



*Budha Dal Public School
Patiala*

CLASS PREP II

English Planner

Term 2

Session 2026-27



Formative Assessment II

Theme 6: Monsoon Magic
Theme 7. Festival Fun

Summative Assessment II

**Action Words*

** Letters o,p,q*

**This/That/These/Those*

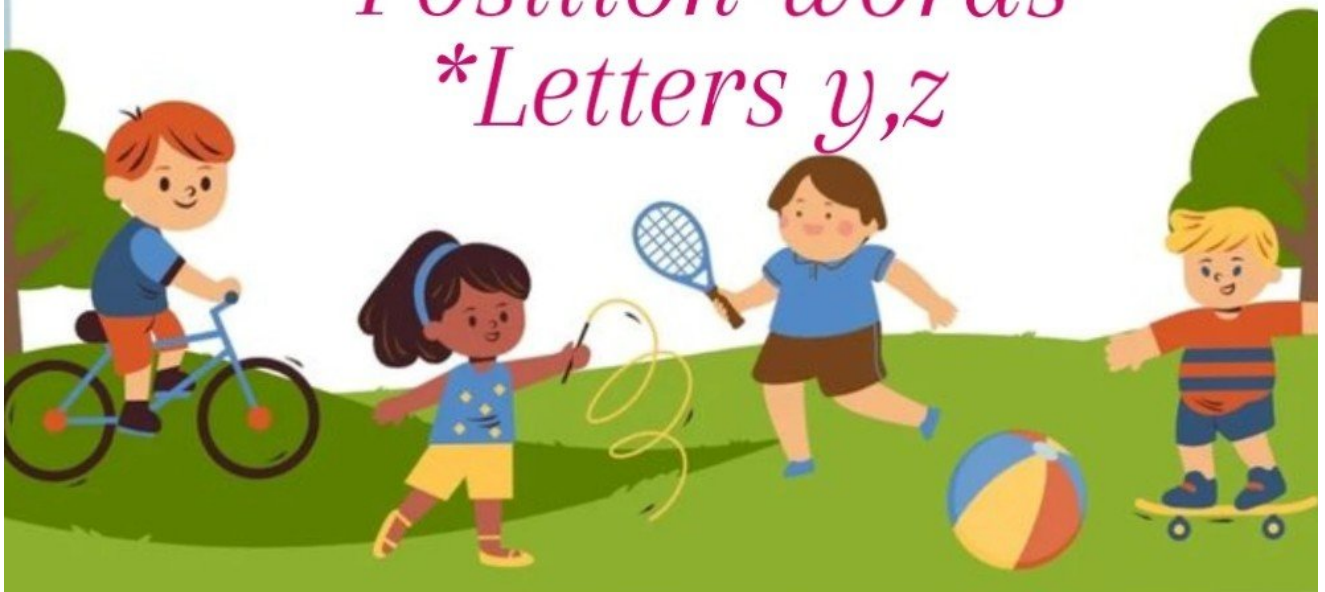
**Letters r,s,t,u*

**Wh Words*

**Letters v,w x*

**Position words*

**Letters y,z*





CL The monsoon season begins. It is raining. Sam, Jas, Maria, Lina and Ryan enjoy the rain. Maria says, "Let us make paper boats." Jas says, "Yes! We can float them in the rain water."

The children **fold** the paper to make paper boats. Soon, the rain stops and the children go out. They take their paper boats. They **jump** and **play** in the puddles. Then, they float their boats in the water.



A. Trace the following action words. Match them with the correct pictures.

LOTS

PMD

WR

COD

1.

eat

a



2.

jump

b



3.

play

c



4.

read

d



5.

walk

e



6.

drink

f



7.

paint

g



8.

listen

h



Lesson 21: Action Words



3 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit, old newspapers, standee, hand paints, talcum powder



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	develop fine motor skills while colouring, paper tearing and so on
Socio-Emotional and Ethical Development	- respond positively - express their ideas comfortably
Cognitive Development	- Infer from the stories - listen, understand and follow the CRM signs and instructions by the teacher
Language and Literacy Development	- retell the story in simple, short sentences - describe their thoughts in short and meaningful sentences
Aesthetic and Cultural Development	communicate and appreciate a variety of responses
Positive Learning Habits	acquire skills to focus attention on the task at hand

Trace and write the words. Say them aloud.

paw

pam

pin

Trace and write the words. Say them aloud.

pond

peak

park

Trace and write the sentences. Read them aloud.

Pia plays with a pencil.

The pigeon eats a pear.

A. Read the words in the box. Write the correct words to complete the sentences. Take hint from the pictures.

queue queen quiz

1. The _____ is very wise.

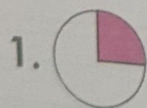
2. There is a _____
outside the shop.

3. Rina takes part in

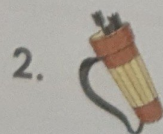
a _____.



B. Look at the pictures. Unscramble the letters. Write the words in the blanks.



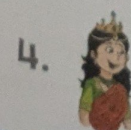
1. terquar



2. verqui



3. ltqui



4. eenqu

WR

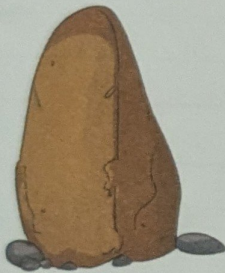
PMD

LOTS

COD

A. Read the words in the box. Find them in the word search.

road rain ring rock rabbit rope



r	o	c	k	z	r
r	x	v	r	r	o
a	q	t	i	o	p
i	i	n	n	a	e
n	c	m	g	d	z
r	a	b	b	i	t



WR

PMD

HOTS

COD

B. Read the word. Make new words from the letters in the word. The words should start with the letter r.

rainbow

1.

3.

5.

2.

4.

Lesson 22: Pyjama Party



4 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit, Character standee,



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	interact comfortably with peers and teacher
Cognitive Development	- follow the CRM signs and instructions by the teacher - recognise the words that begin with the letter R
Language and Literacy Development	- recite and appreciate simple rhymes - understand and retell the story in simple, short sentences - use the vocabulary already learnt to express their thoughts - form new words with the letters of the given word 'rainbow'
Aesthetic and Cultural Development	- participate actively in class activities - play outdoors
Positive Learning Habits	explore the size of pictures while creating a collage/2D imagery in visual artworks

25 This, That, These, Those

There is a new poster on the bulletin board. Lina asks, "Ma'am, who is **that**?" Ms Rita replies, "Lina, **this** is Mahatma Gandhi. Does anyone know about Gandhiji?"

Jas says, "Yes, Ma'am. Mahatma Gandhi is the Father of the Nation."

"You are right, Jas," says Ms Rita.

Then Ms Rita says, "We use the words '**this**' and '**these**' to point to things near us. We use '**that**' and '**those**' to point to things far from us. We use 'this' to show one object. We use 'these' to show more than one object. Similarly, we say 'that' to point to one object. We say 'those' to point to more than one object."

Theme 7: Festival Fun

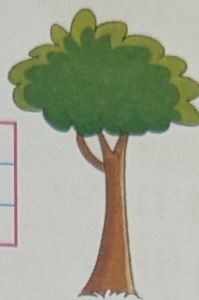


CL
Koi

1. Write This or That. Complete the sentences.
Read them aloud.

1.

_____ is a cat.



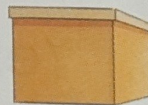
2.

_____ is a bird.



3.

_____ is a chair.



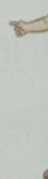
4.

_____ is a bed.



5.

_____ is a bat.



Lesson 25: This, That, These, Those

Theme 7:
Festival Fun



3 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit, Character standee,



eBook, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• show hand-eye coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	• Interact comfortably with peers and teacher
Cognitive Development	• follow the CRM signs and instructions by the teacher • become aware of space and position of objects with respect to another
Language and Literacy Development	• retell the story in simple, short sentences • use the vocabulary already learnt to frame simple, short sentences • use the demonstratives this, that, these, those appropriately to indicate the position of objects
Aesthetic and Cultural Development	• adopt class norms and engage in class activities • play outdoors
Positive Learning Habits	• communicate and appreciate a variety of responses

CL The next day, the children celebrate Gandhi Jayanti in school. Ms Rita tells the children a story about Gandhiji.

Ms Rita says, "Gandhiji was born in 1869. His birthday is known as 'Gandhi Jayanti'. Gandhiji helped India get freedom. We all love and respect Gandhiji."

The children listen quietly. Sam says, "I want to know more about Gandhiji. I will read about him."



A. Colour the rhyming words.

1.

see

bee

top

2.

six

got

mix

3.

clay

slide

glide

4.

seed

grow

need

B. Read the words in the box. Write the correct words to complete the sentences.

school

spoon

slide

snail

1.

Tia's _____ is near her house.

2.

The _____ in our park is big.

3.

This _____ is for Mala.

4.

The _____ hides in the grass.

Teacher's Note: There are multiple correct answers. Tell the students to think and speak.

A. Change the first letters. Make new words with the letter t. Take help from the pictures.

1. pop

Blank handwriting lines for the word 'pop'.



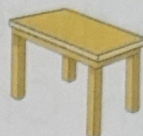
2. sent

Blank handwriting lines for the word 'sent'.



3. cable

Blank handwriting lines for the word 'cable'.



4. sailor

Blank handwriting lines for the word 'sailor'.



COD

PING

LOTS

PMD

WR

B. Fill in the letter t to complete the words. Match with the correct pictures.

1.

Handwritten word: ick

a



2.

Handwritten word: ail

b



3.

Handwritten word: urnip

c



4.

Handwritten word: emato

d



LOTS

PMD

COD

WR

B. Match the following objects to the correct images.

1. uniform

a



2. utensils

b



3. ukulele

c



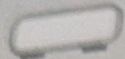
C. Find the given words in the word search.

undo urban under uncle
umpire umbrella

u	m	b	r	e	l	l	a
k	u	v	u	n	d	e	r
u	n	c	l	e	c	v	q
u	m	p	i	r	e	p	f
r	e	a	u	r	b	a	n
q	r	u	n	d	o	x	y

Teacher's Note: Tell the students to listen carefully and notice the different sounds of 'u'.

Lesson 26: Gandhiji's Story



4 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit, Character Standee



eBook, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	respond positively to peers during class activities
Cognitive Development	- follow the CRM signs and instructions by the teacher - understand and perform the activities suitably
Language and Literacy Development	- listen, comprehend and infer from the story - recognise the words that begin with the letter T - enrich their vocabulary with new words in the lesson
Aesthetic and Cultural Development	adopt class norms and engage in class activities
Positive Learning Habits	gain knowledge about the Father of the Nation, Mahatma Gandhiji

CL It is Fun 'n' Learn Day in school. Jas, Ryan and Lina dress up as fruits and vegetables. Ryan says, "I like brinjal. So, I am a brinjal today."

Jas says, "I like potatoes. I am a potato today." Lina says, "I love tomatoes. So, I am a tomato today."

Potato asks Tomato, "**Why** are you red in colour?"

Tomato says, "I am ripe. So, I am red. **When** I was small, I was green."

Brinjal, Potato and Tomato have fun.



This is Questy, the question mark.
This is what he asks.

ask about a reason



why

ask about something



what

ask about a place



where

ask about the time



when

ask about a person



who

Teacher's Note: Give the students examples of different question words. Ask them to make questions using these words.

A. Choose the correct words. Write them in the blanks.

Q.

is at the door?

A. Sam is at the door.

a. Why

b. Who



Q.

did you eat for lunch?

A. I ate rice and vegetables for lunch.

a. What

b. Why



Q.

do you go to school?

A. I go to school at 8 o'clock.

a. Who

b. When



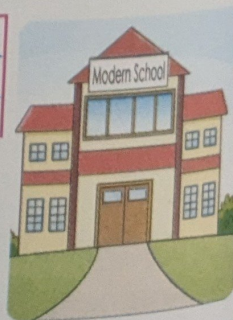
Q.

do you study?

A. I study in Modern School.

a. Who

b. Where



Q.

do we read books?

A. We read books to learn.

a. Why

b. What



Q.

does Jas sleep?

A. Jas sleeps at night.

a. When

b. Why



Q.

do you play?

A. We play at the playground.

a. Who

b. Where



Q.

is Lina doing?

A. Lina is studying.

a. What

b. Where



Lesson 29: Wh words



3 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit, paints, jute string



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	• interact with peers and teachers and regulate their emotions in classroom situations
Cognitive Development	• follow the CRM signs and instructions by the teacher • comprehend the answers and frame logical questions with Wh words • learn the importance of eating vegetables for good health
Language and Literacy Development	• describe the pictures in simple vocabulary • listen to the story attentively for a short period of time • recognise most frequently occurring letters and use the knowledge to read and write simple words and sentences • learn to ask and answer questions using Wh words
Aesthetic and Cultural Development	• acquire skills to plan and focus attention
Positive Learning Habits	• communicate and appreciate a variety of responses

30 The Vegetable Song

Theme 8: Sparkling November

CL The children perform a poem about vegetables. They practise their steps.

"Potatoes are round and brown.
Purple brinjal has a green crown.
Cabbage has many leaves,
Small and round are green peas."



B. Look at the pictures. Write their names in the blanks. Take help from the box.

volcano

village

vet

violin



1.

2.





3.



4.

C. Read the words in the box. Find them in the word search.

very visit vehicle vulture vest violin

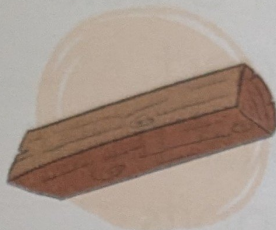
q	v	u	l	t	u	r	e	a
e	k	v	i	o	l	i	n	h
v	e	r	y	g	r	w	g	v
w	t	g	h	h	u	a	t	e
q	f	z	v	i	s	i	t	s
v	e	h	i	c	l	e	q	t

A. Look at the pictures. Write the names under the pictures. Take help from the box.

wolf

wood

water



Handwriting practice lines for the word 'water'.

Handwriting practice lines for the word 'wood'.

Handwriting practice lines for the word 'wolf'.

B. Complete the words.

well

walk

wall

1.

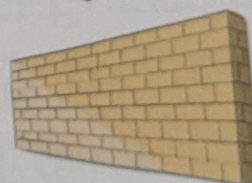
U

2.

U

3.

U



C. Colour the rhyming words.

1. wall

wet

tall

wool

2. walk

talk

bull

waist

3. well

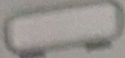
tell

fast

fish

Lesson 30: The Vegetable Song

Sparkling November

 4 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit, Character standee



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

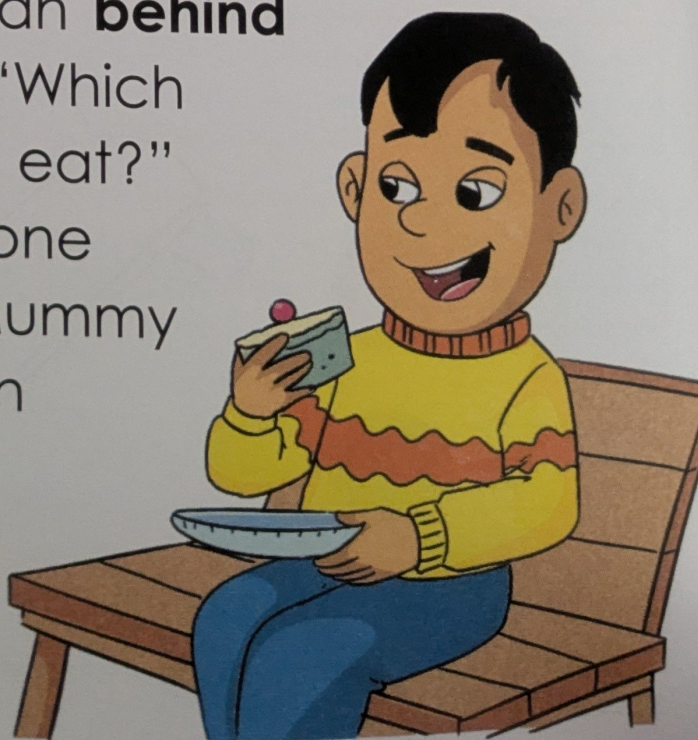
Physical Development	• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	• respond positively during class activities
Cognitive Development	• follow the CRM signs and instructions by the teacher • learn the importance of saving water • observe minute details and explore
Language and Literacy Development	• identify and differentiate the two sounds of X • retell the story in simple words or their home language • recognise most frequently occurring letters and use the knowledge to read and write simple words and sentences
Aesthetic and Cultural Development	• identify good habits and try to follow them
Positive Learning Habits	• create 2D art work as they colour and decorate Xmas tree



CL There is a Christmas fair. Ryan goes to the fair with his parents. They go **to** the stall **in front of** them.



It is a pastry stall. The man **behind** the counter asks Ryan, "Which pastry would you like to eat?" Ryan replies, "I like the one **near** the pink pastry." Mummy pays for the pastry. Ryan sits **on** a bench **under** a tree. He eats the pastry. He is happy.



C. Look at the picture. Answer the following questions.

1. Who stands between Sam and Jas?
2. Who stands in front of Lina?
3. Who stands behind Lina?



D. Look at the picture. Say the answers aloud.



Tina

Raj

1. Who is standing near the tree?
2. Who is standing far from the tree?

Lesson 33: Position words

Theme 9:
Ho, Ho, Ho!



2 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit, paints, jute string



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Language and Literacy Development	• retell the story in simple words or their home language • recognise and demonstrate the correct usage of position words with examples • learn the correct usage of position words
Positive Learning Habits	• acquire skills to plan and focus on the lesson and corresponding activities
Aesthetic and Cultural Development	• work collaboratively in art work • explore and play with different material to



Ryan, Mummy and Appa visit other shops at the fair. Ryan says, "I want to see a Christmas tree." Mummy says, "Of course, Ryan." They go to see the Christmas tree. Mummy says, "Are you hungry, Ryan?" Ryan says, "Yes, Mummy. I am." Mummy says, "We can have some fruits." They go to a shop. They buy a plate of fruits. Ryan points to the pineapple and says, "That is a pineapple. It is yellow. Just like my sweater." Appa says, "Very good, Ryan! Pineapple and your sweater are yellow." They enjoy their meal.

CL



Trace and write the words. Say them aloud.

yap

yes

yak

Trace and write the words. Say them aloud.

yarn

yawn

yoga

Trace and write the sentences. Read them aloud.

Yamini is a young girl.

Mira has a yellow yo-yo.

WR

PMD

LOTS

COD

A. Find the words in the word search.

young yarn year yellow yacht yawn

y	e	l	l	o	w	t	g
r	n	o	c	q	t	y	j
y	z	k	l	p	v	o	x
a	y	a	c	h	t	u	o
r	q	d	w	t	b	n	p
n	l	y	e	a	r	g	l
z	x	j	v	d	t	b	z
p	y	a	w	n	a	m	t

WR

PMD

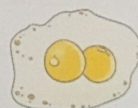
LOTS

COD

B. Trace the following words. Match them with the correct pictures.

1.

yak



2.

yolk



3.

yellow



4.

yoghurt



Trace and write the words. Say them aloud.

Zip

Zig

Zag

Blank handwriting practice lines.

Blank handwriting practice lines.

Blank handwriting practice lines.

Trace and write the words. Say them aloud.

Zoom

Zero

Zone

Blank handwriting practice lines.

Blank handwriting practice lines.

Blank handwriting practice lines.

Trace and write the sentences. Read them aloud.

Looby saw a zebra.

Blank handwriting practice lines.

Lia draws zigzag lines.

Blank handwriting practice lines.

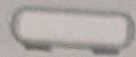
PMD

COD

LOTS

WR

Lesson 35: The Zebra Ride

 4 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit, old newspapers,
Character standee



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	• work with peers enthusiastically • respond positively to teachers and peers during class activities
Cognitive Development	• follow the CRM signs and instructions by the teacher • recognise the objects that begin with the sound of letter z • decode the colours to form new words • understand the importance of zebra crossing
Language and Literacy Development	• retell the story in simple words or their home language • recognize and demonstrate the correct usage of words introduced in the lesson • express their thoughts about the fair, swings, etc.
Positive Learning Habits	• follow class rules and enjoy class activities
Aesthetic and Cultural Development	• work collaboratively in art work