



CLASS:2nd

CLASSES REQUIRED	4 (40 minutes class period)
TOPIC	Poem : If All the Seas Were One Sea
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none"> Imagination. <p>Skills:</p> <ul style="list-style-type: none"> Listening, Speaking, Reading and Writing Recitation of poem with right modulation and intonation.
LEARNING OUTCOMES	<ul style="list-style-type: none"> Understanding the theme of the poem i.e. Taking care of nature's gifts. Have fun in reading and reciting the poem. Expression, pronunciation and Imagination. Maximum coverage to rhyming words.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher Presenter ,Outdoor Visit (Nature Walk in school campus)
PEDAGOGY	<p>Warm-Up Activity:</p> <p>Teachers will take students out for a nature walk and ask students about various things that God has created. They will talk about the natural gifts that God has bestowed us with like trees, mountains etc. and how to take care of them</p> <p>They will be asked as:</p> <p>Have you ever been to the sea? Tell the class how you felt when you first saw it.</p> <p>What would happen if all the seas became one sea?</p> <p>Follow-Up:</p> <p>After random questioning teacher and students will recite the poem together with proper rhythm, gestures and intonation.</p> <p>Reading Hour:</p> <p>Teacher and students will read the poem underlining the rhyming words.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Activity: Colour the picture</p> <p>Illustration of a sea and speak few lines on it. (Text book pg. no. 76)</p> <p>CREATIVE WRITING:</p> <p>Write three qualities that you can learn from trees (Text book pg. no. 75)</p>
ASSESSMENT	<ul style="list-style-type: none"> Choral Recitation of the poem by students. Rhyming Fun <p>Say more words that rhyme with the word given e.g. tree-be and the like.</p> <p>Speak a-while:</p> <p>Imagine if all the trees were one tree. What a great tree that would be?</p>



**SYLLABUS FOR
FORMATIVE &
SUMMATIVE
ASSESSMENT**

- E1: RECITATION



CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	<p><u>The Shepherd Boy and the Wolf</u></p> <p>Grammar: Pronouns, Prepositions (in/ on/up/down/above/below/at)</p> <p>Phonics: Beginning Blends “ch” , “sh”</p> <p>Dictionary usage skills And Sight Words</p>
CONCEPT & SKILLS	<p>CONCEPT:</p> <p>Story with a moral “ Never Tell a Lie”</p> <p>SKILLS:</p> <p>Listening, Speaking, Reading and Writing.</p> <p>Dictionary Skills (word order)</p>
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. • Learn to use dictionary skills (word order)
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book, Teacher Presenter, Dictionary • Word Cards (Pronouns) • Sight words display
PEDAGOGY	<p><u>Introductory Activity:</u></p> <p>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></p> <p>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> <ul style="list-style-type: none"> • <u>Segregation Activity:</u> <p>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)</p> <p>Learn on the spot game:</p> <p>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 , above etc. <p>Here they will learn the prepositions as such with various hands on examples.</p> <p><u>Phonics:</u></p> <p>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.</p> <p>Teacher and students together will list the words with the given blends and add to their vocabulary.</p> <p>Reading aloud sight words by students and teacher together.</p> <p><u>DICTIONARY SKILLS:</u></p> <ul style="list-style-type: none"> • TASK ONE:ALPHABETICAL ORDER (To arrange words in alphabetical order)
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • <u>Activity:</u> <p>PICTURE STORY: Look at the picture and make a short story of your own based on it.</p> <p>Dictionary Usage Activity: Arrange the words in the alphabetical order (Word List Provided). Frame a sentence with the word.</p> <ul style="list-style-type: none"> • <u>Assignment:</u> <p>Blends Practice Worksheet</p>
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. ORAL EXERCISE: Drive through blends. 4. Read the sight words. (Choral Reading)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>E2: DICTATION AND READING (TEXT PROVIDED AND SIGHT WORDS)</p> <p>E3: LISTENING SKILLS(PICTURE TRANSCRIPTION) AND DICTIONARY SKILLS</p> <p>E4: CREATIVE WRITING</p> <p>E5: CLASS ASSESSMENT (TEXTUAL PASSAGE,GRAMMAR AND PHONICS)</p> <p>(ASSESSMENT SHEET)</p>

NOTE: Dear Parent the students will be taught to use “Dictionary” in various required tasks provided to them in order to practice effective usage of dictionary skills.



CLASS – 2

CLASSES REQUIRED	4 (40 minute class period)
TOPIC	Poem: The Squirrel
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none"> Developing love for animals. Knowing about different habitats of animals and young ones of animals. <p>Skills: Listening, Speaking, Reading, Writing Recitation with right modulation and intonation.</p>
LEARNING OUTCOMES	<p>Knowing the theme of the poem (Developing love for animals). Have fun in reading and reciting the poem. Expression, pronunciation and Imagination Maximum coverage to rhyming words as furly- curly, whisky- frisky snapity –crackity</p>
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Classroom, Teacher Presenter, Various pictures of animals and their young ones.
PEDAGOGY	<p><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. Teacher will divide the class in small groups and each group will enact as the habitat for a particular animal and for each habitat there will be one student who will enact as the animal.</p> <p><u>Follow-up-activity:</u> Recitation of the poem by teacher and students together with proper rhythm, gestures and intonation.</p> <p><u>Reading Hour:</u> Teacher will make students to follow chain reading underlining the new words adding to their vocabulary.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p><u>Activity:</u> Students will be asked to choose any animal of their choice and write five similarities between them and the animals of their choice.</p> <p><u>Research:</u> Finding facts about squirrels.</p>
ASSESSMENT	<p>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.</p>
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> E1: Speaking Skills



CLASS – 2ND

CLASSES REQUIRED	20 (40 minute class period)
TOPIC	The Poor Brahmin Grammar: Synonyms and Antonyms Phonics: Beginning Blends; “pl”, “pr”, “sc” Dictionary Skills and Sight Words
CONCEPT & SKILLS	Concept: Story with a moral (Keeping one's promise) Humour Skills: Listening, Speaking, Reading and Writing. Dictionary Skills: Obtaining words with correct spelling.
LEARNING OUTCOMES	Listening to a story Understanding the importance of wisdom and learning moral values. Develop the children's understanding of the meanings of the terms synonyms and antonyms, and looking for the words that mean the same or different while increasing their range of vocabulary. Learning about looking for words and their meanings in the dictionary.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher Presenter, Dictionary, 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>Grammar: (Synonyms and Antonyms)</u> Teacher will make students learn that Synonyms are words which have the same or nearly the same meaning and antonyms are the opposites or words with different meaning. e.g. dirty and unclean (synonyms), sad and happy (antonyms/opposites) Teacher and students will play a word card game to learn the synonyms and antonyms. Based on the card game pairs, a selection of synonyms and antonyms on separate pieces of card, e.g. big, large; happy, jolly, tall, short; fast, slow etc. will be written. The teacher will divide students in pairs or small groups and place all the cards face down on the tables. The teacher will hold a card and reads it and the children will call the synonym or the antonym of the word picking up the cards on their tables.</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.</p>



	<p>Sight Words (Choral Reading)</p> <p><u>DICTIONARY SKILLS: TASK TWO</u></p> <p>Learning about the word order as task “one” of dictionary usage the students will learn the next set task as:</p> <p>The teacher will provide students a list of words and make the students practice to look up the words in the dictionary and write their meaning in their notebooks. Here the teacher will provide the page no. as reference and guide them accordingly.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p><u>Activity:</u></p> <p>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 '.</p> <p>Assignment:</p> <p>Worksheet {Synonyms and Antonyms} Blends (Practice Worksheet)</p>
ASSESSMENT	<p>Retell the story in your own words.</p> <p>Blends (Assessment Sheet)</p>
SYLLABUS FOR FORMATTIVE AND SUMMATIVE ASSESSMENT	<p>E2: DICTATION AND READING (TEXT PROVIDED AND SIGHT WORDS)</p> <p>E3: LISTENING SKILLS AND DICTIONARY SKILLS</p> <p>E4: CREATIVE WRITING</p> <p>E5: CLASS ASSESSMENT (TEXTUAL PASSAGE, GRAMMAR AND PHONICS)</p> <p>(ASSESSMENT SHEET)</p>

CLASS – 2nd

DETAILED PLANNER OF
ENGLISH
(OCTOBER)

CLASSES REQUIRED	4 (40 minute class period)
TOPIC	Poem: Someone
CONCEPT & SKILLS	Concept: <ul style="list-style-type: none"> Mystery and Animal sounds Skills: Listening, Speaking, Reading, Writing Recitation with right modulation and intonation.
LEARNING OUTCOMES	Knowing the theme of the poem Have fun in reading and reciting the poem. Expression, pronunciation and Imagination Maximum coverage to rhyming words as knocking-stirring-tapping, all-fall-call.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher Presenter,
PEDAGOGY	<u>Warm-up-activity:</u> Recalling the poem “The Squirrel” and teacher will recapitulate that animals and birds make sounds to communicate like ducks- quack, horses-neigh and the like. Teacher will ask students following questions as: Which out of these animals as duck, bat, dog, and owl come out only at night? Do you sometimes feel scared at night? If yes, why do you think it is so? What do you do when you feel scared? While asking the questions the teacher will explain the meaning of the words like scared means afraid. <u>Follow-up-activity:</u> Depending upon the responses the teacher will explain the theme of the poem and follow the recitation of the poem with proper rhythm, gestures and intonation. Students will recite the poem with correct pauses and follow the intonation accordingly. <u>Reading Hour:</u> Teacher will make students to follow chain reading. They will be underlining the new words and learning their meanings adding to their vocabulary. The students will also look up for the rhyming words in the poem and more words to the list.
ACTIVITY / ASSIGNMENT / RESEARCH	<u>Activity:</u> <u>Creative Thinking :</u> What would you do if you heard a noise in your room and find all your toys are disappeared?
ASSESSMENT	Choral Recitation of the poem in the class. Reading Comprehension (Oral Assessment)



	Find the rhyming words for the words provided from the poem. Vocabulary (Animal sounds)
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> E1: Speaking Skills

CLASS – 2ND

CLASSES REQUIRED	20 (40 minute class period)
TOPIC	Untidy Aman Grammar: Compound Words , Describing Words Phonics: Ending Blends “sp”, “lf” Dictionary Skills and Sight Words Vocabulary Sentences Rebus story
CONCEPT & SKILLS	Concept: Story with a moral (Do Good and Have Good) Skills: Listening, Speaking, Reading and Writing. Dictionary Skills: Looking for meanings of the words.
LEARNING OUTCOMES	Listening to a story. Understanding the importance of doing your work on your own and helping elders. Learn essentials of Grammar as students will be able to identify compound words and successfully combine different words to form compound words. Students will increase their vocabulary and will use a hands-on activity to learn vocabulary and adjective use. 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. Learn to search for meaning of the words using a dictionary. Learn to complete a story using picture clues.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher Presenter, Dictionary, Word Cards
PEDAGOGY	<p><u>Warm-up-activity:</u> Teacher will ask students as: Who keeps your books and toys away after you study or play? Do you help your mother to keep the house tidy?</p> <p><u>Follow-up-activity:</u> Depending upon the responses the teacher will enact the story about a little boy called Aman and make children to understand the moral behind the story. “We should do good to have well and we should help our elders in doing the work.”</p> <p><u>Reading Hour:</u> Students will follow the “Chain Reading” to develop their reading skills and underline the vocabulary words e.g.</p> <p><u>Grammar: (Compound Words)</u> Teacher will make students understand that “compound words” are the word sums It means we can join two words to make one word for e.g. bed+room says bedroom,</p>



	<p>story+book says storybook etc.</p> <p><u>Activity Time:</u> The teacher will place the word cards on the whiteboard. Start with one word beginning [snow], and then have students select the 2nd word that will make a compound word. The teacher will ask them as: What word can we put with this word to make a compound word that you've heard before or make sense? After a couple, have students selected both the first and second words to create a compound word teacher will discuss the definitions of each word as it's created. snow flake; ice cream; shoe lace; eye lash; rain bow; sun shine; tooth brush</p> <p><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> <p><u>DICTIONARY SKILLS: TASK THREE</u> Learning about looking up the words in the dictionary and practicing to note down the meanings in their notebooks as task "two" of dictionary usage the students will repeat the same with other set of words till they master the skill. The teacher will provide students a list of words. The students will be asked to look up for the meaning of the words using a dictionary and write in their notebooks. Here the teacher will provide the page no. as reference and guide them accordingly.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p><u>Activity:</u>Integrated with Art Making a waste paper basket. <u>Integrated with Music:</u> Sing the song "Bits of Paper" Assignment: Blends (Practice Worksheet), Grammar (Practice Worksheet)</p>
ASSESSMENT	<p>Retell the story in your own words. Reading Comprehension Make a compound word chain. Describe an object.</p>
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	<p>E2: DICTATION AND READING (TEXT PROVIDED AND SIGHT WORDS) E3: LISTENING SKILLS AND DICTIONARY SKILLS E4: CREATIVE WRITING E5: CLASS ASSESSMENT (TEXTUAL PASSAGE, GRAMMAR AND PHONICS) (ASSESSMENT SHEET)</p>



CLASS – 2nd

Detailed Planner of FA3

CLASSES REQUIRED	3 periods for Concepts 1 period for slide show how neighbourhood provide useful services that make life comfortable. 1 period for theme based activity. 3 periods for class assignment, drawing and writing related to topic. Total periods=8
TOPIC	Neighbourhood Services
CONCEPT & SKILLS	<u>Concepts</u> <ol style="list-style-type: none"> 1. Concept of neighbours. 2. Concept of neighbourhood. 3. Useful services in the neighbourhood. 4. Love and respect our neighbours. 5. Ways in which we can keep our neighbourhood clean. 6. Writing related to topic. <u>Skills</u> <ol style="list-style-type: none"> 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speaking
LEARNING OUTCOMES	The learning outcomes of this topic “ Neighbourhood Services ” is to draw the attention of the students to the: <ol style="list-style-type: none"> 1. Importance of neighbours 2. Importance of places in the neighbourhood. 3. Useful services which help the people to live in comfort . 4. Learn to love and respect their neighbours. 5. Learn to keep our neighbourhood neat and clean.
INSTRUCTIONAL TOOLS & REFERENCES	<ol style="list-style-type: none"> 1. Visit 2. Activity 3. Drawing
PEDAGOGY	<ol style="list-style-type: none"> 1. Explanation Method 2. Learning by doing an activity. 3. Concept Formation 4. In –text Questions
ACTIVITY / ASSIGNMENT / RESEARCH	<u>Activity</u> Do you know where we paste the stamp and write address on an envelope? Tick the correct box: <u>Assignment</u> Complete the crossword taking help from the given clues:
ASSESSMENT	MCQ'S, match pictures with their names, Identification, crossword puzzle.
SYLLABUS FOR FORMATIVE &	Formative Assessment

SUMMATIVE ASSESSMENT	E1 – Part- A(Activity) Make a small size envelope and write down your address and pin code on it
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CLASS – 2nd

CLASSES REQUIRED	3 periods for concept 1 period for slide show related to Road Safety 1 period for theme based activity (first aid box) 2 periods for class assignment 2 periods for drawing and writing related to topic Total periods=9
TOPIC	Road Safety
CONCEPT & SKILLS	<p>Concepts</p> <ol style="list-style-type: none"> 1. Concept of Do's and Don'ts (While playing, on road, swimming etc.) 2. Observe the safety rules at home and outside. 3. Obeying safety rules keep us away from injury and pain. 4. Follow road safety rules and be safe on the road. 5. Identification of road signs on road. 6. Drawing of Road Safety related pictures e.g. traffic light, zebra crossing, etc <p>Skills</p> <ol style="list-style-type: none"> 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speakings
LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Do's and Don't (While playing, on road, swimming etc.) 2. Observe the safety rules at home and outside. 3. Obeying safety rules keep us away from injury and pain. 4. Follow road safety rule and identify road signs on road. 5. Drawing
INSTRUCTIONAL TOOLS & REFERENCES	<ol style="list-style-type: none"> 1. Drawing 2. Charts 3. Slide show
PEDAGOGY	<ol style="list-style-type: none"> 1. Explanation Method 2. Learning by doing an activity 3. Concept Formation 5. In –text Questions
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Activity Make or Draw a "First Aid" box and write the names of few things you think you should have in it.</p> <p>Assignment Given below is a paragraph with few blank spaces. Fill in the blanks with</p>

	correct words to complete the sentences. Choose the words from the clue box:
ASSESSMENT	MCQ's Choose the write option ,fill ups, orals
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E2 Drawing of traffic light and zebra crossing. E3- (oral) Prepare five sentences on road safety rules.

CLASS –2ND

CLASSES REQUIRED	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
TOPIC	Means Of Communication
CONCEPT & SKILLS	Concept: 1. Communication. 2. Means of communication. 3. Different means of communication. 4. Drawing of any three means of communication. Skills 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speaking
LEARNING OUTCOMES	1. Importance of communication. 2. Different means of communication.
INSTRUCTIONAL TOOLS & REFERENCES	1. Different means of communication. 2. Charts
PEDAGOGY	1. Explanation Method 2. Concept Formation 3. In –text Questions
ACTIVITY / ASSIGNMENT / RESEARCH	Activity Drawing and colour any three means of communication. Assignment Here are the steps to write a letter, but in a jumbled order. Number the sentences to get the correct order:
ASSESSMENT	Assessment

	Tick the correct option, match the following
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>E4 Part A</p> <p>Tick the correct option:</p> <p>Identify and name the following:</p> <p>E4 Part B</p> <p>MCQ's</p> <p>Write Yes or No.</p>

CLASS – 2nd

CYCLE – 4

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	Weather and seasons.
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><u>Skills</u></p> <ol style="list-style-type: none"> 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5 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>
ASSESSMENT	<p><u>Assessment</u> E1 Through activity. E2 Drawing and MCQ'S. E3 Orals. E4 Class Assignment.</p>

CLASSES REQUIRED	<ol style="list-style-type: none">3 periods for concepts.2 period for theme based activity on "Houses we live in".1 period for Slide show.2 period for drawing and writing related topic. <p>Total periods=8</p>
TOPIC	Houses we live in.



CONCEPT & SKILLS	<p><u>Concepts</u></p> <ol style="list-style-type: none">1. Children will come to know about the importance of houses in our lives.2. Identify different rooms in a house3. Work done in different rooms.4. Materials used to build house.5. House care.6 Family's love and care makes house a home. <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 "Houses we live in" is to draw the attention of the students to :</p> <ol style="list-style-type: none">1. House protects us from heat, cold, rain and heavy winds.2. Kutcha house is temporary house and Pucca house is a permanent house.3. Can draw, Identify and write about different houses.
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 Formation



	5. In –text Questions
ACTIVITY / ASSIGNMENT / RESEARCH	Activity : Making of a hut Use of thermocol or a plywood, straws and colours. Assignment: Look at the pictures and find their names hidden in the word search.
ASSESSMENT	Assessment E1 Through activity. E2 Drawing and MCQ'S. E3 Orals. E4 Class Assignment.

CLASSES REQUIRED	<p>3 periods for concepts.</p> <p>2 period for theme based activity on “Days we celebrate”.</p> <p>1 period for Slide show.</p> <p>2 period for drawing and writing related topic.</p> <p>Total periods=8</p>
TOPIC	Days we celebrate.
CONCEPT & SKILLS	<p><u>Concepts</u></p> <p>1. Children will come to know about the different types of festivals of our country.</p> <p>2.. Emphasize that festivals are happy occasions celebrated with family and friends</p> <p>3. Importance of festivals.</p> <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>



	5. Speaking
LEARNING OUTCOMES	<p>The learning outcomes of this topic “Days to celebrate” is to draw the attention of the students to :</p> <ol style="list-style-type: none">1. Know the different religious festivals of our country.2. Know the national festivals of our country.3. Can draw, Identify and write about different festivals.
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>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> <ol style="list-style-type: none">a. When is the festival celebrated?b. Why do you celebrate this festival?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? <p><u>Assignment</u></p> <p>Match the festival with the related pictures.</p>



ASSESSMENT	Assessment E1 Through activity. E2 Drawing and MCQ'S. E3 Orals. E4 Class Assignment.



DETAILED PLANNER OF

Ev.Sc.

(October- November)

Class: 2nd

CYCLE – Summative Assessment No.2

CLASSES REQUIRED	<p>3 periods for concepts.</p> <p>2 period for theme based activity on “Celestial Neighbours”.</p> <p>1 period for Slide show.</p> <p>2 period for drawing and writing related topic.</p> <p>Total periods=8</p>
TOPIC	Celestial Neighbours.
CONCEPT & SKILLS	<p><u>Concepts</u></p> <p>1. To recognize the importance of sun.</p> <p>2. Describe the moon and its movement around earth.</p> <p>3. Identify that the rotation of moon causes day and night.</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 “Our celestial neighbours” is to draw the attention of the students to:</p> <p>Sun gives us heat and light.</p>



	<ol style="list-style-type: none">1. Sun is the closest star to earth.2. Rotation of moon causes day and night.
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 based on the topic ‘Our celestial Neighbours’:</u> Do an activity in the class with two students at a time. One student will be the earth. The earth will stand facing the class. The other student will be the moon. The moon will slowly circle the earth. When the moon is behind the earth it is ‘no-moon’ night. When it is in front of the earth it is full moon night. Divide in pairs and let everyone try.</p> <p><u>Assignment :</u> Fill in the blanks by using words from the help box.</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">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>
SYLLABUS FOR FORMATIVE	



& SUMMATIVE ASSESSMENT	
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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

<p>SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT.</p>	<p>FA3 E1 - Activity-Sunday hunt game. E2 - White board test for time. E3 – Jumps on no. line. E4 – Teach and Test.</p> <p>SA-2</p> <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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CLASS–2nd

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</p> <p>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)	<p>FA4:</p> <p>E1 My weight</p> <p>E2 Make an amount</p> <p>E3 Measure capacities of your own bottle</p> <p>E4 Teach and test</p> <p>SA2:</p> <p>Make an amount.</p>

MATHEMATICS

October-November

SA2**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>

DETAILED PLANNER OF HINDI

Month: August

CLASS - 2ND

CLASSES REQUIRED	7 periods for कहाँ चले जंगल के राजा 7 periods for हर चीज की सही जगह 3 periods for समानार्थी शब्द
TOPICS	<ul style="list-style-type: none">• कहानी (कहाँ चले जंगल के राजा)• कहानी (हर चीज की सही जगह)• व्याकरण<ul style="list-style-type: none">➤ समानार्थी शब्द
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) बच्चों से रोचक प्रश्नों के साथ बातचीत करते हुए उन्हें सही जगह रखने की सीख देना । <p>व्याकरण</p> <p>व्याकरण के सामान्य नियमों का ध्यान , सही उच्चारण , एक ही अर्थ बताने वाले शब्दों का ज्ञान करना ।</p>
LEARNING OUTCOMES	कहानी (कहाँ चले जंगल के राजा) छोटा व्यक्ति भी चाहे तो अपनी होशियारी से बड़े से बड़े ताकतवर शत्रु को भी पकड़ सकता है का क्षात हुआ ।

	<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 (समान अर्थ)</p> <p>छात्रों ने समान अर्थ शब्दों का ज्ञान प्राप्त किया ।</p> <p>मौखिक भाषा का अभ्यास हुआ ।</p>
INSTRUCTIONAL TOOLS AND REFERENCES	पाठ्य पुस्तिका , चार्ट , अध्यापिका
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>समान अर्थ शब्द</p> <p>व्याकरण के सामान्य नियमों का ध्यान , सही उच्चारण , एक ही अर्थ बताने वाले शब्दों का ज्ञान करना ।</p> <p>समान अर्थ शब्दों से संबंधित वस्तुएँ दिखाकर अर्थ समझाएँ जाएंगे ।</p>
ACTIVITY /ASSIGNMENT /RESEARCH	<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> <p>समान अर्थ शब्द लिखवाए जाएंगे ।</p>

ASSESSMENT	<p>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</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>पाठ ५ कहानी (कहाँ चले जंगल के राजा) पाठ ६ कहानी (हर चीज की सही जगह) व्याकरण समानार्थी शब्द अर्थबोध के कौशल (Comprehension)</p> <ul style="list-style-type: none"> • सुनने के कौशल (Listening comprehension) • अनुच्छेद (Seen and unseen passage)

DETAILED PLANNER OF HINDI

Month: September CLASS - 2ND

CLASSES REQUIRED	7 periods for सबसे तेज कौन 7 periods for पापा , तंग करते है भैया 5 periods for संज्ञा 4 periods for अनुच्छेद लेखन
TOPIC	पाठ ७ कहानी (सबसे तेज कौन ?) पाठ ८ कविता (पापा , तंग करते है भैया)। व्याकरण संज्ञा अनुच्छेद लेखन
CONCEPT SKILLS	कहानी (सबसे तेज कौन ?) पाठ का सस्वर वाचन , करवाकर कठिन शब्दों के अर्थ समझाकर तथा कहानी से संबंधित विषयों की जानकारी देना । कहानी को नाटकीय ढंग से सुनाना । सही उच्चारण । लिखने पर ध्यान । कविता (पापा तंग करते है भैया) कविता को लय से पढ़ने का अभ्यास , सही उच्चारण आदि । व्याकरण (संज्ञा) इस संसार में प्रत्येक वस्तु का कुछ न कुछ नाम होता है । इन्हीं सजीव , निर्जीव नामधारी वस्तुओं का नाम संज्ञा है की सीख देना । अनुच्छेद लेखन

	भाषा के लिखित रूप पर ध्यान देने का अभ्यास करना
LEARNING OUTCOME	<p>कहानी (सबसे तेज कौन ?)</p> <p>बच्चों ने चिड़िया घर की जानकारी प्राप्त की ।</p> <p>सच्चे मित्र की परिभाषा तथा दिनों के नाम सीखे ।</p> <p>कविता (पापा , तंग करते हैं भैया)</p> <p>भाई बहन के झगड़े में भी प्यार छिपा होता है पर उस झगड़े को प्यार से सुलाड़ा जाने की सीख प्राप्त की ।</p> <p>कविता को लय और भाव से गाना सीखा ।</p> <p>लिखित भाषा के प्रति रुचि बनी रही ।</p> <p>व्याकरण</p> <p>प्राणी, वस्तु, स्थान ऐसे नामों की जानकारी प्राप्त की ।</p>
INSTRUCTIONAL TOOLS AND REFERENCES	पाठ्य पुस्तिका , चार्ट , अध्यापिका
PEDAGOGY	<p>कहानी (सबसे तेज कौन)</p> <p>पाठ से संबंधित प्रश्न पूछे जाएंगे।</p> <p>सही और गलत पर निशान</p> <p>किसने किससे कहा ?</p> <p>खाली स्थान भरो तथा पठन करवाया जाएगा ।</p>

	<p>कविता (पापा , तंग करता है भैया)</p> <p>कविता का प्रभावशाली ढंग से वाचन करवाया जाएगा ।</p> <p>कविता से संबंधित प्रश्न पूछे जाएंगे ।</p> <p>हास्य - बोध, प्रेम और पारिवारिक भावना का महत्त्व ,</p> <p>भाई बहन के झगड़े में छिपा प्यार को कैसे सुलझा सकता है की सीख दी जाएगी ।</p> <p>व्याकरण</p> <p>संज्ञा से संबंधित प्रश्न पूछे जाएंगे तथा सही संज्ञा शब्द चुन कर वाक्य पूरे करो करवाए जाएंगे ।</p> <p>अनुच्छेद लेखन</p> <p>अपने विचारों को प्रकट करना तथा फिर वही लिखित रूप में प्रयोग करना जैसे " अपना काम कैसे करते हो ? सिखाया जाएगा ।</p>
<p>ACTIVITY</p> <p>/ASSIGNMENT /</p> <p>RESEARCH</p>	<p>बच्चों से मौखिक प्रश्न पूछे जाएंगे जैसे --- अगर आपका मित्र गिर जाए तो आप क्या कर सकते हैं ? पर दो वाक्य लिखवाए जाएंगे ।</p> <p>कविता को याद करना तथा पंक्तियाँ पूरी करवाई जाएगी ।</p> <p>व्याकरण</p> <p>शब्दों को घेरा लगाइए करवाए जाएंगे ।</p> <p>अनुच्छेद लेखन</p> <p>अभ्यास पत्र</p>
<p>ASSESSMENT</p>	<p>कविता का वाचन करवाया जाएगा । recitation</p> <p>कहानी का पठन reading</p> <p>मौखिक प्रश्न पूछे जाएंगे ।</p>

	<p>अभ्यास पत्र worksheet</p> <p>अनुच्छेद Seen and unseen passage</p> <p>सुनने के कौशल Listening skills</p> <p>श्रुतलेख Dictation</p> <p>शब्द लड़ी Word building</p>
<p>SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT</p>	<p>पाठ ७ कहानी (सबसे तेज)</p> <p>पाठ ६ कविता (पापा , तंग करता है , भैया)</p> <p>व्याकरण</p> <p>•संज्ञा</p> <p>अर्थबोध के कौशल (Comprehension)</p> <ul style="list-style-type: none"> • सुनने के कौशल (Listening comprehension) • अनुच्छेद (Seen and unseen passage)

DETAILED PLANNER OF HINDI

Month: October -November CLASS - 2ND

CLASSES REQUIRED	7 periods for मम्मी , तुम कितनी अच्छी हो ! 7 periods for राखी का त्यौहार 3 periods for सर्वनाम 3 periods for मेरा स्कूल
TOPIC	पाठ ८ कहानी (मम्मी , तुम कितनी अच्छी हो !) पाठ ९ कहानी (राखी का त्यौहार) व्याकरण सर्वनाम अनुच्छेद लेखन मेरा स्कूल
CONCEPT SKILLS	कहानी (मम्मी , तुम कितनी अच्छी हो !) पाठ को प्रभावशाली ढंग से वाचन करवाकर कठिन शब्दों के अर्थ समझाकर तथा कहानी से संबंधित विषयों की जानकारी देना । कहानी को नाटकीय ढंग से सुनाना सही उच्चारण कहानी (राखी का त्यौहार) कहानी को अच्छी तरह से समझाना ,सही उच्चारण करना , मौखिक प्रश्नों के उत्तर देने की योग्यता और कौशल का विकास करना । व्याकरण (सर्वनाम) सर्वनाम शब्दों की जानकारी देना । भाषा के लिखित रूप पर ध्यान देने का अभ्यास करना अनुच्छेद लेखन भाषा के लिखित रूप पर ध्यान देने का अभ्यास करना ।
LEARNING OUTCOMES	कहानी (मम्मी , तुम कितनी अच्छी हो !) माँ के लिए गहरे प्रेम और आदर भाव , कर्तव्य और त्याग भावना की जानकारी प्राप्त की ।

	<p>कहानी (राखी का त्यौहार)</p> <p>भाई -बहन के प्रेम और अपनत्व का भाव की जानकारी प्राप्त की ।</p> <p>व्याकरण</p> <p>छात्रों ने सर्वनाम के बारे में पूरी जानकारी प्राप्त की ।</p> <p>मौखिक भाषा का अभ्यास हुआ ।</p> <p>अनुच्छेद लेखन</p> <p>कक्षा में एक -एक करके बच्चों से वार्तालाप करके अपने स्कूल के बारे में एक-एक पंक्ति कही और सुनी जाएगी ।</p>
INSTRUCTIONAL TOOLS AND REFERENCES	पाठ्य पुस्तिका , चार्ट , अध्यापिका
PEDAGOGY	<p>कहानी (मम्मी , तुम कितनी अच्छी हो !)</p> <p>पाठ से संबंधित प्रश्न पूछे जाएंगे ।</p> <p>बच्चों को छोटे -छोटे कामों में माँ की मदद करने के लिए प्रेरित करने की सीख दी जाएगी ताकि माँ को भी अपने जीवन में सुख और संतोष मिले ।</p> <p>कहानी (राखी का त्यौहार)</p> <p>यह त्यौहार बहन भाई के मंगल की कामना करती है और भाई उसकी रक्षा का वचन देता है की सीख दी जाएगी ।</p> <p>शुद्ध उच्चारण करवाया जाएगा ।</p> <p>कहानी से संबंधित मौखिक प्रश्न पूछे जाएंगे ।</p> <p>व्याकरण</p> <p>सर्वनाम</p> <p>व्याकरण के सामान्य नियमों का ध्यान , सही उच्चारण , सर्वनाम से संबंधित प्रश्न पूछे जाएंगे ।</p> <p>अनुच्छेद लेखन</p> <p>अपने स्कूल के बारे में अच्छी -अच्छी बातों की सीख दी जाएगी ।</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>कहानी (मम्मी , तुम कितनी अच्छी हो !)</p> <p>अपनी मम्मी को प्यार से भरा छोटा सा पत्र मदर्स-डे की भावना को समझाते हुए लिखवाया जाएगा ।</p> <p>कहानी (राखी का त्यौहार)</p>

ACTIVITY/ ASSIGNMENT / RESEARCH	<p>अपने हाथों से तीन राखियों के चित्र बनाकर उनमें रंग भरवाया जाएगा ।</p> <p>व्याकरण</p> <p>अभ्यास पत्र</p> <p>अनुच्छेद लेखन</p> <p>अपने स्कूल के बारे में पाँच वाक्य लिखवाए जाएंगे ।</p>
ASSESSMENT	<p>कहानी का पठन</p> <p>पाठ (मम्मी , तुम कितनी अच्छी हो !) तथा (राखी का त्यौहार) में से मौखिक प्रश्न पूछे जाएंगे ।</p> <p>अभ्यास पत्र worksheet</p> <p>अनुच्छेद Seen and unseen passage</p> <p>सुनने के कौशल Listening skills</p> <p>मेरे स्कूल पर पाँच पंक्तियाँ सुनी जाएंगी Speaking skills</p> <p>श्रुतलेख Dictation</p> <p>शब्द लड़ी Word building</p> <p>पाठों का पठन reading</p> <p>व्याकरण</p> <p>सर्वनाम से संबंधित प्रश्न पूछे जाएंगे ।</p> <p>अभ्यास पत्र तथा सर्वनाम शब्द छाँटकर करवाए जाएंगे ।</p> <p>अनुच्छेद लेखन</p> <p>बच्चों को मेरे स्कूल के बारे में कुछ मौखिक प्रश्न पूछे जाएंगे ।</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>पाठ ८ कहानी (मम्मी , तुम कितनी अच्छी हो)</p> <p>पाठ ९ कहानी (राखी का त्यौहार)</p> <p>व्याकरण</p> <p>अर्थबोध के कौशल (Comprehension)</p> <p>सुनने के कौशल (Listening comprehension)</p> <p>अनुच्छेद (Seen and unseen passage)</p>



جماعت: دوم

عرصہ - ماہ ستمبر

مطلوبہ دروس	(۲۰)	۴۰ منٹ کے وقفہ کی کلاس
موضوع	<p>”مُرغا اور لومڑی“ (۱۰)</p> <p>”نظم (دُعا)“ (زبانی) (۴)</p> <p>”جنس کے لحاظ سے اسم کی قسمیں“ اور ”مذکر مونث“ (۶)</p>	
خیال، تدریسی ہنر	<p>بچوں کو پڑھنے ’ بولنے ’ لکھنے اور سننے کی صلاحیت۔</p> <p>بچوں کو کسی کے آڑ میں نہ آنے کی واقفیت دی جائے گی۔</p> <p>بچوں کو ثنا خوانی کروائی جائے گی۔</p> <p>بچوں کو مذکر مونث کی جانکاری دی جائے گی۔</p>	
تدریسی نتائج	<p>بچوں کو پڑھنے ’ بولنے ’ لکھنے اور سننے کی صلاحیت محسوس ہو گئی۔</p> <p>طلبا کو سمجھداری سے کام لینے کی واقفیت ہوئی ہو گئی۔</p> <p>بچوں کو نظم ”دُعا“ زبانی یاد ہو گئی۔</p> <p>بچوں کو مذکر مونث اچھی طرح سے بیان و تحریر کرنے کی صلاحیت محسوس ہو گئی۔</p>	
تدریسی آلات اور حوالہ جات	بورڈ چارٹ پینٹنگس استاد درسی کتاب۔	



<p>سب سے پہلے بچوں کو مرفا اور لومڑی کا منہ بتایا جائے گا۔ اس کے بعد سبق کی عبارت خوانی کروائی جائے گی۔ پھر سبق کا خلاصہ کرے گے کہ کیسے ایک لومڑی نے مرغے کو چٹ کر لیا۔ ایک دن لومڑی نے مرغے کو پکڑ لیا کہ تو لوگوں کی نیند خراب کرتا ہے۔ مرغے نے جواب میں کہا کہ میں تو صبح سویرے بانگ دیتا ہوں تاکہ لوگ نیند سے اٹھیں اور دن کا کام شروع کرے۔ لومڑی کو اس جواب سے کچھ اثر نہ ہوا اور مرغے کو چٹ کر کھا گئی۔ اس کہانی سے ہمیں یہ سبق ملتا ہے کہ کسی کی باتوں میں نہیں آنا چاہیے اور سمجھداری سے اپنا کام کرنا چاہیے۔ اس کے علاوہ طلباء کو مذکر مونث کی جانکاری دی جائے گی۔ مذکر یعنی (نر) اور مونث یعنی (مادہ) کو کہتے ہیں۔ پھر بچوں کو مختلف جانوروں کی تصاویر دکھا کر یہ کہا جائے گا کہ ان میں سے کون سی تصویر مذکر اور مونث ہیں۔</p>	<p>طرز تدریس</p>
<p>بچوں کو سرگرمیوں میں مختلف تصاویر دی جائے گی اور ان کو یہ بتایا جائے گا کہ ان میں سے مذکر مونث کی تصاویر نکال کر اپنی کاپی پہ چپان کرے۔</p>	<p>تفویض، تحقیق، منصوبے، سرگرمیاں</p>
<p>سرگرمی کے حوالے سے ہم بچوں کو تشخیص کر سکتے ہیں۔ اس کے علاوہ عبارت خوانی و صحیح تلفظ سے بھی تشخیص کرے گے۔</p>	<p>تشخیص</p>
<p>ایف۔ اے (۴) لیا جائے گا۔ ۱۔ ای (۱) مطالعہ۔ ۲۔ ای (۲) املا ۳۔ ای (۳) سننے کی صلاحیت۔ ۴۔ ای (۴) مذکر مونث کی تعریف۔ ۵۔ ای (۵) ستابی مشق</p>	<p>موضوعی، معروضی تشخیص</p>









مطلوبہ دروس	۷	۷	۷	۲	(۴۰ منٹ کی واقعہ کی کلاس)
موضوع	پیاسا کڑا۔ شیر اور چوہا۔ دیوالی	قائد۔ اپنے آپ پر پانچ جملے			
خیال، تدریسی ہنر	سوچ، سمجھداری اور محنت سے کسی بھی مشکل کا حل۔ ہر چیز کی اپنی اپنی اہمیت اور دوسروں کی مدد۔ تہواروں کی جانکاری۔ سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا کرنا۔				
تدریسی نتائج	واقفیت، تہواروں کی جانکاری حاصل ہو گئی۔				
تدریسی آلات اور حوالہ جات	چارٹ، بورڈ، پیکنی استاد۔				
طرز تدریس	پیاسا کڑا سبق شروع کرنے سے پہلے طلباء کو سوال پوچھا جائے گا کہ آپ نے (Thirsty crow) کی کہانی سننی تو ہوگی یہ سبق بھی اسی کہانی پر منتخب ہے۔ کہ کیسے ایک کڑے نے سمجھداری و محنت سے اپنی منزل پائی۔ پھر سبق کا مطالعہ بلند آواز و صحیح تلفظ کے ساتھ کرایا جائے گا۔ شیر اور چوہا سبق پر پہلے میں یہ جانکاری دوں گی کیسے ایک چھوٹے سے چوہے نے جنگل کے راجا شیر کی جان بچائی۔ عبارت خوانی کے دوران یہ تربیت دوں گی کہ ہمیں ایک دوسرے کی مدد کرنی چاہئے کیونکہ اتفاق میں طاقت ہے۔ دیوالی کا سبق شروع کرنے سے پہلے تہواروں کی جانکاری دی جائے گی، ہر مذہب کا اپنا اپنا تہوار ہوتا ہے۔ جیسے مسلمان عید کا تہوار مناتے ہیں۔ سکھ گرپورب اور ہندو دیوالی۔ دیوالی ہندوؤں کا ایک مشہور تہوار ہے یہ بڑائی پر اچھائی کی فتح کی یاد میں منائی جاتی ہے۔ صحیح تلفظ اور بلند آواز کے ساتھ مطالعہ کرایا جائے گا۔				
تفویض، تحقیق، منصوبے، سرگرمیاں	(ایک لفظی کھیل) طلباء کو عنوان کے متعلق ایک الفاظ دے کر اسی لفظ سے مزید الفاظ تحریر کرنے کو کہا جائے گا۔ جس سے طلباء میں نئے الفاظ پڑھنے اور لکھنے کی صلاحیت نمودار ہوگی۔				



مطالعہ، املا، بولنے کی صلاحیت اور سرگرمی کے حوالے سے ہم تشخیص کرتے گے۔	تشخیص
ایس۔ اے۔ دن یعنی سالانہ امتحان لیا جائے گا اور چند مخصوص سوالات و قواعد Fa4 Fa3 سے بھی امتحان میں پوچھے جائے گئے۔	موضوعی، معروضی تشخیص