Delhi Public School
Srinagar

CLASS: 2nd DETAILED PLANNER
ENGLISH (MARCH)

CLASSES REQUIRED	02 (40 minutes class period)
TOPIC	Poem : Trains
CONCEPT & SKILLS	**Concept:** • Modes of transport (Travelling) • Rhyming Words • Alphabetical Order **Skills:** • Listening, Speaking, Reading and Writing • Recitation of poem with right modulation and intonation.
LEARNING OUTCOMES	• Understanding the theme of the poem. • Have fun in reading and reciting the poem. • Expression, pronunciation and Imagination. • Maximum coverage to rhyming words e.g.; trains-plains. • Learning new words like dusk, dawn, passengers.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher Presenter
PEDAGOGY	• **Warm-Up Activity:** Talking about means of transport. • **Follow-Up:** After random questioning teacher and students will recite the poem together with correct stress and intonation. • **Reading Hour:** Teacher and student will read the poem underlining new words as dusk, dawn, passengers and the like.
ACTIVITY / ASSIGNMENT / RESEARCH	**Activity: HUMAN CHOO-CHOO** Making a human train. **TALK TIME:** **Imagine the fun things we would do on a train ride.**
ASSESSMENT	• Students will recite the poem following row wise pattern where they will do the chain recitation. • Individual reading of the poem by students locating the rhyming words.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E1:INDIVIDUAL ACTIVITY INDIVIDUAL ACTIVITY (Dictation, Reading and Recitation)

CLASSES REQUIRED	16 (40 minutes class period)
TOPIC	Jeet's First Aeroplane Journey Grammar: ● THE SENTENCE (Punctuation, Unjumble the words to form correct sentences) • Use of comma ● Picture Composition (Describe an object) ● One-Many (Rule y) Phonics: ●Beginning Blends "br","bl" Sight Words
CONCEPT & SKILLS	**CONCEPT:** Different means of Transport Talking about a journey **SKILLS:** Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	• Listen to the story and learn more about means of transport and different people associated with the same e.g.; pilot, airhostess, driver, etc. • Learn to read the text and new words as journey, airport, backpack and the like. They will also be able to talk about their journey to a place. • Learn formation of sentences with correct usage of punctuation and capitalising "I" in the sentence. • Learn to describe pictures both verbally and in writing. • Learn rule for making plural of the noun. • Learn blend sounds to make words and read with proper blending and segmentation of sound. • Learn to read sight words regularly to enhance reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	• Text book, Teacher Presenter • Word cards • Sight words display
PEDAGOGY	**Introductory Activity:** Recalling previous knowledge about various means of transport and initiate talking about a journey. **Follow up:** Depending upon their responses teacher will narrate the story. **Reading Hour:** The students will follow the chain reading of the text and learn new words adding to their vocabulary. **GRAMMAR:** **One-Many**: The teacher will recapitulate the concept of one-many and will make them understand to make plural we add –s to the noun e.g. car-cars. Teacher will explain changing y to i and adding es to the word to form plural with examples For words that end in a consonant and y, form the plural by changing the y to i and adding-es (baby-babies). For words that end in a vowel and y, form the plural by adding –s (boy- boys).

	Activity: Divide the class into two teams. Using picture cards, students from each team alternate turns, spell the nouns drawn on each card changing y to i and adding es. If spelled correctly, the student has a chance to earn a point for his or her team. After all cards have been used, the team with the highest points win. In case a word is spelled incorrectly, the teacher will say the correct spelling. **Picture Composition (Describe an object):** Teacher will show any object to students and ask some questions. E.g., what do you see? What do you know about the picture you see? Then have students compose several sentences that give more information about the object. The teacher will show them numerous examples of well written picture compositions. Activity: Divide the students into groups and provide them different picture compositions with some of the blanks already filled in and ask students to fill in the remaining blanks. After finishing the said task, have them speak about it. The teacher will also instruct the students on ways to write. **Jumbled Sentences:** Here teacher will explain "what makes a sentence?" In each sentence, there should be a noun or subject (which means a person, place, thing or idea). Also there should be a verb, which describes what the noun is doing or what the noun is. Teacher will discuss each example and lead the students to understand that the sentence at least has a subject and a verb. Activity: Class will be divided into pairs or small groups. Each group will be given a set of word cards and students will be asked to arrange them in a proper order so that a meaningful sentence is made with correct usage of punctuation marks. **Phonics:** 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. Teacher and students together will list the words with the given blends and add to their vocabulary. Reading aloud sight words by students and teacher together.
ACTIVITY / ASSIGNMENT / RESEARCH	Activity: Pasting pictures of different means of transport. **Assignment:** **Reading Readiness Worksheet:** The students will be provided with the worksheet and they are supposed to read the text. **Unseen Comprehension Worksheet:** The students will be provided with the worksheet and attempt the exercise.
ASSESSMENT	●Students will act as pilot, driver, etc and say two-three lines. ●Chain reading of the text will be followed to assess their reading skills. Textual exercise
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E2: GROUP ACTIVITY (The class will be divided into two groups and worksheet containing a picture will be provided. They will be asked to write as many as sentences they can. Here the teacher will instruct the students to use correct punctuation. (APRIL) E3: PENCIL PAPER TEST

Delhi Public School
Srinagar

CLASS – **2ND**

CYCLE – **1st**

CLASSES REQUIRED	4 (40 minute class period)
TOPIC	Poem: God Gave Me Eyes
CONCEPT & SKILLS	Concept: Developing the sense of gratitude, and appreciate the feeling of having all body organs well in place and proper functioning. And the use of each organ in our body. Skills: Listening, Speaking, Reading, Writing Recitation with right modulation and intonation.
LEARNING OUTCOMES	Knowing the theme of the poem. Developing gratitude towards what God has blessed us with. Have fun in reading and reciting the poem. Maximum coverage to rhyming words as see-tree, book-look, know-grow, etc.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Classroom, Teacher Presenter
PEDAGOGY	**Warm-up-activity**: Teacher and students will together discuss and make a list of likes and dislikes. Teacher will make children understand that e must thank God for every blessing in our lives. **Follow-up-activity:** Recitation of the poem by teacher and students together with proper rhythm, gestures and intonation.
ACTIVITY / ASSIGNMENT / RESEARCH	Activity: Teacher and students will have a nature walk and students will speak two to three lines about the things that they observe that God has created and reason out as to why each thing has been created.
ASSESSMENT	Choral Recitation of the poem in the class. Reading of the poem with proper speech and pauses. Form a rhyming word chain with the given word.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E1: Individual Activity (Recitation ,dictation and reading)

Delhi Public School
Srinagar

CLASS – **2ND** CYCLE – **1st**

CLASSES REQUIRED	16 (40 minute class period)
TOPIC	Sports Day Grammar: Common and proper noun, countable and uncountable noun, use of “a” and “an”, use of question words in a sentence. Phonics: Beginning Blends; “cr” and “dr” Sight Words
CONCEPT & SKILLS	Concept: Helping others. Information about special days celebrated in school. Skills: Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	Learning about caring and helping others. Learning about to be helpful to all living beings in the world. Developing the skill of listening to a story and recognise the characters. Learn to identify action words and helping verbs. Use the action words in the sentences.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Classroom, Teacher Presenter, Mystery Bag (Common and proper nouns)
PEDAGOGY	**Warm-up-activity**: Teacher will have a random discussion about how we should take care of people around us and help them when in need. Teacher will talk about the special days that we celebrate in school every year. **Follow-up-activity:** Depending upon the responses the teacher will ask each child to talk about special days celebrated at school or at home. Reading Hour: Students will follow the “Chain Reading” to develop their reading skills and underline the vocabulary words e.g. disappointed, praised etc. Grammar: Teacher will play a game in the class where he/she will hold up a flash card showing a picture of an object like a cow, egg, owl, baby etc. in one hand and to flash cards saying”a” and “an” in another hand and the students will one by one pick a flash card with the object and match it with the right article “a” or “an”. The teacher starts by reviewing the basic plural forms of nouns. She then introduces the concept of countable and uncountable nouns that uncountable nouns only have a singular form. Then we finalise the lesson by reviewing that “a” and “an” is only used with singular countable nouns. Then we introduce the use of “some” with plural countable and uncountable nouns and contrast the use of “some” with “a” and “an”. Teacher will also introduce the use of “there is” and “there are” with nouns. The teacher will reinforce the concept that **we can add a number in front of the countable nouns, but you cannot do that to uncountable nouns”.** Picture and Word Search: Make a chart, one half will be common nouns and one half will be proper nouns. Have the students work in teams to cut out both words and pictures that are classified as common nouns and proper nouns from a magazine. Teacher and students will together make words with the given blends and read the words with proper segmenting of sounds. Sight words reading in the class as a whole.
ACTIVITY / ASSIGNMENT / RESEARCH	Activity: Students will be asked to make a list of common and proper nouns. Make a word list with the given blend (oral) Research: Assignment:

	Worksheet (common and proper nouns) Worksheet (a / an)
ASSESSMENT	Retell the story in your own words. Individual reading of the text.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E2: Group Activity (The teacher will ask the students to become detectives and will search for, common noun and proper noun around the classroom and school.) E3: PENCIL PAPER TEST

Delhi Public School
Srinagar

CLASS: 2nd DETAILED PLANNER
ENGLISH (MAY)

CLASSES REQUIRED	03 (40 minutes class period)
TOPIC	Poem : The Robin
CONCEPT & SKILLS	**Concept:** ● Developing Positive Attitude and know about various seasons. **Skills:** • Listening, Speaking, Reading and Writing • Recitation of poem with right modulation and intonation.
LEARNING OUTCOMES	●Knowing the theme of the poem. ●Developing a positive attitude ●Have fun in reading and reciting the poem. ●Maximum coverage to rhyming words as bright- might, song- long. .
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher Presenter
PEDAGOGY	**Warm-up-activity**: 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. **Follow-up-activity:** Recitation of the poem by teacher and students 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 / RESEARCH	**Activity:** Teacher and students will have a nature walk and students will speak two to three lines about the natural things they observed.
ASSESSMENT	Choral Recitation of the poem in the class. Reading of the poem with proper speech and pauses. Form a rhyming word chain with the given word.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E1: Individual Activity (Recitation, Reading and Dictation)

CLASSES REQUIRED	19 (40 minutes class period)
TOPIC	**Happy Feet** **Grammar**: Action Words (Past and Present Form), Antonyms (Opposites), Genders (Masculine/Feminine) **Phonics**: Beginning Blends; "gl", "fl" Sight Words
CONCEPT & SKILLS	**Concept:** Care and concern for animals. **Skills**: Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	• Learning about care and concern for animals. • Learning about to be helpful to all living beings in the world. • Developing the skill of listening to a story and recognize the characters. • Le Learn to identify action words and tenses in a sentence. • Learn to write a sentence using the present and past tense. • Learn main verbs and helping verbs and write their own sentences using the same. • Learn that antonyms are opposites and will be able to identify the same. • 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	• Text book, Teacher Presenter • Word cards • Sight words display • Picture cards
PEDAGOGY	**Warm-up-activity**: Teacher will have a random discussion about animals and how we should take care of them. Teacher will talk about the penguins and their place of living. **Follow-up-activity:** Depending upon the responses the teacher will narrate the story of "Happy Feet" with proper gestures and voice modulation making them understand the message behind the story. "We should be love and take care of animals" **Reading Hour:** Students will follow the "Chain Reading" to develop their reading skills and underline the vocabulary words e.g. newspaper, suddenly etc. **GRAMMAR:** **Action words (Present and Past Tense:** Before teaching about present and past action words, teacher will review what a verb is and how it is used in a sentence. Then, the teacher will show the students **'Verb Tense Chart'** with past and present tense examples. Students will be told to observe what is written on the chart and discuss the same with whole class. The teacher will further explain that verb tense tells us when an action takes place. The **Present Tense** tells us what is happening, and the **Past Tense** tells us what has already happened. For example, Teacher will ask children to jump. Then the teacher will write on the board a sentence such as, "The

	children jump when the bell rings." The sentence can be anything as long as it is present tense. Teacher will explain that if you want to say that you "jumped" before sometime, you need to make the verb past. With many verbs the way to make a verb past is to add "**ed**". (To make it easier for students, only those action verbs will be chosen, where ed is to be added to the verb.) **Activity:** Divide the class into pairs. Provide **Verb Tense** worksheet to each pair. Ask the students to circle the verb. Label the verb using **P= Past** and **Pr=Present** above the circled word. Write a sentence using the other tense. After students have tried 2-3 sentences, have the pairs compare their work, making any changes if necessary. Have one group share their sentences. The class must identify the verb tense used. S **Opposites (Antonyms)**: Teacher will begin the lesson by showing students a video **"Antonyms are opposites"**. She will explain that antonyms are opposites. Then she will ask students to give examples of antonyms that you saw or heard in the video. What is another word for antonym? Students will be given additional practice in naming pairs of opposites (antonyms) by having those complete sentences. E.g., If a door isn't open, then it is _____. Students learn opposite-genders with various examples like man-woman and the like. **Phonics:** 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. Teacher and students together will list the words with the given blends and add to their vocabulary. Reading aloud sight words by students and teacher together.
ACTIVITY / ASSIGNMENT / RESEARCH	Activity: 1. Students will be asked to make 'Get well soon card for a friend'. 2. A crossword puzzle worksheet will be given to each student. Teacher will call out words and students have to look for their antonyms in the sheets provided to them. Research: Penguin Facts page no.44 of text book. Picture Composition: Page no. 42 of text book. **Assignment:** Worksheets: Helping Verbs, Verb Tenses(Present and Past) **Reading Readiness Worksheet:** The students will be provided with the worksheet and they are supposed to read the text. **Unseen Comprehension Worksheet:** The students will be provided with the worksheet and attempt the exercise.
ASSESSMENT	Retell the story in your own words. Frame sentences with the action words and identify the helping verb in the sentence. Individual reading of the text
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E2: Group Activity (The teacher will conduct a quiz in the class about genders and antonyms.) E3: PENCIL PAPER TEST

Delhi Public School
Srinagar

DETAILED PLANNER **ENGLISH**

(JUNE)

CLASS:2nd

CLASSES REQUIRED	4 (40 minutes class period)
TOPIC	Poem : If All the Seas Were One Sea Introduction to story writing
CONCEPT & SKILLS	**Concept:** • Imagination. **Skills:** • Listening, Speaking, Reading and Writing • Recitation of poem with right modulation and intonation.
LEARNING OUTCOMES	• 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	**Warm-Up Activity:** 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 They will be asked as: Have you ever been to the sea? Tell the class how you felt when you first saw it. What would happen if all the seas became one sea? **Follow-Up:** After random questioning teacher and students will recite the poem together with proper rhythm, gestures and intonation. **Reading Hour:** Teacher and students will read the poem underlining the rhyming words.
ACTIVITY / ASSIGNMENT	**Activity:** Colour the picture Illustration of a sea and speak few lines on it. (Text book pg. no. 76) **CREATIVE WRITING:** Write three qualities that you can learn from trees (Text book pg. no. 75)
ASSESSMENT	E1 : Individual Activity (Recitation, Dictation and Reading)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Revision Worksheet

CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	The Shepherd Boy and the Wolf Grammar: Pronouns, Prepositions (in/ on/up/down/above/below/at) Picture Composition Guided Composition Sight Words
CONCEPT & SKILLS	**CONCEPT:** ●Story with a moral " Never Tell a Lie" **SKILLS:** ●Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	• Listen to the story with a moral. • Learn new words as shepherd, villagers and the like. • Learn essentials of Grammar and identify pronouns and prepositions and use them in sentences to develop everyday English. • Learn blend sounds to make words and read with proper blending and segmentation of sound. • Learn to read sight words regularly to enhance reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	• Text book, Teacher Presenter • Word Cards (Pronouns) • Sight words display
PEDAGOGY	Introductory Activity: Teacher will ask students as: • What is a lie? Have you ever told a lie? • Who do you lie to? What did you lie about? Follow up: 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". **Grammar: (Pronouns):** 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. **Segregation Activity:** 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. She reads a book. The teacher will make students to describe a picture using nouns and replace the nouns with the pronouns while describing the picture • **Reading and Matching Activity**: 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. Prepositions (Position Words) **Learn on the spot game:** Teacher will make students to learn prepositions through activity in the classroom where they will be asked like: 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. Here they will learn the prepositions as such with various hands on examples.

	Phonics: 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. Teacher and students together will list the words with the given blends and add to their vocabulary. Reading aloud sight words by students and teacher together.
ACTIVITY / ASSIGNMENT	• Activity: PICTURE STORY: Look at the picture and make a short story of your own based on it. Page no.52 Text book. • **Assignment:** **Reading Readiness Worksheet:** The students will be provided with the worksheet and they are supposed to read the text.
ASSESSMENT	1. Retell the story in your own words. 2. Frame sentences with the given prepositions and find out pronouns in the passage provided. 3. Unseen Comprehension 4. Read the sight words. (Choral Reading) 5. Random Spelling Test
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	1. Listening Comprehension. 2. Reading Comprehension. (Unseen Passage) 3. Grammar (Unjumble the words to form correct sentences, Common and Proper Nouns, Action Words, Pronouns) 4. Punctuation 5. Phonics- Blends and Digraph 6. Textual Passage (Sports Day, Happy Feet)

DETAILED PLANNER **ENGLISH** (AUGUST)

Delhi Public School
Srinagar

CLASS:2nd

CLASSES REQUIRED	4 (40 minutes class period)
TOPIC	Poem : If All the Seas Were one Sea
CONCEPT & SKILLS	**Concept:** • Imagination. **Skills:** • Listening, Speaking, Reading and Writing • Recitation of poem with right modulation and intonation.
LEARNING OUTCOMES	• 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	**Warm-Up Activity:** 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 They will be asked as: Have you ever been to the sea? Tell the class how you felt when you first saw it. What would happen if all the seas became one sea? **Follow-Up:** After random questioning teacher and students will recite the poem together with proper rhythm, gestures and intonation. **Reading Hour:** Teacher and students will read the poem underlining the rhyming words.
ACTIVITY / ASSIGNMENT / RESEARCH	**Activity:** Colour the picture Illustration of a sea and speak few lines on it. (Text book pg. no. 76) **CREATIVE WRITING:** Write three qualities that you can learn from trees (Text book pg. no. 75)
ASSESSMENT	• Choral Recitation of the poem by students. • Rhyming Fun Say more words that rhyme with the word given e.g. tree-be and the like. Speak a-while: Imagine if all the trees were one tree. What a great tree that would be?
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	• E1: INDIVIDUAL ACTIVITY (Dictation, Reading and Recitation)

CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	The Little Red Hen Grammar: Describing Words Use of will Phonics: Digraph ch and sh Sight Words
CONCEPT & SKILLS	**CONCEPT:** Story with a moral" God Helps Those Who Help Themselves" **SKILLS:** Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	• Listen to the story with a moral. • Learn new words as cottage, worked and the like. • Learn essentials of Grammar and identify describing words and use them in sentences to develop everyday English. • Learn 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 will in sentences.
INSTRUCTIONAL TOOLS & REFERENCES	• Text book, Teacher Presenter • Word Cards (describing words) • Sight words display
PEDAGOGY	Introductory Activity: Teacher will ask students as: Do you help your friends when they ask you to? Depending upon their responses teacher will narrate the story of "The Little Red Hen with proper enactment and make them learn that "One should always help others". **Grammar: (Describing Words):** The teacher will tell students that adjectives are describing words that tell us more about a noun. Teacher will make students to observe their classroom and describe it. 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). **Phonics:** Teacher will make the students to learn the given sounds and make them to form a word. The teacher and students will read the words with proper segmenting of sounds. Teacher and students together will list the words with the given digraph and add to their vocabulary. Reading aloud sight words by students and teacher together.
ACTIVITY / ASSIGNMENT / RESEARCH	• Assignment: Digraph Practice Worksheet

	Worksheet on Describing Words
ASSESSMENT	Read the sight words. (Choral Reading)
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	E2:GROUP ACTIVITY(The students will get the props on their own a describe the same) E3: PENCIL PAPER TEST

CLASS – **2**

CLASSES REQUIRED	4 (40 minute class period)
TOPIC	Poem: The Squirrel
CONCEPT & SKILLS	**Concept:** • Developing love for animals. • Knowing about different habitats of animals and young ones of animals. **Skills:** Listening, Speaking, Reading, Writing Recitation with right modulation and intonation.
LEARNING OUTCOMES	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
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Classroom, Teacher Presenter, Various pictures of animals and their young ones.
PEDAGOGY	**Warm-up-activity**: 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. **Follow-up-activity:** Recitation of the poem by teacher and students together with proper rhythm, gestures and intonation. **Reading Hour:** Teacher will make students to follow chain reading underlining the new words adding to their vocabulary.
ACTIVITY / ASSIGNMENT / RESEARCH	**Activity:** Students will be asked to choose any animal of their choice and write five similarities between them and the animals of their choice. **Research:** Finding facts about squirrels.
ASSESSMENT	Choral Recitation of the poem in the class. Reading of the poem with proper speech and pauses. Form a rhyming word chain with the given word.
SYLLABUS FOR FORMATTIVE AND SUMMATIVE ASSESSMENT	• E1: Individual Activity (Recitation, reading and dictation)

Delhi Public School
Srinagar

CLASS – **2ND**

CLASSES REQUIRED	20 (40 minute class period)
TOPIC	The Poor Brahmin Grammar: Helping verbs: is, am are Phonics: Digraph "th" Conjunctions
CONCEPT & SKILLS	Concept: Story with a moral (Keeping one's promise) Humour Skills: Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	• Listen to the story with a moral. • Learn new words as poor, wisdom and the like. • Learn essentials of Grammar and identify helping verbs and conjunctions and use them in sentences to develop everyday English. • Learn 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 will in sentences.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher Presenter, Word cards
PEDAGOGY	**Warm-up-activity**: 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? **Follow-up-activity:** 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." **Reading Hour:** Students will follow the "Chain Reading" to develop their reading skills and underline the vocabulary words e.g. emperor, reward, messenger etc. **Grammar:** **Helping Verbs:** Teacher will write some sentences on the board and have students come up and underline the verbs in the sentences. For example, Kate runs very fast, Sara dances very well, etc. Then the teacher will explain that the underlined words in the sentences are verbs. Then teacher will write few more sentences on the board, this time with **Helping Verbs**. E.g., Ria is playing with her doll, I am going to school, She has danced very well, etc. Now the teacher will introduce helping verbs. She will explain that "**Helping verbs work with the main verb and they come before it in a sentence**". Examples of helping verb are: **am, is, has, have, had, was, were,** etc. In the sentence, 'Ria is playing with her doll' helping verb is "**is**". Now, looking at the next sentence, she will ask students to tell the helping verb. More practice will be done by asking students to share some sentences with helping

	verbs. A song related to helping verbs will also be sung so that students can easily remember Helping Verbs. **Activity:** Divide the class into groups. Each group will work as a team. Teacher will read out '**sentences with helping verbs**' and ask students to tell helping verb in each sentence. Each group will get one point for one correct answer. Group with highest points will be the winner. Students will watch an AV-clip where they will learn about helping verbs and will remember the song. **PHONICS:** Teacher and students will together make words with the given blends and read the words with proper segmenting of sounds. Sight Words (Choral Reading)
ACTIVITY / ASSIGNMENT / RESEARCH	**Activity:** Students will be asked to imagine themselves in the Brahmins place and made to write few sentences on how would they feel if the promise made to them was not kept '. Assignment: Worksheet
ASSESSMENT	Retell the story in your own words. (Assessment Sheet)
SYLLABUS FOR FORMATTIVE AND SUMMATIVE ASSESSMENT	E2: Group Activity (Class will be divided into two groups and will be asked to play a game called " H OT SEAT" The student from group A will be asked to sit on the hot seat and the member from group B will ask questions. Students can choose any topic they have done in the class.

Delhi Public School
Srinagar

CLASS – **2nd**

ENGLISH

(OCTOBER)

CLASSES REQUIRED	4 (40 minute class period)
TOPIC	Poem: Someone
CONCEPT & SKILLS	**Concept:** • 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	**Warm-up-activity**: 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. **Follow-up-activity:** 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. **Reading Hour:** 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	**Activity:** **Creative Thinking :** 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 FORMATTIVE AND SUMMATIVE ASSESSMENT	• E1: Individual Activity (Recitation, reading and dictation)

Delhi Public School
Srinagar

CLASS – **2ND**

CLASSES REQUIRED	20 (40 minute class period)
TOPIC	Untidy Aman Grammar: Compound Words Digraph "wh" Introduction to contractions
CONCEPT & SKILLS	Concept: Story with a moral (Do Good and Have Good) Skills: Listening, Speaking, Reading and Writing.
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. • Learn blend sounds to make words and read with proper blending and segmentation of sound. • Learn to read sight words regularly to enhance reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher Presenter, Word Cards
PEDAGOGY	**Warm-up-activity**: 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? **Follow-up-activity:** 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. **Reading Hour:** Students will follow the "Chain Reading" to develop their reading skills and underline the vocabulary words e.g. **Grammar: (Compound Words)** 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, story+book says storybook etc. **Activity Time:** 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 **PHONICS:** Teacher and students will together make words with the given digraph and read the words with proper segmenting of sounds.

ACTIVITY / ASSIGNMENT / RESEARCH	**<u>Activity:</u> Integrated with Art** **Making a waste paper basket.** **Integrated with Music:** **Sing the song "Bits of Paper"** Assignment: Digraph (Practice Worksheet), Grammar (Practice Worksheet)
ASSESSMENT	Retell the story in your own words.
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	E2: Group Activity (Unscramble words and make many words as you can eg ".dressed" E3: Pencil Paper Test

Delhi Public School
Srinagar

CLASS – **2ND**

Detailed Planner English November

CLASSES REQUIRED	20 (40 minute class period)
TOPIC	The Princess and the Pea Grammar: Guided Composition, Creative Writing
CONCEPT & SKILLS	Concept: Story with imagination Skills: Listening, Speaking, Reading and Writing.
LEARNING OUTCOMES	• Listening to a story. • Learn to write stories with given words • Enhance creativity writing and thinking skills. • Learn to read sight words regularly to enhance reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	Text Book, Teacher Presenter, Word Cards
PEDAGOGY	**Warm-up-activity**: Teacher will ask students as: Do you know who a prince is? Do you know the name of any princess? **Follow-up-activity:** Depending upon the responses the teacher will tell the story about “The Princess and the Pea.” **Reading Hour:** Students will follow the “Chain Reading” to develop their reading skills and underline the vocabulary words e.g. princess, around, travelled etc.
ACTIVITY / ASSIGNMENT / RESEARCH	The teacher will provide the set of words to the students and teach them to write a composition on the same. For practice the teacher will provide the students with a worksheet.
ASSESSMENT	Retell the story in your own words. Imagine yourself as a prince or princess and think what would you do?
SYLLABUS FOR FORMATIVE AND SUMMATIVE ASSESSMENT	1. Listening Comprehension. 2. Reading Comprehension. (Unseen Passage) 3. Grammar (Verbs, Compound Words,Punctuation,Genders, Digraphs, Make sentences) 4. Phonics: Digraph- ch,sh and wh 5. Picture Composition Textual Passage (The little Red Hen and The Poor Brahmin)

(MARCH-APRIL)

CLASS – **2nd**

FA 1

MARCH

CLASSES REQUIRED	7 periods
TOPIC	**My Body**
CONCEPT & SKILLS	**Concepts** • Identification of parts of our body. • Importance and function of various body parts. • Draw and write the external body parts. **Skills** • Conceptual Understanding • Identification • Drawing • Writing • Speaking • Thinking skills
LEARNING OUTCOMES	• Identify and name external body parts. • Taking care of your body. • Importance and function of each body part. • Draw and write name of external body parts.
INSTRUCTIONAL TOOLS & REFERENCES	• Picture of human body • Drawing
PEDAGOGY	• Explanation Method • Learning by doing an activity • Concept Formation • In –text Questions
ACTIVITY / ASSIGNMENT	**Activity worksheet** Labelling different external body parts. **Assignment** The names of different body parts are hidden in the given grid. Find and highlight them using different colour pencils. (Text book page no. 8)
ASSESSMENT	Assessment through identification, activity and class assignment.

CLASSES REQUIRED	8 periods
TOPIC	**Inside My body**
CONCEPT & SKILLS	**Concepts** • Identify and understand internal body parts and their importance. • Draw and write the internal organs and their functions. • Importance of food, water, cleanliness and exercise to stay fit and healthy. **Skills** • Conceptual Understanding • Identification • Drawing • Writing • Speaking • Thinking skills
LEARNING OUTCOMES	• Identify and understand internal body parts and their uses and importance. • Draw and write the internal organs and their functions. • Importance of food, water, cleanliness and exercise to stay fit and healthy.
INSTRUCTIONAL TOOLS & REFERENCES	• Audio/Visual Aid • Integrated approach with games • Drawing • Chart
PEDAGOGY	• Explanation Method • Learning by doing an activity • Practical Demonstration • Concept Formation • In –text Questions
ACTIVITY / ASSIGNMENT	**Activity** Labelling internal body parts. (Students label different internal body parts on the cut- out of the body on the worksheet. **Assignment** Draw and name different internal organs on the chart paper.
ASSESSMENT	Assessment through identification, activity, drawing and class assignment.

APRIL

CLASSES REQUIRED	10 periods
TOPIC	**Plants Around Us**
CONCEPT & SKILLS	**Concepts** • Identification of different parts of a plant. • Types of plants. • Different kinds of food from plants. • Taking care of plants. • Draw and write about different types of plants. **Skills** • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	• Importance of different kinds of plants around us. • Identify different parts of a plant. • Usefulness of different kinds of plants. • Protect plants and trees. • Draw and write about different types of plants.
INSTRUCTIONAL TOOLS & REFERENCES	• Slide Show • Chart • Drawing • Poems • Nature walk
PEDAGOGY	• Explanation Method • Learning by doing an activity • Practical demonstration • Concept Formation • Rhyme recitation • In –text Questions
ACTIVITY / ASSIGNMENT	**Activity** Activity worksheet (Students label different parts of a plant in the worksheet). **Assignment** 1. Match the following: (Here students match the picture of different types of plants with their names). 2. Complete the crossword with the help of given clues.
ASSESSMENT	**Assessment** Through identification , oral presentation, drawing , labelling of parts of plant and class assignment based on topic.

CLASSES REQUIRED	9 periods
TOPIC	**Animals Around Us**
CONCEPT & SKILLS	**Concepts:** • Big and small animals. • Concept of different kinds of animals, their babies and homes. • Identification of different kinds of animals. • Animals as the source of food. • Draw and write about animals around us. **Skills** • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	• Importance of different kinds of animals, their babies and homes. • Identify different kinds of animals. • Usefulness of different kinds of animals. • Food that animals need to grow. • Draw and write about different types of animals around us.
INSTRUCTIONAL TOOLS & REFERENCES	• Puppets • Drawing • Charts
PEDAGOGY	• Explanation Method • Learning by doing an activity • Concept Formation • Puppet show • In –text Questions
ACTIVITY / ASSIGNMENT	**Activity** Students make domestic animals puppet with the help of chart paper, glue, colours, ice-cream sticks. **Assignment** 1.Match the following.(Text-book) 2. Give one word answers using the words given in the box.
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.
SYLLABUS FOR FA1	• My Body • Inside My Body • Plants Around Us • Animals Around Us **PARAMETERS** E1-ACTIVITY, DRAWING E2-GROUP ACTIVITY E3-PENCIL PAPER TEST

(MAY-JUNE)

FA2

MAY

CLASSES REQUIRED	8 periods
TOPIC	**Food We Eat**
CONCEPT & SKILLS	**Concepts** • Concept and importance of food. • Sources of food. • Importance of different types of food: (Energy- giving food, Body building food and Protective food). • Importance of good food habits. **Skills** • Conceptual Understanding • Identification • Drawing • Writing • Speaking • Thinking skills
LEARNING OUTCOMES	• Understand the concept and importance of food. • Importance of different types of food: (Energy- giving food, Body building food and Protective food). • Follow healthy food habits. • Importance of drinking water in our body.
INSTRUCTIONAL TOOLS & REFERENCES	• Slide show • Drawing • Chart • Students Tiffin boxes.
PEDAGOGY	• Explanation Method • Learning by doing an activity • Concept Formation • Rhyme Recitation • In –text Questions
ACTIVITY / ASSIGNMENT	**Activity worksheet** Musical food game. **Assignment (HOTS)** 1. What do you mean by a balanced diet? 2. Why should we drink plenty of water?
ASSESSMENT	Assessment through identification, activity and class assignment.

CLASSES REQUIRED	9 periods
TOPIC	**Clothes We Wear**
CONCEPT & SKILLS	**Concepts** • Need for Clothes. • Concept of wearing different types of clothes in different seasons. • Material used to make clothes. (Natural and Man made fibres). • Identification of different types of clothes. **Skills** • Conceptual Understanding • Identification • Drawing • Writing • Thinking Skills
LEARNING OUTCOMES	• Understand concept of different types of clothes we wear (Natural and Man- Made fibres). • Identification of different types of clothes. • Importance and uses of different kinds of clothes we wear.
INSTRUCTIONAL TOOLS & REFERENCES	• Pieces of different types of clothes. • Drawing • Learning by doing an activity • Charts
PEDAGOGY	• Explanation Method • Learning by doing an activity • Practical demonstration • Concept Formation • In –text Questions
ACTIVITY / ASSIGNMENT	**Activity** Find out about the traditional clothes of people living in any 4 different states of our country. Paste their pictures in your note-book. **Assignment** 1. Draw lines to match the persons with the clothes they usually wear. 2. Name the plant or animal from which we get the material to make: a) woollen muffler b) leather belt c) cotton shirt d) silk saree
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.

JUNE

CLASSES REQUIRED	9 periods
TOPIC	**Houses we live in**
CONCEPT & SKILLS	**Concepts** • Need and Importance of houses in our lives. • Different rooms in a house. • Different types of houses. • Materials used to build house. • Helping parents in keeping your house clean. **Skills** • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	• House protects us from heat, cold, rain and heavy winds. • Difference between a Kutcha House and a Pucca House. • Can draw, Identify and write about different houses. • Different materials used to build different types of houses. • Difference between a permanent house and a temporary house.
INSTRUCTIONAL TOOLS & REFERENCES	• Slide show • Drawing • Chart
PEDAGOGY	• Explanation Method • Learning by doing an activity • Concept Formation • In –text Question
ACTIVITY / ASSIGNMENT	**Activity :** **Making of a hut** Use of thermocol or a plywood, straws and colours. **Assignment:** Write the full address of your home. Also memorize it.
ASSESSMENT	Assessment through identification, activity and class assignment.

CLASSES REQUIRED	9 periods
TOPIC	**Places of Worship**
CONCEPT & SKILLS	**Concepts** • There is only one God called by different names. • Love and respect every religion. • Different people go to different places of worship. • Each religion has got its own holy book. • India is a land of many religions. **Skills** • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	• Children will come to know about the different places of worship. • Respect every religion and place of worship. • Love and respect every religion. • Different people go to different places of worship.
INSTRUCTIONAL TOOLS & REFERENCES	• Visit to different places of worship • Drawing • Chart
PEDAGOGY	• Explanation Method • Learning by doing an activity • Practical demonstration • Concept Formation • In –text Question
ACTIVITY / ASSIGNMENT	**Activity Worsheet** Join the dots and colour the pictures. Find out and write the name of the religious these symbols stand for. **Assignment** Write few lines about your favourite festival.
ASSESSMENT	Through Identification, drawing, puzzles, activity and class assignment based on topic.
SYLLABUS FOR FA2 and SA1	Syllabus for FA2 • Food We Eat • Clothes We Wear • Houses We Live In • Places of Worship **PARAMETERS** E1-ACTIVITY, DRAWING E2-GROUP ACTIVITY E3-PENCIL PAPER TEST Syllabus for SA1 • Plants Around Us • Inside My Body and Food We Eat

(AUGUST-SEPTEMBER)
FA3

AUGUST

CLASSES REQUIRED	9 periods
TOPIC	**Neighbourhood Services**
CONCEPT & SKILLS	**Concepts** • Concept and importance of neighbourhood. • Useful services in the neighbourhood. • Identify different places where people gather together. **Skills** • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	• Important places in their neighbourhood. • Facilities and services that make our life safe and comfortable. • Understand the concept and importance of neighbourhood. • Useful services in the neighbourhood. • Keep your neighbourhood clean and green.
INSTRUCTIONAL TOOLS & REFERENCES	• Slide show • Drawing • Chart
PEDAGOGY	• Explanation Method • Learning by doing an activity • Practical demonstration • Concept Formation • In –text Question
ACTIVITY / ASSIGNMENT	**Activity :** Students make a postcard for their friends. **Assignment :** 1. What is a Fire Station? 2. What do you buy from a chemist shop? 3. What is a speed post?
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.

CLASSES REQUIRED	**8 periods**
TOPIC	**People who help us**
CONCEPT & SKILLS	**Concept:** • What is occupation? • Different kinds of work. • Every work is important and must be respected. • To respect and value people who help us in our daily lives. • Appreciate the work others do to make our life comfortable. **Skills:** • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	• Able to identify different kinds of work. • Identification of various occupations. • Tools used by different people who help us. • Respect each and every person who works to make our life safe and comfortable.
INSTRUCTIONAL TOOLS & REFERENCES	• AV aids • Slide show • Pictures of different tools used by different people who help us
PEDAGOGY	• Explanation Method • Concept Formation • In –text Questions • Learning by doing an activity
ACTIVITY / ASSIGNMENT	Activity based on “People who help us “ • Here we will provide a worksheet based on different people who help us. • Role Play **Assignment.** HOTS questions
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.

SEPTEMBER

CLASSES REQUIRED	**8 periods**
TOPIC	**Means of Communication**
CONCEPT & SKILLS	**Concepts** • Role of different means of communication in our day to day lives. • We keep in touch with everyone through means of communication. • Letters, postcard, mobile etc are personal means of communication. • Telephones, mobile/ cellular phones, fax machines etc are means of mass communication. **Skills** • Conceptual Understanding • Identification • Communication skills • Drawing
LEARNING OUTCOMES	• Meaning of communication. • Means of communication have made our work easier. • Different means of communication. • Significance of means of communication in our daily lives.
INSTRUCTIONAL TOOLS & REFERENCES	• AV aids • Chart • Visit to post office
PEDAGOGY	• Explanation method • Learning by doing an activity • Practical demonstration • Concept formation
ACTIVITY / ASSIGNMENT	**Activity** Make a greeting card for your parents and post it in the post office. **Assignment:** Difference between personal means of communication and mass communication.
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.

CLASSES REQUIRED	8 periods
TOPIC	**Means of transportation**
CONCEPT & SKILLS	**Concept:** • Importance of different means of transportation. • Vehicles help us to travel from one place to another. • There are three types of transport – **Land, Water, and Air.** • Animals as means of transport. **Skills:** • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	• Identification of different means of transportation. • Vehicles help us to travel from one place to another. • These take people and goods from one place to another. • There are three types of transport – **Land, Water, and Air.**
INSTRUCTIONAL TOOLS & REFERENCES	• AV aids • Pictures of different means of transport.
PEDAGOGY	• Explanation Method • Concept Formation • In –text Questions • Learning by doing an activity
ACTIVITY / ASSIGNMENT/ RESEARCH	**Activity** Students paste the pictures of different means of transport on worksheet which will be provided to them in the classroom. **Research work** 1. How did people travel in bygone days when there were no cars, trains, buses, etc? 2. Which is the slowest means of transportation?
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.

CLASSES REQUIRED	**7periods**
TOPIC	**Road Safety**

CONCEPT & SKILLS	**Concepts:**
	• Be careful all the time.
	  • Many things around us are not safe
	  • Be careful to avoid accidents.
	  • We should follow safety rules while at home, in the school and on the road.
	  • Always cross the road only at zebra crossing.
	Skills:
	  • Conceptual Understanding
	  • Identification
	  • Drawing
	  • Writing
	  • Speaking

LEARNING OUTCOMES	• Importance of following safety rules. • 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. • It is better to be safe than sorry.
INSTRUCTIONAL TOOLS & REFERENCES	1. AV aids 2. Chart 3. Visit (Zebra crossing)
PEDAGOGY	• Explanation Method • Concept Formation • In –text Questions • Learning by doing an activity
ACTIVITY / ASSIGNMENT / RESEARCH	**Activity cum research work** Students visit nearest crossing and interview the traffic policeman. **Assignment** Textual Exercise
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.
SYLLABUS FOR FA3	• Neighbourhood Services • People Who Help Us • Means Of Communication • Means of Transportation

	PARAMETERS E1-ACTIVITY, DRAWING E2-GROUP ACTIVITY E3-PENCIL PAPER TEST

(OCTOBER-NOVEMBER)
FA4

OCTOBER

CLASSES REQUIRED	**8 periods**
TOPIC	**Weather and seasons.**
CONCEPT & SKILLS	**Concept:** • Weather keeps on changing. • Types of weather and weather phenomenon to be discussed: rain, snow, sunshine, clods, wind, rainbows, fog. • Weather affects what we wear, what we eat and what we do. • Need for clothes and different materials used to make clothes. **Skills:** • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	. Concept of "seasonal changes and weather'. • Different types of seasons and different activities associated with each season. • Weather affects what we wear, what we eat and what we do. • Learn the sequence of colours in a rainbow. • Take care of yourself in changing weather.
INSTRUCTIONAL TOOLS & REFERENCES	• AV aids • Drawing • Pictures of different types of clothes.
PEDAGOGY	• Explanation Method • Learning by doing an activity • Practical demonstration • Concept Formation • In –text Question
ACTIVITY / ASSIGNMENT / RESEARCH	**Activity** Students paste small pieces of different cloth on scrap book. **Assignment cum research work** 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.
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.

CLASSES REQUIRED	**8 periods**
TOPIC	**Days to celebrate.**
CONCEPT & SKILLS	**Concepts** • Many festivals are celebrated in India. • Types of festivals- National and Religious festivals. • Festivals are happy occasions celebrated with family and friends. • Love and Respect all festivals. • Appreciate their own as well as each other's tradition and culture. **Skills** • Conceptual Understanding • Identification • Speaking • Thinking • Respect and love for all community friends.
LEARNING OUTCOMES	• Students will be able to learn to respect all religious festivals. • Students will come to know about different festivals celebrated in our country India. • Festivals bring the message of love, peace and brotherhood.
INSTRUCTIONAL TOOLS & REFERENCES	• Visit • Activity • Drawing • Slide Show
PEDAGOGY	• Explanation Method • Learning by doing an activity. • Concept Formation • In –text Questions • Practical demonstration
ACTIVITY / ASSIGNMENT	**Activity** Get into groups of six. Select a festival for each group. Each group will prepare a chart on that festival. Paste or draw pictures to make your charts colourful. **Assignment** Write few lines about your favourite festival.
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.

CLASSES REQUIRED	**5 periods**
TOPIC	**Games We Play**
CONCEPT & SKILLS	**Concept** • All work and No play makes Tom a dull boy. • Games are a way of recreation. • Playing games keeps us fit and healthy. • Differentiate between indoor and outdoor games • Importance of fair and honesty while playing. • No need to feel bad if you will not be the winner. **Skills** • Conceptual Understanding • Identification • Speaking • Thinking • Drawing
LEARNING OUTCOMES	• We play games to keep fit and also to pass time. • Playing games with friends, brothers and sisters is a great fun. • Always be honest and play fair games. • While playing we easily learn a lot from each other. • Importance of indoor and outdoor games.
INSTRUCTIONAL TOOLS & REFERENCES	• Audio/Visual Aid • Integrated approach with games • Drawing
PEDAGOGY	• Explanation Method • Learning by doing an activity • Concept Formation • In –text Questions • Practical demonstration
ACTIVITY / ASSIGNMENT / RESEARCH	**Activity cum research work** • Find out from the elders in your family or in the neighbourhood: which games did they play when they were children? • Name five traditional games. **Assignment** 1. What is your hobby? 2. Write five sentences about your favourite game.
Assessment	Through identification, drawing, puzzles, activity and class assignment based on topic.

NOVEMBER

CLASSES REQUIRED	**8 periods**
TOPIC	**Our Earth**
CONCEPT & SKILLS	**Concepts** • We live on earth. It is our home. • It is also the home of all animals and plants. • The earth is round in shape. It has water, air and land. • More than half of the earth is covered with water. • Natural and Man made resources. **Skills** • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	• 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	• Song (Mother Earth) • Model of Earth-Globe • Map • Chart
PEDAGOGY	• Explanation Method • Concept Formation • In –text Questions • Learning by doing an activity
ACTIVITY / ASSIGNMENT	**Activity** Man has spoil the natural things on earth. Students make a chart on this. They can draw or cut and paste pictures on this. **Assignment:** 1. List two ways in which man- made changes have affected the environment.
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.

CLASSES REQUIRED	**4 periods**
TOPIC	**Save Earth**
CONCEPT & SKILLS	**Concepts** • Save Earth Save Life. • Different ways to preserve our planet. • Process of recycling. • Importance of planting trees. • Conservation of natural resources. **Skills** • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	• We should take all the necessary steps to keep our earth clean and green. • Our earth is beautiful. We must look after it. • Benefits of keeping our surroundings clean. • Be eco friendly and do not waste any natural resources. • Global Warming.
INSTRUCTIONAL TOOLS & REFERENCES	• Charts • Banners • Visit • Audio Visual Aids
PEDAGOGY	• Explanation Method • Concept Formation • In –text Questions • Learning by doing an activity
ACTIVITY / ASSIGNMENT	**Activity** Take out a rally on theme “Save Earth”. Plantation of a sapling. **Assignment** List five ways by means of which we can save our mother earth.
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.

CLASSES REQUIRED	**8 periods**
TOPIC	**Our Celestial Neighbours.**
CONCEPT & SKILLS	**Concepts** • Meaning of word celestial. • Sun is also a star. It appears bigger in size because it is nearer to us than other stars. • The sun is a hot and huge ball of fire. • The moon changes its shape. **Skills** • Conceptual Understanding • Identification • Drawing • Writing
LEARNING OUTCOMES	• Our celestial neighbour's. • What causes sun rise and sun set. • Moon and its movement around earth. • The rotation of moon causes day and night. • Sun is also a star.
INSTRUCTIONAL TOOLS & REFERENCES	• Slide show • Model of Solar System • Audio Visual Aids
PEDAGOGY	• Explanation Method • Concept Formation • In –text Questions • Learning by doing an activity
ACTIVITY / ASSIGNMENT	**Activity :** **Make a beautiful night sky.** Draw a crescent moon and some stars on a silver paper. Cut them and paste on the same sized cardboard. Tie strings on them and tie them to a hanger. Hang it in your room. **Assignment :** Students will make a model of a solar system using model clay or a thermocol and tennis balls of different sizes.
ASSESSMENT	Through identification, drawing, puzzles, activity and class assignment based on topic.

SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	**Syllabus for FA4** • Weather and Seasons • Days to Celebrate • Save the Earth • Our celestial neighbours **PARAMETERS** E1-ACTIVITY, DRAWING E2-GROUP ACTIVITY E3-PENCIL PAPER TEST **Syllabus for SA2** • People Who Help Us • Means of transport • Weather and Seasons • Save Our Earth

Delhi Public School Srinagar

DETAILED PLANNER OF
MATHEMATICS
(MARCH-APRIL)
CYCLE: 1 (FA1)

CLASS –II

(MARCH)

CLASSES REQUIRED	TOTAL PERIODS : 20
TOPIC	**More about Shapes**
CONCEPT & SKILLS	• Recognising straight and curved lines. • Knowing the properties of plane shapes. • Knowing the solid shapes. • Identifying sides, edges ,vertices and faces. • Curved and flat face.
LEARNING OUTCOMES	• Visualising and imagining shapes in objects around. • Identification and classification of 2D and 3D shapes by their names. • Understanding the properties of the 2D and 3D shapes. • Drawing plane shapes with the help of ruler. • Comparing between plane and solid shapes.
INSTRUCTIONAL TOOLS & REFERENCES	• 3D shapes • Straws and connectors. • Rangometry kit. • Shape kit.
PEDAGOGY	• Hands on practice • Explanation • Random Questioning • Concept Formation • Reinforcement • In –text Questions
ACTIVITY / ASSIGNMENT	• Creation of different 3d shapes using straws. • Making of property table. • Drawing plane shapes.
ASSESSMENT	• Identifying the shapes and completing the related sentences. • Counting the edges, faces and vertices of a give solid shape.

DETAILED PLANNER OF

MATHEMATICS

CLASS – II

(APRIL)

CLASSES REQUIRED	Total periods : 24
TOPIC	• **NUMBERS UPTO 999**
CONCEPT & SKILLS	• Number sense • Number relations • Number sequence • Comparison • Pairing • Structuring numbers
LEARNING OUTCOMES	• Understanding, reading & building numbers up to 999 • Comparing the value of numbers in order to locate the greater or the smaller number • Number relations • Expanded notation of a number • Representing numbers on abacus • Pairing for even & odd • Recognising numbers as"hundreds", "tens"& "ones"
INSTRUCTIONAL TOOLS & REFERENCES	• Place value cards • Number cards • Abacus
PEDAGOGY	• Hands on practice • Explanation • Random Questioning • Concept Formation • Reinforcement • In -text Questions
ACTIVITY / ASSIGNMENT	• Number line activity • Pairing of objects • Representation of numbers on the abacus • Place value cards • Bundling
ASSESSMENT	• Number line jumps. • Comparison. • Place value. • Pairing for odd and even.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	**FA1** E1:INDIVIDUAL ACTIVITY E2: Group Activity E3: Pencil and paper test. **SA1** • Plane and solid shapes. • Expanded form.

	• Place value. • Comparison.

DETAILED PLANNER OF
MATHEMATICS
(MAY- JUNE)
CYCLE:2 (FA2)

CLASS – II

(MAY)

CLASSES REQUIRED	Total periods : 24
TOPIC	• **ADDITION OF 2-DIGIT NUMBERS**
CONCEPT & SKILLS	• Number line addition. • Regrouping. • Mental jumps for addition
LEARNING OUTCOMES	• Understanding addition as counting two or more numbers together • Regrouping ones to tens • Solving word problems through the mathematical concepts • Automatising addition with the jumps of tens mentally
INSTRUCTIONAL TOOLS & REFERENCES	• Abacus • Number line (main tool) • Number grid
PEDAGOGY	• Hands on practice • Explanation • Random Questioning • Concept Formation • Reinforcement • In -text Questions
ACTIVITY / ASSIGNMENT	• Bundling • Number hunt
ASSESSMENT	• Number line jumps • Number grid sums • Regrouping • Mental sums
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	**FA2** • E1:INDIVIDUAL ACTIVITY • E2: Group activity • E3:Pencil and paper test **SA1** • Place value • Comparison • Addition with regrouping • Number line addition

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DETAILED PLANNER OF
MATHEMATICS
(SA1)

CLASS – II

JUNE

CLASSES REQUIRED	Total periods : 24
TOPIC	• **SUBTRACTION OF 2-DIGIT NUMBERS**
CONCEPT & SKILLS	• Regrouping • Automatising subtraction
LEARNING OUTCOMES	• Regrouping tens to ones • Solving word problems through the mathematical concepts • Automatising subtraction with the backward jumps of tens mentally • Checking subtraction using addition
INSTRUCTIONAL TOOLS & REFERENCES	• Number line • Place value cards • Number grid • Number sticks
PEDAGOGY	• Hands on practice • Explanation • Random Questioning • Concept Formation • Reinforcement • In -text Questions
ACTIVITY / ASSIGNMENT	• Bundling • Number hunt
ASSESSMENT	• Regrouping • Number line jumps
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	**SA1** • Subtraction with regrouping • Subtraction on number line

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DETAILED PLANNER OF

MATHEMATICS

(August).

CYCLE:3(FA 3)

CLASS -II

(August)

CLASSES REQUIRED	Total periods : 24
TOPIC	• **Multiplication** • **Multiplication tables 2,3,5 &10.** • **Data Handling.**
CONCEPT & SKILLS	• Concept of repeated addition. • Automatising multiplication. • Knowing the importance of collecting and organizing a data.
LEARNING OUTCOMES	• Understanding concept of repeated addition. • Unit formation for replication. • Understanding 'times' concept. • Visualising multiplication on number line. • Understanding data is information about things or people. • Able to collect and organize the data. • Able to read and make pictograph.(Simple1 to 1 representation).
INSTRUCTIONAL TOOLS & REFERENCES	• Number line. • Soft Ball. • Chart paper.
PEDAGOGY	• Hands on practice • Explanation • Random Questioning • Concept Formation • Reinforcement • In -text Questions
ACTIVITY / ASSIGNMENT	• Count and catch the ball. • Muti- tic tac toe. • Catch and say. • Collecting the shoe size of the children in the class. • Making of favourite ice cream chart.
ASSESSMENT	• Multiplication through skip counting. • Repeated addition. • Tables through add on. • Birthday chart.
SYLLABUS FOR FORMATIVE &	**FA 3** E1- Individual activity

SUMMATIVE ASSESSMENT	E2-Group activity. E3- Pencil and paper test. **SA2** Multiplication Tables

DETAILED PLANNER OF MATHEMATICS

(Sept –oct)

CYCLE :4 (FA 4)

CLASS – II

(SEPTEMBER)

CLASSES REQUIRED	Total periods: 24.
TOPIC	• **ADDITION & SUBTRACTION OF GREATER NUMBERS.**
CONCEPT & SKILLS	• Regrouping. • Automatising addition and subtraction.
LEARNING OUTCOMES	• 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 • Automatizing subtraction and addition mentally. • Applying properties of addition & subtraction. • Understanding numerical operations.
INSTRUCTIONAL TOOLS & REFERENCES	• Number line. • Place value cards. • Number grid. • Number sticks.
PEDAGOGY	• Hands on practice. • Explanation. • Random Questioning. • Concept Formation. • Reinforcement. • In -text Questions
ACTIVITY / ASSIGNMENT /	• Bundling. • Number hunt. • Triple dice game.
ASSESSMENT	• Regrouping. • Text worksheets.

	• Mental sums.

DETAILED PLANNER OF

MATHEMATICS.

CLASS – II
(OCTOBER)

CLASSES REQUIRED	Total periods: 22
TOPIC	• **MEASUREMENT.** • **PATTERNS**
CONCEPT & SKILLS	• The meaning & process of measurement. • Nonstandard units of measurement (length, weight, capacity). • Use of a ruler. • Addition and subtraction using uniform units(length). • Comparing containers as per their capacity. • Using simple balance to weight. • Recognising and creating new patterns. • Patterns in shapes and numbers. • Tessellation of shapes (shape pattern).
LEARNING OUTCOMES	• Comparing measurable attributes. • Determining sums & differences of measurements(length). • Ordering containers as per their capacity. • Using ruler and simple balance. • Exploring patterns around. • Patterns can be created with numbers. • Making patterns(skip counting, odd/even, alphabets pattern). • Extending patterns in sequence of numbers.
INSTRUCTIONAL TOOLS & REFERENCES	• Ruler. • Balance. • Containers. • Rangometry kit.
PEDAGOGY	• Hands on practice • Discussion • Random questioning • Concept formation • Reinforcement • In –text question
ACTIVITY / ASSIGNMENT /	• Foot fun measurement • How much I weigh?

	• Capacity. • Number grid activity for patterns. • Completing the given patterns.
ASSESSMENT	• Drawing a line segment with the help of ruler. • Comparison of capacity, lengths & masses. • Name the nonstandard units of length, weight, capacity. • Understanding the rule and completing the pattern.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	**FA4** E1 – Individual activity E2 – Group activity E3 - Pencil and Paper Test. **SA2** • Addition and subtraction of higher numbers. • Measurement.

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CLASS –II
November

CLASSES REQUIRED	Total periods: 12.
TOPIC	• **TIME** • **MONEY**
CONCEPT & SKILLS	• Knowing the important days and dates. • Reading the calendar. • Months of the year. • Use of money. • Identify different amounts. • Reading and writing of money. • Combining paise to form ₹1.
LEARNING OUTCOMES	• Understanding sequence of days of the week & months of the year. • Remembering the number of days in each month. • Four seasons. • Sequence of events in longer periods. • Value of coins and rupee notes. • Recognition of commonly used notes and coins. • Making multiple combinations for ₹1.
INSTRUCTIONAL TOOLS & REFERENCES	• Calendar. • Knuckles. • Coins • Notes • Price tags.
PEDAGOGY	• Hands on practice. • Explanation. • Random Questioning. • Concept Formation. • Reinforcement. • In -text Questions
ACTIVITY / ASSIGNMENT / RESEARCH	• Using a calendar.

	• Knuckle trick activity. • Setting up a classroom shop. • Creating my own currency notes.
ASSESSMENT	• Text worksheets. • Sunday hunt game. • Reading the given time. • Name and recognize Indian currency.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT.	**SA-2** • Days of the week. • Months of the year. • Money

Delhi Public School
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DELHI PUBLIC SCHOOL,SRINAGAR

DETAILED PLANNER OF HINDI

Month: March CLASS - 2ND

CLASSES REQUIRED	6 classes for मात्राओं की पुनरावृत्ति आ से अं तक । 5 classes for रेफ की मात्रा 5 classes for पदेन की मात्रा 4 classes for संयुक्त अक्षर व व्यंजन
TOPICS	मात्राओं की पुनरावृत्ति आ से अं तक । रेफ, पदेन की मात्रा संयुक्त अक्षर व व्यंजन
CONCEPT SKILLS	मात्राओं की पहचान,उनका शुद्ध उच्चारण के साथ बोलने ,लिखने और पढ़ने का अभ्यास तथा शब्द भण्डार में विकास करना ।
LEARNING OUTCOMES	मात्राओं की पहचान सीखी । मात्राओं का प्रयोग करना आया । बच्चों की लेखन एंव वाचन शक्ति का विकास हुआ ।मात्राओं से बने शब्दों का शुद्ध उच्चारण सीखा । मौखिक भाषा का अभ्यास हुआ ।

INSTRUCTIONAL TOOLS AND REFERENCES	चार्ट, मात्राओं के फ्लेश कार्ड
PEDAGOGY	छात्रों को कार्यकलाप द्वारा विषय समझाया जाएगा । साथ ही मात्राओं के चित्र व शब्द दिए जाएंगे जो वे दिए गये चित्रों के साथ मिलाएंगे ।
ACTIVITY /ASSIGNMENT /RESEARCH	रेफ ,पदेन की मात्रा के चीजों में रंग भरवाया जाएगा । रेफ, पदेन वाले चित्रों का कोलाज बनवाया जाएगा |
ASSESSMENT	E1 - Individual Activity पठन , श्रुतलेख E2- Group Activity समूह गतिविधि

	E3- Pen Paper Test मूल्यांकन पत्र Note - FA1 के कुछ विषयों का SA1 में भी मूल्यांकन किया जाएगा।

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Srinagar

DETAILED PLANNER OF HINDI

Month: April

CLASS - 2ND

CLASSES REQUIRED	7 periods for सोने जैसे दिन हैं इसके (कविता) 7 periods for कृष्ण और सुदामा <u>व्याकरण</u> 3 periods for संज्ञा (Noun) 3 periods for एकवचन / बहुवचन
TOPICS	• कविता सोने जैसे दिन हैं इसके (कविता) • कहानी कृष्ण और सुदामा • व्याकरण ¬ संज्ञा एकवचन / बहुवचन
CONCEPT SKILLS	• कविता सोने जैसे दिन हैं इसके (कविता) कविता का प्रभावशाली ढंग से वाचन ,सही उच्चारण करना तथा कविता का गान करके बच्चों को यह जानकारी देना कि भारत देश ने कैसे आज़ादी प्राप्त की। कहानी (कृष्ण और सुदामा) पाठ का सस्वर वाचन करवाकर कठिन शब्दों के अर्थ समझाकर तथा कहानी से संबंधित विषयों की जानकारी देना । व्याकरण (संज्ञा , एकवचन / बहुवचन) व्याकरण के सामान्य नियमों का ध्यान , सही उच्चारण , भाषा ज्ञान

	को बढ़ाना ।
LEARNING OUTCOMES	कविता सोने जैसे दिन हैं इसके (कविता) बच्चों को यह ज्ञात हुआ कि हम भी बड़े होकर अपने देश का नाम रोशन करना है। । कहानी (कृष्ण और सुदामा) बच्चों को यह जानकारी मिली कि सच्ची मित्रता कोईं भेदभाव नही मानती । कहानी का निर्देशित पठन करवाकर सही उच्चारण तथा लिखने की य़ोग्यता का विकास करना सीखा ।
INSTRUCTIONAL TOOLS AND REFERENCES	पाठ्य पुस्तिका , चार्ट
PEDAGOGY	कविता - सोने जैसे दिन हैं इसके (कविता) हमें कोई भी काम करने में हार नहीं माननी चाहिए की सीख दी जाएगी । कहानी (कृष्ण और सुदामा) कृष्ण के नामों की जानकारी , सच्ची मित्रता कोई भेदभाव नहीं मानती तथा भूल - भुलैया वाले चित्र में सुदामा को कृष्ण तक पहुँचाने का रास्ता खोजना जैसी बातों के बारे में समझाया जाएगा ।छात्रों को स्वयं वाक्य बनाने के लिए प्रेरित किया जाएगा। व्याकरण (संज्ञा, एकवचन / बहुवचन) बच्चों को जानकारी दी जाए गी कि नाम वाले सभी शब्द संज्ञा कहलाते है ।

	पाँच व्यक्तियों के नाम , चीजों के नाम , जगहों के नाम खाली जगहों पर लिखवाना सिखाया जाएगा। वचन के भेदों की जानकारी दी जाएगी।
ACTIVITY /ASSIGNMENT /RESEARCH	अपने प्यारे मित्र का चित्र चिपकाएँगे व तीन वाक्य लिखेगे।
ASSESSMENT	Note - FA1 के कुछ विषयों का SA1 में भी मूल्यांकन किया जाएगा।

Delhi Public School
Srinagar

DETAILED PLANNER OF HINDI

Month: May CLASS - 2ND

CLASSES REQUIRED	7 periods for समय से (कविता) 7 periods for अहा ! फूल कितने सुन्दर हैं व्याकरण 4 periods for लिंग बदलिए 4 periods for समान अर्थ वाले शब्द
TOPICS	कविता ४ समय से (कविता) पाठ ६ कहानी (अहा ! फूल कितने सुन्दर है) • कहानी ५ • व्याकरण ¬ लिंग बदलिए , समान अर्थ वाले शब्द
CONCEPT SKILLS	• कविता समय से (कविता) बच्चों को यह जानकारी दी जाएगी कि समय का पालन हमारे लिए कितनी ज़रूरी है। कविता का प्रभावशाली ढंग से वाचन , सही उच्चारण करना तथा समान तुक वाले शब्दों का मिलान करना । कहानी (अहा ! फूल कितने सुन्दर है) 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 । बच्चों से रोचक प्रश्नों के साथ बातचीत करते हुए उन्हें सही जगह रखने की सीख देना । व्याकरण लिंग बदलिए :- लिंग के भेदों की जानकारी दी जाएगी। समान अर्थ वाले शब्दों की जानकारी दी जाएग।
LEARNING OUTCOMES	कविता समय से (कविता) कविता में समय का पालन करना कितना ज़रूरी है का ज्ञात हुआ । कहानी (अहा ! फूल कितने सुन्दर है) भ बच्चों ने फूलों के नामों की जानकारी प्राप्त की| बच्चों ने फूलों के लाभ तथा गमलों में पौधा लगाना सीखा । कहानी का निर्देशित पठन करवाकर सही उच्चारण तथा लिखने की योग्यता का विकास करना सीखा । व्याकरण:- (लिंग बदलो श बच्चों ने सही लिंग पहचानने का ज्ञान प्राप्त किया (समान अर्थ शब्द) छात्रों ने समान अर्थ शब्दों का ज्ञान प्राप्त किया । मौखिक भाषा का अभ्यास हुआ ।
INSTRUCTIONAL	

TOOLS AND REFERENCES	पाठ्य पुस्तिका , चार्ट
PEDAGOGY	कविता -समय से (कविता) समय का पालन करना हमारे लिए कितना ज़रूरी है का ज्ञान दिया जाएगा । छात्रों को स्वयं वाक्य बनाने के लिए प्रेरित किया जाएगा। कहानी (अहा ! फूल कितने सुन्दर है) पाठ से संबंधित प्रश्न पूछे जाएंगे। सही और गलत पर निशान लगाइए। समान अर्थ शब्द समझाए जाएंगे । शुद्ध उच्चारण तथा पठन करवाया जाएगा। छात्रों को स्वयं वाक्य बनाने के लिए प्रेरित किया जाएगा। व्याकरण लिंग बदलिए पुल्लिंग / स्त्रीलिंग शब्द का अर्थ तथा भेदों की जानकारी दी जाएगी। समान अर्थ शब्द व्याकरण के सामान्य नियमों का ध्यान , सही उच्चारण , एक ही अर्थ बताने वाले शब्दों का ज्ञान प्राप्त करना । समान अर्थ शब्दों से संबंधित वस्तुँए दिखाकर अर्थ समझाए जाएंगे ।
ACTIVITY	माचिस की तीलियों से सूरज का चित्र बनाकर उसके बारे में तीन वाक्य लिखवाए जाएंगे ।

/ASSIGNMENT /RESEARCH	पाँच फूलों के चित्र चिपकाने को कहा जाएगा।
ASSESSMENT	E1 - Individual Activity अविलोकन, अभ्यास कार्य E2 - Group Activity समूह गतिविधि E3 - Pen Paper Test मूल्यांकन पत्र Note - FA2 के कुछ विषयों का SA1 में भी मूल्यांकन किया जाएगा।

Delhi Public School
Srinagar

DETAILED PLANNER OF HINDI

Month: June Class - 2ND

CLASSES REQUIRED	4 periods for विलोम शब्द 4 periods for शुद्ध अशुद्ध वाक्य
TOPIC	व्याकरण विलोम शब्द शुद्ध अशुद्ध वाक्य
CONCEPT SKILLS	व्याकरण विलोम शब्द:- बच्चों को जानकारी देना कि उलटे अर्थ वाले शब्द ही विलोम शब्द कहलाते है व्याकरण के सामान्य नियमों का ध्यान , सही उच्चारण , शुद्ध अशुद्ध वाक्य :-बच्चों को शुद्ध अशुद्ध वाक्यों मे अंतर समझाया जाएगा। बच्चों को समझाया जाएअगा कि जिन वाक्यों का कोई अर्थ नही होते वह अशुद्ध वाक्य कहलाए जाते है।
LEARNING OUTCOME	बच्चों ने उलटे अर्थ वाले शब्द सीखे। ब बच्चों ने शुद्ध अशुद्ध वाक्यों में अंतर सीखा।
INSTRUCTIONAL	पाठ्य पुस्तिका , चार्ट

TOOLS AND REFERENCES	
PEDAGOGY	व्याकरण:- विलोम शब्द शुद्ध \अशुद्ध वाक्य विलोम शब्दों की जानकारी अर्थात उल्टे अर्थ देने वाले शब्दों की जानकारी देना । लिखित भाषा का अभ्यास । व्याकरण के सामान्य नियमों का ध्यान रखना शुद्ध \अशुद्ध वाक्यों का अभ्यास।
ACTIVITY /ASSIGNMENT / RESEARCH	स्वयं कुछ शुद्ध \अशुद्ध वाक्य करने को क्हा जाएगा।
SYLLABUS FOR SUMMATIVE ASSESSMENT	कहानी (कृष्ण और सुदामा) कहानी (अहा ! फूल कितने सुन्दर हैं) व्याकरण विलोम शब्द लिंग बदलिए

	शुद्ध अशुद्ध वाक्य संज्ञा अर्थबोध के कौशल (Comprehension) • सुनने के कौशल (Listening comprehension) • अनुच्छेद (Seen and unseen passage)

Delhi Public School
Srinagar

DETAILED PLANNER OF HINDI

Month: August - september

CLASS – 2ND

CLASSES REQUIRED	7 periods for कहाँ चले जगंल के राजा 7 periods for पापा,तंग करता है, भैया! 7 periods for हर चीज की सही जगह 3 periods for सर्वनाम Pronouns 3 periods for विशेषण Adjectives
TOPICS	• कहानी (कहाँ चले जगंल के राजा) • कहानी (हर चीज की सही जगह) • व्याकरण • सर्वनाम Pronouns • विशेषण Adjectives
CONCEPT SKILLS	• कहानी (कहाँ चले जगंल 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 । व्याकरण (सर्वनाम - विशेषण) व्याकरण के सामान्य नियमों का ध्यान , सही उच्चारण

	सर्वनाम और विशेषण शब्दों की जानकारी देना । भाषा के लिखित रुप पर ध्यान देने का अभ्यास करना।
LEARNING OUTCOMES	कहानी (कहाँ चले जगंल के राजा) छोटा व्यक्ति भी चाहे तो अपनी होशियारी से बड़े से बड़े ताकतवर शत्रु को भी पकड़ सकता है का ज्ञान हुआ । कहानी (हर चीज की सही जगह) कहानी का निर्देशित पठन करवाकर सही उच्चारण तथा लिखने की योग्यता का विकास करना सीखा । व्याकरण छात्रों ने सर्वनाम और विशेषण के बारे में पूरी जानकारी प्राप्त की। मौखिक भाषा का अभ्यास हुआ ।
INSTRUCTIONAL TOOLS AND REFERENCES	पाठ्य पुस्तिका , चार्ट
PEDAGOGY	कहानी (कहाँ चले जगंल के राजा) मच्छरों से होने वाले रोगों के प्रति संचेत, बडों के साथ छोटे जीवों का महत्त्व , आत्मविश्वास और आत्मसम्मान का भाव समझाया जायेगा । कहानी (हर चीज की सही जगह) चीजों को सही जगहों पर उपयुक्त तालिका बनाना तथा जीवन में काम आने वाली अच्छी बातें और गुणों के बारे में सिखाया जाएगा । छात्रों को स्वयं वाक्य बनाने के लिए प्रेरित किया जाएगा।

	व्याकरण:- सर्वनाम व्याकरण के सामान्य नियमों का ध्यान, सही उच्चारण, सर्वनाम और विशेषण से संबंधित प्रश्न पूछे जाएंगे ।
ACTIVITY /ASSIGNMENT /RESEARCH	अच्छे बच्चे कब कहलाते हैं? पर तीन वाक्य लिखवाए जाएंगे ।
ASSESSMENT	E1- Individual Activity सुनने के कौशल, शब्दलड़ी E2- Group Activity समूह गतिविधि E3 – Pen Paper Test मूल्यांकन पत्र
	Note - FA3 के कुछ विषयों का SA2 में भी मूल्यांकन किया जाएगा।

Delhi Public School
Srinagar

DETAILED PLANNER OF HINDI

Month: October -November CLASS - 2ND

CLASSES REQUIRED	7 periods for मम्मी , तुम कितनी अच्छी हो ! 7 periods for सबसे तेज़ कौन 3 periods for गिनती 3 periods for मेरा स्कूल
TOPIC	पाठ ८ कहानी (मम्मी , तुम कितनी अच्छी हो !) पाठ ९ कहानी सबसे तेज़ कौन व्याकरण गिनती 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 सबसे तेज़ कौन कहानी को अच्छी तरह से समझाना ,सही उच्चारण करना , मौखिक प्रश्नों के उत्तर देने की योग्यता और कौशल का विकास करना व्याकरण (गिनती) बच्चों को हिंदी भाषा में गिनती की जानकारी देना

	अनुच्छेद लेखन भाषा के लिखित रुप 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 कहानी (सबसे तेज़ कौन) मित्रता के भाव की जानकारी प्राप्त की । व व्याकरण गिनती च छात्रों ने हिंदी भाषा में गिनती के बारे में पूरी जानकारी प्राप्त की। ं मौखिक भाषा का अभ्यास हुआ । अनुच्छेद लेखन क कक्षा में एक -एक करके बच्चों से वार्तालाप करके अपने स्कूल के बारे में एक-एक पंक्ति कही और सुनी जाएगी ।
INSTRUCTIONAL TOOLS AND REFERENCES	पाठ्य पुस्तिका , चार्ट
PEDAGOGY	कहानी (मम्मी , तुम कितनी अच्छी हो !) पाठ से संबंधित प्रश्न पूछे जाएंगे । 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 । कहानी सबसे तेज़ कौन छात्रों को यह ज्ञान देना कि सच्चा मित्र वही होता है जो दु :ख में भी

	काम आए । शुद्ध उच्चारण करवाया जाएगा । कहानी से संबंधित मौखिक प्रश्न पूछे जाएंगे। छात्रों को स्वयं वाक्य बनाने के लिए प्रेरित किया जाएगा। व्याकरण व्याकरण के सामान्य नियमों का ध्यान,सही उच्चारण अनुच्छेद लेखन अपने स्कूल के बारे में अच्छी -अच्छी बातों की सीख दी जाएगी ।
ACTIVITY / ASSIGNMENT / RESEARCH	कहानी (मम्मी, तुम कितनी अच्छी हो !) अपनी मम्मी को प्यार से भरा छोटा सा पत्र मदर्स -डे की भावना को समझाते हुए बनवाया जाएगा । अनुच्छेद लेखन अपने स्कूल के बारे में पाँच वाक्य लिखवाए जाएंगे ।
ASSESSMENT	E1 - Individual Activity बोलने के कौशल, पठन E2 - Group Activity समूह गतिविधि E3 - Pen Paper Test मूल्यांकन पत्र Note - FA4 के कुछ विषयों का SA2 में भी मूल्यांकन किया जाएगा।
SYLLABUS FOR SUMMATIVE ASSESSMENT	कहानी (मम्मी ,तुम कितनी अच्छी हो) कहानी (हर चीज की सही जगह) व्याकरण सर्वनाम विशेषण

	मेरा स्कूल अर्थबोध के कौशल (Comprehension) सुनने के कौशल (Listening comprehension) अनुच्छेद (Seen and unseen passage)

جماعت ۔ دوم عرصہ:۔ماہ مارچ تااپریل

مطلوبہ دروس	۷ ۷ ۷ ۱ ۲ (۴۰ منٹ کی واقفہ کی کلاس)
موضوع	۱ حروفِ تہجی ۲۔ جوڑ وتوڑ ۳ ۔ جُملے ۴۔ سبق نمبر ۱، ۲ (دُعا ،فرمانبردار بیٹا)۔
خیال، تدریسی ہنر	۱۔بچّوں کو سُننے ،بولنے ،پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ ۲۔ بچّوں کو حروفِ تہجی ،جوڑوتوڑ اور جُملونکا اِعادہ کروایا جائے گا۔ ۳۔بچوّں کودُعا کی فضیلت بتائی جائے گی۔ ۴۔بچّوں کو فرمانبرداری کی آگاہی کروائی جائے گی۔
تدریسی نتائج	۱۔بچّوں کو سُننے ،بولنے ،پڑھنے اور لکھنے کی صلاحیت پیدا ہوگئی۔ ۲۔ بچّوں کو حروفِ تہجی ،جوڑوتوڑ اور جُملونکا اِعادہ ہوگیا۔ ۳۔بچوّں کودُعاکی فضیلت کی جانکاری ہوئی۔ ۴۔بچّوں کو فرماں برداری کی واقفیت بھی ہوئی۔
تدریسی آلات اور حوالہ جات	چارٹ ، بورڑ،پیشگی اُستاد۔
طرزِ تدریس	۱۔سب سے پہلے حروفِ تہجی کا اِعادہ کروائیں گےتا کہ ہم یہ دیکھے کہ ہر ایک طلبا کوحروفِ تہجی کی صحیح بناوٹ اور پہچان ہے۔پھربچّےتوڑ و جوڑکے الفاظ کریں گے۔اِس کے بعد چند الفاظ دے کر بچّوں سے ہی جُملے بنوایں گے ۔ ۲۔بچّوں کو مختلف عبادت گاہوں کی تصاویر دِکھاکر یہ بتایا جائے گا کہ اِن تصاویر میں آپ نے کیادیکھا۔ طلبا سے مختلف جواب سُن کر پھر ہم اُن کو اِن عبادت گاہوں کی جانکاری دےگے۔جیسے مسلمان مسجدوں میں ،سِکھ گوردوارہ میں،ہندومندر میں اوررعیسائی گرجا گھر میں عبادت کرتے ہیں۔اِس کے بعد دُعا کی فضیلت بتائی جائےکہ جوکچھ ہم خُدا سے مانگتےہیں وہ دُعا کہلاتی ہے۔ہمیں خُدا کی عبادت کرنی چاہیے۔خُدا نے ہمارے لیے کائنات بنائی جیسے چاند ،تارے،سورج،آسمان ،زمین ،پہاڑ، ماں ،باپ،بھائی،بہن ،دادا ،دادی وغیرہ۔ہمیں ہمیشہ خُدا کا شُکر ادا کرنا چاہیے۔خُدا دو جہاں کے بادشاہ ہیں ۔خُدا ہی ہماری دُعا قبول کرے گا۔ ۳۔ ہم پہلے بچّوں کو فرماں برداری کے بارے میں جانکاری دےگے کہ ہمیں ہمیشہ اپنے ماں باپ کا کہنا ماننا چاہیے۔اُستادوں اوربڑوں کی عزّت کرنی چاہیے۔اپنے سے چھوٹوں سے پیار سے بات کرنی چاہیے۔ہر ایک کی مدد کرنی چاہیے۔ایسے ہی ایک بچے کی کہانی اِس عنوان میں پڑھتے ہیں جو بچپن سے ہی اپنی ماں کا فرماں بردار بیٹا تھا جو بڑے ہوکر ایک ولی بن گئے۔عنوان کا خُلاصہ کرکے بچّوں سے پھر چند الفاظ

	کے جُملےبنوایں گے۔
تفویض، تحقیق، منصوبے ، سرگرمیاں	۱۔طلبا کو اسکول کے میدان میں لیا جائے گا وہاں طلبا کو قدرتی نظاروں کا مشاہدہ کروایا جائے گا اور ساتھ ہی عنوان کے مطابق عملی کام دیا جائے گا۔ ۲۔(ایک لفظی کھیل) طلبا کوعنوان کے متعلق ایک الفاظ دے کر اُسی لفظ سے مذید الفاظ تحریر کرنے کو کہا جائے گا، جس سے طلبا میں نئے الفاظ پڑھنے اور لکھنے کی صلاحیت نمودار ہو گی۔
تشخیص	مطالعہ ، اِملا ، بولنے کی صلاحیت اور سرگرمی کے حوالے سے ہم تشخیص کرئے گے۔
موضوعی، معروضی تشخیص	ای ۱ مطالعہ ای ۲ اِملا ۱ ی ۳نظم خوانی ۱ ی ۴ بولنے کی صلاحیت ای ۵ جماعتِ تشخیص نوٹ :۔چند مخصوص اسباق(ایس ۔اے ۔ون) کے لئے منتخب ہو گے۔

جماعت ۔ دوم عرصہ۔ماہ مئ

مطلوبہ دروس	۷ ۷ ۲ (۴۰ منٹ کی واقفہ کی کلاس)
موضوع	چاند ۔ اچھا لڑکا ۔ قوائد۔لفظ کی قسمیں ۔ اِسم
خیال، تدریسی ہنر	۱۔بچّوں کو سُننے ،بولنے ،پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ ۲۔ بچّوں کو چاند کی خوبیوں کے بارے میں آگاہ کرانا۔ ۳۔بچوّں کومعاشرتی،اخلاقی خوبیوں میں اضافہ کرنا تعلیم کا اوّل مقصدہے۔ ۴۔قوائد کی پوری پوری جانکاری دینا۔
تدریسی نتائج	۱۔بچّوں کو سُننے ،بولنے ،پڑھنے اور لکھنے کی صلاحیت پیدا ہوگئی۔ ۲۔ طلباچاند کی خوبیوں کے بارے میں آگاہ ہوگئے۔ ۳۔ بچوّں کی معاشرتی،اخلاقی خوبیوں میں اضافہ ہوگیا۔ ۴۔قوائد کی پوری پوری جانکاری ہوگئی۔
تدریسی آلات اور حوالہ جات	چارٹ ، بورڑ،پیشگی اُستاد۔
طرزِ تدریس	سبق' چاند'شروع کرنے سے پہلےطلبا سے کچھ سوالات پوچھے جائے گےکہ سورج کب نکلتا ہے تارے کب چمکتے ہیں۔ تاروں کےعلاوہ رات میں اور کیا چمکتا ہے وغیرہ وغیرہ اس کے بعد سبق کی پوری جانکاری دے کرسبق کی عبارت خوانی بلند آواز اور صحیح تلفظ کے ساتھ کرائ جائے گی۔ہم چاند کا ایک مصرعہ گا کر سُنائے اور پھر طلبا کو بھی ویسے ہی گانے کے لئے کہا جائے گا اس طرح کھیل کھیل میں سارا گیت طلبا کوبھی یاد ہو جائے گا۔ سبق اچھّا لڑکا کی جانکاری کچھ ایسے دوں گی کہ آپ کو معلوم ہےکہ اچھّے بچّے کی پہچان کیا ہوتی ہے اچھّا بچّہ وہ ہوتا ہےجو اچّھی باتیں سُنتا ہے۔ جو اچّھی باتیں کہتا ہے۔ جو اچّھی باتیں سوچتاہے۔اخلاقی درس بھی دیا جائے گا کہ والدین اور اُستادکی ہمیشہ عزّت کرو اور ان کا کہنا مانو اور دنیامیں وہی لوگ اچھے ہوتے ہیں جو دوسروں کے کام آتے ہیں۔ قوائد کی واقفیت دی جائے گی کہ ہر چیز کا کوئی نہ کوئی نام ہوتا ہے

	۔ قوائد میں نام کو اِسم کہتے ہیں وہ جاندار ہو یا بے جان۔ قوائد کے دوران لفظ کی جانکاری کچھ مثالیں دے کر دی جائے گی۔
تفویض، تحقیق، منصوبے ، سرگرمیاں	۱۔چاندنی رات کا ایک خوبصورت منظر بنا کر اپنی کاپی پرچسپان کرئے۔
تشخیص	مطالعہ ، اِملا ، قوائد اور سرگرمی کے حوالے سے ہم تشخیص کرئے گے۔
موضوعی، معروضی تشخیص	ای ۱ ’مطالعہ‘ ای ۲ ’اِملا ‘ ای ۳ ’قوائد‘ ای ۴ ’نادیدہ عبارت ‘.’حروفِ ہجا ای ۵ ’ جماعتِ تشخیص نوٹ:۔چند اسباق ۔ایس اے ون ۔کے لیے منتخب ہو گے۔

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ماہ:۔جون دجماعت:۔ وم

مطلوبہ دروس	۷ ۷ ۷ (۴۰ منٹ کی واقفہ کی کلاس)
موضوع	آئس کریم واحد اور جمع مذکر مونث اعادہ
خیال، تدریسی ہنر	سُننے ،بولنے، پڑھنے اور لکھنے کی صلاحیت۔ سبق آئس کریم کی جانکاری۔ مذکر مونث کی واقفیت۔ قوائد کی واقفیت
تدریسی نتائج	نئے الفاظ سُننے بولنے پڑھنے اور لکھنے کی صلاحیت بھی پیدا ہو گئ۔ سبق '' آئس کریم ''کی جانکاری حاصل ہوگئی۔ قوائد کی کی واقفیت اور جانکاری حا صل ہوگئی۔
تدریسی آلات اور حوالہ جات	ک پیشگی اُستاد چارٹ ، بورڈ، کتاب۔
طرز تدریس	ایک چارٹ پر مختلف قسموں کی آئس کریم بنا کر بچو سے اُن آئس کریموں کا نام پوچھا جائے گا ۔ ان میں سے کون کون سی آئس کریم آپ نے کھائی ہے ۔ پھر آئس کریم کہاں ایجاد ہوئی ہے اور اس میں کون کون سی چیزیں موجود ہے۔ان سب کی جانکاری دی جائے گی اس کے علاوہ اُستاد اور بچے ترنم کے ساتھ آئس کریم کا گیت گائیں گے۔ واحد اور جمع کی جانکاری ایسے دی جائے گی جیسے کہ ایک پینسل واحد کہلاتی ہے اور دو یا دو سے زیادہ پنسلیں جمع کہلاتی ہے ۔نر مذکر کو کہتے ہے اور مادہ مونث کو کہتے ہے ۔مشالیں دیکر جانکاری دی جائے گی ۔
تفویض، تحقیق، منصوبے ، سرگرمیاں	طلبا کو تعمیری الفاظ سکھانے کے طور پر کوئی ایک لفظ سفید شیٹ پر لکھ کر اس کے آخر ی طرف سے نیا لفظ بنوائیں گے۔اسی طرح سب بچوں سے ہر لفظ کے آخر ی حرف سے نیا لفظ بنانے کو کہیں گے مثلا۔اسکول ،لوٹا ،آم،مکڑی وغیرہ۔اس سرگرمی سے ہم یہ بھی تشخیص کر سکتے ہیں ۔

تشخیص	سرگرمی کے حوالے سے تشخیص کر سکتے ہیں۔مطالعہ اور قوائد سے بھی ہماری تشخیص مکمل ہو گی۔
موضوعی، معروضی تشخیص	مطالعہ ، املا ، عبارت خوانی۔

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جماعت۔دوم نصاب تفصیلی لائحہ عمل

ماہ۔ اگست/ستمبر

مطلوبہ دروس	**۷ ۷ ۷ (۴۰ منٹ کی واقفہ کی کلاس)**
موضوع	**سبق: 'ہمارے جنگل ' گرائمر: واحد/جمع ' مذکر /مونث .**
خیال، تدریسی ہنر	**سُننے ،بولنے، پڑھنے اور لکھنے کی صلاحیت. سبق ہمارے جنگل کی جانکاری. مذکر مونث کی واقفیت. واحد /جمع کی جانکاری.**
تدریسی نتائج	نئے الفاظ سُننے بولنے پڑھنے اور لکھنے کی صلاحیت بھی پیدا ہو گئی۔سبق '' ہمارے جنگل ''کی جانکاری حاصل ہوگئی۔ مذکر / مونث کی واقفیت اور جانکاری حا صل ہوگئی۔ واحد /جمع سے واقف ہوگئے۔
تدریسی آلات اور حوالہ جات	**پیشگی اُستاد کی چارٹ ، بورڈ، کتاب.**
طرز تدریس	**سبق ''ہمارے جنگل'' : بچّوں کو سبق '' ہمارے جنگل'' کا خُلاصہ کر واکر اَس کی عبارت خوانی کروایں گے۔جانکاری اِس طرح سے دیں گے کہ جنگل سے ہمیں فائدہ مند چیزیں حاصل ہوتی ہیں جیسے لکڑی ،دوائیاں غذا وغیرہ۔ اِسی لئے جنگل کو سبز سونا کہا جاتا ہے اور ہمیں اِس دولت میں اضافہ کرنا چاہیے۔ مذکر مونث: بچّو مذکر'' نر'' یعنی ''مرد'' کے لئے استعمال ہوتا ہے۔جیسے لڑکا ' شیر ' بھائی وغیرہ. مونث ''مادہ'' یعنی ''عورت'' کے لئے استعمال ہوتا ہے جیسے لڑکی ' شیرنی ' بہن وغیرہ. واحد / جمع : واحد اورجمع کی جانکاری ایسے دی جائےگی جماعت کے اندر کچھ پنسلیں ، کاپیں ، پانی کی بوتلیں جمع کرکے ۱۸ کا گروپ بنا کر جانکاری دی جائے گی اور یہ کہا جائے گا کہ واحد ایک کو کہا جاتا ہے اور ایک سے زیادہ کو جمع کہتے ہیں.**
تفویض، تحقیق،	**بچو سے چھوٹے چھوٹے پودے لگوائے جائے گےاور اُن سے یہ کہا جائے گا کہ جنگل ایک سبز سونا ہے اس سے ہمیں نہیں کاٹنا چاہیے.**

منصوبے ، سرگرمیاں	
تشخیص	املا ، سوال جواب ، نادیدہ عبارت کے حوالہ سے ہم تشخیص کر سکتے ہیں۔مطالعہ اور قوائد سے بھی ہماری تشخیص مکمل ہو گی۔
موضوعی، معروضی تشخیص	مطالعہ ، املا ، عبارت خوانی۔

جماعت۔دوم ماہ:۔اکتوبر/نومبر

نصاب تفصیلی لائحہ عمل

مطلوبہ دروس	
موضوع	نظم: 'سبزی والا' / 'سال اکیلا بارہ مہینے'۔ گرئمر: الفاظ / اضداد۔

خیال، تدریسی ہنر	سُننے ،بولنے، پڑھنے اور لکھنے کی صلاحیت۔ نظم '' سبزی والا '' اور ''سال اکیلا بارہ مہینے''کی جانکاری۔ الفاظ / اضداد کی واقفیت۔
تدریسی نتائج	نئے الفاظ سُننے بولنے پڑھنے اور لکھنے کی صلاحیت بھی پیدا ہو گئ۔ نظم ''سبزی والا '' اور ''سال اکیلا بارہ مہینے''کی جانکاری حاصل ہوگئی۔ الفاظ / اضداد کی واقفیت اور جانکاری حا صل ہوگئی۔
تدریسی آلات اور حوالہ جات	پیشگی اُستاد چارٹ ، بورڈ، کتاب۔
طرز تدریس	نظم ''سبزی والا'' : بچّوں کو نظم ''سبزی والا'' کا خُلاصہ کر واکر اِس کی صحیح ترنم کے ساتھ عبارت خوانی کروایں گے۔جانکاری اِس طرح سے دیں گے کہ بچّوں کو مختلف سبزیاں دِکھا کر اِن کی اہمیت بتائی جائے گی۔ نظم '' سال اکیلا بارہ مہینے'' : بچّوں کو نظم ''سال اکیلا بارہ مہینے'' کا خُلاصہ کر واکر اِس کی صحیح ترنم کے ساتھ عبارت خوانی کروایں گے۔ اِس نظم میں ہر مہینے کی اہمیت اور جانکاری دی جائے گی۔ الفاظ /اضداد : لفظ کے مخالف الفاظ کو ضِد اضداد کہتے ہیں۔جیسے کالا ۔سفید، آنا ۔جانا وغیرہ۔
تفویض، تحقیق، منصوبے ، سرگرمیاں	بچے چارٹ پر لکھے گئے بارہ مہینوں کے نا م کو اپنے پسندیدہ رنگو ں سے سجائے گے۔
تشخیص	ا ملا ، سوال جواب ، نادیدہ عبارت کے حوالہ سے ہم تشخیص کر سکتے ہیں۔مطالعہ اور قوائد سے بھی ہماری تشخیص مکمل ہو گی۔
موضوعی، معروضی تشخیص	مطالعہ، املا ، عبارت خوانی