

CLASS - 1ST

CLASSES REQUIRED	2 (40 minutes class period)
TOPIC	The Fun Poem
CONCEPT & SKILLS	Concept: <ul style="list-style-type: none"> Learning Through Fun Skills: <ul style="list-style-type: none"> Listening, Speaking, Reading and Writing. Recitation of poem with right voice modulation and intonation.
LEARNING OUTCOMES	<ul style="list-style-type: none"> Learn to have fun while doing various activities. Have fun in reading and reciting the poem. Maximum coverage to rhyming words. E.g. fun-sun, write-kite etc.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Classroom, Teacher Presenter
PEDAGOGY	<ul style="list-style-type: none"> Warm-Up Activity: Teacher will ask students about the fun things they like to do and feel happy doing them. Follow-Up: After warm-up activity teacher and students will recite the poem together with proper rhythm, gestures and intonation. Reading Hour: Teacher and student will read the poem. Here teacher will ask students to identify the rhyming words.
ACTIVITY / ASSIGNMENT	Activity: <ul style="list-style-type: none"> Draw and colour your favourite activity and speak about the same.
ASSESSMENT	<ul style="list-style-type: none"> Rhyming Fun Say a word that rhymes with the word given. Reading of the poem by the students.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E1: Individual Activity (Dictation, Reading and Recitation)



CLASSES REQUIRED	12 (40 minutes class period)
TOPIC	<p><u>LESSON:HELLO EVERYONE</u></p> <p>GRAMMAR: Sentence Formation with proper use of capital letter and full stop.</p> <p>Punctuation: Use of question mark.</p> <p>Phonics: Vowel Song (Short Sound of Vowels a,e,i,o,u)</p> <p>Short “a” and “e” vowel sound words</p> <p>Consonants</p> <p>Beginning Blends: bl and br</p> <p>Dolch Sight Words</p>
CONCEPT & SKILLS	<p>CONCEPT: Concept of introduction.</p> <p>SKILLS: Listening, Speaking, Reading and Writing.</p>
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Children will learn to introduce themselves and talk about friends and family. • Learn new words as class, teachers etc. • Use polite words as hello, thank you in their Everyday English. • Learn essentials of Grammar and frame sentences with proper use of punctuation marks. • Learn blend sounds to make words and read with proper blending and segmentation of sound. • Learn to read sight words regularly to enhance their reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book and Teacher Presenter • Sight words display
PEDAGOGY	<p><u>Introductory Activity:</u> Teacher will give a self introduction to the students as a warm-up activity.</p> <p><u>Follow up:</u> The teacher will ask students to introduce themselves to the class and talk about their new class and friends.</p> <p>Reading Hour: Teacher will make students to read and comprehend the text. They will also practice reading a passage other than the textual lesson.</p> <p><u>Grammar:</u> Teacher will make students to learn use of punctuation marks in a sentence</p> <p><u>Phonics:</u> Teacher will make the students to learn the given blend sound and make them to make the word. The teacher and students will read the blend words with proper segmenting of sounds.</p> <p><u>Short “a” and “e” sound words:</u> Teacher will make students to learn sounds of the vowels a, e, i, o, u and make them to differentiate the short sound that vowel “a” and “e” says. Here the teacher and students will identify the phonetically true words accordingly.</p> <p>E.g. short sound of “a” as in cap and short sound of “e” as in egg.</p> <p>Sight words will be read on the regular basis in the class. The teacher will make students to read the sentences framed with the sight words.</p>



ACTIVITY / ASSIGNMENT	<u>Activity:</u> Oral Exercise For Blends (Drive Through Blends) <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	Read the text as provided. Punctuation Worksheet (Use of a capital letter, full stop, question mark.)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E2: Group Activity (Paste vowels and consonant sounds on tree cut-outs.) E3: Pencil Paper Test



**DETAILED PLANNER OF
ENGLISH (APRIL)
CYCLE 1**

CLASSES REQUIRED	4 (40 minutes class period)
TOPIC	We are going to the zoo
CONCEPT & SKILLS	Concept: <ul style="list-style-type: none">Animals around us Skills: <ul style="list-style-type: none">Listening, Speaking, Reading and Writing.Recitation of poem with right voice modulation and intonation.
LEARNING OUTCOMES	<ul style="list-style-type: none">Know what the poem is aboutHave fun in reading and reciting the poem.Maximum coverage to rhyming words. E.g. zoo-kangaroo, play-say-day etc.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Classroom, Teacher presenter
PEDAGOGY	<ul style="list-style-type: none">Warm-Up Activity: Teacher will ask students the following questions as: Have you ever been to zoo? Which animals have you seen in the zoo?Follow-Up: After warm-up activity teacher and students will act out as animals in the zoo and recite the poem together with proper expression and voice intonation.Reading Hour: Teacher and students will read the poem. Here teacher will ask students to identify the rhyming words.
ACTIVITY / ASSIGNMENT	Activity: <ul style="list-style-type: none">Talk Time: You are going to the zoo. What things would you like to take in your backpack? The students will talk about the same in the class.
ASSESSMENT	<ul style="list-style-type: none">Rhyme Hunt: The children will be asked to find something in the classroom that rhymes with a given word.Recitation of the poem by the students.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E1: Individual Activity (Dictation, Reading and Recitation)



CLASSES REQUIRED	18 (40 minutes class period)
TOPIC	<u>THE BALLOON SELLER</u> GRAMMAR: Use of “a” and “an” Short “i” and “o” vowel sound words Beginning Blends: cl and cr Dolch Sight Words
CONCEPT & SKILLS	CONCEPT: Family and Neighbourhood SKILLS: Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	<ul style="list-style-type: none">• Learn about family and people around.• Learn to talk about family members and various occupations.• Use polite words as hello, thank you in their Everyday English.• Listen to the story and comprehend the same and learn new words as balloon seller, flute, sad etc.• Learn essentials of Grammar and frame sentences with proper use of punctuation marks.• Learn blend sounds to make words and read with proper blending and segmentation of sound.• Learn to read sight words regularly to enhance their reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Text book and Teacher Presenter• Picture Cards, Finger Puppets(Family Members)• Sight words display
PEDAGOGY	<p><u>Introductory Activity:</u> As an introductory activity teacher will introduce the family members using finger puppets and talk about each family member.</p> <p><u>Follow up:</u> The teacher will make students learn that like our family members and friends there are other people around who are very important in our life. Finger Puppets will be used to make students identify different family members in a family. The teacher will read the story to the children with correct intonation and make them comprehend the same.</p> <p><u>Reading Hour:</u> Teacher will make students to read and comprehend the text. They will also practice reading a passage other than the textual lesson.</p> <p><u>Grammar:</u> Teacher will make students learn that we use “a” with the words that begin with consonants like a bag and “an” with words that begin with vowel a, e, i, o, u like an apple.</p> <p><u>Phonics:</u> Teacher will make the students to learn the given blend sound and make them to make the word. The teacher and students will read the blend words with proper segmenting of sounds.</p> <p><u>Short and Long “e” sound words:</u> Teacher will make students to learn sounds of the vowels a, e, i, o, u and make them to learn the short sound that vowel “i” and “o” says. Here the</p>



	teacher and students will identify the words accordingly. E.g. Short sound of “i” as in ink and short sound of “o” as in pot and the like. Dolch Sight words will be read on the regular basis in the class.
ACTIVITY / ASSIGNMENT	<u>Activity:</u> Raise The Card (Activity for Teaching Use of “a” and “an”) <u>Assignment:</u> <u>Reading Readiness Worksheet:</u> The students will be provided with the worksheet and they are supposed to read the text. Pg no. 26 Writing about parents Introduction to short paragraphs.
ASSESSMENT	Read the text as provided. Use of “a” and “an” (Assessment Worksheet)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E2: Group Activity (Students will be divided into groups and will write the words using the correct article a or an on the provided charts.) E3: Pencil Paper Test

CLASS – 1st

CLASSES REQUIRED	2 (40 minute class period)
TOPIC	Poem: Kittens Kittens!
CONCEPT & SKILLS	Concept: <ul style="list-style-type: none"> Developing love for animals, knowing about different habitats of animals, and young ones of animals. Skills: <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"> 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 E.g. jeans-screens, shoulder- older, head- bread etc.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Classroom, Teacher Presenter, Various pictures of animals and their young ones.
PEDAGOGY	<ul style="list-style-type: none"> <u>Warm-up-activity:</u> Teacher and students will together make sounds of various animals like cow- moos, cats-mew, dogs-bark and the like. Teacher will make children learn that like humans speak animals 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. <u>Reading Hour:</u> Teacher and students will read the poem. Here teacher will ask students to identify the rhyming words.
ACTIVITY / ASSIGNMENT	<u>Activity:</u> <u>Illustration:</u> Draw your favourite pet and write few lines on it.
ASSESSMENT	Choral Recitation of the poem in the class. Reading of the poem with proper speech and pauses.
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	E1: Individual Activity (Dictation, Reading and Recitation)



CLASS – 1st

CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	<p><u>The Greedy Dog</u> Grammar: One- Many, Naming Words Phonics: Beginning Blends “dr”, “fl” , “fr” Short “u” sound words Dolch Sight words Story telling with props</p>
CONCEPT & SKILLS	<p><u>CONCEPT:</u></p> <ul style="list-style-type: none"> • Story with a moral “ Greediness is a curse” <p><u>SKILLS:</u></p> <ul style="list-style-type: none"> • Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Learning about selfishness and listen to the story with a moral "Greediness is a curse". • Learn new words as bridge, reflection, shopkeeper etc. • Learn essentials of Grammar and identify one and many and use them in sentences. • Learn to identify naming words and use them in sentences. • Learn blend sounds to make words and read with proper blending and segmentation of sound. • Learn to read sight words regularly to enhance their reading skills. • Learn to narrate a story with props
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book, Classroom and Teacher Presenter • Word cards (identifying one and many) and (identifying naming words) • Sight words display
PEDAGOGY	<p><u>Introductory Activity:</u> Teacher will ask students as:</p> <ul style="list-style-type: none"> • How do you feel when you look at yummy chocolates, chips, sweets, etc.? • Do you feel greedy or do you like to share these with anyone? <p><u>Follow up activity:</u> Depending upon their responses teacher will enact the story of “The Greedy Dog” with proper use of props and voice intonation and make them learn that “One should not be greedy”. The teacher will make them to comprehend the moral that “Greediness is a curse”.</p> <p><u>Reading Hour:</u> Students will follow the" Chain Reading" to develop their reading skills and learn the vocabulary words e.g. hungry, catch, meat etc</p> <p><u>Grammar:</u> Teacher will make students to play “one and many game” and make them to identify the things that are one and many in number around them. The teacher will make them learn that with the things that are many in number we add-s e.g. car and cars.</p>



	<p>Similarly teacher will divide the class in four groups (persons, places, animals, things) and each group will be asked to tell the names as per the titles allotted to them. Once they are done teacher will explain to them that all names given by each group are called naming words or nouns.</p> <p><u>Phonics:</u> Teacher will make the students to learn the given blend sound and make them to make the word. The teacher and students will read the blend words with proper segmenting of sounds.</p> <p><u>Short “u” sound words:</u> Teacher will make students to learn sounds of the vowels a, e, i, o, u and make them to differentiate the short sound that vowel “u” says. Here the teacher and students will identify the words accordingly. E.g. Short sound of “u” as in up and the like. Sight words will be read on the regular basis in the class.</p>
ACTIVITY / ASSIGNMENT	<p><u>Activity: Story enactment with props</u> <u>Assignment:</u> <u>Reading Readiness Worksheet:</u> The students will be provided with the worksheet and they are supposed to read the text. <u>Unseen Comprehension Worksheet:</u> The students will be provided with the worksheet and attempt the exercise.</p>
ASSESSMENT	Worksheet on one and many
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>E2: Group Activity (Hands on Activity as cut and glue the given naming words under their proper column.) E3: Pencil Paper Test</p>



CLASS – 1st

CLASSES REQUIRED	2 (40 minute class period)
TOPIC	Poem: No Pencil
CONCEPT & SKILLS	<p>Concept :</p> <ul style="list-style-type: none"> Having fun with colours without being naughty. <p>Skills:</p> <ul style="list-style-type: none"> Listening, Speaking, Reading, Writing Recitation of poem with right modulation and intonation.
LEARNING OUTCOMES	<ul style="list-style-type: none"> Knowing the theme of the poem. Spreading the joy of colouring without being naughty. Have fun in reading and reciting the poem. Expression, pronunciation and Imagination.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Classroom, Teacher Presenter, Colourful crayons.
PEDAGOGY	<p><u>Warm-up-activity:</u> Teacher will Introduce the topic by asking the children about their favourite colours. The teacher would ask them to imagine how would the life would be without colours and ask them the following questions: Do you ever draw or paint on the walls of your room or house? Do you think it is okay to do so? Teacher will explain to them that we should not mess while colouring. We should not spoil their clothes or other things while colouring.</p> <p><u>Follow-up-activity:</u> Recitation of the poem by teacher and students together with proper rhythm, gestures and intonation.</p> <ul style="list-style-type: none"> Reading Hour: Teacher and students will read the poem with correct intonation. The teacher will provide them words to which they will add the words that rhyme with.
ACTIVITY / ASSIGNMENT	Activity: Integrated with art: Vegetable Painting
ASSESSMENT	Revision Worksheets
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	



CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	<p><u>Sheena's First Painting</u> Grammar: Pronouns(he,she,it,we,they) Demonstrative pronouns Phonics: Beginning Blends “gl” , “gr” Sight Words.</p>
CONCEPT & SKILLS	<p>CONCEPT:</p> <ul style="list-style-type: none"> • Concept of colours and love for family. <p>SKILLS:</p> <ul style="list-style-type: none"> • Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Listening to a story • Learning about various colours • Developing know how about a rainbow and the VIBGOYR • Love and concern for family and its members • Listen to the story and comprehend the same and learn new words as brush, paint etc. • Learn essentials of Grammar identifying proper nouns and use them in their 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 their reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book, Classroom and Teacher Presenter • Sight words display
PEDAGOGY	<p><u>Introductory Activity:</u> Teacher will ask students as: Do you like to colour? Teacher will show them different types of materials and ask which of these do you use to colour?</p> <ul style="list-style-type: none"> • Do you like to share these with anyone? • Do you use polite words often in your everyday lives? <p><u>Follow up activity:</u> Depending upon their responses teacher will narrate the story of “Sheena's First Painting” with proper voice intonation and make them learn that “One should always be polite and use magic words like Thank you, Sorry, Please, Excuse me” in their day to day lives.</p> <p><u>Reading Hour:</u> Students will follow the " Chain Reading" to develop their reading skills and identify the vocabulary words e.g. paint, hits, beautiful etc.</p> <p><u>Grammar; 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</p>



	<p>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> <ul style="list-style-type: none"> 1. For a fun way to review pronouns, the teacher will read the text aloud to the whole class. 2. The teacher will instruct students to clap their hands every time they hear a “pronoun”. <p><u>Phonics:</u> Teacher will make the students to learn the given blend sound and make them to make the word. The teacher and students will read the blend words with proper segmenting of sounds.</p> <p>Sight words will be read on the regular basis in the class.</p>
ACTIVITY / ASSIGNMENT	<p>Activity:(Listening and Speaking)</p> <ul style="list-style-type: none"> Talk to your friend about your favourite colour and name six objects of that colour. <u>Assignment:</u> <p><u>Reading Readiness Worksheet:</u> The students will be provided with the worksheet and they are supposed to read the text.</p> <p><u>Unseen Comprehension Worksheet:</u> The students will be provided with the worksheet and attempt the exercise.</p>
ASSESSMENT	Revision Worksheets
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	<p>Listening Comprehension Unseen Comprehension Textual Comprehension: Lesson: The Greedy Dog and Sheena’s First Painting Grammar: Naming Words, Use of “a” and “an” and Pronouns Use of capital letter, fullstop and question mark in a sentence. Phonics: Blends “bl”, “dl” and “fr” Short sound of a,e,i,o,u</p>



Class:1st

DETAILED PLANNER
ENGLISH
(AUGUST)

CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	<p><u>At The Fair With Grandma</u> Grammar: Position Words Unjumble the words to make sentence Phonics: Digraphs “th” Long “a” and “e” sound words Dolch Sight Words</p>
CONCEPT & SKILLS	<p>CONCEPT:</p> <ul style="list-style-type: none"> Visiting different places with family, loving ones family and spending good time with family. <p>SKILLS: Listening, Speaking, Reading and Writing.</p>
LEARNING OUTCOMES	<ul style="list-style-type: none"> Learning about family values, neighbourhood, respecting and loving your family. Learn to respect older family members and taking care of them, learn about togetherness and being helpful. Learn about various events/fairs like book fair..... Learn new words as fair, scared, trunk, cupboard, fit, tall, etc. Learn essentials of Grammar and identify action words and position words. Learn to use above structures in different sentences. Learn to Unjumble the words to make a meaningful sentence with proper use of punctuation marks. Learn digraphs to make words and read with proper segmentation of sound. Learn to identify long “a” and “e” sound words. Learn to read sight words regularly to enhance their reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> Text book and Teacher Presenter Sight words display
PEDAGOGY	<p><u>Introductory Activity:</u> Teacher will ask students as:</p> <ul style="list-style-type: none"> What is a fair? Have you ever been to a fair? How often do you go out with your grandparents? Do you hold their hands and look after them when you are out together? <p>Depending upon their responses teacher will narrate the story of the two sisters who go out to a fair with their grandma with proper enactment and make them learn that we should always spend some time with our grandparents as they are getting old and need attention and love.</p> <p><u>Reading Hour:</u> The teacher will make the students to follow chain reading and underline the new words in the text.</p>



	<p><u>Grammar:</u> The teacher will make students to learn position words through activity in the classroom where they will be asked like: 1. Keep your bags on the tables 2. Hold a book above your head. Here they will learn the same with various hands on examples. The students will arrange the word cards to make meaningful sentences and use punctuation marks accordingly.</p> <p><u>Phonics:</u> Teacher will make the students to learn the given digraphs sound and ask them to make a word. The teacher and students will read the words with proper segmenting of sounds. Long “a” and “e” sound words: Teacher and students together will list the words with long “a” and “e” sound and learn words like cake, eagle etc. Sight words will be read on the regular basis in the class.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p><u>Activity:</u> <u>Assignment:</u> Digraphs Practice Worksheet Draw a picture of any fair you have visited.</p>
ASSESSMENT	<ol style="list-style-type: none"> 1. Read the text as provided. 2. SPEAKING: Work in pairs. Use the objects given and speak the sentences about the same 3. Read the sight words (Choral Reading)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<ul style="list-style-type: none"> • E1: Individual Activity(Speaking Skills and Reading) • E2: Group Activity: Build sentences with word cards The students will be divided into groups and will be provided with the word cards. They will paste the word cards on a chart papers and frame meaningful sentences with proper usage of punctuation marks. • E3: Pencil Paper Test



**DETAILED PLANNER
ENGLISH
(SEPTEMBER)**

CLASS: 1st

CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	<p><u>The Golden Touch</u> Grammar: use of is ,am, are Is,am,are verb song Conjunctions “and”, “but”, “or” Phonics: Digraphs ch, sh Dolch Sight Words</p>
CONCEPT & SKILLS	<p>CONCEPT: Story with a moral “ Greediness is a curse” SKILLS: Listening, Speaking, reading and Writing.</p>
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Listen to the story with a moral “Greediness is a curse”. • Understanding the message that one should not be greedy. • Learn new words as statue, wish, golden and the like. • Learn essentials of Grammar and identify conjunctions and use them in sentences. • Learn to use is, am, are in the sentences. • Learn digraphs sounds to make words and read with proper segmentation of sound. • Learn to read sight words regularly.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book and Teacher Presenter • Sight words display
PEDAGOGY	<ul style="list-style-type: none"> • <u>Introductory Activity:</u> Teacher will ask students as: <ul style="list-style-type: none"> • How do you feel when you look at yummy chocolates, chips, sweets, etc.? • Do you feel greedy or do you like to share these with anyone? • What is your wish and how would you feel when it is granted? • <u>Follow up:</u> Depending upon their responses teacher will narrate the story of “The Golden Touch” with proper enactment and make them learn that “One should not be greedy”. Teacher would explain to them that "Greediness is a curse". <ul style="list-style-type: none"> • The teacher will make students learn as: <ul style="list-style-type: none"> • “ is” used with it,he,she,this,that for e.g. It is a book. She is a girl. • Similarly “am” is used with I for e.g. I am a girl. • “are” is used with they, these, those, we for e.g. They are playing. These are my pencils. • <u>Grammar:</u> Teacher will make the students learn that conjunctions connect a word or a group of words. They are used to join words as well as sentences. Conjunctions do no other work. They will understand the concept with various hands on examples. The bird can fly and hop. • <u>Phonics:</u> Teacher will make the students to learn the given digraphs and make them to make the word. The teacher and students will read the words with proper segmenting of



	sounds. Sight words will be read on the regular basis in the class.
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none">• Activity:<ol style="list-style-type: none">1. Speak a While: You have met a fairy godmother. Ask your partner what he/she would like to wish for. <p>Assignment: Digraphs Practice Worksheet Video based on conjunctions will be shown and explained to the students.</p>
ASSESSMENT	<ol style="list-style-type: none">2. Read the sight words and text provided.3. Use is, am, are in the sentences.
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	E2: Group Activity (Unscramble words and how many words can you make e.g. elephant: ant, hat,pant,pat) E3: Pencil Paper Test



CLASSES REQUIRED	4 (40 minutes class period)
TOPIC	How things grow? Grammar: Action Words Noun-Gender Creative Writing Phonics: Long “i” and “o” sound words Digraph: ch
CONCEPT & SKILLS	Concept <ul style="list-style-type: none"> • Concept of living and non- living things. • Concept about growth. Skills: <ul style="list-style-type: none"> • Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Learning about how various living things grow. • Learn to identify noun-gender. • Learn to identify action words. • Learn to write sentences on an aid given. • Learn to identify the words with long vowel sound of i as in ice-cream and o as in rose and the like. • Reading comprehension through choral reading of the text.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher presenter (Aids as seed, a pot filled with soil and a plant)
PEDAGOGY	<ul style="list-style-type: none"> • Warm-Up Activity: Teacher will ask students about the activities they did as babies and the activities they are doing right now as grown children. Teachers will tell students that all living things grow giving examples as baby plant becomes a tree and you as babies become strong children when you grow. • Follow-Up: After random questioning teacher and students teacher will explain about how a caterpillar becomes a butterfly and how a tadpole grows as a frog or how a seed grows into a new plant. In order to make students understand various stages of growth they will be shown a seed becoming a seedling and then growing into a plant with real illustration. <ul style="list-style-type: none"> • Students and teacher will together recite the poem “Little Brown Seeds” as a follow up for understanding growth. • Reading Hour: Chain reading of the lesson will be followed and students will be underlining the new words like grow, cocoon, roots, tadpole and the like. • Grammar: The teacher will make students learn the genders to name the nouns like people as mother-father etc. The teacher will make students learn action words or doing words like cook, fly, jump with various hands on examples and using flash cards. The teacher will play an action word game, like dumb charades in class and call on one child and whisper an action word. The child has to act out the word silently and others have to guess which word it is from the action.



ACTIVITY / ASSIGNMENT / RESEARCH	Activity: Using action word flash cards. On one side of the card is the word, on the other side a picture depicting the word? The children will see the picture and say the word. Creative Writing: Make a butterfly and colour it. Write three sentences on it. Assignment: Worksheet on digraphs and genders
ASSESSMENT	<ul style="list-style-type: none">• Assessment worksheet on action words• List the words with the given vowel sound• Lesson comprehension (Exercise in text book)
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	E1: Individual Activity (Speaking Skills , Reading and Dictation) E2: Group Activity (The students will be provided the worksheet with an illustration and they will write on the same.) E3: Pencil Paper Test



CLASS -1st

CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	Ali's Lost Cat Grammar: Picture Story in Order Simple Slogans Phonics: Digraphs "wh" Long "u" sound words Sight Word Sentences
CONCEPT & SKILLS	CONCEPT: Taking care of your things and helping others Listening, Speaking, reading and writing.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Learning about family values, neighbourhood, respecting and loving your family. • Learn to respect older family members and taking care of them, learn about togetherness and being helpful. • Learn new words as climb, lost, trunk, cupboard etc. • Learn to sequence the story in order and speak few sentences on slogans like Save Water and the like. • Learn digraphs to make words and read with proper segmentation of sound. • Learn to identify long "u" sound words as unicorn. • Learn to read sight word sentences regularly to enhance their reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Text book and Teacher Presenter • Sight words display
PEDAGOGY	<u>Introductory Activity:</u> Teacher will ask students as: How do you feel when you cannot find your things? Who helps you to look for it? <u>Follow up:</u> Depending upon their responses teacher will narrate the story of Ali's Lost cat. <u>Reading Hour:</u> The teacher will make the students to follow chain reading and underline the new words in the text. The teacher will show a prepared placard like with the slogan "Save Water" to the students and speak on the slogan. Here the teacher will make the students understand that slogans are used to convey a message to people. <u>Phonics:</u> Teacher will make the students to learn the given digraphs sound and ask them to make a word. The teacher and students will read the words with proper segmenting of sounds. The teacher will make students learn the sound that long "u" says as in unicorn, utensils, tune and the like. Sight word sentences will be read on the regular basis in the class.
ACTIVITY / ASSIGNMENT / RESEARCH	<u>Activity:</u> <u>Number the picture in correct order</u> The students will be asked to prepare the slogans on a particular theme and speak few sentences on it.



	<u>Assignment:</u> Digraphs Practice Worksheet .
ASSESSMENT	Revision Worksheets
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Listening Comprehension Unseen Comprehension Textual Comprehension: Lesson: The Golden Touch and At the Fair With Grandma Grammar: Action Words Unjumble the words to make a sentence with proper use of punctuation marks. Phonics: Digraphs "ch", "th" and "sh" Long sound of "a", "e", "i", "o", "u"

(MARCH- APRIL)

Detailed Planner Of Evs

**CLASS – IST
MARCH**

FA1

CLASSES REQUIRED	8 periods
TOPIC	My Self
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none"> • Introduction with each other. • They should know their address, parentage and phone number. • Know basic things about their peers. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Conceptual Understanding • Drawing • Writing • Speaking • Thinking skills
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Introduction with one another. • Understand the importance of knowing their address, parentage and phone numbers. • Draw and write about their likes and dislikes. • Write few sentences on My Self (Name, class, gender and age). • Know few basic things about their peers.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Their photograph. • Drawing
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Learning by doing an activity • Concept Formation • In –text Questions
ACTIVITY / ASSIGNMENT	<p>Activity worksheet Making of I-cards.</p> <p>Assignment Draw your favourite food item.</p>
ASSESSMENT	Assessment through introduction, activity and class assignment.



CLASSES REQUIRED	9 Periods
TOPIC	My Body
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Identification of external body parts.• Importance and functions of external body parts.• Draw and write the external body parts.• Rhyme recitation (Two little ears to hear mother call). <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Drawing• Writing• Speaking• Thinking skills
LEARNING OUTCOMES	<ul style="list-style-type: none">• Identify the parts of the human body.• Understand the importance and function of external body parts.• Can draw and write about external body parts.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Picture of human body• Drawing
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Learning by doing an activity• Concept Formation• Rhyme Recitation• In –text Questions
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none">• <u>Activity worksheet</u> Labelling of different external body parts.• <u>Assignment (HOTS- HIGH ORDER THINKING SKILLS QUESTIONS)</u> Name any two activities in which both hands and legs are used together. Name the parts of the body that continue to grow, even when we cut them.
ASSESSMENT	Assessment through identification, activity and class assignment.



CLASSES REQUIRED	9 Periods
TOPIC	Sense Organs
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Importance of sense organs in our daily lives .• Identification and functions of sense organs.• Draw and write about Sense organs and our senses.• Taking care of sense organs. <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Drawing• Writing• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Importance of Sense Organs.• Identification of Sense Organs.• Draw and write about Sense Organs.• Recite a poem on “Sense Organs”
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Slide Show/ video• Chart• Drawing
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Learning by doing an activity• Practical demonstration• Concept Formation• Rhyme recitation• In –text Questions
ACTIVITY / ASSIGNMENT	<p><u>Activity</u></p> <p>Activity worksheet (Students label sense organs in the worksheet).</p> <p><u>Assignment</u></p> <ul style="list-style-type: none">• Match the following: (Here students will match the picture of Sense organs with its function).• Complete the crossword with the help of given clues.
ASSESSMENT	Through identification, oral presentation, drawing, labelling of sense organs, and class assignment based on topic.

APRIL

CLASSES REQUIRED	8 periods
TOPIC	My Family
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none"> • Concept of family, family values and living together. • Introduction of new terms- nuclear and joint family. • Importance of living together. • Pasting of a family picture and write about your own family. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Conceptual Understanding • Drawing • Writing • Speaking • Thinking skills
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Importance of each member in a family. • Family values (caring, sharing, respect, good manners and helping each other). • Benefits of living together.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Role play. • Drawing.
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Learning by doing an activity • Concept Formation • In –text Questions • Rhyme recitation
ACTIVITY / ASSIGNMENT	<p><u>Activity worksheet</u> Family tree (Here students complete the family tree by filling in the blanks. They take the help of the words given in the box e.g. uncle, mother etc).</p> <p><u>Assignment</u> Gather information about any two families in your neighbourhood. Fill in the details as shown in the example (Text- book page no.25)</p>
ASSESSMENT	Assessment through activity, class assignment and worksheets.



CLASSES REQUIRED	8 periods
TOPIC	My School
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Basic knowledge about school and its surroundings.• Know about their school, different people, places and importance of school.• Moral values, ethics and good manners.• Draw and write about school details. <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual Understanding• Drawing• Writing• Speaking• Thinking skills
LEARNING OUTCOMES	<ul style="list-style-type: none">• Importance of school and its surroundings.• Identify different people and important places of school.• Importance of good manners.• Respect school property.• Keeping school neat and clean.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Visit to school• Drawing• Poem
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Learning by doing an activity• Concept Formation• In –text Questions• Practical Demonstration
ACTIVITY / ASSIGNMENT	<p><u>Activity worksheet</u></p> <p>Write about your school.</p> <p><u>Assignment (HOTS- HIGH ORDER THINKING SKILLS QUESTIONS)</u></p> <ol style="list-style-type: none">1. What is a canteen? Does your school have canteen?2. Where does a sick student go in the school for treatment?



CLASSES REQUIRED	8 periods
TOPIC	Our Nation
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none"> • Our nation “India” and its states. • Know about the National flag, Political map and different National Symbols. • Respect your country. • Rhyme “I love my country”. • Draw, colour and write about my country India. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Conceptual Understanding • Drawing • Writing • Speaking • Political map
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Know your Country. • Know the names of different states of India. • Identify the national flag, Political map and different national symbols. • Draw, colour and write about my country India.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Political Map. • Drawing • Poem
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Learning by doing an activity • Concept Formation • In –text Questions • Practical Demonstration
ACTIVITY / ASSIGNMENT	<p><u>Activity worksheet</u> Colouring and making of National Flag.</p> <p><u>Assignment (HOTS- HIGH ORDER THINKING SKILLS QUESTIONS)</u></p> <ol style="list-style-type: none"> 1. What do the three colours in our national flag represent? 2. What is our national song and anthem? Name them.
ASSESSMENT	Assessment through solving puzzles and class assignments.
SYLLABUS FOR FA1	<ul style="list-style-type: none"> • My body and Sense Organs • My School • Our Nation <p>PARAMETERS E1-ACTIVITY, DRAWING E2-GROUP ACTIVITY E3-PENCIL PAPER TEST</p>

(MAY- JUNE)

MAY

FA2

CLASSES REQUIRED	12 Periods
TOPIC	Plants Around Us
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none"> • Importance and uses of plants. • Identification of different parts of a plant like root, stem, leaf, flower, bud, etc. • Plants as the main source of food. • Importance of plantation. • Rhyme recitation. This is my garden... <p><u>Skills</u></p> <ul style="list-style-type: none"> • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Importance of different kinds of plants around us. • Identify different parts of a plant. • Taking care of plants. • Importance of planting more and more trees. • Draw and write about different types of plants. • Recite a poem on "PLANTS AROUND US"
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Slide Show • Chart • Drawing • Nature walk
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Learning by doing an activity • Practical demonstration • Concept Formation • In –text Questions
ACTIVITY / ASSIGNMENT	<p><u>Activity</u> Activity worksheet (Students label different parts of a plant in the worksheet).</p> <p><u>Assignment</u></p> <ol style="list-style-type: none"> 1. Match the following: 2. Complete the crossword with the help of given clues.



CLASSES REQUIRED	12 Periods
TOPIC	Animals Around Us
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none"> • Classification of animals on basis of their habitats. • Identification of different kinds of animals' wild animals, domestic animals, pet animals, water animals. Insects and birds. • Importance and uses of different kinds of animals around us. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Importance of different kinds of animals and their homes. • Identify different kinds of animals. • Animal products. • Taking care of animals.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Puppets • Drawing • Role play • Charts
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Learning by doing an activity • Concept Formation • Puppet show • In –text Questions
ACTIVITY / ASSIGNMENT	<p><u>Activity</u> Domestic animals puppet (Students make domestic animals puppet with the help of chart paper, glue, colours, ice-cream sticks)</p> <p><u>Assignment</u></p> <ol style="list-style-type: none"> 1. Cross the odd one out. 2. Complete the crossword with the help of picture clues.
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.
SYLLABUS FOR FA2	<ul style="list-style-type: none"> • Plants around us • Animals around us



JUNE

CLASSES REQUIRED	8 Periods
TOPIC	Food We Eat
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Importance of eating healthy food in our daily lives.• Types and sources of food.• Identify and classify foods in each food group.• Recognise nutritious foods.• Importance of keeping our body clean.• Healthy Habits <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual Understanding• Drawing• Writing• Speaking• Identification
LEARNING OUTCOMES	<ul style="list-style-type: none">• Look at their own diet in terms of plant and animal food.• Recognize and differentiate the plant and animal food.• Importance of eating healthy food.• Know about the ways and need of keeping their body clean.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Slide show• Drawing• Chart
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Learning by doing activity• Concept Formation• In –text Questions• Puppet show.
ACTIVITY / ASSIGNMENT	<p><u>Activity worksheet</u> “Eat Healthy, Stay Healthy”(text book pg no. 45) Making of food items puppet on ice cream sticks.</p> <p><u>Assignment</u></p> <ol style="list-style-type: none">1. Match the food product with the animal it comes from.2. Tick the healthy food and cross the junk food.
ASSESSMENT	Through MCQ, Drawing and Activity



CLASSES REQUIRED	10 Periods
TOPIC	Keeping Healthy
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none">• Importance of keeping our body clean.• Healthy habits.• A clean child is a healthy child.• Cleanliness keeps you away from diseases <p>Skills</p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Drawing• Writing• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Importance of keeping our body clean and healthy.• Different objects to keep our self clean like: soap, towel, toothpaste etc.• Proper way of brushing teeth.• Able to differentiate between healthy and un-healthy food.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Drawing• Charts• Model
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation• In –text Questions• Learning by doing an activity
ACTIVITY / ASSIGNMENT	<p>Activity: Things that make me clean(refer to book page no: 50)</p> <p>Assignment. HOTS questions</p>
ASSESSMENT	Assessment through identification, activity and class assignment.
SYLLABUS FOR SA1	<ul style="list-style-type: none">• Food We Eat• Keeping Healthy• My Family• Plants Around Us <p>PARAMETERS</p> <p>E1-ACTIVITY, DRAWING E2-GROUP ACTIVITY E3-PENCIL PAPER TEST</p>

(AUGUST-SEPTEMBER)

FA3

AUGUST

CLASSES REQUIRED	7 periods
TOPIC	My House
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none"> • A house provides us shelter. • It protects us from sun, wind, cold, thieves and wild animals. • Different rooms in a house. • Rooms in a house used for different purposes. • Various ways to keep our house clean <p>Skills:</p> <ul style="list-style-type: none"> • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Importance of house and its surroundings. • House provides us shelter and keeps us safe. • A house has different rooms and each room has its own use.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Drawing • Pictures of different rooms with objects used in rooms.
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Concept Formation • In –text Questions • Learning by doing an activity
ACTIVITY / ASSIGNMENT	<p>Activity: Activity based on the topic, “My house” Here we provide activity sheet related to topic.</p> <p>Assignment. HOTS questions</p>
ASSESSMENT	Assessment through identification, activity and class assignment.



CLASSES REQUIRED	8 periods
TOPIC	Festivals We Celebrate
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• All of us worship the same God, called by different names.• The special days in each religion are called Festivals.• We should celebrate all the festivals with great fun and joy. <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Drawing• Writing• Speaking•
LEARNING OUTCOMES	<ul style="list-style-type: none">• There is only one God. We worship him in different ways.• We should respect all religions and celebrate festivals with friends who follow different religions.• Festivals give the message of love, peace and brotherhood.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Visit to different places of worship.• Activity• Drawing• Charts• Slide Show
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Learning by doing an activity.• Concept Formation• In –text Questions• Practical demonstration
ACTIVITY / ASSIGNMENT	<p>Activity Collect pictures related to your favourite festivals and paste them in your notebook.</p> <p>Assignment</p> <ol style="list-style-type: none">1. Tick the correct answers2. Fill in the blanks3. Name the festivals by recognising the dishes that are made on that particular festival.
ASSESSMENT	Assessment through identification, activity and class assignment.



CLASSES REQUIRED	8 periods
TOPIC	People who help us
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none">• Meaning of word profession.• Work is worship.• Every work is important and must be respected.• Different people do different types of work in order to earn money. <p>Skills:</p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Drawing• Writing• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Identification of different kinds of professions.• Importance of each and every person who works for us.• Tools used by different people to do different work.• Show love and respect for every helper that works for us.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Drawing• Slide show• Pictures of different tools used by different people who help us.
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation• In –text Questions• Learning by doing an activity
ACTIVITY / ASSIGNMENT	<p>Activity based on “People who help us “</p> <p>Here we will provide a worksheet based on different people who help us.</p> <p>Assignment.</p> <p>HOTS questions</p>
ASSESSMENT	Assessment through identification, activity and class assignment.



SEPTEMBER

CLASSES REQUIRED	9 periods
TOPIC	Means of Transport
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none">• Importance of different means of transport.• Identification of different means of transport.• Animals as means of transport. <p>Skills</p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Drawing• Writing• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Importance of different means of transport.• Identify different means of transport.• Drawing different means of transport.• Recite poem on traffic lights.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Slide show• Chart• Drawing• Poem
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation• In –text Questions• Rhyme recitation
ACTIVITY / ASSIGNMENT	<p>Activity Students will collect pictures of different types of transportation and paste them in their note-book. Students will make paper boats and paper airplanes. Decorate them with bright crayon colors.</p> <p>Assignment Solve the crossword using the picture clues.</p>
ASSESSMENT	Assessment through identification and grouping on the basis of land, air and water transport.



CLASSES REQUIRED	9 periods
TOPIC	Keeping Safe
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none"> • Many things around us are not safe • Be careful to avoid accidents. • Do's and Don'ts to remember. • We should follow safety rules at home, in school and traffic lights while moving on the road. • It is better to be safe than sorry. <p>Skills:</p> <ul style="list-style-type: none"> • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none"> • All things around us are not safe. • If we are careful, we will never get hurt. • Do's and don'ts to remember. • It is important to follow safety rules.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Drawing • Charts • Model
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Concept Formation • In –text Questions • Learning by doing an activity
ACTIVITY / ASSIGNMENT	<p>Activity: Making of traffic lights.</p> <p>Assignment. HOTS questions</p>
ASSESSMENT	Assessment through identification, activity and class assignment.
SYLLABUS FOR FA3	<ul style="list-style-type: none"> • Festivals We Celebrate • People Who Help Us • Means of Transport • Keeping Safe <p>PARAMETERS E1-ACTIVITY, DRAWING E2-GROUP ACTIVITY E3-PENCIL PAPER TEST</p>

(OCTOBER-NOVEMBER)

OCTOBER



FA4

CLASSES REQUIRED	7 periods
TOPIC	Air
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none"> • Air is everywhere. We cannot see, touch or taste air but we can feel it. • Fast moving air is called wind. • Air is very important for our lives. We cannot live without it even for a second. • Dust, smoke, burning leaves etc pollute the air. • Polluted air is harmful for all living things. <p>Skills:</p> <ul style="list-style-type: none"> • Conceptual Understanding • Scientific skills through different experiments • Drawing • Writing • Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Importance of air • Understand the difference between air and wind • Uses of air • Can draw and write related to topic. • Able to understand about pure and impure air. • Ways to control air pollution. • Learn the presence of air by doing an experiment an activity.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Drawing • Experiments • Activity
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Concept Formation • In –text Questions • Learning by doing an activity
ACTIVITY / ASSIGNMENT	<p>Activity Moving things by blowing air (text book page no: 108). Making of wind mill.</p> <p>Assignment. HOTS questions</p>
ASSESSMENT	Assessment through identification, activity and class assignment.



CLASSES REQUIRED	7 periods
TOPIC	Water
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none">• Save Water - Save life.• Humans, plants and animals need water to stay alive.• Importance, need and uses of water.• Sources of water.• Don't waste water. <p>Skills:</p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Drawing• Writing• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• All living things need water to live.• Importance, need and uses of water.• Can identify different sources of water.• Understand the importance of slogan "SAVE WATER SAVE LIFE".• Can draw and write related to topic Water.• Activity based on the topic water.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Drawing• Slide Show• Visit• Activity
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation• In –text Questions• Learning by doing an activity
ACTIVITY / ASSIGNMENT	<p>Activity Activity based on "Save water" Here we provide a worksheet based on water. In this worksheet we show through pictures good and bad uses of water. Students have to mark a cross on wrong actions.</p> <p>Assignment: HOTS questions</p>
ASSESSMENT	Assessment through identification, activity and class assignment.

NOVEMBER

CLASSES REQUIRED	9 periods
TOPIC	Seasons
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none"> • Concept and identification of different seasons • Different clothes we wear in different seasons • Draw, write and different activities based on topic • Weather changes from day and day and seasons does not change so quickly • Special features of seasons <p>Skills:</p> <ul style="list-style-type: none"> • Conceptual understanding • Identification • Drawing • Writing • Thinking skills
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Understand the concept of different seasons • Can identify different clothes we wear in different seasons • Able to draw and write related to topic • Activities based on the relevant topic • Can differentiate between weather and season
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Drawing • Charts • Slide show • Sample of different types of clothes
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Concept Formation • In –text Questions • Learning by doing an activity
ACTIVITY / ASSIGNMENT	<p>Activity</p> <ul style="list-style-type: none"> • Collect different types of clothes and paste them in prescribed note-book. • Collage making or weather spinner. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Assignment. HOTS questions</p>
ASSESSMENT	Assessment through identification, activity and class assignment.



CLASSES REQUIRED	9 periods
TOPIC	The Earth And the Sky
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none"> • We live on the planet called “Earth”. • The Earth is covered with land and water. • The land on the Earth is not plains everywhere. It has hills and mountains also. • Water comes from rivers and lakes. <p>Skills</p> <ul style="list-style-type: none"> • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none"> • The Earth is a home not only to us, but too many other plants and animals. • Most part of Earth is covered with water. • The raised parts of land are called hills and mountains. • We should take all the necessary steps to keep our earth clean and green.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Drawing • Model of Earth (Globe)
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Concept Formation • In –text Questions • Learning by doing an activity
ACTIVITY / ASSIGNMENT	<p>Activity related to topic. Making of globe.</p> <p>Assignment.</p> <p>HOTS questions</p>
ASSESSMENT	Assessment through identification, activity and class assignment.
SYLLABUS FOR FA4	<ul style="list-style-type: none"> • Air • Water • Seasons <p>PARAMETERS E1-ACTIVITY, DRAWING E2-GROUP ACTIVITY E3-PENCIL PAPER TEST</p>
SYLLABUS FOR SA2	<ul style="list-style-type: none"> • Festivals • Means of Transport • Seasons • The Earth and the Sky

DETAILED PLANNER OF **MATHEMATICS**

(MARCH-APRIL)

CYCLE: 1 (FA1)

**CLASS – I
MARCH**

CLASSES REQUIRED	Total periods = 20
TOPIC	<ul style="list-style-type: none"> • SHAPES • NUMBERS UPTO 10 • ORDINAL NUMBERS
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Identification of plane shapes by their names. • Differentiate between rectangle and a square. • Identification of corners and sides. • Number sequence with number line(forward and backward). • Number sense. • Number relations. • Position of numbers and objects in series.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Visualising and imagining shapes in objects around. • Identification and classification of plane shapes by their names. • Understanding the properties of these plane shapes. • Understanding the sequence of numbers up to 10. • Structuring numbers. • Understanding the number relations. • Expanded notation of a number. • Ordinal placement. • Identifying ordinal numbers. • Visualizing order.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Number line. • Number cards. • Number sticks. • Flash cards. • Beaded string. • Shape kit. • Geoboard.
PEDAGOGY	<ul style="list-style-type: none"> • Hands on practice • Explanation • Random Questioning • Concept Formation • Reinforcement • In –text Questions
ACTIVITY /ASSIGNMENT	<ul style="list-style-type: none"> • Number sequence activity • Stringing • Place value cards • Bundling • Guess your position • Shape and Seriation. • Creating a scene using basic shapes.

DETAILED PLANNER OF MATHEMATICS

**CLASS – I
APRIL**

CLASSES REQUIRED	TOTAL PERIODS = 22
TOPIC	<ul style="list-style-type: none"> ADDITION AND SUBTRACTION UPTO 10
CONCEPT & SKILLS	<ul style="list-style-type: none"> Putting together. Taking away. Mental sums. Number combination.
LEARNING OUTCOMES	<ul style="list-style-type: none"> Counting and regrouping objects into "tens" and "ones". Addition as counting together. Subtraction as taking away. Adding and subtracting mentally till 10.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> Blocks. Number lines. Number sticks.
PEDAGOGY	<ul style="list-style-type: none"> Hands on practice. Explanation. Random Questioning. Concept Formation. Reinforcement. In –text Questions.
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> Count on, Count all. Number stick activity. Number track activity. Count together, Take away. Adding doubles and near doubles such as 6-6, 6-7. Halving of numbers such as 6, 8 and 10.
ASSESSMENT	<ul style="list-style-type: none"> Add on numbers. Take away numbers. White board test. Text book.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>FA1</p> <ul style="list-style-type: none"> E1- Blackboard test- Number line (add and subtract). E2 - Scene creating with shapes. E3-Pencil and paper test. <p>SA1</p> <ul style="list-style-type: none"> Addition and subtraction in columns. Comparison of numbers. Ascending and descending order. Before/ After/Between. Identification of plane shapes.

**CLASS – I
MAY**

CLASSES REQUIRED	TOTAL PERIODS = 24
TOPIC	<ul style="list-style-type: none"> NUMBERS UPTO 50
CONCEPT & SKILLS	<ul style="list-style-type: none"> Numbers on abacus. Number sequence. Comparing numbers.
LEARNING OUTCOMES	<ul style="list-style-type: none"> Number sequence up to 50(forward and backward). Ordering and structuring numbers. Understanding the quantitative meaning of the written numerals. Comparing 2- digit numbers. Expanded form.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> Number line. Abacus. Number sticks. Beaded string. Blocks.
PEDAGOGY	<ul style="list-style-type: none"> Hands on practice Discussion Random Questioning Concept Formation Reinforcement In -text Questions
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> Place value cards. Making bundles. Counting in tens and ones using string.
ASSESSMENT	<ul style="list-style-type: none"> Bundling. Ordering. Comparing.
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	<p>FA2</p> <ul style="list-style-type: none"> E1-Black board test (ascending and descending order). E2- Bundling E3- Pencil and paper test. <p>SA1</p> <ul style="list-style-type: none"> Expanded form. Number sequence. Comparing Numbers.

**DETAILED PLANNER OF
MATHEMATICS
(JUNE)
(SA1)**

**CLASS – I
JUNE**

CLASSES REQUIRED	TOTAL PERIODS= 22
TOPIC	<ul style="list-style-type: none"> NUMBERS UP TO 99
CONCEPT & SKILLS	<ul style="list-style-type: none"> Numbers on abacus. Number sequence(forward and backward). Comparing numbers. Number relations.
LEARNING OUTCOMES	<ul style="list-style-type: none"> Structuring counting by using patterns of tens. Grouping objects into tens and ones. Grouping a number orally into tens and ones. Extending patterns in sequence of numbers. Splitting a number. Identifying the position of numbers.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> Number line. Number cards. Abacus. Hundreds grid.
PEDAGOGY	<ul style="list-style-type: none"> Hands on practice Discussion Random Questioning Concept Formation Reinforcement In -text Questions
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> Counting in tens Hundreds grid activity Place value game using dice
ASSESSMENT	<ul style="list-style-type: none"> Representing numbers on abacus. Bundling. Comparing.
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	<p>SA1</p> <ul style="list-style-type: none"> Tens and ones. Numbers on abacus. Number names.

**CLASS– 1st
(August)**

CLASSES REQUIRED	Total periods : 24
TOPIC	<ul style="list-style-type: none"> Addition and Subtraction upto 99
CONCEPT & SKILLS	<ul style="list-style-type: none"> Adding in tens. Subtracting in tens.
LEARNING OUTCOMES	<ul style="list-style-type: none"> Understanding Addition as counting two or more numbers together. Understanding Subtraction as taking away from a collection. Solving word problems through the mathematical concept. Understanding Subtraction as the difference between 2 numbers.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> Number line (main tool). Number grid. Blocks and dice.
PEDAGOGY	<ul style="list-style-type: none"> Hands on practice Explanation Random Questioning Concept Formation Reinforcement In –text Questions
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> Number hunt. Bundling. Dice activity.
ASSESSMENT	<ul style="list-style-type: none"> Number line jumps. Number grid sums. Regrouping. Mental Sums.

DETAILED PLANNER OF
MATHEMATICS
(SEPTEMBER)

CLASS– I
(September)

CLASSES REQUIRED	Total periods : 24
TOPIC	<ul style="list-style-type: none"> • Comparison • Time
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Comparison with respect to spatial orientation. • Position of numbers and objects in series. • Introduction of earlier and latter. • Sequence of events of a day. • Long and short duration.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Comparison of objects on both qualitative and quantitative basis. • Understanding relationship between positions- top, bottom, inside outside etc. • Importance of each task on time. • Understanding sequence of events in a day. • Role of sun in our lives in respect of time.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Flash cards. • Chart paper.
PEDAGOGY	<ul style="list-style-type: none"> • Hands on practice • Explanation • Random Questioning • Concept Formation • Reinforcement • In –text Questions
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> • Spatial orientation. • Matching different tasks with the duration they take to accomplish.
ASSESSMENT	<ul style="list-style-type: none"> • Comparison (Quantitative as well as qualitative). • Arranging events in the correct sequence.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>FA3 E1-Comparing different positions. E2- Mental addition and subtraction E3-Pencil and paper test</p> <p>SA2</p> <ul style="list-style-type: none"> • Addition and Subtraction upto 99. • Time.

DETAILED PLANNER OF **MATHEMATICS**
(OCT.)
CYCLE: 4 (FA4)

CLASS – I
October

CLASSES REQUIRED	TOTAL PERIODS : 20
TOPIC	<ul style="list-style-type: none"> MEASUREMENT
CONCEPT & SKILLS	<ul style="list-style-type: none"> Ordering objects based on measurement. Measuring and Comparing. Estimating lengths using body parts.
LEARNING OUTCOMES	<ul style="list-style-type: none"> Understanding the meaning and process of measurement. Comparing measurable attributes. Understanding measurement using body parts.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> Body parts. Tumbler. Containers.
PEDAGOGY	<ul style="list-style-type: none"> Hands on practice Discussion Random Questioning Concept Formation Reinforcement In -text Questions
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> Comparing length of two objects. Comparing weight of two objects. Ordering objects based on measurements.
ASSESSMENT	<ul style="list-style-type: none"> Can you measure? Who is heavy?
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	FA 4 E1- Measure the capacity. E2- Measure a length. E3- Pencil and paper test SA2 <ul style="list-style-type: none"> Measurement

**DETAILED PLANNER OF
MATHEMATICS
(SA2)**

**CLASS – I
NOVEMBER**

CLASSES RE QUIRED	TOTAL PERIODS: 20
TOPIC	<ul style="list-style-type: none"> • Money • Data handling • Patterns
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Identification of notes and coins. • Currency. • Recognising new patterns. • Creating patterns. • Patterns in shapes and numbers. • Recognising patterns in the environment. • Understanding the data.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Recognition of commonly used notes and coins. • Value of coins and rupee notes. • Usefulness of the list. • Reading of a table. • Representing and interpretation the data.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Coins. • Notes. • Price Tags. • Chart paper.
PEDAGOGY	<ul style="list-style-type: none"> • Hands on practice • Discussion • Random Questioning • Concept Formation • Reinforcement • In -text Questions
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> • Making a list of itineraries in your school bag • What is the price? • Sound activity. • Math mat.
ASSESSMENT	<ul style="list-style-type: none"> • Colouring activity by using thumb. • Read the amount. • Making my own class inventory list
SYLLABUS FOR SUMMATIVE ASSESSMENT	SA2 <ul style="list-style-type: none"> • Patterns. • Data Handling.

class 1st

Month -March

विषय -हिन्दी	उप विषय:-स्वर - व्यंजन (पुनरावृत्ति कार्य) दो,तीन, चार अक्षर वाले शब्द
Classess Required	<ul style="list-style-type: none"> • 5 periods for स्वर-व्यंजन • 3 periods for दो ,तीन अक्षर वाले शब्द • 3 periods for चार अक्षर वाले शब्द • 3 periods for भाषा (मौखिक) • 2 periods for समान तुक वाले शब्द
CONCEPT & SKILLS	<p>छात्रों को अक्षरों की पहचान कराना। शुद्ध उच्चारण कराना । मौखिक भाषा का अभ्यास । भाषा के प्रति आत्मविश्वास व रुचि बढ़ाना।</p> <ul style="list-style-type: none"> • बोलने के कौशल। • सुनने के कौशल। • पठन के कौशल। • लिखने के कौशल।
LEARNING OUTCOMES	<p>शब्दों को जोड़ना सीखा। अक्षरों की पहचान करना सीखा।वर्णों का शुद्ध उच्चारण सीखा। मौखिक भाषा में वृद्धि हुई। बच्चों ने शब्दों को जोड़कर बोलना व लिखना सीखा ।</p>
INSTRUCTIONAL TOOLS & REFERENCES	चार्ट, अक्षरों के फ्लैश कार्ड।
PEDAGOGY	<p>अध्यापिका श्वेतपट्ट पर वर्ण लिखेगी और उनका शुद्ध उच्चारण भी करेगी । गतिविधि द्वारा बच्चों को अक्षरों की पहचान करना सिखाएगी।अध्यापिका बच्चों को वर्णों की परचियाँ देगी और श्वेतपट्ट पर कोई भी वर्ण लिखेगी और जिस भी बच्चे</p>



	<p>के पास उस वर्ण की परची होगी वो अपना हाथ खड़ा करेगा और उस वर्ण से कुछ शब्द बोलेगा। अध्यापिका ब्लॉक्स द्वारा शब्द बनाना बच्चों को सीखाएगी। एक हाथ में क अक्षर का ब्लॉक और दूसरे में प अक्षर का ब्लॉक पकड़ कर अध्यापिका बच्चों से उन अक्षरों को पहचानने के लिए कहेगी और पहचानने के बाद उन दोनों अक्षरों को जोड़कर बच्चों को बताएगी। बच्चों को बताया जाएगा कि दो या दो से ज़्यादा अक्षरों को जोड़कर शब्द बनता है।</p>
<p>व्याकरण: GRAMMER समान तुक वाले शब्द</p>	<p><u>भाषा</u>(मौखिक) अध्यापिका बच्चों को बताएगी कि भाषा एक माध्यम है हम अपने मन की बात एक दूसरे तक पहुँचाते हैं या लिखकर या बोलकर इशारों से भी। पर इन सब के लिए हमें हर एक शब्द का कोई ना कोई अर्थ होता है इन्हीं शब्दों को जोड़कर वाक्य बनते हैं जिन्हें बोलकर या लिखकर हम एक दूसरे तक अपने मन की बात पहुँचा सकते हैं।</p>
ACTIVITY	<p>परचियों का खेल। अध्यापिका बच्चों को वर्णों की परचियाँ देगी और श्वेतपट्ट पर कोई भी वर्ण लिखेगी और जिस भी बच्चे के पास उस वर्ण की परची होगी वो अपना हाथ खड़ा करेगा और उस वर्ण से कुछ शब्द बोलेगा।</p>
ASSESSMENT	<p>E1 Individual Activity पठन के कौशल, श्रुतलेख E2 Group Activity समूह गतिविधि E3 Pen Paper Test मूल्यांकन पत्र Note - FA1 के कुछ विषयों का SA1 में भी मूल्यांकन किया जाएगा।</p>

class 1st
Month-April

विषय -हिन्दी	उप विषय:-आ, इ की मात्रा
Classess Required	<ul style="list-style-type: none"> • 7 periods for आ की मात्रा • 7 periods for इ की मात्रा • 2 periods for वर्ण(मौखिक) • 2 periods for रंगों के नाम
CONCEPT & SKILLS	<p>मात्राओं की पहचान। मात्राओं का शुद्ध उच्चारण।मौखिक भाषा का अभ्यास। शब्द भण्डार में वृद्धि लाना । मात्रा वाले शब्द बनाना तथा सही उच्चारण के साथ बोलने और पढ़ने का अभ्यास ।</p> <ul style="list-style-type: none"> • बोलने के कौशल। • सुनने के कौशल । • पठन के कौशल। • लिखने के कौशल। • शुद्ध उच्चारण।
LEARNING OUTCOMES	मात्राओं की पहचान सीखी । बच्चों को मात्राओं का प्रयोग करना आया।बच्चों की लेखन एवं वाचन शक्ति का विकास हुआ।मात्राओं से बने शब्दों का शुद्ध उच्चारण सीखा व वाक्यों का भी निर्माण करना सीखा ।मौखिक भाषा का अभ्यास हुआ।
INSTRUCTIONAL TOOLS	चार्ट,मात्राओं के फ्लैश कार्ड।
PEDAGOGY	अध्यापिका बच्चों को (आ) का फ्लैश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को (आ) की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और बताएगी कि (आ) कि मात्रा का चिन्ह खड़ी रेखा और छत है और मात्रा का शुद्ध उच्चारण भी सिखाएगी। अध्यापिका बच्चों को बताएगी कि (आ) मात्रा व्यंजन के बाद लगती है अध्यापिका अपने हाथों और



	उंगलियों के सहायता से भी बच्चों को मात्रा का चिन्ह दिखाएंगी। फिर मात्रा का शुद्ध उच्चारण मुँह बोलकर समझाएंगी और अध्यापिका मात्रा से बने शब्दों का निर्माण करना सिखाएंगी। (इ) की मात्रा का चिन्ह दादा जी की छड़ी जैसा होता है। और छोटी 'इ' की मात्रा व्यंजन से पहले लगती है तथा इसके उच्चारण में कम समय लगता है। अंत में अध्यापिका मात्रा से बने शब्दों का शुद्ध उच्चारण व मात्रा के शब्दों का निर्माण करना सिखाएंगी। तथा मात्राओं के शब्दों व वाक्यों का पठन भी कराएंगी।
व्याकरण: GRAMMER	<ul style="list-style-type: none"> वर्ण(मौखिक) रंगों के नाम
CONCEPT & SKILLS	<u>वर्ण (Alphabet)</u> छात्रों को बताया जाएगा कि मुँह से निकलने वाली ध्वनियाँ वर्ण कहलाती हैं। वर्ण दो तरह के होते हैं- स्वर और व्यंजन। <u>रंगों के नाम</u> छात्रों को हिन्दी में रंगों के बारे में जानकारी देना
LEARNING OUTCOMES	छात्रों ने यह सीखा कि वर्ण क्या होता है उसके कितने भेद होते हैं। छात्रों को हिन्दी में रंगों की जानकारी मिली। बच्चों ने रंगों के नामों का शुद्ध उच्चारण सीखा। हिन्दी भाषा में रंगों की पहचान करना सीखा।
INSTRUCTIONAL TOOLS	चार्ट, फलों के फ्लेश कार्ड
ACTIVITY /	<u>रंगों का खेल</u> अध्यापिका छात्रों को हर एक रंग से तीन-तीन चित्र बनाने को कहेगी। जिस से छात्रों को रंगों की जानकारी मिलेगी।
ASSESSMENT	Note - FA2 के कुछ विषयों का SA1 में भी मूल्यांकन किया जाएगा।

class 1st

Month -May

विषय -हिन्दी	उप विषय:- ई, उ, ऊ,
Classess Required	<ul style="list-style-type: none"> • 7 periods for ई की मात्रा • 7 periods for उ की मात्रा • 7 periods for ऊ की मात्रा • 2 periods for वचन • 2 periods for सब्जियों के नाम
CONCEPT & SKILLS	<p>मात्राओं की पहचान। मात्राओं का शुद्ध उच्चारण। मौखिक भाषा का अभ्यास। शब्द भण्डार में वृद्धि लाना। मात्रा वाले शब्द बनाना तथा सही उच्चारण के साथ बोलने और पढ़ने का अभ्यास।</p> <ul style="list-style-type: none"> • बोलने के कौशल। • सुनने के कौशल। • पठन के कौशल। • लिखने के कौशल। • शुद्ध उच्चारण।
LEARNING OUTCOMES	<p>मात्राओं की पहचान सीखी। बच्चों को मात्राओं का प्रयोग करना आया। बच्चों की लेखन एवं वाचन शक्ति का विकास हुआ। मात्राओं से बने शब्दों का शुद्ध उच्चारण सीखा व वाक्यों का भी निर्माण करना सीखा। मौखिक भाषा का अभ्यास हुआ।</p>
INSTRUCTIONAL TOOLS	चार्ट, मात्राओं के फ्लैश कार्ड।
PEDAGOGY	<p>अध्यापिका बच्चों को ई का फ्लैश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को ई की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और मात्रा का शुद्ध उच्चारण भी सिखाएगी। अध्यापिका बच्चों को बताएगी कि ई मात्रा व्यंजन के बाद लगती है तथा इस</p>



	<p>मात्रा के उच्चारण में अधिक ज़ोर लगता है। अध्यापिका बच्चों को बताएगी कि 'उ' मात्रा अक्षर की खड़ी रेखा के नीचे लगती है तथा इस मात्रा के उच्चारण में अधिक ज़ोर नहीं लगता है। ऊ की मात्रा के साथ भी यही प्रक्रिया दोहराई जाएगी। छात्रों को बताया जाएगा कि 'र' में दोनो मात्रा बीच में लगती है। उदाहरण रु, रू। अध्यापिका छात्रों को कुछ शब्द देगी जिनसे छात्र वाक्य बनायेंगे।</p>
ACTIVITY	<p>जादू का पिटारा ई , उ, ऊ के शब्द एक डिब्बे में डाले जाएंगे और जो भी शब्द बच्चो को डिब्बे से निकलेगा उसका चित्र बनाने को कहा जाएगा।</p>
<p>व्याकरण: GRAMMER</p>	<p><u>वचन बदलिए</u> छात्रों को बताया जाएगा कि शब्द के जिस रूप से उसके एक या एक से अधिक होने का बोध हो, उसे वचन कहते हैं</p> <p><u>सब्जियों के नाम</u> अध्यापिका बच्चों से कुछ प्रश्न पूछेंगी कि उन्हें कौन सी सब्जी पसंद है। बच्चों को सब्जियों के नाम हिंदी भाषा में बताना और उनके लाभ तथा गुणों की भी जानकारी देना</p>
ASSESSMENT	<p>E1 Individual Activity तम्बोला, अभ्यास कार्य</p> <p>E2 Group Activity समूह गतिविधि</p> <p>E3 Pen Paper Test मूल्यांकन पत्र</p> <p>Note - FA 2 के कुछ विषयों का SA1 में भी मूल्यांकन किया जाएगा।</p>

class 1st

Month-June

विषय -हिन्दी	उप विषय:- ऋ की मात्रा ,फलों के नाम,शुद्ध/अशुद्ध वाक्य
Classess Required	<ul style="list-style-type: none"> • 7 periods for ऋ की मात्रा • 2 periods for फलों के नाम • 2 periods for शुद्ध/अशुद्ध वाक्य • 2 periods for वाक्य
CONCEPT & SKILLS	<p>मात्राओं की पहचान। मात्राओं का शुद्ध उच्चारण।मौखिक भाषा का अभ्यास। शब्द भण्डार में वृद्धि लाना । मात्रा वाले शब्द बनाना तथा सही उच्चारण के साथ बोलने और पढ़ने का अभ्यास ।</p> <ul style="list-style-type: none"> • बोलने के कौशल। • सुनने के कौशल । • पठन के कौशल। • लिखने के कौशल। • शुद्ध उच्चारण।
LEARNING OUTCOMES	मात्राओं की पहचान सीखी । बच्चों को मात्राओं का प्रयोग करना आया।बच्चों की लेखन एवं वाचन शक्ति का विकास हुआ।मात्राओं से बने शब्दों का शुद्ध उच्चारण सीखा व वाक्यों का भी निर्माण करना सीखा ।मौखिक भाषा का अभ्यास हुआ।
INSTRUCTIONAL TOOLS	चार्ट,मात्राओं के फ्लैश कार्ड।
PEDAGOGY	<p>अध्यापिका बच्चों को 'ऋ' का फ्लैश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को 'ऋ' की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और मात्रा का शुद्ध उच्चारण भी सिखाएगी।</p> <p>अध्यापिका बच्चों को बताएगी कि ऋ की मात्रा व्यंजन के नीचे लगती है । अध्यापिका छात्रों को कुछ शब्द देगी जिनसे छात्र वाक्य बनायेंगे।</p>
ACTIVITY	<p>फल हैं फायदेमंद छात्रों से फलों के चित्र मंगवाए जाएंगे ।एक चार्ट पर फलों के चित्र चिपकाए जाएँगे। छात्रों को यह बताया जाएगा कि फलों से क्या -क्या लाभ</p>



	होते हैं।
<p>व्याकरण:</p> <p>GRAMMER</p>	<p>शुद्ध/अशुद्ध वाक्यों का अंतर बताना। बच्चों को बताना की जिन वाक्यों का कोई अर्थ नहीं होता वो अशुद्ध वाक्य कहलाते हैं।</p> <p>बोलने के कौशल,, सुनने के कौशल,पठन के कौशल, शुद्ध उच्चारण।</p> <p>फलों के नाम छात्रों को फलों के बारे में जानकारी देना। हिंदी भाषा में फलों के नामों का ज्ञान देना। फलों के लाभ व गुणों के बारे में बताना।</p> <p>बोलने के कौशल,, सुनने के कौशल,पठन के कौशल, शुद्ध उच्चारण।</p>
<p>SYLLABUS FOR SUMMATIVE ASSESSMENT</p>	<ul style="list-style-type: none"> • आ, ई ,ऊ की मात्रा • व्याकरण:-सब्जियों के नाम • समान तुक वाले शब्द • लिंग बदलिए • फलों के नाम • वचन बदलिए।

class 1st

Month -August

Cycle3 (FA4)

विषय -हिन्दी	<p>उप विषय:- ए,ऐ की मात्रा</p> <p>व्याकरण</p> <ul style="list-style-type: none"> • समान तुक वाले शब्द
Classess Required	<ul style="list-style-type: none"> • 9 periods for ए की मात्रा • 9 periods for ऐ की मात्रा • 3 periods for समान तुक वाले शब्द • 2 periods for वाक्य
CONCEPT & SKILLS	<p>मात्राओं की पहचान। मात्राओं का शुद्ध उच्चारण।मौखिक भाषा का अभ्यास। शब्द भण्डार में वृद्धि लाना । मात्रा वाले शब्द बनाना तथा सही उच्चारण के साथ बोलने और पढ़ने का अभ्यास । बोलने के कौशल । सुनने के कौशल ।पठन के कौशल।लिखने के कौशल।शुद्ध उच्चारण।</p>
LEARNING OUTCOMES	<p>मात्राओं की पहचान सीखी । बच्चों को मात्राओं का प्रयोग करना आया।बच्चों की लेखन एवं वाचन शक्ति का विकास हुआ।मात्राओं से बने शब्दों का शुद्ध उच्चारण सीखा व वाक्यों का भी निर्माण करना सीखा ।मौखिक भाषा का अभ्यास हुआ।</p>
INSTRUCTIONAL TOOLS & REFERENCES	<p>चार्ट,मात्राओं के फ्लेश कार्ड।</p>
PEDAGOGY	<p>अध्यापिका बच्चों को 'ए' का फ्लेश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को 'ए' की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और मात्रा का शुद्ध उच्चारण भी सिखाएगी।</p> <p>अध्यापिका बच्चों को बताएगी कि 'ए'की मात्रा व्यंजन के ऊपर लगती है तथा इस मात्रा के उच्चारण में कम जोर लगता है जेस:- के, पे ,से, वे, ले अंत में अध्यापिका मात्राओं के शब्द अभ्यास पुस्तिका पर लिखाएंगी और मात्राओं के कुछ चित्र भी बनवाएंगी । 'ऐ' की मात्रा के साथ भी यही प्रक्रिया दोहराई जाएगी।अध्यापिका बच्चों को बताएगी कि 'ऐ' की मात्रा व्यंजन के ऊपर लगती है</p>



	तथा इस मात्रा के उच्चारण में अधिक ज़ोर लगता है। अध्यापिका छात्रों को कुछ शब्द देगी जिन्से छात्र वाक्य बनायेंगे।
ACTIVITY / ASSIGNMENT /	जादू का पिटारा 'ए' के शब्द एक डिब्बे में डाले जाएंगे और जो भी शब्द बच्चों को डिब्बे से निकलेगा उसका चित्र बनाने को कहा जाएगा।
व्याकरण: GRAMMER	समान तुक वाले शब्द
CONCEPT & SKILLS	बच्चों को समान तुक वाले शब्दों की जानकारी दी जाएगी। समान तुक वाले शब्द बोलने के कौशल, सुनने के कौशल, पठन के कौशल, शुद्ध उच्चारण।
LEARNING OUTCOMES	बच्चों ने समान तुक वाले शब्दों का अभ्यास किया व लय सीखा।
INSTRUCTIONAL TOOLS & REFERENCES	चार्ट

विषय -हिन्दी	<p>उप विषय:- ओ, औ की मात्रा व्याकरण</p> <p>→ जानवरों के नाम</p> <p>→ उलटे अर्थ वाले शब्द</p>
Classess Required	<ul style="list-style-type: none"> • 7 periods for ओ की मात्रा • 7 periods for औ की मात्रा • 4 periods for जानवरों के नाम • 4 periods for उलटे अर्थ वाले शब्द • 2 periods for वाक्य
	<p>मात्राओं की पहचान। मात्राओं का शुद्ध उच्चारण। मौखिक भाषा का अभ्यास। शब्द भण्डार में वृद्धि लाना। मात्रा वाले शब्द बनाना तथा सही उच्चारण के साथ बोलने और पढ़ने का अभ्यास। बोलने के कौशल। सुनने के कौशल। पठन के कौशल। लिखने के कौशल। शुद्ध उच्चारण।</p>
LEARNING OUTCOMES	<p>मात्राओं की पहचान सीखी। बच्चों को मात्राओं का प्रयोग करना आया। बच्चों की लेखन एवं वाचन शक्ति का विकास हुआ। मात्राओं से बने शब्दों का शुद्ध उच्चारण सीखा व वाक्यों का भी निर्माण करना सीखा। मौखिक भाषा का अभ्यास हुआ।</p>
INSTRUCTIONAL TOOLS & REFERENCES	<p>चार्ट, मात्राओं के फ्लैश कार्ड।</p>
PEDAGOGY	<p>अध्यापिका बच्चों को ओ और औ के फ्लैश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन से स्वर है उत्तर आने पर अध्यापिका बच्चों को 'ओ' की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और मात्रा का शुद्ध उच्चारण भी सिखाएगी। अध्यापिका बच्चों को बताएगी कि 'ओ' की मात्रा व्यंजन के बाद लगती है तथा इस मात्रा के उच्चारण में कम ज़ोर लगता है। 'औ' की मात्रा के साथ भी यही परक्रिया दोराही जाएगी। छात्रों को बताया जाएगा कि 'औ' की मात्रा भी अक्षर के बाद लगाई जाती है। अध्यापिका छात्रों को कुछ शब्द देगी जिन्से</p>



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



	<p>बच्चों को जानवरों के नामों का ज्ञान हिंदी भाषा में दिया जाएगा ।</p> <p>और उनके फायदे भी बताए जाएंगे ।</p> <p>जैसे गाय हमें दूध देती है</p> <p>कुत्ता हमारे घरों की रखवाली करता है</p> <p>भेड़ से हमें ऊन मिलता है आदि</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>चित्र देखकर जानवरों की पहचान कीजिए।</p> <p>जानवरों के चित्र अभ्यास पुस्तिका पर चिपकाने को कहा जाएगा।</p>
ASSESSMENT	<p>E1 Individual Activity अविलोकन , बोलने के कौशल</p> <p>E2 Group Activity समूह गतिविधि</p> <p>E3 Pen Paper Test मूल्यांकन पत्र</p> <p>Note - FA3 के कुछ विषयों का SA2 में भी मूल्यांकन किया जाएगा।</p>

विषय -हिन्दी	उप विषय:-अं,अँ,अः की मात्रा व्याकरण लिंग बदलिए
Classess Required	<ul style="list-style-type: none"> • 7 periods for अं की मात्रा • 7 periods for अः की मात्रा • 7 periods for 'अँ' की मात्रा • 3 periods for लिंग बदलिए • 2 periods for वाक्य
CONCEPT & SKILLS	मात्राओं की पहचान। मात्राओं का शुद्ध उच्चारण।मौखिक भाषा का अभ्यास। शब्द भण्डार में वृद्धि लाना । मात्रा वाले शब्द बनाना तथा सही उच्चारण के साथ बोलने और पढ़ने का अभ्यास । बोलने के कौशल । सुनने के कौशल ।पठन के कौशल।लिखने के कौशल।शुद्ध उच्चारण।
LEARNING OUTCOMES	मात्राओं की पहचान सीखी । बच्चों को मात्राओं का प्रयोग करना आया।बच्चों की लेखन एवं वाचन शक्ति का विकास हुआ।मात्राओं से बने शब्दों का शुद्ध उच्चारण सीखा व वाक्यों का भी निर्माण करना सीखा ।मौखिक भाषा का अभ्यास हुआ।
INSTRUCTIONAL TOOLS & REFERENCES	चार्ट,मात्राओं के फ्लेश कार्ड।
PEDAGOGY	<p>अध्यापिका बच्चों को 'अं' का फ्लेश कार्ड दिखाएगी और उनसे पूछेगी कि यह कौन सा स्वर है उत्तर आने पर अध्यापिका बच्चों को 'अं' की मात्रा श्वेतपट्ट पर बनाकर बच्चों को दिखाएगी और मात्रा का शुद्ध उच्चारण भी सिखाएगी।</p> <p>अध्यापिका बच्चों को बताएगी कि 'अं'की मात्रा व्यंजन के ऊपर</p> <p>लगती है और छात्रों को बताया जाएगा कि 'अं' की मात्रा अक्षर के ऊपर लगाई जाती है इसकी आवाज़ नाक से निकाली जाती है ।यही प्रक्रिया अः अँ, की मात्राओं में दोराही जाएगी।छात्रों को बताया जाएगा कि 'अँ' चन्द्रबिंदु की अक्षर</p>



	के ऊपर लगाई जाती है। इसकी ध्वनि नाक और मुँह दोनों से निकलती है।
ASSESSMENT	तम्बोला का खेल खेला जाएगा और छात्रों को शब्द पहचानने के लिए कहा जाएगा। मात्रा के शब्दों का पठन। अभ्यास पत्र द्वारा बच्चों के लेखन कौशलों का मूल्यांकन। गतिविधि द्वारा बच्चों की कल्पना शक्ति का विकास।
व्याकरण: GRAMMER	लिंग बदलिए
CONCEPT & SKILLS	बच्चों को लिंग बदलिए की जानकारी दी जाएगी। बच्चों को समझाया जाएगा कि जैसे:- माता -पिता, राजा -रानी आदि लिंग है जिससे हमें स्त्री जाति व पुरुष जाति का बोध होता है।
LEARNING OUTCOMES	बच्चों को लिंग बदलिए की जानकारी प्राप्त हुई। बच्चों ने सीखा कि मनुष्यों की तरह जानवरों में भी लिंग होते हैं जैसे :- मोर-मोरनी
INSTRUCTIONAL TOOLS & REFERENCES	चार्ट
PEDAGOGY	बच्चों को समझाया जाएगा कि जैसे :- माता -पिता, राजा -रानी आदि लिंग है जिससे हमें स्त्री जाति व पुरुष जाति का बोध होता है। अध्यापिका बच्चों को सामने लाएगी व लड़का और लड़की का उदाहरण देगी। जिससे उन्हें पूरा ज्ञान प्राप्त हो जाए।
ACTIVITY / ASSIGNMENT / RESEARCH	बच्चों को चित्रों वाला अभ्यास पत्र दिया जाएगा व उसमें पहचान करके सही लिंग मिलाएँगे।
ASSESSMENT	<p>E1 Individual Activity सुनने के कौशल, श्रुतलेख</p> <p>E2 Group Activity समूह गतिविधि</p> <p>E3 Pen Paper Test मूल्यांकन पत्र</p> <p>Note - FA4 के कुछ विषयों का SA2 में भी मूल्यांकन किया जाएगा।</p>



SYLLABUS FOR SUMMATIVE ASSESSMENT	<p>ए, औ, अं की मात्रा</p> <p>व्याकरण</p> <p>समान तुक वाले शब्द</p> <p>जानवरों के नाम</p> <p>उलटे अर्थ वाले शब्द</p> <p>लिंग बदलिए</p> <p>सुनने के कौशल (Listening comprehension)</p> <p>अनुच्छेद (unseen passage)</p>
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مطلوبہ دروس	۷	۷	۷	۱۲	(۴۰ منٹ)
موضوع	کی واقفہ کی کلاس اعادہ حروف تہجی - مختصر صورتیں - دو حرفی الفاظ پر زیر زیر اور پیش کا استعمال کتابی مشق				
خیال، تدریسی ہنر	صحیح تلفظ کے ساتھ حروف تہجی کی بناوٹ ذہن نشین کرانا - سُننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ جوڑ/توڑ کا طریقہ کار سکھانا۔				
تدریسی نتائج	طلباء کو ہر ہنر کی اہمیت کی پوری پوری جانکاری ہوئی اور ساتھ ساتھ جوڑ و توڑ اور علامتوں کی جانکاری بھی حاصل ہوئی۔ نئے الفاظ سُننے بولنے اور پڑھنے لکھنے کی بھی جانکاری حاصل ہوئی۔ اور کتابی مشق بھی بہ آسانی سے سمجھ گئے۔				
تدریسی آلات اور حوالہ جات	بورڈ ، پیشگی استاد ، کاغذی چٹ ، فلش کارڈ				
طرز تدریس	وضاحت ، ذہنی آزمائش ، لکھنے کی مشق ، طلباء کو آواز کے ذریعے صحیح تلفظ کا استعمال کر کے جوڑ اور توڑ کا ہنر سکھایا جائے گا۔ طلباء میں دلچسپی بیدار کرنے کے لئے اُردو گیت بھی گایا جائے گا۔				
تفویض، تحقیق، منصوبے ، سرگرمیاں	طلبا کو حروف تہجی میں سے "شرارتی نو" والے حروف پہچان کر چارٹ پر چسپان کرنے کی مجلسی سرگرمی کرائی جائے گی۔				
تشخیص	نظم خوانی ، مجلسی سرگرمی اور پرچہ کے حوالے سے ہم تشخیص کرنے گئے۔				
موضوعی، معروضی تشخیص	ای ۱۔ نظم خوانی ای ۱۔ ۳۔ پرچہ ای ۲۔ مجلسی سرگرمیاں				



عرصہ۔ ماہ می

جماعت ۔ اول

۹	۹	۲	مطلوبہ دروس
(۴۰ منٹ کی واقعہ کی کلاس)	تین حرفی الفاظ	ی اور ے کا جوڑ ۔	نظم
خیال، تدریسی ہنر	ی اور ے کا استعمال اور جانکاری ۔ تین حرفی جوڑ / توڑ کا طریقہ ۔ سُننے بولنے ، پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ صحیح تلفظ کے ساتھ نظم خوانی کرانا ۔		
تدریسی نتائج	طلباء کو تین حرفی توڑ اور جوڑ کی واقفیت ہوگئی سُننے بولنے اور پڑھنے لکھنے کی صلاحیت پیدا ہوئی طلبا کو اچھی طرح نظم بیان کرنی کی تربیت حاصل ہوگئی ۔ طلبا کو حروف تہجی کو ی اور ے کے ساتھ جوڑنے کی صلاحیت محصول ہو گئی ۔		
تدریسی آلات اور حوالہ جات	چارٹ ، بورڈ ، پیشگی اُستاد۔		
طرز تدریس	طلبا کو آواز کے ذریعے صحیح تلفظ کا استعمال کر کے حروف تہجی کا ی اور ے کے ساتھ جوڑنے کا ہنر سکھایا جائے گا۔ طلبامیں دلچسپی بیدار کرنے کے لئے اُردو گیت بھی گایا جائے گا۔ ذہنی آزمائش کے لئے بے ترتیب وار سوالات پوچھے جائے گے مثلاً ی، ے کی آواز کیا ہے؟ اور تین حرفی کو جوڑنے کا طریقہ بھی سکھایا جائے گا۔		
تفویض، تحقیق، منصوبے ، سرگرمیاں	طلبا ءکو دو اور تین حرفی الفاظ کو جوڑنے اور توڑنے کی مجلسی سرگرمی کرائی جائے گی۔		
تشخیص	مطالعہ اور سرگرمی کے حوالہ سے ہم طلبا کو تشخیص کر سکتے ہیں۔		
موضوعی، معروضی تشخیص	ای ۱۔ مطالعہ ای ۲۔ مجلسی سرگرمیاں ای۔ ۳۔ پرچہ		



جماعت - اول

عرصہ - ماہ جون

مطلوبہ دروس	۷ (کی کلاس)	۷	۷ (۴۰ منٹ کی واقعہ)
موضوع	تشدید کی پہچان نظم زبانی - اعادہ	قوائد	واحد / جمع
خیال، تدریسی ہنر	طلبا کو تشدید کے استعمال کی جانکاری - سُننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ صحیح تلفظ کے ساتھ قوائد کی صلاحیت۔		
تدریسی نتائج	طلباء کو تشدید کی پہچان ہو گئی سُننے بولنے اور پڑھنے لکھنے کی صلاحیت پیدا ہوئی طلبا کو اچھی طرح سے قوائد تحریر اور بیان کرنی کی صلاحیت بھی حاصل ہو گئی اور طلبا کو نظم خوانی کی صلاحیت محصول ہو گئی۔		
طرز تدریس	لبا کو علامت تشدید کی پہچان چارٹ پر کرائی جائے گی۔ اور ایک ورک شیٹ عملی کام کے طور پر دیا جائے گا۔ طلبا کو علامت تشدید کی وضاحت اس طرح کرائی جائے گی کہ تشدید والا حرف ایک بار پڑھا جاتا ہے لیکن دوبار لکھا جاتا ہے اس کے ساتھ ساتھ واحد / جمع کے استعمال کی جانکاری بھی دی جائے گی۔ جیسے کہ واحد ایک کو کہتے ہیں اور جمع دو یا دو سے زیادہ کو کہا جاتا ہے۔		
تفویض، تحقیق، منصوبے، سرگرمیاں	مجلسی سرگرمی میں چارٹ پر طلبا کو واحد جمع کی تصاویر چسپان کرنے کو کہا جائے گا۔		
تشخیص	سرگرمی کے حوالے سے تشخیص کر سکتے ہیں۔ مطالعہ اور قوائد سے بھی ہماری تشخیص مکمل ہو گی۔		
موضوعی، معروضی تشخیص	ایس۔ اے " ۱ " یعنی ششمائی امتحان لیا جائے گا۔ اور چند مخصوص اسباق FA2, FA1 سے بھی امتحان میں پوچھے جائے گے۔ پہلی میقات کا سیلپس بھی دہرایا جائے گا۔		



عرصہ

جماعت : اوّل
:- اگست-ستمبر

مطلوبہ دروس	۱۲ (کلاس)	۱۵	۸	(۴۰ منٹ کی واقعہ کی
موضوع	خیال، تدریسی ہنر	سُننے، بولنے، پڑھنے اور لکھنے کی صلاحیت۔ دو چشم (ہ) کی پہچان۔ مذکر / مونث کی جانکاری۔ سبق: باورچی خانہ کا خلاصہ	سبق: باورچی خانہ	مذکر
تدریسی نتائج	نئے الفاظ سُننے بولنے پڑھنے اور لکھنے کی صلاحیت پیدا ہو گئی۔ دو چشم (ہ) کی واقفیت اور جانکاری حاصل ہو گئی۔ مذکر / مونث سے واقف ہو گئے۔ سبق: باورچی خانہ میں استعمال ہونے والی چیزوں سے واقف ہو گئے۔			
تدریسی آلات اور حوالہ جات	چارٹ، بورڈ،			پیشگی اُستاد
طرزِ تدریس	بچوں کو دوچشمی یعنی دو آنکھ والے حروف کی جانکاری اس طرح دوں گی کہ دوچشم (ہ) لفظ کے شروع میں نہیں لکھا جاتا بلکہ دوسرے حرف کے ساتھ مل کر لفظ بنتا ہے اور دو چشم، ہ کی تعداد پندرہ ہے ہر دو چشمی حروف کا خلاصہ کیا جائے گا۔ اس کے ساتھ ساتھ مذکر مونث کی وضاحت کی جائے گی کہ نہ کو مذکر کہتے ہیں اور مادہ کو مونث کہتے ہیں سبق: باورچی خانہ کی تصاویر دکھا کر اُس میں رکھی گئی ہر چیز کی پہچان کرائے گئے اور اس کے ساتھ سبق کا مطالعہ کر کے مشکل الفاظ کے معنی بھی بتا دیئے جائے گے،			
تفویض، تحقیق، منصوبے، سرگرمیاں	کاغذ کے چھوٹے چھوٹے چٹ بنا کر جن پر دو چشمی الفاظ لکھے ہوئے ہوں گے طلباء کے تین گروپ میں تقسیم کئے جائے گے اور ان کو دو یا تین الفاظ اسی دو چشمی الفاظ سے بولنے ہو گئے جو جو چٹ اُن کے پاس ہو۔			
تشخیص	املا کے حوالہ سے ہم تشخیص کر سکتے ہیں۔ مطالعہ اور قواعد سے بھی ہماری تشخیص مکمل ہو گی۔			
موضوعی، معروضی، تشخیص	ای ۱: املا ای ۲: مجلسی سرگرمی ای ۳: پرچہ			



جماعت - اول

عرصہ۔ ماہ اکتوبر تا نومبر

مطلوبہ دروس	۱۲ (کلاس)	۱۲	۴	۷	(۴۰ منٹ کی وقفہ کی)
موضوع	جملے ' چالاک کوا،	قوائد :لفظ،	اعادہ		
خیال، تدریسی ہنر	سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت - لفظ کی جانکاری - جملہ (تحریری و لفظیاتی) کی تربیت۔ سبق "چالاک کوا" کا خلاصہ۔				
تدریسی نتائج	سننے بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا ہو گئی۔ لفظ کی جانکاری - جملہ (تحریری و لفظیاتی) سے واقف - سبق: چالاک کوا سے واقف ہو گئے۔				
تدریسی آلات اور حوالہ جات	بورڈ ، پیشگی استاد ، درسی کتاب۔				
طرز تدریس	طلبا کو لفظ کی جانکاری اس طرح سے دیں گے کہ دو یا دو سے زیادہ حروف ملانے سے لفظ بنتا ہے جیسے کا، جگ، میں ، وہ، وغیرہ جس طرح دو یا دو سے زیادہ حروف ملانے سے لفظ بنتا ہے اسی طرح دو یا دو سے الفاظ بنانے سے ایک مناسب ترتیب میں مل کر پورا معنی دے تو جملہ بنتا ہے چند مثالیں دے کر سمجھایا جائے گا۔ سبق: چالاک کوا کا صحیح تلفظ کے ساتھ مطالعہ کر کے اس کا خلاصہ بھی کرئے گئے مشکل الفاظ کے معنی بھی سمجھا دئے جائے گے۔				
تفویض، تحقیق منصوب سرگرمیاں	سرگرمی میں ایک (role play) یعنی ایک ڈرامہ "پیاسا کوا" کے عنوان پر پیش کیا جائے گا۔				
تشخیص	مطالعہ اور قوائد سے ہماری تشخیص مکمل ہو گئی۔				
موضوعی، معروضی تشخیص	ایس۔ اے "۲" یعنی سالانہ امتحان لیا جائے گا۔ اور چند مخصوص اسباق FA4,FA3 سے بھی امتحان میں پوچھے جائے گے دوسری میقات کا سیلپس بھی دہرایا جائے گا۔				