

CLASS – 2<sup>nd</sup>

CYCLE - 2<sup>ND</sup>

<b>CLASSES REQUIRED</b>	4( 40 minute class periods )
<b>TOPIC</b>	<b><u>Poem</u></b> God Gave Me Eyes
<b>CONCEPT &amp; SKILLS</b>	<b><u>Concept</u></b> 1. Gratitude ( Thanking God ) <b><u>Skills</u></b> 1. Listening 2. Speaking 3. Reading 4. Writing Recitation with right modulation and intonation.
<b>LEARNING OUTCOMES</b>	1. Know the theme of the poem. 2. Have fun in reading and reciting the poems. 3. Expression and Imagination. 4. Maximum coverage to rhyming words e.g; see-tree, book-look, hear-clear etc.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	1. Text Book 2. Teacher Presenter
<b>PEDAGOGY</b>	<b><u>Warm-up- Activity:</u></b> Group Speaking: The teacher will ask children in groups “Why we should be thankful to God?” Depending upon their responses, the teacher will make them learn that God is great and we all should say Thank you God. <b><u>Follow Up:</u></b> Teacher and students will recite the poem loud with proper rhythm, gestures and intonation.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<b><u>Activity:</u></b> Singing Time : Recall the poem Thank you God for the world so sweet.....  <b><u>Activity:</u></b> Integrate with Art: Making a thank you card with a tag line “God is great and we all are thankful”.....  <b><u>Reading Hour:</u></b> Individual reading of the poem by the students with clear speech and correct pauses.



<b>ASSESSMENT</b>	<p>Group Recitation of poem by students in class. Read the poem aloud followed by chain reading. Speaking Activity : Imagine and say what would happen if you did not have any these e.g; eyes, ears, nose, tongue and the like. Rhyming Bingo: Say Bingo if the word rhymes and add more words.</p>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<p><b>E1:</b> Poem Recitation/ Speaking Skills ----Theme based (Save Environment)</p>



<b>CLASSES REQUIRED</b>	<b>16( 40 minute class periods )</b>
<b>TOPIC</b>	Sports Day
<b>CONCEPT &amp; SKILLS</b>	<p><b><u>Concept</u></b> Helping Others</p> <p><b><u>Skills</u></b> 1. Listening 2. Speaking 3. Reading 4. Writing</p> <p><b><u>Grammar</u></b> Naming Words (Nouns) Common and Proper Nouns Countable and Uncountable Nouns</p> <p><b><u>Phonics</u></b> Beginning Blends- cl/cr/dr</p> <p><b><u>Sight words</u></b></p>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. Learning about events we celebrate in school.</li> <li>2. Learning about how we celebrate the events and fun activities we do.</li> <li>3. Learning about how we should help others.</li> <li>4. Listen to story for better comprehension.</li> <li>5. Learning vocabulary words e.g: excited, chief guests, disappointed etc</li> </ol> <p>Learn essentials of Grammar.</p> <ol style="list-style-type: none"> <li>1. Learn to identify nouns and use them in sentences.</li> <li>2. Learn to categorise Common and Proper Nouns Countable and Uncountable Nouns</li> </ol> <p>Learn Blend sounds to make words and read them with proper blending and segmentation of sound.</p> <p>Learn to read sight words randomly and regularly enhancing their reading skills.</p>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"> <li>1. Text Book</li> <li>2. Teacher presenter</li> <li>3. Words slips ( Naming Words )</li> <li>4. Chart Paper</li> <li>5. "cl", "cr", and "dr" flash cards (blends)</li> <li>6. Sight words display (updated monthly)</li> </ol>

<b>PEDAGOGY</b>	<p><u>Introductory Activity:</u> Teacher will ask random questions to students about celebrating various events in school e.g: Sports Day, Teachers Day etc</p> <p><u>Follow up with:</u> Story narration by the teacher with proper gestures for better comprehension.</p> <p>Explaining the message behind it "Help Others".</p> <p>Various examples and activities incorporated to teach naming words.</p> <p>Reading aloud sight words by teacher and students together.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p><u>Activity:</u> Pin up Noun Chart ( Putting Up naming words in proper column)</p> <p><u>Talk Time:</u> If your friends get hurt while playing on the ground, how will you help your friend (say two lines).</p> <p><u>Project:</u> Make a list of ten proper nouns and ten common nouns. Stick pictures of common nouns in your notebook.</p> <p>Draw or Paste a picture of your birthday celebration in notebooks and write five lines on how you spent your celebration.</p>
<b>ASSESSMENT</b>	<p>Read aloud the story followed by chain reading.</p> <p><u>Frame Sentences:</u> Teacher will give the word and students will frame a sentence.</p> <p>Give a noun picking up the alphabet slip and use the noun in a sentence.</p> <p><u>Oral Exercise:</u> Drive through blends..... Say the sound and segment the blend word.(Practice sheet to be done in class)</p> <p>Reading sight words aloud in class.</p>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<p>E2: Dictation and Reading(Text Provided)</p> <p>E3: Listening Skills (Assessment Sheet)</p> <p>E4:Unseen Passage (Assessment Sheet)</p> <p>E5:Textual Passage (Assessment Sheet)</p> <p>Naming Words (Text Book Assessment)</p> <p>Blends (Assessment Sheet)</p> <p>Selected topics from Formative Assessment will be evaluated in Summative Assessment 1.</p>

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<b>CLASSES REQUIRED</b>	<ul style="list-style-type: none"> <li>Addition properties ( 6)</li> <li>Addition on number line.( 8)</li> <li>Concept of regrouping (6).</li> </ul> <p>TOTAL PERIODS: 20</p>
<b>TOPIC</b>	<b>TOPIC: ADDITION OF 2- DIGIT NUMBERS</b>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>Number line addition.</li> <li>Regrouping.</li> <li>Mental jumps for addition.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>Understanding Addition as counting two or more numbers together.</li> <li>Regrouping ones to tens.</li> <li>Solving word problems through the mathematical concepts</li> <li>Automtising addition with the jumps of tens mentally.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>Abacus</li> <li>Number line ( main tool)</li> <li>Number grid.</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>Hands on practice</li> <li>Explanation</li> <li>Random Questioning</li> <li>Concept Formation</li> <li>Reinforcement</li> <li>In -text Questions</li> </ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<ul style="list-style-type: none"> <li>Bundling</li> <li>Number hunt</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Number line jumps.</li> <li>Number grid sums.</li> <li>Regrouping.</li> <li>Mental sums.</li> </ul>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<p><b>FA1</b></p> <ul style="list-style-type: none"> <li>E1: Activity- bundling.</li> <li>E2: Blackboard test for number line jumps</li> <li>E3: Mental addition.</li> <li>E4: Teach and test</li> </ul> <p><b>SA1</b></p> <ul style="list-style-type: none"> <li>Number line addition</li> </ul>



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<b>CLASSES REQUIRED</b>	<p><b>Duration of period = 40minutes</b></p> <p>3 periods for concepts</p> <p>1 period for Slide show on different kinds of plants around us.</p> <p>1 period for theme based activity on “Plants Around Us”.</p> <p>1 period for poems on “Plants Around Us”.</p> <p>1 period for class assignment.</p> <p>1 period for Nature walk School Garden).</p> <p>1 period for drawing and writing related topic.</p> <p><b>Total periods=9</b></p>
<b>TOPIC</b>	<b>Plants Around Us</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concepts</b></p> <ol style="list-style-type: none"> <li>1. Importance of different kinds of plants (Trees, Shrubs, Herbs, Climbers, Creepers) around us.</li> <li>2. Identification of different parts of a plant like root, stem, leaf, flower, bud, etc.</li> <li>3. Importance and uses of different kinds of plant.</li> <li>4. Care and protect plants and trees.</li> <li>5. Draw and write about plants around us .</li> <li>6. Rhyme recitation I see you are a seed... This is my garden...</li> </ol> <p><b>Skills</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>	<b>The learning outcomes of this topic “PLANTS AROUND US” is to draw the attention of the students to the:</b>



	<ol style="list-style-type: none"><li>1. Importance of different kinds of plants around us.</li><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 two poems 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 / RESEARCH</b>	<p><b>Activity</b></p> <p>Activity worksheet (Students label different parts of a plant in the worksheet).</p> <p><b>Assignment</b></p> <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>
<b>ASSESSMENT</b>	<p><b>Assessment</b></p> <p>Through identification , oral presentation drawing , labelling of parts of plant, and class Assignment based on topic.</p>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE</b>	<p><b>Formative Assessment</b></p> <p><b>E1 Part A- Activity No.1</b></p>



<b>ASSESSMENT</b>	<p>Students label different parts of a plant in the worksheet).</p> <p><b>E2 Part A-Drawing</b> (Students draw leaves of different plants around us).</p> <p><b>E3- Oral Presentation</b> (Students recite a poem This is my garden and says few lines on the importance of plants) .</p> <p><b>E4 Part A- Class Assignment</b> Through MCQ's Fill in the missing letter, Name the plant.</p>
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<b>CLASSES REQUIRED</b>	<p><b>Duration of period = 40minutes</b></p> <p>4 periods for concepts.</p> <p>2 periods for puppet show on different kinds of animals around us.</p> <p>1 period for theme based activity on “Animals Around Us”.</p> <p>1 period for class assignment.</p> <p>1 period for drawing and writing related topic.</p> <p><b>Total Periods=9</b></p>
<b>TOPIC</b>	<b>Animals Around Us</b>
<b>CONCEPT &amp; SKILLS</b>	<p><b>Concepts</b></p> <ol style="list-style-type: none"><li>1. Concept of different kinds of animals, their babies and homes.</li><li>2. Identification of different kinds of animal's wild animals, domestic animals and birds.</li><li>3. Importance and uses of different kinds of animals around us.</li><li>4. Slogan of “Save animals save environment”.</li><li>5. Draw and write about animals around us .</li></ol> <p><b>Skills</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, their babies and homes.</li><li>2. Identify different kinds of animals.</li></ol>



	<ol style="list-style-type: none"><li>3. Usefulness of different kinds of animals.</li><li>4. Slogan of “Save animals save environment”.</li><li>5. Draw 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 / RESEARCH</b>	<p><b>Activity</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>Assignment</b></p> <ol style="list-style-type: none"><li>1. Match the following: Here students match the picture of different kinds of animals with the pictures of their young ones).</li><li>2. Give one word answers using the words given in the box.</li></ol>
<b>ASSESSMENT</b>	<p><b>Assessment</b></p> <p>Through identification, drawing, puzzles, activity and class assignment based on topic.</p>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<p><b>Formative Assessment</b></p> <p><b>E1 Part B- Activity No. 2</b> Students make domestic animals puppet with the help of chart paper, glue, colours, ice-cream sticks).</p>



**E2 Part B- Puzzles**

Students solve the Puzzles in the Puzzle worksheet)

**E4 Part B- Class assignment No. 2**

(Students read the sentences on animals around us and answer the questions accordingly).

**Summative Assessment**

**Some selected questions of FA'S will be asked in SA's**

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CLASSES REQUIRED	6 periods 40 min per period
TOPIC	कविता - सोने जैसे दिन है इसके व्याकरण -एकवचन/ बहुवचन
CONCEPT & SKILLS	कविता को लय से पढ़ने का अभ्यास सही उच्चारण व लेखन का विकास करना। देश प्रेम की भावना जगाना। नए शब्दों का अभ्यास। सुनने, बोलने, पढ़ने व लिखने का कौशल बढ़ाना। बच्चों को एक और एक से अधिक संख्या का बोध कराना। सुनने, बोलने, पढ़ने व लिखने का कौशल बढ़ाना।
LEARNING OUTCOMES	छात्रों ने कविता को हाव-भाव से बोलना सीखा। देश भक्ति की भावना। नए शब्द सीखे वचन की जानकारी। एकवचन और बहुवचन की पहचान, लिखित भाषा का ज्ञान।
INSTRUCTIONAL TOOLS & REFERENCES	पाठ्य पुस्तिका चार्ट
PEDAGOGY	मैं छात्रों को कविता हाव-भाव से समझाऊँगी। छात्रों को कविता संबंधित प्रश्न पूछूँगी। छात्रों को कविता को हाव-भाव से पढ़ने को कहूँगी। छात्रों को कार्यकलाप द्वारा वचन समझाया जाएगा। मैं कक्षा में एक लड़की को खड़ा करूँगी और दूसरी तरफ चार लड़कियों को खड़ा करूँगी। छात्रों को समझाऊँगी की एक लड़की एकवचन रूप है और एक से ज़्यादा लड़कियाँ बहुवचन रूप है इसी प्रकार उदाहरण देकर छात्रों को वचन समझाऊँगी।
ACTIVITY / ASSIGNMENT / RESEARCH	छात्रों को तिरंगा झंडा बनाने को कहा जाएगा और तीन वाक्य लिखने को कहा जाएगा। छात्रों को दो टोलियों में बैठाया जाएगा। एक टोली को बहुत से चित्र दिए जाएँगे, जिसमें से वे एकवचन व बहुवचन अलग करेंगे व दूसरी टोली को एकवचन व बहुवचन के चित्र बनाने को कहा जाएगा।
ASSESSMENT	बच्चों को लय से कविता का अनुवाचन करने को कहा जाएगा तथा मूल्यांकन किया जाएगा।
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E1- कविता का अनुवाचन

<b>CLASSES REQUIRED</b>	6 periods 40 min per period
<b>TOPIC</b>	पाठ - कृष्ण-सुदामा व्याकरण- शुद्ध/अशुद्ध वाक्य
<b>CONCEPT &amp; SKILLS</b>	छात्रों में मित्रता का भाव जगाना। कहानी का वाचन करवाकर कठिन शब्दों के अर्थ समझाना सही उच्चारण व लेखन का विकास करना। नए शब्दों का अभ्यास। सुनने, बोलने, पढ़ने व लिखने का कौशल बढ़ाना।
<b>LEARNING OUTCOMES</b>	छात्रों में मित्रता का भाव जगा। मिलजुल कर रहने की प्रेरणा देना। शुद्ध/ अशुद्ध वाक्य पहचानने की शमता।
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	पाठ्य पुस्तिका चार्ट
<b>PEDAGOGY</b>	में छात्रों को उनके मित्रों के बारे में पूछूँगी। जैसे आपका पक्का मित्र कौन है क्या मुश्किल समय वे आपकी मदद करता है। उसके पश्चात पाठ का पठन करवाया जाएगा। छात्रों को समझाया जाएगा कि मुश्किल में जो काम आए वही सच्चा मित्र है। छात्रों से पाठ संबंधित प्रश्न पूछे जाएँगे। छात्रों को अशुद्ध वाक्य को स्वयं शुद्ध करके बोलने को कहा जाएगा। बार-बार दोहराया जाएगा जिससे वे अच्छी तरह समझ पाएँ।
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	छात्र अपने प्रिय मित्र का चित्र अपनी कोपी पर चिपकाएँगे तथा उसके बारे में तीन वाक्य लिखेंगे। छात्रों को शुद्ध/ अशुद्ध वाक्य का अभ्यास पत्र दिया जाएगा।
<b>ASSESSMENT</b>	बच्चों के पठन कौशल का मूल्यांकन किया जाएगा। लिखित कार्य का मूल्यांकन किया जाएगा।
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	FA2 E1 - पठन पाठ - २ E2 - श्रुतलेख पाठ - २ E3 - अभ्यास पत्र SA1 अनुच्छेद पाठ - २



مطلوبہ دروس	۱۰	۸	۴۰ منٹ کے وقفہ کی کلاس
موضوع	ہاتھی۔	قدائد	دُنوں کے نام۔ الفاظ اضداد
خیال، تدریسی ہنر	جنگلی جانوروں کی جانکاری۔ سٹے بولنے اور پڑھنے لکھنے کی صلاحیت پیدا کرانا۔ صحیح تلفظ کے ساتھ قواعد کی صلاحیت بولنے لکھنے کی مہارت کروائی جائے گی۔		
تدریسی نتائج	طلباء کو جنگلی جانوروں کی جانکاری حاصل ہوئی۔ نئے الفاظ سٹے بولنے اور پڑھنے لکھنے کی صلاحیت پیدا۔ الفاظ اضداد اور دُنوں کے نام کی پوری پوری جانکاری ہو گئی۔ طلباء کو اچھی طرح قدائد تحریر اور بیان کرنے کی صلاحیت ہو چکی ہے۔ (نظم زبانی ننھی چڑیا)		
تدریسی آلات اور حوالہ جات	بورڈ	پیکنی استاد	چارٹ جنگلی وپالتو جانوروں کے۔ چارٹ ہفتے کے دنوں کا۔
طرز تدریس	طلباء کو جانوروں کی پہچان چارٹ پر کروائی جائے گی۔ اور جنگلی وپالتو جانوروں کی فرق بتائی جائے گی۔ صحیح تلفظ کے ساتھ الفاظ دہرا کر اس کا معنی سمجھایا جائے گا۔ اور جنگلی جانوروں کی حفاظت اور فائدے کا تذکرہ کیا جائے گا۔ اور ایک ورک شیٹ عملی کام دیا جائے گا۔ طلباء کو چارٹ پر تصویر دیکھا کر انکو بتایا جائے گا۔ کہ الفاظ اضداد سے کیا مراد ہے مثلاً اچھا، سفید، لڑکا، دن، وغیرہ اس کے ساتھ ساتھ دُنوں کا تال میل کی جانکاری بھی دی جائے گی۔		
تفویض، تحقیق، منصوبے، سرگرمیاں	طلباء کو جنگلی وپالتو جانوروں کی تصاویر کی نشاندہی کروا کے بتایا جائے گا۔ کہ ان میں سے جنگلی جانوروں کو خوب صورت رنگوں سے بھر دیجیے۔ طلباء سے ہفتے کے دنوں کے نام کا مشاہدہ لیا جائے گا۔ اور ایک الفاظ ضد کا عملی کام دیا جائے گا۔ تاکہ وہ الفاظ اضداد صحیح ملا سکے۔		
تشخیص	سرگرمی کے حوالہ سے ہم طلباء کو تشخیص کر سکتے ہیں۔ اس کے علاوہ ہم عبارت خوانی و صحیح تلفظ سے بھی تشخیص کر سکتے ہیں اور اس کے ساتھ ساتھ دُنوں کے نام بیان کرنے سے بھی تشخیص کر سکتے ہیں۔		
موضوعی، معروضی تشخیص	ایف اے: ای (۱) مطالعہ ای (۲) املاء ای (۳) الفاظ جبا، ای (۴) نظم (ننھی چڑیا) زبانی نا دیدہ عبارت، ای (۵) ا: دُنوں کے نام ۲: درسی کتاب کی مشق ۳: الفاظ		