



<b>CLASSES REQUIRED</b>	4 (40 minutes class period)
<b>TOPIC</b>	Poem : No Pencil
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>Imagination and Fun</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Listening, Speaking, Reading and Writing</li> <li>Recitation of poem with right modulation and intonation.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>Understanding the theme of the poem.</li> <li>Have fun in reading and reciting the poem.</li> <li>Expression, pronunciation and Imagination.</li> <li>Maximum coverage to rhyming words.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Text Book, Teacher Presenter
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li><b>Warm-Up Activity:</b> Recalling the lesson Sheena's First Painting. (Concept about colours) Teacher will ask the students following questions as: Do you ever draw or paint on the walls of your room or house? Do you think it is okay to do so? What will you do if your Mom takes away the colours and paints from you?</li> <li><b>Follow-Up:</b> After random questioning teacher and students will recite the poem together with proper rhythm, gestures and intonation.</li> <li><b>Reading Hour:</b> Teacher and student will read the poem underlining new words as marker, paint brush and the like.</li> </ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p><b>Activity: Integrated with art</b></p> <ul style="list-style-type: none"> <li>Vegetable Printing</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Choral Recitation of the poem by students.</li> <li>Rhyming Fun (Say more words that rhyme with the word given.)</li> <li>Imagine what would you draw or paint on the wall of your house if your Mom allows you to do so.</li> </ul>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<ul style="list-style-type: none"> <li>E1: RECITATION</li> </ul>



<b>CLASSES REQUIRED</b>	20 ( 40 minutes class period)
<b>TOPIC</b>	Sheena's First Painting Grammar: Pronouns ( he, she, it, we, they) Phonics: Beginning Blends "gr", "gl" Short "o" sound words Sight Words
<b>CONCEPT &amp; SKILLS</b>	<b>CONCEPT:</b> Concept of Colours and Family <b>SKILLS:</b> Listening, Speaking, Reading and Writing.
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Listen to the story and learn about colours and family.</li> <li>• Learn new words as picture, bottle, hand print and the like.</li> <li>• Learn essentials of Grammar and identify pronouns and use them in sentences to develop everyday English.</li> <li>• Learn blend sounds to make words and read with proper blending and segmentation of sound.</li> <li>• Learn words with short "o" sound like pot, top, mop.....</li> <li>• Learn to read sight words regularly to enhance reading skills.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Text book, Teacher Presenter</li> <li>• Sight words display</li> </ul>
<b>PEDAGOGY</b>	<p><b><u>Introductory Activity:</u></b> Teacher will ask students as:</p> <ul style="list-style-type: none"> <li>• Do you like to colour? Tell the names of colours you like.</li> <li>• Do you like to colour using crayons, poster colours or water colours?</li> </ul> <p><b><u>Follow up:</u></b> Depending upon their responses teacher will narrate the story about a girl called Sheena with proper enactment.</p> <p><b><u>Reading Hour:</u></b> The students will follow the chain reading of the text and learn new words adding to their vocabulary.</p> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Segregation Activity:</u></b> Teacher will make students to play a "noun and a pronoun game" and make them to identify the two. They students will be divided into team of two. One team will say a naming word and other will use a pronoun in place of the naming word. Both the teams will frame a sentence using both the naming word and pronoun. e.g. Sara is a girl. <u>She</u> reads a book.</li> <li>• Pronoun Identification Materials: A piece of writing to read aloud that uses many pronouns.</li> <li>• 1. For a fun way to review pronouns, the teacher will read the text aloud to the whole class.</li> <li>• 2. The teacher will instruct students to clap their hands every time they hear a pronoun.</li> </ul>



	<p><b><u>Phonics:</u></b> Teacher will make the students to learn the given blend sound and make them to form a word. The teacher and students will read the blend words with proper segmenting of sounds. Teacher and students together will list the words with the given blends and add to their vocabulary. Teacher will make students learn the short sound of “o”and say the words like top, mop, cot etc. She will ask students to add more words to the list. Reading aloud sight words by students and teacher together.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Activity:(Listening and Speaking) Talk to your friend about your favourite colour and name six objects of that colour. Assignment: 1. Blends Practice Worksheet 2. Grammar (Text Exercise pg. no. 47/ 48)
<b>ASSESSMENT</b>	1. Reading Comprehension and Creative Writing (Frame three sentences about a picture provided) 2. Oral exercise: Drive through blends. Read the sight words. (Choral Reading)
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	E2: Dictation And Reading (Text provided and Sight Words) E3: Listening Skills (Assessment Sheet) E4: Unseen Passage(Assessment Sheet) E5: Class Assessment (Textual Passage, Grammar and Phonics) (Assessment Sheet)



CLASS -1<sup>ST</sup>

<b>CLASSES REQUIRED</b>	20 (40 minutes class period)
<b>TOPIC</b>	<u>At The Fair With Grandma, Mini And Her Best Dress</u> Grammar: This/That/These/Those Phonics: Beginning Blends “pr”, “sh” and Short “u” sound words, Sight Words
<b>CONCEPT &amp; SKILLS</b>	<b>CONCEPT:</b> <ul style="list-style-type: none"> <li>• Visiting different places with family, loving ones family and spending good time with family.</li> <li>• Concept of professions and their respective dress codes.</li> </ul> <b>SKILLS:</b> Listening, Speaking, reading and writing.
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Learning about family values, neighbourhood, respecting and loving your family.</li> <li>• Learn to respect older family members and taking care of them, learn about togetherness and being helpful.</li> <li>• Learn about various events/fairs like book fair.....</li> <li>• Learn new words as fair, scared, trunk, cupboard, fit, tall, etc.</li> <li>• Learn about dress codes for different professions.</li> <li>• Learn essentials of Grammar and identify structures like this, that, these, those and their proper usage in different sentences.</li> <li>• Learn blend sounds to make words and read with proper blending and segmentation of sound.</li> <li>• Learn to read sight words regularly to enhance their reading skills.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Text book and Teacher Presenter</li> <li>• Classroom inventories, text book,</li> <li>• Structure Word cards (this, that, these, those) and Blend Picture Book</li> <li>• Sight words display</li> </ul>
<b>PEDAGOGY</b>	<u>Introductory Activity:</u> Teacher will ask students as: <ul style="list-style-type: none"> <li>• What is a fair?</li> <li>• Have you ever been to a fair?</li> <li>• How often do you go out with your grandparents?</li> <li>• Do you hold their hands and look after them when you are out together?</li> <li>• Which is your favourite dress? (Mini and her best dress)</li> <li>• Describe your dress to your partner.</li> <li>• Do you remember your last birthday celebration? What did you do that day?</li> </ul> <u>Follow up:</u> Depending upon their responses teacher will narrate the story of the two sisters who go out to a fair with their grandma with proper enactment and make them learn that we should always spend some time with our grandparents as they are getting old and need attention and love. After narrating the story of Mini the teacher will tell the students about the different dresses associated with different professions like a doctor wears a white coat. The teacher will tell them about sharing and loving ones family and friends. <u>Reading Hour:</u> The teacher will make the students to follow chain reading and underline the new words in the text.



	<p><u>Grammar:</u> The teacher will make students learn as : This shows one (singular) and something near. That shows one (singular) and something far. These show many (plural) and something near. Those show many (plural) and something far. The teacher will make the students to point their fingers while referring to an object using the above structures. e.g. Pointing to a book near to them the students will say as: This is a book. Pointing to a fan far from them the students will say as; That is a fan. The same procedure will be followed for teaching “these” and “those”</p> <ul style="list-style-type: none"> <li>• <b>Game Time:</b> Teacher will make students to play a game called “This/ That Run and Touch”. The teacher will give out name of an inventory in class using This/That and the students will run to touch the same. Here the students will be called one on one.</li> </ul> <p><u>Phonics:</u> Teacher will make the students to learn the given blend sound and ask them to make a word. The teacher and students will read the blend words with proper segmenting of sounds. Short “u” sound words: Teacher and students together will list the words with short “u” sound and learn words like nut. up etc. Sight words will be read on the regular basis in the class.</p>
<p><b>ACTIVITY / ASSIGNMENT / RESEARCH</b></p>	<p><u>Activity:</u> Insert the proper structure in a given picture card. Discussing a birthday party like menu, games, return gifts, etc.</p> <p><u>Assignment:</u> Blends Practice Worksheet Draw a picture of any fair you have visited. Role Play and say two sentences about a doctor, policeman, postman and the like.</p>
<p><b>ASSESSMENT</b></p>	<ol style="list-style-type: none"> <li>1. Read the text as provided.</li> <li>2. SPEAKING: Work in pairs. Use the objects given and speak the sentences about the same using the structures (this/that/these/those).</li> <li>3. Read the sight words (Choral Reading)</li> </ol>
<p><b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b></p>	<ul style="list-style-type: none"> <li>• E1: Speaking Skills</li> <li>• E2: Reading and Dictation (Text Provided and Sight Words)</li> <li>• E2: Listening Comprehension (Tran scripting the picture)</li> <li>• E4:Unseen Passage(Reading Comprehension)</li> <li>• E5: Class Assessment( Textual Passage, Grammar and Phonics)</li> </ul>



Class: 1<sup>st</sup>

<b>CLASSES REQUIRED</b>	4 (40 minutes class period)
<b>TOPIC</b>	How things grow?
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concept</b></p> <ul style="list-style-type: none"> <li>• Concept of living and non- living things.</li> <li>• Concept about growth.</li> <li>• Long vowel sounds a/e/i/o/u</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening, Speaking, Reading and Writing.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Learning about how various living things grow.</li> <li>• Learn to identify the words with long vowel sound and note the difference between short and long vowel sounds e.g. nib and nine.</li> <li>• Reading comprehension through choral reading of the text.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Text Book, Teacher presenter (Aids as seed, a pot filled with soil and a plant)
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• <b>Warm-Up Activity:</b> Teacher will ask students about the activities they did as babies and the activities they are doing right now as grown children. Teachers will tell students that all living things grow giving examples as baby plant becomes a tree and you as babies become strong children when you grow.</li> <li>• <b>Follow-Up:</b> After random questioning teacher and students teacher will explain about how a caterpillar becomes a butterfly and how a tadpole grows as a frog or how a seed grows into a new plant. In order to make students understand various stages of growth they will be shown a seed becoming a seedling and then growing into a plant with real illustration.</li> <li>• Students and teacher will together recite the poem “Little Brown Seeds” as a follow up for understanding growth.</li> <li>• <b>Reading Hour:</b> Chain reading of the lesson will be followed and students will be underlining the new words like grow, cocoon, roots, tadpole and the like.</li> </ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p><b>Activity</b></p> <p><b>Creative Writing:</b> Make a butterfly and colour it. Write three sentences on it.</p> <p><b>Hands on activity:</b> Glue the words with long and short vowel sounds under their proper column. ( word list provided)</p>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Reading (Text Provided)</li> <li>• List the words with the given vowel sound</li> <li>• Lesson comprehension ( Exercise in text book)</li> </ul>
	E1: Speaking Skills: ( Topic will be provided beforehand for evaluation)



<b>CLASSES REQUIRED</b>	20 ( 40 minutes class period)
<b>TOPIC</b>	<u>The Golden Touch</u> Grammar: One/ Many, use of is , am, are Phonics: Beginning Blends “dr”, “fl” , “fr” Sight Words
<b>CONCEPT &amp; SKILLS</b>	<b>CONCEPT:</b> Story with a moral “ Greediness is a curse” <b>SKILLS:</b> Listening, Speaking, reading and Writing.
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Listen to the story with a moral “Greediness is a curse”.</li> <li>• Understanding the message that one should not be greedy.</li> <li>• Learn new words as statue, wish, golden and the like.</li> <li>• Learn essentials of Grammar and identify one / many and use them in sentences.</li> <li>• Learn to use is, am, are in the sentences.</li> <li>• Learn blend sounds to make words and read with proper blending and segmentation of sound.</li> <li>• Learn to read sight words regularly.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Text book and Teacher Presenter</li> <li>• Word cards (identifying one/many) and Blend Picture Book</li> <li>• Sight words display</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• <b><u>Introductory Activity:</u></b> Teacher will ask students as: <ul style="list-style-type: none"> <li>• How do you feel when you look at yummy chocolates, chips, sweets, etc.?</li> <li>• Do you feel greedy or do you like to share these with anyone?</li> <li>• What is your wish and how would you feel when it is granted?</li> </ul> </li> <li>• <b><u>Follow up:</u></b> Depending upon their responses teacher will narrate the story of “The Golden Touch” with proper enactment and make them learn that “One should not be greedy”. Teacher would explain to them that "Greediness is a curse". <ul style="list-style-type: none"> <li>• <b><u>Grammar; One/Many:</u></b> Here teacher will explain that “one” is used with singular form of noun and “many” is used with more than one i.e. plural form of nouns e.g. boy and boys</li> <li>• <b><u>Segregation Activity:</u></b> Teacher will divide students into group of two. One group will choose a word from the word slip and read the word aloud and the other group will give its plural or singular form.</li> <li>• The teacher will make students learn as: <ul style="list-style-type: none"> <li>• “ is” used with it,he,she,this,that for e.g. It is a book. She is a girl.</li> <li>• Similarly “am” is used with I for e.g. I am a girl.</li> <li>• “are” is used with they,these,those,we for e.g. They are playing. These are my pencils.</li> </ul> </li> <li>• <b><u>Phonics:</u></b> Teacher will make the students to learn the given blend sound and make them to make the word. The teacher and students will read the blend words with proper segmenting of sounds. Sight words will be read on the regular basis in the class.</li> </ul> </li> </ul>



<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<ul style="list-style-type: none"><li>• <b><u>Activity:</u></b><ol style="list-style-type: none"><li>1. Speak a While: You have met a fairy godmother. Ask your partner what he/she would like to wish for.</li></ol></li><li>• <b><u>Assignment:</u></b> Blends Practice Worksheet</li></ul>
<b>ASSESSMENT</b>	<ol style="list-style-type: none"><li>3. Read the sight words and text provided.</li><li>4. Take a look of your classroom and list out the things as one and many and put under proper column</li><li>5. 3.Oral exercise (Drive through blends)</li><li>6. Use is,am,are in the sentences.</li></ol>
<b>SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT</b>	E2: Dictation and reading of sight words and text provided E3: Listening Skills and Creative Writing (Assessment Sheet) E4: Class Assessment (Textual Passage, Grammar and Phonics)



CLASS - 1<sup>ST</sup>

 CYCLE – 3rd  
 ( FA3)

<b>CLASSES REQUIRED</b>	<ul style="list-style-type: none"> <li>• Numbers upto 100. ( 15)</li> <li>• Shapes.( 12)</li> <li>• Time. (5)</li> </ul> TOTAL PERIODS: 32
<b>TOPIC</b>	<b>TOPICS: Numbers upto 100</b>  <b>Shapes</b>  <b>Time</b>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Numbers on abacus</li> <li>• Number sequence</li> <li>• Comparing numbers</li> <li>• Plane shapes</li> <li>• Patterns in shapes</li> <li>• Times of a day</li> <li>• Days of a week</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Structuring counting by using patterns of tens.</li> <li>• Grouping objects into tens and ones.</li> <li>• Grouping a number orally into tens and ones.</li> <li>• Extending patterns in sequence of numbers.</li> <li>• Splitting a number.</li> <li>• Identifying the position of numbers.</li> <li>• Re grouping of tens into hundreds.</li> <li>• Visualising and imagining shapes in objects around.</li> <li>• Identification and classification of 2D shapes by their names.</li> <li>• Understanding the properties of these 2D shapes.</li> <li>• Importance of each task on time.</li> <li>• Understanding sequence of days of the week.</li> <li>• Role of sun in our lives in respect of time.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Number line</li> <li>• Number cards</li> <li>• Hundreds grid</li> <li>• Cut outs of basic shapes</li> <li>• Geo board</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• Hands on practice</li> <li>• Discussion</li> <li>• Random Questioning</li> <li>• Concept Formation</li> </ul>



	<ul style="list-style-type: none"><li>• Reinforcement</li><li>• In -text Questions</li></ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<ul style="list-style-type: none"><li>• Counting in tens</li><li>• Hundreds grid activity</li><li>• Place value game using dice</li><li>• Creation of different things using basic shapes.</li><li>• Shape and seriation</li></ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"><li>• Bundling</li><li>• Representing numbers on abacus</li><li>• Comparing</li><li>• Finding out different shapes</li><li>• Extending given patterns</li><li>• Arranging events in the correct sequence</li><li>• Names of the days of the week</li></ul>
<b>SYLLABUS FOR FORMATIVE ASSESSMENT</b>	<p><b>FA3</b></p> <ul style="list-style-type: none"><li>• E1: Activity- Bundling</li><li>• E2:Blackboard test for extending given patterns</li><li>• E3: Recognition of shapes</li><li>• E4: Teach and test</li></ul> <p><b>SA2</b></p> <ul style="list-style-type: none"><li>• Tens and Ones</li><li>• Shapes</li></ul>

**CLASS - 1<sup>ST</sup>**
**Cycle 4  
(Fa4)**

<b>CLASSES REQUIRED</b>	<ul style="list-style-type: none"> <li>• Addition of 2- digit numbers ( 6 )</li> <li>• Addition using regrouping ( 7 )</li> <li>• Subtraction of 2- digit numbers ( 6 )</li> <li>• Subtraction using regrouping (14 ) <ul style="list-style-type: none"> <li>○ TOTAL PERIODS: 33</li> </ul> </li> </ul>
<b>TOPIC</b>	<b>TOPIC:</b> ADDITION AND SUBTRACTION UPTO 99.
<b>CONCEPT &amp; SKILLS</b>	Addition and Subtraction of 2 digit numbers. <ul style="list-style-type: none"> <li>• Adding in Tens</li> <li>• Subtraction in Tens</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Understanding Addition as counting two or more numbers together.</li> <li>• Regrouping ones to tens.</li> <li>• Solving word problems through the mathematical concept.</li> <li>• Understanding Subtraction as taking away from a collection.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Number line ( main tool)</li> <li>• Number grid.</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• Hands on practice</li> <li>• Explanation</li> <li>• Random Questioning</li> <li>• Concept Formation</li> <li>• Reinforcement</li> <li>• In -text Questions</li> </ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<ul style="list-style-type: none"> <li>• Bundling</li> <li>• Number hunt</li> <li>• Regrouping</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Number line jumps.</li> <li>• Number grid sums.</li> <li>• Regrouping.</li> <li>• Mental sums.</li> </ul>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<b>FA4</b> <ul style="list-style-type: none"> <li>• E1: Activity- Bundling.</li> <li>• E2:Blackboard test for number line jumps</li> <li>• E3: mental addition and subtraction.</li> <li>• E4: Teach and test.</li> </ul> SA2. Addition and subtraction upto 99



CLASS - 1<sup>ST</sup>

<b>CLASSES REQUIRED</b>	<ul style="list-style-type: none"> <li>• Money ( 4 )</li> <li>• Data Handling ( 4 )</li> <li>• Measurement ( 10 )</li> <li>• Total Periods : 18</li> </ul>
<b>TOPIC</b>	<b>TOPIC:</b> Money Data Handling Measurement
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Identification of notes and coins of our country .</li> <li>• Observing patterns.</li> <li>• Measuring and comparing.</li> <li>• Representing given data.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Value of coins and rupee notes.</li> <li>• Recognition of commonly used notes and coins.</li> <li>• Represent Data</li> <li>• Comparing measurable attributes</li> <li>• Understanding the meaning and process of measurement</li> <li>• Usefulness of the list</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Coins , Notes, Price Tags</li> <li>• Body parts,</li> <li>• Chart paper , Tumbler, Blocks</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• Hands on practice</li> <li>• Explanation</li> <li>• Random Questioning</li> <li>• Concept Formation</li> <li>• Reinforcement</li> <li>• In -text Questions</li> </ul>
<b>ACTIVITY / ASSIGNMENT /</b>	<ul style="list-style-type: none"> <li>• Setting up a classroom shop.</li> <li>• Making a list of itineraries in your school bag.</li> <li>• Comparing length / weight of two objects.</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Make the amount.</li> <li>• Can you measure?</li> <li>• Making my own class inventory list.</li> </ul>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<b>SA2</b> <ul style="list-style-type: none"> <li>• Money , Measurement, Data Handling</li> </ul>



CLASS - 1<sup>ST</sup>

FORMATIVE ASSESSMENT 3

<b>CLASSES REQUIRED</b>	1 periods for concepts 1 period for slide show on different types of food. 1 period for theme based activity. 1 period for poem on Food 1 period for class assignment 3 period for drawing and writing related to topic Total periods=8
<b>TOPIC</b>	<b>Food We Eat Keeping Healthy</b>
<b>CONCEPT &amp; SKILLS</b>	<b>CONCEPTS</b> <ul style="list-style-type: none"> <li>• Importance of eating food in our daily lives.</li> <li>• Types &amp; Sources of food.</li> <li>• Importance of keeping our body clean.</li> <li>• Healthy Habits.</li> <li>• Rhyme Time “Good Food”.</li> </ul> <b>SKILLS</b> <ul style="list-style-type: none"> <li>• Conceptual Understanding</li> <li>• Identification</li> <li>• Drawing</li> <li>• Writing</li> <li>• Speaking</li> </ul>
<b>LEARNING OUTCOMES</b>	Students will be able to <ul style="list-style-type: none"> <li>• Look at their own diet in terms of plant and animal foods.</li> <li>• Recognize and differentiate the plant and animal foods.</li> <li>• Understand the importance of eating healthy foods.</li> <li>• Know about the ways and need of keeping their body clean.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>❖ Slide Show</li> <li>❖ Chart</li> <li>❖ Drawing</li> <li>❖ Poem</li> </ul>
<b>PEDAGOGY</b>	<ol style="list-style-type: none"> <li>1. Explanation method</li> <li>2. Learning by doing activity</li> <li>3. Practical demonstration</li> <li>4. Concept formation</li> <li>5. Rhyme Recitation</li> <li>6. In- text questions</li> <li>7. Puppet Show</li> </ol>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<b>ACTIVITY:</b> “Eat Healthy, Stay Healthy” (text book pg no.45) Making of food items puppet on ice-cream sticks. <b>ASSIGNMENTS.</b> <ul style="list-style-type: none"> <li>• Match the food product with the animal it comes from.</li> <li>• Tick the healthy food and cross the junk food.</li> </ul>
<b>ASSESSMENT</b>	Through MCQ, Drawing, Activity.



<b>CLASSES REQUIRED</b>	2 periods for concepts 1 period for slide show on different "Festivals We Celebrate" 3 periods for drawing and writing related to topic. 2 periods for class assignment. Total periods = 8
<b>TOPIC</b>	<b>Festivals We celebrate</b>
<b>CONCEPT &amp; SKILLS</b>	<b>CONCEPT</b> <ul style="list-style-type: none"><li>• All of us worship the same God, called by different names.</li><li>• The special days celebrated in each religion are called festivals.</li><li>• We should celebrate all the festivals with great fun and joy.</li></ul> <b>SKILLS</b> <ul style="list-style-type: none"><li>• There is only one God. We worship him in different ways.</li><li>• We should respect all religions and celebrate festivals with friends who follow different religions.</li></ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"><li>• Students will be able to learn to respect all religious festivals.</li><li>• Students will come to know about different festivals we celebrate in our country India.</li></ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	1.Slide Show 2.Chart 3.Drawing
<b>PEDAGOGY</b>	a. Explanation method b. Learning by doing activity c. Practical demonstration d. Concept formation e. Rhyme Recitation f. In- text questions
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<b>ACTIVITY</b> <p>Collect pictures related to your favourite festival and paste them in their notebook.</p> <b>ASSIGNMENTS</b> <ol style="list-style-type: none"><li>1. Tick the correct answer:</li><li>2. Fill in the blanks.</li><li>3. Name the festivals by recognising the dishes that are made on that particular festival.</li></ol>
<b>ASSESSMENT</b>	Assessment through class assignment, worksheet



<b>CLASSES REQUIRED</b>	2 periods for concepts 1 period for slide show on different "People who help us" 3 periods for drawing and writing related to topic. 2 periods for class assignment. Total periods = 8
<b>TOPIC</b>	<b>People Who Help Us</b>
<b>CONCEPT &amp; SKILLS</b>	<b>CONCEPT</b> <ul style="list-style-type: none"><li>• Meaning and importance of occupation.</li><li>• Why do we need helpers?</li><li>• Respect of every occupation.</li></ul> <b>SKILLS</b> <ol style="list-style-type: none"><li>1. Conceptual Understanding</li><li>2. Identification</li><li>3. Drawing</li><li>4. Writing</li><li>5. Speaking</li></ol>
<b>LEARNING OUTCOMES</b>	Through this chapter, children will become aware of the <ul style="list-style-type: none"><li>• Different types of jobs people do and that all jobs people do and that all jobs must be respected.</li><li>• Special tools required for special jobs.</li></ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"><li>❖ Slide Show</li><li>❖ Chart</li><li>❖ Drawing</li><li>❖ Rhyme</li></ul>
<b>PEDAGOGY</b>	<ol style="list-style-type: none"><li>1. Explanation method</li><li>2..Learning by doing an activity</li><li>3.Practical demonstration</li><li>4.Concept formation</li><li>5.Rhyme Time "I am a doctor"</li></ol>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<b>ACTIVITY</b> <b>"Play Dumb Charades"</b> (text book pg no.81) Let the children act out the different occupations one by one like Doctor, Barber, and Tailor etc. The others will guess the occupation of each. <b>ASSIGNMENTS:</b> <ol style="list-style-type: none"><li>1. Tick the right answer.</li><li>2. Match the following.</li><li>3. Fill in the blanks.</li></ol>
<b>SYLLABUS FOR FORMATIVE ASSESSMENT</b>	Syllabus for FA3 <ol style="list-style-type: none"><li>1. Food We Eat and Keeping Healthy</li><li>2. Festivals</li><li>3. People Who Help Us</li></ol>

CLASS – 1st

CYCLE – FA(4)

<b>CLASSES REQUIRED</b>	3 periods for Concepts 1 period for slide show on means of transport. 1 period for theme based activity on means of transport. 1 period for poems on traffic lights. 1 period for class assignment. 1 period for drawing and writing related to topic. <b>Total periods=9</b>
<b>TOPIC</b>	<b>Means of transport</b>
<b>CONCEPT &amp; SKILLS</b>	Concepts 1. Importance of different means of transport. 2. Identification of different means of transport. 3. Difference between them on the basis of wheels, fuel, carrying of passengers, speed etc. 4. Draw and colouring of means of transport. . 5. Rhyme recitation. Red light red light what do you say..... Skills 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speaking
<b>LEARNING OUTCOMES</b>	The learning outcomes of this topic “ <b>Means of transport</b> ” is to draw the attention of the students to the: 1. Importance of different means of transport. 2. Identify different means of transport. 3. Usefulness of different means of transport. 4. Draw and colouring of different means of transport. 5. Recite poem on traffic lights.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	1. Slide Show 2. Chart 3. Drawing 4. Poem
<b>PEDAGOGY</b>	1. Explanation Method 2. Learning by doing an activity 3. Concept Formation 4. Rhyme Recitation 5. In –text Questions
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<b>Colouring activity.</b> 1. Colouring and grouping on the basis of land, air and water transport. <b>Assignment</b> Solve the crossword using the picture clues.
<b>ASSESSMENT</b>	Assessment through identification, and grouping on the basis of land, air and water transport.
<b>SYLLABUS FOR FORMATIVE &amp;</b>	Formative Assessment





<b>SUMMATIVE ASSESSMENT</b>	E1 - (Activity) Identify the different means of transport, colour them and write their names in the correct boxes given below.
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CLASS –1st

CYCLE – FA(4)

<b>CLASSES REQUIRED</b>	4 periods for concepts.
<b>TOPIC</b>	<b>Keeping safe</b>
<b>CONCEPT &amp; SKILLS</b>	Concepts 1. Concept of Do's and Don'ts (While playing, on road, swimming etc.) 2. Identification of traffic lights. 3. Importance and use of traffic light. 4. Draw and colouring of traffic lights. Skills 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speaking
<b>LEARNING OUTCOMES</b>	1. Do's and Don't (While playing, on road, swimming etc.) 2. Identification of traffic lights. 3. Importance and use of traffic light. 4. Draw and colour traffic lights.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	1. Drawing 2. Charts
<b>PEDAGOGY</b>	1. Explanation Method 2. Learning by doing an activity 3. Practical Demonstration of few things as plug, matchstick, scissors etc 4. Concept Formation 5. In –text Questions
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<b>Activity</b> Colouring of traffic lights. <b>Assignment</b> Complete the words with help of the given clues.
<b>ASSESSMENT</b>	MCQ's Choose the write option and rhyme.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	E2 MCQ/ Colour the write option. E3 (oral) Rhyme Red light red light what do you say.....

CLASS –1st

CYCLE – FA(4)

<b>CLASSES REQUIRED</b>	4 periods for concepts.
<b>TOPIC</b>	<b>The Earth and The sky.</b>
<b>CONCEPT &amp; SKILLS</b>	Concept: 1. Concept and identification of hills mountains, forest, rivers lakes etc. 2. Different ways to protect earth. 3. Things which we in sky (day and night) 5. Draw and colour rainbow. Skills 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speaking
<b>LEARNING OUTCOMES</b>	1. Identification of hills mountains, forest, rivers lakes etc. 2. Ways to protect earth. 3. Things which we in sky (day and night). 4. Colours of rainbow.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	1. Drawing 2. Charts
<b>PEDAGOGY</b>	1. Explanation Method 2. Concept Formation 3. In –text Questions
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<b>Activity</b> Colouring of rainbow. <b>Assignment</b> Look carefully at the stars in the night sky. You will observe that some stars make a pattern. See how many different shapes you can identify. Draw them in your scrapbook or notebook.
<b>ASSESSMENT</b>	Assessment MCQ's True/False
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	E4 Part A MCQ's True /False. E4 Part B Name and colour the object which we see in sky.

CLASS – 1<sup>st</sup>

CYCLE – Summative Assessment No.2

<b>CLASSES REQUIRED</b>	<p>3 periods for Concepts  1 period for “Theme based experiment on presence of Air”.  1 period for theme based activity on Air.  1 period for class assignment, drawing and writing related to topic.</p> <p><b>Total periods=5</b></p>
<b>TOPIC</b>	<b>Air</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concepts</b></p> <ol style="list-style-type: none"> <li>1. Air is everywhere. We cannot see, touch or taste air, but we can feel it.</li> <li>2. Fast moving air is called wind.</li> <li>3. Air has many uses.</li> <li>4. Experiments, drawing and an activity based on “<b>Air</b>”.</li> <li>5. Writing related to topic.</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Conceptual Understanding</li> <li>2. Scientific skill through different experiments.</li> <li>3. Drawing</li> <li>4. Writing</li> <li>5. Speaking</li> </ol>
<b>LEARNING OUTCOMES</b>	<p>The learning outcomes of this topic “<b>Air</b>” is to draw the attention of the students to the:</p> <ol style="list-style-type: none"> <li>1. Importance of air.</li> <li>2. Understand the difference between air and wind.</li> <li>3. Uses of air.</li> <li>4. Can draw and write related to topic “<b>Air</b>”.</li> <li>5. Learn the presence of air by doing an experiment and an activity.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"> <li>1. Experiments</li> <li>2. Activity</li> <li>3. Drawing</li> </ol>
<b>PEDAGOGY</b>	1. Explanation Method

	<p>2. Learning by doing an activity.  3. Concept Formation  4. Experimental Method  5. In-text Questions</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p><b><u>Moving things by blowing air.</u></b>  Teacher collect things like fruit, seeds, paper pieces, marble, match stick, crayon, plastic spoon, pencil, etc. Note down the names in a list.  After that ask students tick in front of those things that you think will move when you blow hard on them and mark cross against the things which did not move.  (For this activity students use page no. 108 to complete the table).  <b><u>Assignment</u></b>  Air helps many things to move. Match the things with their pictures in which they have used air.</p>
<b>ASSESSMENT</b>	<p>Assessment through different activity and experiments, class assignment, oral presentation on topic “ Air is everywhere”.</p>

<b>CLASSES REQUIRED</b>	<p>2 periods for concepts  1 for class assignment, drawing and writing related to topic “Water”.  1 period for an activity “<b>SAVE WATER, SAVE LIFE</b>”.</p>
<b>TOPIC</b>	<b>Water</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b><u>Concepts</u></b></p> <ol style="list-style-type: none"> <li>1. Importance, need and uses of water.</li> <li>2. Concept of main and different sources of water like lakes, ponds, rivers, wells, etc.</li> <li>3. Save Water, Save Life.</li> <li>4. Drawing, writing, and an activity based on topic “Water”.</li> </ol> <p>Skills</p>

	<ol style="list-style-type: none"> <li>1. Conceptual Understanding</li> <li>2. Identification</li> <li>3. Drawing</li> <li>4. Writing</li> <li>5. Speaking</li> </ol>
<b>LEARNING OUTCOMES</b>	<p>The learning outcomes of this topic <b>“Water”</b> is to draw the attention of the students to the:</p> <ol style="list-style-type: none"> <li>1. Importance, need and uses of water.</li> <li>2. Can identify different sources of water.</li> <li>3. Understand the importance of slogan <b>“SAVE WATER SAVE LIFE”</b>.</li> <li>4. Can draw and write related to topic <b>“Water”</b>.</li> <li>5. Activity based on the topic water.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"> <li>1. Drawing</li> <li>2. Pictures of different sources of water.</li> </ol>
PEDAGOGY	<ol style="list-style-type: none"> <li>1. Explanation Method</li> <li>2. Learning by doing an activity</li> <li>3. Concept Formation</li> <li>5. In –text Questions</li> </ol>
ACTIVITY / ASSIGNMENT / RESEARCH	<p><b>Activity based on “ Save Water”</b></p> <p>Here we provide a worksheet based on save water. In this worksheet we show through pictures good and bad uses of water. Students have to mark a cross on the wrong actions.</p> <p><b>Assignment</b></p> <p>Identify the sources of water and write the correct name using the words given in the help box.</p>
ASSESSMENT	Assessment through an activity.

<b>CLASSES REQUIRED</b>	<ol style="list-style-type: none"> <li>2 periods for concepts</li> <li>1 for class assignment, drawing and writing related to topic “Water”.</li> <li>1 period for an activity based on topic <b>“Seasons”</b>.</li> </ol>
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<b>TOPIC</b>	<b>Seasons</b>
<b>CONCEPT &amp; SKILLS</b>	<p>Concept:</p> <ol style="list-style-type: none"> <li>1. Concept and identification of summer, rainy and winter seasons.</li> <li>2. Different clothes we wear in different seasons.</li> <li>3. Draw, write, and different activities based on topic <b>“Seasons”</b>.</li> </ol> <p>Skills</p> <ol style="list-style-type: none"> <li>1. Conceptual Understanding</li> <li>2. Identification</li> <li>3. Drawing</li> <li>4. Writing</li> <li>5. Thinking skills</li> </ol>
<b>LEARNING OUTCOMES</b>	<p>The learning outcomes of this topic <b>“Seasons”</b> is to draw the attention of the students to the:</p> <ol style="list-style-type: none"> <li>1. Understand the concept of different seasons.</li> <li>2. Can identify different clothes we wear in different seasons,</li> <li>3. Can draw and write related to topic <b>“Seasons”</b>.</li> <li>5. Activities based on the topic seasons.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"> <li>1. Drawing</li> <li>2. Slide show based on different clothes we wear in different seasons.</li> </ol>
<b>PEDAGOGY</b>	<ol style="list-style-type: none"> <li>1. Explanation Method</li> <li>2. Concept Formation</li> <li>3. In –text Questions</li> <li>4. Learning by doing different activities,</li> </ol>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p><b><u>Activity based worksheet on the clothes we wear in different seasons.</u></b></p> <p>Here we provide different situations in worksheet and students have to think about them. For example, Nina and Ram have to dress and go out. Put a tick mark on the correct boxes and help them choose their clothes.</p> <p><b>Assignment</b></p> <p>Identify and write the name of the season for each of the following.</p>

ASSESSMENT	Assessment through an activity, drawing and class assignment.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	



عرصہ۔ ماہ اگست

جماعت۔ اول

مطلوبہ دروس	۴ ۵ ۷	۳۰ منٹ کے وقفہ کی کلاس
موضوع	پیش کی پہچان، تشدید کی پہچان، قد اند واحد جمع۔	
خیال، تدریسی ہنر	پیش اور تشدید کا استعمال اور جانکاری سننے بولنے اور پڑھنے لکھنے کی صلاحیت پیدا کرانا۔ صحیح تلفظ کے ساتھ قواعد کی صلاحیت۔ واحد جمع کی جانکاری بولنے لکھنے کی مہارت کروائی جائے گی۔	
تدریسی نتائج	طلبا کو پیش، تشدید کی پہچان ہو گئی سننے بولنے اور پڑھنے لکھنے کی صلاحیت پیدا ہوئی۔۔ طلبا کو اچھی طرح قد اند تحریر اور بیان کرنی کی صلاحیت پیدا ہو گئی۔	
تدریسی آلات اور حوالہ جات	بورڈ پیگنی استاد واحد جمع، اور تشدید کا چارٹ	
طرز تدریس	طلبا کو تشدید کی پہچان چارٹ پر کروائی جائے گی۔ پیش کا استعمال سمجھایا جائے گا۔ اور ایک ورک شیٹ عملی کام کے طور پر دیا جائے گا۔ طلبا کو تشدید کے طور طریقہ سے آراستہ کرایا جائے گا۔ کہ تشدید کو ایک بار پڑھا جاتا مگر دوبار لکھا جاتا ہے۔ اس کے ساتھ ساتھ واحد جمع کے استعمال کی جانکاری بھی دی جائے گی۔ کہ واحد ایک کو کہتے ہیں اور جمع ایک سے زیادہ کو کہا جاتا ہے۔	
تفویض، تحقیق، منصوبے، سرگرمیاں	طلبا کو تشدید کے کچھ الفاظ دیئے جاتے گئے اور تشدید کی نشاندہی کروا کے بتایا جائے گا۔ کہ ان میں سے تشدید کے چند الفاظ توڑ کر لکھیے اور تشدید کو خوب صورت رنگوں سے بھر دیجیے۔ طلبا سے واحد جمع کا مشاہدہ لیا جائے گا۔ اور ایک واحد جمع کا عملی کام دیا جائے گا۔ تاکہ طلبا واحد جمع کا صحیح استعمال کر سکیں۔	
تشخیص	سرگرمی کے حوالہ سے ہم طلبا کو تشخیص کر سکتے ہیں۔ اس کے علاوہ ہم عبارت خوانی و صحیح تلفظ سے بھی تشخیص کر سکتے ہیں اور اس کے ساتھ ساتھ پیش کی آواز بیان کرنے سے بھی تشخیص کر سکتے ہیں۔	
موضوعی، معروضی تشخیص	ای (۱) مطالعہ ای (۲) املا ای (۳) قد اند ای (۴) ورک شیٹ ای (۵) جماعت تشخیص	





مطلوبہ دروس	(۲۰)	۳۰ منٹ کے وقفہ کی کلاس
موضوع	”چھوٹے جملوں کی مشق“ (۱۳) ”مذکر مونث“ (۷)	
خیال، تدریسی ہنر	بچوں کو پڑھنے ’ بولنے ’ لکھنے اور سننے کی صلاحیت۔ بچوں کو چھوٹے جملے بنانے کی واقفیت دی جائے گی۔ بچوں کو مذکر مونث کی جانکاری دی جائے گی۔	
تدریسی نتائج	بچوں کو پڑھنے ’ بولنے ’ لکھنے اور سننے کی صلاحیت محصول ہو گئی۔ بچوں کو جملے بنانے کی صلاحیت محصول ہو گئی۔ بچے مذکر مونث اچھی طرح سے کریں گے۔	
تدریسی آلات اور حوالہ جات	بورڈ چارٹ پیشگی استاد درسی کتاب۔	
طرز تدریس	سب سے پہلے بچوں کو یہ جانکاری دے گئے کہ دو یا دو سے زیادہ الفاظ کو ملانے سے جملہ بنتا ہے۔ اس کے بعد طلبا کو جملے بنانے کا طریقہ سکھایا جائے گا۔ جیسے ”پانی۔ پانی گلاس میں ہے۔ تل۔ باغ میں تل ہے“ وغیرہ۔ پھر طلبا کو بے ترتیب جملے دے کر کہیے گے کہ ان جملوں کو صحیح ترتیب میں لکھنے۔ اس سے ہم یہ دیکھے گے کہ طلبا کس حد تک جملے بنانا سیکھ گئے ہیں۔ اس کے علاوہ طلبا کو مذکر مونث کی جانکاری دی جائے گی۔ مذکر یعنی (نر) اور مونث یعنی (مادہ) کو کہتے ہیں۔ پھر بچوں کو مختلف جانداروں کی تصاویر دکھا کر یہ کہا جائے گا کہ ان میں سے کون سی تصویر مذکر اور مونث ہیں۔	



<p>بچوں کو سرگرمیوں میں مختلف تصاویر دی جائے گی اور ان کو یہ بتایا جائے گا کہ ان میں سے مذکورہ منٹ کی تصاویر نکال کر اپنی کاپی پہ چھپان کرے۔</p>	<p>تفویض، تحقیق، منصوبے، سرگرمیاں</p>
<p>سرگرمی کے حوالے سے ہم بچوں کو تشخیص کر سکتے ہیں۔ اس کے علاوہ عبارت خوانی و صحیح تلفظ سے بھی تشخیص کرے گے۔</p>	<p>تشخیص</p>
<p>ایف۔ اے (۴) لیا جائے گا۔ ۱۔ ای (۱) مطالعہ۔ ۲۔ ای (۲) املا ۳۔ ای (۳) ایک لفظی کھیل۔ ۴۔ ای (۴) مذکورہ منٹ۔ ۵۔ ای (۵) جملے</p>	<p>موضوعی، معروضی تشخیص</p>



جماعت۔ اول عرصہ:- اکتوبر۔ نومبر

مطلوبہ دروس	۱۰	۱۰	۶	(۴۰ منٹ کی کلاس)
موضوع	چڑیا گھر، اچھا بچہ	قائد (لفظ)، رنگوں کے نام		
خیال، تدریسی ہنر	جانوروں کی جانکاری اور سلوک و برتاؤ، اچھے مادات کی تربیت دینا سننے، بولنے پڑھنے اور لکھنے کی صلاحیت۔	صحیح تلفظ کے ساتھ قائد کی جانکاری۔		
تدریسی نتائج	طلباء کو جانوروں کی جانکاری حاصل ہوگی، اچھے مادات کی تربیت بھی حاصل ہوگی۔	لفظ کی پوری پوری جانکاری ہوگی۔ بنیادی رنگوں کی پہچان بھی ہوگی۔		
تدریسی آلات اور حوالہ جات	چارٹ پیپنگی آٹاد، چارٹ، بورڈ، مختلف رنگ، آون			
طرز تدریس	طلباء کو چڑیا گھر میں رہنے والے کچھ جانوروں کی پہچان چارٹ و درسی کتاب سے کرائی جائے گی جیسے ہاتھی، شیر، بھالو وغیرہ۔ صحیح تلفظ کے ساتھ مشکل الفاظ دہرا کر ان کے معنی بھی سمجھائے جائے گے۔ چڑیا گھر میں رہنے والے جانوروں کی حفاظت اور قائد سے کاہنہ کرایا جائے گا۔ پھر سین اچھا بچہ شروع کرنے سے پہلے کچھ سوالات پوچھے جائے گے کہ اچھا بچہ کون ہوتا ہے؟ کیا اچھا بچہ ماں باپ کا کہنا مانتا ہے؟ وغیرہ اس کے بعد سبق کی عبارت خوانی بلند آواز اور صحیح تلفظ کے ساتھ کرائی جائے گی، نیک اور اچھے مادات کی تربیت بھی سبق کے دوران دینی جائے گی۔			
تفویض، تحقیق، منصوبے، سرگرمیاں	قائد کے دوران بچوں کو لفظ کی جانکاری دی جائے گی کہ منہ سے کہی ہوئی بات کو ہم لفظ کہتے ہیں، چاہے اس بات کا صحیح مطلب ہو یا نہیں جیسے پانی، ٹانی، ٹی وغیرہ۔			
تشخیص	رنگوں کی پہچان کچھ اصلی چیزیں دیکھا کر کرائی جائے گی جو جماعت میں ہی دستیاب ہو جیسے چارٹ (پہلا) ہے، پچھلا (سفید) ہے، گرسی (لال) ہے۔			
موضوعی، معروضی تشخیص	طلباء کو ایک کاغذ کا شیٹ دیجے جس پر کچھ جنگلی جانور بنائے ہو گے پھر طلباء کو شیٹ پر آون کی مدد سے ایک پنجرہ بنانے کو کہا جائے گا جس سے طلباء کو چڑیا گھر میں رہنے والے جانوروں کے ساتھ ساتھ ایک اہم چیز پنجرے کی بھی پہچان ہو جائے گی۔			
موضوعی، معروضی تشخیص	سرگرمی کے حوالے سے بھی ہم تشخیص کر سکتے ہیں۔ مطالعہ و املا اور قائد سے بھی تشخیص مکمل کر سکتے ہیں۔			
موضوعی، معروضی تشخیص	ایس۔ اے (۲) یعنی سالانہ امتحان لیا جائے گا، اور چند مخصوص سوالات و قواعد FA/3 FA/4 سے بھی امتحان میں پوچھے جائے گے۔			

Class 1 <sup>st</sup> Sub: hindi	Detailed planning of class AUGUST CYCLE 3
विषय -हिन्दी	<p>उप विषय:- ऋ ,ए की मात्रा</p> <p>व्याकरण</p> <ul style="list-style-type: none"> <li>➤ रंगों के नाम</li> <li>➤ शुद्ध/अशुद्ध वाक्य</li> </ul>
Classess Required	<ul style="list-style-type: none"> <li>• 7 periods for ऋ की मात्रा</li> <li>• 7 periods for ऐ की मात्रा</li> <li>• 3 periods for रंगों के नाम</li> <li>• 3 periods for शुद्ध/अशुद्ध वाक्य</li> </ul>
CONCEPT & SKILLS	मात्राओं की पहचान। मात्राओं का शुद्ध उच्चारण।मौखिक भाषा का अभ्यास। शब्द भण्डार में वृद्धि लाना । मात्रा वाले शब्द बनाना तथा सही उच्चारण के साथ बोलने और पढ़ने का अभ्यास । बोलने के कौशल। सुनने के कौशल ।पठन के कौशल।लिखने के कौशल।शुद्ध उच्चारण।
LEARNING OUTCOMES	मात्राओं की पहचान सीखी । बच्चों को मात्राओं का प्रयोग करना आया।बच्चों की लेखन एवं वाचन शक्ति का विकास हुआ।मात्राओं से बने शब्दों का शुद्ध उच्चारण सीखा व वाक्यों का भी निर्माण करना सीखा ।मौखिक भाषा का अभ्यास हुआ।
INSTRUCTIONAL TOOLS & REFERENCES	चार्ट,मात्राओं के फ्लेश कार्ड।
PEDAGOGY	<p>अध्यापिका बच्चों को ऋ व ए' का फ्लेश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को 'ए' की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और मात्रा का शुद्ध उच्चारण भी सिखाएगी।</p> <p>अध्यापिका बच्चों को बताएगी कि 'ए'की मात्रा व्यंजन के ऊपर लगती है तथा इस मात्रा के उच्चारण में कम जोर लगता है जैसे के पे से वे ले</p> <p>अंत में अध्यापिका मात्राओं के शब्द अभ्यास पुस्तिका पर लिखाएंगी और मात्राओं</p>

	के कुछ चित्र भी बनवाएंगी ।
ACTIVITY / ASSIGNMENT /	जादू का पिटारा ऋ , ए के शब्द एक डिब्बे में डाले जाएंगे और जो भी शब्द बच्चों को डिब्बे से निकलेगा उसका चित्र बनाने को कहा जाएगा।
व्याकरण: GRAMMER	शुद्ध/अशुद्ध वाक्य, रंगों के नाम,
CONCEPT & SKILLS	शुद्ध/अशुद्ध वाक्यों का अंतर बताना। बच्चों को बताना कि जिन वाक्यों का कोई अर्थ नहीं होता वो अशुद्ध वाक्य कहलाते हैं। बोलने के कौशल, सुनने के कौशल, पठन के कौशल, शुद्ध उच्चारण। <u>रंगों के नाम-</u> छात्रों को हिन्दी में रंगों के बारे में बताया जाएगा।
LEARNING OUTCOMES	बच्चों को शुद्ध/अशुद्ध वाक्यों की जानकारी प्राप्त हुई। बच्चों को यह जानकारी भी प्राप्त हुई कि जिन वाक्यों का कोई अर्थ नहीं होता वह अशुद्ध वाक्य कहलाते हैं। बच्चों ने वाक्यों को शुद्ध करके लिखना भी सीखा। बच्चों ने रंगों के नामों का शुद्ध उच्चारण सीखा। रंगों के बारे में जानकारी मिली। हिन्दी भाषा में रंगों की पहचान करना सीखा ।
INSTRUCTIONAL TOOLS & REFERENCES	चार्ट, जानवरों तथा पक्षियों के फ्लैश कार्ड
PEDAGOGY	अध्यापिका बच्चों को बताएगी कि शब्दों के सही मेल से वाक्य बनते हैं। हम आपस में कई तरह वाक्य बोलते हैं जैसे: मैं स्कूल जा रहा हूँ। वाक्य बनाते समय शब्दों का सही जगह पर प्रयोग करना आवश्यक है। इस वाक्य में शब्द तो सही है, लेकिन उनका प्रयोग सही जगह पर नहीं है इन वाक्यों को अशुद्ध वाक्य कहते हैं । बच्चों को रंगों के नाम हिन्दी भाषा में बताये जाएंगे।
ACTIVITY / ASSIGNMENT / RESEARCH	बच्चों को हर रंग से दो दो चीज़ें बनाने के लिए कहा जाएगा । ऋ की मात्रा के चित्रों में रंग भरने को करा जाएगा ।
ASSESSMENT	अनुच्छेद Unseen passage सुनने के कौशल Listening skills

	<p>श्रुतलेख Dictation तम्बोला Tambola गतिवदि Activity पठन Reading अभ्यास पत्र worksheet</p>
<p><b>SYLLABUS FOR SUMMATIVE ASSESSMENT</b></p>	

<b>Class 1<sup>st</sup></b> <b>Sub: -Hindi</b>	Detailed planning of class 1 <sup>st</sup> SEPTEMBER
विषय -हिन्दी	<b>उप विषय:- ऐ,ओ की मात्रा</b> व्याकरण <ul style="list-style-type: none"> <li>➤ जानवरों के नाम</li> <li>➤ उलटे अर्थ वाले शब्द</li> </ul>
<b>Class assess</b> <b>Required</b>	<ul style="list-style-type: none"> <li>• 7 periods for ऐ की मात्रा</li> <li>• 7 periods for ओ की मात्रा</li> <li>• 7 periods for औ की मात्रा</li> <li>• 4 periods for जानवरों के नाम</li> <li>• 4 periods for उलटे अर्थ वाले शब्द</li> </ul>
<b>CONCEPT &amp; SKILLS</b>	मात्राओं की पहचान। मात्राओं का शुद्ध उच्चारण।मौखिक भाषा का अभ्यास। शब्द भण्डार में वृद्धि लाना । मात्रा वाले शब्द बनाना तथा सही उच्चारण के साथ बोलने और पढ़ने का अभ्यास । बोलने के कौशल। सुनने के कौशल ।पठन के कौशल।लिखने के कौशल।शुद्ध उच्चारण।
<b>LEARNING OUTCOMES</b>	मात्राओं की पहचान सीखी । बच्चों को मात्राओं का प्रयोग करना आया।बच्चों की लेखन एवं वाचन शक्ति का विकास हुआ।मात्राओं से बने शब्दों का शुद्ध उच्चारण सीखा व वाक्यों का भी निर्माण करना सीखा ।मौखिक भाषा का अभ्यास हुआ।
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	चार्ट,मात्राओं के फ्लेश कार्ड।
<b>PEDAGOGY</b>	अध्यापिका बच्चों को 'ऐ और ओ के फ्लेश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन से स्वर है उत्तर आने पर अध्यापिका बच्चों को 'ऐ' की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और मात्रा का शुद्ध उच्चारण भी सिखाएगी। अध्यापिका बच्चों को बताएगी कि 'ऐ' की मात्रा व्यंजन के ऊपर लगती है तथा इस मात्रा के उच्चारण में अधिक जोर लगता है। 'ओ' की मात्रा के साथ भी यही परक्रिया दोराही जाएगी। छात्रों को बताया जाएगा कि ओ की मात्रा अक्षर के

	बाद लगाई जाती है जैसे मोर कोयल मोटा लोमड़ी आदि। अंत में अध्यापिका मात्राओं के शब्द अभ्यास पुस्तिका पर लिखाएंगी और मात्राओं के कुछ चित्र भी बनवाएंगी ।
<b>ACTIVITY / ASSIGNMENT /</b>	शब्द लड़ी का खेल
व्याकरण: <b>GRAMMER</b>	उलटे शब्द, जानवरों के नाम
<b>CONCEPT &amp; SKILLS</b>	<u>जानवरों के नाम</u> - छात्रों को जानवरों के बारे में जानकारी देना। हिंदी भाषा में जानवरों के नामों का ज्ञान देना। छात्रों को यह बताया जाएगा कि हमें जानवरों की सुरक्षा करनी चाहिए। बोलने के कौशल, सुनने के कौशल, पठन के कौशल, शुद्ध उच्चारण। <u>उलटे शब्द</u> - छात्रों को बताया जाएगा कि शब्द के जिस रूप से उसके विपरीत होने बोध हो उसे उलटे अर्थ वाले शब्द कहते हैं।
<b>LEARNING OUTCOMES</b>	बच्चों ने उलटे अर्थ वाले शब्दों का ज्ञान प्राप्त किया व हिंदी भाषा में जानवरों के नाम और उनसे होने वाले फायदे भी जाने ।
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	चार्ट, जानवरों के फ्लैश कार्ड
<b>PEDAGOGY</b>	छात्रों को उदाहरण दे कर उल्टे अर्थ वाले शब्दों की जानकारी दी जाएगी जैसे दिन - रात काला - गोरा मीठा - कड़वा बच्चों को जानवरों के नामों का ज्ञान हिंदी भाषा में दिया जाएगा । और उनके फायदे भी बताए जाएंगे । जैसे गाय हमें दूध देती है कुत्ता हमारे घरों की रखवाली करता है भेड़ से हमें ऊन मिलता है आदि
<b>ACTIVITY /</b>	चित्र देखकर जानवरों की पहचान कीजिए।



<b>ASSIGNMENT / RESEARCH</b>	जानवरों के चित्र अभ्यास पुस्तिका पर चिपकाने को कहा जाएगा।
<b>ASSESSMENT</b>	अनुच्छेद Unseen passage श्रुतलेख Dictation तम्बोला Tambola शब्द लड़ी Word building मौखिक मुल्यांकन oral पठन reading अभ्यास पत्र Worksheet
<b>SYLLABUS FOR SUMMATIVE ASSESSMENT</b>	

<b>Class 1<sup>st</sup></b> <b>Subject : hindi</b>	<b>Detailed planning of class 1<sup>st</sup> OCTOBER -NOVEMBER</b>
विषय -हिन्दी	<p>उप विषय:-अं,अँ,अः की मात्रा</p> <p>व्याकरण</p> <ul style="list-style-type: none"> <li>• संज्ञा</li> <li>• पक्षियों के नाम</li> </ul>
Classess Required	<ul style="list-style-type: none"> <li>• 7 periods for अं की मात्रा</li> <li>• 7 periods for अः की मात्रा</li> <li>• 7 periods for 'अँ' की मात्रा</li> <li>• 3 periods for पक्षियों के नाम</li> <li>• 3 periods for संज्ञा</li> </ul>
<b>CONCEPT &amp; SKILLS</b>	मात्राओं की पहचान। मात्राओं का शुद्ध उच्चारण।मौखिक भाषा का अभ्यास। शब्द भण्डार में वृद्धि लाना । मात्रा वाले शब्द बनाना तथा सही उच्चारण के साथ बोलने और पढ़ने का अभ्यास । बोलने के कौशल। सुनने के कौशल ।पठन के कौशल।लिखने के कौशल।शुद्ध उच्चारण।
<b>LEARNING OUTCOMES</b>	मात्राओं की पहचान सीखी । बच्चों को मात्राओं का प्रयोग करना आया।बच्चों की लेखन एवं वाचन शक्ति का विकास हुआ।मात्राओं से बने शब्दों का शुद्ध उच्चारण सीखा व वाक्यों का भी निर्माण करना सीखा ।मौखिक भाषा का अभ्यास हुआ।
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	चार्ट,मात्राओं के फ्लेश कार्ड।
<b>PEDAGOGY</b>	अध्यापिका बच्चों को 'अँ' का फ्लेश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को 'अं' की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और मात्रा का शुद्ध उच्चारण भी सिखाएगी। अध्यापिका बच्चों को बताएगी कि 'अँ'की मात्रा व्यंजन के ऊपर

	<p>लगती है और छात्रों को बताया जाएगा कि 'अं' की मात्रा अक्षर के ऊपर लगाई जाती है इसकी आवाज़ नाक से निखाली जाती है ।</p> <p>यही परिक्रमा, अं: अँ, की मात्राओं में दोराही जाएगी। है। छात्रों को बताया जाएगा कि 'अँ' चन्द्रिबंदु की अक्षर के ऊपर लगाई जाती है। इसकी ध्वनि नाक और मुँह दोनों से निकलती है।</p>
<b>ASSESSMENT</b>	तम्बोला का खेल खेला जाएगा और छात्रों को शब्द पहचाने के लिए कहा जाएगा। मात्रा के शब्दों का पठन। अभ्यास पत्र द्वारा बच्चों के लेखन कौशलों का मुल्यांकन। गतिविधि द्वारा बच्चों की कल्पना शक्ति का विकास।
व्याकरण: GRAMMER	पक्षियों के नाम, संज्ञा
<b>CONCEPT &amp; SKILLS</b>	<p><u>पक्षियों के नाम</u> - छात्रों को हिन्दी भाषा में पक्षियों के बारे में जानकारी देना। उन्हें पक्षियों के महत्व के बारे में बताना। संज्ञा इस संसार में प्रत्येक वस्तु का कुछ न कुछ नाम होता है । इन्हीं सजीव , निर्जीव नामधारी वस्तुओं का नाम संज्ञा है की सीख देना ।</p>
<b>LEARNING OUTCOMES</b>	<p>बच्चों को हिंदी भाषा में पक्षियों के नाम की जानकारी प्राप्त हुई। संज्ञा का भी ज्ञान प्राप्त हुआ। बच्चों ने प्राणी, वस्तु, स्थान ऐसे नामों की जानकारी प्राप्त की ।</p>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	चार्ट, जानवरों तथा पक्षियों के फ्लेश कार्ड
<b>PEDAGOGY</b>	<p><u>पक्षियों के नाम</u> - अध्यापिका बच्चों को पक्षियों के नाम हिंदी भाषा में बताएगी ।</p>

	<p><u>संज्ञा</u> से संबंधित प्रश्न पूछे जाएंगे तथा सही संज्ञा शब्द चुन कर वाक्य पूरे करो करवाए जाएंगे ।</p>
<p><b>ACTIVITY / ASSIGNMENT / RESEARCH</b></p>	<p>बच्चों से संज्ञा का चार्ट बनवाया जाएगा । बच्चों से कुछ पक्षियों के पंख कापी पर चिपकाने को कहा जाएगा ।</p>
<p><b>ASSESSMENT</b></p>	<p>तम्बोला का खेल खेला जाएगा और छात्रों को शब्द पहचाने के लिए कहा जाएगा। मात्रा के शब्दों का पठन। अभ्यास पत्र द्वारा बच्चों के लेखन कौशलों का मुल्यांकन। गतिविधि द्वारा बच्चों की कल्पना शक्ति का विकास।</p>
<p><b>SYLLABUS FOR SUMMATIVE ASSESSMENT</b></p>	