



CLASS – 2

CLASSES REQUIRED	20 (40 minute class period)
TOPIC	The Poor Brahmin Phonics: Beginning Blends Sight Words
CONCEPT & SKILLS	Concept: Story with a moral (Keeping one's promise) Humour Skills: Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	Listening to a story Understanding the importance of wisdom and learning moral values.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher Presenter, Word cards
PEDAGOGY	<p><u>Warm-up-activity:</u> Teacher will ask the students as: Can you stay without a sweater in the winter or a fan in summer? How will you feel if you had to be without one? If someone had promised to give you something but did not do so how would you feel and what would you do?</p> <p><u>Follow-up-activity:</u> Depending upon the responses the teacher will narrate the story of “The Poor Brahmin” with proper gestures and voice modulation making them understand the message behind the story, “We should never break a promise.”</p> <p><u>Reading Hour:</u> Students will follow the “Chain Reading” to develop their reading skills and underline the vocabulary words e.g. emperor, reward, messenger etc.</p> <p><u>PHONICS:</u> Teacher and students will together make words with the given blends and read the words with proper segmenting of sounds. Sight Words (Choral Reading)</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p><u>Activity:</u> Students will be asked to imagine themselves in the Brahmins place and made to write few sentences on how would they feel if the promise made to them was not kept ' . Assignment: Worksheet-blends</p>
ASSESSMENT	Retell the story in your own words. Blends (Assessment Sheet)



SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	E2: DICTATION AND READING (TEXT PROVIDED AND SIGHT WORDS) E3: LISTENING SKILLS E4: CREATIVE WRITING E5: CLASS ASSESSMENT (TEXTUAL PASSAGE, GRAMMAR AND PHONICS) (ASSESSMENT SHEET)
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CLASSES REQUIRED	20 (40 minute class period)
TOPIC	Grammar: Describing Words Phonics: Blends Sight Words Vocabulary Sentences
CONCEPT & SKILLS	Skills: Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	<p>Students will increase their vocabulary and will use a hands-on activity to learn vocabulary and adjective use.</p> <p>Learn blend sounds to make words and read with proper blending and segmentation of sound.</p> <p>Learn to read sight words regularly to enhance reading skills.</p>
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher Presenter, Word Cards
PEDAGOGY	<p><u>GRAMMAR</u> <u>DESCRIBING WORDS:</u> Teacher will tell students that describing words are also known as the adjectives ACTIVITY: This activity gives students the opportunity to review nouns and adjectives while creating imaginative works of art: The teacher will set up two boxes, one labeled NOUNS and the other ADJECTIVES. The cards will be placed in their respective boxes depending upon the number of children in the class. The teacher will make individual students choose one noun card and at least one adjective card from the boxes. Here the teacher will explain to students that they are to put the adjectives and nouns together and make a drawing of what they describe for example, a blue box or a red dress).</p> <p><u>PHONICS:</u> Teacher and students will together make words with the given ending blends and read the words with proper segmenting of sounds.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<u>Activity: Integrated with Art</u> Assignment: Blends (Practice Worksheet), Grammar (Practice Worksheet)
ASSESSMENT	Worksheets



CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	<u>The Shepherd Boy and the Wolf</u> Grammar: Pronouns, Prepositions (in/ on/under/behind/near) Phonics: Beginning Blends Picture Composition Sight Words
CONCEPT & SKILLS	CONCEPT: ●Story with a moral “ Never Tell a Lie” SKILLS: ●Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Listen to the story with a moral. • Learn new words as shepherd, villagers and the like. • Learn essentials of Grammar and identify pronouns and prepositions 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 to read sight words regularly to enhance reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book, Teacher Presenter • Word Cards (Pronouns) • Sight words display
PEDAGOGY	<p><u>Introductory Activity:</u> Teacher will ask students as:</p> <ul style="list-style-type: none"> • What is a lie? Have you ever told a lie? • Who do you lie to? What did you lie about? <p><u>Follow up:</u> Depending upon their responses teacher will narrate the story of “The Shepherd Boy and the Wolf” with proper enactment and make them learn that “One should not lie”.</p> <p><u>Grammar: (Pronouns):</u> The teacher will tell students that pronouns are replacing nouns and can be used in place of nouns e.g. he, she, they, it, etc.</p> <p><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.</p> <p>The teacher will make students to describe a picture using nouns and replace the nouns with the pronouns while describing the picture</p> <ul style="list-style-type: none"> • <u>Reading and Matching Activity:</u> Students will work here in pairs where one student will read a sentence and other student will match the pronoun card replacing the noun. The student will read the sentence aloud to the class. <p>Prepositions (Position Words) Learn on the spot game: Teacher will make students to learn prepositions through activity in the classroom where they will be asked like:</p> <ol style="list-style-type: none"> 1. Keep your bags on the tables 2. Hold a book above your head and the like. The teacher will tell them prepositions are the position words e.g. on , in , under etc. <p>Here they will learn the prepositions as such with various hands on examples.</p> <p><u>Phonics:</u> Teacher will make the students to learn the given blend sound and make them to</p>



	<p>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. Reading aloud sight words by students and teacher together.</p>
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none">• <u>Activity:</u> PICTURE STORY: Look at the picture and make a short story of your own based on it. Page no.52 Text book.• <u>Assignment:</u> <u>Reading Readiness Worksheet:</u> The students will be provided with the worksheet and they are supposed to read the text.
ASSESSMENT	<ol style="list-style-type: none">1. Retell the story in your own words.2. Frame sentences with the given prepositions and find out pronouns in the passage provided.3. Unseen Comprehension4. Read the sight words. (Choral Reading)5. Random Spelling Test
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ol style="list-style-type: none">1. Listening Comprehension.2. Reading Comprehension. (Unseen Passage)3. Grammar (Unjumble the words to form correct sentences, Pronouns)4. Phonics- Blends5. Textual Passage



CLASS -2nd

CLASSES REQUIRED	<ul style="list-style-type: none"> • Adding 3-digit numbers without regrouping. (4) • Adding 3-digit numbers with regrouping.(5) • Subtracting 3-digit numbers without regrouping. (4) • Subtracting 3-digit numbers with regrouping. (5) • Word Problems.(5) • Days of the week.(3) • Months of the year. (4) <p>Total periods: 30.</p>
TOPIC	<ul style="list-style-type: none"> • ADDITION & SUBTRACTION OF GREATER NUMBERS. • TIME.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Regrouping • Automatising addition and subtraction • Knowing the important days and dates.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Regrouping tens to hundreds and ones to tens in addition. • Regrouping hundreds into tens and tens to ones. • Determine if problem involves addition or subtraction. • Solving word problems through the mathematical concepts • Automatising subtraction and addition mentally. • Applying properties of addition & subtraction. • Understanding numerical operations • Understanding sequence of days of the week & months of the year. • Remembering the number of days in each month.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Number line . • Place value cards. • Number grid. • Number sticks. • Calendar.
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. • Triple dice game. • Using a calendar. • Knuckle trick activity. • Playing with Palindromes.
ASSESSMENT	<ul style="list-style-type: none"> • Regrouping (addition and subtraction) • Days and months
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT.	<p>3</p> <ul style="list-style-type: none"> - Activity-Sunday hunt game. - White board test for time. - Jumps on no. line. - Teach and Test. <p>-2</p>



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| | <ul style="list-style-type: none">• Addition and Subtraction of higher numbers.• Days of the week and months of the year |
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CLASSES REQUIRED	<ul style="list-style-type: none"> • Concept of money (2) • Concept of Rupees & Paise (3) • Adding and subtracting Rupees & Paise (6) • Concept of measurement (2) • Measurement of length (4) • Measurement of weight (4) • Measurement of capacity (7) • Total periods: 28
TOPIC	<p>Money Measurement</p>
CONCEPT & SKILLS	<ul style="list-style-type: none"> • count and compare money • use of money • Identify amounts of money • Identification of notes and coins • The meaning & process of measurement • Compare objects by size & quantity • Units of measurement (length, weight, capacity) • Use of ruler
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Value of coins and rupee notes. • Recognition of commonly used notes and coins. • Making multiple combinations for an amount. • Comparing measurable attributes • Understand the meaning & process of measurement • using standard as well as non-standard units
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Coins • Notes • Price tags • Ruler • Balance • Containers
PEDAGOGY	<ul style="list-style-type: none"> • Hands on practice • Discussion • Random questioning • Concept formation • Reinforcement • In –text question Hands on practice
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Setting up a classroom shop • Creating my own currency notes • Foot fun measurement • How much I weigh? • Capacity(how much water in my bottle?)



ASSESSMENT	<ul style="list-style-type: none">• Name and recognize- notes and coins• Count and add• Use coins and notes to buy things from classroom shop• Comparison of capacity, lengths & masses• Name the standard units of length, weight, capacity.
FORMATIVE ASSESSMENT (FA4)/ SUMMATIVE ASSESSMENT (SA2)	FA4: E1 My weight E2 Make an amount E3 Measure capacities of your own bottle E4 Teach and test SA2: Make an amount.



CLASS -2nd

CLASSES REQUIRED	<ul style="list-style-type: none"> • Multiplication as repeated addition.(4) • Multiplication of single digit numbers.(5) • Skip Counting.(5) • Multiplication tables.(6) <p>Total periods: 20.</p>
TOPIC	<ul style="list-style-type: none"> • Multiplication. • Multiplication tables of 2, 3, 4, 5 & 10.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Concept of repeated addition. • Automatising multiplication.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Understanding concept of repeated addition. • Unit formation for replication. • Understanding 'times' concept. • Visualising multiplication on number line
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Number line. • Soft Ball.
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"> • Count and catch the ball. • Muti- tic tac toe. • Catch and Say.
ASSESSMENT	<ul style="list-style-type: none"> • Multiplication through skip counting. • Repeated addition. • Tables through add on.
SYLLABUS FOR FORMATIVE &SUMMATIVE ASSESSMENT.	<p>SA-2</p> <p>Multiplication.</p>

CLASS – 2nd

CLASSES REQUIRED	<p>3 periods for concept 1 period for slide show how means of communication keep in touch with our friends and relatives who live near and far. 1 period for theme based activity e.g. Making of envelope. 1 period for class assignment. 3 periods for drawing and writing related to topic. Total period= 9</p>
TOPIC	Means Of Communication
CONCEPT & SKILLS	<p>Concept:</p> <ol style="list-style-type: none"> 1. Communication. 2. Means of communication. 3. Different means of communication. 4. Drawing of any three means of communication. <p>Skills</p> <ol style="list-style-type: none"> 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speaking
LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Importance of communication. 2. Different means of communication.
INSTRUCTIONAL TOOLS & REFERENCES	<ol style="list-style-type: none"> 1. Different means of communication. 2. Charts
PEDAGOGY	<ol style="list-style-type: none"> 1. Explanation Method 2. Concept Formation 3. In –text Questions
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Activity Drawing and colour any three means of communication.</p> <p>Assignment Here are the steps to write a letter, but in a jumbled order. Number the sentences to get the correct order:</p>



CLASSES REQUIRED	<p>Duration of period = 40minutes 3 periods for concepts</p> <p>1 period for theme based activity on “ Weather and seasons”</p> <p>2 periods for class assignment.</p> <p>1 period for drawing and writing related topic.</p> <p>Total periods=7</p>
TOPIC	<p>Weather and seasons.</p>
CONCEPT & SKILLS	<p>Concept:</p> <ol style="list-style-type: none">1. Concept of “seasonal changes and weather’.2. Types of weather.3. Foods eaten in different seasons.4. Clothes worn in different seasons.5. Drawing and writing related to topic “Weather and seasons”. <p>Skills</p> <ol style="list-style-type: none">1. Conceptual Understanding2. Identification3. Drawing4. Writing5 Speaking
LEARNING OUTCOMES	<p>The learning outcomes of this topic “Weather and seasons” is to draw the attention of students to :</p> <ol style="list-style-type: none">1. Know that when weather remains same for many days ,it is called season.2. Know that there are five seasons in a year(spring, summer, rainy, autumn and winter)3. Spring is the most pleasant season.4. Can draw and write related to topic “Weather and seasons’.



INSTRUCTIONAL TOOLS & REFERENCES	<ol style="list-style-type: none">1. PPT on different seasons.2. Drawing(pictures of things used in different seasons)3. Text book.
PEDAGOGY	<ol style="list-style-type: none">1. Explanation Method2. Learning by doing.3. Concept Formation4. In -text Questions
ACTIVITY / ASSIGNMENT / RESEARCH	<p><u>Activity based on 'weather and seasons'</u> Discuss about the weather of a hill station and a place near the sea. Compare the two weather conditions. Collect pictures and make a collage describing the two places.</p> <p><u>Assignment</u> Unscramble the words to find out the season. Write your favourite food that you eat in different seasons.</p>
CLASSES REQUIRED	<ol style="list-style-type: none">3 periods for concepts.2 period for theme based activity on "Days we celebrate".1 period for Slide show.2 period for drawing and writing related topic. <p>Total periods=8</p>
TOPIC	Days we celebrate.
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ol style="list-style-type: none">1. Children will come to know about the different types of festivals of our country.2.. Emphasize that festivals are happy occasions celebrated with family and friends3. Importance of festivals.



	<p>4. Describe why these festivals are celebrated.</p> <p>5. students will make paper decorations.</p> <p><u>Skills</u></p> <p>1. Conceptual Understanding</p> <p>2. Identification</p> <p>3. Drawing</p> <p>4. Writing</p> <p>5. Speaking</p>
LEARNING OUTCOMES	<p>The learning outcomes of this topic “Days to celebrate” is to draw the attention of the students to :</p> <p>1. Know the different religious festivals of our country.</p> <p>2. Know the national festivals of our country.</p> <p>3. Can draw, Identify and write about different festivals.</p>
INSTRUCTIONAL TOOLS & REFERENCES	<p>1. Slide show</p> <p>2. Drawing</p> <p>3. Chart</p>
PEDAGOGY	<p>1. Explanation Method</p> <p>2. Learning by doing an activity</p> <p>3. Practical demonstration</p> <p>4. Concept Formation</p> <p>5. In –text Questions</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Activity based on the topic’ Days to celebrate’.</p> <p>The teacher divides the class into groups of five. She tries to ensure that each group has a balance of children belonging to different religions. She asks them to select any one festival that they celebrate and discuss the following questions around it:</p> <p>a. When is the festival celebrated?</p> <p>b. Why do you celebrate this festival?</p>



- c. What do you do on that day?
- d. Which special dish is prepared on that day?
- e. What clothes do you wear on that day?

Assignment

Match the festival with the related pictures.

**CLASSES
REQUIRED**

- 3 periods for concepts.
- 2 period for theme based activity on “ Our Earth”.
- 1 period for Slide show.
- 2 period for drawing and writing related topic.

Total periods=8

TOPIC

Our Earth

**CONCEPT &
SKILLS**

Concepts

- 1. To encourage students to think about earth.
- 2. To help them know about the world outside their immediate environment.
- 3. Use of maps and globe to illustrate some of the ideas about mountains ,oceans,etc.

Skills

- 1. Conceptual Understanding
- 2. Identification
- 3. Drawing
- 4. Writing
- 5. Speaking



LEARNING OUTCOMES	<p>The learning outcomes of this topic “Our Earth” is to draw the attention of the students to :</p> <ol style="list-style-type: none">1. Earth is round.2. It is the only planet which has living things.3. Earth is made up of land and water.
INSTRUCTIONAL TOOLS & REFERENCES	<ol style="list-style-type: none">1. Slide show2. Drawing3. Chart
PEDAGOGY	<ol style="list-style-type: none">1. Explanation Method2. Learning by doing an activity3. Practical demonstration4. Concept Formation5. In –text Questions
ACTIVITY / ASSIGNMENT / RESEARCH	<p><u>Activity</u> : Man has spoilt the natural things on earth. Make a chart on this. You can draw or cut and paste pictures on this.</p> <p><u>Assignment</u>: Match the words with the pictures.</p>
CLASSES REQUIRED	<ol style="list-style-type: none">3 periods for concepts.2 period for theme based activity on “ Our Earth”.1 period for Slide show.2 period for drawing and writing related topic. <p>Total periods=8</p>
TOPIC	Our Earth



CONCEPT & SKILLS	<p><u>Concepts</u></p> <ol style="list-style-type: none">1. To encourage students to think about earth.2. To help them know about the world outside their immediate environment.3. Use of maps and globe to illustrate some of the ideas about mountains ,oceans,etc. <p><u>Skills</u></p> <ol style="list-style-type: none">1. Conceptual Understanding2. Identification3. Drawing4. Writing5. Speaking
LEARNING OUTCOMES	<p>The learning outcomes of this topic “Our Earth” is to draw the attention of the students to :</p> <ol style="list-style-type: none">4. Earth is round.5. It is the only planet which has living things.6. Earth is made up of land and water.
INSTRUCTIONAL TOOLS & REFERENCES	<ol style="list-style-type: none">3. Slide show4. Drawing3. Chart
PEDAGOGY	<ol style="list-style-type: none">1. Explanation Method2. Learning by doing an activity3. Practical demonstration4. Concept Formation5. In –text Questions
ACTIVITY / ASSIGNMENT /	<p><u>Activity</u> : Man has spoilt the natural things on earth. Make a chart on this. You can draw or cut and paste pictures on this.</p>



RESEARCH

Assignment: Match the words with the pictures.



ماہ: اگست / ستمبر

جماعت - دوم نصاب تفصیلی لائحہ عمل

مطلوبہ دروس	موضوع
	سبق: ہمارے جنگل، گرامر: واحد جمع، مذکر امونٹ۔
خیال، تدریسی ہنر	سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت۔ سبق ”ہمارے جنگل“ کی جانکاری۔ مذکر امونٹ کی واقفیت۔ واحد جمع کی جانکاری۔
تدریسی نتائج	نئے الفاظ سننے بولنے پڑھنے اور لکھنے کی صلاحیت پیدا ہو گئی۔ سبق ”ہمارے جنگل“ کی جانکاری حاصل ہو گئی۔ مذکر امونٹ کی واقفیت اور جانکاری حاصل ہو گئی۔ واحد جمع سے واقف ہو گئے۔
تدریسی آلات اور حوالہ جات	پیٹنگ استاد چارٹ، بورڈ، درسی کتاب۔
طرز تدریس	سبق ”ہمارے جنگل“: بچوں کو سبق ”ہمارے جنگل“ کا خلاصہ کروا کر اس کی عبارت خوانی کروائیں گے۔ جانکاری اس طرح سے دیں گے کہ جنگل سے ہمیں فائدہ مند چیزیں حاصل ہوتی ہیں جیسے لکڑی، دوائیاں، غذا وغیرہ۔ اسی لئے جنگل کو سبز سونا کہا جاتا ہے اور ہمیں اس دولت میں اضافہ کرنا چاہیے۔ مذکر امونٹ: بچو مذکر ”ز“ یعنی ”مرد“ کے لئے استعمال ہوتا ہے۔ جیسے لڑکا، شیر، بھائی وغیرہ۔ مونٹ ”مادہ“ یعنی ”عورت“ کے لئے استعمال ہوتا ہے جیسے لڑکی، شرنی، بہن وغیرہ۔ واحد جمع: 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 کہا جائے گا کہ واحد ایک کو کہا جاتا ہے اور ایک سے زیادہ کو جمع کہتے ہیں۔



	تفویض، تحقیق، منصوبے، سرگرمیاں
املا، سوال جواب، نادیدہ عبارت کے حوالہ سے ہم تشخیص کر سکتے ہیں۔ مطالعہ اور قواعد سے بھی ہماری تشخیص مکمل ہوگی۔	تشخیص
	موضوعی، معروضی تشخیص



ماہ: اکتوبر / نومبر

جماعت۔ دوم نصاب تفصیلی لائحہ عمل

مطلوبہ دروس	موضوع
مطلوبہ دروس	نظم: 'سبزی والا' / 'سال اکیلا بارہ مہینے'۔ گرامر: الفاظ / اضداد۔
خیال، تدریسی ہنر	سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت۔ نظم "سبزی والا" اور "سال اکیلا بارہ مہینے" کی جانکاری۔ الفاظ / اضداد کی واقفیت۔
تدریسی نتائج	نئے الفاظ سننے بولنے پڑھنے اور لکھنے کی صلاحیت پیدا ہو گئی۔ نظم "سبزی والا" اور "سال اکیلا بارہ مہینے" کی جانکاری حاصل ہو گئی۔ الفاظ / اضداد کی واقفیت اور جانکاری حاصل ہو گئی۔
تدریسی آلات اور حوالہ جات	پینگی آتاد چارٹ، بورڈ، درسی کتاب۔
طرز تدریس	نظم "سبزی والا": بچوں کو نظم "سبزی والا" کا خلاصہ کروا کر اس کی صحیح ترنم کے ساتھ عبارت خوانی کروائیں گے۔ جانکاری اس طرح سے دیں گے کہ بچوں کو مختلف سبزیاں دکھا کر ان کی اہمیت بتائی جائے گی۔ نظم "سال اکیلا بارہ مہینے": بچوں کو نظم "سال اکیلا بارہ مہینے" کا خلاصہ کروا کر اس کی صحیح ترنم کے ساتھ عبارت خوانی کروائیں گے۔ اس نظم میں ہر مہینے کی اہمیت اور جانکاری دی جائے گی۔ الفاظ / اضداد: لفظ کے مخالف الفاظ کو ضد کہتے ہیں۔ جیسے کالا۔ سفید، آنا۔ جانا وغیرہ۔
تفویض، تحقیق، منصوبے، سرگرمیاں	
تشخیص	املا، سوال جواب، نادیدہ عبارت کے حوالہ سے ہم تشخیص کر سکتے ہیں۔ مطالعہ اور قواعد سے بھی ہماری تشخیص مکمل



	ہوگی۔
	موضوعی، معروضی تشخیص



DETAILED PLANNER OF HINDI

Month: August - September

CLASS – 2ND

CLASSES REQUIRED	7 periods for कहाँ चले जंगल के राजा 7 periods for हर चीज की सही जगह 3 periods for सर्वनाम Pronouns 3 periods for विशेषण Adjectives
TOPICS	<ul style="list-style-type: none">• कहानी (कहाँ चले जंगल के राजा)• कहानी (हर चीज की सही जगह)<ul style="list-style-type: none">• व्याकरण• सर्वनाम Pronouns• विशेषण Adjectives
CONCEPT SKILLS	<ul style="list-style-type: none">• कहानी (कहाँ चले जंगल के राजा) पाठ का सस्वर वाचन , करवाकर कठिन शब्दों के अर्थ समझाकर तथा कहानी से संबंधित विषयों की जानकारी देना ।• कहानी (हर चीज की सही जगह) च्चों से रोचक प्रश्नों के साथ बातचीत करते हुए उन्हें सही जगह रखने की सीख देना । <p style="text-align: center;">व्याकरण (सर्वनाम - विशेषण) व्याकरण के सामान्य नियमों का ध्यान , सही उच्चारण सर्वनाम और विशेषण शब्दों की जानकारी देना । भाषा के लिखित रूप पर ध्यान देने का अभ्यास करना</p>



LEARNING OUTCOMES	<p>कहानी (कहाँ चले जंगल के राजा)</p> <p>छोटा व्यक्ति भी चाहे तो अपनी होशियारी से बड़े से बड़े ताकतवर शत्रु को भी पकड़ सकता है का ज्ञान हुआ ।</p> <p>कहानी (हर चीज की सही जगह)</p> <p>कहानी का निर्देशित पठन करवाकर सही उच्चारण तथा लिखने की योग्यता का विकास करना सीखा ।</p> <p>व्याकरण</p> <p>बच्चों ने सर्वनाम और विशेषण के बारे में पूरी जानकारी प्राप्त की। मौखिक भाषा का अभ्यास हुआ ।</p>
INSTRUCTIONAL TOOLS AND REFERENCES	<p>पाठ्य पुस्तिका , चार्ट , अध्यापिका</p>
PEDAGOGY	<p>कहानी (कहाँ चले जंगल के राजा)</p> <p>मच्छरों से होने वाले रोगों के प्रति संचेत, बड़ों के साथ छोटे जीवों का महत्त्व , आत्मविश्वास और आत्मसम्मान का भाव समझाया जायेगा ।</p> <p>कहानी (हर चीज की सही जगह)</p> <p>चीजों को सही जगहों पर उपयुक्त तालिका बनाना तथा जीवन में काम आने वाली अच्छी बातें और गुणों के बारे में सिखाया जाएगा ।</p> <p>व्याकरण</p> <p>सर्वनाम</p> <p>व्याकरण के सामान्य नियमों का ध्यान , सही उच्चारण , सर्वनाम और विशेषण से संबंधित प्रश्न पूछे जाएंगे ।</p>
ACTIVITY	<p>जानवरों को उनके घर तक पहुँचाने के चित्रों में रंग भरवाएँ जाएंगे</p> <p>अच्छे बच्चे कब कहलाते हैं? पर तीन वाक्य लिखवाए जाएंगे ।</p>



/ASSIGNMENT /RESEARCH	समान अर्थ शब्द लिखवाए जाएंगे ।
ASSESSMENT	पाठ (कहाँ चले जंगल के राजा) तथा (हर चीज की सही जगह) मौखिक प्रश्न पूछे जाएंगे । अभ्यास पत्र तथा दस समान अर्थ शब्द लिखवाए जाएंगे । अनुच्छेद Seen and unseen passage सुनने के कौशल Listening skills श्रुतलेख Dictation शब्द लड़ी Word building पाठों का पठन reading
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	पाठ ५ कहानी (कहाँ चले जंगल के राजा) पाठ ६ कहानी (हर चीज की सही जगह) व्याकरण सर्वनाम Pronoun विशेषण Adjectives अर्थबोध के कौशल (Comprehension) <ul style="list-style-type: none">• सुनने के कौशल (Listening comprehension)• अनुच्छेद (Seen and unseen passage)