



CLASS -1ST

CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	<u>At The Fair With Grandma</u> Grammar: This/That/These/Those Phonics: Beginning Blends “pr”, “sh” and Short “u” sound words, Sight Words
CONCEPT & SKILLS	CONCEPT: <ul style="list-style-type: none"> • Visiting different places with family, loving ones family and spending good time with family. • Concept of professions and their respective dress codes. SKILLS: Listening, Speaking, reading and writing.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Learning about family values, neighbourhood, respecting and loving your family. • Learn to respect older family members and taking care of them, learn about togetherness and being helpful. • Learn about various events/fairs like book fair..... • Learn new words as fair, scared, trunk,etc.. • Learn essentials of Grammar and identify structures like this, that, these, those and their proper usage in different sentences. • Learn blend sounds to make words and read with proper blending and segmentation of sound. • Learn to read sight words regularly to enhance their reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book and Teacher Presenter • Classroom inventories, text book, • Structure Word cards (this, that, these, those) and Blend Picture Book • Sight words display
PEDAGOGY	<u>Introductory Activity:</u> Teacher will ask students as: <ul style="list-style-type: none"> • What is a fair? • Have you ever been to a fair? • How often do you go out with your grandparents? • Do you hold their hands and look after them when you are out together? <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. 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. <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



	<p>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">• Game Time: 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. <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>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Activity: Insert the proper structure in a given picture card. Assignment: Blends Practice Worksheet Draw a picture of any fair you have visited.</p>
ASSESSMENT	<ol style="list-style-type: none">1. Read the text as provided.2. SPEAKING: Work in pairs. Use the objects given and speak the sentences about the same using the structures (this/that/these/those).3. Read the sight words (Choral Reading)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none">• E1: Speaking Skills• E2: Reading and Dictation (Text Provided and Sight Words)• E2: Listening Comprehension (Transcribing the picture)• E4: Unseen Passage (Reading Comprehension)• E5: Class Assessment (Textual Passage, Grammar and Phonics)



CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	Grammar: Pronouns (he, she, it, we, they) Phonics: Beginning Blends “gr”, “g” Short “o” sound words Sight Words
CONCEPT & SKILLS	SKILLS: Listening, Speaking, reading and writing
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Learn essentials of Grammar and identify pronouns and use them in sentences to develop everyday English. • Learn blend sounds to make words and read with proper blending and segmentation of sound. • Learn words with short “o” sound like pot, top, mop..... • Learn to read sight words regularly to enhance reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book, Teacher Presenter • Sight words display
PEDAGOGY	<p><u>Grammar:</u></p> <ul style="list-style-type: none"> • <u>Segregation Activity:</u> 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. • Pronoun Identification Materials: A piece of writing to read aloud that uses many pronouns. • 1. For a fun way to review pronouns, the teacher will read the text aloud to the whole class. • 2. The teacher will instruct students to clap their hands every time they hear a pronoun. <p><u>Phonics:</u> 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>



ACTIVITY / ASSIGNMENT / RESEARCH	Blends Practice Worksheet 2. Grammar (Text Exercise pg. no. 47/ 48)
ASSESSMENT	Oral exercise: Drive through blends. Read the sight words. (Choral Reading)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	(Grammar and Phonics) (Assessment Sheet)



CLASSES REQUIRED	4 (40 minutes class period)
TOPIC	Long vowel sounds a/e/i/o/u
CONCEPT & SKILLS	<ul style="list-style-type: none"> Long vowel sounds a/e/i/o/u
LEARNING OUTCOMES	<ul style="list-style-type: none"> Learn to identify the words with long vowel sound and note the difference between short and long vowel sounds e.g. nib and nine.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher presenter
PEDAGOGY	Teacher and students together will list the words with long vowel sounds and learn words like ray, see, ice, note, unicorn, etc.
ACTIVITY / ASSIGNMENT / RESEARCH	Hands on activity: Glue the words with long and short vowel sounds under their proper column. (word list provided)
ASSESSMENT	<ul style="list-style-type: none"> Reading (Text Provided) List the words with the given vowel sound Lesson comprehension (Exercise in text book)
	E1: Speaking Skills: (Topic will be provided beforehand for evaluation)

CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	<u>The Golden Touch</u> Phonics: Beginning Blends “dr”, “fl” , “fr” Sight Words
CONCEPT & SKILLS	CONCEPT: Story with a moral “ Greediness is a curse” SKILLS: Listening, Speaking, reading and Writing.
LEARNING OUTCOMES	<ul style="list-style-type: none"> Listen to the story with a moral “Greediness is a curse”. Understanding the message that one should not be greedy. Learn new words as statue, wish, golden and the like. Learn blend sounds to make words and read with proper blending and segmentation of sound. Learn to read sight words regularly.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> Text book and Teacher Presenter Blend Picture Book Sight words display
PEDAGOGY	<ul style="list-style-type: none"> Introductory Activity: Teacher will ask students as: <ul style="list-style-type: none"> How do you feel when you look at yummy chocolates, chips, sweets, etc.? Do you feel greedy or do you like to share these with anyone?



	<ul style="list-style-type: none">• What is your wish and how would you feel when it is granted?• Follow up: 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".• Phonics: 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.
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none">• Activity: 1. Speak a While: You have met a fairy godmother. Ask your partner what he/she would like to wish for.• Assignment: Blends Practice Worksheet
ASSESSMENT	<ol style="list-style-type: none">4. Read the sight words and text provided.5. Oral exercise (Drive through blends)
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	E2: Dictation and reading of sight words and text provided E3: Listening Skills and Creative Writing (Assessment Sheet) E4: Class Assessment (Textual Passage and Phonics)



CLASS - 1ST

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



CLASSES REQUIRED	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. Total periods=9
TOPIC	Means of transport
CONCEPT & SKILLS	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
LEARNING OUTCOMES	The learning outcomes of this topic “ Means of transport ” 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.
INSTRUCTIONAL TOOLS & REFERENCES	1. Slide Show 2. Chart 3. Drawing 4. Poem
PEDAGOGY	1. Explanation Method 2. Learning by doing an activity 3. Concept Formation 4. Rhyme Recitation 5. In –text Questions
ACTIVITY / ASSIGNMENT / RESEARCH	Colouring activity. 1. Colouring and grouping on the basis of land, air and water transport. Assignment Solve the crossword using the picture clues.
ASSESSMENT	Assessment through identification, and grouping on the basis of land, air and water transport.



CLASSES REQUIRED	2 periods for concepts 1 for class assignment, drawing and writing related to topic “Water”. 1 period for an activity “ SAVE WATER, SAVE LIFE ”.
TOPIC	Water
CONCEPT & SKILLS	Concepts 1. Importance, need and uses of water. 2. Concept of main and different sources of water like lakes, ponds, rivers, wells, etc. 3. Save Water, Save Life. 4. Drawing, writing, and an activity based on topic “Water”. Skills 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speaking
LEARNING OUTCOMES	The learning outcomes of this topic “ Water ” is to draw the attention of the students to the: 1. Importance, need and uses of water. 2. Can identify different sources of water. 3. Understand the importance of slogan “ SAVE WATER SAVE LIFE ”. 4. Can draw and write related to topic “ Water ”. 5. Activity based on the topic water.
INSTRUCTIONAL TOOLS & REFERENCES	1. Drawing 2. Pictures of different sources of water.
PEDAGOGY	1. Explanation Method 2. Learning by doing an activity 3. Concept Formation 5. In –text Questions
ACTIVITY / ASSIGNMENT / RESEARCH	Activity based on “ Save Water” 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. Assignment Identify the sources of water and write the correct name using



	the words given in the help box.
CLASSES REQUIRED	2 periods for concepts 1 for class assignment, drawing and writing related to topic "Water". 1 period for an activity based on topic " Seasons ".
TOPIC	Seasons
CONCEPT & SKILLS	Concept: 1. Concept and identification of summer, rainy and winter seasons. 2. Different clothes we wear in different seasons. 3. Draw, write, and different activities based on topic " Seasons ". Skills 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Thinking skills
LEARNING OUTCOMES	The learning outcomes of this topic " Seasons " is to draw the attention of the students to the: 1. Understand the concept of different seasons. 2. Can identify different clothes we wear in different seasons, 3. Can draw and write related to topic " Seasons ". 5. Activities based on the topic seasons.
INSTRUCTIONAL TOOLS & REFERENCES	1. Drawing 2. Slide show based on different clothes we wear in different seasons.
PEDAGOGY	1. Explanation Method 2. Concept Formation 3. In –text Questions 4. Learning by doing different activities,
ACTIVITY / ASSIGNMENT / RESEARCH	<u>Activity based worksheet on the clothes we wear in different seasons.</u> 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.



Assignment

Identify and write the name of the season for each of the following.



CLASS - 1ST

CYCLE – 3rd
(FA3)

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



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



CLASS - 1ST

Cycle 4
(Fa4)

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



CLASS - 1ST

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



عرصہ: اگست - ستمبر

جماعت: اول

مطلوبہ دروس	موضوع
تشدید (ّ) دو چشم (ھ) واحد اجمع۔	تشدید (ّ) کی جانکاری۔ دو چشم (ھ) کی پہچان۔ واحد اجمع کی واقفیت۔
تشدید (ّ) کی جانکاری ہو گئی۔ دو چشم (ھ) کی پہچان اور واقفیت حاصل ہو گئی۔ واحد اجمع سے واقف ہو گئے۔	تشدید (ّ) کی جانکاری ہو گئی۔ دو چشم (ھ) کی پہچان اور واقفیت حاصل ہو گئی۔ واحد اجمع سے واقف ہو گئے۔
پہلی استاد چارٹ، بورڈ، درسی کتاب۔	تشدید (ّ) کی جانکاری اس طرح سے دیں گے کہ تشدید ایک علامت ہے اور جس حرف پر تشدید کی علامت ہو اسے دوبار پڑھا جاتا ہے۔ ایک حرف کو دوبار لکھنے کے بجائے ایک ہی حرف پر یہ علامت (ّ) استعمال ہوتی ہے اور اسی کو دوبار پڑھا جاتا ہے۔ دو چشم: دو چشمی یعنی دو آنکھ والے حروف۔ دو چشم (ھ) لفظ کے شروع میں نہیں لکھا جاتا بلکہ دوسرے حرف کے ساتھ مل کر لفظ بنتا ہے۔



واحد اجمع: واحد اور جمع کی جانکاری ایسے دی جائے گی جماعت کے اندر کچھ پنسلیں، کاپیاں، پانی کی بوتلیں جمع کر کے ۱۸ کا گروپ بنا کر یہ بتایا جائے گا کہ ایک کو واحد کہتے ہیں اور ایک سے زیادہ کو جمع کہتے ہیں۔	
	تفویض، تحقیق، منصوبے، سرگرمیاں
املا کے حوالہ سے ہم تشخیص کر سکتے ہیں۔ مطالعہ اور قواعد سے بھی ہماری تشخیص مکمل ہوگی۔	تشخیص
	موضوعی، معروضی تشخیص



عرصہ: اکتوبر۔ نومبر

جماعت: اول

مطلوبہ دروس	موضوع
	لفظ 'جملے'، سبق (باورچی خانہ)۔
خیال، تدریسی ہنر	سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت۔ لفظ کی جانکاری۔ جملے بنانے کی صلاحیت۔ سبق "باورچی خانہ" کا خلاصہ۔
تدریسی نتائج	نئے الفاظ سننے بولنے پڑھنے اور لکھنے کی صلاحیت پیدا ہو گی۔ لفظ کی جانکاری حاصل ہو گی۔ جملے بنانے کی واقفیت پیدا ہو گی۔ سبق "باورچی خانہ" سے واقف ہو گئے۔
تدریسی آلات اور حوالہ جات	پینگی اُتاد چارٹ، بورڈ، درسی کتاب۔
طرز تدریس	لفظ: بچوں کو لفظ کی جانکاری اس طرح سے دیں گے کہ دو یا دو سے زیادہ حروف ملانے سے لفظ بنتا ہے۔ جیسے 'ک'، 'جگ'، 'میں'، 'وہ' وغیرہ۔ جملے: بچوں جس طرح دو یا دو سے زیادہ حروف ملانے سے لفظ بنتا ہے اسی طرح دو یا دو سے زیادہ الفاظ سے ایک مناسب ترتیب میں مل کر پورا معنی دے تو جملہ بنتا ہے۔ جیسے یہ کتاب ہے۔ پانی پنی وغیرہ۔ باورچی خانہ: سب سے بچوں کو باورچی خانے کی تصویر دکھا کر اس میں رکھی گئی ہر چیز کی پہچان کرائے گے۔ اُس کے بعد صحیح تلفظ کے ساتھ سبق کا مطالعہ کریں گے۔ اور ساتھ ہی ساتھ یہ بھی بتائے گے کہ باورچی خانے میں



المازیاں 'مختلف قسم کے برتن' تل، فرج اور گیس وغیرہ ہوتے ہیں۔	
	تفویض، تحقیق، منصوبے، سرگرمیاں
املا 'سوال اجواب' کے حوالہ سے ہم تشخیص کر سکتے ہیں۔ مطالعہ اور قواعد سے بھی ہماری تشخیص مکمل ہوگی۔	تشخیص
	موضوعی، معروضی تشخیص



Class 1st Sub: Hindi	Detailed planning of class AUGUST CYCLE 3
विषय -हिन्दी	<p>उप विषय:- ए,ऐ की मात्रा व्याकरण</p> <ul style="list-style-type: none"> ● समान तुक वाले शब्द
Classess Required	<ul style="list-style-type: none"> ● 9 periods for ए की मात्रा ● 9 periods for ऐ की मात्रा ● 5 periods for समान तुक वाले शब्द
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 'ए' का फ्लेश कार्ड दिखाएंगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को 'ए' की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएंगी और मात्रा का शुद्ध उच्चारण भी सिखाएंगी। अध्यापिका बच्चों को बताएंगी कि 'ए'की मात्रा व्यंजन के ऊपर लगती है तथा इस मात्रा के उच्चारण में कम ज़ोर लगता है जेस:- के, पे ,से, वे, ले अंत में अध्यापिका मात्राओं के शब्द अभ्यास पुस्तिका पर लिखाएंगी और मात्राओं के कुछ चित्र भी बनवाएंगी । 'ऐ' की मात्रा के साथ भी यही प्रक्रिया दोहराई जाएगी।अध्यापिका बच्चों को बताएंगी कि 'ऐ' की मात्रा व्यंजन के ऊपर लगती है तथा इस मात्रा के उच्चारण में अधिक ज़ोर लगता है।</p>



ACTIVITY / ASSIGNMENT /	पादू का पिटारा '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	समान तुक वाले शब्द
CONCEPT & SKILLS	बच्चों को समान तुक वाले शब्दों की जानकारी दी जाएगी। समान तुक वाले शब्द बोलने के कौशल, सुनने के कौशल, पठन के कौशल, शुद्ध उच्चारण।
LEARNING OUTCOMES	बच्चों ने समान तुक वाले शब्दों का अभ्यास किया व लय सीखा।
INSTRUCTIONAL TOOLS & REFERENCES	चार्ट
PEDAGOGY	ध्यापिका बच्चों को बताएंगी कि समान तुक वाले शब्दों का लय सीखना ज़रूरी है। बच्चों को बहुत सारे शब्दों का अभ्यास कराया जाएगा जैसे:- काम-नाम, मन-धन
ACTIVITY / ASSIGNMENT / RESEARCH	बच्चों को बारी-बारी से समान तुक वाले शब्द बोलने को कहा जाएगा व दूसरे बच्चों को शब्द का तुक मिलाने को कहा जाएगा।
ASSESSMENT	अनुच्छेद Unseen passage सुनने के कौशल Listening skills श्रुतलेख Dictation तम्बोला Tambola गतिविधि Activity पठन Reading अभ्यास पत्र worksheet



SYLLABUS FOR SUMMATIVE ASSESSMENT	



Class 1st Sub:-Hindi	Detailed planning of class 1 st August
विषय -हिन्दी	उप विषय:- ओ, औ की मात्रा व्याकरण ➤ जानवरों के नाम ➤ उलटे अर्थ वाले शब्द
Classess Required	<ul style="list-style-type: none">• 7 periods for ओ की मात्रा• 7 periods for औ की मात्रा• 4 periods for जानवरों के नाम• 4 periods for उलटे अर्थ वाले शब्द
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	अध्यापिका बच्चों को ओ और औ के फ्लेश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन से स्वर है उत्तर आने पर अध्यापिका बच्चों को 'ओ' की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और मात्रा का शुद्ध उच्चारण भी सिखाएगी। अध्यापिका बच्चों को बताएगी कि 'ओ' की मात्रा व्यंजन के बाद लगती है तथा इस मात्रा के उच्चारण में कम जोर लगता है। 'औ' की मात्रा के साथ भी यही परक्रिया दोराही जाएगी। छात्रों को बताया जाएगा कि 'औ' की मात्रा भी अक्षर के बाद लगाई जाती है।



	<p>जैसे - पौधा, बौना, खिलौना आदि। त में अध्यापिका मात्राओं के शब्द अभ्यास पुस्तिका पर लिखाएंगी और मात्राओं के कुछ चित्र भी बनवाएंगी।</p>
ACTIVITY / ASSIGNMENT /	शब्द लड़ी का खेल
व्याकरण: GRAMMER	उलटे अर्थ वाले शब्द, जानवरों के नाम
CONCEPT & SKILLS	<p><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।</p> <p>बोलने के कौशल, सुनने के कौशल, पठन के कौशल, शुद्ध उच्चारण।</p> <p><u>उलटे शब्द</u> - छात्रों को बताया जाएगा कि शब्द के जिस रूप से उसके विपरीत होने का बोध हो उसे उलटे अर्थ वाले शब्द कहते हैं। जैसे - आगे - पीछे</p> <p>रात - दिन</p>
LEARNING OUTCOMES	छात्रों ने उलटे अर्थ वाले शब्दों का ज्ञान प्राप्त किया व हिंदी भाषा में जानवरों के नाम और उनसे होने वाले फायदे भी जाने।
INSTRUCTIONAL TOOLS & REFERENCES	चार्ट, जानवरों के फ्लैश कार्ड
PEDAGOGY	छात्रों को उदाहरण दे कर उलटे अर्थ वाले शब्दों की जानकारी दी जाएगी जैसे दिन - रात काला - गोरा



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



Class 1st Subject : hindi	Detailed planning of class 1st OCTOBER -NOVEMBER
विषय –हिन्दी	उप विषय:-अं,अँ,अः की मात्रा व्याकरण लिंग बदलिए
Classes Required	<ul style="list-style-type: none"> • 7 periods for अं की मात्रा • 7 periods for अः की मात्रा • 7 periods for ‘अँ’ की मात्रा • 5 periods for लिंग बदलिए
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 फ्लैश कार्ड।
PEDAGOGY	अध्यापिका बच्चों को ‘अं’ का फ्लैश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को ‘अँ’ 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



	लगती है और छात्रों को बताया जाएगा कि 'अं' की मात्रा अक्षर के ऊपर लगाई जाती है इसकी आवाज़ नाक से निकाली जाती है। यही प्रक्रिया अः अँ, की मात्राओं में दोराही जाएगी। छात्रों को बताया जाएगा कि 'अँ' चन्द्रबिन्दु की अक्षर के ऊपर लगाई जाती है। इसकी ध्वनि नाक और मुँह दोनों से निकलती है।
ASSESSMENT	बोला का खेल खेला जाएगा और छात्रों को शब्द पहचानने 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	लिंग बदलिए
CONCEPT & SKILLS	बच्चों को लिंग बदलिए की जानकारी दी जाएगी। बच्चों को समझाया जाएगा कि जैसे:- माता - पिता, राजा रानी आदि लिंग है जिससे हमें स्त्री जाति व पुरुष जाति का बोध होता है।
LEARNING OUTCOMES	बच्चों को लिंग बदलिए की जानकारी प्राप्त हुई। बच्चों ने सीखा कि मनुष्यों की तरह जानवरों में भी लिंग होते हैं जैसे :- मोर-मोरनी
INSTRUCTIONAL TOOLS & REFERENCES	चार्ट
PEDAGOGY	बच्चों को समझाया जाएगा कि जैसे:- माता -पिता, राजा रानी आदि लिंग है जिससे हमें स्त्री जाति व पुरुष जाति का बोध होता है। अध्यापिका बच्चों को सामने लाएगी व लड़का और लड़की का उदाहरण देगी। जिससे उन्हें पूरा ज्ञान प्राप्त हो जाए।
ACTIVITY / ASSIGNMENT / RESEARCH	बच्चों को चित्रों वाला अभ्यास पत्र दिया जाएगा व उसमें पहचान करके सही लिंग मिलाएँगे।
ASSESSMENT	अभ्यास पत्र द्वारा छात्रों को लिंग बदलने के लिए कहा जाएगा। अभ्यास पत्र द्वारा बच्चों के लेखन कौशलों का मुल्यांकन। गतिविधि द्वारा बच्चों की कल्पना शक्ति का विकास।
SYLLABUS FOR SUMMATIVE ASSESSMENT	