

# Blossoms-2

## English Reader

### Semester-1

### Contents

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	Happy Start - Readiness (Refer to Readiness book)	June - July	
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Teacher Corner



Student Corner

# NIPUN Lakshyas

Grade	Skills	Subject : English
CLASS 2	Oral Language	Converses and talks about the print in the classroom.
		Engages in conversation to ask questions and listens to others.
		Recites songs/poems.
		Repeats familiar words occurring in stories/ poems/print etc.
	Reading	Reads and narrates/re-tells the stories from children's textbook.
		Reads small sentences consisting of at least 4-5 simple words from the textbook.
		Uses sound symbol correspondence to read new words.
Writing	Writes 4 to 5 short sentences with legible writing.	
	1. Uses sound symbol correspondence to write words with invented spellings.	

NOTE : NIPUN is a mission focused on achieving foundational literacy and numeracy. It has set specific targets for students in primary classes to achieve by the end of the academic year. Every student must reach these targets by the year's end.



## National Education Policy 2020

This Grade 2 Language textbook is developed in alignment with the National Education Policy (NEP) 2020, the National Curriculum Framework for the Foundational Stage (NCF-FS) 2022 and the learning expectations of the NIPUN Bharat Mission. Building on the foundations laid in Grade 1, the textbook aims to strengthen children's listening, speaking, reading and writing skills through joyful, meaningful and context-based learning. As envisaged in the NCF-FS, language learning at this stage is supported through stories, poems, dialogues, picture reading, shared reading and guided writing activities that encourage children to engage actively with language. The content and pedagogical processes are aligned with the NIPUN Lakshyas for Grade 2, focusing on improving reading fluency, vocabulary, comprehension, sentence formation and expression of ideas in speech and writing. A gradual progression from simple texts to slightly longer and richer texts enables children to read with understanding, respond to what they read, and communicate their thoughts confidently, thereby ensuring steady progress towards foundational literacy by the end of Grade 2.

### Domain: Language and Literacy Development

<p><b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>C-9.1 Listens to and appreciates simple songs, rhymes, and poems.</p> <p>C-9.2 Creates simple songs and poems on their own.</p> <p>C-9.3 Converses fluently and can hold a meaningful conversation.</p> <p>C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others.</p> <p>C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say.</p> <p>C-9.6 Narrates short stories with clear plot and characters.</p> <p>C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.</p>
<p><b>CG-11</b> Children begin to read and write in Language 2 (L2)</p>	<p>C-11.1 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables.</p> <p>C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences.</p>

# Holistic Development of Children – Five Domains

## 1. Physical Development

Activities that involve cutting, pasting, colouring and drawing help children develop fine and gross motor skills.

Examples:

- Making a collage using pictures from magazines
- Tracing letters and words
- Colouring pictures
- Jumping, running, and walking with balance

\* These activities help in the development of children's fine motor skills and gross motor skills.

## 2. Socio-Emotional and Ethical Development

Children learn sharing, cooperation and expressing emotions through interactive activities.

Examples:

- Group collage activities
- Role play based on stories
- Talking about family, friends and feelings

\* These activities promote cooperation, empathy, and self-confidence among children.

## 3. Cognitive Development

Children develop thinking and reasoning skills through observation and identification activities.

Examples:

- Observing pictures and answering questions
- Matching words with pictures
- Identifying objects during a nature walk

\* These activities enhance children's thinking ability, reasoning skills, and understanding.

## 4. Language and Literacy Development

Listening, speaking, reading and writing activities strengthen language skills.

Examples:

- Story listening and retelling
- Reading simple words and sentences
- Singing rhymes and songs

\* These activities enhance children's vocabulary and expressive abilities.

## 5. Aesthetic and Cultural Development

Creative activities help children appreciate beauty and express creativity.

Examples:

- Drawing and colouring
- Nature walk - identifying colours of leaves, flowers and objects
- Creative collage using natural materials

\* These activities foster children's creativity and love for art.

**Learning Outcomes:**

Learners will be able to:

- Recite the rhyme with actions and gestures. Listen and practise words frequently repeated in the rhyme. (C.G-9)
- Converses fluently and can hold a meaningful conversation. (C.G-9)
- Read and spell words related to school, follow and respond to simple class room instructions.(C.G-9)
- Use proper capitalisation for Proper Nouns.(C.G-11)
- Answer the questions related to picture.(C.G-9)
- Listen and practise the words that end with same sound/phoneme words.(C.G-11)

**Let us Interact**

Ask the students to observe the picture given below.



Encourage them to answer the following questions.

1. Whom do you see in the picture?
2. Where are they?
3. How do you greet your teachers?
4. How do you greet your friends?
5. How do you feel on the first day of school?



Let us Recite

Recite the rhyme. Ask the students to repeat after you.

## Welcome to School



Welcome, welcome  
Welcome to school,  
Boys and girls,  
Welcome to school.

Welcome, welcome  
Welcome to school,  
With your friends  
And say, 'hello'.

Welcome, welcome  
Welcome to school,  
Meet your teachers  
Say, 'Good morning'.

Welcome, welcome  
Welcome to school,  
Learn and play  
Be good in every way.



### Sight words

to in be  
and your say



## New Words

school

friends

meet

greet

learn

play

classroom

way



## Let us Speak

A. Meera and Raju are greeting each other. Ask the students to work in pairs and practise greeting each other.



Hi, Meera!  
How are you?

Hello, Raju!  
I am fine. Thank  
you.



B. Ask the students to look at the pictures. Say the dialogues. Practise in groups.



I am Ramu.  
She is Shahin.  
She is my friend.



I am Sarala.  
He is Raghu.  
He is my friend.



### Note to the teacher

- Practise greetings with each other.
- Student should introduce themselves and their friend.
- Let every student practise using the expressions 'I am', 'She is', 'He is'.

C. Observe the pictures and ask the questions. Let the children answer using 'This is our...'

Raju: What is this?

Balu: This is our school.



John: What is this?

Sam: This is our classroom.

Ravi: What is this?

Rani: This is our library.



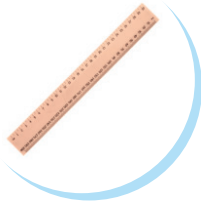
Sarada: What is this?

Gopi: This is our playground.

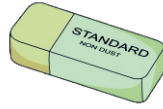


## Let us Learn

A. Here are the pictures of things that we see in a school bag. Let us read them.



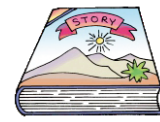
a scale



an eraser



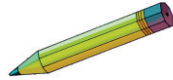
a slate



a book



a sharpener



a pencil



a pen



a water bottle

B. Here are the pictures of things that we see in a classroom. Let us read them.



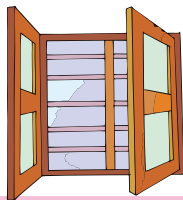
a blackboard



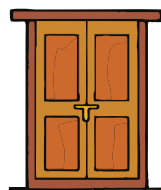
a table



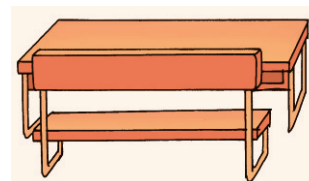
a chair



a window



a door



a bench



## Let us Write

A. Devi wrote her name in this way –

She made a mistake. What was it?

This is the correct way.

Now, write your name correctly.

Now, write your mother's name correctly.



B. Here are some things. Read their names.

Ask them to circle the things that they carry in their school bag.

One is done for them.



Now, write the names of the things in your bag.

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

C. Ask them to fill the missing letters to name the things / objects.

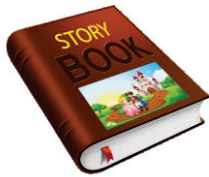
One is done for them.



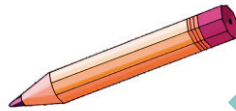
s c h o \_ o \_ l



c l \_ s s r \_ \_ m



b \_ \_ k



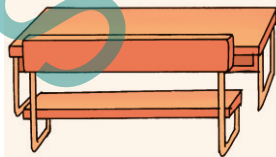
p \_ n c \_ l



s l \_ t \_



b \_ g



b \_ n \_ h



b \_ t t l \_



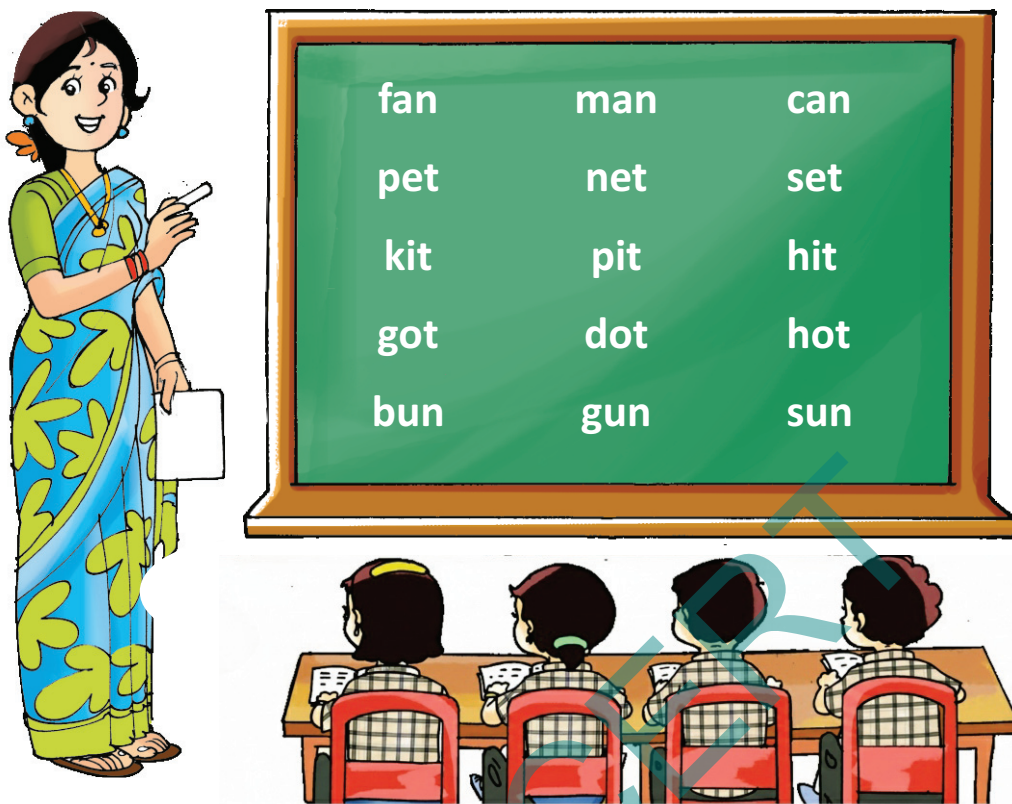
Let us Practise

A. Say these instructions aloud. Let the students follow them.



- ★ Come here.
- ★ Show me your pencil.
- ★ Pick up your bag.
- ★ Pick up your pencil.
- ★ Stand up.
- ★ Sit down.
- ★ Open your book.
- ★ Open the window.

B. Say aloud the following words. Encourage students to repeat after you.



**Note to the teacher**

- Every line consists of words having short sound of 'a', 'e', 'i', 'o', 'u'.
- Focus on the sound while you are delivering to the students.
- Let all students practise the above sounds.

C. Ask students to join the dots and colour the picture.



## Let us Practise

### Welcome to School

- Which of these is a school object? ( )  
 A) Spoon  
 B) Pencil  
 C) Pillow
- Which two words end with the same sound? ( )  
 A) bag – book  
 B) fan – man  
 C) pen – box
- When your teacher enters the classroom in the morning, what should you say?  
 A) Good night                      B) Good morning                      C) Bye ( )
- Choose the correct spelling. ( )  
 A) stlae                                  B) satle                                  C) slate
- Write the correct spelling.  
 s c h \_ \_ \_ l
- Rewrite the sentence using a capital letter, wherever necessary.  
 my name is devi.  
 \_\_\_\_\_
- Write one sentence about your school using 'I am...' / 'This is...'.  
 \_\_\_\_\_

### Mapping of Domains with Concepts / Activities

Domains	Concepts / Activities
Physical Development	Recite the rhyme with actions, Role play
Socio-Emotional and Ethical Development	Role play, Recite the rhyme together with rhythm
Cognitive Development	Identify school related objects
Language and Literacy Development	Picture reading, Recite the rhyme, Alphabet reading and writing, Phonic drill
Aesthetic and Cultural Development	Phonic drill, Colouring the picture, Recite the rhyme together with rhythm



## Learning Outcomes:

Learners will be able to:

- Understand and talk about the picture. (C.G.9)
- Listen to the story and identify the names of characters, events etc. (C.G.9)
- Converse fluently and can hold a meaningful conversation. (C.G.9)
- Come out with the names of their favourite game/games. (C.G.11)
- Say aloud the words in singular and their plurals and learn pronunciation. (C.G.9)
- Listen and practise the words that end with same sound/phoneme words (C.G.11)



## Let us Interact

Ask the students to observe the picture given below.



Encourage them to answer the following questions.

1. What do you observe in the picture?
2. What are the children doing in the picture?
3. What day is it?
4. Which games do you play?
5. Which game(s) do you like the most?



## Let us Read

Read the following story. Encourage the students to listen to you carefully.



Teacher: Hi, children! It's play time.  
Go and play some games.

Children: Thank you, teacher.

Anu :Abhi, Pooja and Ali, shall we play games?

Pooja : Which game shall we play.....?

Kho - kho.....? Kabaddi.....?

Cricket.....? Football.....?

Ali : We will play kabaddi.



Abhi : Ok. Let's play kabaddi.  
We will form into two teams.

Anu : Ravi, come and join our team.

Ravi : Alright, I will join.

All : Let's start. It will be a great fun!



## New Words

### Sight words

go, we, no,  
will, our

Read the words. Ask the students to observe the spelling.

form

team

join

great

fun



## Let us Think

Ask the students to answer the following questions.

1. What did the teacher say?
2. Which game did they decide to play?
3. What did Anu ask Ravi?
4. Which words show us that the children are happy?



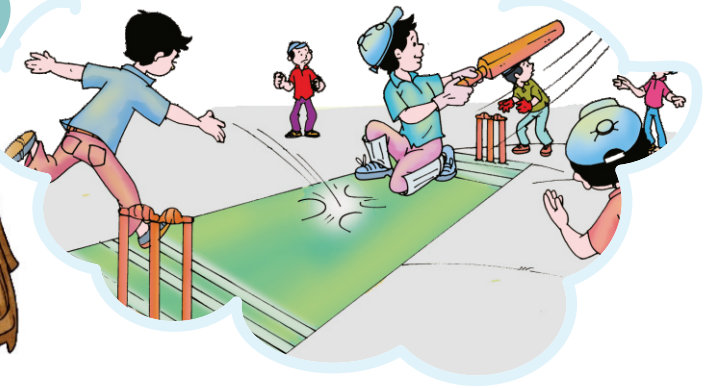
## Let us Speak

A. Say the dialogue aloud. Let the children practise the dialogue.



What is your favourite game?

My favourite game is cricket.



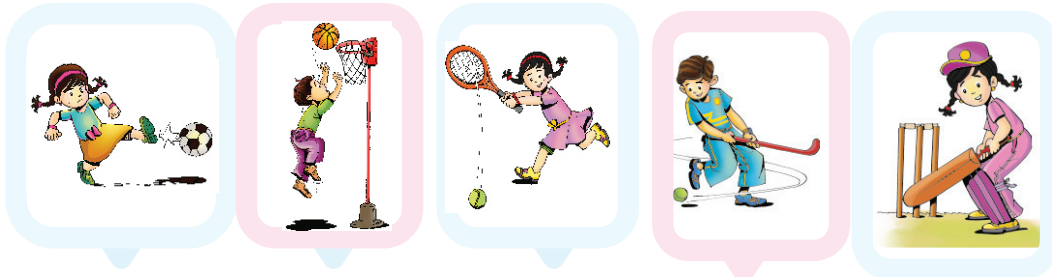
### Note to the teacher

- Say the dialogue and let all students practise in pairs, on different kinds of games.



# Let us Learn

A. Read the names of the games aloud. Ask them to repeat after you.



football

basketball

tennis

hockey

cricket



kabaddi

kho- kho

chess

carrom



gilli danda

sack race

hide-and-seek

B. Ask students to look at the pictures given below. Read the words aloud, ask them to add 's' after the name if the picture shows more than one thing. One is done for them.



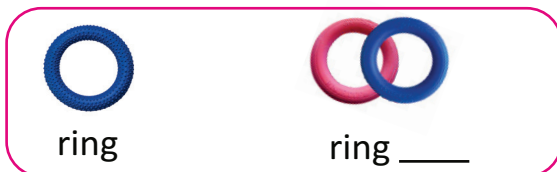
ball

balls



bat

bat



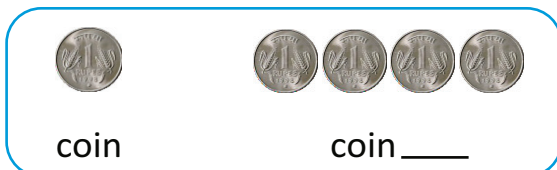
ring

ring



shoe

shoe



coin

coin



rope

rope



# Let us Write

A. Ask students to fill the letters of the following games correctly. One is done for them.



cr i ck e t



k \_ b \_ d d \_



kh \_ kh \_



f \_ \_ t b \_ l l



c \_ r r \_ m



ch \_ s s

B. Encourage students to observe the pictures and write names of the games in the given spaces.

kabaddi

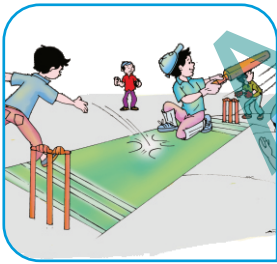
kho-kho

football

tennis

cricket

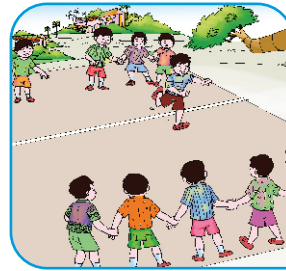
basketball



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

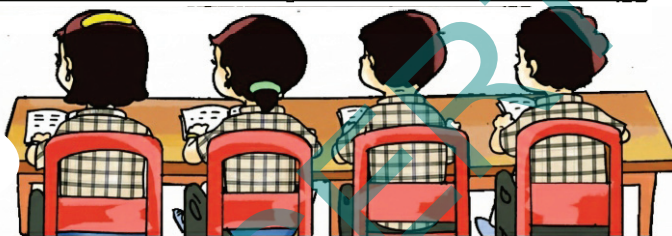
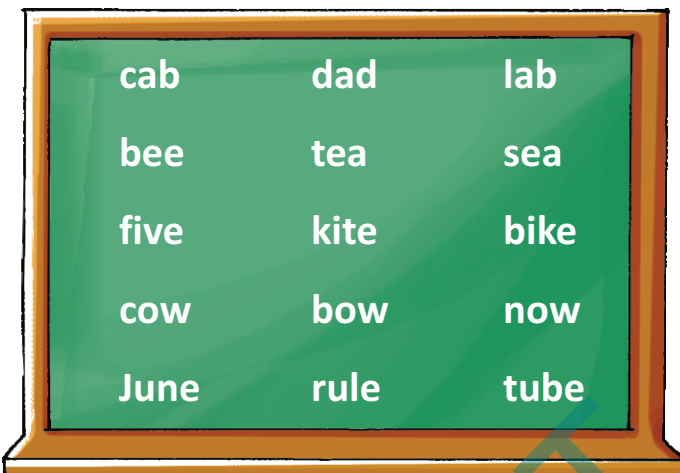


\_\_\_\_\_



## Let us Practise

1. Say the following words aloud . Ask students to repeat after you.



### Note to the teacher

- Every line consists of words having long sound of 'a', 'e', 'i', 'o', 'u'.
- Focus on the sound while you are delivering to the students.
- Let all students practise the above sounds.



## Let us Do

### Making of Paper Flower

Materials:

Colour papers, glue, Scissors

Steps:

1. Cut the paper into petal shapes and glue them around a small circle (the flower centre).
2. Attach the flower to a straw as a stem.
3. Add leaves if you like.



## Let us Practise

### Games we play

1. Which of the following is a game? (     )

- A) Pencil
- B) Kabaddi
- C) Blackboard

2. It is play time in your school. What will you say to invite your friend?

- A) Go away     B) Shall we play?     C) Sit down     (     )

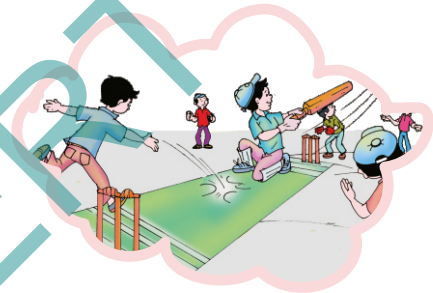
3. Which two words have the same ending sound? (     )

- A) cab – lab
- B) cab – cow
- C) bee – bike

4. Look at the picture.

What are they doing?

\_\_\_\_\_



5. Write the plural form of the word 'game'.

\_\_\_\_\_

6. Complete the sentence:

We will play \_\_\_\_\_ . (kabaddi / sleep)

### Mapping of Domains with Concepts / Activities

Domains	Concepts / Activities
Physical Development	Role play
Socio-Emotional and Ethical Development	Role play, Making paper flowers
Cognitive Development	Missing letters, Matching
Language and Literacy Development	Picture reading, Role play, Answer the questions, Phonic drill
Aesthetic and Cultural Development	Phonic drill, Making paper flower

**Learning Outcomes:**

Learners will be able to:

- Understand and talk about the picture. (C.G. 9)
- Listen to the story and identify the names of characters, events...etc. (C.G. 9)
- Use and practise 'May' in his/her daily situations. (C.G. 9)
- Say a sentence using 'It is...' (C.G. 9)
- Understand the meaning and usage of the pronouns 'He', 'she', 'it' and 'they'. (C.G. 9)
- Use the punctuation marks-full stop (.) and capitalization. (C.G. 11)
- Listen and practise the words that end with same sound/phoneme. (C.G. 11)

**Let us Interact**

Ask the students to observe the picture given below.



Encourage them to answer the following questions.

1. Who are there in the picture?
2. Why is the boy crying?
3. What is the other boy doing?
4. Have you ever helped anyone?



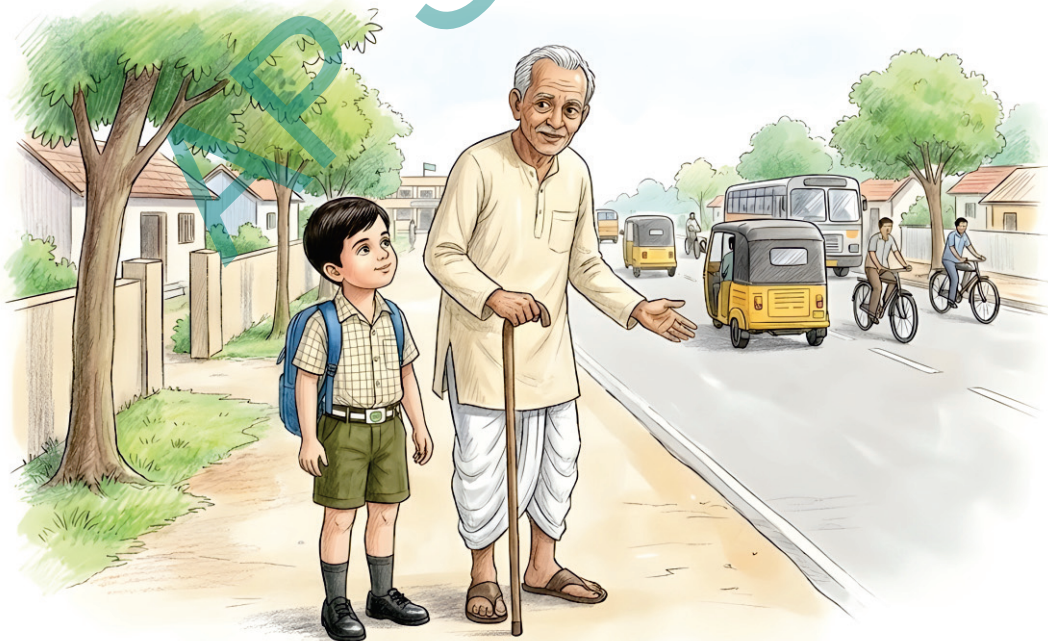
Let us Read

Read the following story. Encourage students to listen carefully to you.

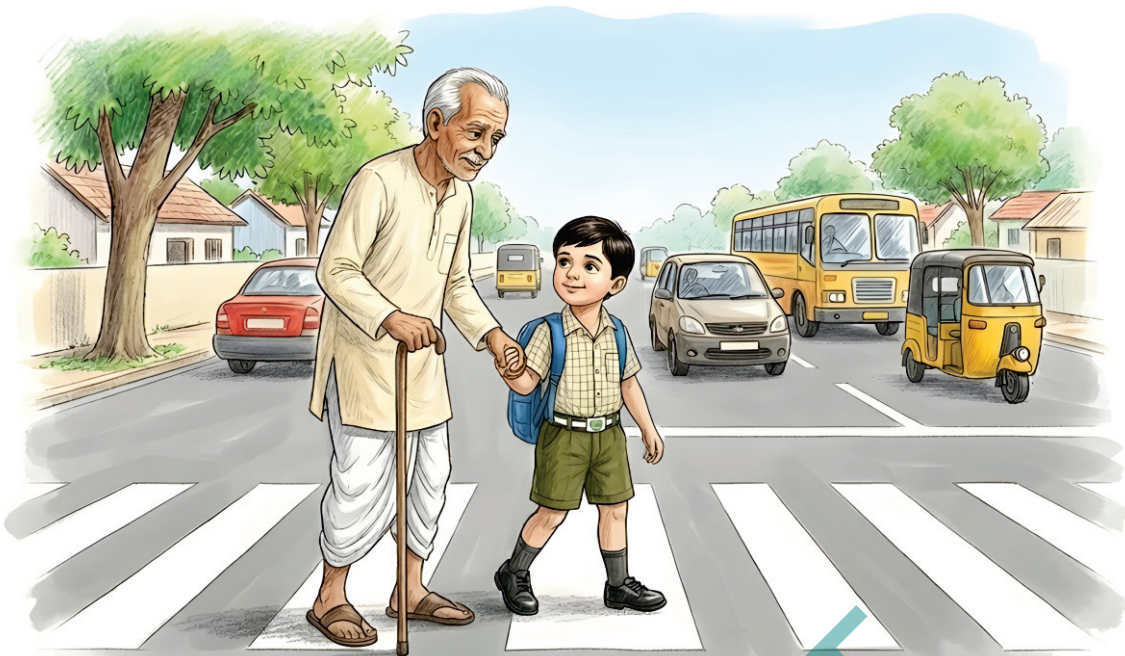
## May I help you?



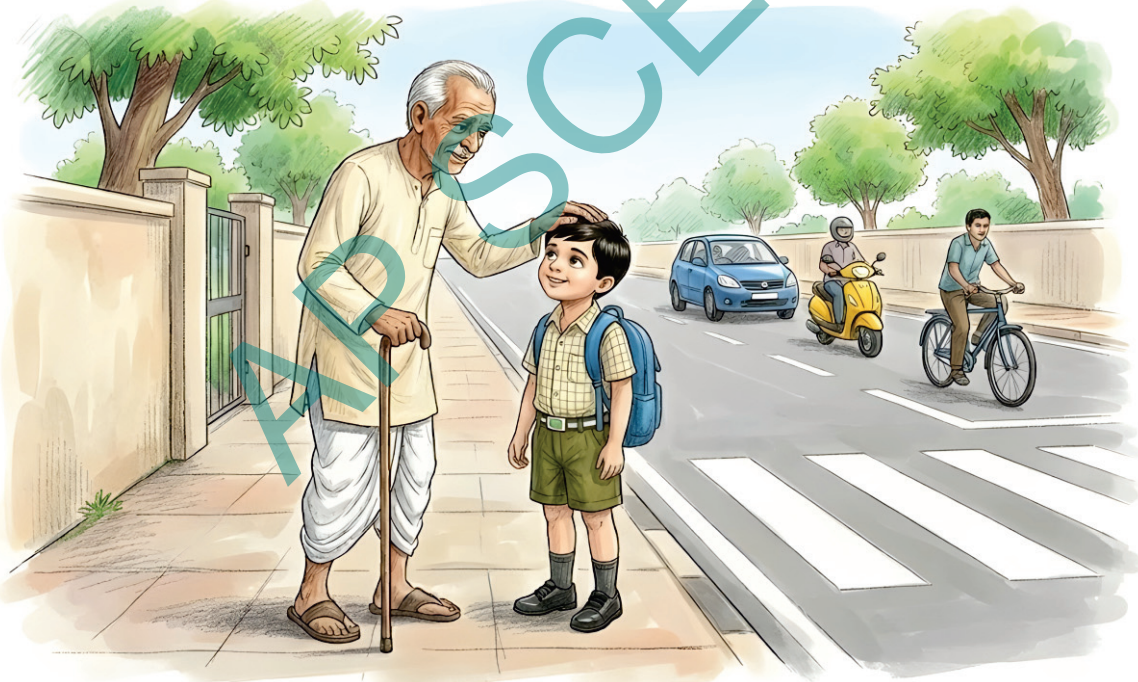
One day, Madhav was walking to school.



On the way, he met an old man. The old man wanted to cross the road.



The road was busy with vehicles. Madhav asked the old man, "May I help you?" The old man replied, "Help me to cross the road, dear." Madhav helped the old man to cross the road, on the zebra lines.



The old man blessed Madhav and went away. Madhav felt happy.



### New Words

walk

wanted

cross

blessed

felt

replied



## Let us Think

Ask students to answer the following questions.

1. Whom did Madhav meet on the way to school?
2. How was the road?
3. What did Madhav ask the old man?
4. How did Madhav help the old man?



## Let us Speak

Ask students to practise the following dialogues in pairs.



## Note to the teacher

Encourage children to use the following expressions to ask for permission.

- ★ May I go to the washroom?
- ★ May I come in madam/sir?
- ★ May I play with you?
- ★ May I come with you?



## Let us Learn

A. Ask the students to look at the pictures and tick (✓) the right pronouns.



He

She

It



He

She

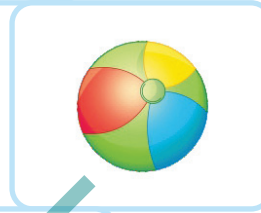
It



She

They

It



It

He

They



They

It

She



He

They

It



Ask the children to observe the sentences.



He

- Madhav was walking to school.
- He helped the old man to cross the road.
- They crossed it.



She



It

Here 'He', 'They' and 'It' are used in place of naming words. They are called **Pronouns**.



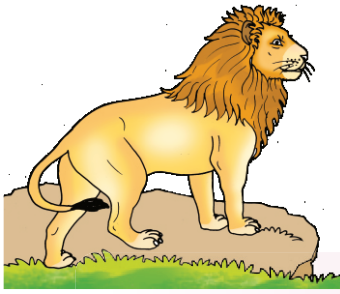
They



Rani likes ice cream.  
She is eating an ice cream.



Manu sings well.  
He is singing a song.



The lion is a wild animal.  
It lives in forest.



Bunty and Chinni are brothers.  
They are sitting.

**Note to the teacher**

- Explain the usage of capital letters and full stop (.) to the students. In general, we use full stop (.) at the end of a sentence and we use capital letters at the beginning of the sentence.

**B. Ask students to rewrite the sentences using capital letter and a full stop (.) wherever necessary. One is done for them.**

1. i helped an old man

I helped an old man.

2. he met an old man

\_\_\_\_\_

3. the old man blessed madhav

\_\_\_\_\_

**C. Observe the pictures.**

Say the sentences using 'It is...!'



Now, ask the students to say and write the remaining sentences.

1. It is a book.

2. ....

3. ....

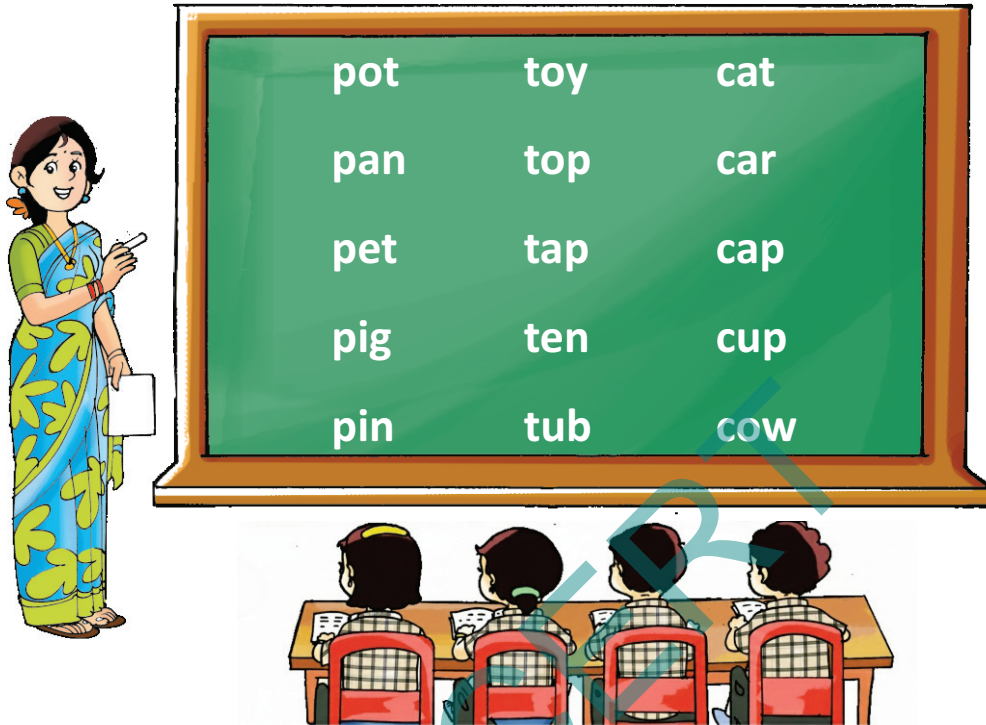
4. ....

5. ....



## Let us Practise

Say the words aloud and make the students repeat after you.



### Note to the teacher

- Every line consists of words having same sounds of 'p', 't', 'c'. Focus on the sound while you are delivering to the students. Let all students practise above sounds.



## Let us Do

Role Play:

1. Helping blind.
2. Helping kids.
3. Helping physically challenged.

### Note to the teacher

- Encourage students to do roleplay as they are helping to the needy in order to create sympathy and empathy among them. Ask to act in some more situations.

## Let us Practise

### May I Help You?

1. Who did Madhav help on the road in the story? ( )  
 A) A dog  
 B) An old man  
 C) A child
2. Why did the old man bless Madhav? ( )  
 A) Madhav played with him.  
 B) Madhav helped him cross the road.  
 C) Madhav gave him food.
3. You want to sit beside your friend. What will you say to him / her? ( )  
 A) May I take your pencil.      B) May I sit here.      C) May I come with you.
4. Which pronoun is used for Bunty and Chinni? ( )  
 A) He                                      B) She                                      C) They
5. Write the name of the boy in the story.  
 \_\_\_\_\_
6. Complete the sentence:  
 Ramu likes sweets. \_\_\_\_\_ is eating sweets. (He / She/ It)
7. Underline the pronoun.  
 He is singing a song.



### Mapping of Domains with Concepts / Activities

Domains	Concepts / Activities
Physical Development	Role play
Socio-Emotional and Ethical Development	Story telling, Role play
Cognitive Development	Usage of pronouns, Practising dialogues using 'May'
Language and Literacy Development	Picture reading, Story telling, Role play, Usage of pronouns
Aesthetic and Cultural Development	Role play



## Learning Outcomes:

Learners will be able to:

- Recite the rhyme with actions and gestures. Listen to it and practise words repeated in the rhyme. (C.G.9)
- Identify the family member names and use in their daily situation. Say about their father and mother. (C.G.9)
- Describe about his/her in two or three sentences. (C.G.9)
- Understand the usage and meaning of ('s ). (C.G.11)
- Listen and practise the words that end with same sound/phoneme words. (C.G.11)



## Let us Interact

Ask the students to observe the picture given below.



Encourage them to answer the following questions.

1. Can you identify the family members in this picture?
2. What are they doing?
3. How do you help your family?
4. What did you like the most in this picture?
5. Whom do you like the most in your family?



Let us Recite

Recite the rhyme. Ask the students to repeat after you.

## My Family

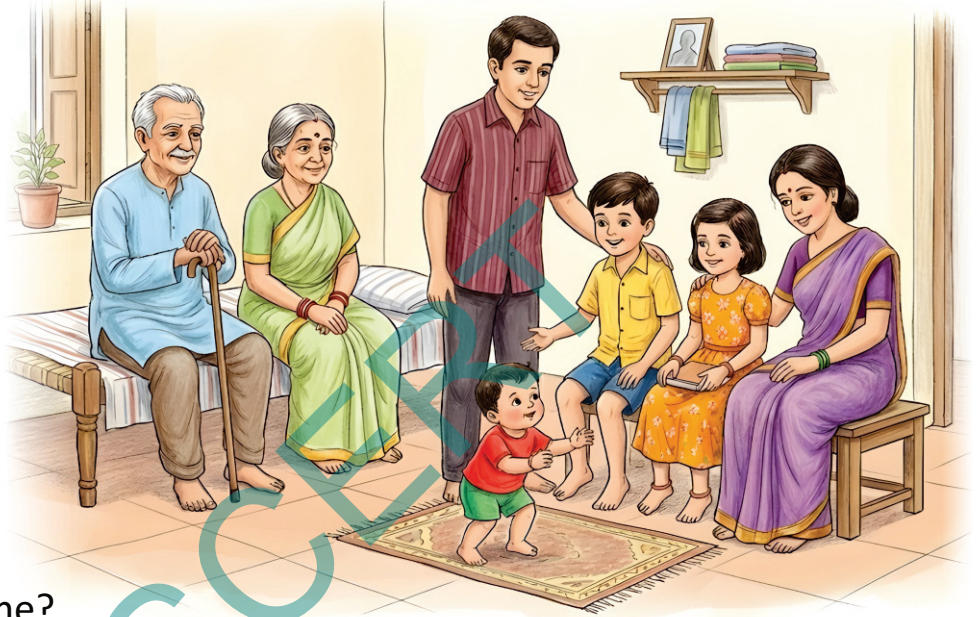
Mother, mother  
Will you walk with me?  
Yes, I will, yes, I will,  
We are a family!

Father, father  
Will you talk to me?  
Yes, I will, yes, I will,  
We are a family!

Brother, sister  
Will you jump with me?  
Yes, we will, yes, we will,  
We are a family!

Grandmother, grandmother  
Will you clap with me?  
Yes, I will, yes, I will,  
We are a family!

Grandfather, grandfather  
Will you smile with me?  
Yes, I will, yes, I will,  
We are a family!



### Sight words

yes, are, me,  
shall



## New Words

Father

Mother

Brother

Sister

Grandfather

Grandmother



## Let us Think

Ask the students to answer the following questions.

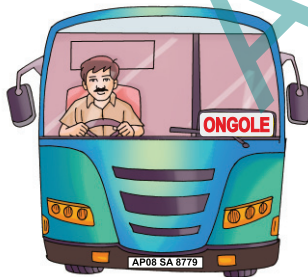
1. Who are there in your family ?
2. Will you jump with your brother ?
3. What are the names of your grandparents (both maternal and paternal)?
4. How many members are there in your family ?
5. What do you call the following members in your mother tongue ?

Mother	Father	Brother	Sister	Grandfather	Grandmother
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## Let us Speak

A. Here are the dialogues of Priya. Read the dialogues and ask students to repeat after you.



He is my father.  
He is a driver.



She is my mother.  
She is a fruit seller.



B. Here Priya is introducing herself. Now, encourage students to say about them.

I am Priya.

I am 6 years old.

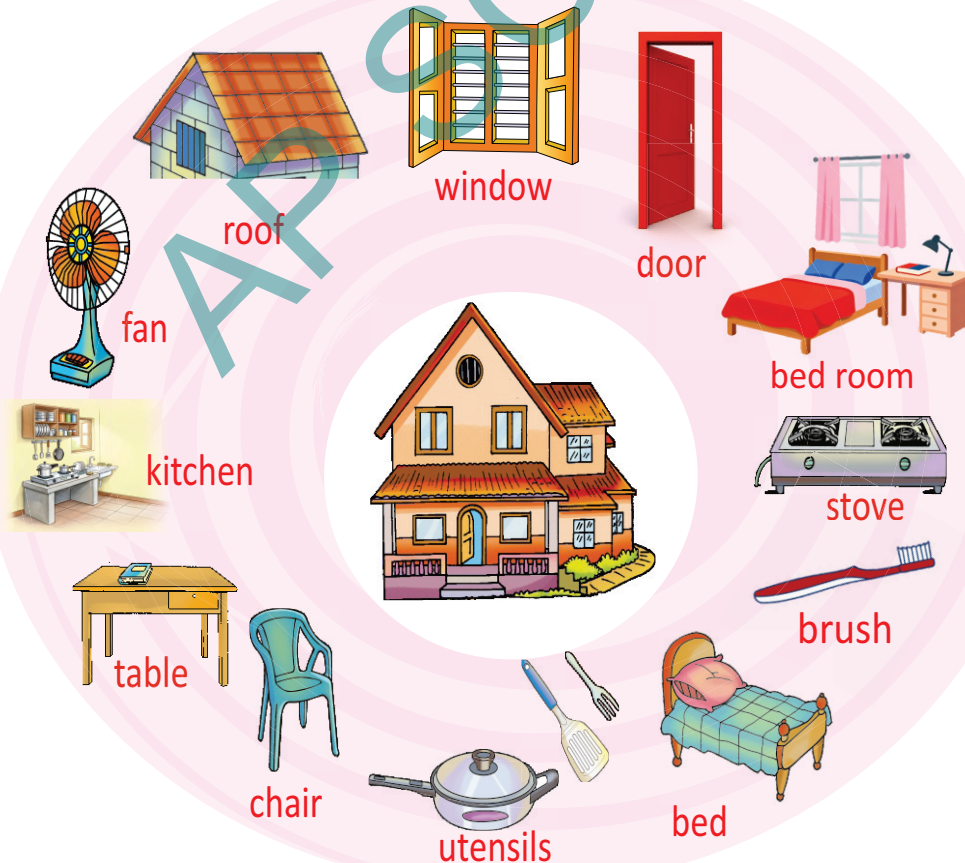
I am studying class 2.

This is my family.



Let us Learn

A. Here are the pictures of some objects/places. Make the students observe the pictures and read the words.



B. Ask students to read the following sentences and observe the underlined words.

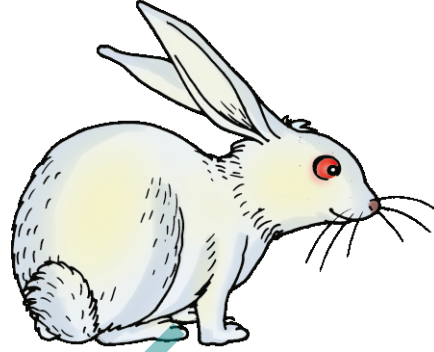
1. Priya's house is beautiful.

2. Gopi's balloon is green.

3. Mahi's bag is blue.

4. Vasu's dress is good.

5. The rabbit's ears are large.



The underlined words contain ('s) after a naming word. We use ('s) to say that something belongs to somebody.

C. Ask the students to fill in the blanks by using the words in brackets.  
Add ('s) to these words.

1. \_\_\_\_\_ bag is blue. (Mahi)

2. We are going in our \_\_\_\_\_ car. (uncle)

3. Latha is using her \_\_\_\_\_ pen. (brother)

4. The \_\_\_\_\_ eyes are big. (owl)

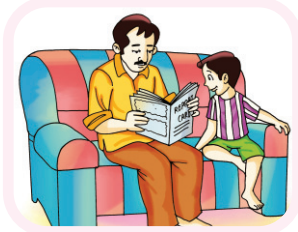
5. \_\_\_\_\_ milk is good for us. (cow)



## Let us Write

A. Read the following words. Ask the students to fill in the blanks with suitable letters.

father    mother    sister    driver    house    garden



f \_ \_ t \_ \_ e \_ \_



m \_ \_ t \_ \_ e \_ \_



d \_ \_ i \_ \_ e \_ \_



s \_ \_ s \_ \_ e \_ \_

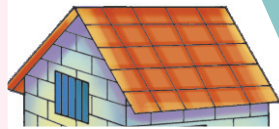


h \_ \_ u \_ \_ e \_ \_

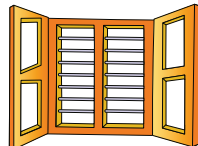


g \_ \_ r \_ \_ e \_ \_

B. Ask the students to look at the pictures and fill in the missing letters to complete the words.



r \_ \_ \_ f



w \_ \_ n d \_ \_ w



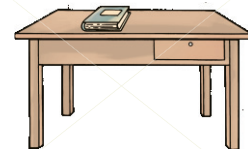
k \_ \_ t c h \_ \_ n



d \_ \_ \_ r



f \_ \_ n

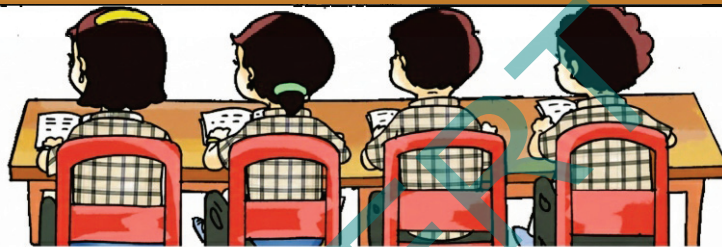


t \_ \_ b l \_ \_



## Let us Practise

Say the words aloud and make the students repeat after you.



### Note to the teacher

- Every line consists of words having same sound of 'f','s'. Focus on the sound while you are delivering to the students. Let all students practise above sounds.



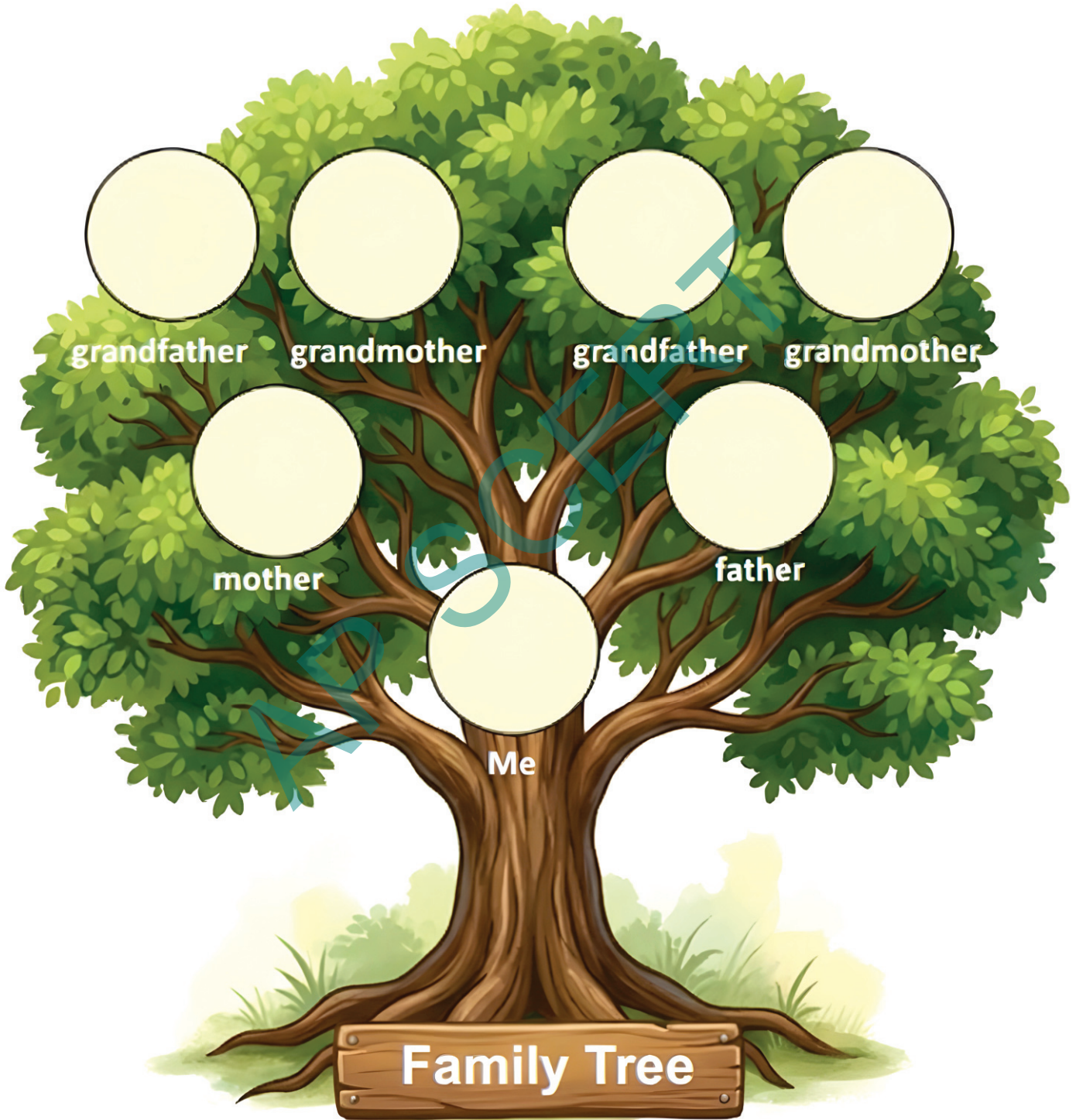
## Let us Do

### Design & Colour My House

Draw your house here!



B. Encourage students to collect their family members pictures and paste properly in the following family tree :



## Let us Practise

### My House

1. Which of the following is not a family member? ( )

- A) Friend                      B) Mother                      C) Father

2. Look at the picture and answer the question.

This part of the house protects us from sun and rain. ( )

What is it called?

- A) Door                      B) Roof                      C) Window



3. Choose the sentence that shows ownership. ( )

- A) This is Ravi book.    B) This is Ravi's book.    C) This Ravi book.

4. Your sister asks, "Will you play with me?" What is the polite reply? ( )

- A) No    B) Yes, I will    C) Go away

5. Write one word that has the same ending sound as 'fan'.

A. \_\_\_\_\_

6. Look at the picture of a joint family.

Who are the people you can see in the picture?

A. \_\_\_\_\_



### Mapping of Domains with Concepts / Activities

Domains	Concepts / Activities
Physical Development	Recite the rhyme with actions
Socio-Emotional and Ethical Development	Recite the rhyme together with rhythm, Self and family introduction, Draw family tree
Cognitive Development	Identify house related words, Use of 's' for possession
Language and Literacy Development	Picture reading, Recite the rhyme, Self introduction, Practise alphabet sounds
Aesthetic and Cultural Development	Draw house and family tree, Recite the rhyme together with rhythm

# MIND MAP

