



CLASS – 2nd

(MARCH)

CLASSES REQUIRED	Total periods : 17
TOPIC	NUMBERS BEYOND 99
CONCEPT & SKILLS	- Number sense - Number relations - Number sequence - Comparison - Pairing - Structuring numbers
LEARNING OUTCOMES	- Understanding, reading & building numbers upto 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 bingo for number sense - Number line jumps - Forming greatest and smallest 3- digit numbers - Comparison - Place value - Pairing for odd and even



**DETAILED PLANNER OF
MATHEMATICS**

CLASS – 2nd

(APRIL)

CLASSES REQUIRED	Total periods : 17
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	FA1 - E1: Activity- Number bingo (abacus) - E2: Blackboard test for number line jumps - E3: Orals- Mental addition - E4: Teach and test SA1 - Place value - Comparison - Addition with regrouping - Number line addition



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

**CLASS – 2nd
(MAY)**

CLASSES REQUIRED	Total periods : 26
TOPIC	• SUBTRACTION OF 2-DIGIT NUMBERS • SHAPES
CONCEPT & SKILLS	• Regrouping • Automatising subtraction • Exploring things around
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 • Analyse, compare, create and compose shapes • Exploring shapes around • Identifying straight and curved lines
INSTRUCTIONAL TOOLS & REFERENCES	• Number line • Place value cards • Number grid • Number sticks • Geo-board • Solid shapes • Plane shapes • Joining straws for 3-D shapes
PEDAGOGY	• Hands on practice • Explanation • Random Questioning • Concept Formation • Reinforcement • In -text Questions
ACTIVITY / ASSIGNMENT	• Bundling • Number hunt • Geo-board activity • 3-D shapes activity
ASSESSMENT	• Regrouping • Number line jumps • Identification of shapes
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	FA2 • E1: Activity- Bundling • E2:Blackboard test for number line jumps • E3: Orals- Shapes



- E4: Teach and test

SA1

- Subtraction with regrouping
- Subtraction on number line
- Plane and solid shapes



**DETAILED PLANNER OF
MATHEMATICS
(SA1)**

CLASS – 2nd

JUNE

CLASSES REQUIRED	Total periods : 18
TOPIC	• Multiplication • Multiplication tables 2 – 10
CONCEPT & SKILLS	• Concept of repeated addition. • Automatising multiplication
LEARNING OUTCOMES	• Understanding concept of repeated addition. • Unit formation for replication. • Understanding 'times' concept. • Visualising multiplication on number line
INSTRUCTIONAL TOOLS & REFERENCES	• Number line. • Soft Ball
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.
ASSESSMENT	• Multiplication through skip counting. • Repeated addition. • Tables through add on.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	SA1 • Multiplication tables • Multiplication properties • Skip counting • Multiplication of 2-digit numbers



DETAILED PLANNER OF HINDI

Month: March-April

Cycle 1 (FA1)

CLASS – 2ND

CLASSES REQUIRED	3periods for मात्राओं की पुनरावृत्ति आ से अ: तक । 4 periods for रेफ 4 periods for पदेन 4 periods for संयुक्त अक्षर व व्यंजन
TOPIC	मात्राओं की पुनरावृत्ति (revision) आ से अ: तक । ➤ रेफ पदेन ➤ 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 OUTCOME	मात्राओं की पहचान सीखी । मात्राओं का प्रयोग करना आया । बच्चों की लेखन एवं वाचन शक्ति का विकास हुआ ।मात्राओं से बने शब्दों का शुद्ध उच्चारण सीखा । मौखिक भाषा का अभ्यास हुआ ।
INSTRUCTIONAL TOOLS AND REFERENCES	चार्ट , अध्यापिका , मात्राओं के फ्लैश 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	रेफ पदेन की मात्रा के चित्रों में रंग भरवाया जाएगा ।



रेफ पदेन की मात्रा का कोलाज भी बनवाया जाएगा

ASSESSMENT

- अविलोकन - recitation
- अभ्यास पत्र worksheet
- सुनने के कौशल Listening skills
 - श्रुतलेख Dictation
- अनुच्छेद seen unseen passage
- शब्द लड़ी Word building
- पठन के कौशल reading
 - Sight words

SYLLABUS FOR
FORMATIVE & SUMMATIVE
ASSESSMENT

- मात्राएँ आ से अं तक
- रेफ पदेन
- संयुक्त अक्षर व व्यंजन

Note:- FA1के कुछ विषयों का SA1 में भी मुल्यांकन किया जाएगा ।



DETAILED PLANNER OF HINDI

Month: April

CLASS – 2ND

CLASSES REQUIRED	7 periods for सोने जैसे दिन है इसके (कविता) 7 periods for कृष्ण और सुदामा <u>व्याकरण</u> 3 periods for संज्ञा (Noun) 3 periods for एकवचन बहुवचन /(Singular plural)
TOPICS	• कविता सोने जैसे दिन है इसके • कहानी कृष्ण और सुदामा • व्याकरण ➤ संज्ञा ➤ एकवचन / बहुवचन
CONCEPT SKILLS	□ कविता (सोने जैसे दिन है इसके) 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) ठ 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 । Skills:- ✓ बोलने के कौशल ✓ सुनने के कौशल ✓ पठन के कौशल ✓ लिखने के कौशल
LEARNING OUTCOMES	कविता ((सोने जैसे दिन है इसके) बच्चों को यह क्षात हुआ कि भारत देश ने कैसे आज़ादी प्राप्त की ।



	कहानी (कृष्ण और सुदामा) बच्चों को यह जानकारी मिली कि सच्ची मित्रता कोई भेदभाव नहीं मानती । कहानी का निर्देशित पठन करवाकर सही उच्चारण तथा लिखने की योग्यता का विकास करना सीखा ।
INSTRUCTIONAL TOOLS AND REFERENCES	पाठ्य पुस्तिका , चार्ट , अध्यापिका
PEDAGOGY	कविता (सोने जैसे दिन हैं इसके) बच्चों को कविता सुनाकर उन्हें भी अभिनय सहित दोहराने के लिए कहा जाएगा । हात्मा गाँधी ,जवाहरलाल नेहरू ,सुभाषचंद्र बोस ,भगतसिंह आदि के बचपन के प्रसंग सुनाकर बच्चों में यह भावना उत्पन्न की जाएगी कि बचपन में जिनके अंदर देशभक्ति की गहरी भावना थी ,बड़े होकर उन्होंने बड़े- बड़े काम किए। • कहानी (कृष्ण और सुदामा) कृष्ण के नामों की जानकारी , सच्ची मित्रता कोई भेदभाव नहीं मानती या भूल - भुलैया वाले चित्र में सुदामा को कृष्ण तक पहुँचाने का रास्ता खोजना जैसी बातों के बारे में समझाया जाएगा । • व्याकरण (संज्ञा, एकवचन / बहुवचन) बच्चों को जानकारी दी जाए गी कि नाम वाले सभी शब्द संज्ञा कहलाते हैं । पूँच व्यक्तियों के नाम , चीजों के नाम , जगहों के नाम खाली जगहों पर लिखवाना सिखाया जाएगा। वचनों के भेदों की जानकारी दी जाएगी
ACTIVITY /ASSIGNMENT /	कार्ड बनाकर अपने प्यारे मित्र का चित्र चिपकाया जाएगा ।
	• कविता का वाचन Recitation



ASSESSMENT	• मौखिक प्रश्न पूछे जाएंगे । • अभ्यास पत्र तथा उल्टे अर्थ वाले शब्द लिखवाए जाएंगे । • अनुच्छेद Seen and unseen passage • सुनने के कौशल Listening skills • श्रुतलेख Dictation • शब्द लड़ी Word building • पाठों का पठन reading
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	कविता १ (सोने जैसे दिन है इसके) पाठ २ कहानी (कृष्ण और सुदामा) व्याकरण संज्ञा एकवचन / बहुवचन Note:- FA1के कुछ विषयों का SA1 में भी मुल्यांकन किया जाएगा ।



DETAILED PLANNER OF HINDI

Month: May-June

Cycle 2

(FA2)

CLASS – 2ND

CLASSES REQUIRED	7 periods for समय से (कविता) 7 periods for (अहा ! फूल कितने सुन्दर है) 4 periods for लिंग बदलिए 4 periods for समान अर्थ वाले शब्द <u>व्याकरण</u>
TOPICS	• कविता (समय से) • कहानी (अहा ! फूल कितने सुन्दर है) • व्याकरण ➤ लिंग बदलिए , ➤ समान अर्थ वाले शब्द
CONCEPT SKILLS	• कविता (समय से) बच्चों को यह जानकारी दी जाएगी कि समय की पाबंदी हमें उन्नति की ओर ले जाती 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 । <u>व्याकरण</u> लिंग बदलिए :- लिंग के भेदों की जानकारी दी जाएगी समान अर्थ वाले शब्दों की जानकारी दी जाएगी । Skills:- ✓ बोलने के कौशल ✓ सुनने के कौशल ✓ पठन के कौशल ✓ लिखने के कौशल



LEARNING OUTCOMES	कविता (समय से) बच्चों को यह जानकारी प्राप्त हुई कि हर काम समय से करना चाहिये । समय की पाबंदी हमे उन्नति की ओर ले जाती है कहानी (अहा ! फूल कितने सुन्दर है) ब 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 । <u>व्याकरण</u> लिंग बदलो बच्चों ने सही लिंग पहचानने का ज्ञान प्राप्त किया समान अर्थ वाले शब्द बच्चों ने समान अर्थ शब्दों का ज्ञान प्राप्त किया । मौखिक भाषा का अभ्यास हुआ ।
INSTRUCTIONAL TOOLS AND REFERENCES	पाठ्य पुस्तिका , चार्ट , अध्यापिका
PEDAGOGY	कविता (समय से) बच्चों को रोचक भाव के साथ कविता का अविलोकन करवाया जाएगा । बच्चों को बताया जाएगा कि जिस तरह सूरज और चंदा समय से आते हैं तारे समय से आते हैं और दुनिया का चक्कर प्रतिदिन एक लगाते हैं जैसे यह समय के पाबंद हैं हमे भी होना चाहिए क्योंकि समय की पाबंदी हमे उन्नति की ओर ले जाती है।



	कहानी (अहा ! फूल कितने सुन्दर हैं) पाठ से संबंधित प्रश्न पूछे जाएंगे। सही और गलत पर निशान समान अर्थ शब्द समझाए जाएंगे । शुद्ध उच्चारण तथा पठन करवाया जाएगा । व्याकरण लिंग बदलिए पुल्लिंग / स्त्रीलिंग शब्द का अर्थ तथा भेदों की जानकारी दी जाएगी समान अर्थ शब्द वाक्य के सामान्य नियमों का ध्यान , सही उच्चारण , एक ही अर्थ बताने वाले शब्दों का ज्ञान प्राप्त करना । समान अर्थ शब्दों से संबंधित वस्तुएँ दिखाकर अर्थ समझाए जाएंगे ।
ACTIVITY	च फूलों के नाम लिखवाए जाएंगे तथा रंग भरवाए जाएंगे शुद्ध अशुद्ध तथा विलोम शब्द भी लिखवाए जाएंगे
ASSESSMENT	➤ कविता (पानी और धूप) Recitation ➤ मौखिक प्रश्न पूछे जाएंगे । ➤ अभ्यास पत्र तथा दस समान अर्थ शब्द लिखवाए जाएंगे । ➤ अनुच्छेद Seen and unseen passage ➤ सुनने के कौशल Listening skills ➤ श्रुतलेख Dictation ➤ शब्द लड़ी Word building ➤ पाठों के कौशल पठन reading ➤ नए शब्दों की पहचान (sight words)



SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	कविता ४ (पानी और धूप) • कविता (समय से) ‖ कहानी (अहा ! फूल कितने सुन्दर है) व्याकरण लिंग बदलिये समानार्थी शब्द अर्थबोध के कौशल (Comprehension) ‖ सुनने के कौशल (Listening comprehension) ‖ अनुच्छेद (Seen and unseen passage) NOTE:- FA2 के कुछ विषयों का SA1 में भी मुल्यांकन किया जाएगा ।
--	--



DETAILED PLANNER OF HINDI

Month: June

Class – 2ND

CLASSES REQUIRED	7 periods for कहाँ चले जंगल के राजा 4 periods for विलोम शब्द 4 periods for शुद्ध अशुद्ध वाक्य
TOPIC	पाठ ६ कहानी (कहाँ चले जंगल के राजा)



	<u>व्याकरण</u> • विलोम शब्द • शुद्ध अशुद्ध वाक्य
CONCEPT SKILLS	कहानी (कहाँ चले जंगल के राजा) पाठ का सस्वर वाचन , करवाकर कठिन शब्दों के अर्थ समझाकर तथा कहानी से संबंधित विषयों की जानकारी देना । कहानी को नाटकीय ढंग से सुनाना । सही उच्चारण ,लिखने पर ध्यान । <u>व्याकरण</u> विलोम शब्द -:बच्चों को जानकारी देना कि उलटे अर्थ वाले शब्द ही विलोम शब्द कहलाते हैं व्याकरण के सामान्य नियमों का ध्यान , सही उच्चारण , शुद्ध अशुद्ध वाक्य-: बच्चों को शुद्ध अशुद्ध वाक्यों में अंतर समझाया जाएगा। बच्चों को समझाया जाएगा कि जिन वाक्यों का कोई अर्थ नहीं होता वह अशुद्ध वाक्य कहलाए जाते हैं।
LEARNING OUTCOME	कहानी (कहाँ चले जंगल के राजा) कहानी का निर्देशित पठन करवाकर सही उच्चारण तथा लिखने की योग्यता का विकास करना सीखा । बच्चों ने विलोम शब्द और शुद्ध अशुद्ध वाक्यों की जानकारी प्राप्त की । बच्चों ने यह भी जाना कि उलटे अर्थ वाले शब्द ही विलोम शब्द कहलाते हैं।
INSTRUCTIONAL TOOLS AND REFERENCES	पाठ्य पुस्तिका , चार्ट , अध्यापिका
PEDAGOGY	कहानी (कहाँ चले जंगल के राजा) कहानी का प्रभावशाली ढंग से वाचन करवाया जाएगा । बच्चों को यह बात समझाई जाएगी कि एक छोटा व्यक्ति भी चाहे तो अपनी होशियारी से बड़े से बड़े ताकतवर शत्रु को पछाड़ सकता है।



	<u>व्याकरण</u> 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	जानवरों को लेकर अपनी बनाई हुई कहानी कक्षा के सामने प्रस्तुत करे
ASSESSMENT	• कहानी का पठन reading • मौखिक प्रश्न पूछे जाएंगे । • अभ्यास पत्र worksheet • अनुच्छेद Seen and unseen passage • सुनने के कौशल Listening skills • श्रुतलेख Dictation • शब्द लड़ी Word building • नए शब्द की पहचान sight words
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	पठ ६ कहानी (कहाँ चले जंगल के राजा) विलोम शब्द शुद्ध अशुद्ध वाक्य अर्थबोध के कौशल (Comprehension) ▮ सुनने के कौशल (Listening comprehension) ▮ अनुच्छेद (Seen and unseen passage) नए शब्दों का पठन sight words NOTE:- FA2 के कुछ विषयों का SA1 में भी मूल्यांकन किया जाएगा ।



DETAILED PLANNER OF
Ev.Sc.
(March to April)

CLASS – 2nd

CYCLE – FA(1)

Month: March

CLASSES REQUIRED	7 periods
TOPIC	My Body
CONCEPT & SKILLS	<u>Concepts</u> 1. Identification of external body parts. 2. Importance and uses of external body parts. 3. Draw and write about external body parts. <u>Skills</u> 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speaking 6. Thinking skills
LEARNING OUTCOMES	The learning outcomes of this topic “My Body.” is to draw the attention of the students to the: 1. Can identify and understand external body parts. 2. Importance and uses of external body parts (Hands, Feet and Mouth). 3. Can draw and write about external body parts.
INSTRUCTIONAL TOOLS & REFERENCES	1. Picture of human body 2. Drawing
PEDAGOGY	1. Explanation Method 2. Learning by doing an activity 3. Concept Formation 4. In –text Questions
ACTIVITY / ASSIGNMENT	<u>Activity worksheet</u> Labelling different external body parts. <u>Assignment</u> 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.



CLASS –2nd

CYCLE – FA(1)

CLASSES REQUIRED	8 periods
TOPIC	Inside My body
CONCEPT & SKILLS	<u>Concepts</u> 1. Identify and understand internal body parts and their uses and importance. 2. Draw and write about internal parts and their functions. 3. Importance of food, water, cleanliness and exercise to stay fit and healthy. <u>Skills</u> 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speaking 6. Thinking skills
LEARNING OUTCOMES	The learning outcomes of this topic “ Inside My Body.” is to draw the attention of the students to the: 1. Can identify and understand internal body parts and their uses and importance. 2. Can draw and write about internal parts and their functions. 3. Importance of food, water, cleanliness and exercise to stay fit and healthy.
INSTRUCTIONAL TOOLS & REFERENCES	1. Audio/Visual Aid 2. Integrated approach with games 3. Drawing 4. Chart
PEDAGOGY	1. Explanation Method 2. Learning by doing an activity 3. Practical Demonstration 4. Concept Formation 5. In –text Questions



ACTIVITY / ASSIGNMENT	<u>Activity</u> Labelling internal body parts. (Students label different internal body parts on the cut- out of the body on the worksheet. <u>Assignment</u> Draw and name different internal organs on the chart paper.
ASSESSMENT	Assessment through identification, activity, drawing and class assignment.



CLASS – 2nd

CYCLE – FA(1)

Month: April

CLASSES REQUIRED	10 periods
TOPIC	Plants Around Us
CONCEPT & SKILLS	Concepts 1. Importance of different kinds of plants (Trees, Shrubs, Herbs, Climbers, Creepers) around us. 2. Identification of different parts of a plant like root, stem, leaf, flower, bud, etc. 3. Importance and uses of different kinds of plant. 4. Care and protect plants and trees. 5. Draw and write about plants around us . 6. Rhyme recitation I see you are a seed... This is my garden... Skills 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5 Speaking
LEARNING OUTCOMES	The learning outcomes of this topic “PLANTS AROUND US” is to draw the attention of the students to the: 1. Importance of different kinds of plants around us. 2. Identify different parts of a plant. 3. Usefulness of different kinds of plants.



	4. Protect plants and trees. 5. Draw and write about different types of plants. 6. Recite two poems on "PLANTS AROUND US"
INSTRUCTIONAL TOOLS & REFERENCES	1. Slide Show 2. Chart 3. Drawing 4. Poems 5. Nature walk
PEDAGOGY	1. Explanation Method 2. Learning by doing an activity 3. Practical demonstration 4. Concept Formation 5. Rhyme recitation 6. In –text Questions
ACTIVITY / ASSIGNMENT	<u>Activity</u> Activity worksheet (Students label different parts of a plant in the worksheet). <u>Assignment</u> 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.



CLASS – 2nd

CYCLE – FA(1)

CLASSES REQUIRED	9 periods
TOPIC	Animals Around Us
CONCEPT & SKILLS	Concepts 1. Concept of different kinds of animals, their babies and homes. 2. Identification of different kinds of animal's wild animals, domestic animals and birds. 3. Importance and uses of different kinds of animals around us. 4. Draw and write about animals around us. Skills 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Speaking
LEARNING OUTCOMES	The learning outcomes of this topic “Animals AROUND US” is to draw the attention of the students to the: 1. Importance of different kinds of animals, their babies and homes. 2. Identify different kinds of animals. 3. Usefulness of different kinds of animals. 4. Draw and write about different types of animals around us.
INSTRUCTIONAL TOOLS & REFERENCES	1. Puppets 2. Drawing 3. Role play



	4. Charts
PEDAGOGY	1. Explanation Method 2. Learning by doing an activity 3. Practical demonstration 4. Concept Formation 5. Puppet show 6. In –text Questions
ACTIVITY / ASSIGNMENT	<u>Activity</u> Domestic animals puppet Students make domestic animals puppet with the help of chart paper, glue, colours, ice-cream sticks. <u>Assignment</u> 1.Match the following: Here students match the picture of different kinds of animals with the pictures of their young ones). 2. Give one word answers using the words given in the box.
ASSESSMENT	<u>Assessment</u> Through identification, drawing, puzzles, activity and class assignment based on topic.

SYLLABUS FOR FORMATIVE & SUMMATIVE	SYLLABUS FOR FORMATIVE ASSESSMENT NO. 1 1. MY BODY
---	---



ASSESSMENT	2. INSIDE MY BODY 3. PLANTS AROUND US 4. Animals Around Us Parameters E1 Activity E2 Drawing E3- Thinking skills (MCQ'S) E4 Class Assignment
-------------------	---



CLASS – 2nd

May to June

CYCLE – FA(2)

Month: May

CLASSES REQUIRED	9 periods
TOPIC	Clothes We Wear
CONCEPT & SKILLS	<u>Concepts</u> 1. Concept of different types of clothes we wear (Natural and Man- Made fibres). 2. Identification of different types of clothes. 3. Importance and uses of different kinds of clothes we wear. <u>Skills</u> 1. Conceptual Understanding 2. Identification 3. Drawing 4. Writing 5. Thinking Skills
LEARNING OUTCOMES	The learning outcomes of this topic “Clothes we wear” is to draw the attention of the students to the: 1. Understand concept of different types of clothes we wear (Natural and Man- Made fibres). 2. Identification of different types of clothes. 3. Importance and uses of different kinds of clothes we wear
INSTRUCTIONAL TOOLS & REFERENCES	1. Pieces of different types of clothes. 2. Drawing 3. Learning by doing an activity 4. Charts
PEDAGOGY	1. Explanation Method



	2. Learning by doing an activity 3. Practical demonstration 4. Concept Formation 5. Puppet show 6. In –text Questions
ACTIVITY / ASSIGNMENT	<u>Activity-cum –research</u> Find out about the traditional clothes of people living in different states of our country. Paste their pictures in your note-book. <u>Assignment</u> 1. Draw lines to match the persons with the clothes they usually wear. 2. Name the plant or animal from which we get a) woollen muffler b) leather belt c) cotton shirt d) silk saree
ASSESSMENT	<u>Assessment</u> Through identification, drawing, puzzles, activity and class assignment based on topic.



CLASS: 2nd DETAILED PLANNER
ENGLISH (MARCH)

CLASSES REQUIRED	02 (40 minutes class period)
TOPIC	Poem : Trains
CONCEPT & SKILLS	Concept: - Modes of transport (Travelling) 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: CHORAL 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) • Capitalising I in the sentence • 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 • Picture cards • Projector, Amplifier
PEDAGOGY	<u>Introductory Activity:</u> Recalling previous knowledge about various means of transport and initiate talking about a journey. <u>Follow up:</u> Depending upon their responses teacher will narrate the story. <u>Reading Hour:</u> The students will follow the chain reading of the text and learn new words adding to their vocabulary. <u>GRAMMAR:</u> <u>One-Many:</u> 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). <u>Activity:</u> 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. <u>Picture Composition (Describe an object):</u> 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. <u>Activity:</u> 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. <u>Jumbled Sentences:</u> 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. <u>Activity:</u> 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. They will also be taught to capitalise I in the sentence. <u>Phonics:</u> 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	<u>Activity:</u> Pasting pictures of different means of transport. <u>Assignment:</u> <u>Reading Readiness Worksheet:</u> The students will be provided with the worksheet and they are supposed to read the text. <u>Unseen Comprehension Worksheet:</u> The students will be provided with the worksheet and attempt the exercise.
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: Dictation And Reading (Text provided and Sight Words)
E3: Listening Skills (Assessment Sheet)
E4: Unseen Passage(Assessment Sheet)
E5: Class Assessment (Textual Passage, Grammar and Phonics)
(Assessment Sheet)

**DETAILED PLANNER OF
ENGLISH
(APRIL)**

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	<u>Warm-up-activity:</u> 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. <u>Follow-up-activity:</u> Recitation of the poem by teacher and students together with proper rhythm, gestures and intonation.
ACTIVITY / ASSIGNMENT / RESEARCH	Activity: Teacher and students will have a nature walk and students will speak two to three lines about the 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: Recitation (poem recitation with proper voice intonation)



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; “cl”, “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	<u>Warm-up-activity:</u> 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. <u>Follow-up-activity:</u> 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: Dictation and Reading (text provided) E3: Listening Skills (Assessment sheet) E4: Unseen Passage (Assessment sheet) E5: Textual Passage (Assessment sheet) Worksheet on common and proper nouns, “a” or “an”, countable and uncountable nouns, Blends (assessment sheet)



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	<u>Warm-up-activity:</u> Teacher and students will together make sounds of various birds like crow- caw, caw and the like. Teacher will make children learn that like humans speak birds also can make sounds and communicate. <u>Follow-up-activity:</u> Recitation of the poem by teacher and students together with proper rhythm, gestures and intonation. <u>Reading Hour:</u> Teacher and student will read the poem. Here teacher will ask students to identify the rhyming words.
ACTIVITY / ASSIGNMENT / RESEARCH	<u>Activity:</u> 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: Recitation



CLASSES REQUIRED	19 (40 minutes class period)
TOPIC	<u>Happy Feet</u> <u>Grammar:</u> Action Words (Past and Present Form), Helping Verbs, Antonyms (Opposites), Genders (Masculine/Feminine) Picture Composition <u>Phonics:</u> Beginning Blends; “gl”, “fl” , “fr” Sight Words
CONCEPT & SKILLS	<u>Concept:</u> Care and concern for animals. <u>Skills:</u> 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 • AV clip (Helping Verbs)
PEDAGOGY	<u>Warm-up-activity:</u> Teacher will have a random discussion about animals and how we should take care of them. Teacher will talk about the penguins and their place of living. <u>Follow-up-activity:</u> Depending upon the responses the teacher will narrate the story of “Happy Feet” with proper gestures and voice modulation making them understand the message behind the story. “We should be love and take care of animals” <u>Reading Hour:</u> Students will follow the “Chain Reading” to develop their reading skills and underline the vocabulary words e.g. newspaper, suddenly etc. <u>GRAMMAR:</u> <u>Action words (Present and Past Tense:</u> 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.

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.

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) <u>Reading Readiness Worksheet:</u> The students will be provided with the worksheet and they are supposed to read the text. <u>Unseen Comprehension Worksheet:</u> The students will be provided with the worksheet and attempt the exercise.
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: Dictation and Reading E3: Listening Comprehension (Assessment Sheet) E4: Unseen Comprehension(Assessment Sheet) E5: Assessment (Text Lesson, Grammar and Phonics)



DETAILED PLANNER ENGLISH

(JUNE)

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	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	Revision Worksheet



CLASSES REQUIRED	20 (40 minutes class period)
TOPIC	<u>The Shepherd Boy and the Wolf</u> Grammar: Pronouns, Prepositions (in/ on/up/down/above/below/at) Phonics: Beginning Blends “ch” , “sh” , “gr” Picture 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	<u>Introductory Activity:</u> 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? <u>Follow up:</u> 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. <u>She</u> 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. <u>Phonics:</u>



	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	• <u>Activity:</u> PICTURE STORY: Look at the picture and make a short story of your own based on it. Page no.52 Text book. • <u>Assignment:</u> <u>Reading Readiness Worksheet:</u> The students will be provided with the worksheet and they are supposed to read the text.
ASSESSMENT	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. Phonics- Blends 5. Textual Passage (Sports Day, Happy Feet)



مطلوبہ دروس	۷	۷	۷	۱۲	(۴۰ منٹ کی واقعہ کی کلاس)
موضوع	۱ حروفِ تہجی ۲۔ جوڑو توڑ ۳۔ جملے ۴۔ سبق نمبر ۱۲ (دُعا، فرماں بردار بیٹا)۔				
خیال، تدریسی ہنر	۱۔ بچوں کو سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ ۲۔ بچوں کو حروفِ تہجی، جوڑو توڑ اور جملوں کا اعادہ کروایا جائے گا۔ ۳۔ بچوں کو دُعا کی فضیلت بتائی جائے گی۔ ۴۔ بچوں کو فرماں برداری کی آگاہی کروائی جائے گی۔				
تدریسی نتائج	۱۔ بچوں کو سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا ہو گئی۔ ۲۔ بچوں کو حروفِ تہجی، جوڑو توڑ اور جملوں کا اعادہ ہو گیا۔ ۳۔ بچوں کو دُعا کی فضیلت کی جانکاری ہوئی۔ ۴۔ بچوں کو فرماں برداری کی واقفیت بھی ہوئی۔				
تدریسی آلات اور حوالہ جات	چارٹ، بورڈ، پیگنگی استاد۔				
طرز تدریس	۱۔ سب سے پہلے حروفِ تہجی کا اعادہ کروائیں گے تاکہ ہم یہ دیکھ سکیں کہ ہر ایک طلباء کو حروفِ تہجی کی صحیح بناوٹ اور پہچان ہے۔ پھر پچھے توڑو جوڑ کے الفاظ کریں گے۔ اس کے بعد چند الفاظ دے کر بچوں سے ہی جملے بنوائیں گے۔ ۲۔ بچوں کو مختلف عبادت گاہوں کی تصاویر دکھا کر یہ بتایا جائے گا کہ ان تصاویر میں آپ نے کیا دیکھا۔ طلباء سے مختلف جواب سن کر پھر ہم ان کو ان عبادت گاہوں کی جانکاری دے گے۔ جیسے مسلمان مسجدوں میں، سکھ گوردوارہ میں، ہندو مندر میں اور عیسائی گرجا گھر میں عبادت کرتے ہیں۔ اس کے بعد دُعا کی فضیلت بتائی جائے گی کہ جو کچھ ہم خُدا سے مانگتے ہیں وہ دُعا کہلاتی ہے۔ ہمیں خُدا کی عبادت کرنی چاہیے۔ خُدا نے ہمارے لیے کائنات بنائی جیسے چاند، ستارے، سورج، آسمان، زمین، پہاڑ، ماں، باپ، بھائی، بہن، دادا، دادی وغیرہ۔ ہمیں ہمیشہ خُدا کا شکر ادا کرنا چاہیے۔ خُدا دو جہاں کے بادشاہ ہیں۔ خُدا ہی ہماری دُعا قبول کرے گا۔				



۳۔ ہم پہلے بچوں کو فرماں برداری کے بارے میں جانکاری دے گے کہ ہمیں ہمیشہ اپنے ماں باپ کا کہنا ماننا چاہیے۔ اساتذہ اور بڑوں کی عزت کرنی چاہیے۔ اپنے سے چھوٹوں سے پیار سے بات کرنی چاہیے۔ ہر ایک کی مدد کرنی چاہیے۔ ایسے ہی ایک بچے کی کہانی اس عنوان میں پڑھتے ہیں جو بچپن سے ہی اپنی ماں کا فرماں بردار بیٹا تھا جو بڑے ہو کر ایک ولی بن گئے۔ عنوان کا خلاصہ کر کے بچوں سے پھر چند الفاظ کے جملے بنوائیں گے۔	
۱۔ طلباء کو اسکول کے میدان میں لیا جائے گا وہاں طلباء کو قدرتی نظاروں کا مشاہدہ کروایا جائے گا اور ساتھ ہی عنوان کے مطابق عملی کام دیا جائے گا۔ ۲۔ (ایک لفظی کھیل) طلباء کو عنوان کے متعلق ایک الفاظ دے کر اسی لفظ سے مزید الفاظ تحریر کرنے کو کہا جائے گا، جس سے طلباء میں نئے الفاظ پڑھنے اور لکھنے کی صلاحیت نمودار ہوگی۔	تفویض، تحقیق، منصوبے، سرگرمیاں
مطالعہ، املا، بولنے کی صلاحیت اور سرگرمی کے حوالے سے ہم تشخیص کرتے گے۔	تشخیص
ای ۱ مطالعہ ای ۲ املا ای ۳ نظم خوانی ای ۴ بولنے کی صلاحیت ای ۵ جماعت تشخیص نوٹ:- چند مخصوص اسباق (ایس۔ اے۔ ون) کے لئے منتخب ہو گے۔	موضوعی، معروضی تشخیص



مطلوبہ دروس	۷	۷	۴	۴	۴
موضوع	چاند۔ اچھا لڑکا۔	قائد۔ لفظ کی قسمیں۔ اسم			(۴۰ منٹ کی واقعہ کی کلاس)
خیال، تدریسی ہنر	۱۔ بچوں کو سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ ۲۔ بچوں کو چاند کی خوبیوں کے بارے میں آگاہ کرانا۔ ۳۔ بچوں کو معاشرتی، اخلاقی خوبیوں میں اضافہ کرنا تعلیم کا اول مقصد ہے۔ ۴۔ قائد کی پوری پوری جانکاری دینا۔				
تدریسی نتائج	۱۔ بچوں کو سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا ہو گئی۔ ۲۔ طلباء چاند کی خوبیوں کے بارے میں آگاہ ہو گئے۔ ۳۔ بچوں کی معاشرتی، اخلاقی خوبیوں میں اضافہ ہو گیا۔ ۴۔ قائد کی پوری پوری جانکاری ہو گئی۔				
تدریسی آلات اور حوالہ جات	چارٹ، بورڈ، پیگنگی اُتاد۔				
طرز تدریس	سبق 'چاند' شروع کرنے سے پہلے طلباء سے کچھ سوالات پوچھے جائے گے کہ سورج کب نکلتا ہے تارے کب چمکتے ہیں۔ تاروں کے علاوہ رات میں اور کیا چمکتا ہے وغیرہ وغیرہ اس کے بعد سبق کی پوری جانکاری دے کر سبق کی عبارت خوانی بلند آواز اور صحیح تلفظ کے ساتھ کرائی جائے گی۔ ہم چاند کا ایک مصرعہ گا کرتے اور پھر طلباء کو بھی ویسے ہی گانے کے لئے کہا جائے گا اس طرح کھیل کھیل میں سارا گیت طلباء کو بھی یاد ہو جائے گا۔ سبق اچھا لڑکا کی جانکاری کچھ ایسے دوں گی کہ آپ کو معلوم ہے کہ اچھے بچے کی پہچان کیا ہوتی ہے اچھا بچہ وہ ہوتا ہے جو اچھی باتیں سنتا ہے۔ جو اچھی باتیں کہتا ہے۔ جو اچھی باتیں سوچتا ہے۔ اخلاقی درس بھی دیا جائے گا کہ والدین اور اُتاد کی ہمیشہ عزت کرو اور ان کا کہنا مانو اور دنیا میں وہی لوگ اچھے ہوتے ہیں جو دوسروں کے کام آتے ہیں۔ قائد کی واقعیت دی جائے گی کہ ہر چیز کا کوئی نہ کوئی نام ہوتا ہے۔ قائد میں نام کو اسم کہتے ہیں وہ جاندار ہو یا بے جان۔ قائد کے دوران لفظ اور اس کی قسمیں کی جانکاری کچھ مثالیں دے کر دی جائے گی۔				
تفویض، تحقیق، منصوبے، سرگرمیاں	۱۔ چاند کی رات کا ایک خوبصورت منظر بنا کر اپنی کاپی پر چپان کرے۔ ۲۔ چارٹ بنا کر بچوں کو مختلف چیزوں، مختلف جگہوں اور مختلف اشخاص کے نام تحریر کرنے کو کہا جائے گا۔ جس سے طلباء کو اسم کے				



	بارے میں جانکاری ہوگی اور سوچنے اور سمجھنے کی صلاحیت بڑھ جائے گی۔
تشخیص	مطالعہ، اِملّا، قواعد اور سرگرمی کے حوالے سے ہم تشخیص کرتے گے۔
موضوعی، معروضی تشخیص	ای ۱ 'مطالعہ' ای ۲ 'املا' ای ۳ 'قواعد' ای ۴ 'نادیدہ عبارت'۔ 'حروفِ ہجا' ای ۵ 'جماعتِ تشخیص نوٹ:- چند اسباق ایس اے دن کے لیے منتخب ہو گے۔



مطلوبہ دروس	۸	۴	۴	۶ (۴۰ منٹ کی کلاس)
موضوع	آئس کریم واحد اور جمع	مذکر اور مونث	اعادہ	
خیال، تدریسی ہنر	سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت۔ آئس کریم کی جانکاری۔ قواعد کی واقفیت۔			
تدریسی نتائج	نئے الفاظ سننے بولنے پڑھنے اور لکھنے کی صلاحیت بھی پیدا ہو گئی۔ آئس کریم کی جانکاری ہو گئی۔ قواعد کی واقفیت ہو گئی۔			
تدریسی آلات اور حوالہ جات	پیشگی اُتاد چارٹ، بورڈ،			
طرز تدریس	ایک چارٹ پر مختلف قسموں کی آئس کریم بنا کر بچوں سے اُن آئس کریموں کا نام پوچھا جائے گا کہ ان میں سے کون کون سی آئس کریم آپ نے کھائی ہے۔ پھر آئس کریم کہاں ایجاد اور کون کون سی چیزیں اس میں موجود ہے اور دودھ جو آئس کریم میں موجود ہوتا ہے میں ایک قسم کا شکر ہوتا ہے جس کو ہم لیکنوز کہتے ہیں کی بھی جانکاری دی جائے گی۔ پھر پچے اور میں ترم سے آئس کریم کا گیت گائیں گے۔ واحد اور جمع کی جانکاری ایسے دی جائے گی جماعت کے اندر کچھ پنسلیں، کاپیاں پانی کی بوتلیں جمع کر کے ۱۸ کے دو گروپ بنا کر ایک طرف سے ایک پنسل دوسری طرف پنسلیں رکھ کر واحد جمع کی وضاحت دی جائے گی۔ اور نر کو مذکر کہتے ہیں اور مادہ کو مونث کہتے ہیں مثالیں دے کر 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 آخری طرف سے نیا لفظ بنوائیں گے۔ اسی طرح سب بچوں سے ہر لفظ کے آخری حرف سے نیا لفظ بنانے کو کہیں گے مثال اسکول۔ لوٹا۔ آم۔ مکوی وغیرہ۔ اس سرگرمی سے ہم یہ بھی تشخیص کر سکتے ہیں کی طریقہ تعمیری الفاظ بچوں کے ذہن میں آیا کہ نہیں۔			
تشخیص	سرگرمی کے حوالہ سے ہم تشخیص کر سکتے ہیں۔ مطالعہ اور قواعد سے بھی ہماری تشخیص مکمل ہوگی۔			
موضوعی، معروضی تشخیص	ایس۔ اے (۱) یعنی ششمائی امتحان لیا جائے گا، اور چند مخصوص اسباق FA2 / FA1 سے بھی امتحان میں پوچھے جائے گے۔ پہلی میقات کا سیل بس بھی دہرایا جائے گا۔			

