



CLASS – 2

SUMMATIVE ASSESSMENT – 01

CLASSES REQUIRED	4 (40 minute class period)
TOPIC	Poem: The Robin
CONCEPT & SKILLS	Concept: Developing Positive Attitude and know about various seasons Skills: Listening, Speaking, Reading, Writing Recitation with right modulation and intonation.
LEARNING OUTCOMES	Knowing the theme of the poem. Developing a positive attitude Have fun in reading and reciting the poem. Maximum coverage to rhyming words as bright- might, song- long.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Classroom, Teacher Presenter
PEDAGOGY	<u>Warm-up-activity:</u> Teacher and students will together make sounds of various birds like crow- caw, caw and the like. Teacher will make children learn that like humans speak birds also can make sounds and communicate. <u>Follow-up-activity:</u> Recitation of the poem by teacher and students together with proper rhythm, gestures and intonation.
ACTIVITY / ASSIGNMENT / RESEARCH	Activity: Teacher and students will have a nature walk and students will speak two to three lines about the natural things they observed.
ASSESSMENT	Choral Recitation of the poem in the class. Reading of the poem with proper speech and pauses. Form a rhyming word chain with the given word.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Included at the end.



CLASS – 2ND

SUMMATIVE ASSESSMENT 01

CLASSES REQUIRED	20 (40 minute class period)
TOPIC	The Happy Feet Grammar: Action Words (Past and Present Form), Helping Verbs Phonics: Beginning Blends; “gl”, “fl” , “fr” Sight Words
CONCEPT & SKILLS	Concept: Care and concern for animals. Facts and information about penguins. Skills: Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	Learning about care and concern for animals. Learning about to be helpful to all living beings in the world. Developing the skill of listening to a story and recognise the characters. Learn to identify action words and helping verbs. Use the action words in the sentences.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Classroom, Teacher Presenter, Film “The Happy Feet” , Mystery Bag (Naming Words and Action Words)
PEDAGOGY	<u>Warm-up-activity:</u> Teacher will have a random discussion about animals and how we should take care of them. Teacher will talk about the penguins and their place of living. <u>Follow-up-activity:</u> Depending upon the responses the teacher will narrate the story of “Happy Feet” with proper gestures and voice modulation making them understand the message behind the story. “We should be love and take care of animals” <u>Reading Hour:</u> Students will follow the “Chain Reading” to develop their reading skills and underline the vocabulary words e.g. newspaper, suddenly etc. <u>Grammar:</u> Teacher will play an action game in the class with the students and make the students to sort the action words and naming words from the “mystery bag”. They will use the words in the sentences. Teacher and students will together make words with the given blends and read the words with proper segmenting of sounds. Sight words reading in the class as a whole.
ACTIVITY / ASSIGNMENT / RESEARCH	<u>Activity:</u> Students will be asked to make ‘Get well soon card for a friend’. Make a word list with the given blend (oral) Research: Penguin Facts page no.44 of text book. Picture Composition: Page no. 42 of text book. Assignment: Worksheet (Action Words)
ASSESSMENT	Retell the story in your own words. Frame sentences with the action words and identify the helping verb in the sentence. Individual reading of the text. Revision sheets



**SYLLABUS FOR
FORMATIVE &
SUMMATIVE
ASSESSMENT**

The Happy Feet
Unseen Passage
Textual Passage
Listening Skills
Grammar: Unjumbled Words, Common Noun and Proper Noun, Action Words
Blends cr / fr / gl / dr

CLASS -2nd

CLASSES REQUIRED	<ul style="list-style-type: none"> • Subtraction properties (5) • Subtraction on number line.(8) • Concept of regrouping (5) • Plane shapes(3) • Solid shapes(5) <p>Total periods: 26</p>
TOPIC	<ul style="list-style-type: none"> • SUBTRACTION OF 2-DIGIT NUMBERS • SHAPES
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Regrouping • Automatising subtraction • Exploring things around
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Regrouping tens to ones • Solving word problems through the mathematical concepts • Automatising subtraction with the backward jumps of tens mentally • Checking subtraction using addition • Analyse compare, create & compose shapes • Exploring shapes around • Identifying straight & curved lines
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Number line • Place value cards • Number grid • Number sticks • Geo-board • Solid shapes • Plain shapes • Joining straws for 3-D shapes
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 • Geo-board activity • 3-D shapes activity
ASSESSMENT	<ul style="list-style-type: none"> • Regrouping • Identification of shapes



	<ul style="list-style-type: none">• Number line jumps
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	SA1 <ul style="list-style-type: none">• Subtraction with regrouping• Subtraction on number line• Addition with regrouping(from cycle 2)• Addition on number line(from cycle 2)• Plane and solid shapes



CLASS – 2nd

Summative Assessment No. 1

<p>CLASSES REQUIRED</p>	<p>Duration of period = 40minutes 3 periods for concepts</p> <p>1 period for theme based activity on “ Food We Eat”</p> <p>2 period for class assignment</p> <p>1 period for drawing and writing related topic.</p> <p>Total periods=7</p>
<p>TOPIC</p>	<p>Food We Eat</p>
<p>CONCEPT & SKILLS</p>	<p>Concept:</p> <ol style="list-style-type: none"> 1. Concept of “Why do we need food”. 2. Concept of different types of food.. 3. Importance of balanced and healthy food. 4. Importance of good food habits and personally hygiene. 5. Drawing and writing related to topic “Food We Eat”. <p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5 Speaking
<p>LEARNING OUTCOMES</p>	<p>The learning outcomes of this topic “Food We Eat” is to draw the attention of the students to the:</p> <ol style="list-style-type: none"> 1. Know about the importance of different types of food we eat. 2. Understand the importance of balanced and healthy food. 3. Understand the importance of good food habits and personally hygiene. 4. Can draw and write related to topic “Food We Eat”.



INSTRUCTIONAL TOOLS & REFERENCES	<ol style="list-style-type: none">1. Musical Food game2. Drawing3. Cards
PEDAGOGY	<ol style="list-style-type: none">1. Explanation Method2. Learning by doing an activity and by musical food game.3. Concept Formation4. In -text Questions
ACTIVITY / ASSIGNMENT / RESEARCH	<p><u>Activity</u> Musical Food: In this activity teacher provide cards of Energy- giving food, Body- giving food and Protective food. The teacher asks students to put these cards in the right corner like put cards of energy giving food in energy giving corner.</p> <p><u>Assignment</u> Complete the crossword with the help of picture clues.</p>
ASSESSMENT	<p><u>Assessment</u> Through activity, MCQ's , drawing, Match the following</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Included at the end.

<p>CLASSES REQUIRED</p>	<p>3 periods for concepts.</p> <p>2 period for theme based activity on “ clothes We Wear”.</p> <p>1 period for Slide show.</p> <p>2 period for drawing and writing related topic.</p> <p>Total periods=8</p>
<p>TOPIC</p>	<p>Clothes We Wear</p>
<p>CONCEPT & SKILLS</p>	<p><u>Concepts</u></p> <ol style="list-style-type: none"> 1. Knowledge about “ Why do we wear different types of clothes”. 2.. Know about natural, man- made fibres and different clothes worn by people in different occupations are their uniform.. 3. Draw, Identify and write about different types of clothes we wear. <p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speaking
<p>LEARNING OUTCOMES</p>	<p>The learning outcomes of this topic “Clothes We Wear” is to draw the attention of the students to the:</p> <ol style="list-style-type: none"> 1. Can know about “Why do we need to wear different types of clothes. 2.. Understand the difference between natural and man- made fibres and different clothes worn by people in different occupations are their uniform.. 3. Can draw, Identify and write about different types of clothes we wear.



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 worksheet</u></p> <p>Pasting activity: Here students find out about the traditional clothes of people living in different States in our country “India” and paste their pictures in notebook.</p> <p><u>Assignment</u></p> <p>Given below are few words related to the given pictures. Place them in the correct box.</p> <p>Revision worksheet will also be given to students.</p>
ASSESSMENT	<p>Assessment</p> <p>Through identification, activity, class assignment and drawing related to topic.</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>SYLLABUS FOR SUMMATIVE ASSESSMENT:</p> <ol style="list-style-type: none">1) Food We Eat2) Clothes We Wear3) Inside My body sub topic “Functions of internal organs”(This sub topic of Inside my body is taken from FA(1)).



CLASSES REQUIRED	3 periods for concepts. 1 period for theme based activity on “My country”. 1 period for rhyme recitation “ I love my country”. 1 period for map identification on My country 1 period for class assignment 1 period for drawing and writing related topic. Total periods=8
TOPIC	Our country
CONCEPT & SKILLS	Concepts 1. Concept of our nation “INDIA” and its states. 2. Know about their national flag, Political Map and different national symbols. 3. Moral values ethics and good manners. 4. Rhyme on our Nation “ I love my nation”……. 5.Draw, colour and write about our nation India. Skills 1. Conceptual understanding 2. Identification 3. Drawing 4. Writing 5.Speaking



LEARNING OUTCOMES	<p>The learning outcomes of this topic “Our nation” is to draw the attention of the students to the:</p> <ol style="list-style-type: none">1. Understand the concept of Our Country “ India”.2. Know the names of different states of India.3. Identify national flag, map and different national symbols.4. Importance of good manners.5. Learn a rhyme on My country “ I love my nation”.6. Draw, colour and write about our country.
INSTRUCTIONAL TOOLS & REFERENCES	<ol style="list-style-type: none">1. Rhyme2. Drawing3. Political Map
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 worksheet</u></p> <p>colouring and making of national flag: Here students colour and make national flag of india.</p> <p><u>Assignment</u></p> <p>Match the national symbols and write their names.</p>
ASSESSMENT	<p>Assessment</p> <p>Through solving puzzles and Class assignments</p>



**SYLLABUS
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Formative Assessment

E2 Part B- Puzzles

Students solve the Puzzles in the Puzzle worksheet)

E4 Part A-

Class Assignment No.1

Fill ups, Identification, and Match the following.

Summative Assessment

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



DETAILED PLANNER OF HINDI

Month: June

CLASS -2ND SUMMATIVE ASSESSMENT-1

CLASSES REQUIRED	<ul style="list-style-type: none">• कहानी :- (अहा ! फूल कितने सुंदर हैं) 7 classes (40 min per period)• कविता :- समय से 6 classes (40 min per period)• 1 विलोम शब्द 3 classes (40 min per period)• २.पुल्लिंग \ स्त्रीलिंग 3 classes (40 min per period)
TOPIC	<ul style="list-style-type: none">• कहानी :- (अहा ! फूल कितने सुंदर हैं)• कविता :- समय से • व्याकरण1 विलोम शब्द२.पुल्लिंग \ स्त्रीलिंग
CONCEPT & SKILLS	<p>➤ कहानी (अहा ! फूल कितने सुंदर हैं) हरियाली और फूलों के बारे में जानकारी देना । कठिन शब्दों के अर्थ तथा शब्द भण्डार में विकास करना । प्रभावशाली ढंग से वाचन । सही उच्चारण । लिखने पर ध्यान ।</p> <p>➤ कविता समय से बच्चों को समय की पाबंधी के बारे में जानकारी देना । कठिन शब्दों के अर्थ । मौखिक भाषा का अभ्यास । शुद्ध उच्चारण ।</p> <p>➤ व्याकरण</p> <p>➤ विलोम शब्द विलोम शब्दों की जानकारी अर्थात उल्टे अर्थ देने वाले शब्दों की जानकारी देना । लिखित भाषा का अभ्यास । व्याकरण के सामान्य नियमों का ध्यान रखना ।</p>



	<p>➤ पुल्लिंग \ स्त्रीलिंग स्त्रीलिंग और पुल्लिंग की पहचान पर ध्यान । लिखित भाषा का अभ्यास । व्याकरण के सामान्य नियमों का ध्यान रखना ।</p>
LEARNING OUTCOMES	<p>➤ कहानी (अहा ! फूल कितने सुंदर हैं) बच्चों ने फूलों के नामों की जानकारी प्राप्त की बच्चों ने फूलों के लाभ तथा गमलों में पौधा लगाना सीखा। ➤ कविता :- समय से बच्चों ने समय पर उठना , पढ़ना खेलना सीखा । कविता को लय और भाव से गाना सीखा लिखित भाषा के प्रति आत्मविश्वास व रुचि बनी रही ➤ विलोम शब्द छात्रों ने विलोम शब्द की जानकारी प्राप्त की। ➤ पुल्लिंग \ स्त्रीलिंग बच्चों ने लिंग शब्द की जानकारी प्राप्त की स्त्रीलिंग से पुल्लिंग बनाना सीखा । मौखिक भाषा का अभ्यास हुआ ।</p>
INSTRUCTIONAL TOOLS & REFERENCES	<p>पाठ्य पुस्तिका , अध्यापिका , चार्ट</p>
PEDAGOGY	<p>➤ कहानी (अहा ! फूल कितने सुंदर हैं) पाठ से संबंधित प्रश्न पूछे जाएंगे। सही और गलत वाक्य बनाना ,समान अर्थ शब्द समझाए जाएंगे । पठन करवाया जाएगा । शुद्ध उच्चारण करवाया जाएगा ।</p>



➤ कविता :- समय से

बच्चों को हलके - फुलके अंदाज़ में नाटकीय ढंग से कविता सुनाकर ,खुद भी अभिनय सहित दोहराने के लिए कहा जाएगा । कविता का प्रभाशाली ढंग से वाचन करवाया जाएगा

कविता से संबंधित प्रश्न पूछे जाएंगे
शुद्ध उच्चारण करवाया जाएगा ।

➤ विलोम शब्द

विलोम शब्द बनाना ।

विलोम शब्द लिखकर रिक्त स्थान पूरे करवाना
सिखाया जाएगा ।

➤ पुल्लिंग\ स्त्रीलिंग

अध्यापिका कक्षा में से एक लड़के और एक लड़की को खड़ा कराएगी और बताएगी कि लड़का शब्द से पता चलता है कि यह पुरुष (पुल्लिंग) के लिए है और लड़की शब्द (स्त्रीलिंग) के लिए है। जैसे पिता-माता, नाना - नानी , भाई -बहन आदि अंत में अध्यापिका बच्चों को एक छोटा सा अनुच्छेद देगी जिसमें स्त्रीलिंग तथा पुल्लिंग शब्द दिए होंगे वे उन्हें स्त्रीलिंग और पुल्लिंग शब्द छाँटने को कहेगी स्त्रीलिंग शब्द से पुल्लिंग शब्द बनाना सिखाएगी ।



ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none">• पाँच फूलों के नाम लिखवाए जाएंगे तथा रंग भरवाए जाएंगे ।• सूरज का चित्र बनाकर उसमें रंग भरवाया जाएगा समय के महत्त्व के बारे में तीन वाक्य लिखवाए जाएंगे ।
ASSESSMENT	<ul style="list-style-type: none">• बच्चों से मौखिक प्रश्न फूलों के बारे में पूछे जाएंगे ।• कहानी का पठन ।• कठिन शब्दों के अर्थ पूछे जाएंगे ।• शुद्ध उच्चारण ।• समय कविता से संबंधित प्रश्नों के उत्तर बच्चों से पूछे जाएंगे ।• कविता का वाचन करवाया जाएगा ।• कठिन शब्दों के अर्थ पूछे जाएंगे ।• मौखिक मुल्यांकन में बच्चों से मौखिक शब्दों का उच्चारण करवाया जाएगा ।• अभ्यास पत्र तथा दस विलोम शब्द लिखवाँगे ।• विलोम शब्द तथा पुल्लिंग\ स्त्रीलिंग का अभ्यास पत्र करवाया जाएगा ।
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none">• पाठ २ कृष्ण सुदामा• पाठ ३ अहा! फूल कितने सुंदर है व्याकरण :- <ul style="list-style-type: none">• १.समान तुक वाले शब्द• २.वचन (एकवचन \ बहुवचन)• ३.शुद्ध \ अशुद्ध वाक्य• ४.लिंग (पुल्लिंग /स्त्रीलिंग)• ५.विलोम शब्द ➤ अर्थबोध के कौशल(comprehension) <ul style="list-style-type: none">• अनुच्छेद (seen and unseen passage)• सुनने के कौशल(listening comprehension) DETAILED PLANNER OF



عرصہ۔ ماہ جون

جماعت۔ دوم

مطلوبہ درس	۱۰	۸	۴۰ منٹ کے وقفہ کی کلاس
موضوع	چڑیا کے بچے۔	قد اند اسم۔ الفاظ اضداد	نظم (گائے زبانی)
خیال، تدریسی ہنر			پہندوں کی جانکاری اور سلوک و برتاؤ۔ سننے بولنے اور پڑھنے لکھنے کی صلاحیت پیدا کرانا۔ صحیح تلفظ کے ساتھ قواعد کی صلاحیت و اسم کی جانکاری بولنے لکھنے کی مہارت کروائی جائے گی۔ (گائے زبانی)
تدریسی نتائج			طلباء کو پہندوں و جانوروں کی جانکاری حاصل ہوئی۔ نئے الفاظ سننے بولنے اور پڑھنے لکھنے کی صلاحیت پیدا ہوئی۔ الفاظ اضداد اور اسم کی پوری پوری جانکاری ہو گئی۔ طلباء کو اچھی طرح قد اند تحریر اور بیان کرنے کی صلاحیت ہو چکی ہے (نظم زبانی گائے) کو ترانم سے بھی گایا۔
تدریسی آلات اور حوالہ جات	بورڈ	پلیگٹی استاد	چارٹ (پہندوں و پالتو جانوروں کے)
طرز تدریس			طلباء کو پہندوں کی پہچان چارٹ پر کروائی جائی گی۔ اور پہندوں کے ساتھ اچھے برتاؤ سے پیش آنا۔ صحیح تلفظ کے ساتھ پہندوں کے نام اور نسل کو دہرا کر اس کا معنی سمجھایا جائے گا۔ اور پہندوں و جانوروں کی حفاظت اور فائدے کا اندازہ کروایا جائے گا۔ اور ایک ورک شیٹ عملی کام دیا جائے گا۔ طلباء کو ہر پہندے کی آواز سے آراستہ کرایا جائے گا۔ نظم ترانم کے ساتھ گائی جائی گی۔ اس کے ساتھ ساتھ اسم کے استعمال کی جانکاری بھی دی جائی گی۔
تفویض، تحقیق، منصوبے، سرگرمیاں			طلباء کو پہندوں و پالتو جانوروں کی تصاویر کی نشاندہی کروا کے بتایا جائے گا۔ کہ ان میں سے جانوروں کو مناسب اور خوب صورت رنگوں سے بھر دیجیے۔ طلباء سے اسم کا مشاہدہ لیا جائے گا۔ اور ایک اسم چٹنے کا عملی کام دیا جائے گا۔ تاکہ طلباء اسم کا صحیح استعمال کر سکے۔
تشخیص			سرگرمی کے حوالے 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 اسم کا انتخاب اور پہندوں کی آواز بیان کرنے سے بھی تشخیص کر سکتے ہیں۔
موضوعی، معروضی تشخیص			ایس۔ اے۔ ون یعنی ششمائی امتحان لیا جائے گا۔ (سیلبس ایس۔ اے۔ ون) (ہاتھی) (چڑیا کے بچے) اسم، الفاظ اضداد جوڑ توڑ نادریدہ عبارت الفاظ معنی، ہفتے کے دنوں کے نام۔ سننے کی صلاحیت