



# Hansraj Public School

sector-6, Panchkula



Blue Print



Portfolio



Rubrics



Reading Bonus



Activities



Test Schedules

Syllabus



## Roadmap 2023-24

### Class: II



## SCHOOL MOTTO

‘विद्ययाऽमृतमश्नुते’

विद्या से अमृत की प्राप्ति होती है ।’



"Through knowledge one attains immortality.',

The Vedas have declared that attainment of immortality is possible for those who attain knowledge, so one must always strive to acquire learning by staying with one's preceptor or the 'Guru'

## FOREWARD

*'A good plan is like a road map, it shows the final destination and usually the best way to get there'*

- H. Stanely Hudd.

Hansraj consistently strives to create a conducive environment for learning. This roadmap is a worthy effort in this direction to enable Hansarians to prepare well and excel in the current academic session. It aims to aid students and then parents to get an expansive overview of the syllabus to be covered throughout the session, with month wise division of chapters. To provide further guidance, clear segregation of periodic syllabus has been given. A blue print of subject wise exam paper along with division of marks has been included to enable our students to achieve high academic merit.

Jaya Bhardwaj

Principal

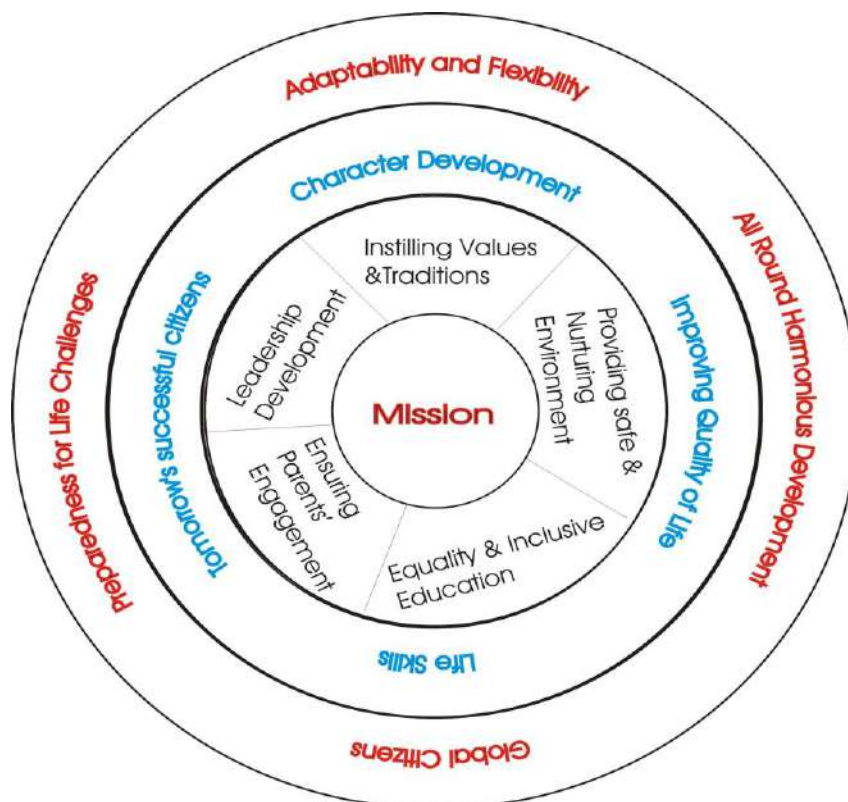
## Values, Vision and Mission:

**Values:** The school offers a unique blend of modern educational practices and basic values of India's ancient cultural heritage.

**Vision:** To inspire young students to be confident, considerate good human beings who would be lifelong learners with global attitude and responsible citizens.

**Mission:** HPS is committed to promote human values, provide a nurturing environment and engaging parents towards all round harmonious development of our students. To achieve this, the workforce at HPS:

- Ensures that each student acquires the knowledge, humane values and skills to achieve personal success and enrich community at national and international level.
- Prepares them to be responsible global citizens.
- Empowers learners to cope with both success and failure and prepares them to face the challenges of life.
- Instills the virtue of adaptability and flexibility to enable students to excel in complex and interconnected changing world.



## GENERAL GUIDELINES FOR STUDENTS REGARDING NOTEBOOKS AND ASSIGNMENTS

1. Maintain the index of the notebook diligently. Fill in all the columns.
2. Label the work done properly.
3. Be careful about spellings while working in the notebooks.
4. Do corrections after the notebook is corrected by the teacher.
5. Don't scribble on the pages at the back of your notebook.
6. Don't tear pages from the notebook for any reason.
7. Maps/Graphs/diagrams should be marked neatly. Labeling of maps/graphs/diagrams should be done with pencil and in block letters.
8. Worksheet / assignments to be pasted in the notebooks.



***“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice And most of all, love of what you are doing or learning to do.”***

**- Pele**

## English

### **I. Learning Outcomes:**

#### **Children will be able to :**

- communicate effectively in English.
- use the four language skills i.e. listening, speaking, reading and writing.
- use grammar structures.
- use language fluently, appropriately and confidently in real-life situations.
- express ideas clearly, concisely, correctly and appropriately.
- use appropriate English to communicate in various social settings.

#### **Listening:**

By the end of the course learners will be able to:

- a) Listen with understanding.
- b) Concentrate in class.

#### **Speaking:**

By the end of the course learners will be able to:

- a) Speak clearly with correct pronunciation.
- b) Express self by speaking.
- c) Recite poems with proper pronunciation.
- d) Respond to questions asked.

#### **Reading:**

By the end of the course learners will be able to:

- a) Takes interest in reading material.
- b) Read with understanding and proper pronunciation.
- c) Read new words independently.

#### **Writing:**

By the end of the course learners will be able to:

- a) Write neatly and legibly.
- b) Use full stops and capital letters.
- c) Write words correctly.
- d) Use writing skills meaningfully.

## II. Month-wise division of Syllabus

Name of Book	Literature	Grammar	Month
<b>UNIT I</b>			
<p><b>My English Reader</b> <b>English Practice Book</b></p>	<p>Sheetal, Riddle time, Puss and the Parrot</p>	<p>Articles, Sound blends (ee, oo, sh, th, ng) Helping verbs. Framing meaningful sentences</p>	<b>April</b>
<p><b>My English Reader</b> <b>English Practice Book</b></p>	<p>The Helpful Friends, Little Pussy (Poem)</p>	<p>Prepositions, Nouns Paragraph on My Self Picture Writing</p>	<b>May</b>
<p><b>My English Reader</b> <b>English Practice Book</b></p>	<p>'ar' sound words A spark in the Dark The Sailing Trip The Rainbow (Poem)</p>	<p>Nouns, kinds of Nouns: Proper Noun, Common Noun, Pronouns</p>	<b>July</b>
<p><b>My English Reader</b> <b>English Practice Book</b></p> <p><b>Vocabulary:</b></p> <p><b>Barn, yarn, cart, yard, aloud, ounce, proud, sprout, outstanding, thatch, sketch, clutch, glitch, latch, butterscotch, popsicles, vacation, humidity</b></p> <p><b>Language Functions</b></p> <p><b>INVITING:</b></p> <p><b>What about going to...? Do you want to go to...? Will you (have lunch)...? Would you like to...?</b></p>	<p>'Ou' sound words A Mouse in the House 'ch' sound words The Magic Match box</p>	<p>Verbs</p> <p>Paragraph on 'Summer season', My Pet Practise of unseen passage in the form of paragraph</p> <p><b>SDGs</b> <b>SDG3- Good Health and Well- being</b></p>	<p><b>August</b></p> <p><b>Proverbs</b></p> <p><b>A stitch in time saves nine</b></p> <p><b>Early to bed, early to rise, makes a man , healthy wealthy, and wise</b></p>

	<b>UNIT II</b>		
<b>My English Reader</b> <b>English Practice Book</b>	Where is the Pink Whale? The Crow's Nest, The Foamy Soap 'wh' sound words 'ow' sound words 'oa' sound words	'ing' words, adjectives	<b>September</b>
<b>My English Reader</b> <b>English Practice Book</b>	Let's Draw, When I was a Baby. Hanuman	Paragraph writing on Describing his or her partner.	<b>October</b>
<b>My English Reader</b> <b>English Practice Book</b>	The Silver Tray, An Inch of Gold, What did Sheetal...?	Paragraph writing on My Best Friend, How did you celebrate Diwali. Tenses Use of was, were Tense (Past, Present and Future)	<b>November</b>
<b>My English Reader</b> <b>English Practice Book</b>  <b>SDG2: No Hunger</b>	The Sparrows, Two Shops  <b>VOCABULARY</b>  Breezy, abundant, harvest, squash, whim, whack, whooper, whiz, whine, whither, whirlpool, wheat, croak, afloat, growl, frown	Practise of unseen passages in form of Paragraph Adjectives for the given Nouns. Singular Plural  <b>Language Function</b> Making a suggestion What about..? How about..? Let's go, shall we..? Don't you think we could..?	<b>December</b>  <b>Proverb</b>  A stitch in time saves nine Don't put all your eggs in one basket



UNIT III			
<b>My English Reader</b> <b>English Practice Book</b>	Wonder (Poem) The School in the Jungle	INTERROGATIVES:Framing Questions	<b>January</b>
<b>My English Reader</b> <b>English Practice Book</b>	Whose is it?!, That is your bag not mine, The Swing (Poem)	Framing sentences by using 'Possessive Pronouns like whose, mine, yours, ours, theirs	<b>February</b>
<b>My English Reader</b> <b>English Practice Book</b>  <b>Vocabulary</b>  Chill, snowing, glacier, Lohri, foggy, frosty, to wrap up warm, to sit by the fire, to catch a cold	Tomorrow will be a Holiday Raghu, the Dreamer  <b>SDG 16: Peace and Justice</b>	Few sentences on 'What will you do on Sunday'  Think and write  What will you do if...  <b>Language Function</b> <b>Asking for Advice</b> <ul style="list-style-type: none"> <li>• What shall I do..?</li> <li>• What would you do if you were me..?</li> <li>• Could you advise me..?</li> <li>• I'd like to ask your advice.</li> </ul>	<b>March</b>  <b>Proverbs</b>  <b>Birds of a feather flock together</b>  <b>An early bird gets the worm</b>

### III. Curriculum Overview- Observation I

Section	Name of the Chapter
<b>Literature</b>	Sheetal, Riddle time, Puss and the Parrot , The Helpful Friends, Little Pussy (Poem), 'ar' sound words A spark in the Dark

<b>Grammar</b>	Articles, Helping verbs., Prepositions, Nouns Picture Writing
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### Curriculum Overview- Observation II

Section	Name of the Chapter
<b>Literature</b>	<b>Lessons</b> <b>The Sailing Trip</b> <b>A Mouse in the House</b> <b>The Magic Matchbox</b> <b>Where is the Pink Whale?</b> <b>The Crow's Nest</b> 'ai', 'ou', 'tch', 'wh', 'ow' sound words <ul style="list-style-type: none"> <li>• RECITATION- Poem- Rainbow</li> </ul>
<b>Grammar</b>	Verbs, adjectives, genders, antonyms(opposites), paragraph writing, comprehension passage

### Curriculum Overview- Observation III

Section	Name of the Chapter
<b>Literature</b>	Recitation: Wonder (Poem) ,The Swing (Poem) The School in the Jungle , Whose is it??, That is your bag not mine, , Tomorrow will be a Holiday Raghu, the Dreamer
<b>Grammar</b>	Framing Questions , Framing sentences by using 'Possessive Pronouns , Paragraph writing, comprehension passage/ poem, Tenses

## IV. Enrichment Activities

Name of Activity	Objectives	Mode of Activity	Methodology/ Procedure	Testing Parameters	Skills developed
Be Quick	Improving vocabulary related to articles	<b>Individual activity</b>	Children will read out the play cards and provide article for each noun given.	Understanding of concept	Reading skills Speaking skills Thinking skills
Name, Place, Animal, Thing Game	Use of appropriate nouns	Group activity	The teacher will give a letter and children will speak out a name of person, place , animal and thing with the given letter .	Understanding of nouns, Vocabulary , Time Management	Thinking skills Speaking skills
Poetry Recitation	Learning of poem, rhythm, intonation and pronunciation	Individual activity	Children will recite the learnt poem individually	Pronunciation Rhythm and intonation	Speaking skills, interpersonal skills
Sound blends word train Fun with picture	Improving vocabulary Appropriate use of vocabulary Use of correct spellings	Individual activity	Children will think and speak of new words of the sound blend given by the teacher.	Vocabulary and creativity	Thinking skills Speaking skills
Word Lotto (based on verbs)	Vocabulary building Enhancing listening skills	Individual activity	Children will listen to the action spoken by the teacher and cross out the picture depicting the action called out.	Knowledge and creativity	Listening skills Thinking skills Hand eye coordination

Word Search Game	Improve reading and thinking skills	Group activity	Children will look out for words from the given word grid.	Knowledge and time management	Reading skills Thinking skills
Dramatization of stories and poems	To enhance speaking skills and dramatizing the given role with emphasizing on the message conveyed.	Group activity	Children will dramatise the stories done in the class with guidance by the teacher.	Speaking, teamwork, creativity, presentation	Spoken skills Expressive skills
Describe your partner	Use of adjectives vocabulary learnt with correct pronunciation	Pairs	Using adjectives, each child will describe his/ her partner.	Vocabulary Concept application pronunciation	<b>Critical thinking</b> <b>Interpersonal skills</b>
Game: Add a word	To enable the students to have clarity and differentiation between sound blends.	Individual activity	The children will listen to the word given by the teacher and add similar sound word.	Vocabulary building Rhyming words	Enhancing speaking skills Listening skills  Time management
Treasure Hunt	To improve writing skills. To use appropriate vocabulary, tenses while writing	Group activity	Students will be taken the ground and will hunt for the questions/ clues and find answers from the text.	Critical thinking, writing skills	Thinking and writing skills Leadership skills
Read and act	To enhance understanding of verbs.	Individual activity	Children will act out the action word written on their flash card.	Acting and dramatisation	Acting skills
Find your Partner	Learn and apply the use of Synonyms	Group activity	Children will be given flash cards with words. They will call out their own word and find the child having its	Vocabulary building, application of concept	Time management, Team work

			synonym.		
Scavenger Hunt	To enable the children to learn sound blends and apply them in real life situations	Individual activity	The children will listen to the sound blend called out by the teacher and try and get maximum objects from their surrounding with the given sound blend.	Application of sound blends	Creativity skills Critical Thinking
Jump in the Pond	To help the children reinforce opposites	Group activity	Children will jump in the pond if the opposite given by the teacher is correct.	Learning of opposites Learning of spellings	Listening skills
Verb Sorting	To enable the children to differentiate verbs in different tenses- present, past, future	Individual activity	Children will read the flash cards given and sort them under different tenses	Knowledge of tenses Use of tenses	Reading skills Thinking skills
Passing the Parcel	Frame questions	Individual activity	Children will get a bowl full of questions and pick up one the cards and try to frame a question with the interrogative word.	Knowledge of interrogatives  Correct formation of questions	Reading and speaking skills
Show n Tell	To enhance the speaking skills of children	Individual activity	Children will bring an object of their choice and describe it in	Knowledge of nouns, adjective, verbs and prepositions	Creativity skills Speaking skills Thinkingskills

			the class using correct sentence formation.	Correct Sentence structure Pronunciation	
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## V. Rubrics

### Rubrics: Poem recitation

Assessment criteria	Excellent (5-4)	Very Good (4-3)	Good (3-2)	Fair (2-1)	Needs Improvement (1-0)
<b>Content</b>	The content was relevant and age appropriate	The content was relevant but not age appropriate	The content was neither relevant nor age appropriate	Content was not up to the expectations	Content was not age appropriate at all
<b>Fluency and Memorisation</b>	The poem was well memorised and presented flawlessly	The poem was memorised well with a couple of errors	Poem was recited with little prompting	The poem was presented with many errors	The poem was not presented well even after prompting
<b>Voice and Articulation</b>	Poem was presented with clear voice modulation and intonation	The poem was clear with minor errors in voice modulation	The poem was clearly recited but did not use appropriate modulation	The poem recitation was not clear and did not use proper modulation	The poem was not recited clearly with mispronunciation and monotone
<b>Confidence and Overall presentation</b>	Poem was very well presented and enhanced dramatic impact of the poem	Presentation of poem was effective but delivery style lacked the desired impact	Presentation was effective to a large extent but delivery style could have been better	Presentation did not leave the desired impact	Ineffective presentation

### Rubrics: Show n Tell

Assessment Criteria	Excellent (5-4)	Very Good (4-3)	Good (3-2)	Fair (2-1)	Needs Improvement (1-0)
<b>Presentation and style</b>	It was very well presented and enhanced dramatic impact of the object	Presentation of content was effective but delivery style lacked the desired impact	Presentation was effective to a large extent but delivery style could have been better	Presentation did not leave the desired impact	Ineffective presentation

<b>Relevance of content</b>	The content was relevant and age appropriate	The content was relevant but not age appropriate	The content was neither relevant nor age appropriate	Content was not up to the expectations	Content was not age appropriate at all
<b>Confidence</b>	Very confident, poised and comfortable. Excellent use of body language	Fairly confident, poised and comfortable. Good use of body language	Appeared confident and needed slight prompting with little use of gestures	Lacked confidence and seemed uncomfortable. no use of body language	Appeared nervous and did paper reading without use of body gestures
<b>Fluency</b>	Perfect fluency without any flaw	Good fluency of words and sentences.	Well spoken with a couple of errors	Fairly fluent with some errors	Lacked fluency while speaking

## VI. Blueprint of Observations

- Section-A Reading- Comprehension Passage
- Section- B Writing- framing sentences, Question- Answers
- Section-C Grammar- Fill ups, MCQs
- Section-D Vocabulary- Choose the correct answer

## VII. Prescribed Books:

My English Reader  
English Practice Book

## VIII. Suggested Books:

Pocahontas  
Ali Baba and 40 thieves

## Maths

### **I. Learning Outcomes:**

1. Children will be able to know the sequence of numbers from 0 to 999
  2. Distinguish between 2digit and 3 digit number .
  3. Understand the face value and place value of the whole numbers 0 to 999.
  4. Apply / use numbers 0 \_ 999 in diff ways ( <,>=,Ascending/ descending order )
  5. Write numbers 0 to 999.
  - 6 Read and write numbers names from one to nine hundred and Ninety nine .
- Perform three basic operations ( addition,subtraction ,multiplication) with whole numbers .
7. Comprehend the statement problem and solve it.
  - 8 Apply knowledge of money in real life situations.
  9. Recognize some standard units of Weight, Length, capacity and use them to solve size problems of daily life.
  10. Read the time from a clock in half hour and in one hour
  11. Read the calendar correctly.
  12. Draw shapes and identify their angles and sides .
  13. Distinguish between different solid shapes by seeing their faces ,Edges and vertices .
  14. To identify and understand various SDG goals like right to good health ,quality education ,a clean planet and more through the topics of Maths to promote a time learning in students



## II. Month-wise division of Syllabus

### Unit I

Name of Book	Literature	Month
	Numbers till 999	April
Primary Maths	Missing nos, Place value, Number names, Before, After, Between, Put signs $>$ , $<$ , $=$ Ascending - Descending order, Ordinal No. Concept of Hundreds Pg. 1 to 26 of Primary Maths	May
	Odd and Even Pg. 71-74 of P. Maths <b>Addition</b>	July
	Changing ones into tens Changing tens into hundreds More on Addition Word Problem Pg. 27 to 38 of P.Maths	August
	Subtraction Pg. 39 to 53 of P.M. Subtract : Changing tens into ones Word Problems Subtract 3 digit numbers : Changing tens and hundreds Word Problems Brain Teasers	September
	Multiplication (Pg. 75 to 106 of P.M.) Repeated addition Multiplication on Number line Multiplication Tables (2-10) Multiplication by Zero Word Problem Multiplication : 2 digit by 1 digit Brain Teasers	October
	Money (Pg. 54-64 of P.M.) Coins and currency notes Adding rupees Exchanging hundred rupees notes	November
	Time (Pg. 107-117 of P.M.) What is the time? Hours in a day Days of the week Months in a year Brain Teasers	December
	Shapes (Pg. 65-70 of P.M.)	January

	<p>Faces, Edges, Vertex Brain Teasers Weights (Pg. 118-125 P.M.) Non Standard Unit of weight Introducing Kilogram and gram Adding and subtracting weight Word Problems</p>	
	<p>Capacity (Pg. 126-132 P.M.) Non Standard unit of capacity Introducing Litres and ml. Adding and subtracting capacities Word Problems Length (Pg. 133-142)</p>	<b>February</b>
	<p>Non Standard unit of length Introducing metres and centimeters Draw lines in 'cm' using ruler Adding and Sub. lengths Word Problems Brain Teasers (Weight, Capacity, Length) Fractions Equal and unequal parts Cutting into half and quarters Brain Teasers</p>	<b>March</b>

### III. Curriculum Overview- Observation I

Sectio	Name of the Chapter
<p>Primary maths Worksheets Notebook practise work</p>	<ul style="list-style-type: none"> <li>• <b>Numbers upto 999</b> Number names Missing numbers Before ,After, Between &lt; ,&gt; and = Ascending / Descending Order Brain Teasers</li> <li>• <b>Addition</b> Changing ones into tens Changing tens into hundred More on Addition Word problems</li> <li>• <b>Odd and Evens</b> Odd and Evens <u>Brain Teasers</u></li> </ul>

## Observation 2

<p><b>Section</b></p> <p>Primary maths Worksheets Notebook practise work</p>	<p><b>Name of the Chapter</b></p> <ul style="list-style-type: none"><li>• <b>Subtraction</b> Changing tens into one's Word problems Subtract 3 digit numbers : Changing tens and hundreds Word problems Brain Teasers ( Addition and Subtraction )</li><li>• <b>Money</b> Coins and currency notes Adding rupees Exchanging notes Addition and Subtraction of rupees and paise Wordproblems Brain Teasers</li><li>• <b>Shapes</b><ul style="list-style-type: none"><li>• Plane shapes and solid shapes Face ,Edges and vertices Brain Teasers</li></ul></li><li>• <b>Multiplication</b> Repeated addition Multiication on number line Mitigation tables 2to 10 Word problems Multiplication 2 digit by 1 digit Brain Teasers</li></ul>
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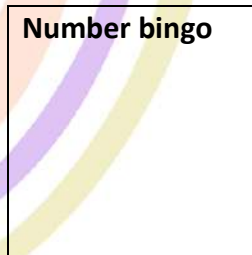

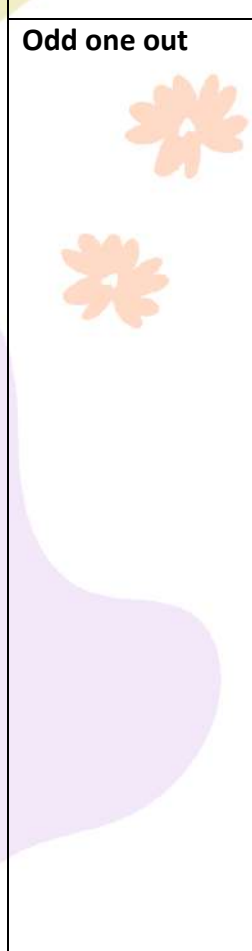
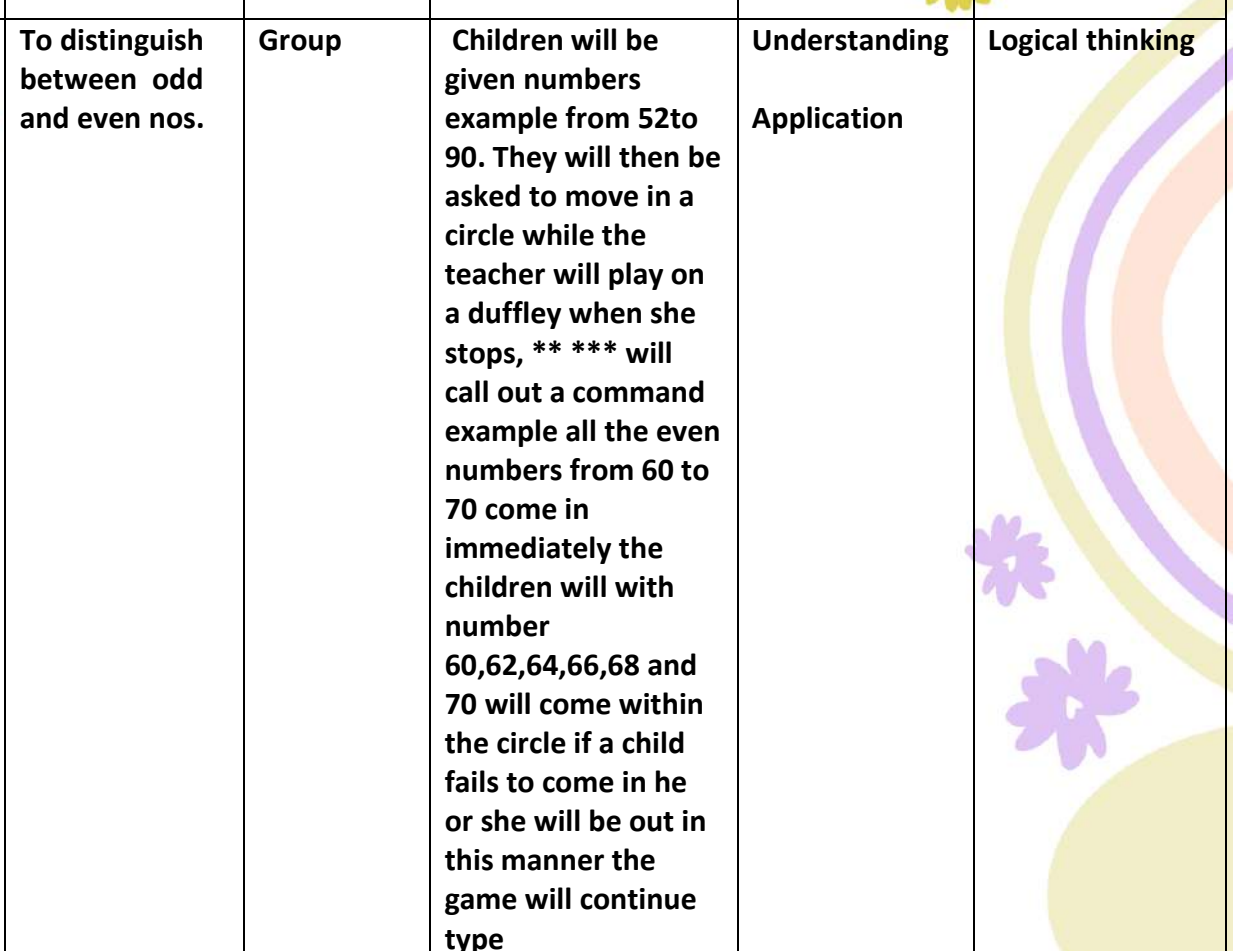

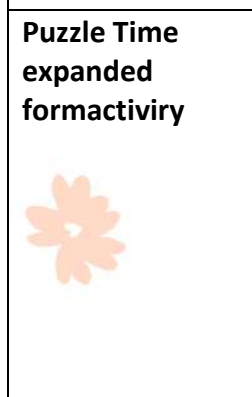
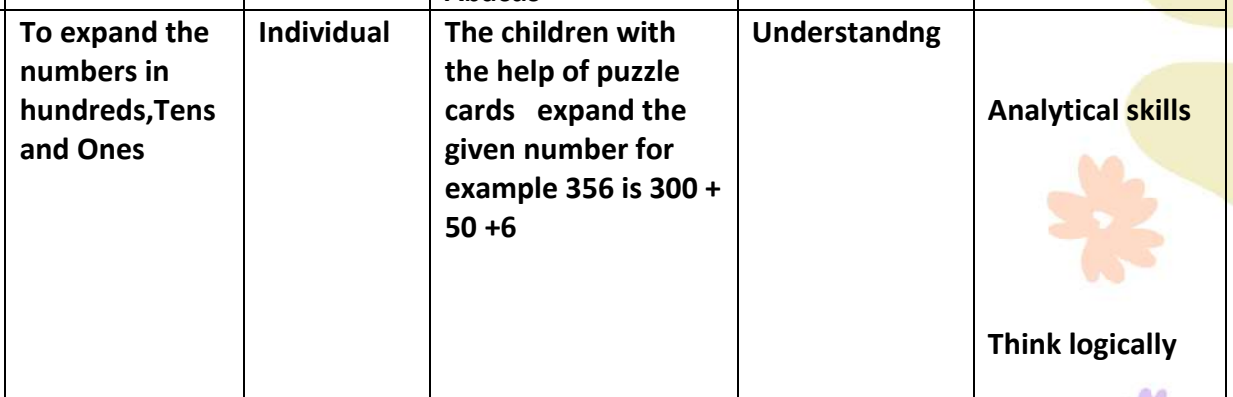
## Observation 3

<p><b>Section</b></p> <p>Primary maths Worksheets Notebook practise work</p>	<p><b>Name of the Chapter</b></p> <ul style="list-style-type: none"><li>• <b>Fractions</b> Equal and unequal parts Cutting into half and quarters Brain Teasers</li><li>• <b>Time</b> Read and write the time from a clock in half hour and in one hour . Days of the week Months in a year Reading Calendar</li></ul>
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	<p style="text-align: center;"><b>Brain Teasers</b></p> <ul style="list-style-type: none"> <li>• <b>Measurement of weight, capacity and length</b></li> <li><b>Non standard units</b></li> <li><b>Standard units of Measurement</b></li> <li><b>Add and sub measurements</b></li> <li><b>Draw lines in ' cm using ruler</b></li> <li><b>Word problems</b></li> <li><b>Brain Teasers</b></li> </ul>
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#### IV. Enrichment Activities

Name of Activity	Objectives	Mode of Activity	Methodology/ Procedure	Testing Parameters	Skills developed
Verbal Fun counting	To read and write numbers	Group activity	counting with the help of chasing games and warm up exercises	Application Understanding	Thinking skills enhanced
Let's Number the Cards	To complete the sequence of numbers	Group	Card game A set of cards with numbers written on Children will arrange the cards in sequence .	Understanding	Critical thinking enhanced
Neighbourhood numbers	To fill the missing numbers  To identify ,read and write the numbers	Individual	Children will be given number series, with few numbers missing in it they have to fill the numbers and complete the work within a fixed time.	Application	Analytical thinking enhanced  Problem cell solving

<b>Number bingo</b> 		<b>Group</b>	Bingo tickets will be distributed among the children and will be asked to play ( It can be played like a house game	<b>Application</b>  <b>Understanding</b> 	<b>time management</b>
<b>Odd one out</b> 	To distinguish between odd and even nos.	<b>Group</b>	Children will be given numbers example from 52 to 90. They will then be asked to move in a circle while the teacher will play on a duffley when she stops, ** *** will call out a command example all the even numbers from 60 to 70 come in immediately the children will with number 60,62,64,66,68 and 70 will come within the circle if a child fails to come in he or she will be out in this manner the game will continue type	<b>Understanding</b>  <b>Application</b>	<b>Logical thinking</b> 
<b>Place value Pirates</b> 	To express the numbers in hundreds, ten,	<b>Individual</b>	The teacher will help the students to pick up the place value of numbers of 999 with the help of the Abacus	<b>Application</b>	<b>Critical thinking enhanced</b>
<b>Puzzle Time expanded form activity</b> 	To expand the numbers in hundreds, Tens and Ones	<b>Individual</b>	The children with the help of puzzle cards expand the given number for example 356 is 300 + 50 + 6	<b>Understanding</b>	<b>Analytical skills</b>  <b>Think logically</b> 

<b>Ordinals Buzz Fizz</b>	<p>To identify the positions and tell in ordinal nos.</p> <p>To pronounce correctly</p>	<b>Individual</b>	<p>children may be asked to tell the position of person standing in the queue or position of object placed in a line</p> <p>Arrange objects or persons corresponding to a given ordinal number for example arrange objects or person up to 12th</p>	<p><b>Understanding Application</b></p> <p><b>Application</b></p>	<p><b>Analytical thinking enhanced</b></p>
<b>Number Names word puzzles</b>	<p>To read and write number names</p>	<b>Individual</b>	<p>The puzzle pieces are to be sorted into the correct number names . Children will be asked to make spellings in order of the number or for the random number</p>	<p><b>Application</b></p>	<p><b>Logical thinking</b></p>
<b>Card Turn over game on Addition</b>	<p>To add 2 digit number</p>	<b>Individual</b>	<p>Children turn over two cards, and the firstchild to add the two numbers together and say the answer gets to claim those two cards. Continue the game until they have gone through the entire deck. The child with the most cards wins!</p>	<p><b>Calculation Application</b></p>	<p><b>Time management</b></p> <p><b>Logical thinking enhanced</b></p>

<p><b>Hershey 's candy Maths memory game</b> <b>On Subtraction</b></p>	<p><b>To sub one number from another with or without borrowing</b></p>	<p><b>Individual</b></p>	<p>Every child loves is candy. In this activity, turn Subtraction into a yummy game by writing subtraction equations and answers on the bottom of Hershey kisses. Once students find the correct answer to match with an equation, they get to keep those two pieces of candy!</p>	<p><b>Calculation</b> <b>Application</b></p>	<p><b>Critical thinking</b> <b>Problem Solving</b></p>
<p><b>Multiplication Songs</b></p>	<p><b>To learn tables</b></p>	<p><b>Group</b></p>	<p>Kids love music and beats. They can learn almost anything with great music. Tables songs and videos that help make learning the facts fun</p>	<p><b>Application</b></p>	<p><b>Thinking skills enhanced</b></p>
<p><b>Multiplication name Tags</b></p>	<p><b>To find the product of two numbers</b></p>	<p><b>Group</b></p>	<p><b>Teacher will</b> Create multiplication name tags for everyone in the classroom, Throughout the day, everyone should be called by their Product Name. For example, if someone has on the tag "8 x 3" then his or her name for the day would be 24. Children will have a special time of the day when students must get up and introduce themselves to someone. "Good</p>	<p><b>Application</b></p>	<p><b>Critical thinking</b> <b>Problem Solving</b> <b>Observational skills enhanced</b></p> <p><b>Problem Solving</b></p>

<p><b>Ready ,Set ,save (Money )</b></p>	<p><b>To identify the coins and notes of diff denominations</b></p>	<p><b>Individual</b></p>	<p>morning 25, my name is 80,</p> <p><b>Children will make collection of 50 p,₹1, to rupees ₹5 coin which could be exchanged for different values of money</b></p>	<p><b>Application Understanding</b></p>	<p><b>Kinesthetic skills Thinking skills Critical thinking Problem Solving</b></p>
<p><b>Trip To the store ( money )</b></p>	<p><b>To solve simple word problems on Money</b></p>	<p><b>Individual</b></p>	<p><b>Game involving real buying and selling using artificial currency</b></p>	<p><b>Application Understanding Reasoning</b></p>	<p><b>Kinesthetic skills Observation</b></p>
<p><b>Fantastic Feely Bags ( shapes)</b></p>	<p><b>To identify plane and solid shapes</b></p>	<p><b>Individual</b></p>	<p><b>Children feel the shapes in the bag without looking ,trying to identify each shape using only their sense of touch .It's fun to guess the shape they are holding before revealing it</b></p>	<p><b>Understanding Application Observation</b></p>	<p><b>Critical thinking Communication</b></p>
<p><b>Build Fractions With Play dough</b></p>	<p><b>To identify equal and unequal parts</b></p>	<p><b>Individual</b></p>	<p>Using a plastic cup or cookie cutter, students cut out circles from different-colored dough. Then, using a plastic knife, have each student cut their circles into different fractions (halves, quarters, thirds, etc.)</p>	<p><b>Application Understanding</b></p>	<p><b>Kinesthetic Observation al skills enhanced</b></p>



<p><b>Make a paper clock(telling time )</b></p>	<p><b>To understand the concept of time</b></p>	<p><b>Individual</b></p>	<p><b>Children using their own hand made clocks will tell time or show time. asked by the teacher</b></p>	<p><b>Logical Observation</b></p>	<p><b>Kinesthetic Thinking Observation</b></p>
<p><b>Measuring Weight'Who weigh's more</b></p>	<p><b>To know the standard units of measuring capacity</b></p>	<p><b>Individual</b></p>	<p><b>field trip to show how much measurements such as one Kg,500 200 gare used by a shopkeeper</b></p>	<p><b>Understanding Application</b></p>	<p><b>Problem Solving Critical thinking</b></p>
<p><b>Capacity Compare</b></p>	<p><b>To know standard units capacity</b></p>	<p><b>Individual</b></p>	<p><b>Another measuring activity in the classroom by children for example the children will find the weights of their bags, water bottles etc</b></p>	<p><b>Understanding Application Reasoning</b></p>	<p><b>Logical thinking reasoning</b></p>
<p><b>Scavenger Hunt ( measuring length )</b></p>	<p><b>To know standard units if measuring length</b></p>	<p><b>Individual</b></p>	<p><b>Children will fill different vessels with measuring containers of 1 litre and 500ML and identify whose capacity is greater or less than other vessels</b></p> <p><b>Children will have fun measuring the length of different objects in the classroom and at home like length of the wall of a room, table, window, smart boardetc in centimetres and metres</b></p>	<p><b>Observation Calculation</b></p>	<p><b>inking skills</b></p> <p><b>Problem Solving</b></p>

# Fraction Game Rubric

Criteria	5 Excellent Work! Above Standard	3 Good Job! Meets Expectations	1 Almost There! Needs Improvement
Accuracy	My work meets the criteria for "Good Job" and attention to precision is evident in my work.	I have included each element at least twice. My arithmetic is accurate.	I have not included each element twice and/or the arithmetic is incorrect.
Directions	My work meets the criteria for "Good Job" and the directions are thorough, detailed, and specific.	I included a clear set of directions that is easy to understand and follow.	My directions are inaccurate, incomplete, and/or difficult to understand.
Answer Key	My work meets the criteria for "Good Job" and I have shown how I reached each solution using words, numbers, or pictures.	I included a clear and accurate answer key.	My answer key is inaccurate and/or incomplete.
Creativity & Depth of Thought	My work meets the criteria for "Good Job" and I have created challenging problems that require advanced reasoning and problem solving.	The problems I created are varied and interesting.	The problems I created have little variety and/or require minimal arithmetic and/or reasoning to solve.
Presentation	My work meets the criteria for "Good Job" and I have added relevant and interesting details to elaborate on the content.	My project is visually appealing and easy for others to understand and use.	My work is difficult to follow. The final product is not appealing and/or hard to use.

	4	3	2	1
<b>Neatness</b>	<i>Homework is in an orderly packet and is incredibly neat, with no smudges or tears</i>	<i>Homework is in an orderly packet and is neat, with a few smudges or tears</i>	<i>Homework is in a packet with several smudges or tears</i>	<i>Homework is disorderly, with many smudges or tears</i>
<b>Completion</b>	<i>All of the assigned work is complete</i>	<i>Most of the assigned work is complete</i>	<i>Some of the assigned work is complete</i>	<i>Student did not turn in assignment</i>
<b>Timeliness</b>	<i>Homework was received on the due date</i>	<i>Homework was 1 day late</i>	<i>Homework was 2 days late</i>	<i>Homework was 3 or more days late</i>
<b>Accuracy</b>	<i>All of the answers are correct</i>	<i>Most of the answers are correct</i>	<i>Some of the answers are correct</i>	<i>Little to none of the answers are correct</i>
<b>Work Shown</b>	<i>All work is meticulously shown</i>	<i>Most work is meticulously shown</i>	<i>Some steps for problem solving are missing</i>	<i>Student did not show any work</i>

## VI. Blueprint

Running sums

Answer Orally

Riddle Time

HOTS

Little Genius

Brain Teasers

Mcqs

Value and Life skills questions

My Activity Corner

## VII. Prescribed Books: Primary Maths

VIII. Suggested Books: Together with Mathematics ( RachnaSagar)  
Start Up Mathematics ( Viva )

## Class II- E.V.S

### **I. Learning Outcomes:**

#### **The children will be able to-**

- Identify simple observable features (e.g., shape, colour texture, aroma, where they grow) of leaves, trunk, flowers, roots, fruits and bark of plants in immediate surroundings.
- Identify simple features( as for example, movement, at places found/ kept, eating habits ,sounds, beaks/teeth, claws, ears of animals and birds) in the immediate surroundings .
- Identify relationship with and among family members and in extended family .
- Identify objects, signs (vessels, stoves, transport, means of communication, signboard etc); places (types of houses /shelters, bus stand, petrol pump etc); activities(workspeople do cooking processes, etc) at home/schools/neighborhood, directions, locations of objects/places in simple maps .
- Describe need of food for people of different age groups: animals and birds, availability of food and water and use of water at home and surroundings.
- Describe roles of family members, family influences(traits/features/habits/practices), need for living together through oral /written/other ways.
- Groups objects, birds, animals, features, activities according to differences / similarities using different senses. → Differentiates between objects and activities or past and present .
- Guess(properties, conditions of phenomena), estimate spatial quantities (distance, area, volume, weight etc.) and time in simple standard units and verifies using simple tools/set ups ( e.g., floating and sinking/mixing/ evaporation/germination/spoilage/breathing/taste) .
- Record observations, experiences, and information on objects/activities/places visited in different ways and predicts patterns.
- Create drawings, designs, models, maps, poems, and slogans.
- Observe rules of a games and other collective tasks.
- Voice opinion on good/bad touch, stereotypes.
- Show sensitivity for plants, animals and other organisms and diverse family setups in surroundings.

## II. Month-wise division of Syllabus

### Unit I

Name of Book			Months
My Living World	Lesson 1	More about me More on Personal cleanliness and good habits	April
	Lesson 2	Our Food	May
	Lesson 4, 11	Our Clothes Weather and seasons	July
	Lesson 5	A House to live in	August
	Lesson 6	Neighbourhood	September November December
	Lesson 7	Plants Around us	October
	Lesson 8	Animal world	November
	Lesson 9	Living things / Non living things	December
	Lesson 10	Water	January
	Lesson 12 Lesson 13	Means of Transport Traffic Rules	February
	Lesson 14 Lesson 15	Important Days Great Men of Arya Samaj	March

## III. Curriculum Overview- Observation I

Section	Name of the Chapter
My Living World	<b>More About Me</b> <b>More about Personal Cleanliness</b> <ul style="list-style-type: none"><li>• Lesson – 2 – More on Personal Cleanliness and Good Habits</li><li>• Lesson-3- Our Food</li><li>• Lesson-4- Our Clothes</li><li>• Lesson-11- Weather and seasons</li><li>• All the book exercises are done in thebook and the notebook.</li></ul>

<b>Curriculum Observation-II</b> Section	Name of the Chapter
My Living World	<ul style="list-style-type: none"> <li>• Lesson – 5–A House to Live in</li> <li>• Lesson-6- Neighbourhood</li> <li>• Lesson-7- Plants Around us</li> <li>• All the book exercises were done in the class.</li> </ul>

<b>Curriculum Observation-III</b> Section	Name of the Chapter
My Living World	<ul style="list-style-type: none"> <li>• Lesson-8- Animals Around Us</li> <li>• Lesson-9 – Living and Non-living things</li> <li>• Lesson- 10- Water</li> <li>• Lesson-12- Means of Transport</li> </ul>

#### IV. Enrichment Activities

##### Unit-I

Name of Activity	Objectives	Mode of Activity	Methodology/ Procedure	Testing Parameters	Skills developed
1. Simon says	<ul style="list-style-type: none"> <li>• To make the children more attentive.</li> <li>• To make them good listeners.</li> <li>• To make them aware about the parts of the body.</li> </ul>	Group activity	The children will follow the instructions given by teacher.	One's memory	Motor skills development Listening skills development Sequencing skills
2. Create a collage	To help them be creative.  To experiment with different	Group activity	The children will paste the pictures of various seasons on a chart.	Fine Motor skills	Concentration skills Sequencing skills Motor skills development

<p><b>3. Mystery bag</b></p>	<p><b>resources.</b> <b>To help them gain concentration skills.</b></p> <ul style="list-style-type: none"> <li>• <b>Help them to learn to solve problems and develop their own ideas.</b></li> <li>• Build neural connections within the brain.</li> <li>• Develop fine motor skills in handling and manipulating objects.</li> <li>• Learn social skills by sharing or playing.</li> </ul>	<p><b>Individual activity</b></p>	<p><b>The children will take out the things from a bag and try to feel, see and recognize them.</b></p>	<p>Concentration, memory skills Recognition skills</p>	<p><b>Listening skills</b> <b>Speaking skills</b></p>
<p><b>4. Take five senses to walk</b></p>	<ul style="list-style-type: none"> <li>• Be calmed and soothed.</li> <li>• Fulfill sensory needs.</li> <li>• Maintain their focus and attention.</li> </ul>	<p><b>Group activity</b></p>	<p><b>The children will go for a walk in the park or campus of the school and observe (touch, smell, touch etc.) different things and note them down in their notebooks later on.</b></p>	<p><b>Recognition skills, sharp memory, sequencing skills, confidence, verbal communication</b></p>	<p><b>Listening skills, speaking skills, fine motor skills</b></p>
<p><b>5. Pretend Play</b></p>	<ul style="list-style-type: none"> <li>• To develop a problem solving ability among the children.</li> <li>• To be able to discriminate</li> </ul>	<p><b>Group activity</b></p>	<p><b>The children will enact a play in which they will learn to maintain personal cleanliness.</b></p>	<p><b>Recognition skills, sharp memory, sequencing skills, confidence, verbal communication</b></p>	<p><b>Creativity Thinking Communicative</b></p>

<p>6. Craft Fun</p>	<p>between similar objects through visual skills.</p> <ul style="list-style-type: none"> <li>To enable them to think imaginatively.</li> </ul> <p>To help them be creative. To experiment with different resources. To help them gain concentration skills.</p>	<p>Group activity</p>	<p>Different materials used for making clothes like- wool, synthetic fibre s, pieces of leather etc. will be touched, feel by the children. They will paste these materials in their notebooks.</p>	<p>Recognition skills, sharp memory, sequencing skills, confidence, verbal communication</p>	<p>Research Communication Expressive</p>
<p><b>Unit-I</b></p>					
<p><b>Vocabulary</b></p>		<p><b>Creamy, stale ,vitamins ,hygiene ,lifestyle, calm, enamel, freshness, loofa, moisture ,together</b></p>			
<p><b>Proverb/quote</b></p>		<ul style="list-style-type: none"> <li>As alike as two peas in a pod.</li> </ul> <p>Health and hygiene are a basic personal need for all</p>			
<p><b>SDGs</b></p>		<p><b>Quality Education</b></p>			



## Unit-II

Name of Activity	Objectives	Mode of Activity	Methodology/ Procedure	Testing Parameters	Skills developed
1. Classification of leaves and flowers	<ul style="list-style-type: none"><li>To make the children more attentive.</li><li>To make them good listeners.</li><li>To make them aware about the classification and differentiation of plants.</li></ul>	Group activity	The children will collect variety of leaves and flowers and classify them according to shapes and sizes. Then they will paste them in a scrap file.	Sorting of objects, memory skills	Motor skills development Listening skills development Sequencing skills
2. Who am I?	<p>To help them be creative. To think imaginatively. To help them gain concentration skills.</p>	Group activity	The teacher will give hints by showing some flashcards related to the various houses and the children will have to guess the same.	Concentration, memory	Concentration skills Sequencing skills Motor skills development
3. Project or collage work	<ul style="list-style-type: none"><li>Help them to learn to solve problems and develop their own ideas.</li><li>Build neural</li></ul>	Group activity	The children will paste the pictures of various neighborhood places on a chart or in their scrap files.	Concentration, memory skills Recognition skills	Listening skills Speaking skills

<p><b>4. Count Down 10 game</b></p>	<p>connections within the brain.</p> <ul style="list-style-type: none"> <li>• Develop fine motor skills in handling and manipulating objects.</li> <li>• Learn social skills by sharing or playing.</li> <li>• Be calmed and soothed.</li> <li>• Fulfill sensory needs.</li> <li>• Maintain their focus and attention.</li> </ul>	<p><b>Group activity.</b></p>	<p><b>The children will be given 10 questions (clues) to find out a particular neighborhood place.</b></p>	<p>Concentration, memory skills Recognition skills</p>	<p><b>Listening skills, speaking skills</b></p> <p><b>Listening skills, speaking skills, imaginative skills</b></p>
<p><b>5. Be Quick</b></p>	<ul style="list-style-type: none"> <li>• Develop memory</li> <li>• Have an eye on detail</li> <li>• Think imaginatively.</li> <li>• Develop a problem-solving activity.</li> <li>• Learn</li> </ul>	<p><b>Group activity</b></p>	<p><b>The children will rhythmically clap their hands twice and click fingers twice. While clicking fingers, the teacher will ask, will you please name some creepers?</b></p>	<p><b>Alertness, Imagination skills</b></p> <p><b>Alertness, Imagination skills, verbal communication skills</b></p>	<p><b>Research Communication Expressive</b></p>

<p><b>6. Street Play</b></p>	<p>social skills by sharing or playing.</p> <ul style="list-style-type: none"> <li>• Be calmed and soothed.</li> <li>• Fulfil sensory needs.</li> <li>• Maintain their focus and attention</li> </ul>	<p><b>Group activity</b></p>	<p><b>The teacher will involve the children in a street play through which they will learn various ways to keep the neighbourhood places.</b></p>	<p><b>Listening skills, speaking skills, imaginative skills</b></p>
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				Alertness, Imagination skills,verbal communication skills	
<b>Vocabulary</b>		<b>Mason, architect, labour, sky-scrapers,parks,climbers,photosynthesis,caerbondioxide,postoffice,e,stamps,inlandletters,weighing scale</b>			
<b>Proverb/quote</b>		Idiom: <b>Good fences make good neighbours</b> "A house without books is like a room without windows."			
<b>SDGs</b>		<b>Clean water and sanitation</b>			

### Unit-III

<b>1 . Origami Fun</b>	<ul style="list-style-type: none"> <li>• Increase in attention span</li> <li>• Develop memory</li> <li>• Development of hand-eye co-ordination</li> </ul>	<b>Individual activity</b>	The children will learn to make a pet animal like-cat,dog using origami paper.	<b>Concentration skills, sharp memory</b>	<b>Listening, speaking skills,fine motor development</b>
<b>2.Experiments showing purification of water</b>	<ul style="list-style-type: none"> <li>• Develop a tendency to experiment</li> <li>• describe the different sources of water,</li> <li>• explain how water must be treated before use,</li> <li>• outline the steps of the</li> </ul>	<b>Group activity</b>	The children will be involved in the process of purifying water using filter paper.	<b>Alertness, Imagination skills, verbal communication skills</b>	<b>Listening, speaking skills,fine motor development</b>

<p>3. Choose the right card</p>	<p>production of potable water,</p> <ul style="list-style-type: none"> <li>highlight the implications of an inadequate supply of water.</li> </ul> <ul style="list-style-type: none"> <li>Increase in attention span</li> <li>Develop memory</li> <li>Development of hand-eye co-ordination</li> </ul>	<p><b>Individual activity</b></p>	<p>The teacher will tell some specific points about any means of transport and the child will choose the right card accordingly.</p>	<p><b>Concentration skills, sharp memory, verbal communication skills</b></p>	<p>Listening skills, speaking skills, imaginative skills</p>
<p>5. Jump in the Pond</p>	<ul style="list-style-type: none"> <li>To make the children more attentive.</li> <li>To make them good listeners.</li> <li>To be able to discriminate between similar objects through visual skills.</li> </ul>	<p><b>Group activity</b></p>	<p>The teacher will draw a pond on the floor. She will speak the names of different objects. The children will jump into the pond whenever she will take the name of any non-living object.</p>	<p><b>Concentration skills, sharp memory, verbal communication skills</b></p>	<p>Listening skills, speaking skills, imaginative skills</p>
<p>6. Quiz</p>	<ul style="list-style-type: none"> <li>Help them to learn to solve problems and develop their own ideas.</li> <li>Build neural connections within the brain.</li> <li>To make the children more attentive.</li> <li>To make them good listener</li> </ul>	<p><b>Group activity</b></p>	<p>The class can be divided into two teams A and B. Team A will be given a card with 4 clues. They will give the first clue to Team B. If team B guesses the answer with any 1 clue, they will get 5 marks.</p>	<p>Alertness, Imagination skills, verbal communication skills</p>	<p>Research Communication Expressive</p>

<b>Unit-III</b>	
<b>Vocabulary</b>	<b>Fuel, environmental changes, fireplace, heaters, pollution, aquatic, amphibians, electric, bullet trains, goods</b>

### V. Rubrics -

#### Activity- Project Work – Making a house using waste materials

Assessment criteria	5-4	4-3	3-2	2-1	1-0
Design and creativity	The design of the activity is extremely attractive and interesting	The design of the activity is very attractive and interesting	The design of the activity is quite attractive and interesting	The design of the activity is fairly attractive and interesting	The design of the activity is neither attractive nor interesting
Content	Activity shows an excellent understanding of content	Activity shows a very good understanding of content	Activity shows a good understanding of content	Activity shows a fair understanding of content	Activity shows a lack of understanding of content
Critical evaluation	Accurately interpret evidences and thoughtfully evaluates all the facts	Accurately interpret evidences and thoughtfully evaluates some of the facts	Interpretation and evaluation of evidence has been done with many errors	Interpretation and evaluation of evidence have been done with many errors	Lacks evaluation of evidences

### VI. Blueprint of Observation I-

Section-A Very short answer type

Section- B Short answer type

Section-C Open-ended questions

Section-D Critical thinking questions

### VII. Prescribed Books: My Living World

### VIII. Suggested Books: My Living world

## Hindi

### **I. सीखने की संप्राप्ति(learning Outcomes)**

1. विविध उद्देश्यों के लिए अपनी भाषा अथवा /और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं, जैसे जानकारी पाने के लिए प्रश्न पूछना, निजी अनुभवों को साझा करना, अपना तर्क देना आदि ।
2. कहीजा रही बात, कहानी, कविता आदि को ध्यान से सुनकर अपनी भाषा में बताते और सुनाते हैं ।
3. भाषामें निहित शब्दों और ध्वनियों के साथ खेल का मज़ा लेते हुए लय और तुक वाले शब्द बनाते हैं ।
4. चित्रके सूक्ष्म और प्रत्यक्ष पहलुओं पर अवलोकन करते हैं ।
5. चित्रमें क्रमवार सजाए चित्रों में घट रही अलग-अलग घटनाओं, गतिविधियों और पात्रों को एक संदर्भ या कहानी के सूत्र में देखकर समझते हैं और सराहना करते हैं ।
6. परिचित/अपरिचित लिखित सामग्री में रुचि दिखाते हैं और अर्थ की खोज में विविध प्रकार की युक्तियों का उपयोग करते हैं : जैसे चित्रों और प्रिंट की मदद से अनुमान लगाना, अक्षर-ध्वनि संबंध का इस्तेमाल करना, शब्दों को पहचानना, पूर्व अनुभवों और जानकारी का उपयोग करते हुए अनुमान लगाना ।

### **Listening:**

By the end of the course learners should be able to:

- a) Listen with understanding.
- b) Concentrate in class.
- c) Discriminate between sounds of different matras.

### **Speaking:**

By the end of the course learners should be able to:

- a) Speak clearly with correct pronunciation.
- b) Express self by speaking.
- c) Recite poems with proper pronunciation.
- d) Respond to questions asked.

### **Reading:**

By the end of the course learners should be able to:

- a) Take interest in reading material.
- b) Read with understanding and proper pronunciation.
- c) Read new words independently.

## Writing:

By the end of the course learners should be able to:

a) Write neatly and legibly.

Usefull stops and capital letter

## II. Month-wise division of Syllabus

### Unit I

पुस्तक का नाम	पाठ का नाम (साहित्य )	व्याकरण	महीना
भाषा माधुरी एवं भाषा अभ्यास पाठ 1,2	सीखो(कविता), ठीक काम करें	मात्राओं की पुनरावृत्ति, गिनती 1-30 तक, सप्ताह के दिन , महीनों के नाम और अँ ँ का अभ्यास	अप्रैल
पाठ 3,4	दादी का गाँव ,मेहनत का फल	संज्ञा , विलोम शब्द, एक वचन बहुवचन	मई
पाठ 5, 6	जन्म दिन , दाँत का दर्द	लिंग बदलें, जोड़ेदार शब्द	जुलाई
पाठ 7,9 शब्दावली :- नए शब्दों का अर्थ, समानलय शब्द, समानार्थक शब्द, संयुक्ताक्षर शब्द भाषा प्रकार्य:- <ul style="list-style-type: none"><li>अच्छा कार्य व गलत कार्य ।</li><li>गाँव व शहर के रहन- सहन की जानकारी ।</li><li>जन्म दिन को किन नामों से पुकारा जाता है ।</li><li>दाँतों की ठीक ढंग से देख भाल के तरीके ।</li></ul>	बाल दिवस , बादल ( कविता) मुहावरे :- <ul style="list-style-type: none"><li>*समय का सदुपयोग ।</li><li>* अपना कार्य स्वयं करना</li><li>* चहल – पहल होना ।</li><li>*दाँतों तले उंगली दबाना ।</li></ul> <b>Sdg3:-</b> बेहतर स्वास्थ्य और कल्याण । <ul style="list-style-type: none"><li>*ब्रश करने का सही तरीका ।</li></ul>	समानार्थक शब्द ,समान्य शब्द	अगस्त



<ul style="list-style-type: none"> <li>• साँवन महीने के त्योहार, फल व सब्जी ।</li> </ul>	<ul style="list-style-type: none"> <li>* दाँतों की जाँच क्यों जरूरी है</li> <li>* दंत चिकित्सक के क्या – क्या कार्य है ।</li> </ul>		
<p><b>Unit II</b></p> <p>पाठ 8,10</p> <p>पाठ 11, 12</p> <p>पाठ 13, 14</p> <p>पाठ 15,16</p> <p>शब्दावली :- रेफ व पदेन शब्द, जोड़ेदार व अनेक शब्दों के लिए एक शब्द ।</p> <p>भाषा प्रकार्य :-</p> <ul style="list-style-type: none"> <li>* वृक्षरोपण पर चर्चा।</li> <li>* एक बीज व अनेक बीज के फल व सब्जी।</li> <li>* तरह-तरह के पक्षी व उनकी विशेषता ।</li> <li>* आप जादू की छड़ी का सही उपयोग किस तरह करेंगे ।</li> </ul>	<p>प्यारे पेड़ , दो तोते</p> <p>चतुर चीकू , सीख</p> <p>मेला , रोटी</p> <p>राजू का सपना , अभ्यास</p> <p>मुहावरे :-</p> <ul style="list-style-type: none"> <li>* आप भला तो जग भला ।</li> <li>* आकाश पाताल एक करना।</li> <li>* अपने मुँह मियाँ मिट्टू होना</li> </ul> <p><b>SDG 15:-</b> भूमि पर जीवन की रक्षा ।</p> <ul style="list-style-type: none"> <li>* वनों की रक्षा ।</li> <li>* वृक्षारोपण के लाभ ।</li> <li>* स्वच्छ वातावरण ।</li> <li>* मौसम परिवर्तन ।</li> </ul>	<p>र के रूप , क्रिया, जोड़ेदार शब्द</p> <p>समानलय शब्द , सर्वनाम</p> <p>विशेषण शब्द , शुद्ध - अशुद्ध , मुहावरे</p> <p>अनेक शब्दों के लिए एक शब्द</p>	<p>सितंबर</p> <p>अक्टूबर</p> <p>नवंबर</p> <p>दिसंबर</p>

<p style="text-align: center;">UNIT III</p> <p style="text-align: center;">पाठ 17</p> <p style="text-align: center;">पाठ 18, 19</p> <p style="text-align: center;">पाठ 20</p> <p>शब्दावली:- सामान अर्थ शब्द, चित्र के अनुसार नए शब्द, विस्मयबोधक शब्द</p> <p>भाषा प्रकार्य:-</p> <ul style="list-style-type: none"> <li>*विभिन्न प्रकार की रेल के विषय में चर्चा</li> <li>*टेलीफोन पर दो मित्रों का संवाद ।</li> <li>*रोबोट, कंप्यूटर और कठपुतली में क्या समानता व अंतर ।</li> <li>*दिल्ली को छोटा भारत क्यों कहते हैं ।</li> </ul>	<p>रेल ( कविता )</p> <p>रोबोट,टेलीफोन की घंटी</p> <p>यह दिल्ली हैं</p> <p>मुहावरे:</p> <ul style="list-style-type: none"> <li>*फूला ना समाना ।</li> <li>*एक पंथ दो काज़।</li> </ul> <p><b>SDG11</b></p> <ul style="list-style-type: none"> <li>*टिकाऊ शहर और समुदाय ।</li> <li>*सर्माट शहर का वातावरण व संस्कृति ।</li> <li>*सुरक्षित आवास ।</li> <li>*सड़क सुरक्षा ।</li> </ul>	<p>समानलय शब्द ,जोड़ेदार शब्द</p> <p>काल</p> <p>पुनरावृत्ति</p>	<p>जनवरी</p> <p>फ़रवरी</p> <p>मार्च</p>
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### III. पाठ्य क्रम अवलोकन- I

क्रम संख्या	पाठ का नाम
साहित्य :-पाठ 1,2,3,4,5,6,7,9	सीखो (कविता), ठीक काम करें, दादी का गाँव, मेहनत काफल, जन्म दिन,दाँत का दर्द, बाल दिवस,बादल (कविता)
व्याकरण	मात्राओं की पुनरावृत्ति,गिनती 1-30तक, सप्ताह के दिन, महीनों के नाम,अँ का अभ्यास, संज्ञा, विलोम शब्द, एक वचन-बहुवचन, लिंग बदलो, समानार्थक शब्द, समानलय शब्द, रचनात्मक लेखन, चित्र वर्णन

### पाठ्यक्रम अवलोकन:-II

क्रम संख्या	पाठ का नाम
साहित्य :-पाठ 8,10,11,12,13,14,15,16	प्यारे पेड़, दो तोते, चतुर चीकू, सीख (कविता), मेला (कविता), रोटी, राजू का सपना, अभ्यास
व्याकरण :-	र के रूप, क्रिया, जोड़ेदार शब्द, समानलय शब्द, सर्वनाम शब्द, विशेषण, शुद्ध-अशुद्ध, मुहावरे, अनेक शब्दों के लिए एक शब्द, अनुच्छेद लेखन, अपठित गद्यांश

### पाठ्यक्रमअवलोकन:- III

क्रम संख्या	पाठ का नाम
साहित्य :-पाठ 17,18,19,20	रेल(कविता), रोबोट, टेलीफोन की घंटी, यह दिल्ली हैं
व्याकरण	काल, कहानी लेखन, अनुच्छेद लेखन, अपठित गद्यांश, पुनरावृत्ति

#### IV. गतिविधियाँ

गतिविधि का नाम	उद्देश्य	गतिविधि का प्रकार	क्रिया विधि	मुल्यांकन का आधार	कौशल विकास
UNIT I <b>1.शब्दरचना</b>	एक शब्द से अनेक शब्दों की रचना करना और प्रत्येक शब्द का अलग अर्थ समझना ।	एकल (लिखित )	फ़्लैशकार्ड - कलाकार - कला-काला- कार आदि ।	शब्दों की सही बनावट, मात्राओं का उचित उपयोग , शब्दावली में वृद्धि ।	शब्द के अक्षर से अनेक शब्द बनाना सही मात्रा लगाकर सही उच्चारण ।
<b>2.शब्दलड़ी</b>	शब्दके अंतिम अक्षरसे नया शब्द बनाना ।	एकल (मौखिक/लि खित)	फ़्लैश कार्ड :- काम- मटर-रात आदि ।	अक्षर की सही बनावट, नए शब्दों का निर्माण, अर्थ समझना ।	नए शब्दों का अर्थ बताकर वाक्य में प्रयोग ।
<b>3.शब्दचयन</b>	सही शब्दका चयन करके वाक्य को अर्थ पूर्ण बनाना ।	एकल (मौखिक , लिखित )	टोकरी में से एक पर्ची उठाकर लिखे गए शब्द का शुद्ध उच्चारण करके वाक्यों में उचित	शब्दों का शुद्ध उच्चारण और सही प्रयोग ।	भाषा का ज्ञान, सही बनावट व उच्चारण , शब्द भंडार में वृद्धि ।

<p><b>4.मात्रा की यात्रा</b></p>	<p>वर्ण पर मात्रा की सही प्रस्तुति, उच्चारण ।</p>	<p>सामूहिक (मौखिक )</p>	<p>उपयोग ।  हिंदी मात्रा चार्ट प्रदर्शन । दिए गए शब्दों में मात्रा के अनुसार सही मात्रा शब्द पर मिलान ।</p>	<p>चार्ट पर मात्रा का सही प्रस्तुतिकरण व उच्चारण ।</p>	<p>भाषा के लिखित रूप में मात्रा का शब्द में सही अक्षर पर चयन ।</p>
<p><b>5.कवितापाठ</b></p>	<p>कविता ज्ञान में लय वह ध्वनि से परिचित करवाना और समानलय शब्द उच्चारण ।</p>	<p>एकल (मौखिक )</p>	<p>कविता से संबंधित चित्र कापी में बनवाना और समानलय शब्द लिखना।</p>	<p>लय वह ध्वनि का शुद्ध उच्चारण, चित्र प्रस्तुतिकरण ।</p>	<p>कविता ज्ञान में लय और ध्वनि से परिचित होना ,समानलय शब्द उच्चारण और सुंदर चित्र प्रस्तुति ।</p>
<p><b>6.रचनात्मक लेखन</b></p>	<p>काल्पनिक शक्ति से सृजनात्मक लेखन और मानसिक विकास।</p>	<p>एकल (लिखित)</p>	<p>शब्द कोष में दिए गए शब्दों से वाक्य संरचना ।</p>	<p>काल्पनिक शक्ति का विकास, विचारों की अभिव्यक्ति, भाषा की शुद्धता व शब्द भंडार में वृद्धि ।</p>	<p>शुद्ध उच्चारण, विचारों की अभिव्यक्ति और काल्पनिक शक्ति से वाक्य संरचना व सृजनात्मक</p>

7. तुक बंदी  
और शब्दों का  
खेल।

एक समान और अलग-अलग  
ध्वनि का पठन, अंतर व अर्थ।

एकल(लिखित  
)

प्रत्येक शब्द  
की अंतिम  
ध्वनि का  
एक जैसा  
होना व  
भाषा की  
ध्वनि से  
परिचित  
करवाना व  
कापी में  
लिखवाना ।

नवीन शब्दों के भंडार  
से परिचित होना,  
शब्दों की ध्वनियों  
का पठन , भाषा का  
धारा प्रवाह ।

लेखन ।

शुद्ध भाषा की  
जानकारी,  
शब्दावली में  
वृद्धि, समान  
ध्वनि वाले शब्दों  
की पहचान ।

## UNIT II

1. अनुच्छेद लेख  
न

विषय :- वृक्ष

भाव या विचार को व्यक्त  
करने के लिए सरल वाक्य  
समूह किसी एक विषय पर  
और सभी वाक्य एक दूसरे  
से बंधे होते हैं ।

एकल (   
लिखित)

चित्र देखकर  
व शब्दकोष  
की सहायता  
से छोटे व  
सरल वाक्य  
संरचना  
किसी एक  
दिए गए  
विषय पर  
कापी में ।

चित्र  
प्रस्तुतिकरण, भावों व  
विचारों की  
अभिव्यक्ति, भाषा  
का शुद्ध उच्चारण  
वह काल्पनिक शक्ति  
का विकास ।

नवीन शब्दों का  
उपयोग, स्पष्ट  
सुंदर वाक्य  
रचना, शुद्ध  
वर्तनी व  
कल्पना शक्ति  
का विकास।

2. अंताक्षरी  
(जोड़ेदार शब्द  
)

नए शब्दों का निर्माण नियम

सामूहिक

समूह क्रिया  
से

भाषा का शुद्ध

<p><b>3. मटका</b> खेल (संज्ञा, विशेषण )</p>	<p>बद्ध तरीके से अंताक्षरी के माध्यम से ।</p> <p>गतिविधि के माध्यम से संज्ञा शब्द में सही विशेषण शब्द का चयन वाक्य संरचना ।</p>	<p>(मौखिक)</p> <p>एकल (मौखिक, लिखित )</p>	<p>सामाजिक कौशल का विकास , नियम का पालन व नवीन शब्दों का सही मौखिक उच्चारण ।</p>	<p>नए जोड़ेदार शब्दों का उच्चारणनियम बद्ध तरीके से ।</p> <p>संज्ञा शब्द का उच्चारण व उचित विशेषण शब्द से वाक्य बनाना ।</p>	<p>उच्चारण, नए शब्दों का अभ्यास व शब्द भंडार में वृद्धि । संज्ञा व विशेषण का अर्थ व सही विशेषण शब्द का चयन , सरल वाक्य निर्माण ।</p>
<p><b>4. बूझो तो जानें</b> (अनेक शब्दों के लिए एक शब्द )</p>	<p>भाषा में अनेक शब्दों का एक शब्द बोलकर कम से कम शब्दों में अर्थ समझना ।</p>	<p>एकल(मौखिक , लिखित )</p>	<p>मटके से संज्ञा शब्द की पर्ची निकाल कर उचित विशेषण शब्द से वाक्य निर्माण ।</p>	<p>अनेक शब्दों का सही एक शब्द चयन व मिलान और अर्थ की जानकारी ।</p>	<p>सही शब्दों की अभिव्यक्ति, शब्दों के अर्थ की जानकारी, सही उच्चारण ।</p>
<p><b>5 चर्चा</b></p>	<p>विषय पर विचार व्यक्त करना, काल्पनिक शक्तिका विकास, अपने नीजी अनुभव सांझा करना मिल जुलकर ।</p>	<p>सामूहिक(मौखिक / लिखित )</p>	<p>फ्रलैशकार्ड-के माध्यम से एक शब्द का सही अनेक शब्द से मिलान । विषय - वृक्ष सर्माट बोर्ड पर विडियो के माध्यम</p>	<p>पेड़ के विभिन्न प्रकार व उनके लाभ और भाव व विचारों की अभिव्यक्ति ।</p>	<p>भाषा कौशल - श्रवण कौशल, वाचन कौशल , लेखन कौशल ।</p>

			<p>से वृक्ष के प्रकार,नाम, उपयोग दिखाते हुए चर्चा करना व कापी में विभिन्न प्रकार के वृक्ष क चित्र चिपकाना वह लाभ लिखना ।</p>		
<p><b>6.</b> नाटक मंचन</p>	<p>भाषा कौशल का विकास,भाव व विचारों की अभिव्यक्ति, समस्या समाधान, आत्मविश्वास।</p>	<p>सामूहिक (मौखिक )</p>	<p>पाठ में दिए गए चरित्र के अनुसार बच्चोंकोसमूहमें बाँटकर अपना अपनासंवाद बोलना।</p>	<p>आपसी सहयोग,मौखिक अभिव्यक्ति,कल्पना शीलता में वृद्धि , विभिन्न भूमिकाओं का अनुभव ।</p>	<p>शारीरिक गतिविधियां, भाषा का शुद्ध उच्चारण, सीमित भाषा,हाव- भाव का इस्तेमाल ।</p>
<p><b>7.</b>सही शब्दचयन</p>	<p>सूची में से सही शब्द का चयन करना , शब्दों की बनावट सही बनाना व सुंदर सुलेख लेखन ।</p>	<p>एकल ( मौखिक लिखित )</p>	<p>पाठ के आधार पर दिए गए वाक्यों में सही शब्द का चयन</p>	<p>शब्दों का सही चयन,, सुंदर लेखन,शब्दों की सही बनावट वह उच्चारण ।</p>	<p>शब्द चयन से शब्द भंडार में वृद्धि, शब्दों की सही रचना, शुद्ध उच्चारण</p>



## UNIT. III

### 1. सामूहिक चर्चा

कविता - रेल

यातायात के साधनों के नाम, विभिन्न प्रकार की रेल के नाम, रेल से संबंधित चित्र और शब्दों पर मौखिक वाचन ।

सामूहिक ( मौखिक और लिखित )

करे. ।

रेल कविता का गान , व चित्र प्रस्तुतिकरण , रेल की विभिन्न प्रकार

,समानलय शब्द और जोड़ेदार शब्द व नवीन शब्दों पर चर्चा और कापी में लिखवाना ।

ध्वनि और लय का उपयोग ,नए शब्दों का उच्चारण,समानलय शब्द और जोड़ेदार शब्दोंकी जानकारी, काल्पनिक शक्ति का विकास ।

की जानकारी ।

मौखिक, लिखित व वाचन कौशल मेंवृद्धि, शुद्ध उच्चारण , चित्र प्रस्तुतिकरण व विचारों को सुंदर शब्दों में व्यक्त करना ।

### 2. वार्तालाप व नाट्य रूपांतरण

दूरसंचार व सूचना के साधनों की जानकारी, एक घरेलू उपकरण, दूर बैठे जानकारी मिलना ।

सामूहिक ( मौखिक, लिखित )

कक्षा में दो मित्रों के बीच पर वार्तालाप व नाट्य रूपांतरण अध्यापिका

आपसी सहयोग, शुद्ध उच्चारण , सही वाक्य संरचना, कल्पना शक्ति का विकास, विचारों कीमौखिक

उपकरण की जानकारी, भावों विचारों की अभिव्यक्ति, भाषा का शुद्ध उच्चारण ।

<p><b>3.चित्रवर्णन</b></p>	<p>चित्र वर्णन से रोबोट, कठपुतली और कंप्यूटर को परखने की क्षमता का विकास की जानकारी, कल्पना शक्ति का विकास, भाषा लेखन का विकास, वाक्य रचना व चित्र से संबंधित होना ।</p>	<p>सामूहिक (मौखिक, लिखित ) कक्षा चर्चा</p>	<p>द्वारा दिए गए विषयपर ।  चित्र प्रस्तुतिकरण व चित्र संबंधित शब्दावली के माध्यम से कक्षा चर्चा ।</p>	<p>अभिव्यक्ति ।  सरल व छोटे वाक्य विषयानुकूल, भाषा स्पष्ट व रोचक ,विषय की पूरी जानकारी ।</p>	<p>कल्पना शक्ति का विकास,विचारों को एक सूत्र में लिखने की प्रतिभा का विकास,भाषा लेखन का विकास, शब्दावली का उचित उपयोग ।</p>
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### V. Rubrics (any 2 activities)-

क्रमांक/प्रकार	अति उत्तम 5-4	उत्तम 4-3	सराहनीय 3-2	अच्छा प्रयास 2-1	सुधार आवश्यकता 0-1
<p><b>1.पाठ सुनना</b></p>	<p>धैर्य और संयम से ध्यान पूर्वक पाठ सुनना ।</p>	<p>ध्यान पूर्वक सुनना परंतु धैर्य की कमी ।</p>	<p>ध्यान और धैर्य की कमी व सार ग्रहण करने में त्रुटियाँ रहीं ।</p>	<p>कही बात को ध्यान से नहीं सुनना व पाठ का सार बताने में कमी रही ।</p>	<p>ध्यान, धैर्य और पाठ का सार बताने में असमर्थ ।</p>
<p><b>2.नए शब्दों का अर्थ ग्रहण करना ।</b></p>	<p>पाठ सुनकर समझाए गए नए शब्दों के अर्थ को ध्यान से समझना और ग्रहण</p>	<p>अधिकतर सभी नए शब्दों के अर्थ को ग्रहण करना ।</p>	<p>पाठ ध्यान पूर्वक सुनना व सरल शब्दों का अर्थ बताना ।</p>	<p>धैर्य और ध्यान की कमी और कुछ शब्दों का अर्थ बताने की कोशिश ।</p>	<p>धैर्य, ध्यान, संयम की कमी नए शब्दों का अर्थ नहीं बताया ।</p>

	करना ।				
<b>3.नए शब्दों से वाक्य बनाना और प्रश्नोंकेउत्तर देना ।</b>	वाक्य बनाने में सक्षम और सभी प्रश्नों के उत्तर सही बताए ।	सरल वाक्य बनाने में सक्षम और कुछ प्रश्नों के उत्तर बताना ।	नए शब्दों से एक- दो वाक्य बनाना व अर्थ नहीं बताना और एक प्रश्न का उत्तर बताना ।	वाक्य रचना में मात्राओं की अनेक त्रुटियाँ और प्रश्नों के के उत्तर देने में असफल ।	ना ही वाक्य रचना करी और सभी प्रश्नों के उत्तर देने में असमर्थ ।
<b>4.सुंदरसुलेख व व्याकरण का सामंजस्य ।</b>	सुंदर सुलेख और व्याकरण का सामंजस्य रखना ।	सुलेख में कुछ त्रुटियाँ व व्याकरण पर ध्यान नहीं दिया ।	सुलेख में मात्राओं की व्याकरण संबंधित त्रुटियाँ करना ।	ना सुंदर सुलेख,मात्राओं की त्रुटियाँ,ना ही व्याकरण का सही तालमेल ।	भाषा संबंधी अनेक त्रुटियाँ प्रस्तुतिकरण पर बिल्कुल ध्यान नहीं दिया गया है ।

क्रमांक/प्रकार	अति उत्तम 5-4	उत्तम 4-3	सराहनीय 3-2	अच्छा प्रयास 2-1	सुधार आवश्यकता 0-1
<b>1.रचनात्मक ताव प्रस्तुति करण</b>	रचनात्मकता का प्रस्तुतिकरण बड़े ही आकर्षक व उपयुक्त ढंग से दर्शाया गया है ।	रचनात्मकता में थोड़ी कमियां और प्रस्तुतिकरण का सुंदर प्रयास किया गया है ।	प्रस्तुतिकरण ठीक ढंगसे करना परंतु रचनात्मकता का अभाव ।	प्रस्तुतिकरण व रचनात्मकता में अनेकों त्रुटियाँ ।	रचनात्मकता और उसके प्रस्तुतिकरण करने में असफल ।
<b>2.अभिव्यक्ति</b>	पूर्ण आत्मविश्वास के साथ भाषा का शुद्ध वसही उच्चारण करा गया है ।	भाषा का उच्चारण सही परंतु अभिव्यक्ति में कमी ।	आत्मविश्वास में थोड़ी कमी, कुछ शब्दों का उच्चारण गलत ।	भाषा का उच्चारण करते समय व्याकरण की अनेकों त्रुटियाँ ।	शुद्ध उच्चारण के लिए अथक अभ्यास की आवश्यकता ।
<b>3.मात्राओंका सही प्रयोग</b>	सभी मात्राओं का सही प्रयोग किया गया है ।	कहीं कहीं पर मात्राओं की त्रुटियाँ हैं ।	कुछ शब्दों पर सही मात्रा का प्रयोग करना ।	मात्राओं का उचित उपयोग नहीं किया गया है ।	व्यंजन पर सही मात्रा लगाने के लिए अभ्यास की आवश्यकता है ।
<b>4.विषयवस्तु</b>	<b>विषय वस्तु</b> ,नए शब्दों का प्रयोग व वाक्य संरचना में तालमेल की जानकारी सही है	विषय की जानकारी पूरी है मगर विषय अनुरूप वाक्य संरचना में थोड़ा	विषय की जानकारी की कमी व रचनात्मकता में लिखें गए वाक्यों में सही सामंजस्य	विषय वस्तु के अनुसार जानकारी बहुत कम है और लेखन में नए	विषय वस्तु की बिल्कुल सही जानकारी नहीं है,नए शब्दों का प्रयास में मात्राओं की त्रुटियाँ वाक्य में विषय की

		कम तालमेल है	नहीं है	शब्दों का प्रयोग सही तरीके से नहीं किया गया है	कोई अभिव्यक्ति नहीं
<b>5.नैतिक मूल्यों का समावेश</b>	दिए गए विषय के प्रस्तुतिकरण में नैतिक मूल्यों को सुंदर सुलेख व ढंग से प्रस्तुत किया गया है	सुलेखन में नैतिक मूल्यों का पूरा ध्यान रखा गया है	प्रस्तुतिकरण में विषय वस्तु के अनुरूप नैतिक मूल्यों का अभाव है।	नैतिक मूल्यों का लेखन में कहीं कहीं जिक्र है	किसी भी प्रकार के नैतिक मूल्यों का कोई समावेश नहीं किया गया है

## VI. Blueprint of Observation I-

खंडक:-**पठन** :-अपठित गद्यांश,

खंड ख :-**लिखित**:-रचनात्मक लेखन, अनुच्छेद लेखन, चित्र लेखन

खंडग:-**व्याकरण**:- संज्ञा, सर्वनाम, विलोम, वचन, लिंग, जोड़े दार, समानार्थक, समानलय शब्द

खंड घ:-**शब्दावली**:- ( शब्द अर्थ, वाक्य,विलोम, शुद्ध भाषा )

## VII. Prescribed Books: भाषा माधुरी, भाषा अभ्यास,सुलेखन अभ्यास |