**is, am** and **are**'.

Enrichment

Have students brainstorm, identify, read, and write the sentences with *is, am, are* using verbs with *-ing* endings.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Team work

Life Skills

It is very important for students to participate in team or group activities. Team work fosters creativity and learning, builds trust among students, and improves communication skills. Students will learn to handle responsibilities and deal with different kinds of people.

Tips for Teachers

- Divide the students in groups in such a way that all students participate equally in the activities.
- It's very easy to get into the habit of calling home to parents when there is an issue to report. While these calls are necessary and worthwhile, calls home for celebration are equally if not more important.
- Demonstrate the behaviour you want to see. Your class is your responsibility. Therefore, show students the kind of behaviour you want them to inculcate in your classroom.
- Celebrate hard work. It your duty to motivate students and pay more attention to weak students. But if any student good or weak has performed well you must appreciate him/her.
- The classroom should not be the only place for group activities. Make groups and give them home projects so that they learn informal interactions.

Class : 2

Subject : Grammar Cloud

Lesson : 'Be' Verbs – Was, Were

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Use of **was** and **were** in sentences

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Flash cards – was and were
- Printouts of the game given in **Fun Time**. (the game is given at the end)
- Few dices.

Warm Up

Before getting started, you can say the following sentences in class:

- I was running yesterday.
- We were watching movies last night.
- He was late on Monday.
- You were eating so less in the morning.

Points to Discuss

- The words **was** and **were** are used when something has happened in the past.
- **Was** is used with singular noun and pronoun (I, he, she, it).
- **Were** is used with plural noun and pronoun (you, we, they).

Classroom Activity

Repeat after me

Write down some sentences with **was** and **were** on the board and

Read them out one by one. Now, say the first sentence again and ask students to repeat after you. Tell them to observe the difference between the two words.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Pronunciation				

Pick and Say

Complete the Sentence

Call students one at a time in the front and let him/her choose one of the two flash cards. If the flash card says **was**, then the student has to make a sentence with **was**.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Sentence Formation				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Roll and Answer

Divide the class in different groups. Give the printouts of the game to each group and a dice. Give the following instructions.

- Roll the dice as per your turn and use your finger to trace your mark.
- Answer the question that comes up in the box.
- Use was/were in your answer.

Start	When were you born?	How was the weather last week?	Who was your best friend in elementary school?	Move forward 2 spaces	Where was your mother born?
Who was the first president of our country?	Who was the first prime minister of country?	Move back 3 spaces	How old were you 3 years ago?	What was your favourite cartoon when you were 8?	When was your father born?
Were you at home yesterday at 5pm?	How was your weekend?	Were you asleep yesterday at 10pm?	Who was absent from class yesterday?	What were you doing at 10am in the morning?	Start again
Were you late to class today?	Skip turn	When was your best friend born?	What was your last vacation?	Was your best friend with you last weekend?	Were you sick last month?
When was the last public holiday in your country?	Who was your class teacher in earlier class?	Were you busy yesterday morning?	Move back 3 spaces	Where were you last Saturday at 9pm?	Finish

Famous Personalities

Write the name, year of birth and the profession of the famous personalities of the world (who have died) on the board. Ask students one by one to frame a sentences telling the year in which they were

born, and the area in which they had contributed.

For example,

Abraham Lincoln	1809	President of America
Nelson Mandela	1918	President of South Africa

Students will say:

Abraham Lincoln was born in 1809. He was the President of America.

Nelson Mandela was born in 1918. He was the President of South Africa.

Enrichment

Have students brainstorm, identify, read, and write sentences using **was** and **were**.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Sentence formation

Life Skills

Tell students that they must co-operate with and show respect for their teachers and the other students.

Tips for Teachers

- Be confident during classroom activity.
- Deal with indiscipline immediately.
- Stay organised and follow the lesson plan accordingly.
- Keep lessons short and sweet.
- Make sure students are enjoying classroom activity and add some more if there is a scope for some more clarifications.

Class : 2

Subject : Grammar Cloud

Lesson : Verbs-Past Tense

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Verbs in past tense
- Different endings of verbs for past tense
- Formation of sentences in past tense

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Two bags
- Flash cards of verbs
- Flash cards of same verbs but in past tense

Warm Up

Before getting started, you can ask the following questions in class:

- What did you eat yesterday?
- What homework I gave you yesterday?
- What was the lesson we learned yesterday?

Points to Discuss

- A verb tells us about an action.
- A verb used in present tense says about something happening.
- A verb used in past tense say that something is already done.
- We use the second form of verb in past tense.

Classroom Activity

Read Out!

***NOTE:** This activity is purely based on reading and understanding.*

No assessment should be done for this activity.

Use the table given in the textbook and ask students to read out loud the verbs in present tense and then verbs in past tense, in unison. After they have read the table and the verbs, do some textbook exercises and proceed to the next activity.

Match the Verb

Divide the class in two groups. Give the bag with flash cards of simple verbs to one group and the bag of flash cards with verbs in past tense to the other group. Ask students to take the flash cards and divide them among themselves. Now, a student from first group will stand and read out the verb written on his/her flash card. From the second group the student who will have the same verb in the past tense will stand up and say out the verb. The process will continue until all the verbs are done. Write the verbs in simple and past tense one by one on the board as well.

After the activity ask student to read out the verbs with their past tense in unison. Ask them to learn both the forms of the verbs.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Participation				
Team work				

FUN TIME

Once the lesson is completed, you can play the following game in the class:

Make a Story

Make groups of four students and instruct them to make a story of 5-10 lines. All the sentences should be in past tense. After this, ask one student from each group to read out their story.

Morning Routine

Ask students to speak out few lines about the activities they did in the morning before coming to the school. Ask them to speak out lines in past tense. For example,

I got up at 6 o'clock in the morning.

I brushed my teeth and took bath.

I ate my breakfast at 6:45 am.

I boarded the school bus at 7 am.

Help them to know the second form of the verbs they will use in the sentences.

Enrichment

Have students brainstorm, identify, read, and write sentences in the past tense.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity

Life Skills

Kindness is one of the most important characteristics that people especially students should inculcate in themselves. They should address elders by their surnames and proper titles such as aunt, grandpa, etc. If the person does not have any personal relation they must address him/her with Mr. or Miss/Mrs. And then their last name.

Tips for Teachers

- Give a list of few common verbs and their past tense form to the students. Ask them to learn the two forms of verbs by heart.
- Make sure you are firm with the rules and regulations of the activities.
- Indiscipline students should be treated immediately to maintain the decorum of the class.
- Small lessons should be given enough attention so that every student is clear with the concept.

Class : 2

Subject : Grammar Cloud

Lesson : Was, Were with (-ing) Verb Form

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to recall the:

- Use of was and were with verbs ending with -ing

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- A big-sized picture showing a lot of activities

Warm Up

Before getting started, you can say the following sentences in class:

- I was playing guitar yesterday.
- He was running so fast in the morning.
- They were watching movie in the hall.
- We were discussing about the verbs.

Points to Discuss

- Past tense means that something is done in the past. That is, the task is already completed.
- We use verbs in past tense to denote that the activity has already happened.
- Using **-ing** at the end of verbs with **was** or **were** mean the action was happening in the past.
- **Was** is used with the singular nouns and pronouns whereas **were** is used with the plural nouns and pronouns.

Classroom Activity

Look and Say

For this activity you have to first give a little demo. You do some

action like eating or singing. Now, ask student while doing the activity, what are you doing. Once the students have answered your question stop your action and now ask them what you were doing a moment before.

Now call one student at a time. Tell him/her an action verb and ask him/her to enact it. The students will first say the action performed in present tense and then stop the student and then other students will say the same sentence in past. For example,

Teacher: (while demonstrating “eating” action)
What am I doing?

Students: You are eating.

Teacher: (stops the act) What was I doing?

Students: You were eating.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Accuracy				
Understanding				

We use was or were + verb + ing when we talk about something that was happening in the past.

Classroom Activity

Complete the Sentence

Make pair of students (students sitting together) and instruct them as follows:

- One will start a sentence by saying, I was, he was, they were, we were, etc.

- The other student will complete the sentence by saying a verb ending with **-ing**.

This activity will help them in understanding the formation of sentences using was, were with verbs ending with -ing.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Vocabulary				
Task fulfillment				
Knowledge				
Participation				

Classroom Activity

Change the Tense

This activity will also be done in pairs. Call two students at a time and ask one of them to speak a sentence with is, am, are using verbs with -ing. Then other student will change the sentence into paste tense. For example,

Student 1: I am singing.

Student 2: I was singing.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Concept clarity				
Participation				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

What were you doing yesterday?

Make pairs of students and give them five minutes to prepare a skit on “What were you doing yesterday?” They will have to make sentences in past tense using –ing with was or were.

Memory Challenge

Give your students a picture that shows a lot of activities. Give them one minute to study the picture. Now, turn over the picture on the table and ask questions about what was happening in the picture. For example,

What was the little girl doing?

How many people were eating?

Make sure that the size of the picture is big enough that it is clear to all the students even to those sitting at the back.

Enrichment

Have students brainstorm, identify, read, and write the sentences with was, were using verbs with –ing endings.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Sentence formation
- Pronunciation
- Creativity
- Team work

Life Skills

As a teacher you must inculcate a habit of learning from the environment in students. They should know that the learning is not limited to the walls of classroom but can be done in other environments too. Ask them to apply the knowledge they gain in classroom in the outside world.

Tips for Teachers

- Tell the clear distinction between the present tense and past tense of the verb. Tell them that what are they doing right now is present tense and what they have already done before the current time is past tense.
- Tell students that in present tense, the helping verb 'am' is used with 'I', but in past tense, the helping verb 'was' is used with every singular noun and pronoun including 'I'.
- Explain that this is called the past continuous tense, which tells that the action was happening in the past.

Class : 2

Subject : Grammar Cloud

Lesson : Has-Have-Had

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Use of **has** and **have** in sentences
- Use of **had** in sentences

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Some random objects like eraser, pen, pencil, duster, chalk, notebook, etc.
- Picture flash cards of people, animals or things.

Warm Up

Before getting started, you can ask the following questions in class:

- What do you have in your bag?
- How many fingers do Amit have? (name any student in your class)

Points to Discuss

- The words **has** and **have** tell us what someone or something possess at that moment.
- The word **has** is used for singular nouns and pronouns, except 'I' and 'you'.
- The word **have** is used with plural nouns and pronouns.
- The word **had** is used when we talk about what someone had in the past. It is used with both singular as well as plural nouns and pronouns.

Classroom Activity

The Chain

Make groups of five students and ask each of them to hold one thing in their hand, for example, pencil, eraser, notebook, etc. Now, instruct them the following.

- The first student will say “I have _____”.
- The second student will say “He/she has _____ and I have _____”. (telling the thing first student has.)
- The third student will say “He/she has _____ and I have _____”. (telling the thing second student has.)
- The fourth student will say “He/she has _____ and I have _____”. (telling the thing third student has.)
- The fifth student will say “He/she has _____ and I have _____”. (telling the thing fourth student has.)
- The first student will now repeat what everyone has using **had** in the place of **has** and **have**.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Memory				

Classroom Activity

What does the picture have/had?

Make pairs of students and give them a picture flash card. Write down the following questions on the board, a) What is in the picture? b) What does it have? Now, ask the pairs to answer the two questions written on the board. The first student in the pair will answer the first question and the second student will answer the second. Now, ask them what did the picture have? Both the students will answer it, alternatively.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Sentence formation				
Confidence				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Memory Game

Play this game at a quick pace. Let students keep the picture flash cards with them. Now, instruct students that they have to remember which pair has which picture. Then ask some students at random what picture they have. After 5-6 students, ask the next student what picture (name of the student who you have asked earlier) has? This game will help students with retaining skills. Now, take all the flash cards back and ask a student randomly what picture he/she had? Ask same thing from different students.

Enrichment

Have students brainstorm, identify, read, and write sentence with **has**, **have** and **had**.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication

- Vocabulary
- Pronunciation
- Retaining
- Team work

Life Skills

Students should be taught to get along with other kids. They should be taught to make new friends and maintain their friendships. Family is important but having friends is like a second life boat that can bring the best in everyone. Teach students some tips on how to be a good friend.

Tips for Teachers

- It is not only the student's responsibility to learn everything. If we look closely then we will find that there are a lot of things that a teacher might learn from students. Be open towards two-way learning.
- If a student or bunch of students have achieved something or performed well in the class make sure you reward them. Rewarding students gives them a sense of acceptance and appreciations and motivate them to involve and perform better.
- Teaching students of this age can be chaotic. And it is only good because a silent class means a boring class. If students are interacting even though they make some chaos, embrace it. They are active and learning.
- Every student is different. Do not compare one quality of student with another. Value them for who they are and encourage them to maintain their uniqueness while keeping them on the right path.

Class : 2
Subject : Grammar Cloud

Lesson : Adjectives

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Adjectives and their use in sentences

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Worksheet for practice as given at the end of the chapter

Warm Up

Before getting started, you can ask the following questions in class:

- How can you describe yourself?
- How can you describe your best friend?
- Can you say few words about your parents?
- How can you describe your teacher?

Points to Discuss

NOTE: This chapter has been taught in the previous class. Repeat the knowledge once more in the classroom.

Classroom Activity

Type of Adjective

Write few describing words on the board such as big, blue, square, beautiful, etc. Ask students to make a table in their notebook with four column headings (shape, colour, size and quality) and write the describing word under the correct column. For example,

Shape	Colour	Size	Quality
Square	Blue	Big	Beautiful
Round	Red	Small	Smart

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Accuracy				
Task fulfilment				
Knowledge				

Classroom Activity

Define your partner!

Instruct students to define their partner in at least three words using adjectives. For example,

Mohit is curious, cheerful and tall.

Ria is pretty, intelligent and shy.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Confidence				
Vocabulary				
Knowledge about peer group				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Spot the Adjective

Read out a story in the classroom. The students raise their hands every time they hear an adjective. You can also distribute worksheets of a simple story. The students can spot the adjectives and colour them.

Chain Chain—Make a Chain

Ask a student to randomly think of any adjective. The next student has to think of an adjective with the last letter of the previous adjective. Keep going till everyone gets a chance. Give at least 30 seconds to each student to think of an adjective. You can help students by giving some clues for a specific word if they are unable to speak out a word.

Enrichment

Have students brainstorm, identify, read, and write describing words or adjectives.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Initiation
- Confidence

Life Skills

Teach children how to give compliments to your friends or family members. Tell them that when we give compliments to someone, we make the habit of looking only the positive aspects in the people. Encourage them to always see the good side of a person and ignore the bad side. This attitude helps making you and the other person happier and confident.

Tips for Teachers

- Start the chapter with the revision of what they have already learnt in the earlier class.
- After revising the concept you can either give all or some of the textbook exercises as homework. But make sure you discuss all exercises so that the students are clarified with the questions. The worksheet should be done in class and should be time based.
- Encourage students to find the mistakes and correct them on their own.
- Give them the following worksheet after they have completed their textbook exercises.

WORKSHEET-1

A. Circle the words that are adjectives:

Golden	airplane	miserable	
apple			
Banana	foolish	ancient	court
Good	boy	sharp	
phone			
Tall	great	fish	
man			

B. Now, make meaningful sentences with the adjectives you have encircled.

C. Write at least 5 lines about your family. You can use the following adjectives to describe your family.

(joyous, helpful, happy, blissful, loving, caring)

Class : 2

Subject : Grammar Cloud

Lesson : Adjective Comparison

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Adjectives of comparison
- Use of **er** and **est** at the of adjectives
- Use of **more** and **most** in comparing adjectives

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Flash cards with adjectives in comparison written on them. For example, tall-taller-tallest, small-smaller-smallest, etc.
- Pictures of different objects for comparison. For example, one picture with three buildings of different height, one picture of three objects in different sizes, etc.

Warm Up

Before getting started, you can ask the following questions in class:

- Are you tall?
- Is your friend taller than you?
- Who is the tallest in the class?
- Who is more beautiful, peacock or parrot?

Points to Discuss

- The adjective words tell about the quality of a noun.
- While comparing the same quality of two or more things we use adjective of comparison.
- Mostly we use the 'er' form of an adjective when we compare two nouns.
- Mostly we use 'est' form of adjectives when we compare more than two nouns.

- We use **more** with adjectives to compare two things.
- We use **most** with adjectives to compare more than two things.

Classroom Activity

Match and Compare

For this activity students should be taught about adjectives and its comparison through classic board method of teaching. After the students have learnt some examples of adjectives and the different forms in comparison, give them the following activity to perform.

At one table, spread all pictures and on another table spread all the flash cards with adjectives comparison. Make pair of students. One pair will come in front to choose a picture from the first table and then choose the matching adjective flash card. Keep one for yourself. Instruct them that they have to use the picture and match the adjective with them and write down the sentences in their notebooks.

Give them a demo yourself. Take the picture for example, of three buildings in different sizes. Now, you choose the flash card with adjectives, tall-taller-tallest, and say the following three sentences.

- The building A is tall.
- The building B is taller than A.
- The building C is the tallest.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Pronunciation				
Vocabulary				
Task fulfillment				

Classroom Activity

Who has more and most?

Instruct the pairs from previous activity to write down some adjective comparisons sentences (do not tell them how many, let them write down as many as they remember) they have listened from other pairs during the activity. Now, make groups of three pairs and instruct them to exchange their notebooks and crosscheck them. After the crosschecking, one student from each group will declare whose work was more correct and whose work has more sentences and whose work has most sentences. For example,

Student: Pair A has more sentences than pair B but pair C has the most sentences.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Team work				
Vocabulary				
Memory				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Compare Them

Call three students at a time in front of the class. Ask them to hold one object of the same kind in their hands. For example, pencil, water bottle, circle-shaped cutout, etc. Ask other students to compare the three objects using appropriate adjective. For example,

Rohit's pencil is longer than Anmol's pencil, but Jai's pencil is the longest.

Karan's bottle is bigger than Mohit's bottle, but Harshal's bottle is the biggest.

Answer the Questions

For this activity you have to ask questions from students choosing them at random. Use the following examples and make a lot more questions to ask.

- Who has more feathers, pigeon or peacock?
- Which is the tallest building in the world?
- Who is more beautiful, a crow or a sparrow?
- Which is the smallest bird in the world?
- Which is the longest river in India?
- Which is bigger, the sun or the earth?

Enrichment

Have students brainstorm, identify, read, and write sentences with adjectives while having the knowledge of comparison of adjectives.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Retaining
- General Knowledge

Life Skills

Tell students that there is no harm in comparing non-living things based on their shape, size or colour. Even if we compare our height or looks with some other person, it should be done in a healthy and positive way. Sometimes the comparisons could affect the self-esteem of a person. So, tell them to be very careful while making comparisons in the class.

Tips for Teachers

- Educational games are effective because often students don't even realise they are learning while playing. Through games like these you can create a fun learning environment for your students that will help them pick up the difference between adjectives and other kinds of words in no time.
- You can practise superlatives by organising a class awards ceremony. Have awards for different categories:
 - ★ The most helpful student
 - ★ The most hardworking student
 - ★ The earliest student
 - ★ The students with best handwriting
 - ★ The most regular student
 - ★ The best-dressed student
 - ★ The most talkative student
 - ★ The quietest student, etc. (Try to have only nice categories!)

Make sure that every student gets an award for something. It will boost up the morale of the students and they will work hard to maintain the best in them.

- You can take students to the playground or any other open area in the school. Ask them to compare different things in their surroundings using the adjective comparison. For example,

The tree is taller than the basketball pole.

The basketball is bigger than the tennis ball.

Subject : Grammar Cloud

Date : ____/____/____

Total number of periods required: 2

At the end of this chapter, the students will be able to learn about:

- Shortened forms of two words when put together

- Textbook: Grammar Cloud 2
- Flash cards of some words that can be combined to form contraction (for example, do, can, not, I, am, will, you, are, he, is)
- Sticky notes of contractions and their short forms
- Worksheet for practice as given at the end of the chapter

Before getting started, you can ask the following questions in class:

- What is the difference between these two sentences?
- He is coming to school. He's coming to school.
- We will go to school tomorrow. We'll go to school tomorrow.

- In short forms, we write two words together by skipping some letters in the words.
- We use apostrophe (') where the letters are skipped.
- The shortened forms are called the **contractions**.
- For example,

You + are = You're

Classroom Activity

Make us short!

Take out the flash cards of two words that can be joined to form shortened word. Now, strike out the letter in the cards which are not required in the short form. Now, call one student at a time and ask him/her to first write both the words and then the short form by putting apostrophe (') between them.

do ~~no~~t you
are
do + not = don't you +
are = you're

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Accuracy				
Concept clarity				
Participation				
Task fulfilment				

Classroom Activity

Change to Short Form

Give them a worksheet containing a short story. Ask students to read the story properly and encircle the two words that together can be joined to form a contraction. Then rewrite the story with the contractions.

Assessment Rubrics

Each student can be graded on the basis of the following criteria

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Accuracy				
Task fulfilment				
Vocabulary				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Contraction Match-Up

Write different contractions and their long forms on separate sticky notes. For example, one sticky note might say **I am** while another say **I'm**. Spread all the sticky notes on the table and have students take out one or more randomly. Then have students walk around the room and find their partners for their contractions. Then pairs can write sentences on the board using their contractions. For example,

I am a boy.

I'm a girl.

You can/can't

Ask students to stand on their seat one by one and speak out two sentences about what they can or can't do. For example,

I can play football.

I can't play basketball.

Enrichment

Have students brainstorm, identify, read, and write sentences by using short forms.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Writing

Life Skills

The word 'can' means you are able to do something. Teach students that the word 'can' shows the positive aspect of some action. Encourage them to always give a try before saying "I can't do this". If you believe that "you can do it", then "you will actually be able to do it."

Tips for Teachers

- Demonstrate the concept of contractions by writing the two words on the board and then cross out the letters which are not required in the short form and write an apostrophe between them. Read the new word to your student to show how the pronunciation changes.
- Explain that an apostrophe is a type of punctuation mark. Tell them the correct spot of putting the apostrophe in every contraction. For example, **don't** is correct but **do' nt** is incorrect. Make them understand that the apostrophe must always take the place of the omitted letters. This will help prevent such errors.
- Encourage students to write a paragraph on any topic containing the short forms.
- Divide the activities equally so that all students have equal participation.
- Give them the following worksheet after they have completed their textbook exercises.

WORKSHEET-1

A. Write down the short forms of the following.

I am	
He is	
She will	
We cannot	
You are	
They have	
It is	

B. Complete the following sentences with the correct short form.

1. He _____ (is) going to school today.
2. We _____ (are) playing in the park.
3. She _____ (will) go to market tomorrow.
4. You _____ (are) running very slow.
5. They _____ (have) a big house.
6. Do _____ (not) go to the basement. It is filled with water.

C. Match the words with the correct short form.

He is	we'll
You are	what'll
We will	he's
They have	I'm
What will	you're
I am	she can't
She cannot	what'll

Class : 2

Subject : Grammar Cloud

Lesson : Preposition

Date : ____/____/____

Total number of periods required: 1

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Prepositions, words that describe the position of something or someone.
- Preposition words: in, on, under, above, far and near.

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Worksheet for practice as given at the end of the chapter

Warm Up

Before getting started, you can ask the following questions in class:

- Where do you sit?
- Where is your bench?
- Where is the blackboard?
- Where is the duster?
- Where are your notebooks?

Points to Discuss

- In English, some words are used to describe positions of things or people or animals.
- These words tell either something or someone is in front, inside, beneath, above, or onto some other place.
- These position words are called **prepositions**.

Classroom Activity

Positions of the Body Parts

Write few sentences on the board about our body parts. Ask them

to tell the correct preposition to complete the sentences. For example,

- The eyes are _____ the forehead. (under/below)
- The arms are _____ the shirt. (over/outside)
- The thighs are _____ my shorts. (in-side/above)
- The head is on the _____ of the body. (top/bottom)

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Vocabulary				
Accuracy				

Classroom Activity

Simon Says

Divide the class into five groups. Designate one student as the group leader and name him/her Simon. Simon will then stand in front of and face the rest of players in the group. He/she will give commands to the other students and they will do as Simon says. For example,

- Simon says sit **on** your chair.
- Simon says stand **behind** the door.
- Simon says put your pencil box **under** your table.

If a student does the wrong action, he/she is out of the game. The last person standing wins the game. Appreciate the group which completes the task efficiently.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Team work				
Discipline				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Describe the Classroom

Tell students to look around and observe the classroom. Instruct them that they have to say one sentence each about something or someone in the classroom and where the object or the person is placed. For example,

The dustbin is **behind** the door.

The duster is **on** the table.

Enrichment

Have students brainstorm, identify, read, and write words that describe the position of something or someone with respect to the other.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Grammar knowledge
- Interactive Skills
- Team work
- Leadership

Life Skills

Table manners are must of students. They should be taught the basic etiquettes to eat while with the family, in a restaurant or at some one's home. Eating with a closed mouth, not making noise while chewing the food, washing the hands before and after eating, taking food in sufficient quantity so it does not go waste, etc. are some manners that students should be taught.

Tips for Teachers

- Prepositions are one of the trickiest aspects of the English language for students to understand. This is mainly because of the multiple meanings of each one. Thus, it is important to make them understand the meaning of each preposition in different situation.
- The activities help students review and have fun with prepositions in an engaging and motivating manner.
- Make sure all students participate in group activities. Encourage the weak or shy students to become the leader of the group and command the group members.
- Give students the following worksheet after they have completed their textbook exercises

WORKSHEET

A. Look at the picture and complete the following sentences using the given preposition.

(on, in, near, in front of, behind)



1. The dog is standing _____ the house.
2. The girl is _____ the house.
3. The cat is _____ the roof.
4. The cow is _____ the house.
5. The pig is _____ the window.

B. Create a description of the park scene using prepositions from the box.

in, behind, under, across, near, on, over, at, front

Class : 2
Subject : Grammar Cloud

Lesson : Conjunctions

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- The term conjunction
- Different types of conjunction words
- Use of conjunctions in sentences

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Different conjunctions written on small pieces of paper, one for each student
- Flash cards with sentences written on them

Warm Up

Before getting started, you can ask the following questions in class:

- What is your and your friend's name?
- Why should we not eat too much sweets?
- Why do you carry umbrella when it rains?
- What do you do when your father comes home in the evening?

The answers to these questions contain conjunction and, because, so that, or.

Points to Discuss

In English, there are words that help us join two or more sentences. These words are called **conjunctions**.

They help us join two or sentences and make a single sentence.

For example,

Amit has oranges. Amit has apples.
and oranges.

Amit has apples

I will go. You have to come with me.
you have to come with me.

I will go **but**

We will go. You come with us.
you come with us.

We will go **if**

You want mangoes? You want apples? You want mangoes **or**
apples?

She ran fast. She was late.
because she was late.

She ran fast

Classroom Activity

Make One of Two

Make pairs of students and give each pair two flash cards with sentences written on them and a conjunction chit. Now, ask them to make one sentence out of the two sentences using the given conjunction word. Once the students have performed the task, collect all the flash cards and the chits, shuffle them and distribute the sentences and chits again. Repeat this exercise at least five times, so that students have five sentences in their notebooks. Now ask each pair to read out their sentences. This activity will help them gain a creative mind and form grammatically correct sentences.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Accuracy				
Sentence formation				
Concept clarity				

Classroom Activity

Conjunction Tambola

Make few worksheets with a table of conjunction words randomly distributed in each worksheet. No two worksheets should have the same table. Now, divide the class in groups of five students and give each group a worksheet. (Make sure the size of the worksheet is large so that all the students can see the tables clearly). Instruct them as follows:

- They have to cross the word that you say out loud.
- The first one to complete an entire row or column or a diagonal will say tambola out loud.
- The remaining groups will continue playing until one team remains.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Discipline				
Team work				

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Sentence Riddles

You can say two sentences and then ask one student to form one

sentence by using a conjunction word. For example,

I have oranges. I have apples
and apples.

I have oranges

We will play. It is a sunny day.
because it is a sunny day.

We will play

They ran. The movie already started.
the movie already started.

They ran but

Replacing Conjunctions

Write a list of conjunctions on the board, and then write a sentence on the board. For example,

“I went to the party and I was wearing my favourite red dress.”

Ask students to identify the conjunction in the sentence (and).

Now, replace that conjunction with one of the other conjunctions from the list (for example, so). Ask students to explain how the sentence has changed. Make sure that the students understand that all conjunction words, connect sentences in different ways.

Enrichment

Have students brainstorm, identify, read, and write conjunction words while using them in the sentences.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Understanding
- Team work
- Logical thinking

Life Skills

Family is the most important aspect in anyone's life. Respecting elders, spending time with, listening to their stories and experiences, following their guidelines are very important for a happy family. Family members are the first to help in your problems. They are the

ones that will stay forever. Students must be taught family values and how to maintain good and healthy relations with each member.

Tips for Teachers

- Start the activity with a little introduction through the warm up questions.
- Tell students the importance of conjunction. It is an important part of grammar that helps you form complex sentences with ease.
- Give them a practice worksheet of conjunction.
- Encourage them to behave well in the class.
- Tell them the meaning of team work and team spirit and team leader.
- Take in account of students who initiate more and those who does not.
- Equal participation should be encouraged in the classroom.

Class : 2
Subject : Grammar Cloud

Lesson : Vocabulary

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Animals and their sounds
- Similar words
- Our helpers

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Pictures of all the animals listed in the textbook
- A sound track of voices of animals listed in the textbook
- Pictures of all the helpers listed in the textbook

Warm Up

Before getting started, you can ask the following questions in class:

- Have you heard the voice of birds and animals?
- What sound does the lion make?
- What is the sound of a cow called?
- Which animal makes the 'mew' sound?
- What is a word that has same meaning as the word start?
- Who are community helpers?
- Who brings us mail?
- Can you name the person who cooks food in a restaurant?

The answers to these questions help increase the vocabulary of the students.

Points to Discuss

- Unlike human beings, animals cannot communicate through

words and sentences. They make sounds and each animal makes a distinct sound.

- In English, there are certain different words with same meaning. These are called **similar words**.
- There are some jobs that are considered social and helpful. People who do these jobs are called **helpers**.

Classroom Activity

Look, Hear and Speak

One by one show the picture of animals and make students listen the sounds they make through the sound track. Now, tell them what name is given to the sounds of different animals. Do this twice so that students learn the sounds correctly. For example, show them the picture of a lion, and play the lion roar. Now, tell them that “lion roars”. The students will repeat after you.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Accuracy				
Listening				
Vocabulary				

Classroom Activity

Different Words Same Meaning

Teach students that there are different words that have the same meaning. Make students read out the words given in the textbook twice or thrice. Now, instruct them to close their books. Say out some words at random from the list given in the book and let students answer. This activity will help them retain the words with similar meaning.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Memory				

Classroom Activity

Community Helpers

Show them the pictures of helpers one by one and tell them what the person in the picture do. Repeat the activity twice, if required. Now, make groups of students and give each group a picture. Instruct them to discuss and write down five lines on the helper whose picture they have. After this, ask one student from each group to read out the paragraph. If required, shuffle the picture twice or thrice and let students write about different helpers.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Awareness				
Participation				
Spellings				
Creativity				
Sentence formation				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Make Some Noise

Show them the picture of animals and ask them to first mimic the sound of that animal and then tell the name of the sound.

NOTE: *Make sure that the other students do not make fun of those students who are mimicking the animal sounds. The main aim of the activity is to make students aware of the different animal sounds in fun way. The students should not create any kind of chaos or tease each other while playing the game.*

Are we same?

Write down some words (other than given in the book) on the board such that two words have the same meaning. Now, ask students at random to pair up the similar words and draw a line to match them. Once all the words are matched up, ask students to write the words and their similar words in their notebooks. This activity helps them increase their vocabulary. Ensure that the students should learn the words by heart.

Look and Tell

Show the pictures of helpers one by one. Ask one student whose picture it is and ask another student what is his/her job.

Enrichment

Have students brainstorm, identify, read, and write sounds of animals, words with similar meaning and our helpers.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Social behaviour

Life Skills

Our helpers are people who do jobs that benefits society in way or others. As a member of our society, students should be know these helpers and always be respectful and friendly to them.

Tips for Teachers

- While working in a group activity, make sure you take enough number of students to avoid chaos during the activity.
- While teaching them the words with similar meaning give them the idea that these words are called synonyms.
- Book exercises can be done both in class and as homework. Before giving them the homework make sure you discuss the exercises in the classroom.
- Encourage them to behave well in the class.
- Make sure you focus on shy students and encourage them to participate more in the classroom activities.

Class : 2
Subject : Grammar Cloud

Lesson : Composition

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Compositions

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Worksheet for practice as given at the end of the chapter
- Flash cards of different topics for composition

Warm Up

Before getting started, you can ask the following questions in class:

- Do you write stories or poems on your own?
- What do you understand by the term 'creativity'?
- Where do you think the creativity of a person plays an important role?
- Can you write few lines on a given a picture or a topic?
- Do you need some help words or hints to write the lines, or you can write them on your own?

The answers to these questions will help you know about the students who have creative minds.

Points to Discuss

- A **composition** is a group of sentences that tells either about something or someone in a detailed way.
- It is like a story or a poem that is made out of a given idea.

Classroom Activity

Look and Write

Let students choose a flash card for them. Now, they have to write few lines about the chosen topic in their notebook. After they are done, let them exchange the topics with their partners, and write few lines on that topic as well. Now, ask students to exchange the notebooks with their partners and read each other's compositions. Ask them to exchange their ideas on the given topics. This activity will help the students to communicate with each other and understand the view point of the other person on the same topic.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Communication				
Vocabulary				
Content				
Ideas				

Classroom Activity

Complete the Story

Divide the class into groups such that each group has at least five members. Give each group a worksheet containing an incomplete story. Ask the students in each group to read the story and think

what will happen next. Ask them to discuss among themselves in the group and come up with the best ideas. Now, complete the story with their own prospect. Once they are done, ask one member of each group to come up and read out their story. Appreciate the best story by giving a star sticker on the wrists of each student of the winner group.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Communication				
Vocabulary				
Creativity				
Task fulfilment				

Classroom Activity

Write a Letter

Ask the students to write a letter to any of their cousin for inviting him or her for their birthday party. Tell them that when we write a letter to our friends or relatives, it is called an informal letter. Tell students how to start and end an informal letter. To help students, you can write the beginning and ending of the letter on the board. You can also write few hints on the board that will help students in writing the body of the letter.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Sentence formation				
Vocabulary				
Task fulfilment				
Content and idea				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Be a Poet

Ask students to compose a song or poem about their friend and then make them read it out or sing it out in the class. You can assess the creativity of the students by the collection of words they have used in the poem and the rhyming sense of the poem or the song. You can paste the best self-composed poems or the songs on the notice board as an appreciation.

Make a Sentence

Write five nouns and five adjectives on the board. Divide the class into groups and ask each group to make at least five sentences using the given nouns and adjectives. The group who completes the work efficiently and accurately in minimum time will be the winner. This activity should be time based. You can use the stop watch to compute the time of each group.

Nouns	Adjectives
Meera	Black
Grandfather	Colourful
Box	Old
Shoe	Heavy
Birds	Beautiful

NOTE : Ask students to use the correct helping verb to make the sentence.

Enrichment

Have students brainstorm, identify, read, and write compositions on a given topic.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Logical and critical thinking

Life Skills

Teacher and students can together plan a trip to a zoo or a national park and discover the wildlife by their own eyes. They can learn more about animals and birds and gain knowledge on wildlife. Students who have pets at home can share their stories of experience in the classroom. This will help them to explore new things and write them in their own words.

Tips for Teachers

- Students need constant help in grammar. They should be understood while they ask for help. A teacher must take care of students and their needs.
- Classroom activities are meant for encouraging students to be more attentive and disciplined with fun environment.
- Encourage students to always think about both the positive and negative aspects of a given topic. Then write only about the important things leaving the unnecessary details. This will help them to think logically and critically.
- Textbook exercises are very important. Make sure students understand before doing them.

Class : 2

Subject : Grammar Cloud

Lesson : Comprehension

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Compositions

Teaching Resource Materials

- Textbook: Grammar Cloud 2
- Flash cards with different scenes on them and questions related to the picture at the back. For example, a picture of a bus stand with questions at the back. For example, what is in the picture? How many passengers do you see? etc.
- Flash cards of different texts like short stories or excerpts with questions related to it at the back. For example, a flash card with a short story with questions like what is the moral of the story? How is the main character?, etc.
- Pictures of different shapes and an instructions page with each picture
- Worksheets for practice as given at the end of the chapter

Warm Up

Before getting started, you can create a square shape on the board and ask the following questions in class:

- What is this?
- How many sides does it have?
- How many corners does it have?
- Are the sides of the shape are equal?
- Can you name few objects which are in this shape?
- Can you name one more shape that has same number of sides and corners?

Points to Discuss

- A **comprehension** is an understanding of a text or a picture.
- After understanding a text or picture, a reader can answer certain questions based on the text or picture.

Classroom Activity

Comprehension (1)

Let students choose a flash card of a scene for them. Now, they have to observe the picture and answer the questions written on the back.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Description				
Vocabulary				

Comprehension (2)

Let students choose a flash card of text for them. Now, they have to read the text and answer the questions written on the back.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Description				
Vocabulary				

FUN TIME

Once the lesson is completed, you can play the following game in the class.

Follow the Instructions

In this game, a student will be called and given an instruction page. He/she will read the instruction and draw the shape described in it. Now, show the original picture of the shape to other students and they will say if the both the pictures are same or not. If not then the student will read again and try to correct it. Repeat this game with any number of students and let students volunteer for this game.

Enrichment

Have students brainstorm, read, and understand the comprehensions and answers the questions based on them.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Observational
- Understanding

Life Skills

Children of this age are very creative. They are influenced by a lot of things and a lot of people. From this age they should start inculcating the knowledge of right and wrong. They should be taught what things are wrong in this world and what are right. For example, career, friends, people, behaviours, etc.

Tips for Teachers

- Give tips to students for comprehensions. They should read the comprehension first and then read the questions and answer them.
- Vocabulary is important aspect in writing. Encourage students to improve their vocabulary by learning 5-10 new words every day.
- Students should understand the textbook exercises before doing them.
- It is the responsibility of the teacher to help students with poor understanding skills and encourage them.
- Give them the following worksheets after they have completed their textbook exercises.

WORKSHEET-1

Read the following poem.

Over the mountains,

Over the plains,

Over the rivers,

Here come the trains.

Carrying passengers,

Carrying mail,

Bringing their precious loads,

In without fail.

—*Anonymous*

A. Answer the following questions.

1. From where do the trains pass?

2. What do the trains carry?

3. Have you travelled through train? If yes, where and when?

4. Which article has been used throughout the poem?

B. Write two pairs of rhyming words from the poem.

1. _____

2. _____

C. Make sentences using the given words.

1. train _____
2. mountains _____

WORKSHEET-2

Read the following passage.

Once there was small village near the Black Sea. It was a beautiful village and many sailors visited it. Very often the sailors gave the villagers fine presents. The villagers liked the presents very much and thanked the sailors.

Answer the following questions.

1. Where was the small village?

2. What did sailors give to the villagers?

3. Did the villagers like the presents?

4. Find two describing words from the passage.
 - a. _____
 - b. _____
5. Find the word from the passage that has the same meaning as:
 - a. Gifts _____
 - b. Attractive _____