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| | | | The learner will be provided opportunities in pairs and encouraged to :- Listen to instructions and draw a picture. |
| AUGUST (21) | <p>Block- 4 Grammar- Conjunctions.</p> <p>Block 5- Writing About Likes and Dislikes</p> <p>Grammar- Adverbs.</p> <p>Block 6- Mike Runs Away from Home.</p> | <p>Uses the conjunctions and, or, but and so to combine subjects and sentences.</p> <p>Read, write and pronounce words in the text that have the ah sound as in arm, ask and half.</p> <p>Ask relevant questions to find the meanings of a folktale.</p> <p>Infer the moral of the story by looking at the characters' actions.</p> <p>Describes likes and dislikes in sentences. Listen to a speaker and write what is said.</p> <p>Use frequently occurring adverbs in context.</p> <p>Read and write words with the or sound as in for, more, roar, ball, saw, and sauce.</p> <p>The learner- Reads and understands a play in terms of basic structure, characters and setting.</p> <p>Read a play aloud and answer questions on events and characters.</p> | <p>Look for Conjunctions in the chapter.</p> <p>Find the same in an old newspaper, magazine or book and cut and paste in your notebook.</p> <p>Speak and write English, talk to their peers in English related to any picture.</p> <p>Paste pictures of things you like and dislike.</p> |
| SEPTEMBER (23) | Grammar- Adjectives to Describe. | Use regular form of adjectives in sentences to describe objects. | <p>Paste pictures of different adjectives.</p> <p>Describe your favourite cartoon character using describing words.</p> |

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| | <p>Block -7- What Would You Pack?</p> <p>Grammar- Using Adjectives to compare.</p> | <p>Read, write and pronounce words with the ear sound as in here.</p> <p>The learner:- Identifies characters and sequence of events in a story.</p> <p>Brainstorm to list and spell objects that they value.</p> <p>Write sentences to describe their prized possessions and give reasons why they are valued.</p> <p>Use regular forms of adjectives in sentences to compare.</p> <p>Read, write and pronounce words with the air sound as in fair, stare and bear.</p> | <p>Ask your family members about the things they value and list them. Also, ask why they value those things. Write about what you have found out and share what you have written with your family.</p> |
| TERM II | | | |
| <p>OCTOBER (18)</p> | <p>Block-8- Amazing Animal Homes.</p> | <p>Read and understand the vocabulary used in a non-fiction text.</p> | <p>The learner will be provided opportunities individually and encouraged to :- Ask simple questions, for example,</p> |

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| | <p>Grammar- Prepositions.</p> <p>Block-9- Writing About An Animal</p> <p>Grammar- Building Sentences</p> | <p>Infer the main idea from the details in a non-fiction text.</p> <p>Read, write and pronounce words with the ow sound as in out and cow.</p> <p>Identify and use prepositions in sentences.</p> <p>The learner:- Uses appropriate prepositions like “before” “between” etc.</p> <p>Use correct word when writing sentences.</p> <p>Use a graphic organizer to plan and then write an informational text.</p> <p>Identify the key details by listening to an informational text.</p> <p>Read, write and pronounce words with the ‘oi’ sound as in oil and boy.</p> | <p>on characters, places, the sequence of events in the story etc.</p> <p>Find out about the homes of some other animals and how they build them. Paste or draw pictures and write 1-2 sentences about each animal home in your notebook. Share the information with your friends and family.</p> <p>Use appropriate prepositions like “before” “between” etc.</p> <p>Ask a family member or friend to talk about an animal they find interesting. Ask them what is special about that animal. Listen carefully and make notes while they are speaking. Write a few sentences about that animal.</p> |
| <p>NOVEMBER (18)</p> | <p>Block 10- The Magic Words</p> <p>Grammar- Kinds of Sentences</p> <p>Block 11- A Note to a Friend</p> <p>Grammar- Question words</p> | <p>The learner:- Comprehend a story by identifying the setting, characters and events. Put events of a story in order.</p> <p>Read, write and pronounce words with the oor sound as in sure and poor.</p> <p>Distinguish between and write declarative, interrogative and exclamatory sentences.</p> <p>The learner:- Expresses verbally his or her opinion and asks</p> | <p>The learner will be provided opportunities in groups and encouraged to:- Enrich vocabulary in English mainly through telling and re-telling of a folktale.</p> <p>The learner will be provided opportunities individually and encouraged to :- Write 2-3 simple sentences about a story.</p> <p>Imagine having a conversation with the mean dragon from the story, The Magic Words. Write what you would say, using some polite words from the story.</p> |

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| | <p>Block 16- I Stood Against the Window</p> | <p>tense.</p> <p>The learner will:- Use dictionary to find meaning of new words and frame short sentences.</p> <p>Read a poem and understand its meaning.</p> <p>Identify and understand words and phrases in a poem that suggest feelings or appeal to the senses.</p> | <p>The learner will be provided opportunities individually and encouraged to :-</p> <p>Use dictionary to find meaning of new words.</p> |
| <p>FEBRUARY (22)</p> | <p>Block- 16 Grammar – Simple Future Questions and Negatives.</p> | <p>Use the negative and interrogative forms of the simple future tense in context.</p> <p>Read, write and pronounce words spelled with C or CK that make the k sound.</p> <p>The learner:- Uses different types of tenses in framing different sentences.</p> <p>The learner:- Expresses verbally his or her opinion and asks questions about the characters, storyline etc and enacts different characters in a play with expression.</p> <p>The learner will- Read and understand a humorous poem.</p> <p>Recognise that new words are formed by adding prefixes, suffixes or by compounding.</p> <p>Use the present continuous tense in context.</p> <p>Read, write and pronounce words with the silent, E.</p> | <p>Use different types of tenses in framing different sentences.</p> <p>Make a 5- senses book. Go for a 5-senses walk in the park near your place. Write what you could see, touch, taste, smell and hear in the park. Also write in the book how you felt during the walk.</p> <p>Make a wish book. Talk to each family member and ask them which animal they would like to be if they had a chance. Also, ask them why they chose that animal and what they</p> |

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| | <p>Block 17- If I Were</p> <p>Grammar- Present Continuous Tense</p> | | <p>would do once they become that animal. Make one page for each family member. Write their responses. Draw the pictures of the animals on each page. Share the book with your family members.</p> |
| <p>MARCH (9)</p> | <p>Block 20- Writing about a Holiday</p> <p>Grammar- Homonyms and Homophones</p> | <p>The learner will-</p> <p>List and organise ideas to plan a paragraph.</p> <p>Organise sentences in a logical manner to write a paragraph on a topic with a clear topic sentence.</p> <p>Identify and use homonyms and homophones in context.</p> <p>Pronounce and spell words with the silent letters L and T.</p> | <p>Think of where you want to go for your next holiday. Draw pictures and write where you will go and with whom. What will you do there and why do you want to go there? Share it with your friends and family members.</p> |

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| | | <p>sense organs work together. Describe the symptoms that tell us we are sick.</p> | <p>activity. Do various activities and identify different parts of the body to do them.</p> |
| MAY (10) | Block 3- About Family, Celebrations and Games. | <p>Describe how we should treat old and differently abled people.</p> <p>The learner will learn about the different relationships and roles in family, days they celebrate and games they play.</p> <p>The learner will- Draw a family tree to show the relationship between members. Describe the importance of cooperation at home. Narrate how festivals are celebrated at home. Describe the importance of games in our lives.</p> | <p>Draw the outline of human body and label different organs present inside them.</p> <p>At home, students could draw a family tree of their extended family.</p> <p>List the household tasks in which you can help. Then, help your family members do them.</p> |
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| JUNE | SUMMER VACATIONS | | |
| JULY (25) | Block 4 – Food for Health | <p>The learner will learn about different types of food and the food we need to eat to stay healthy.</p> | <p>The learner will be provided opportunity to :- Make a note of what each person eats during the week. They can find out if all the food groups are included in their diets or not.</p> |

TERM II

OCTOBER
(18)

Block 10 – Non-Living Things.

Block 11 –Water for Us.

The learner will understand about different non-living things, their importance and their use in our lives.

Explain how things are dependent on non-living things.
Classify things as natural and human-made.
Describe the different types of rocks and their properties.
Describe the different types of minerals and their uses.

The learner will understand that the different sources of water vary depending on its size, taste and origin.
Natural and human made sources of water.
Natural and human

The learner will be provided opportunity to :-
Make a list of 10 things that have minerals in them.
Take a few pebbles and paint them as per your choice- faces, animals, flowers, fruit and vegetables. Use them as paper weight. Gift them to you friends.

The learner will be provided opportunity to :-

Draw different water bodies and discuss how they are different from each other.
Differentiating between fresh water and salt water by taking 2 glasses- one with fresh water and other with salty water.
Student could visit a water source near their home and find out if it is clean or polluted.

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| | Block 12 – Our Houses. | <p>causes of water pollution. Reasons of water shortage and ways to clean it.</p> <p>The learner will understand the different parts of houses and the need to make different types of houses using different materials.</p> <p>Identify the functions of different rooms in a house.</p> | |
| NOVEMBER (18) | <p>Block 12 – Our Houses.</p> <p>Block 13- Our Clothes.</p> <p>Block 14 – Air Pollution</p> | <p>Describe the different types of houses.</p> <p>Relate the properties of building materials with the types of houses they are used in.</p> <p>Explain why houses are built differently.</p> <p>The learner will- Learn about natural and human made fibres, the different steps involved in making a fabric from fiber, clothes worn in different seasons and ways to take care of cloth. Identify natural and human made fibers. Describe how fabric comes from fiber. Explain how different types of clothes help us cope in different seasons. Describe the ways to take care of different types of clothes.</p> <p>The learner will understand that we</p> | <p>The learner will be provided opportunity to :-</p> <p>Make models or drawings of the different types of houses.</p> <p>Students could visit a nearby tailor and ask the way he/she makes clothes from fabric or tips to take care of clothes. Touch and feel the different clothes you and others in your family wear. Guess the fabrics of the clothes. In your notebook, make a list of fibers that were used to make these clothes.</p> <p>The learner will be provided</p> |

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| | | <p>are all responsible to keep the air clean, as it is important for us to live.</p> <p>Identify the gases present in the air.</p> | <p>opportunity to :- Read the story to make him/her understand the necessity of air.</p> |
| <p>DECEMBER (23)</p> | <p>Block 14 – Air Pollution</p> <p>Block 15- Reduce Garbage</p> <p>Block 16 –Our Neighbourhood.</p> | <p>Describe the causes of air pollution.</p> <p>Describe the harmful effects of air pollution.</p> <p>Suggest ways to keep the surrounding air clean. The learner will learn about clean surroundings, sorting garbage, treating garbage and recycling. Identify how we can clean our surroundings. Describe the need to sort garbage. Describe the journey of garbage from house to landfill. Suggest how we can reduce, reuse and recycle.</p> <p>The learner will understand about different public places, their locations and the role of different people in our neighbourhood.</p> <p>Identify recreational places. Describe how different people around us help.</p> | <p>Identify the effects of breathing dirty air. Discussing different ways to keep the air clean.</p> <p>Students will be encouraged to sort harmful and non harmful waste items and make a list of them in the notebook.</p> <p>The learner will be provided opportunity to :- Make a map of your neighbourhood.</p> |
| <p>JANUARY (16)</p> | <p>Block 16 –Our Neighbourhood.</p> | <p>Identify the places</p> | |

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| | <p>Block 17- Light and Shadow.</p> | <p>around us that provide services. Read a map and identify landmarks.</p> <p>The learner will understand about the sources of light, the need for light, shadow formation and length of shadows.</p> <p>Identify natural and human made sources of light. Conclude that light helps us to see. Conclude that shadows are formed when light is blocked. Infer that the size of the shadow changes with the position of the light.</p> | <p>Students could be encouraged to observe their shadows at different times of the day and draw them in their notebook.</p> |
| | <p>Block 18 – Transport.</p> | <p>The learner will learn about vehicles for goods and people, ways to travel, fuel and traffic jams. Explain the need for transportation. Different modes of transport. Different type of fuels used in different vehicles. Causes of traffic jam.</p> | <p>The learner will be provided opportunity to :- Make list indicating ways of reducing air pollution on a poster.</p> |
| <p>FEBRUARY (22)</p> | <p>Block 19- Communication</p> | <p>The learner will learn about the need for communication, mass communication, modes of</p> | <p>Record a voice message and a video message on the good or bad effects of the internet in 5 sentences.</p> |

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| | | <p>communication and misuse of communication. Identify the needs of communication, mass communication.</p> <p>Compare the different modes of communication. Identify that communications can be misused.</p> | <p>Find out different things we can do via email from your parents. Write an email to your friend or a relative using your parent's email ID.</p> |
| MARCH (9) | <p>Block 20- When and where</p> <p>Revision –II Term</p> | <p>The learner will learn about location of Earth, location of objects using directional words, location of places using cardinal directions and measure time in terms of days, weeks, months and years.</p> <p>Locate Earth in the Solar System.</p> <p>Locate objects using directional words.</p> <p>Locate the place using the 4 cardinal directions.</p> | <p>The learner will be provided opportunity to :-</p> <p>Explain the way from home to the school or a friend's house.</p> <p>Make a chart of your house using the 4 directions. Find places that are located in different directions in your neighbourhood. Write the names of those places on paper slips and stick them in their respective directions on the chart.</p> |

SUBJECT: Maths

| Month & Working Days | Topic & Sub topics | Learning Objectives and Outcomes | Pedagogical Processes including Art-integration Project & Competency-based Learning |
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| TERM I | | | |

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| APRIL (22) | Chapter 1- Numbers up to 200 | The learner :- Counts, recognizes, reads and writes numbers up to 200 in figures and words. Identifies place and face value of four-digit numbers. Demonstrates strategies of comparing two numbers, arranges numbers in order from big to small and small to big. Expands a number according to its place value. Understands ordinals as location or position. | The learner is provided opportunities individually and encouraged to:- Count, recognize, read and write numbers up to 200 in figures and words. Apply the understanding of place value of numbers while grouping and recognizing them. |
| MAY (10) | Chapter 2- Addition | The learner :- Counts the number forward in an order. Adds two and three digit numbers with and without regrouping. Uses learning facts and patterns in addition. Finds missing numbers. | The learner is provided opportunities individually and encouraged to:- Develop and use alternate strategies of addition of numbers. Add each set of numbers and colour the bird with the matching answer. |
| JUNE | SUMMER VACATIONS | | |
| JULY (25) | Chapter 2- Addition (contd.) Chapter 4- Shapes Chapter 3- Subtraction | Solves word problems on addition. Identifies and uses straight and curved lines, horizontal, vertical and slant lines. The learner :- Understands subtraction as take away. Understands the properties of subtraction using stories and situations. Identifies and uses patterns in subtraction. | Explores situations in which addition of numbers is required. The learner is provided opportunities individually and encouraged to:- Trace different faces of 3D objects on paper and name their corresponding 2D shapes. Circle the objects in the image to match the solid shapes. The learner is provided opportunities individually and encouraged to:- |

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| <p>AUGUST (21)</p> | <p>Chapter 3- Subtraction(contd.)</p> <p>Chapter 5- Patterns</p> <p>Chapter 6- Numbers up to 1000</p> | <p>Solves subtraction sums and problems. Uses mental maths skills to subtract.</p> <p>The learner :-</p> <p>Identifies simple 2D and 3D shapes. Traces 3D shapes to get 2D shapes. The learner :- Counts, recognizes, reads and writes numbers upto 1000 in figures and words. Identifies place and face value of four digit numbers. Demonstrates strategies of comparing two numbers, arrange numbers in order from big to small and small to big.</p> | <p>Explore situations in which subtraction of numbers is required. Develop his/her own contextual situations based on subtraction.</p> <p>The learner is provided opportunities individually and encouraged to:- Count, recognize, read and write numbers up to 1000 in figures and words. Apply the understanding of place value of numbers while grouping and recognizing them.</p> |
| <p>SEPTEMBER (23)</p> | <p>Chapter 6- Numbers up to 1000(contd.)</p> <p>Chapter 7- More addition and subtraction</p> <p>Revision—I Term</p> | <p>Expands a number according to its place value. Understands ordinals as location or position. The learner :- Counts the number forward in an order. Adds two and three digit numbers with and without regrouping. Learns facts and patterns in addition. Finds missing numbers. Solves word problems on addition. Understands subtraction as take away. Understands the properties of subtraction using stories and situations. Identifies and uses patterns in subtraction. Solves subtraction sums and problems. Uses mental maths</p> | <p>Match facts to the number and number name.</p> <p>The learner is provided opportunities individually and encouraged to:- Develop and use alternate strategies of addition and subtraction of numbers. Explore situations in which addition and subtraction of numbers is required. Develop his/her own contextual situations based on addition and subtraction.</p> |

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| | | skills to subtract. | |
| TERM II | | | |
| OCTOBER (18) | Chapter 8- Multiplication | <p>The learner :- Skip counts in 2, 5 and 10. Understands multiplication as making sets of a given number. Form tables by using the bricks in a wall strategy. Identifies patterns in multiplication. Multiplies one digit by one digit.</p> | <p>The learner is provided opportunities individually and encouraged to:- Skip counts in 2, 5 and 10. Understands multiplication as making sets of a given number. Multiplies one digit by one digit.</p> |
| NOVEMBER (18) | Chapter 8- Measurement | <p>The learner :- Measures lengths and distances along short and long paths using non –standard units. Compares lengths of objects. Compares two or more objects by their capacity. Orders containers on their capacity by first estimating and then verifying by pouring.</p> | <p>The learner is provided opportunities individually and encouraged to:- Measure lengths and distances along short and long paths using non –standard units. Comparing lengths of objects. Compare two or more objects by their capacity.</p> |
| DECEMBER (23) | Chapter 8- Measurements(contd.) | <p>Finds capacity of a larger container using smaller containers. Compares two or more objects by their weight. Uses a weighing scale. Balances weights.</p> | <p>Finding capacity of a larger container using smaller containers. Compare two or more objects by their weight.</p> |
| JANUARY (16) | Chapter 9- Time | <p>The learner :- Identifies and orders tasks done during a day. Understands long and short duration. Reads and marks half and full hour. Knows the days of the week. Reads a calendar. The learner :- Identifies common currency notes and coins.</p> | <p>The learner is provided opportunities individually and encouraged to:- Identify and order tasks done during a day. Understand long and short duration. Read and mark half and full hour. Reads a calendar.</p> <p>The learner is provided opportunities individually and encouraged to:- Identify common currency notes and coins. Put together small amounts of money. Add and subtract money.</p> |

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| | Chapter 10-Money | Puts together small amounts of money. Adds and subtracts money. | |
| FEBRUARY (22) | Chapter 11- Data Handling | The learner :- Collects data by questioning and by observation. Interprets data in the form of tables and pictures. | The learner is provided opportunities individually and encouraged to:- Collecting data by questioning and by observation. Interpret data in the form of tables and pictures. |
| MARCH (9) | Chapter 12- Division readiness Revision—II Term | The learner :- Makes equal groups and arrays. Looks for situations where we need to subtract repeatedly. Divides on a number line. Links division to repeated subtraction. Solves division sums and word problems. | The learner is provided opportunities individually and encouraged to:- Making equal groups and arrays. Looking for situations where we need to subtract repeatedly. Division on a number line. Linking division to repeated subtraction. Solving division sums and word problems. |

SUBJECT: Hindi

| Month & Working Days | Topic & Sub topics | Learning Objectives and Outcomes | Pedagogical Processes including Art-integration Project & Competency-based Learning |
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| TERM I | | | |
| APRIL (22) | भाषा : मात्राओं की पुनरावृत्ति, पाठ १- कविता- प्रकृति का संदेश विलोम , वचन पाठ से | <ul style="list-style-type: none">● बच्चे हिंदी में वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं● बच्चे सुनाई जा रही कविता आदि को याद कर के सुनाते हैं● बच्चे सुनाई कविता आदि के बारे में बात चीत करते हैं और | बच्चे अक्षरों की आकृति को बनाने में सक्षम हों सभी बच्चों को व्यक्तिगत , सामूहिक रूप से कार्य करने के अवसर और प्रोहत्साहन दिया जाये ताकि उन्हें:- हिंदी में सुनी गयी कविता को अपने तरीके से सुनाने / प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों |

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| | नाम वाले शब्द | <p>अपनी प्रतिक्रिया व्यक्त करते हैं</p> <ul style="list-style-type: none"> ● कविता में मौजूद नाम वाले शब्दों को समझते हैं | |
| MAY (10) | <p>पाठ ६ - कविता- 'सीखो'</p> <p>फ और फ़ वाले शब्द</p> | <ul style="list-style-type: none"> ● बच्चे सुनी कविता आदि के बारे में बात चीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं ● बच्चे अपनी कल्पना से कविता सुनाते हैं | कविता को सुनाने और उस पर बात चीत करने के अवसर उपलब्ध हों |
| JUNE | SUMMER VACATIONS | | |
| JULY (25) | <p>पाठ २ - कथा - मेहनत का फल , विलोम , वचन पाठ से</p> <p>भाषा: संयुक्ताक्षर - टठ, प्य , ल्ल, न्य,</p> <p>गिनती १ से १०</p> <p>(अंकों और शब्दों में)</p> <p>यह,ये वह,वे का भाषा में प्रयोग</p> | <ul style="list-style-type: none"> ● बच्चे कही जा रही कहानी आदि को ध्यान से सुन कर अपनी भाषा में सुनाते हैं ● बच्चे सुनी कहानी आदि के बारे में बात चीत | <p>सभी बच्चों को व्यक्तिगत , सामूहिक रूप से कार्य करने के अवसर और प्रोहत्साहन दिया जाये ताकि उन्हें:-</p> <p>हिंदी में सुनी गयी कहानी को अपने तरीके से सुनाने / प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों</p> |

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| | | करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं | |
| AUGUST (21) | <p>पाठ ३ - कहानी - सच्चा दोस्त विलोम , वचन पाठ से</p> <p>पाठ ४- वार्तालाप - हमारा भोजन</p> <p>बिंदु ,चंद्रबिंदु (ँ तथा ं के शब्द), काम वाले शब्द</p> <p><u>अनुच्छेद</u>- एक दिन उपहार में मुझे...</p> | <p>करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं</p> <ul style="list-style-type: none"> ● बच्चे कही जा रही कहानी आदि को ध्यान से सुन कर अपनी भाषा में सुनाते हैं ● बच्चे सुनी कहानी आदि के बारे में बात चीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं | <p>सभी बच्चों को व्यक्तिगत , सामूहिक रूप से कार्य करने के अवसर और प्रोहत्साहन दिया जाये ताकि उन्हें:-</p> <ul style="list-style-type: none"> ● अपनी भाषा में अपनी बात कहने ,बात चीत करने की भरपूर आज़ादी और अवसर मिले |

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| <p>SEPTEMBER (23)</p> | <p>पाठ ७ - कहानी - बुलबुल, विलोम , वचन पाठ से</p> <p><u>अनुच्छेद</u>:-मेरा प्रिय फल</p> <p>पाठ ५ - कथा - अब पछताए क्या होए</p> | <ul style="list-style-type: none"> ● बच्चे कही जा रही कहानी आदि को ध्यान से सुन कर अपनी भाषा में सुनाते हैं ● बच्चे सुनी कहानी आदि के बारे में बात चीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं ● बच्चे परिचित लिखित सामग्री में रूचि दिखते हैं और अर्थ की खोज में विविध प्रकार की युक्तियों का इस्तेमाल करते हैं | <p>सभी बच्चों को व्यक्तिगत , सामूहिक रूप से कार्य करने के अवसर और प्रोहत्साहन दिया जाये ताकि उन्हें:-</p> <ul style="list-style-type: none"> ● हिंदी में सुनी गयी कहानी को अपने तरीके से सुनाने / प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों ● अपनी भाषा में अपनी बात कहने ,बात चीत करने की भरपूर आज़ादी और अवसर मिले |
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TERM II

**OCTOBER
(18)**

कछुए की अक्लमंदी (पठन हेतु)

विलोम , वचन पाठ से

भाषा गिनती: ११-२० तक

(अंकों व शब्दों में),

संयुक्ताक्षर - च्च, च्छ, क्ख, क्ष , त्र , ज्ञ, श्र
;

- बच्चे कही जा रही कहानी आदि को ध्यान से सुन कर अपनी भाषा में सुनाते हैं
- बच्चे सुनी कहानी आदि के बारे में बात चीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं
- बच्चे परिचित लिखित सामग्री में रूचि दिखते हैं और अर्थ की खोज में विविध प्रकार की युक्तियों का इस्तेमाल करते हैं.

सभी बच्चों को व्यक्तिगत , सामूहिक रूप से कार्य करने के अवसर और प्रोहत्साहन दिया जाये ताकि उन्हें:-

- विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के अवसर उपलब्ध हों
- अपनी भाषा में अपनी बात कहने ,बात चीत करने की भरपूर आज़ादी और अवसर मिले

**NOVEMBER
(18)**

पाठ ९ - नकल नहीं , अक्ल

विलोम , वचन पाठ से

दिनों के नाम

- बच्चे कही जा रही कहानी आदि को ध्यान से सुन कर अपनी भाषा में सुनाते हैं
- बच्चे सुनी कहानी आदि

सभी बच्चों को व्यक्तिगत , सामूहिक रूप से कार्य करने के अवसर और प्रोहत्साहन दिया जाये ताकि उन्हें:-

- हिंदी में सुनी गयी कहानी को अपने तरीके से सुनाने / प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों
- अपनी भाषा में अपनी बात कहने ,बात चीत करने की भरपूर आज़ादी और अवसर

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| | <p>अनुच्छेद : चिड़ियाघर</p> | <p>के बारे में बात चीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं</p> <ul style="list-style-type: none"> ● बच्चे परिचित लिखित सामग्री में रूचि दिखते हैं और अर्थ की खोज में विविध प्रकार की युक्तियों का इस्तेमाल करते हैं. ● बच्चे अनुच्छेद आदि के बारे में बात चीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं | <p>मिले सुनी देखी पढ़ी बातों को अपने तरीके से लिखने के अवसर उपलब्ध हों</p> |
| <p>DECEMBER (23)</p> | <p>पाठ १२ - कथा -घोड़े की नासमझी विलोम , वचन पाठ से भाषा :विशेषण, क्योंकि और इसलिए का वाक्य में प्रयोग अनुच्छेद - मेरा प्रिय पक्षी</p> | <ul style="list-style-type: none"> ● बच्चे अपने स्तर और पसंद के अनुसार कथा को आनंद से पढ़ कर अपनी प्रतिक्रिया व्यक्त करते हैं ● कहानी में घट रही अलग अलग घटनायों और पात्रों को एक कहानी के सूत्र में देख कर समझते हैं और सरहाना करते हैं ● बच्चे अनुच्छेद आदि के बारे | <p>हिंदी में सुनी गयी कथा को अपने तरीके से सुनाने / प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों</p> <p>चित्रों के आधार पर अनुमान लगाकर तरह तरह की कहानियों को पढ़ने के अवसर उपलब्ध हों</p> <p>विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के अवसर उपलब्ध हों</p> <p>कविता को सुनाने और उस पर बात चीत करने के अवसर उपलब्ध हों</p> |

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| | <p>कविता - पाठ १०- सच्चा मित्र</p> | <p>में बात चीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं</p> | |
| <p>JANUARY (16)</p> | <p>पाठ ११ - कहानी - जैसे को तैसा विलोम , वचन पाठ से भाषा : लिंग बदलो अनुच्छेद - सरदी का मौसम</p> | <ul style="list-style-type: none"> ● बच्चे कही जा रही कहानी आदि को ध्यान से सुन कर अपनी भाषा में सुनाते हैं ● बच्चे सुनी कहानी आदि के बारे में बात चीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं ● बच्चे परिचित लिखित सामग्री में रूचि दिखते हैं और अर्थ की खोज में विविध प्रकार की युक्तियों का इस्तेमाल करते हैं. <p>बच्चे अनुच्छेद आदि के</p> | <p>सभी बच्चों को व्यक्तिगत , सामूहिक रूप से कार्य करने के अवसर और प्रोहत्साहन दिया जाये ताकि उन्हें:-</p> <ul style="list-style-type: none"> ● हिंदी में सुनी गयी कहानी को अपने तरीके से सुनाने / प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों <p>सुनी देखी पढी बातों को अपने तरीके से लिखने के अवसर उपलब्ध हों</p> |

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| | | <p>बारे में बात चीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं</p> | |
| <p>FEBRUARY (22)</p> | <p>पाठ १४ - वार्तालाप - दीपावली, विलोम , वचन पाठ से</p> <p>भाषा: वचन बदलें , ज , ज़ के शब्द 'र' के रूप</p> <p>भाषा: लिंग बदलें</p> | <ul style="list-style-type: none"> ● बच्चे कही जा रही कहानी आदि को ध्यान से सुन कर अपनी भाषा में सुनाते हैं ● बच्चे सुनी कहानी आदि के बारे में बात चीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं ● कहानी में घट रही अलग अलग घटनायों और पात्रों को एक कहानी के सूत्र में देख कर समझते हैं और सरहाना करते हैं | <p>सभी बच्चों को व्यक्तिगत , सामूहिक रूप से कार्य करने के अवसर और प्रोहत्साहन दिया जाये ताकि उन्हें:-</p> <ul style="list-style-type: none"> ● चित्रों के आधार पर अनुमान लगाकर तरह तरह की कहानियों को पढ़ने के अवसर उपलब्ध हों ● विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के अवसर उपलब्ध हों |

MARCH
(9)

अनुच्छेद : हरी सब्जियाँ

है/ हैं और में/ मैं का भाषा में प्रयोग

- बच्चे अपनी कल्पना से कविता सुनाते हैं
- बच्चे अनुच्छेद आदि के बारे में बात चीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं

सुनी देखी पढ़ी बातों को अपने तरीके से लिखने के अवसर उपलब्ध हों