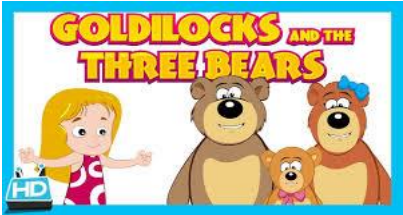



PARENT SYLLABUS -CLASS II
APRIL-SEPTEMBER (SESSION 2020– 21)

Month	Subject	No. of classes/ Topics covered	Learning outcome	Activities (including Art Integration)	Alternate Academic Calendar and Art Integration	Assessment
April / May	English	<p>Course book and Workbook</p> <p><i>Goldilocks and the Three Bears.</i></p> <p>(3 classes)</p>  <p>Grammar Concepts</p> <ul style="list-style-type: none"> -Naming words -Proper and common noun -Countable and Uncountable noun <p>(5 classes)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -read 5 to 6 sentences from the story with correct pronunciation and intonation. -express orally his/her opinion about the story or characters in 2 lines at the end of the reading text. - answer the questions by using at least 2 textual evidences from the story. -respond to comprehension questions related to the passage, in writing. -write 2-3 sentences using naming words with correct punctuation. 	<p>Culinary Art</p> <ul style="list-style-type: none"> -Making bear sandwich using different shapes to relate them with the characters of the story.  <p>Visual arts</p> <ul style="list-style-type: none"> -Creating bear mask/ puppets to narrate the story. 		<ul style="list-style-type: none"> -Follow up worksheets -Boogle -Word Search -Scramble Word Puzzle -Google Forms -PowerPoint Presentation



-Punctuation (full stop and question mark)

(2 classes)

-Sight words

-Vocabulary

Picture Composition

(2 classes)

Comprehension

(1 class)

Skills

- reading
- writing
- listening
- speaking
- observation
- reasoning
- thinking

-read 6-7 sight words with correct pronunciation using background knowledge after reading text /watching the video.

-illustrate 2-3 naming words from the story.

-using simple naming words, compose and write short sentences with space between the words.

-identify and list 5-6 common and proper nouns.

-differentiate between countable and uncountable nouns.

(at least 4 each)



Performing arts



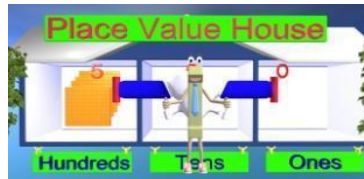

-Sing along the 'Noun song'





Interdisciplinary approach (with other subjects)

- naming different family members.(GA)



-counting the number of things in the bear's house.(Math)

				<p>-sorting the things from greatest to least.(Math)</p> 		
April / May	Mathematics	<p>Number Sense (numbers till 200)</p>  <p>- Identification of numbers 1 to 200 (2classes)</p> <p>- Reading and writing number names up to 200 (1 class)</p> <p>-Place value and expanded form of numbers (3 classes)</p> 	<p>Students will be able to</p> <ul style="list-style-type: none">-read and write two and three digit numerals correctly till 199, based on their textual knowledge.-write the numerals that come before/between/after the given numerals.-using place value in writing and comparing the two and three digit numerals.-identify the correct symbol(<,>=) to be used after comparing the numerals.-identify basic 2-dimensional shapes after	<p>Visual arts</p> <ul style="list-style-type: none">-Making of number mat-Drawing an umbrella to write the (months of the season)-Making number cards  <p>Performing arts</p> <ul style="list-style-type: none">-Sing along an odd and even song <p>Interdisciplinary approach</p> <ul style="list-style-type: none">-Counting the members in their family.(GA)	<p>Follow up worksheets</p> <p>Google forms</p> <p>PowerPoint Presentation</p>	

		<p>-Odd and even numbers (2classes) - Ordinals up to 20(2 classes)</p> <p>-Comparison of numbers(3 classes) Skills -sorting -identification -sequencing numbers -comparing</p> 	<p>observing their activity (culinary art).</p> <p>-make pairs to find out odd or even based on their textual knowledge and experience.</p> <p>-interpret the positions of placed objects after studying about ordinals.</p>	 <p>-Arrange the family members in ascending order according to their age.(GA)</p> <p>-Observing different shapes in the 'Bear sandwich'.(English)</p> 		
April / May	General Awareness	<p>Family and Relatives -Types of family -Relationship in the family -Caring for each other (6 classes)</p> 	<p>Students will be able to:</p> <p>- name their family members.</p> <p>- differentiate between nuclear and joint families by illustrating cases of different families.</p> <p>-share 2 incidents when they helped their family members after discussion with parents and siblings.</p>	<p><u>Visual Arts</u></p> <p>-designing photo- frame for family members</p>		<p>Follow up worksheets Google forms</p> <p>PPT</p>



School

- People in the school
- Places in the school

- identify and name any 3 relationships with and among family members using background knowledge after reading the text.

- describe roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/ written/other ways.

-design a family photo frame based on their knowledge of art/craft.

-identify and list 2-3 different places in school.

- describe various activities in school based on their experience.

-compare roles of different persons in the school based on their textual knowledge.






-drawing an umbrella to depict seasons












Performing arts



- Singing along a song to save the Earth
- A song for family members


Interdisciplinary approach


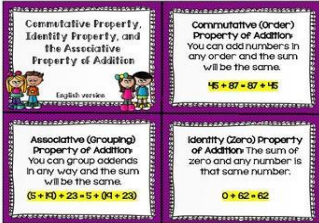
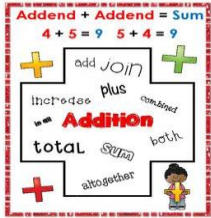

		<p>-Types of schools - Activities in school (4 classes)</p>  <p>Seasons</p> <ul style="list-style-type: none"> - Weather - Seasons in India (2 classes) <p>Skills</p> <ul style="list-style-type: none"> -observation -reasoning and thinking -speaking 	<p>-identify and name various weather conditions by observing everyday's weather.</p> <p>-compare clothes and weather of different seasons based on their observations.</p>	<p>Writing special names for family members(English)</p> <p>-writing names of months in "season mat" (Math)</p> <p>Hello Season !! Choose any one season and write or draw and paste pictures according to the instructions given</p>  <p>Effects of weather conditions on the things around us. (Leaf experiment- Experiential learning</p> 		
April / May	Hindi	<p>मात्रा अभ्यास पुनराभ्यास – {1 कक्षा} अनुस्वार और अनुनासिक</p>	<p>परिणाम – सभी छात्र मात्रा एवं स्वरों को जान और लिख पाएँगे।</p>			<p>-मात्राओं पर आधारित कार्यपत्र द्वारा - पुनराभ्यास कार्यपत्र - गूगल फॉर्म के द्वारा </p>


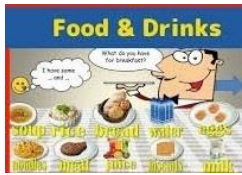
		<p>{1 कक्षा }</p> 	<p>-अनुस्वार एवं अनुनासिक समझ शब्द लिख पाएँगे।</p>			
		<p>कविता- सवेरा { 5 कक्षा }</p>  <p>१-१० गिनती {1 कक्षा }</p> 	<p>परिणाम -२-३ पंक्तियों का सस्वर लयबद्ध रूप से उच्चारण कर पाएँगे। -शब्द भंडार में वृद्धि , कठिन शब्दों द्वारा वाक्य रचना, वाचन और लेखन कर पाएँगे। - उच्च बौद्धिक क्षमता पर आधारित प्रश्नों के उत्तर कर पाएँगे।</p> <p>-सभी छात्र हिंदी अंकों में गिनती समझ एवं लिख पाएँगे।</p>	<p>रचनात्मक क्रियाकलाप - सवेरा होने पर हमारे आस-पास के वातावरण को चित्र रचना द्वारा दर्शाइए।</p>  <p>यू ट्यूब लिंक – https://youtu.be/UkM0Gbr2oOI -सभी छात्र हिंदी में गिनती गाकर अभ्यास अभ्यास करने के लिए कहा जाएगा।</p>		<p>-उच्च बौद्धिक क्षमता पर आधारित प्रश्नों के उत्तर द्वारा। - पुनराभ्यास कार्यपत्र - गूगल फॉर्म के द्वारा।</p> <p>१-१० गिनती लिखवाकर।</p>

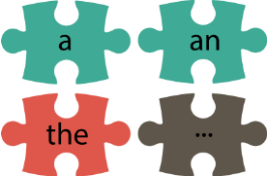


		<p>पाठ - नीलमपरी { 4 कक्षा }</p> 	<p>- इस पाठ के पाठन से बच्चे आज्ञाकारी बनेंगे एवं कल्पना शक्ति का विकास करेंगे।</p> <p>।</p> <p>- छात्र पाठ का सार समझ कर पाठ के अंतर्गत आने वाले कठिन शब्दों का चुनाव कर उनका लेखन अर्थ सहित कर पाएँगे।</p>	<p>रचनात्मक कौशल - बगीचे में दिखने वाली चीज़ों का चित्र बनवाकर उन्हीं शब्दों पर वाक्य रचना करवाई जाएगी। जैसे</p> <p>- तितली, फूल, पेड़ - पौधे आदि।</p> 		<p>उच्च बौद्धिक क्षमता पर आधारित प्रश्नों के उत्तर द्वारा।</p>
<p>JULY</p> <p>No. of teaching classes- 8</p>	<p>English</p>	<p>CB and workbook</p> <p>The Test</p>  <p>-reading -explanation - word meanings - sentence making -question and answers (3cls)</p> <p>Poem-What is pink? (1cls)</p>	<p>Each child will be able to:</p> <p>-recite 2-3 lines of a poem with actions.</p> <p>-read 8-10 sentences from the story with correct pronunciation and intonation.</p> <p>-respond to 2-3 comprehension questions based on the story orally and in writing.</p> <p>-identify the characters and sequence of events in the story.</p> <p>-express verbally his/her opinion about the story or the characters in 3-4 lines.</p> <p>-answer the questions by using at least 2 textual evidences from the story.</p>	<p>Experiential Learning</p> <p>'Growing love' (MI-logical, bodily, linguistic)</p>  <p>Interdisciplinary Approach (with other subjects)</p> <p>'My First ever Chapati'.</p>	<p>Art Integration</p> <p>Leaf Printing (MI-spatial, intrapersonal)</p> 	<p>Quiz PPT Puzzle Crossword Word search Worksheets Google forms 3,2,1 Thumbs up Thumbs down</p>






		<p>Grammar:</p> <ul style="list-style-type: none"> -describing words(2cls) -naming words(recall) (1cls) <p>Picture composition(1 cls) Comprehension(1cls)</p> <p>Sight words and Vocabulary</p>	<ul style="list-style-type: none"> - compose and write simple, short sentences with space between the words. - spell 5-6 new words from the lesson. - read 6-7 sight words with correct pronunciation using background knowledge after reading text /watching the video. -suggest 3-4 words to describe their favourite food/ family member. 	<p>(MI-Verbal, linguistic)</p> 	<p>Culinary Art 'Health Counts' Cooking without fire- (Spatial, linguistic)</p> <p>ACC Reading Rabbit (linguistic)</p>	
	Hindi	<p>-पर्यायवाची शब्द (समान अर्थशब्द)</p>  <p>पाठ -बदल गई सुहानी</p>	<p>-सभी छात्र पर्यायवाची शब्दों को जान और लिख पाएँगे। -२-३शब्दों के समान शब्द बतापाएँगे।</p> <p>-इस पाठ के पाठन से बच्चे आज्ञाकारी बनेंगे एवं अच्छी आदतें सीखेंगे। -छात्र पाठ का सार समझकर पाठ के अंतर्गत आनेवाले कठिन शब्दों का चुनावकर उनका लेखन अर्थसहित कर पाएँगे।</p>	<p>-अपने आस - पास के वातावरण से पाँच पर्यायवाची वस्तुओं के चित्र चिपका कर कोलाज बनाइए।</p>	<p>-अपनी माताजी के लिए एक ग्रीटिंग कार्ड बनाइए। (Art Integrated)</p>	<p>-पर्यायवाची शब्दों पर आधारित कार्यपत्र द्वारा।</p> <p>-उच्च बौद्धिक क्षमतापर आधारित प्रश्नों के उत्तर द्वारा।(गूगल फॉर्म पर निर्मित)</p> <p>अभ्यास कार्यपत्र द्वारा</p>


		 <p>अपठितगद्यांश अनुच्छेद लेखन श्रुतलेख ,शब्दावली</p>	<p>दिए गए चित्र की मदद से दो से तीन वाक्य बना कर अनुच्छेद लेखन कर पाएंगे ।</p> <p>अपठित गद्यांश पढ़ कर तीन से चार प्रश्नों के सही उत्तर लिख पाएंगे ।</p> <p>तीन से चार सही शब्द लिखकर शब्दावली करपाएंगे ।</p>			
July (8 classes)	MATH	Number sense (Recall) (Numbers till 400) (2 Classes) -reading and writing numbers in numerical and word form -place value of digits in numbers -comparison of numbers Recall of 2 D shapes done in class 1 through a worksheet and an activity(1Class)	TO -read and write two and three digit numerals correctly till 400, based on their textual knowledge. -using place value in writing and comparing the two and three digit numerals. -identify the correct symbol(<,>=) to be used after comparing the numerals.	Sing Along Addition song (Musical MI) Interdisciplinary approach (Experiential Learning) (TOPIC: Food We Eat from General Awareness) Kitchen masters(My Chapatti My Shape)	Art Integration Shades and strokes (MI-spatial) Culinary Art -rolling a chapatti (AAC activity) 1-Interactive game of	Follow up worksheets -Riddles -Boogle -Word Search -Scramble Word Puzzle -Google Forms -PowerPoint Presentation


		<p>Addition</p> <ul style="list-style-type: none"> - properties Of addition <p>(2 classes)</p> <ul style="list-style-type: none"> -addition of three 1 and 2 digit numbers without regrouping(1 class) - addition of single and double and three digit numbers without regrouping.(2 classes) 	<ul style="list-style-type: none"> - identify and name three or four 2D shapes. -draw and name few shapes using different strokes of lines. -use their culinary skill to make a chapatti of different shape(not circle) -infer the property applied. - state the properties. -check the addition by changing the order of numbers. - find out the missing addend using the addition property. - solve simple daily life problems using addition. -add up to three 1-digit and 2-digit numbers without regrouping. - add up to two 1-digit ,2 digit and 3-digit numbers without regrouping, sum not exceeding 400 	<p>(Intrapersonal and Logical MIs)</p>   	<p>‘Counting Tens and Ones’.</p> <p>(MI-Logical)</p> <p>2- In and Around the house</p> <p>(MI-Spatial)</p> 	
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July	General Awareness	Food We Eat a) need for food (1 cls) b) meal Time (1cls) c) sources of food (1 cls) d) different types of food in our kitchen e) classification of food- for growth, energy & health(2 cls). f) healthy and junk food (1cls) g) healthy eating habits (1cls) h) avoiding wastage of food (1 cls)	Students will be able to: - describe need of food for people of different age groups - categorise food under correct headings using background knowledge based on their textual knowledge. - list sources of food after watching PPT - name the three meals of the day - suggest ways to avoid wastage of food by illustrating different examples - identify and draw various food items having primary colours using their knowledge of art - identify and list 3 food items each which can be counted and not counted.	<u>Interdisciplinary approach</u> I wonder (Logical, linguistic intelligence) <u>Culinary Art</u> Let's shape it up (spatial Intelligence) Intelligence Kya kya khate hum (Logical, linguistic intelligence)	Rainbow in my plate (spatial intelligence)  Describe like chef Based on AAC (linguistic intelligence)	- Follow up worksheets - Boogle - Word Search - Scramble Word Puzzle - Google Forms - PowerPoint Presentation - Mind Mapping - 3,2,1 



	<p>-sentence making -question and answers (3cls)</p> <p>Enrichment Reader Poem- Cupboard (1cls)</p> <p>Grammar -articles: use of a and an</p>  <p>(1cls) -pronouns use of me, you, she ,he, her ,it, us, them (2cls),</p> <p>Sight words and Vocabulary</p> <p>Picture composition- observing and describing insects(1cls)</p> <p>Comprehension(1cls)</p>	<p>-identify and name the characters and sequence of events in the story.</p> <p>-express verbally or in writing his/her opinion about the story or the characters in 3-4 lines.</p> <p>-answer the questions by using at least 2 textual evidences from the story.</p> <p>-use 'a' and 'an' after watching a ppt/video on vowels and consonants.</p> <p>- use pronouns like <i>he,she,his,her,it,me,us</i> for the naming words around them.</p> <p>- compose and write simple, short sentences with space between the words.</p> <p>- spell 5-6 new words from the lesson.</p> <p>- read 6-7 sight words with correct pronunciation using background knowledge after reading text /watching the video.</p>	<p><u>Experiential Learning</u> Creepy Crawlies (MI- Spatial)</p> <p><u>Interdisciplinary Approach</u> Let's Sort 'Articles' (MI- linguistic, logical)</p> 	 <p><u>Performing Arts</u> Sing along the 'Pronoun song'. (MI- musical,verbal)</p>	<p>3,2,1</p> <p>Snow ball questions</p> <p>Thumbs up</p> <p>Thumbs down</p>
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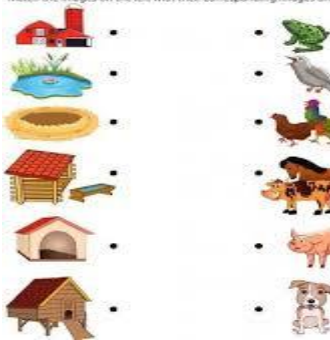

			<p>-investigate to gather 2-3 facts about the insects found in and around the house and write about it.</p>			
August	Hindi	<p>-वचन शब्द</p>  <p>पाठ -अब हम दोस्त हैं</p>  <p>कविता-मीठा झगड़ा</p> <p>अपठितगद्यांश</p> <p>अनुच्छेद लेखन</p>	<p>–सभी छात्र वचनशब्दों को जान और लिखपाएँगे। -शब्दों के एक से अनेक लिख पाएँगे।</p> <p>-इस पाठ के पाठन से बच्चों में मित्रता , सहायता , पशु-पक्षी प्रेम जैसे मूल्यों का विकास होगा।। -छात्र पाठ का सार समझकर पाठ के अंतर्गत आनेवाले कठिन शब्दों का चुनावकर उनका लेखन अर्थसहित करपाएँगे।</p> <p>-२-३ पंक्तियों का सस्वर लयबद्धरूप से उच्चारण कर पाएँगे। -शब्दभंडार में वृद्धि , कठिन शब्दों द्वारा वाक्यरचना, वाचन और लेखन कर पाएँगे। -उच्च बौद्धिक क्षमतापर आधारित प्रश्नों के उत्तर करपाएँगे।</p>	<p>-अपने शरीर के अंग जो बहुवचन में हैं उनके चित्र चिपकाकरकोलाज बनाइए। (Art Integrated)</p>	<p>-अपनीमनपसंद मिठाई  पर कविता की ४ पंक्तियाँ लिख कर लय में बोलिए (ACC) </p>	<p>-वचन शब्दों पर आधारित कार्यपत्र द्वारा।</p> <p>-उच्च बौद्धिक क्षमतापर आधारित प्रश्नों के उत्तर द्वारा।</p> <p>-उच्च बौद्धिक क्षमतापर आधारित प्रश्नों के उत्तर द्वारा। -पुनराभ्यास कार्यपत्र द्वारा गूगल फॉर्म पर निर्मित) अभ्यास कार्यपत्र द्वारा</p>



		श्रुतलेख ,शब्दावली	<p>दिए गए चित्र की मदद से दो से तीन वाक्य बना कर अनुच्छेद लेखन कर पाएंगे ।</p> <p>अपठित गद्यांश पढ़ कर तीन से चार प्रश्नों के सही उत्तर लिख पाएंगे ।</p> <p>तीन से चार सही शब्द लिखकर शब्दावली करपाएंगे ।</p>			
August (7classes)	Math	<p>Number sense</p> <p>(Numbers till 600)</p> <p>(1 class)</p> <p>-ascending and descending order of numbers</p> <p>-before , after and between numbers</p> <p>-expanded form</p> <p>Addition</p> <p>- addition of two and three digit numbers with regrouping(3 classes)</p>	<p>TO</p> <p>-write the numerals that come before/between/after the given numerals.</p> <p>-arrange the numbers in ascending and descending order.</p> <p>-depict the number in expanded form.</p> <p>-solve simple daily life problems using addition of numbers with and without regrouping, sum not</p>	<p>Interdisciplinary approach</p> <p>(Topic: Articles from English)</p> <p>Value of my name</p> <p>(Logical MI)</p>  <p>My Wardrobe</p>	<p>Art Integration</p> <p>Finding doubles</p> <p>(Logical MI)</p> <p>AAC ACTIVITY</p> <p>'This is the way we arrange ourselves'</p> <p>(Logical MI)</p> <p>Culinary Art</p> <p>Cookie delight</p>	<p>Follow up worksheets</p> <p>-Riddles</p> <p>-Boogle</p> <p>-Word Search</p> <p>-Scramble Word Puzzle</p> <p>-Google Forms</p> <p>-PowerPoint Presentation</p>



		- story questions (2 classes) -addition of money (as a part of story sums) (1 class)	exceeding 999 -solve simple story questions involving addition. -find the value of their name by adding the value of vowels and consonants (in accordance with the given instructions) -add a small amount of money with or without regrouping.	(Experiential learning) (intra personal and logical)	(Logical and intrapersonal MIs)	
August (7classes)	General Awareness	The Clothes We Wear - importance of clothes(1cls) -different clothes related to seasons (1 cls) - uniforms and costumes (2cls) -taking care of clothes (1 cls) -sources of clothes (2 cls)	Students will be able to: - tell the importance of wearing clothes. -differentiate between clothes of present and past . -identify 2 fabric of garments worn according to each season . -categorise clothes to be worn at different places based on experience. - name 4 people who wear uniform after observing around them.	Dress up with Swag (bodily kinesthetic and linguistic intelligence) 	Kab kya pehnu (AAC) (logical intelligence) Art Integrated Learning I am a dress designer (spatial intelligence)	-Follow up worksheets -Riddles -Boogle -Word Search -Scramble Word Puzzle -Google Forms -PowerPoint Presentation

		 <p>Clothes</p>	<ul style="list-style-type: none"> -design a paper shirt using origami. -fold their clothes neatly. -describe their favourite dress. -tell the source of different types of materials. -dress up in traditional costume and speak about it. -find out about traditional costume of Sikkim and the occasion when it is worn. 	<p>Interdisciplinary Approach The letter matters (interpersonal intelligence)</p>		
<p>September No. of teaching classes: 8</p>	<p>English</p>	<p>Coursebook and Workbook- The Spider's Lesson</p>  <p>-reading</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> -recite 2-3 lines of the poem with actions. -read a part of the story with correct pronunciation and intonation. -answer 2-3 comprehension questions based on the story orally and in writing. 	<p>Follow the leader (MI-Kinesthetic)</p> 	<p>Art Integration 'Spin the Web' (MI- spatial)</p> 	<p>Beat the clock 3,2,1 Thumbs up Thumbs down Quiz PPT Puzzle Crossword Word search Worksheets Google forms</p>

		<p>-explanation -word meanings -sentence making -question and answers (3cls)</p> <p>Enrichment Reader(1cls) The Lion and the Mouse</p> <p>Grammar action words (2 cls)</p> <p>Sight words and Vocabulary</p> <p>Creative Writing (1 cls)</p> <p>Comprehension (1 cls)</p>	<p>-identify and name the characters and sequence of events in the story.</p> <p>-express verbally or in writing his/her opinion about the story or the characters in 3-4 lines.</p> <p>-answer the questions by using atleast 2 textual evidences from the story.</p> <p>-make a list of 4-5 action words.</p> <p>-frame 2-3 sentences with action words.</p> <p>-compose and write simple, short sentences with space between the words.</p> <p>- spell 5-6 new words from the lesson.</p> <p>- read 6-7 sight words with correct pronunciation using background knowledge after reading text /watching the video.</p>	<p>Action Trouble (Experiential Learning) (MI-linguistic,intra-personal)</p> <p>Interdisciplinary Approach Building Blocks (MI-logical)</p> 	<p>ACC</p> <p>Budding Readers (linguistic intelligence)</p> <p>I recite (linguistic and musical intelligence)</p> 	<p>hand signals</p> <p>Snow ball questions</p> <p>dicto gloss</p> <p>speed up-</p>
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<p>September</p>	<p>Hindi</p>	<p>पाठ - भालूकाघर</p>  <p>-लिंगबदलो</p>  <p>अपठितगद्यांश अनुच्छेद लेखन श्रुतलेख ,शब्दावली</p>	<p>- इस पाठ के पाठन से बच्चों में मित्रता , सहायता , पशु-पक्षी प्रेम जैसे मूल्यों का विकास होगा ।। -छात्र पाठ का सार समझकर पाठ के अंतर्गत आनेवाले कठिनशब्दों का चुनावकर उनका लेखन अर्थसहित कर पाएँगे । -उच्च बौद्धिक क्षमतापर आधारित प्रश्नों के उत्तरकर पाएँगे । -पक्षी एवं जानवरों के नाम हिंदी में जानेगे ।</p> <p>—सभी छात्र लिंगशब्दों को जान और लिखपाएँगे । -शब्दों के लिंग बदलपाएँगे।</p> <p>दिए गए चित्र की मदद से दो से तीन वाक्य बना कर अनुच्छेद लेखन कर पाएँगे ।</p> <p>अपठित गद्यांश पढ़ कर तीन से चार प्रश्नों के सही उत्तर लिख पाएँगे ।</p> <p>तीन से चार सही शब्द लिखकर शब्दावली कर पाएँगे ।</p>	<p>Where do these animals live? Matching Exercise</p>  <p>-२ फोटो फ्रेम बनाकर अपने परिवार के सदस्यों की फोटो स्त्रीलिंग - पुल्लिंगके अनुसार चिपकाइए ।</p> 	<p>- विभिन्न पक्षी एवं जानवरों के घरों के बारे में पता कीजिए तथा घर में उपलब्ध सामान द्वारा किसी एक जानवर या पक्षी का घर बनाइए (Art integrated)</p>	<p>- उच्च बौद्धिक क्षमतापर आधारित प्रश्नों के उत्तर तथा कार्यपत्र द्वारा</p> <p>(गूगल फॉर्म पर निर्मित)</p> <p>अभ्यास कार्यपत्र द्वारा</p> <p>-कार्यपुस्तिका में लिंगशब्द लिखवाकर ।</p> <p>कार्यपुस्तिका में लिंगशब्द लिखवाकर ।</p>
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September (9 classes).	Math	<u>Lines Shapes and Patterns</u> -curved and straight lines(1 cl) -plane shapes(1 cl) -solid shapes(1 cl) -relation between plane and solid shapes(2 cls) -patterns in shapes, music and dance (2 cls) -number patterns(1 cl) -rangoli pattern and Warli pattern(1 cl)	TO identify different 3 D shapes. - make and identify 2 D shapes by paper folding, paper cutting etc -form 3D shapes with clay. -differentiate between plane and 3D shapes. -illustrate 3 D shapes with examples from daily life. - identify the pattern and develop it further. -make rangoli pattern. -draw and colour a Warli painting.	Shape O Mania (spatial MI) Energise Yourself (Bodily Kinesthetic) Interdisciplinary Activity (Houses) (Spatial MI) A Rangoli for my House  Experiential Learning Shower Time (Spatial and intrapersonal)	Art Integration (Spatial MI) (Warli painting)  (acc) Rangoli patterns (spatial) Patterns in nature (spatial) Shapes Around Me (bodily kinesthetic)	Follow up worksheets -Riddles -Boogle -Word Search -Scramble Word Puzzle -Google Forms -PowerPoint Presentation
September	General Awareness	The Houses We Build -need of house (1 cls) -types of houses and materials used to build them (3cls)	-describe the need and importance of a house based on their experience.	Experiential learning Chakachak Toli (Bodily Kinesthetic Intelligence)	ART INTEGRATED LEARNING (Performing arts)	Rapid Fire Quiz Hot seat

<p>No. of classes 9</p>		<p>-flats and bungalows (2cls)</p> <p>-inside a house (2 cls)</p> <p>-ways to keep the house clean (1cls)</p> 	<ul style="list-style-type: none"> - name different types of houses after discussion with friends and family. -justify the need for various types of houses. -differentiate between temporary and permanent houses based on textual knowledge. -make a house using clay and discuss the importance of various rooms in it. -make a plan to keep the house clean. -suggest ways to help people without homes. -identify and write about different types of houses people have in different places. -make a list of materials used for building houses. 	<p>Home sweet home (Spatial Intelligence)</p> 	<p>Telling tales (Bodily Kinesthetic Intelligence)</p> <p>Bob The Builder (Spatial Intelligence)</p> <p>Kaise Kaise Ghar (Interpersonal Intelligence) based on AAC</p>	<p>Independent thinking time</p> <p>Verbalized thinking</p> <p>Concept mapping</p>
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