



CLASS - 1<sup>ST</sup>

<b>CLASSES REQUIRED</b>	2 (40 minutes class period)
<b>TOPIC</b>	The Fun Poem
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>• Learning Through 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 voice modulation and intonation.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Learn to have fun while doing various activities.</li> <li>• Have fun in reading and reciting the poem.</li> <li>• Maximum coverage to rhyming words. e.g. fun-sun, write-kite etc.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Text Book, Classroom, Teacher Presenter
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• <b>Warm-Up Activity:</b> Teacher will ask students about the fun things they like to do and feel happy doing them.</li> <li>• <b>Follow-Up:</b> After warm-up activity 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. Here teacher will ask students to identify the rhyming words.</li> </ul>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Draw and colour your favourite activity and speak about the same.</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Rhyming Fun Say a word that rhymes with the word given. Reading of the poem by the students.</li> </ul>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	E1: Choral Recitation



<b>CLASSES REQUIRED</b>	12 ( 40 minutes class period)
<b>TOPIC</b>	<p><u>LESSON:HELLO EVERYONE</u>  GRAMMAR: Sentence Formation with proper use of capital letter and full stop.  Capitalizing “I” in the sentence.  Phonics: Vowel Song (Short and long sounds of vowels a, e, i, o, u....)  Phonetically True Words with proper distinction between short and long “a” vowel sound words.  Beginning Blends: bl and br  Sight Words</p>
<b>CONCEPT &amp; SKILLS</b>	<p><b>CONCEPT:</b>  Concept of introduction.  <b>SKILLS:</b>  Listening, Speaking, Reading and Writing.</p>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Children will learn to introduce themselves and talk about friends and family.</li> <li>• Learn new words as class, teachers etc.</li> <li>• Use polite words as hello, thank you in their Everyday English.</li> <li>• Learn essentials of Grammar and frame sentences with proper use of punctuation marks.</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>• Word cards for sentence formation.</li> <li>• Sight words display</li> </ul>
<b>PEDAGOGY</b>	<p><b><u>Introductory Activity:</u></b>  Teacher will give a self introduction to the students as a warm-up activity.  <b><u>Follow up:</u></b>  The teacher will ask students to introduce themselves to the class and talk about their new class and friends.  Reading Hour: Teacher will make students to read and comprehend the text. They will also practice reading a passage other than the textual lesson.  <b><u>Grammar:</u></b>  Teacher will make students to play a “word card game”. Here they will arrange the word cards to form a meaningful sentence with proper use of punctuation marks.  The students will be taught how to capitalise I in the sentence.  <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.  <b><u>Short and Long “a” sound words:</u></b>  Teacher will make students to learn sounds of the vowels a, e, i, o, u and make them to differentiate the short and long sound that vowel “a” says.</p>



	<p>Here the teacher and students will identify the phonetically true word accordingly. E.g. short sound of “a” as in cap and Long sound of “a” as in cake. Sight words will be read on the regular basis in the class. The teacher will make students to read the sentences framed with the sight words.</p>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b><u>Activity:</u></b> Oral Exercise For Blends (Drive Through Blends) <b><u>Assignment:</u></b> <b><u>Reading Readiness Worksheet:</u></b> The students will be provided with the worksheet and they are supposed to read the text. Text Book Page no 16, 17 and 18 will be followed as home assignment.</p>
<b>ASSESSMENT</b>	<p>Read the text as provided. Punctuation Worksheet (Use of a capital letter, full stop and capitalising I)</p>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<p>E2: Dictation E3: Listening Comprehension (Assessment Sheet) E4: Unseen Comprehension (Simple Passage Assessment Sheet) E5: Assessment (Text Lesson, Grammar and Phonics)</p>



**DETAILED PLANNER OF  
ENGLISH (APRIL)  
CYCLE 1**

CLASS - 1<sup>ST</sup>

<b>CLASSES REQUIRED</b>	4 (40 minutes class period)
<b>TOPIC</b>	We are going to the zoo
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>Animals around us</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 voice modulation and intonation.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>Know what the poem is about</li> <li>Have fun in reading and reciting the poem.</li> <li>Maximum coverage to rhyming words. e.g. zoo-kangaroo, play-say-day etc.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Text Book, Classroom, Teacher presenter
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li><b>Warm-Up Activity:</b> Teacher will ask students the following questions as: Have you ever been to zoo? Which animals have you seen in the zoo?</li> <li><b>Follow-Up:</b> After warm-up activity teacher and students will act out as animals in the zoo and recite the poem together with proper expression and voice intonation.</li> <li><b>Reading Hour:</b> Teacher and students will read the poem. Here teacher will ask students to identify the rhyming words.</li> </ul>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Talk Time: You are going to the zoo. What things would you like to take in your backpack? The students will talk about the same in the class.</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li><b>Rhyme Hunt:</b> The children will be asked to find something in the classroom that rhymes with a given word.</li> <li>Recitation of the poem by the students.</li> </ul>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	E1: Reading



<b>CLASSES REQUIRED</b>	18 ( 40 minutes class period)
<b>TOPIC</b>	<u>THE BALLOON SELLER</u> GRAMMAR: Use of “a” and “an” Phonetically True Words with proper distinction between short and long “e” vowel sound words. Beginning Blends: cl and cr Sight Words
<b>CONCEPT &amp; SKILLS</b>	<b>CONCEPT:</b> Family and Neighbourhood <b>SKILLS:</b> Listening, Speaking, Reading and Writing.
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Learn about family and people around.</li> <li>• Learn to talk about family members and various occupations.</li> <li>• Use polite words as hello, thank you in their Everyday English.</li> <li>• Listen to the story and comprehend the same and learn new words as balloon seller, flute, sad etc.</li> <li>• Learn essentials of Grammar and frame sentences with proper use of punctuation marks.</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>• Picture Cards, Finger Puppets(Family Members)</li> <li>• Sight words display</li> </ul>
<b>PEDAGOGY</b>	<p><b><u>Introductory Activity:</u></b> As an introductory activity teacher will introduce the family members using finger puppets and talk about each family member.</p> <p><b><u>Follow up:</u></b> The teacher will make students learn that like our family members and friends there are other people around who are very important in our life. Finger Puppets will be used to make students identify different family members in a family. The teacher will read the story to the children with correct intonation and make them comprehend the same.</p> <p><b><u>Reading Hour:</u></b> Teacher will make students to read and comprehend the text. They will also practice reading a passage other than the textual lesson.</p> <p><b><u>Grammar:</u></b> Teacher will make students learn that we use “a” with the words that begin with consonants like a bag and “an” with words that begin with vowel a, e, i, o, u like an apple.</p> <p><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.</p> <p><b><u>Short and Long “e” sound words:</u></b> Teacher will make students to learn sounds of the vowels a, e, i, o, u and</p>



	<p>make them to differentiate the short and long sound that vowel “e” says. Here the teacher and students will identify the phonetically true words accordingly. E.g. Short sound of “e” as in egg and Long sound of “e” as in peel and the like. Sight words will be read on the regular basis in the class. The teacher will make students to read the sentences framed with the sight words.</p>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b><u>Activity:</u></b> Raise The Card (Activity for Teaching Use of “a” and “an”) <b><u>Assignment:</u></b> <b><u>Reading Readiness Worksheet:</u></b> The students will be provided with the worksheet and they are supposed to read the text. Pg no. 26 Writing about parents <b><u>Unseen Comprehension Worksheet:</u></b> The students will be provided with the worksheet and attempt the exercise.</p>
<b>ASSESSMENT</b>	<p>Read the text as provided. Use of “a” and “an” (Assessment Worksheet)</p>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<p>E2: Dictation E3: Listening Comprehension (Assessment Sheet) E4: Unseen Comprehension (Simple Passage Assessment Sheet) E5: Assessment (Text Lesson, Grammar and Phonics)</p> <p><b>Note: FA1 is cycle 1 and the concepts taught From March to April will be assessed according to the parameters above.</b></p>



CLASS – 1

<b>CLASSES REQUIRED</b>	2 ( 40 minute class period)
<b>TOPIC</b>	Poem: Kittens Kittens!
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>Developing love for animals, knowing about different habitats of animals, and young ones of animals.</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>Knowing the theme of the poem.</li> <li>Developing love for animals</li> <li>Have fun in reading and reciting the poem.</li> <li>Expression, pronunciation and Imagination</li> <li>Maximum coverage to rhyming words E.g. jeans-screens, shoulder- older, head- bread etc.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Text Book, Classroom, Teacher Presenter, Various pictures of animals and their young ones.
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li><b><u>Warm-up-activity:</u></b> Teacher and students will together make sounds of various animals like cow- moos, cats-mew, dogs-bark and the like. Teacher will make children learn that like humans speak animals also can make sounds and communicate.</li> <li><b><u>Follow-up-activity:</u></b> Recitation of the poem by teacher and students together with proper rhythm, gestures and intonation.</li> <li><b><u>Reading Hour:</u></b> Teacher and students will read the poem. Here teacher will ask students to identify the rhyming words.</li> </ul>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b><u>Activity:</u></b> <b><u>Illustration:</u></b> Draw your favourite pet and write few lines on it.</p>
<b>ASSESSMENT</b>	Choral Recitation of the poem in the class. Reading of the poem with proper speech and pauses.
<b>SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT</b>	E1: Recitation



CLASS – 1st

<b>CLASSES REQUIRED</b>	20 ( 40 minutes class period)
<b>TOPIC</b>	<u>The Greedy Dog</u> Grammar: One/ Many, Naming Words Phonics: Beginning Blends “dr”, “fl” , “fr” Short and Long “i” sound words Sight words
<b>CONCEPT &amp; SKILLS</b>	<b><u>CONCEPT:</u></b> <ul style="list-style-type: none"> <li>• Story with a moral “ Greediness is a curse”</li> </ul> <b><u>SKILLS:</u></b> <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 selfishness and listen to the story with a moral" Greediness is a curse".</li> <li>• Learn new words as bridge, reflection, shopkeeper etc.</li> <li>• Learn essentials of Grammar and identify one and many and use them in sentences.</li> <li>• Learn to identify naming words and use them in 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, Classroom and Teacher Presenter</li> <li>• Word cards (identifying one and many) and ( identifying naming words)</li> <li>• Sight words display</li> </ul>
<b>PEDAGOGY</b>	<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> </ul> <b><u>Follow up activity:</u></b> Depending upon their responses teacher will narrate the story of “The Greedy Dog” with proper voice intonation and make them learn that “One should not be greedy”. The teacher will make them to comprehend the moral that “Greediness is a curse”. <b><u>Reading Hour:</u></b> Students will follow the" Chain Reading" to develop their reading skills and learn the vocabulary words e.g. hungry, catch, meat etc <b><u>Grammar:</u></b> Teacher will make students to play “one and many game” and make them to identify the things that are one and many in number around them. The teacher will make them learn that with the things that are many in number we add-s e.g. car and cars.





	<p>Similarly teacher will divide the class in four groups (persons, places, animals, things) and each group will be asked to tell the names as per the titles allotted to them. Once they are done teacher will explain to them that all names given by each group are called naming words or nouns.</p> <p><b>Phonics:</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.</p> <p><b>Short and Long “i” sound words:</b> Teacher will make students to learn sounds of the vowels a, e, i, o, u and make them to differentiate the short and long sound that vowel “i” says. Here the teacher and students will identify the phonetically true words accordingly. E.g. Short sound of “i” as in ink and Long sound of “i” as in ice-cream and the like.</p> <p>Sight words will be read on the regular basis in the class. The teacher will make students to read the sentences framed with the sight words.</p>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b>Activity:</b> Hands on Activity ( Cut and glue the given naming words under their proper column)</p> <p><b>Assignment:</b> <b>Reading Readiness Worksheet:</b> The students will be provided with the worksheet and they are supposed to read the text. <b>Unseen Comprehension Worksheet:</b> The students will be provided with the worksheet and attempt the exercise.</p>
<b>ASSESSMENT</b>	<p>Paragraph Writing Random Spelling Test</p>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<p>E2: Reading and Dictation E3: Listening Comprehension (Assessment Sheet) E4: Unseen Comprehension (Simple Passage Assessment Sheet) E5: Assessment (Text Lesson, Grammar and Phonics)</p>



CLASS – 1

<b>CLASSES REQUIRED</b>	2 ( 40 minute 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>• Having fun with colours without being naughty.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening, Speaking, Reading, Writing</li> <li>• Recitation of poem with right modulation and intonation.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Knowing the theme of the poem.</li> <li>• Spreading the joy of colouring without being naughty.</li> <li>• Have fun in reading and reciting the poem.</li> <li>• Expression, pronunciation and Imagination.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Text Book, Classroom, Teacher Presenter, Colourful crayons.
<b>PEDAGOGY</b>	<p><b><u>Warm-up-activity:</u></b> Teacher will Introduce the topic by asking the children about their favourite colours. The teacher would ask them to imagine how would the life would be without colours and ask them the following questions: Do you ever draw or paint on the walls of your room or house? Do you think it is okay to do so? Teacher will explain to them that we should not mess while colouring. We should not spoil their clothes or other things while colouring.</p> <p><b><u>Follow-up-activity:</u></b> Recitation of the poem by teacher and students together with proper rhythm, gestures and intonation.</p> <ul style="list-style-type: none"> <li>• <b>Reading Hour:</b> Teacher and students will read the poem with correct intonation. The teacher will provide them words to which they will add the words that rhyme with.</li> </ul>
<b>ACTIVITY / ASSIGNMENT</b>	Activity: Integrated with art: Vegetable Painting
<b>ASSESSMENT</b>	Revision Worksheets
<b>SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT</b>	



<b>CLASSES REQUIRED</b>	20 ( 40 minutes class period)
<b>TOPIC</b>	<u>Sheena's First Painting</u> Grammar: Pronouns Phonics: Beginning Blends “gl”, “gr”, “pl” Short and Long “o ” sound words. Sight Words.
<b>CONCEPT &amp; SKILLS</b>	<b>CONCEPT:</b> <ul style="list-style-type: none"> <li>• Concept of colours and love for family.</li> </ul> <b>SKILLS:</b> <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>• Listening to a story</li> <li>• Learning about various colours</li> <li>• Developing know how about a rainbow and the VIBGOYR</li> <li>• Love and concern for family and its members</li> <li>• Listen to the story and comprehend the same and learn new words as brush, paint etc.</li> <li>• Learn essentials of Grammar identifying proper nouns and use them in their everyday English.</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, Classroom and Teacher Presenter</li> <li>• Sight words display</li> </ul>
<b>PEDAGOGY</b>	<p><b><u>Introductory Activity:</u></b> Teacher will ask students as: Do you like to colour? Teacher will show them different types of materials and ask which of these do you use to colour?</p> <ul style="list-style-type: none"> <li>• Do you like to share these with anyone?</li> <li>• Do you use polite words often in your everyday lives?</li> </ul> <p><b><u>Follow up activity:</u></b> Depending upon their responses teacher will narrate the story of “Sheena's First Painting” with proper voice intonation and make them learn that “One should always be polite and use magic words like Thank you, Sorry, Please, Excuse me” in their day to day lives.</p> <p><b><u>Reading Hour:</u></b> Students will follow the " Chain Reading" to develop their reading skills and identify the vocabulary words e.g. paint, hits, beautiful etc.</p> <p><b><u>Grammar; 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</p>



	<p>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.</p> <ul style="list-style-type: none"> <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><u>Phonics:</u> <b><u>Short and Long “o” sound words:</u></b> Teacher will make students to learn sounds of the vowels a, e, i, o, u and make them to differentiate the short and long sound that vowel “o” says. Here the teacher and students will identify the phonetically true words accordingly. E.g. Short sound of “o” as in pot and Long sound of “o” as in moon and the like. Sight words will be read on the regular basis in the class. The teacher will make students to read the sentences framed with the sight words.</p>
<p><b>ACTIVITY / ASSIGNMENT</b></p>	<p>Activity:(Listening and Speaking)</p> <ul style="list-style-type: none"> <li>• Talk to your friend about your favourite colour and name six objects of that colour.</li> <li>• <b><u>Assignment:</u></b></li> </ul> <p><b><u>Reading Readiness Worksheet:</u></b> The students will be provided with the worksheet and they are supposed to read the text. <b><u>Unseen Comprehension Worksheet:</u></b> The students will be provided with the worksheet and attempt the exercise. <b><u>Classroom Assignment: Picture Composition</u></b> The teacher will provide a simple picture composition worksheet to the student’s and ask them to write few sentences on it. Here the teacher will assist the students in formation of sentences.</p>
<p><b>ASSESSMENT</b></p>	<p>Read the text as provided. Paragraph Writing Unseen Comprehension (Assessment Sheet)</p>
<p><b>SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT</b></p>	<p>Listening Comprehension Reading Comprehension (Unseen Passage) Grammar: Sentence formation, Naming words, Pronouns, Use of ‘a’ and ‘an’ Phonics: Blends Textual Passage: The Greedy Dog, Sheena’s First Painting</p>



**CLASS – 1<sup>st</sup>**

**Subject: EVS**

**March to April CYCLE – FA(1)**

**Month: March**

<b>CLASSES REQUIRED</b>	<b>8 Periods</b>
<b>TOPIC</b>	<b>My Self</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b><u>Concepts</u></b></p> <ol style="list-style-type: none"> <li>1. Introduction with each other.</li> <li>2. They should know their address, parentage and phone no.</li> <li>4. Know their friends.</li> </ol> <p><b><u>Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Conceptual Understanding</li> <li>2. Drawing</li> <li>3. Writing</li> <li>4. Speaking</li> <li>5. Thinking skills</li> </ol>
<b>LEARNING OUTCOMES</b>	<p>The learning outcomes of this topic “<b>My Self.</b>” is to draw the attention of the students to the:</p> <ol style="list-style-type: none"> <li>1. They should be able to introduce themselves.</li> <li>2. Importance of their address, parentage and phone no.</li> <li>3. Can draw and write about their likes and dislikes.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"> <li>1. Their photograph.</li> <li>2. Drawing</li> </ol>
<b>PEDAGOGY</b>	<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>4. In –text Questions</li> </ol>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b><u>Activity worksheet</u></b> Making of I-cards.</p> <p><b><u>Assignment</u></b> Draw your favourite food item.</p>
<b>ASSESSMENT</b>	Assessment through introduction, activity and class assignment.
<b>CLASSES REQUIRED</b>	<b>9 Periods</b>
<b>TOPIC</b>	<b>My Body</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b><u>Concepts</u></b></p> <ol style="list-style-type: none"> <li>1. Identification of external body parts.</li> <li>2. Importance and uses of external body parts (Hands, Feet and Mouth).</li> <li>3. Draw and write about external body parts.</li> <li>4. Rhyme recitation (Two little ears to hear mother call).</li> </ol>



	<p><b><u>Skill</u></b>            1. Conceptual Understanding            2. Identification            3. Drawing            4. Writing            5. Speaking            6. Thinking skills</p>
<b>LEARNING OUTCOMES</b>	<p>The learning outcomes of this topic "<b>My Body.</b>" is to draw the attention of the students to the:</p> <ol style="list-style-type: none"> <li>1. Can identify and understand external body parts.</li> <li>2. Importance and uses of external body parts (Hands, Feet and Mouth).</li> <li>3. Can draw and write about external body parts.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"> <li>1. Picture of human body</li> <li>2. Drawing</li> </ol>
<b>PEDAGOGY</b>	<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>4. Rhyme Recitation</li> <li>5. In-text Questions</li> </ol>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b><u>Activity worksheet</u></b>            Labelling different external body parts.  <b><u>Assignment ( HOTS- HIGH ORDER THINKING SKILLS QUESTIONS)</u></b>  <ol style="list-style-type: none"> <li>1. Name any two activities in which both hands and legs are used together.</li> <li>2. Name the parts of the body that continue to grow, even when we cut them.</li> </ol> </p>
<b>ASSESSMENT</b>	<p>Assessment through identification, activity and class assignment.</p>

**CLASS –1<sup>ST</sup>**

**CYCLE – FA(1)**

<b>CLASSES REQUIRED</b>	<b>9 Periods</b>
<b>TOPIC</b>	<b>Sense Organs</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b><u>Concepts</u></b>  <ol style="list-style-type: none"> <li>1. Importance of Sense Organs.</li> <li>2. Identification of Sense Organs.</li> <li>3. Draw and write about Sense Organs.</li> </ol>   <b><u>Skills</u></b>  <ol style="list-style-type: none"> <li>1. Conceptual Understanding</li> <li>2. Identification</li> <li>3. Drawing</li> <li>4. Writing</li> </ol> </p>



	5. Speaking
<b>LEARNINOUTCOMES</b>	<b>The learning outcomes of this topic “Sense Organs” is to draw the attention of the students to the:</b> 1. Importance of Sense Organs. 2. Identification of Sense Organs. 3. Draw and write about Sense Organs. 4. Recite a poem on “Sense Organs”
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	1. Slide Show 2.Chart 3.Drawing
<b>PEDAGOGY</b>	1. Explanation Method 2. Learning by doing an activity 3. Practical demonstration 4.Concept Formation 5.Rhyme recitation 6.In –text Questions
<b>ACTIVITY / ASSIGNMENT</b>	<b><u>Activity</u></b>  Activity worksheet (Students label sense organs in the worksheet). <b><u>Assignment</u></b>  1. Match the following: (Here students match the picture of Sense organs with the function).  2. Complete the crossword with the help of given clues.
<b>ASSESSMENT</b>	<b><u>Assessment</u></b> Through identification, oral presentation drawing, labelling of sense organs, and class assignment based on topic.

**CLASS – 1<sup>st</sup>**

**CYCLE – FA(1)**

**Month: April**

<b>CLASSES REQUIRED</b>	<b>8 Periods</b>
<b>TOPIC</b>	<b>My Family</b>
<b>CONCEPT &amp; SKILLS</b>	<b><u>Concepts</u></b> 1. Concept of family, family values and living together. 2. Differentiate between big and small family. 3. Pasting of a family picture and write about family detail <b><u>Skills</u></b> 1.Conceptual Understanding 2. Drawing 3. Writing



	4. Speaking 5. Thinking skills
<b>LEARNING OUTCOMES</b>	The learning outcomes of this topic " <b>My Family.</b> " is to draw the attention of the students to the: 1. Importance of family, family values and living together. 2. Identify the difference between big and small family.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	1. Role play. 2. Drawing.
<b>PEDAGOGY</b>	1. Explanation Method 2. Learning by doing an activity 3. Concept Formation 4. In-text Questions 5. Rhyme recitation
<b>ACTIVITY / ASSIGNMENT</b>	<b>Activity worksheet</b> Family tree (Here students complete the family tree by filling in the blanks. They take the help of the words given in the box e.g. uncle, mother etc). <b>Assignment</b> Gather information about the families of any of your two friends. Fill in the details as shown in the example :( Text- book page no.25 )
<b>ASSESSMENT</b>	Assessment through activity, class assignment and worksheets

**CLASS – 1<sup>st</sup>**

**CYCLE – FA(1)**

<b>CLASSES REQUIRED</b>	<b>8 Periods</b>
<b>TOPIC</b>	<b>My School</b>
<b>CONCEPT &amp; SKILLS</b>	<b>Concepts</b> 1. Basic knowledge about school and its surroundings. 2. Know about their school, different people, places and importance of school. 3. Moral values, ethics and good manners. 4. Draw and write about school details. <b>Skills</b> 1. Conceptual Understanding 2. Drawing 3. Writing 4. Speaking 5. Thinking skills
<b>LEARNING OUTCOMES</b>	The learning outcomes of this topic " <b>My School.</b> " is to draw the attention of the students to the: 1. Importance of school and its surroundings.





	<p>2. Identify different people and important places of school. 3. Importance of good manners.</p>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<p>1. Visit to school. 2. Drawing. 3. Poem.</p>
<b>PEDAGOGY</b>	<p>1.Explanation Method 2. Learning by doing an activity 3.Concept Formation 4.In –text Questions 5. Practical Demonstration.</p>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b><u>Activity worksheet</u></b> Write about your school <b><u>Assignment ( HOTS- HIGH ORDER THINKING SKILLS QUESTIONS)</u></b> 1. What is a canteen? Does your school have canteen? 2. Where does a sick student go in the school for treatment?</p>
<b>ASSESSMENT</b>	<p>Assessment through identification and drawing related to topic.</p>

**CLASS – 1<sup>st</sup>**

**CYCLE – FA(1)**

<b>CLASSES REQUIRED</b>	<b>8 Periods</b>
<b>TOPIC</b>	<b>My Country</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b><u>Concepts</u></b></p> <ol style="list-style-type: none"> <li>1. Concept of our nation"India" and its states.</li> <li>2. Know about the national flag, Political map and different national symbols.</li> <li>3. Moral values, ethics and good manners.</li> <li>4. Rhyme on my country "I love my country"</li> <li>5. Draw, colour and write about my country India.</li> </ol> <p><b><u>Skills</u></b></p> <ol style="list-style-type: none"> <li>1.Conceptual Understanding</li> <li>2. Drawing</li> <li>3. Writing</li> <li>4.Speaking</li> <li>5. Political map</li> </ol>
<b>LEARNING OUTCOMES</b>	<p>The learning outcomes of this topic "<b>My Country.</b>" is to draw the attention of the students to the:</p> <ol style="list-style-type: none"> <li>1. Understand the concept of Our Country.</li> <li>2. Know the names of different states of India.</li> <li>3. Identify the national flag, Political map and different national symbols.</li> <li>4. Draw, colour and write about my country India.</li> <li>5. Learn a rhyme on my country "I love my country"</li> </ol>



<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	1. Political Map. 2. Drawing. 3. Poem.
<b>PEDAGOGY</b>	1.Explanation Method 2. Learning by doing an activity 3.Concept Formation 4.In –text Questions 5. Rhyme recitation 6. Practical Demonstration.
<b>ACTIVITY / ASSIGNMENT</b>	<b><u>Activity worksheet</u></b> Colouring and making of National Flag. <b><u>Assignment ( HOTS- HIGH ORDER THINKING SKILLS QUESTIONS)</u></b> 1. What do the three colours in our national flag represent? 2. What is our national song and anthem? Name them.
<b>ASSESSMENT</b>	Assessment through solving puzzles and class assignments.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<b>Syllabus for FA (1)</b> 1. Sense Organs 2. My School 3. My Country <b>Parameters</b> E1- Activity E2- Drawing E3- Thinking skills( MCQ’S) E4- Class Assignment

**CLASS – 1<sup>st</sup>**

**May to June**

**CYCLE – FA(2)**

**Month: May**

<b>CLASSES REQUIRED</b>	<b>12 Periods</b>
<b>TOPIC</b>	<b>Plants Around Us</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b><u>Concepts</u></b></p> <ol style="list-style-type: none"> <li>1. Importance and usefulness of plants.</li> <li>2. Identification of different parts of a plant like root, stem, leaf, flower, bud, etc.</li> <li>3. Draw and write about plants around us</li> <li>4. Rhyme recitation. This is my garden...</li> </ol> <p><b><u>Skills</u></b></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><b>The learning outcomes of this topic “PLANTS AROUND US” is to draw the attention of the students to the:</b></p> <ol style="list-style-type: none"> <li>1. Importance of different kinds of plants around us.</li> </ol>



	<ol style="list-style-type: none"><li>2. Identify different parts of a plant.</li><li>3. Usefulness of different kinds of plants.</li><li>4. Protect plants and trees.</li><li>5. Draw and write about different types of plants.</li><li>6. Recite a poem on "PLANTS AROUND US"</li></ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"><li>1. Slide Show</li><li>2. Chart</li><li>3. Drawing</li><li>4. Poems</li><li>5. Nature walk</li></ol>
<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 recitation</li><li>6. In-text Questions</li></ol>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b><u>Activity</u></b> Activity worksheet (Students label different parts of a plant in the worksheet).</p> <p><b><u>Assignment</u></b> <ol style="list-style-type: none"><li>1. Match the following: (Here students match the picture of different types of plants with their names).</li><li>2. Complete the crossword with the help of given clues.</li></ol></p>
<b>ASSESSMENT</b>	<p><b>Assessment</b> through identification , drawing , labelling of parts of plant, and class assignment based on topic.</p>



<b>CLASSES REQUIRED</b>	<b>12 Periods</b>
<b>TOPIC</b>	<b>Animals Around Us</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b><u>Concepts</u></b></p> <ol style="list-style-type: none"> <li>1. Concept of different kinds of animals and their and homes.</li> <li>2. Identification of different kinds of animal's wild animals, domestic animals, pet animals, water animals, insects and birds.</li> <li>3. Importance and uses of different kinds of animals around us.</li> <li>4. Paste and write about animals around us.</li> </ol> <p><b><u>Skills</u></b></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><b>The learning outcomes of this topic "Animals AROUND US" is to draw the attention of the students to the:</b></p> <ol style="list-style-type: none"> <li>1. Importance of different kinds of animals and their homes.</li> <li>2. Identify different kinds of animals.</li> <li>3. Usefulness of different kinds of animals.</li> <li>4. Paste and write about different types of animals around us.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"> <li>1. Puppets</li> <li>2. Drawing</li> <li>3. Role play</li> <li>4. Charts</li> </ol>
<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. Puppet show</li> <li>6. In –text Questions</li> </ol>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b><u>Activity</u></b></p> <p><b>Domestic animals puppet</b> ( Students make domestic animals puppet with the help of chart paper, glue, colours, ice-cream sticks)</p> <p><b><u>Assignment</u></b></p> <ol style="list-style-type: none"> <li>1. Cross the odd one out.</li> <li>2. Complete the crossword with the help of picture clues.</li> </ol>
<b>ASSESSMENT</b>	<p><b><u>Assessment</u></b></p> <p>Through identification, drawing, puzzles, activity and class assignment based on topic.</p>



<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<b>Syllabus for FA (2)</b> 1. Plants Around Us 2. Animals Around Us <b>Parameters</b> E1- Activity E2- Drawing E3- Thinking skills( MCQ'S) E4- Class Assignment
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**CLASS – 1<sup>st</sup>**

**CYCLE – FA(2)**

**Month: June**

<b>CLASSES REQUIRED</b>	<b>20 Periods</b>
<b>TOPIC</b>	<b>Food We Eat Keeping Healthy</b>
<b>CONCEPT &amp; SKILLS</b>	<u><b>Concepts</b></u> 1. Importance of eating food in our daily lives. 2. Types and sources of food. 3. Importance of keeping our body clean. 4. Healthy Habits 5. Rhyme time “Good Food” <u><b>Skills</b></u> 1. Conceptual Understanding 2. Drawing 3. Writing 4. Speaking 5. Identification
<b>LEARNING OUTCOMES</b>	The learning outcomes of this topic “ <b>Food We Eat and Keeping Healthy.</b> ” is to draw the attention of the students to the: <ol style="list-style-type: none"> <li>1. Look at their own diet in terms of plant and animal food.</li> <li>2. Recognize and differentiate the plant and animal food.</li> <li>3. Importance eating healthy food</li> <li>4. Know about the ways and need of keeping their body clean.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"> <li>1. Slide show.</li> <li>2. Drawing.</li> <li>3. Poem.</li> <li>4. Chart.</li> </ol>
<b>PEDAGOGY</b>	<ol style="list-style-type: none"> <li>1. Explanation Method</li> <li>2. Learning by doing activity</li> <li>3. Concept Formation</li> <li>4. In –text Questions</li> <li>5. Rhyme recitation</li> <li>6. Practical Demonstration.</li> </ol>



	7. Puppet show.
<b>ACTIVITY / ASSIGNMENT</b>	<b>Activity worksheet</b> "Eat Healthy, Stay Healthy"( text book pg no. 45 ) Making of food items puppet on ice cream sticks. <b>Assignment</b> 1. Match the food product with the animal it comes from. 2. Tick the healthy food and cross the junk food.
<b>ASSESSMENT</b>	Through MCQ, Drawing and Activity

<b>SYLLABUS FOR SUMMATIVE ASSESSMENT</b>	<b>SYLLABUS FOR SUMMATIVE ASSESSMENT NO.1</b> 1. Food We Eat 2. Keeping Healthy 3. Our Country 4. Plants Around Us
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Detailed planning of class 1<sup>st</sup>

Month –March-April

Cycle 1 (FA1) (Hindi)

विषय -हिन्दी	विषय:-स्वर - व्यंजन (पुनरावृत्ति कार्य) दो,तीन,अक्षर वाले शब्द
Assess Required	<ul style="list-style-type: none"> <li>▯ 3 periods for स्वर-व्यंजन</li> <li>▯ 3 periods for दो तीन अक्षर वाले शब्द</li> <li>▯ 3 periods for चार अक्षर वाले शब्द</li> <li>▯ 3 periods for भाषा (मौखिक)</li> <li>▯ 2 periods for समान तुक वाले शब्द</li> </ul>
CONCEPT & SKILLS	<p>बच्चों को अक्षरों की पहचान कराना। शुद्ध उच्चारण कराना। मौखिक भाषा का अभ्यास। भाषा के प्रति आत्मविश्वास व रुचि बढ़ाना।</p> <ul style="list-style-type: none"> <li>• बोलने के कौशल।</li> <li>• सुनने के कौशल।</li> <li>• पठन के कौशल।</li> <li>• लिखने के कौशल।</li> </ul>
LEARNING OUTCOMES	शब्दों को जोड़ना सिखाना।सही नाम बताना मिलान करना तथा मिलाकर सिखाना। अक्षरों की पहचान करना सीखा।वर्णों का शुद्ध उच्चारण सीखा।मौखिक भाषा में वृद्धि हुई।बच्चों ने शब्दों को जोड़कर बोलना व लिखना सीखा।
INSTRUCTIONAL TOOLS & REFERENCES	चार्ट,अक्षरों के फ्लैश कार्ड।
PEDAGOGY	अध्यापिका श्वेतपट्ट पर वर्ण लिखेगी और उनका शुद्ध उच्चारण भी करेगी। गतिविधि द्वारा बच्चों को अक्षरों की पहचान करना सिखाएगी।अध्यापिका बच्चों को वर्णों की परचियाँ देगी और श्वेतपट्ट पर कोई भी वर्ण लिखेगी और जिस भी बच्चे के पास उस वर्ण की परची होगी वो अपना हाथ खड़ा करेगा और उस वर्ण से कुछ शब्द बोलेगा।अध्यापिका ब्लॉक्स द्वारा शब्द बनाना बच्चों को सिखाएगी।एक हाथ में क अक्षर का ब्लॉक और दूसरे में प अक्षर का ब्लॉक पकड़ कर अध्यापिका बच्चों से उन अक्षरों को पहचाने के लिए कहेगी और पहचाने के बाद उन दोनों अक्षरों को जोड़कर बच्चों को बताएगी।बच्चों को बताया जाएगा कि दो या दो से ज़्यादा अक्षरों को जोड़कर शब्द बनता है।
व्याकरण/समान तुक	भाषा(मौखिक) अध्यापिका बच्चों को बताएगी कि भाषा एक माध्यम है हम अपने मन



वाले शब्द	की बात एक दूसरे तक पहुँचाते हैं या लिखकर या बोलकर इशारों से भी। पर इन सब के लिए हमें हर एक शब्द का कोई ना कोई अर्थ होता है इन्हीं शब्दों को जोड़कर वाक्य बनते हैं जिन्हें बोलकर या लिखकर हम एक दूसरे तक अपने मन की बात पहुँचा सकते हैं।
ACTIVITY	परचियों का खेल। अध्यापिका बच्चों को वर्णों की परचियाँ देगी और श्वेतपट्ट पर कोई भी वर्ण लिखेगी और जिस भी बच्चे के पास उस वर्ण की परची होगी वो अपना हाथ खड़ा करेगा और उस वर्ण से कुछ शब्द बोलेगा।
ASSESSMENT	<p>E1 (Recitation) <u>अविलोक</u> बच्चों का लय भाव सहित कविता का अविलोक कराया जाएगा।</p> <p>E2 Dictation and Tambola <u>शब्द पहचान</u> शब्दों के खेल द्वारा बच्चों का मुल्यांकन किया जाएगा। <u>श्रुतलेख</u></p> <p>E3 Reading and Sight words <u>पठन के कौशल</u> बच्चों से मात्राओं के शब्दों का पठन कराया जाएगा और शुद्ध उच्चारण पर मुल्यांकन किया जाएगा।</p> <p>E4 Oral and activity sheet मौखिक ढंग से छात्रों को मुल्यांकन किया जाएगा।</p> <p>E5 Textual exercises</p> <p>Note - FA1 के कुछ विषयों का SA1 में भी मुल्यांकन किया जाएगा।</p>





विषय -हिन्दी	उप विषय:-आ,इ,ई की मात्रा
Classess Required	<ul style="list-style-type: none"> <li>▯ 7 periods for आ की मात्रा</li> <li>▯ 7 periods for इ की मात्रा</li> <li>▯ 7 periods for ई की मात्रा</li> <li>▯ 2 periods for वर्ण(मौखिक)</li> <li>▯ 2 periods for रंगों के नाम</li> </ul>
CONCEPT & SKILLS	<p>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 बालने और पढ़ने का अभ्यास ।</p> <ul style="list-style-type: none"> <li>• बालने के कौशल।</li> <li>• सुनने के कौशल ।</li> <li>• पठन के कौशल।</li> <li>• लिखने के कौशल।</li> <li>• शुद्ध उच्चारण।</li> </ul>
LEARNING OUTCOMES	<p>मात्राओं की पहचान सीखी । बच्चों का मात्राओं का प्रयोजन 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।</p>
INSTRUCTIONAL TOOLS	चार्ट,मात्राओं के फ्लेश कार्ड।
PEDAGOGY	<p>अध्यापिका बच्चों को (आ) का फ्लेश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को (आ) की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और बताएगी कि (आ) की मात्रा का चिन्ह खड़ी रेखा और छत है। और मात्रा का शुद्ध उच्चारण भी सिखाएगी। अध्यापिका बच्चों को बताएगी कि (आ) मात्रा व्यंजन के बाद लगती है अध्यापिका अपने हाथों और उंगलियों के सहायता से भी बच्चों को मात्रा का चिन्ह दिखाएगी। फिर मात्रा का शुद्ध उच्चारण मुँह बालकर समझाएंगी और अध्यापिका मात्रा से बने शब्दों का निर्माण करना सिखाएंगी । (इ) की मात्रा का चिन्ह दादा जी की छड़ी जैसा होता है।और छड़ी 'इ' की मात्रा व्यंजन से पहले लगती है तथा इसके उच्चारण में कम समय लगता है ।अंत में</p>



	अध्यापिका मात्रा से बने शब्दों का शुद्ध उच्चारण व मात्रा के शब्दों का निर्माण करना सिखाएगी। तथा मात्राओं के शब्दों व वाक्यों का पठन भी कराएगी। अध्यापिका बच्चों को ई का फ्लेश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को ई की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और मात्रा का शुद्ध उच्चारण भी सिखाएगी। अध्यापिका बच्चों को बताएगी कि ई मात्रा व्यंजन के बाद लगती है तथा इस मात्रा के उच्चारण में अधिक जोर लगता है।
व्याकरण: GRAMMER	<ul style="list-style-type: none"> <li>• वर्ण(मौखिक)</li> <li>• रखा के नाम</li> </ul>
CONCEPT & SKILLS	वर्ण (Alphabet) छात्रों को बताया जाएगा कि मुँह से निकलने वाली ध्वनियाँ वर्ण कहलाती हैं। वर्ण दो तरह के होते हैं- स्वर और व्यंजन। रखा के नाम _____ छात्रों को हिन्दी में रखा के बारे में जानकारी देना
LEARNING OUTCOMES	छात्रों ने यह सीखा कि वर्ण क्या होता है उसके कितने भेद होते हैं। छात्रों को हिन्दी में रखा की जानकारी मिली। बच्चों ने रखा के नामों का शुद्ध उच्चारण सीखा। हिन्दी भाषा में रखा की पहचान करना सीखा।
INSTRUCTIONAL TOOLS	चार्ट, फलों के फ्लेश कार्ड
ACTIVITY /	रखा का खेल अध्यापिका छात्रों को हर एक रखा से तीन-तीन चित्र बनाने को कहेगी। जिस से छात्रों को रखा की जानकारी मिलेगी।
ASSESSMENT	E1 (Recitation) अविलम्ब बच्चों का लय भाव सहित कविता का अविलम्ब कराया जाएगा।  E2 Dictation and Shabad Pehchan शब्द पहचान शब्दों के खेल द्वारा बच्चों का मुल्यांकन किया जाएगा।  <u>श्रुतलेख</u>  E3 Reading and Sight words पठन के कौशल बच्चों से मात्राओं के शब्दों का पठन कराया जाएगा और शुद्ध उच्चारण पर मुल्यांकन किया जाएगा।



	<p>E4 Oral and activity sheet मौखिक ढग से छात्रों का मुल्यांकन किया जाएगा।</p> <p>E5 Textual exercises</p> <p>Note - FA1 के कुछ विषयों का SA1 में भी मुल्यांकन किया जाएगा</p>
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Detailed planning of class 1<sup>st</sup>

Month-May-June

Cycle 2(FA 2)

<b>विषय -हिन्दी</b>	उप विषय:- उ,ऊ,ऋ की मात्रा
<b>Classess Required</b>	<ul style="list-style-type: none"> <li>▯ 7 periods for उ की मात्रा</li> <li>▯ 7 periods for ऊ की मात्रा</li> <li>▯ 7 periods for ऋ की मात्रा</li> <li>▯ 2 periods for वचन</li> <li>▯ 2 periods for सञ्ज्ञियों के नाम</li> </ul>
<b>CONCEPT &amp; SKILLS</b>	<p>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 बालने और पढ़ने का अभ्यास ।</p> <ul style="list-style-type: none"> <li>• बालने के कौशल।</li> <li>• सुनने के कौशल ।</li> <li>• पठन के कौशल।</li> <li>• लिखने के कौशल।</li> <li>• शुद्ध उच्चारण।</li> </ul>
<b>LEARNING OUTCOMES</b>	<p>मात्राओं की पहचान सीखी । बच्चों का मात्राओं का प्रयाण 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।</p>
<b>INSTRUCTIONAL TOOLS</b>	चार्ट,मात्राओं के फ्लेश कार्ड।



<p><b>PEDAGOGY</b></p>	<p>अध्यापिका बच्चों को उ का फ्लैश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को उ की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और मात्रा का शुद्ध उच्चारण भी सिखाएगी। अध्यापिका बच्चों को बताएगी कि उ मात्रा अक्षर की खड़ी रेखा के नीचे लगती है तथा इस मात्रा के उच्चारण में अधिक ज़रू नहीं लगता है। ऊ की मात्रा के साथ भी यही परक्रिया दराही जाएगी। छात्रों को बताया जाएगा कि ऊ की मात्रा के उच्चारण में अधिक ज़रू लगता है। और र में दास मात्रा बीच में लगती है। उदाहरण रु, रू।(ऋ) की मात्रा के साथ भी यही परक्रिया दराही जाएगी।</p>
<p><b>ACTIVITY</b></p>	<p>जादू का पिटारा ई , उ ,ऊ के शब्द एक डिब्बे में डाले जाएंगे और जो भी शब्द बच्चों को डिब्बे से निकलेगा उसका चित्र बनाने को कहा जाएगा।</p>
<p>व्याकरण: <b>GRAMMER</b></p>	<p><u>वचन बदलिए</u> छात्रों को बताया जाएगा कि शब्द के जिस रूप से उसके एक या एक से अधिक हाने का बाध हो उसे वचन कहते हैं। <u>सब्जियों के नाम</u> अध्यापिका बच्चों से कुछ प्रश्न पूछेगी कि उन्हें कौन सी सब्जी पसंद है। बच्चों को सब्जियों के नाम हिंदी भाषा में बताना और उनके लाभ तथा गुणों की भी जानकारी देना</p>
<p><b>ASSESSMENT</b></p>	<p>E1 (Recitation) <u>अविलम्ब</u> बच्चों का लय भाव सहित कविता का अविलम्ब कराया जाएगा। E2 Dictation and Tambola <u>शब्द पहचान</u> शब्दों के खेल द्वारा बच्चों का मुल्यांकन किया जाएगा। <u>श्रुतलेख</u> E3 Reading and Sight words <u>पठन के कौशल</u> बच्चों से मात्राओं के शब्दों का पठन कराया जाएगा और शुद्ध उच्चारण पर मुल्यांकन किया जाएगा। E4 Listening skills and unseen passage सुनने के कौशल बच्चों को एक कहानी सुनाई जाएगी और कहानी से आधारित कुछ प्रश्न पूछे जाएंगे। E5 Textual exercises Note - FA 2 के कुछ विषयों का SA1 में भी मुल्यांकन किया जाएगा</p>



<b>विषय -हिन्दी</b>	उप विषय:- ए की मात्रा, फलों के नाम, शुद्ध/अशुद्ध वाक्य
<b>Classess Required</b>	<ul style="list-style-type: none"> <li>• 7 periods for ए की मात्रा</li> <li>• 2 periods for फलों के नाम</li> <li>• 2 periods for शुद्ध/अशुद्ध वाक्य</li> </ul>
<b>CONCEPT &amp; SKILLS</b>	<p>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।</p> <ul style="list-style-type: none"> <li>• बोलने के कौशल।</li> <li>• सुनने के कौशल।</li> <li>• पठन के कौशल।</li> <li>• लिखने के कौशल।</li> <li>• शुद्ध उच्चारण।</li> </ul>
<b>ARNING 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>STRUCTIONAL TOOLS</b>	चार्ट, मात्राओं के फ्लैश कार्ड।
<b>DAGOGY</b>	अध्यापिका बच्चों को ए का फ्लैश 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। अध्यापिका बच्चों को बताएगी कि ए मात्रा व्यंजन के ऊपर लगती है तथा इस मात्रा के उच्चारण में कम जोड़ लगता है।
<b>TIVITY</b>	बच्चे हैं फायदेमंद छात्रों से फलों के चित्र मंगवाए जाएंगे। एक चार्ट पर फलों के चित्र चिपकाए जाएंगे। छात्रों को यह बताया जाएगा कि फलों से क्या-क्या लाभ होते हैं।



<p>व्याकरण: GRAMMER</p>	<p>सही/अशुद्ध वाक्यों का अंतर बताना। बच्चों को बताना की जिन वाक्यों का कोई अर्थ नहीं होता वह अशुद्ध वाक्य कहलाते हैं।</p> <p>सुनने के कौशल, सुनने के कौशल, पठन के कौशल, शुद्ध उच्चारण।</p> <p>फलों के नाम छात्रों को फलों के बारे में जानकारी देना। हिंदी भाषा में फलों के नामों का ज्ञान देना। फलों के लाभ व गुणों के बारे में बताना।</p> <p>सुनने के कौशल, सुनने के कौशल, पठन के कौशल, शुद्ध उच्चारण।</p>
<p>LABORATORY FOR SUMMATIVE ASSESSMENT</p>	<ul style="list-style-type: none"><li>• आ, ई, ऊ की मात्रा</li><li>• व्याकरण:-सब्जियों के नाम</li><li>• समान तुक वाले शब्द</li><li>• लिखा बदलिए</li><li>• फलों के नाम</li><li>• वचन बदलिए।</li></ul>



CLASS – 1  
MARCH

CLASSES REQUIRED	Total periods = 15
TOPIC	<ul style="list-style-type: none"> <li>• COMPARISON</li> <li>• NUMBERS UPTO 20</li> <li>• ORDINAL NUMBERS</li> </ul>
CONCEPT & SKILLS	<ul style="list-style-type: none"> <li>• Number sequence with number line</li> <li>• Number sense</li> <li>• Number relations</li> <li>• Comparison with respect to spatial orientation</li> <li>• Position of numbers and objects in series</li> </ul>
LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>• Understanding the sequence of numbers up to 20</li> <li>• Structuring numbers.</li> <li>• Understanding the number relations</li> <li>• Expanded notation of a number</li> <li>• Comparison of objects on both qualitative and quantitative basis</li> <li>• Ordinal placement</li> <li>• Identifying ordinal numbers</li> <li>• Visualizing order</li> </ul>
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> <li>• Number line</li> <li>• Number cards</li> <li>• Number sticks</li> <li>• Abacus</li> <li>• Flash cards</li> </ul>
PEDAGOGY	<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>
ACTIVITY /ASSIGNMENT	<ul style="list-style-type: none"> <li>• Number sequence activity</li> <li>• Stringing</li> <li>• Spatial orientation</li> <li>• Place value cards</li> <li>• Bundling</li> <li>• Guess your position</li> <li>• Match up</li> </ul>
ASSESSMENT	<ul style="list-style-type: none"> <li>• Number line jumps</li> <li>• Ordering numbers</li> <li>• Comparison (Quantitative as well as qualitative)</li> <li>• Place value</li> <li>• Use ordinal numbers to tell the position</li> </ul>

CLASS – 1  
APRIL

CLASSES REQUIRED	TOTAL PERIODS = 19
TOPIC	ADDITION AND SUBTRACTION UPTO 20
CONCEPT & SKILLS	<ul style="list-style-type: none"> <li>• Putting together</li> <li>• Taking away</li> <li>• Mental sums</li> <li>• Number combination</li> </ul>
LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>• Counting and regrouping objects into "tens" and "ones"</li> <li>• Addition as counting together</li> <li>• Subtraction as taking away</li> <li>• Adding and subtracting mentally till 20</li> </ul>
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> <li>• Blocks</li> <li>• Number lines</li> <li>• Number sticks</li> </ul>
PEDAGOGY	<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>
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> <li>• Count on, Count all.</li> <li>• Number stick activity.</li> <li>• Number track activity.</li> <li>• Count together, Take away.</li> <li>• Adding doubles and near doubles such as 6-6, 6-7.</li> <li>• Halving of numbers such as 6, 8 and 10.</li> </ul>
ASSESSMENT	<ul style="list-style-type: none"> <li>• Add on numbers</li> <li>• Take away numbers</li> <li>• White board test</li> <li>• Text book</li> </ul>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>FA1</p> <ul style="list-style-type: none"> <li>• E1: Activity-Number sequence</li> <li>• E2: Blackboard test- Number line ( add and subtract)</li> <li>• E3: Oral-Spatial orientation( big/ small, tall/short)</li> <li>• E4: teach and test</li> </ul> <p>SA1</p> <ul style="list-style-type: none"> <li>• Addition and subtraction in columns.</li> <li>• Comparison of numbers.</li> <li>• Ascending and descending order</li> </ul>





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|  | <ul style="list-style-type: none"><li>• Before/ After/Between</li></ul> |
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CLASS – 1  
MAY

CLASSES REQUIRED	TOTAL PERIODS = 22
TOPIC	NUMBERS UPTO 50
CONCEPT & SKILLS	<ul style="list-style-type: none"> <li>• Numbers on abacus</li> <li>• Number sequence</li> <li>• Comparing numbers</li> </ul>
LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>• Number sequence up to 50.</li> <li>• Ordering and structuring numbers.</li> <li>• Spatial sense in the order of numbers.</li> <li>• Understanding the quantitative meaning of the written numerals.</li> <li>• Comparing 2- digit numbers</li> </ul>
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> <li>• Number line</li> <li>• Number cards</li> <li>• Number sticks</li> <li>• Abacus</li> </ul>
PEDAGOGY	<ul style="list-style-type: none"> <li>• Hands on practice</li> <li>• Discussion</li> <li>• Random Questioning</li> <li>• Concept Formation</li> <li>• Reinforcement</li> <li>• In -text Questions</li> </ul>
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> <li>• Place value cards</li> <li>• Number line jumps</li> <li>• Making bundles</li> </ul>
ASSESSMENT	<ul style="list-style-type: none"> <li>• Representing numbers on abacus.</li> <li>• Bundling</li> <li>• Ordering</li> <li>• Comparing</li> </ul>
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	<p>2</p> <ul style="list-style-type: none"> <li>• E1: Activity- Bundling</li> <li>• E2:Blackboard test ( ascending &amp; descending numbers)</li> <li>• E3: oral test of number names</li> <li>• E4: teach and test SA1</li> <li>• Numbers on abacus</li> <li>• Number sequence</li> <li>• Comparing Numbers</li> </ul>

(SA1)

 CLASS – 1  
JUNE

CLASSES REQUIRED	TOTAL PERIODS= 22
TOPIC	TOPICS: NUMBERS UP TO 100
CONCEPT & SKILLS	<ul style="list-style-type: none"> <li>• Numbers on abacus</li> <li>• Number sequence</li> <li>• Comparing numbers</li> </ul>
LEARNING OUTCOMES	<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> </ul>
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> <li>• Number line</li> <li>• Number cards</li> <li>• Abacus</li> <li>• Hundreds grid</li> </ul>
PEDAGOGY	<ul style="list-style-type: none"> <li>• Hands on practice</li> <li>• Discussion</li> <li>• Random Questioning</li> <li>• Concept Formation</li> <li>• Reinforcement</li> <li>• In -text Questions</li> </ul>
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> <li>• Counting in tens</li> <li>• Hundreds grid activity</li> <li>• Place value game using dice</li> </ul>
ASSESSMENT	<ul style="list-style-type: none"> <li>• Representing numbers on abacus.</li> <li>• Bundling</li> <li>• Comparing</li> </ul>
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	SA1 <ul style="list-style-type: none"> <li>• Tens and ones</li> <li>• Numbers on abacus</li> <li>• Comparing Numbers</li> <li>• Number names</li> </ul>



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تفصیلی لائحہ عمل جماعت اول ماہ مارچ، اپریل

۱۲	۶	۴۰	منٹ کے وقفہ کی کلاس
مطلوبہ دروس			
موضوع			اعادہ حروف تہجی مختصر صورتیں، دو حرفی الفاظ پر زبر زیر اور پیش کا استعمال۔ ستابی مشق
خیال، تدریسی ہنر			صحیح تلفظ کے ساتھ حروف تہجی کی بناوٹ ذہن نشین کرانا سننے بولنے اور پڑھنے اور لکھنے کی صلاحیت۔ اور جوڑ توڑ کا طریقہ کار سکھایا جائے گا۔
تدریسی نتائج			طلبا کو ہر ہنر کی اہمیت کی پوری پوری جانکاری ہوئی اور ساتھ ساتھ جوڑو توڑ اور علامتوں کی جانکاری بھی حاصل ہوئی۔ نئے الفاظ سننے بولنے اور پڑھنے لکھنے کی پوری پوری جانکاری ہوئی۔ اور ستابی مشق بھی بہ آسانی سمجھ گئے۔
تدریسی آلات اور حوالہ جات			بورڈ پیکی آئٹاد، کانڈی چٹ، فاش کارڈ
طرز تدریس			وضاحت ذہنی آزمائش، لکھنے کی مشق، طلبا کو آواز کے ذریعے صحیح تلفظ کا استعمال کر کے جوڑ اور توڑ کا ہنر سکھایا جائے گا۔ طلبا میں دلچسپی بدار کرنے کے لئے اردو گیت بھی گایا جائے گا۔
تفویض، تحقیق، منصوبے، سرگرمیاں			طلبا کو خاندان بندی کو ملانے کی سرگرمی کرائی جائے گی۔ (عملی کام) (کاٹ و چپان) اپنے اپنے نام کا پہلا حرف کا پنی پد چپان کروایا جائے گا۔
تشخیص			سرگرمی کے حوالہ سے ہم طلبا کو تشخیص کر سکتے ہیں۔ اس کے علاوہ صحیح تلفظ سے بھی تشخیص کر سکتے ہیں اور اس کے ساتھ ساتھ چند سوالات کے جواب عنوان کے متعلق پوچھ کر بھی تشخیص کر سکتے ہیں۔
موضوعی، معروضی تشخیص			ای (۱) مطالعہ ای (۲) املا، ای (۳) زبانی گیت / حروف ہجا ای (۴) سننے کی صلاحیت ای (۵) جماعت تشخیص



ACADEMIC PLANNER URDU (May)

عرصہ۔ ماہ مئی (۲۰۱۶)

جماعت۔ اول

مطلوبہ دروس	۸	۶	۶	۲	۴۰ منٹ کے وقفہ کی کلاس
موضوع	تین حرفی الفاظ ی، کا جوڑ اور ے، کا جوڑ نظم زبانی				
خیال، تدریسی ہنر	ی، اور ے، کا استعمال اور جانکاری اور تین حرفی جوڑ کا طریقہ، سنٹے بولنے اور پڑھنے لکھنے کی صلاحیت پیدا کرانا۔ صحیح تلفظ کے ساتھ نظم خوانی کرانا				
تدریسی نتائج	طلبا کو جوڑ کی واقفیت ہو گئی سنٹے بولنے اور پڑھنے لکھنے کی صلاحیت پیدا ہوئی۔۔ طلبا کو اچھی طرح نظم بیان کرنے کی تربیت حاصل ہو گئی۔ اور طلبا کو حروف تہجی کو (ی) اور (ے) کے ساتھ جوڑنے کی صلاحیت محمول ہو گئی				
تدریسی آلات حوالہ جات	بورڈ پیگنی استاد چارٹ				
طرز تدریس	طلبا کو آواز کے ذریعے صحیح تلفظ کا استعمال کر کے حروف تہجی کا "ی" اور "ے" کے ساتھ جوڑنے کا ہنر سکھایا جائے گا۔ طلبا میں دلچسپی بدار کرنے لئے اردو گیت بھی گایا جائے گا۔ ذہنی آزمائش کے لئے بے ترتیب وار سوالات پوچھے جائے گئے مثلاً "ی" "ے" "کی آواز کیا ہے؟ اور تین حرفی کا طریقہ سکھایا جائے گا۔ اور جوڑنے کی صلاحیت پیدا کی جائے گی۔				
تفویض، تحقیق، منصوبے، سرگرمیاں	طلبا کو تین حرفی کے الفاظ دیئے جاتے گئے اور جوڑنے کے طور طریقہ کر داکے بتایا جائے گا۔ کہ الفاظ کے پہلے حرف پر "لال" درمیانی حرف پر "ہرا" اور آخری حرف پر "کالا" رنگ بھر دیجئے یہ ان کے لئے ایک ذہنی مشق بھی ہو گئی۔				
تشخیص	سرگرمی کے حوالہ سے ہم طلبا کو تشخیص کر سکتے ہیں۔ اس کے علاوہ ہم نظم خوانی و صحیح تلفظ سے بھی تشخیص کر سکتے ہیں اور اس کے ساتھ ساتھ "ی" اور "ے" کے استعمال سے بھی تشخیص کر سکتے ہیں۔				
موضوعی، معروضی تشخیص	ای (۱) مطالعہ ای (۲) املا ای (۳) نظم خوانی / حروف ہجا ای (۴) درک شیٹ (۵) جماعت تشخیص				



مطلوبہ دروس	۸	۶	۷	۴۰ منٹ کے وقت کی کلاس
موضوع	تشدید کی پہچان،	قدائد واحد اور جمع	نظم زبانی۔ اعادہ	
خیال، تدریسی ہنر	طلباء میں 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	طلباء کو تشدید کی پہچان ہو گئی سننے بولنے اور پڑھنے لکھنے کی صلاحیت پیدا ہوئی۔۔ طلباء کو اچھی طرح قدائد تحریر اور بیان کرنی کی صلاحیت پیدا ہو گئی۔ اور طلباء کو نظم خوانی کی مہارت بھی حاصل ہوئی۔			
تدریسی آلات اور حوالہ جات	بورڈ پیپنگی استاد واحد جمع، اور تشدید کا چارٹ			
طرز تدریس	طلباء کو تشدید کی پہچان چارٹ پر کروائی جائیگی اور ایک ورک شیٹ عملی کام کے طور پر دیا جائے گا۔ طلباء کو تشدید کے طور طریقہ سے آراستہ کرایا جائے گا۔ کہ تشدید والے حرف ایک بار پڑھا جاتا مگر دوبار لکھا جاتا ہے۔ اس کے ساتھ ساتھ واحد جمع کے استعمال کی جانکاری بھی دی جائیگی۔ کہ واحد ایک کو کہتے ہیں اور جمع ایک سے زیادہ کو کہا جاتا ہے۔			
تفویض، تحقیق، منصوبے، سرگرمیاں	طلباء کو "تشدید والے" کچھ الفاظ دیئے جائے گئے اور تشدید کی نشاندہی کروا کے بتایا جائے گا۔ کہ ان میں سے تشدید کے چند الفاظ توڑ کر لکھیے اور تشدید والے حرف کو خوب صورت رنگوں سے بھر دیجیے۔ طلباء سے واحد جمع کا مشاہدہ لیا جائے گا۔ اور ایک واحد جمع کا عملی کام دیا جائے گا۔ تاکہ طلباء واحد جمع کا صحیح استعمال کر سکیں۔			
تشخیص	سرگرمی کے حوالہ سے ہم طلباء کو تشخیص کر سکتے ہیں۔ اس کے علاوہ ہم نظم خوانی و صحیح تلفظ سے بھی تشخیص کر سکتے ہیں اور اس کے ساتھ ساتھ تشدید کے صحیح استعمال سے بھی تشخیص کر سکتے ہیں۔			
موضوعی، معروضی تشخیص	"اے ون" کا امتحان لیا جائے گا۔ (نوٹ) چند مخصوص اسباق Fa1, Fa2 سے بھی پوچھے جائے گے اور پہلی میقات کا سیلپس دہرایا جائے گا۔			