LEARN WITH AKSHADA

Class II English Term I

Parent lesson cards for every unit of Term I, with a 50-question term-end practice paper and explained answers

5 units · 33 lesson cards

Practice paper



Unit 1 Let's have a party

Unit 2 Poems from around the world

Unit 3 Story writing

Unit 4 Myths and legends

Unit 5 Writing to each other

Dr Kadambini Rout
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For parents of Class II children
Follows the school's Class II syllabus order

FREE SAMPLE · not for resale

Writing a haiku

1. What was taught *for the parent · read in 1 minute*

A **haiku** is a short poem from **Japan**, usually about **nature** or a season. In class, children write haiku with **3 lines** and a **5-7-5** pattern of **syllables**: **5** in the first line, **7** in the second, **5** in the third. A haiku does **not** need to rhyme.

A **syllable** is a beat in a word. Clap it: *tree* (1), *rain-bow* (2), *but-ter-fly* (3), *wa-ter-mel-on* (4).

2. Talk about it *parent and child · 5 minutes*

1. **Where do haiku poems come from?**
   Listen for: Japan
2. **What is the syllable pattern?**
   Listen for: 5, 7, 5
3. **How many syllables in 'elephant'?**
   Listen for: 3: el-e-phant
4. **Must a haiku rhyme?**
   Listen for: no

3. Concept note *for the child*

3 lines. 5 – 7 – 5 syllables. Clap the beats. Write about nature. No need to rhyme.

Monsoon haiku

Rain taps on the roof, **(5)**
puddles giggle in the lane, **(7)**
frogs sing all night long. **(5)**

Summer haiku

Mango tree in sun, **(5)**
parrots peck the yellow fruit, **(7)**
sweet juice on my chin. **(5)**

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Step by step

1. **Choose** a nature topic.
2. **Collect** words and clap their syllables.
3. **Line 1**: 5 syllables.
4. **Line 2**: 7 syllables.
5. **Line 3**: 5 syllables.
6. **Check** by clapping each line.

Haiku	a 3-line Japanese poem: 5, 7, 5 syllables
Syllable	a beat in a word
Nature	plants, animals, weather, seasons

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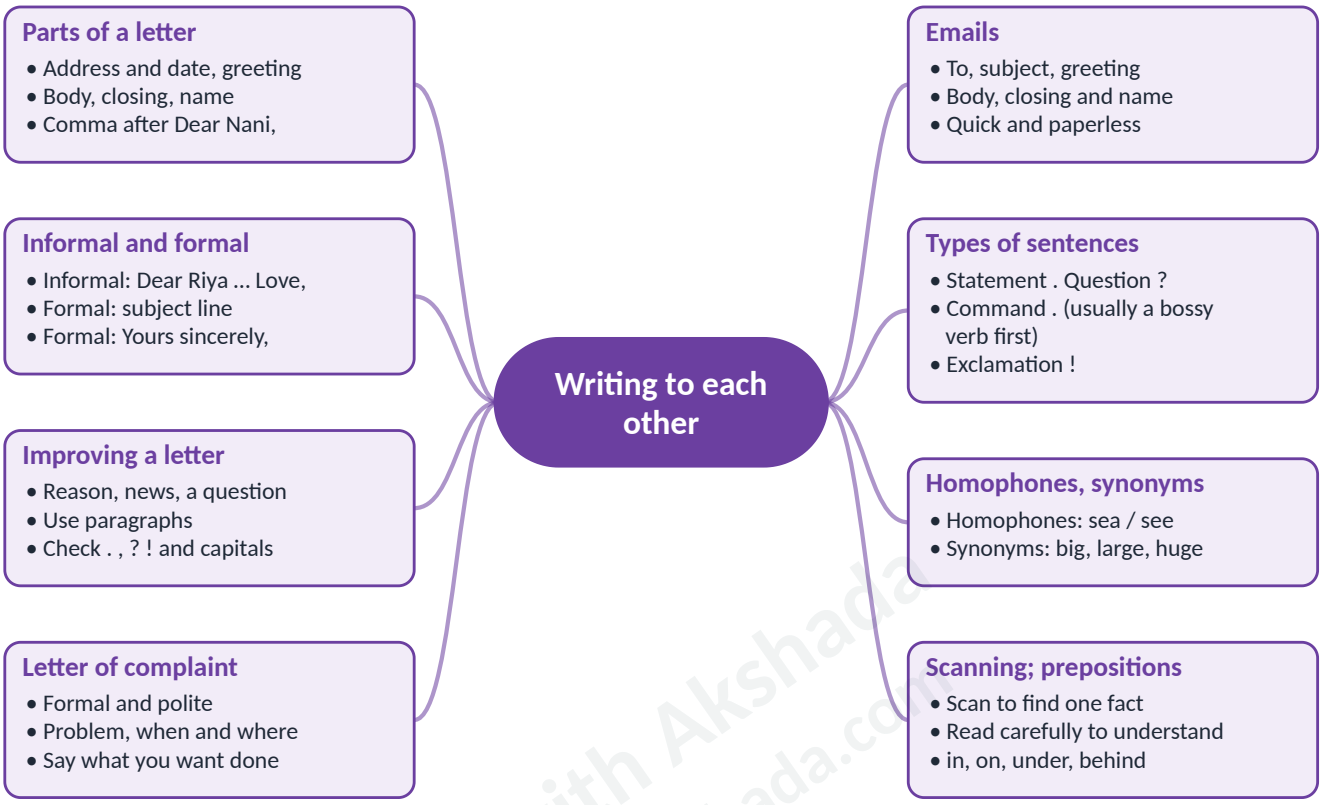
Mind map: Writing to each other



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Learning points *tick each one your child can do on their own*

- ☐ **I can set out a friendly letter in five parts.**
  Parent: Check the commas after greeting and closing.
- ☐ **I can tell a formal letter from an informal one.**
  Parent: Ask how they would end a letter to a principal.
- ☐ **I can write a polite letter of complaint.**
  Parent: Ask: what is the problem, and what do you want?
- ☐ **I can name the parts of an email.**
  Parent: Look at a real email's To and Subject together.
- ☐ **I can write the four types of sentence with the right mark.**
  Parent: Ask them to make a question from a statement.
- ☐ **I can use homophones and synonyms correctly.**
  Parent: Check to, two, too and there, their in their writing.
- ☐ **I can scan for a fact and use prepositions.**
  Parent: Ask them to find one date on a page quickly.

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Section C · Difficult

25 questions · thinking, combining ideas, spotting mistakes

26. *Read the passage.* Unit 3

The stuck kite

It was a windy afternoon at Chandrabhaga beach. Lipi's red kite was stuck high in a coconut tree. Her little brother began to cry. Lipi did not cry. She tied a small stone to a long string, threw it over the branch and pulled gently until the kite came free. Her brother clapped and shouted, "You are the best!"

(a) What is the setting of this story (where and when)?
(b) Which word in the setting helps explain how the kite got stuck high in the tree? Explain.

27. Put the instructions for posting a letter in the right order. Unit 1

(a) Write the address on the closed envelope and stick a stamp on it.
(b) Write your letter.
(c) Drop the envelope in the post box.
(d) Fold the letter, put it in the envelope and close it.

28. *Read the passage.* Unit 4

Brave Bira

Long ago, in a village near the Mahanadi river, there lived a boy named Bira. One year the river flooded and water rushed towards the village. Bira ran from house to house, shouting, "Climb to the temple hill!" Every family reached the hill safely. People say he carried three goats on his back while he ran. Even today, the villagers tell the story of brave Bira.

Is this story a myth or a legend? Give two reasons.

29. Look at the passage in Question 26 again. What is the problem in the story, and how is it solved? Unit 3

30. Mina wrote a new verse for a poem. Two verbs are wrong. Find them and write them correctly. Why is the last line already right? Unit 2

The duck swim in the lake,
The frog jump on the log,
I sing a song for the frog.

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THANK YOU FOR TRYING THE SAMPLE

What is in the full book

You have just seen 3 of its 105 pages. The full Class II English · Term I book has:

- **5 units, 33 lesson cards**
  Let's have a party, poems from around the world, story writing, myths and legends, and writing to each other.
- **5 parts on every card**
  What was taught · Talk about it · Concept note · Practise · If stuck, and revision.
- **A revision page per unit**
  A mind map and "I can" learning points with a tip for the parent.
- **Unit summary and answers**
  Common mistakes, a short unit check, and every answer at the end of the unit.
- **Term-end practice paper**
  50 questions (10 easy, 15 moderate, 25 difficult) with explained answers and a score sheet that shows which units need another look.

Fifteen calm minutes a day

Read part 1 yourself, talk about it at dinner, and do the five questions together the next day.
Every example and question is original and follows the Class II syllabus order.
It is not official school or Cambridge material.

Get the full book at learnwithakshada.com

Class 2 · English · Term I study materials

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