



# Student Activity Book

## Std - II

Name: .....

School: .....

Class: ..... Division: .....



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**Note for Teachers:** This book is related to the Mulyavardhan teacher activity book for Std II.

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**MULYA VARDHAN**  
SHANTILAL MUTTHA FOUNDATION

# Student Activity Book

## Std - II

Name: .....

School: .....

Class: ..... Division: .....

English Medium



**Maharashtra State Council of Educational Research and Training  
(Academic Authority), Pune**



## My card

See the visiting card given below and prepare your own card.











## My school

Draw a picture of your school.

## My abilities: What I can do

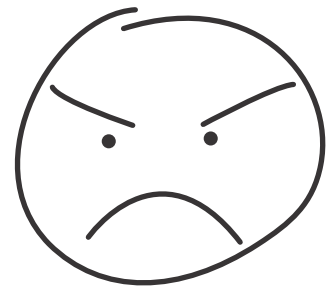
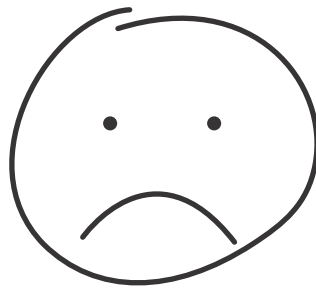
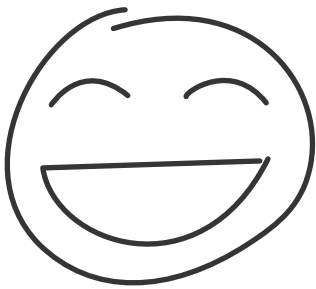
Think about how well you can do each task given below. Give yourself a score of 0 to 3 as follows:

- A score of 0 means you cannot do the task.
- A score of 1 means you can do it, but you do not do it well.
- A score of 2 means you can do it well, but you should be able to do it even better.
- A score of 3 means you can do it very well.

THINGS I CAN DO		MY SCORE (0-3)
Take a bath		
Wear clothes		
Draw simple pictures		
Read simple words		
Write simple words		
Count numbers till 20		
Sing		
Dance		

## Happy, sad or angry?

Which picture shows a happy face? An angry face? A sad face?



## What did the king do?

Once upon a time, there was a king called Vikram. He was a just king and ruled his kingdom well. However, he had one flaw: He had a short temper. He got angry easily, and when he got angry, he could not control his tongue.

One day, the king could not find his valuable ring in his bedroom. He started shouting, “My ring is stolen! My ring is stolen!”

The head of the palace guards came running into the king's bedroom. The king screamed at him: “Someone has stolen my ring! Find the thief in two hours or I will have you banished from the kingdom!”

The queen heard the king shouting. She rushed into the bedroom and asked him, “What is wrong? What is the matter?”

The king told her, “A thief has entered the palace and stolen my ring! My palace guards are useless! I am going to dismiss all of them!”

The queen asked calmly, “Have you checked in the bathroom? Don't you remove the ring while taking a bath?”

The king scratched his head. “Bathroom? Oh yes...”

He walked into the bathroom and found the ring where he had placed it: on the basin.



Stepping out of the bathroom, he told the queen, “What I did is terrible. I must learn to control my anger. I must change my behaviour.”

The queen said, “That's what you always say. But you do not change.”

“No,” the king said, “This time I mean what I say. I am going to change.”

**What do you think the king would have done to change his ways?**

**What would he have done to control his anger?**



# School rules

What should we do and not do in school? Read the words given below and write them in the correct boxes.

shout, push, respect everyone, eat in class, raise one's hand before speaking, listen, help others, throw waste into the dustbin, come on time, play in the corridors, turn off water taps, speak politely



**What we should do**

**What we should not do**

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# Home rules

Draw arrows to match the items in column A with items in column B.

## COLUMN A

If you make a mess,



If you take it out,



If you open it,



If you turn it on,



If you borrow it,



If it's not yours,



If you make a promise,



If you do not know,



## COLUMN B

close it.



take care of it.



keep it.



put it back.



return it.



ask.



clean it up.



turn it off.



# Ready to learn

Ready...

We are ready

Ready to learn

Oh yes!

We are ready

Ready to learn

Oh yes!

Our minds are open

Thoughts are flowing

Brains are working

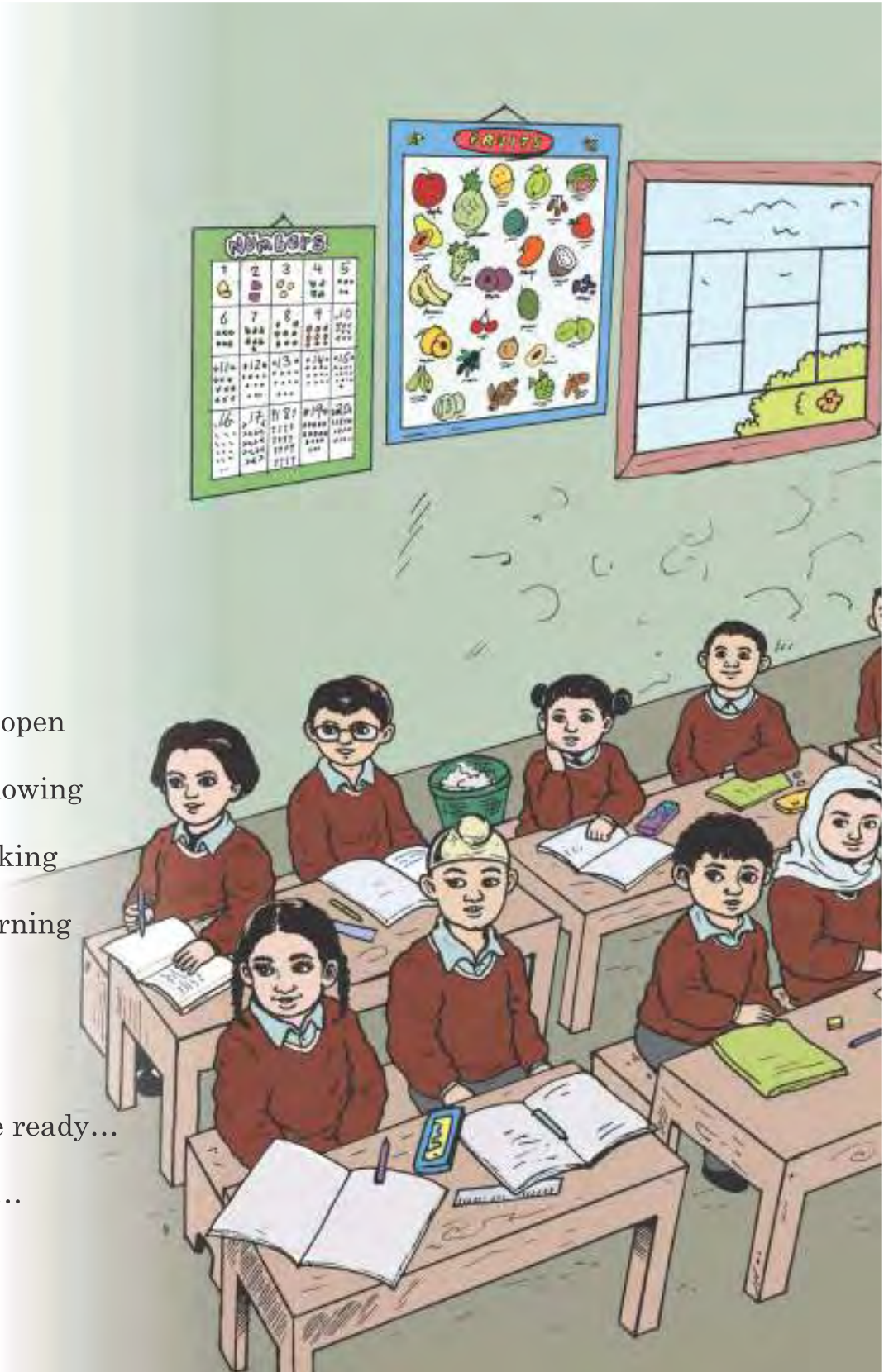
And we are learning

Oh yes!

Because we are ready...

Ready to learn...

Oh yes!











## Good and bad health habits



## Healthy or unhealthy?

Put ✓ marks against actions that are good for health. Put ✗ marks against actions that are bad for health. One example is provided.

Healthy and unhealthy habits	Healthy (✓) or unhealthy (✗)?
Eating wafers 	
Eating vegetables 	
Watching TV till late in the night 	
Brushing teeth after eating sweet things 	
Spitting on the road 	✗
Waking up early every morning 	
Washing hands after going to the toilet 	
Sleeping during the day even when one is not sick 	

## **When Good-for-Nothing tried to become Good-for-Something**

There was a young man in a village who was called Good-for-Nothing. That was because he was really good for nothing. He could not do even simple tasks properly. For example, if his mother told him to go to the market and buy some vegetables, he would buy the wrong vegetables, or he would come back home with milk but not vegetables!

One day, Good-for-Nothing told himself, “I am tired of being called Good-for-Nothing. I will show the people that I am good for something.”

He thought a lot about what he should do to change the way people called him. Then he got an idea. He thought to himself: “It is now harvest time. People are worried that their crops will get destroyed by wild animals. If I keep a watch on the crops and call people when wild animals are destroying their crops, they will praise me.”

So he sat near the fields and kept a watch on the crops. He sat for three days and nights in a row. But not a single deer, wild boar or rabbit came near the crops. The young man was disappointed. He said to himself, “This is very boring. I must try something else.”

On the fourth night, he ran from the fields to the village, shouting, “Wild boar! Wild boar! Our fields are being destroyed by wild boar!”

All the villagers ran out of their homes with sticks to drive away the boars. But when they reached their fields, they saw no wild boar. They shouted at Good-for-Nothing. “Were you dreaming? Or trying to play a prank? What do you mean by giving us a fright like this?”

Good-for-Nothing felt very ashamed. He didn't say anything.

That night, he went to the fields again. He was feeling very sad and wanted to be alone in a quiet place. He sat under a tree, looked at the stars in the night sky, and thought to himself, “When will I be able to prove that I am good for something?”



Just then, he heard some noises. He stood up and looked around sharply. And what did he see? A horde of wild boar was marching through the fields. The animals were destroying the crops.

“Wild boar! Wild boar!” the young man screamed and ran back to the village. “Wild boar! Wild boar!” he yelled.

But no one stepped out of their homes. The people told each other, “It's Good-for-Nothing making a noise about nothing. Let's go back to sleep.”

## Who is a good friend?



Ratna and Ruksana were friends. They studied in the same class.



Once, Ratna was not able to solve Math problems.



Ruksana asked her, "Can I help you?"



Mandar and Jatin were bench mates. Once the teacher asked them to draw and colour a picture.



Jatin did not have crayons. He asked Mandar, "May I borrow your crayons?"



Mandar said, "Get your own crayons!"





Shekhar and Salil were friends. One day Shekhar told Salil, "Let's pluck mangoes from your neighbour's tree!"

"No," said Salil. "That would be stealing."



Shekhar dragged Salil, saying, "Come on! Don't be a sissy!"



Shekhar climbed up the mango tree. He told Salil to stand under the tree and collect the mangoes.



The gardener saw them. He shouted, "Thieves! Thieves!"

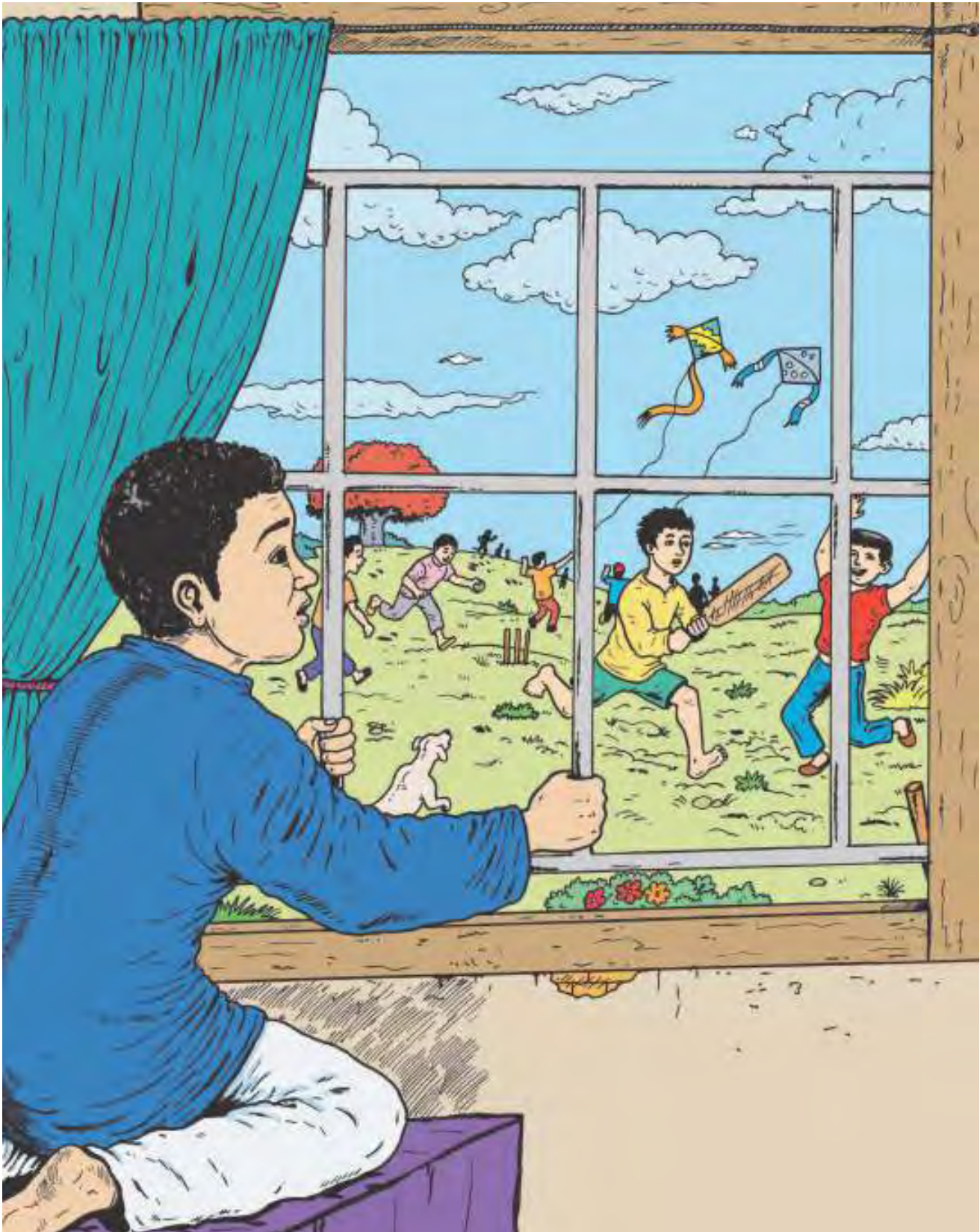


Shekhar and Salil were caught and taken to the owner of the house.



He told Salil, "We are neighbours. I didn't expect this from you."

What is he feeling?



## The crow who wanted to sing

There was a crow who decided one day that he wanted to learn how to sing.

He went to the cuckoo and said, “Madam cuckoo, will you teach me how to sing?”

She replied, “Yes, I will.”

And so they began singing lessons.

But the crow simply could not sing as well as the cuckoo. Soon, the cuckoo began to mock him. She would laugh and say, “What an ugly voice you have! I think you had better leave right away. You will never be able to sing.”

Days passed. One day it began to rain. The peacock spread his wings and started to dance. The crow saw him. He went up to the peacock and said, “Oh peacock, would you teach me how to dance like you do?” The peacock said, “Okay.” But the crow was unable to dance like the peacock. And the peacock too began to mock him, saying, “Look at your feet! You will never be able to dance like me. Go away!”

The crow then went to the sparrow. He had long admired her nest. He said to her, “Would you teach me to build a beautiful nest like yours?”

The sparrow turned away. “Get lost,” she said. “Your beak is dirty! And you are bow-legged. Why do you need a nest?”

Poor crow. He started for home. Suddenly, he saw a pile of cooked rice that had been dropped on the road. He cawed loudly to the cuckoo, the peacock and the sparrow. They came quickly. The



crow said, "Come, we will eat the rice together." And so they feasted to their heart's content.

They also felt guilty and thought to themselves: "We have been mocking the crow. We should not have done so. He is so friendly and generous!"

The cuckoo, peacock and sparrow started to sing a song and dance. They told the crow, "Come on! Join us!"

And the crow joined them and started to sing and dance!

## **We will tease no more**

Calling someone stupid or ugly  
Is no big deal.

But would we say such things  
If we knew how they feel?  
Would we say such things  
If we knew how they feel?

Everyone's special and unique  
So we must choose our words  
Before we speak.  
We must choose our words  
Before we speak.

Let us resolve therefore  
We will tease no more.  
Let us resolve therefore  
We will tease no more.



## Thank you, buddy

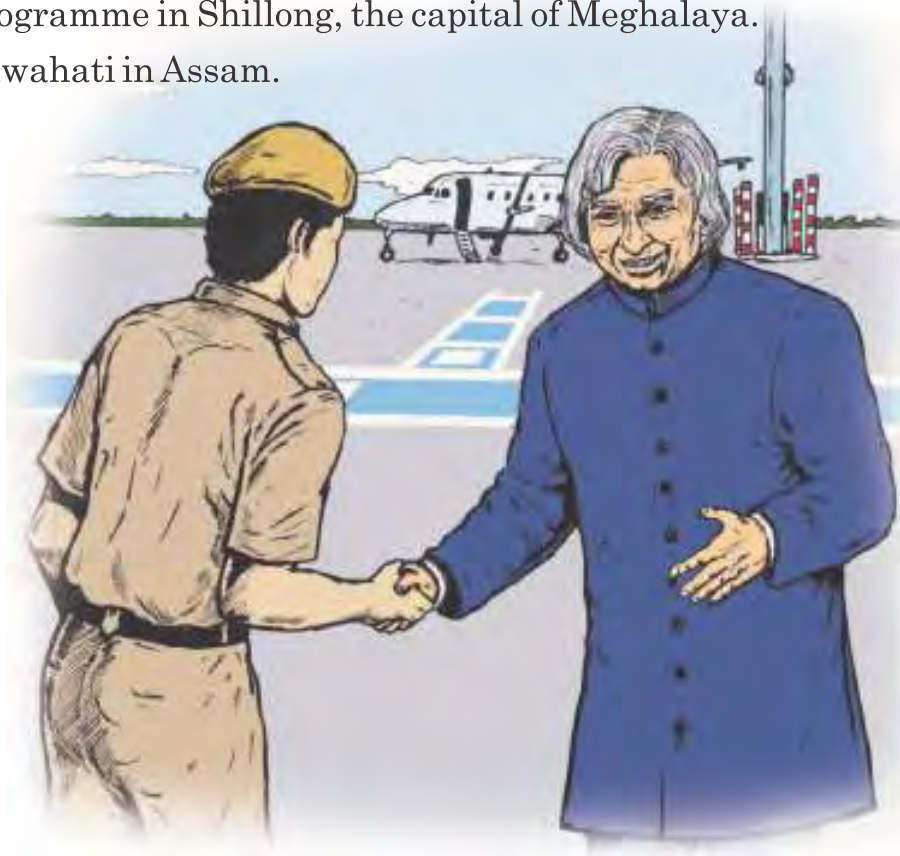
This is a true story about Dr APJ Kalam. He was a famous scientist, who was President of India from 2002 to 2007.

Dr Kalam loved talking to young people. He attended many programmes to speak to young people and inspire them.

In July 2015, he had to attend a programme in Shillong, the capital of Meghalaya. He went to Shillong by car from Guwahati in Assam.

Moving in front of the car was an open jeep with three policemen for Dr Kalam's security. One of the policemen was standing with his gun.

From his car, Dr Kalam saw the policeman standing in the jeep. He told the people who were travelling with him, "Why is the man in the jeep standing? He will get tired. Please tell him to sit down."



However, according to the orders that had been given to the policeman, he had to remain standing throughout the journey from Guwahati to Shillong.

When they reached Shillong, Dr Kalam told the officials there, "I want to meet the man who had been standing in the jeep."

The officials took the man, a policeman named Anderson Lapang, to meet Dr Kalam.

Dr Kalam shook Lapang's hand and said, "Thank you, buddy. Are you tired? Would you like something to eat? I am sorry you had to stand so long because of me."

## The caring child



It is late. Anita has not yet come home from school. Her mother is worried.



Finally, Anita comes home. There is an old man with her. Her mother asks, "What happened? Why are you so late? And who is this old man?"



Anita says, "I will explain everything. But first let us give the old man some water." She tells the old man, "Please sit down."



Anita's mother gives the old man a glass of water.



He drinks the water and says...



"Thank you! You have a wonderful daughter."



Anita tells her mother what had happened.



She was walking back from school...



...when she saw the old man lying on the road.



She opened her water bottle and splashed some water on his face.



He opened his eyes. He murmured, "I must have fainted."



She helped him stand up. "My house is nearby," she told him. "You can rest there."



Walking slowly, she led the old man towards her home...



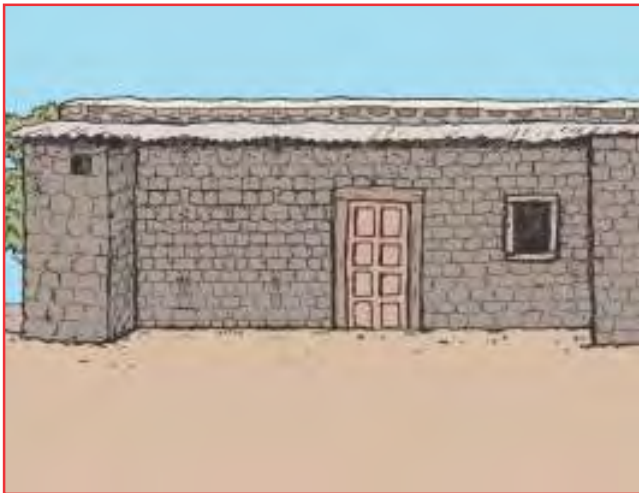
"I don't know how long I was lying on the road," the old man said. "Nobody came to help me."



With tears streaming down his face, he looked at Anita and said, "Thank you, my dear!"

## Village houses in India

What are the common features of all these houses?





## Chapatti and vegetable speak

*On a dinner plate with cooked food, a vegetable starts speaking with a chapatti....*

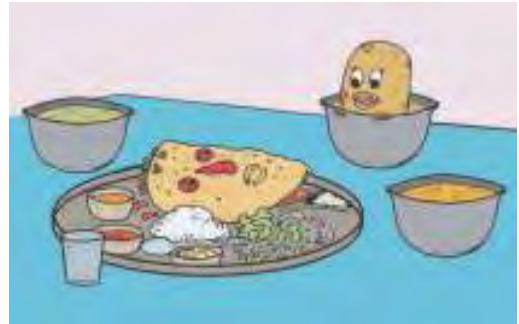
**Vegetable:** Chapatti dear, where are you from?

**Chapatti:** Don't you know? I came from the *tawa*.

**Vegetable:** What? Directly from the *tawa*?

**Chapatti:** No, no. It's a long story.

**Vegetable:** Tell me, I am ready to listen.



**Chapatti:** Well, I was born in the soil. A farmer ploughed his fields, sowed seeds of wheat, and watered the plants. After some months, he harvested the crop. Then he winnowed the grain. It was packed in sacks and transported to a big market in a truck. Many merchants came to the market and bought the wheat. They then sold it to shopkeepers, including the shopkeeper near this house. That is how I came here.

**Vegetable:** But how did you become a chapatti?

**Chapatti:** That is another story. I was cleaned and taken to a miller for grinding. I was turned into flour and then brought back home. Then, water was added to the flour and dough was made. It was rolled and flattened by the lady in the house, and roasted on the *tawa*. That is how I landed up on this plate.

**Vegetable:** Oh my! You have had a long journey!

**Chapatti:** Yes. Now it is your turn to tell me: How did you come here?

**Vegetable:** My story is similar to yours. I was planted by a farmer and after the plant was fully grown, I was plucked, washed and packed in a sack, which was taken to a market. From the market, I was taken to another market and finally bought by a person who goes from door-to-door selling vegetables. That is how I landed up in this house. Of course, the story doesn't end there. Like you, I was also cooked before I was served on this plate.

**Chapatti:** We have both travelled a long way to feed human beings!

## A story of cooperation

Pyarelal and Shamlal were two poor farmers who lived with their families in a small village. They were neighbours. Their farm lands were also adjacent.

The two farmers toiled hard on their lands, but they were dependent entirely on rainfall. When there was scanty rain, their crops got little water and they got a poor harvest.

Pyarelal told Shamlal, “If we build wells, we would be able to water our crops throughout the year, and even in years of poor rainfall.”

“But building a well costs a lot of money,” Shamlal said. “We don't have that much money.”

Their wives, Sheela and Ratna, overheard this conversation and started to think about it.

After some days, they told their husbands, “We are going to build a well. We have talked to some people in the village and worked out all the costs of building a well.”

The men said, “Don't be foolish. Do you know how much money we will need to buy bricks and cement? And how much money would have to be paid to labourers to do the digging?”

“We will do the digging ourselves,” the women said. “As for the cost of bricks and cement, we can afford it, if we put together all the money we have with us.”

The two women explained to the men the calculations they had made.

The men were impressed...But there was a basic problem in the calculations made by the women. They had added up the cost of building only one well.

“We are two families! You have to double the total cost!” the men said. “And from where do you think we are going to get that much money?”

The women laughed. “Foolish men!” they said, “We are not talking about building two wells! We are going to build only one well and share the water!”



Pyarelal and Shamlal looked at each other. They had never thought of this idea. “Let us start building a well immediately,” they said.

After a few months, the two families had a deep and large well filled with water from underground streams. They could get good crops throughout the year, even in years of poor rainfall.

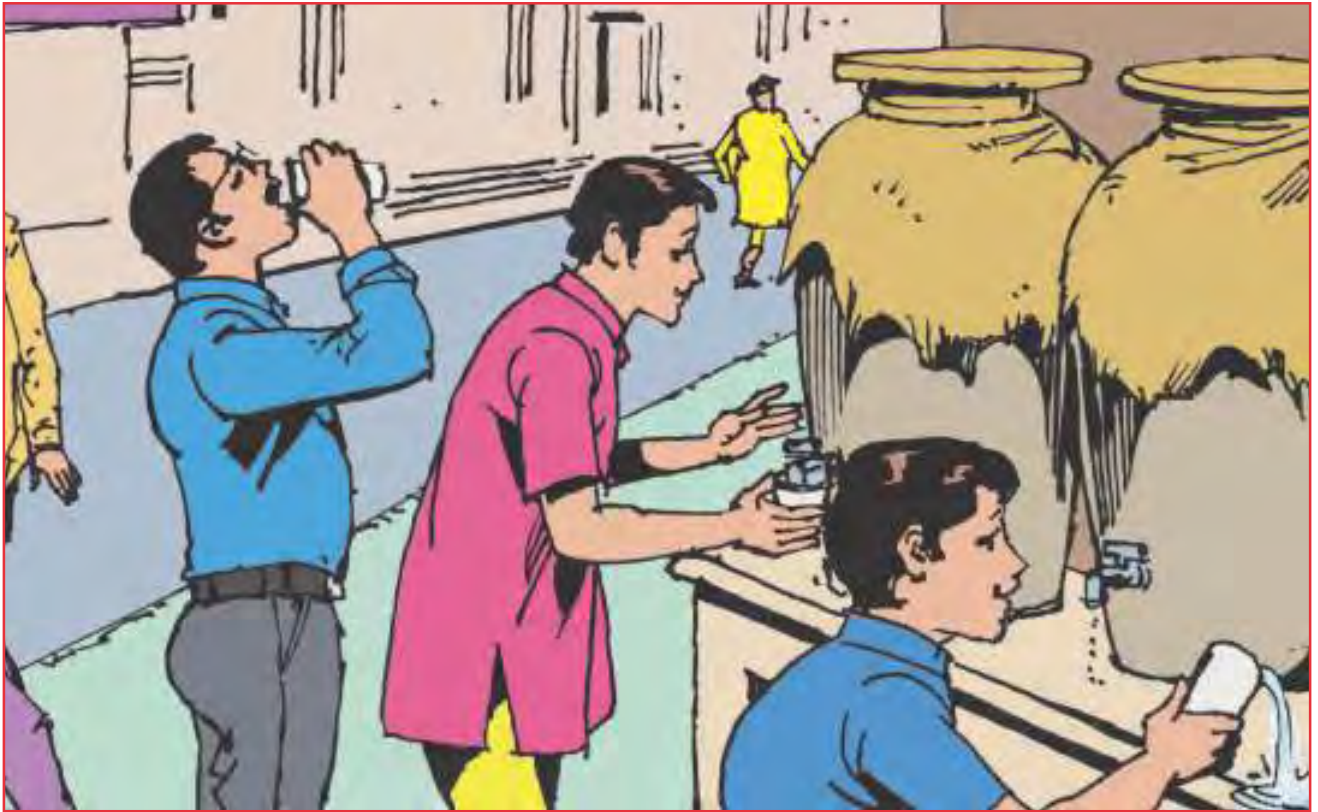
**What problem did the two farmers face?**

**How was the problem solved?**

## How should we use water?

How should water be used in each of the situations shown below?





# How can we save water?

Draw arrows to match the items in column A with the items in column B.

## COLUMN A

If you see a tap open,



When brushing teeth,



When watering plants,



When washing vegetables,



When filling a glass to drink water,



When having a bath,



## COLUMN B

use a sprinkler.



use a bowl, and use the collected water to water plants.



open the tap only when you need water.



do not keep the tap open.



close it.

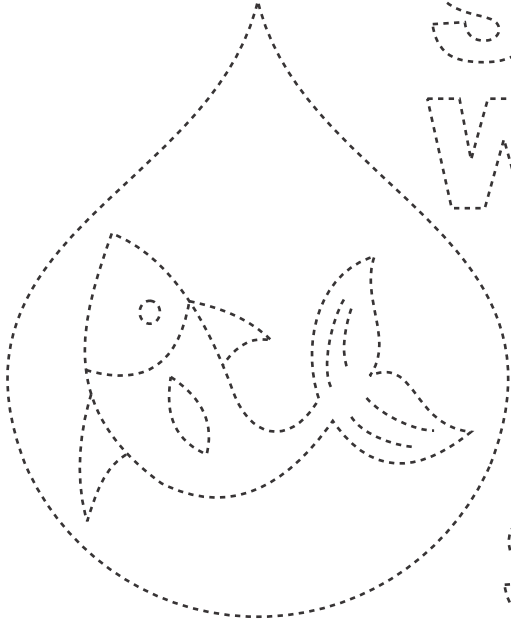


take only as much water as you want to drink.

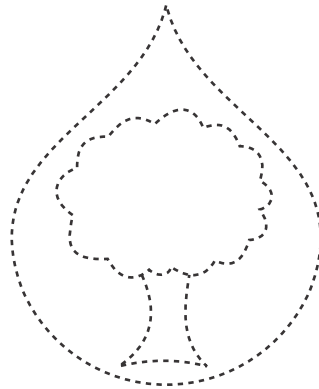
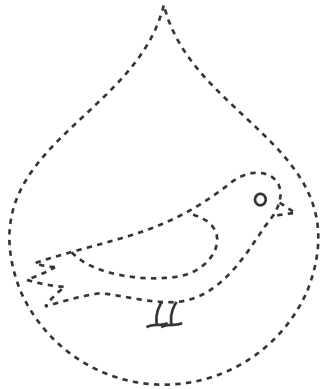
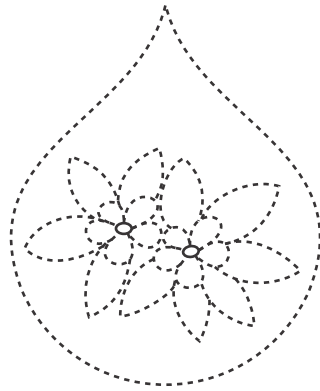
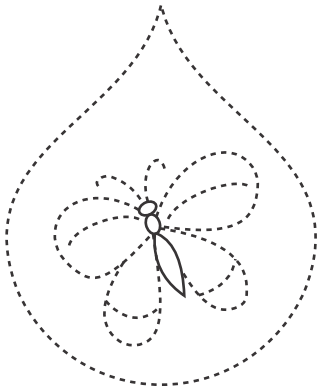


# Colour the poster

SAVE  
WATER



SAVE  
LIFE



## About myself

Read the sentences given below. Put a tick mark against each sentence in the 'Almost never', 'Sometimes' or 'Almost always' columns. (Don't put more than one tick mark in one row!)

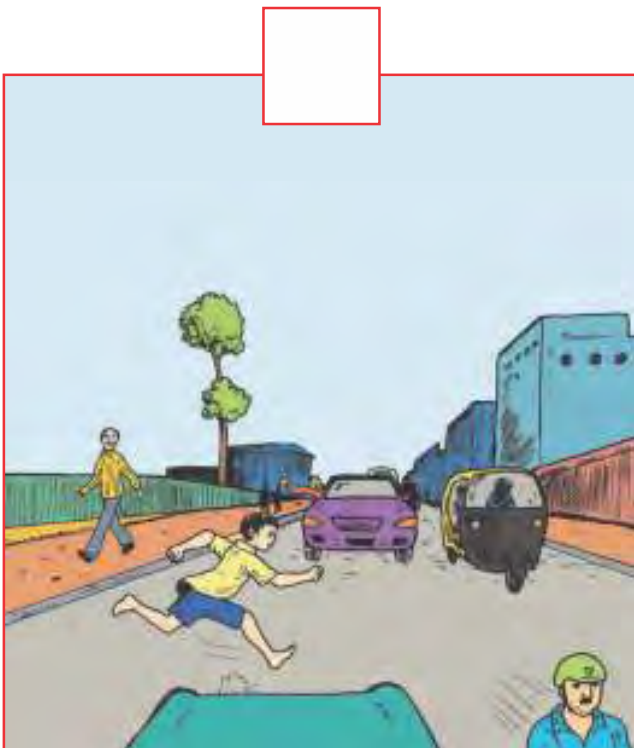
	Almost never	Sometimes	Almost always
I like coming to school.			
I like my classmates.			
I like to tell others about my ideas.			
I think before I do anything.			
I take care of my things.			
I brush my teeth and have a bath every day.			
I follow rules.			
I speak the truth.			
I speak to others politely.			
I work well with others in a group.			



## Free-time activities

### Good and bad habits

Put a ✓ mark in pictures that show good habits and an ✗ mark in pictures that show bad habits.



## Free-time activities

### Spot the differences

Look at the two pictures and circle the differences.

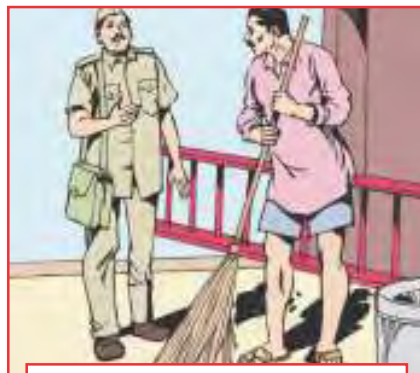


## Free-time activities

### What work are they doing?

Who is the common person in all the pictures? Who are the people he meets? What work do they do? Write the names of their occupations below the pictures, choosing from the options given below:

sweeper, potter, farmer, teacher, washerman, nurse, cook, doctor, engineer, government official



## Free-time activities

### Tick (✓) the opposite words

dry	cold / wet / hot
difficult	different / hard / easy
different	similar / often / equal
false	honest / proper / true
full	empty / open / filled
happy	angry / tired / sad
long	broad / thin / short
early	again / late / tomorrow
hard	liquid / rocky / soft
bitter	sour / sweet / salty
closed	empty / full / open
bottom	top / above / below
far	front / small / near
slow	long / large / fast
outside	above / inside / out

### Find and circle the names of 5 fruits

Hints: guava, fig, mango and two other fruits

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

### Find and circle the names of 5 animals

Hints: bear, monkey, deer and two other animals

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

# Free-time activities

## Match the shapes

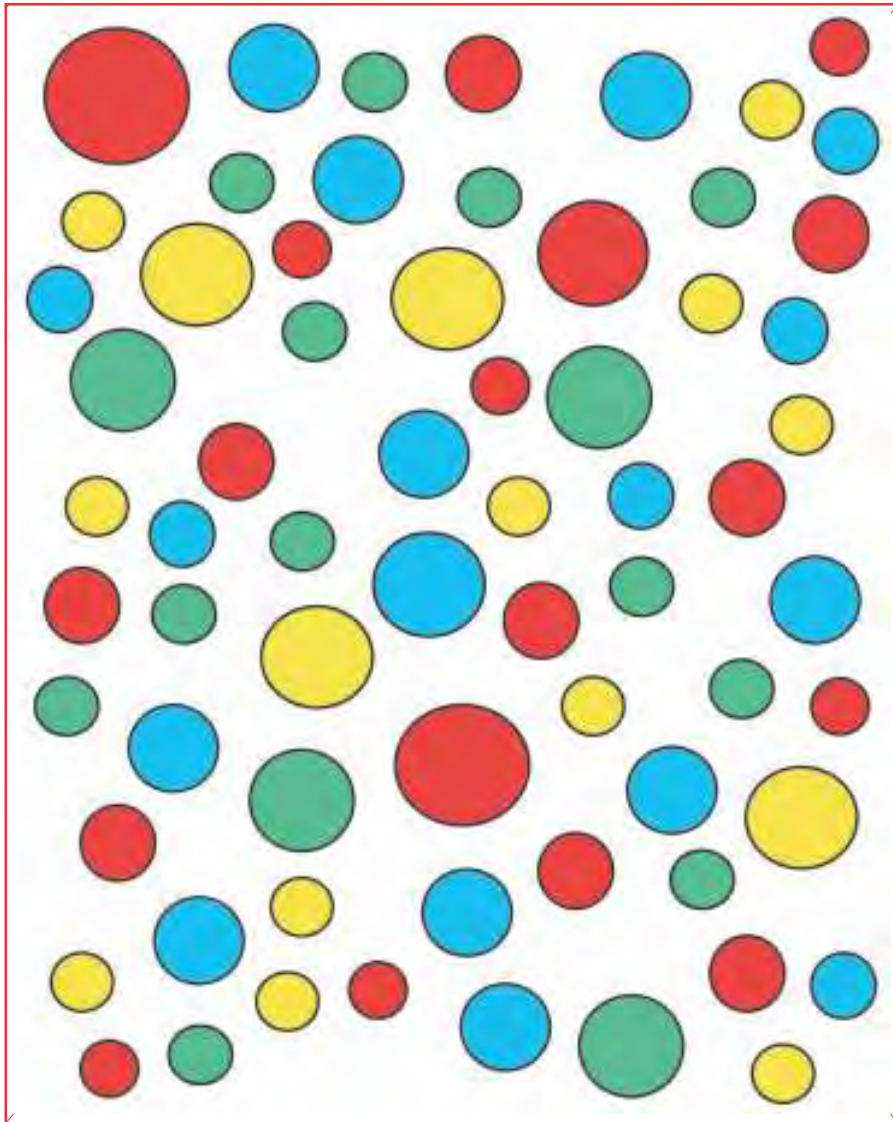
Circle the shapes that match the shapes shown on the left.



## Free-time activities

### Count the circles

How many red circles are there in this picture? How many circles are blue? How many are green? How many are yellow? Write the totals below the picture.



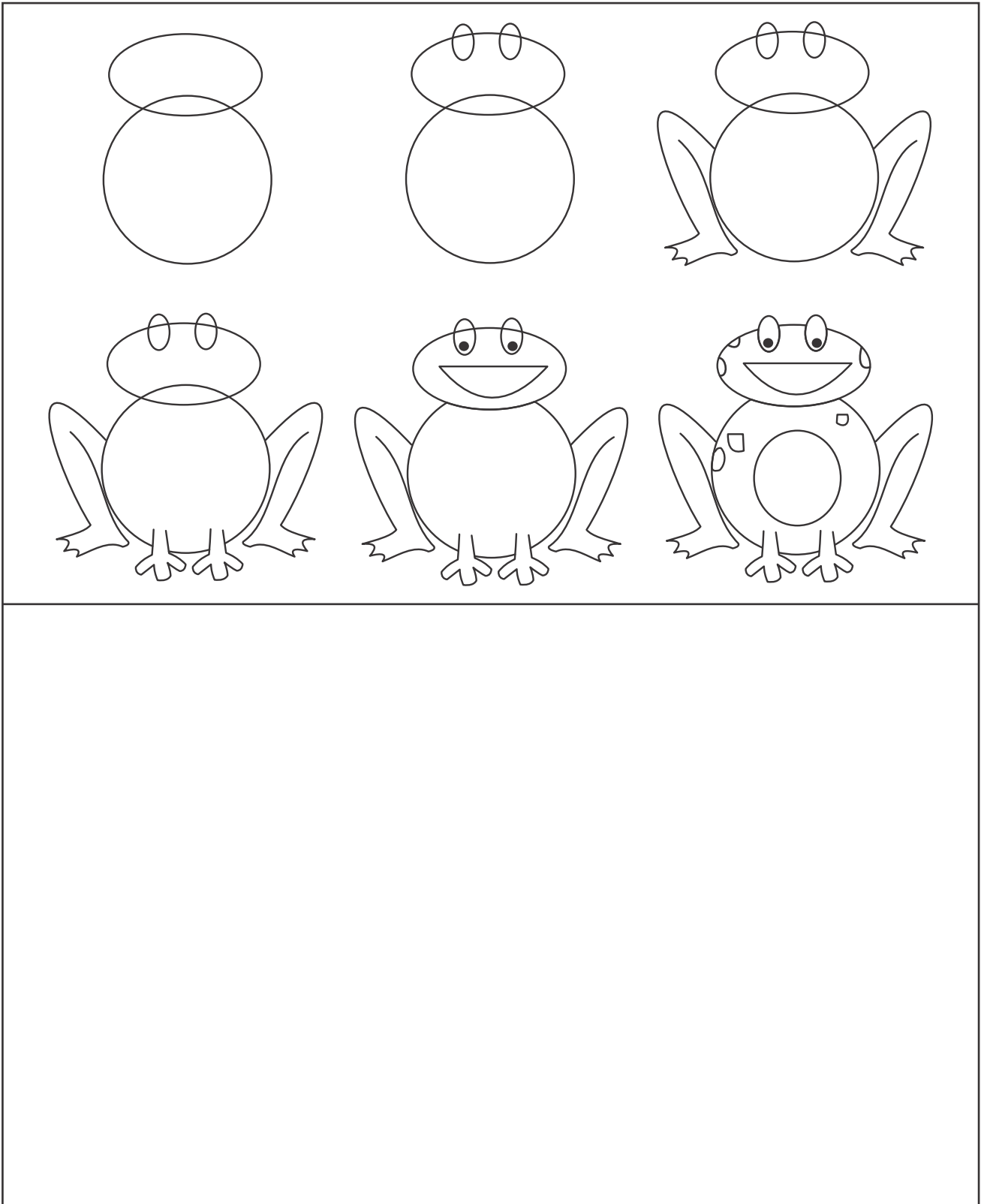
Number of red circles: ..... Number of yellow circles: .....

Number of green circles: ..... Number of blue circles: .....

Total number of circles (all colours): .....

## Free-time activities

Draw a frog in 6 steps



## Free-time activities

### Find the odd one out

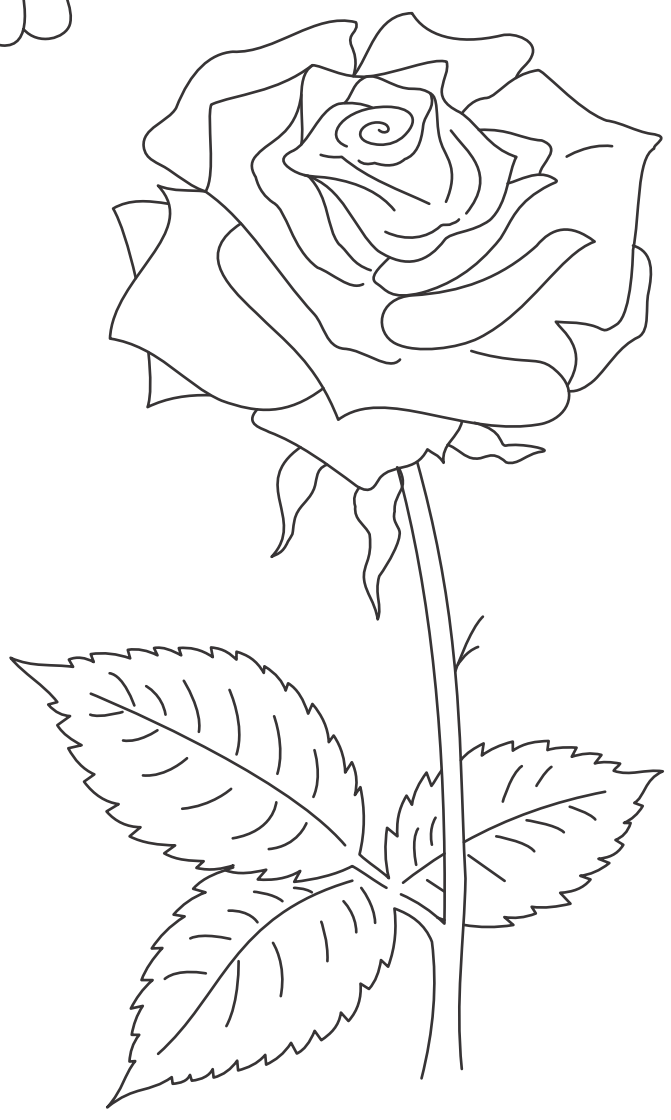
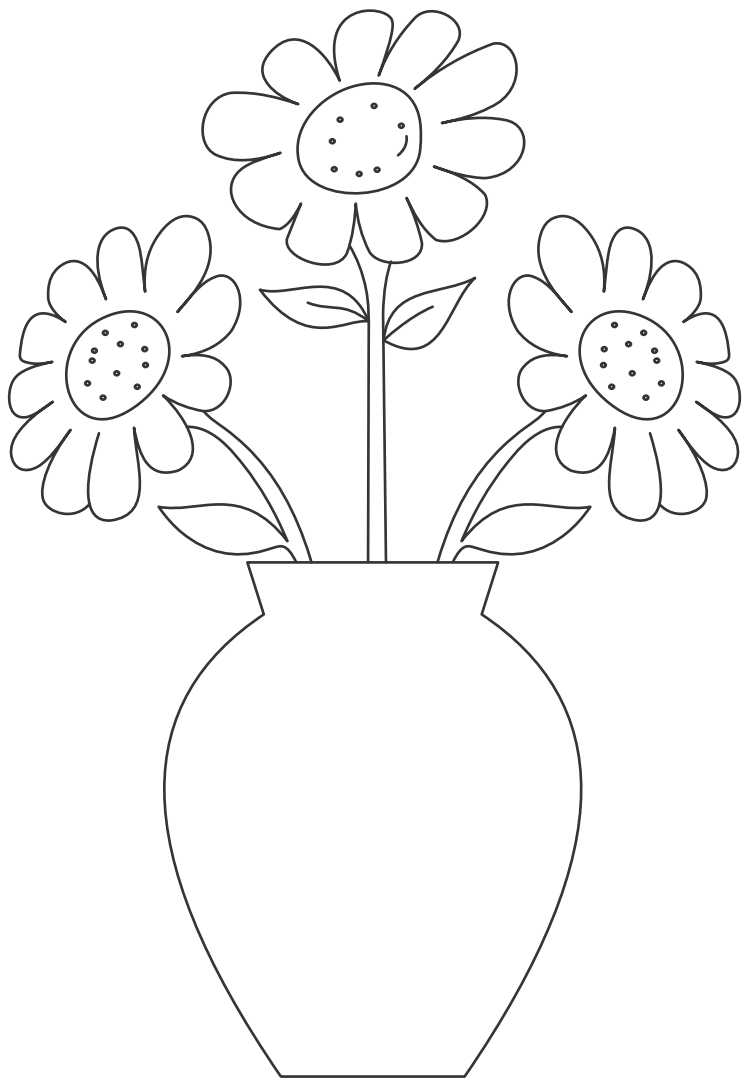
Circle the odd word out in each row.

crow	sparrow	snake	pigeon	parrot
pen	pencil	notebook	ruler	cycle
leg	shoe	arm	neck	shoulder
train	bus	cycle	scooter	table
south	centre	east	north	west
chess	cricket	badminton	volleyball	football
mother	sister	brother	neighbour	uncle
tap	pond	river	sea	lake
happy	excited	sad	confident	cheerful
bucket	cup	spoon	plate	knife
truck	bus	car	van	cycle
shoes	cap	socks	sandals	slippers
mango	grape	jackfruit	potato	apple
woman	stone	butterfly	tree	child
shirt	pants	cloth	sari	blouse
up	down	below	behind	again
one	three	six	nine	twelve
circle	line	triangle	square	rectangle
leaf	stem	soil	flower	roots



**Free-time activities**

**Colour the pictures**



# Teacher's note

A series of horizontal dotted lines for writing notes.

### **Aim:**

Providing systematic and regular opportunities to children at school to help them develop Constitutional values and related competencies, so that they can become responsible, caring and productive citizens

### **Scope and features:**

- Effort to develop Constitutional values in children from Std I in age-appropriate ways
- Use of joyful, child-friendly pedagogy based on constructivist principles
- Aligned to National Curriculum Framework 2005, Right to Education Act 2009 and primary school curriculum, 2012
- Values not 'taught' but learnt joyfully through planned activities
- Aligned to school curriculum and goal of overall development of children
- Complementary to ongoing value-education efforts of schools
- Based on 'whole-school approach' to value education
- Provides flexibility for modifications according to schools' needs, priorities, and available resources





**Maharashtra State Council of Educational Research and Training  
(Academic Authority), Pune**

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