

CURRICULUM ANNUAL PLAN 2026 - 2027

TERM- 1 and TERM -2

CLASS : II

SUBJECT : SCIENCE (EVS)

TOPIC CONTENT TO BE TAUGHT	LEARNING OBJECTIVE Students will learn	METHODOLOGY	SKILLS TO BE DEVELOPED	MODE OF ASSESSMENT	Learning Outcomes Students will be able to
Lesson -2 Human Body	Describe the External and Internal Organs	Interactive method	<ul style="list-style-type: none"> • Reading • Writing 	Oral test	Identify the different Organs of Our body.
Lesson -3 Food for Health	Recall different types of Food	Interactive method	Identification	Verbal questioning	Explain and Differentiate different types of food.
Lesson-4 The Clothes We Wear	To identify different types of Clothes.	Cutting and pasting Interactive Pictures	Creative Identification	Hands on activity	Identify different types of Clothes to be worn in different Occasions.
Lesson -5 Houses	Importance of Houses. Understand of its protection.	Chalk and duster Charts	Observational understanding	Verbal Questioning	List the names of Kutcha and Pucca Houses. Differentiate between Kutcha houses.
Lesson-6 Places in Our Neighbour hood.	Describe different names of places like Bank, School, Hospitals, Shops.	Pictures from the book	Self Awareness	Questioning Quiz	Identify different kinds of Places and their functions.
Lesson -7 Places of Worship.	Recall four types of places of Worship – Temple, Mosque ,Gurudwara, Church.	Interactive Black board	Classify	Pen and paper test	List the names of different places of Worship.

Lesson-8 Transport and Communic ation.	Learn to spell and name the different Land , Water , Air transport. Communication – Newspaper, Mobile, Radio, T.V.	Interactive Black board Observation	Classify Identification	Pen and paper Test	Explain and Differentiate the types of foods.
Lesson -9 Safety for All	Learn Safety at home, In School, On Road. Safety Rules to be followed.	Interactive Discussion	Thinking Creative Retention	Pen and paper Quiz Orals	Explain the importance of Safety Rules to be followed.
Lesson – 10 Festivals	Learn to identify the different Festivals celebrated in India. Recognize the functions of each festival. Like – Diwali . Holi, etc.	Interactive Discussion Charts Pictures	Drawings Creative Classify	Quiz Orals Pen and paoer MCQs	Explain the importance of festivals.

E.V.S CLASS – 2 TERM – 2

Lesson – 1 Our Earth	To recognize the shape of the Earth. Landforms , Water Bodies	Interactive Discussion	Drawing of Shape of Earth Creative	Orals Pen and paper Class Quiz	Identify the Landforms and Water Bodies
Lesson -2 Weather and Seasons	To know about the Weather and Seasons. Summer ,Winter, Rainy , Spring , Autumn	Interactive Discussion Playway	Thinking Creative Drawing	Activities Quiz Pen and paper	Identify the seasons and everyday weather.
Lesson -3 Plants Around Us.	To identify types of plants , Parts of a Plant.	Interactive Drawing Observation	Creative Thinking Questioning	Activities Quiz Orals	Recognize Plants and their parts.
Lesson -4 Plants are Useful.	To know the importance of Plants. Things we get from Plants.	Interactive Discussion Identification	Thinking Creative Retention	Quiz Orals Activities	To explain the uses of Plants and their identification.
Lesson -5 Domestic Animals	To know about the Farm Animals and Pet Animals and	Interactive Observation Identification	Thinking Creative Retention	Activities Puzzles Orals	Explain and Differentiate the Farm and

	their Useful work they do for Us.				Pet and Domestic Animals.
Lesson -6 Wild Animals	To know about the Dangerous Animals. Zoo Animals live in Cages.	Interactive Observational Identification	Thinking Creative Interesting	Activities Orals Quiz	Explain and differentiate between Wild and Domestic Animals.
Lesson -7 Our Environment.	To know about the Environment and its Surroundings.	Interactive Drawing Discussion	Recalling Thinking Creative	Diagrams Activities Quiz	Explain Environment and its Surroundings should be clean.
Lesson -8 Pollution	To know about Pollution and types of Pollution. Land , Water , Air , Noise and its causes.	Interactive Drawings Discussion	Recalling Thinking Creative	Activities Quiz Orals Pen and paper	Explain the types of Pollution and its causes.

Class 2 Curriculum 2026-2027

Month	Content	Learning objectives	Methodology	Skills developed	Mode of assessment	Value added Activity
April	हम नन्हे नन्हे बच्चे हैं (कविता)	सस्वर कविता पाठ,सचित्र कविता लेखन	सास्वर पाठ गायन	कविता- पाठ कविता लेखन	कविता- पाठ-3 उत्तर - पुस्तिका-3	छात्र अभिनय के साथ कविता पाठ करेंगे तथा सच्ची लगन, आत्मविश्वास,साहस ,देश -प्रेम आदि गुणों को सीखेंगे।
	पाठ-नन्ही सुनहरी (कहानी)	पठन तथा लेखन ज्ञान में वृद्धि, शब्द भंडार में वृद्धि	कहानी - कथा पाठ का वाचन तथा अर्थ समझाना	वचन ,चिंतन लेखन ,नई शब्दावली	मौखिक प्रश्न 2 उत्तर- पुस्तिका-2 पठन अभ्यास-2	घर के बाहर पशु -पक्षियों के लिए खाना या दाना पानी रखना।
	पाठ-आओ करें योग (केवल पठन के लिए)	पठन ज्ञान में वृद्धि	पठन-पाठन	पठन कौशल, शब्द भंडार में वृद्धि	मौखिक प्रश्न -2 ,पाठ का पठन-2	अनुलोम - विलोम सीख कर योग के प्रति रुचि उत्पन्न करना
	वर्णमाला	स्वर- व्यंजन और संयुक्त व्यंजनों की पुनरावृत्ति	आगमन निगमन, दृश्य -श्रव्य सामग्री	वर्णमाला ज्ञान	उत्तर पुस्तिका-3 मौखिक भाषा खेल - 3	उचित वर्ण भरकर शब्द पूरे करना
	मात्राएं	शुद्ध मात्रा	वार्तालाप	मात्रा ज्ञान	उत्तर	चित्र देखकर

		ज्ञान	दृश्य- श्रव्य सामग्री		पुस्तिका-3 भाषा-खेल-3	उचित मात्रा लगाना
May	पाठ 3 "पेट दर्द"	पठन लेखन ज्ञान में वृद्धि ,व्यवहारिक ज्ञान में वृद्धि	कहानी - कथन, पाठ का वाचन तथा व्याख्या	वाचन, लेखन व्यवहारिकता	मौखिक प्रश्न-2 उत्तर पुस्तिका-2 पठन-2	पौष्टिक भोजन और फास्ट फूड से संबंधित चित्र बनाकर बातचीत करना तथा पौष्टिक भोजन के फायदे समझना।
	व्याकरण-भाषा	भाषा ज्ञान में वृद्धि	दृश्य श्रव्य सामग्री	भाषा ज्ञान कौशल	उत्तर पुस्तिका-3 भाषा-खेल-3	मौखिक - लिखित भाषा के रूपों पर वार्तालाप
July	पाठ इंडिया गेट(कहानी)	पठन - चिंतन ,लेखन शब्द ज्ञान में वृद्धि	कहानी - कथन ,बातचीत	पठन ,लेखन चिंतन ,ज्ञान वृद्धि	पठन-2 उत्तर पुस्तिका-2 मौखिक	अपने माता-पिता के साथ इंडिया गेट घूमने जाओ और अमर जवान ज्योति तथा इंडिया गेट का चित्र अपनी कॉपी में चिपकाओ।
	कविता- रंग	स स्वर	लयबद्ध	कविता पाठ	उत्तर	रंगों से

	बिरंगी दुनिया	कविता पाठ और लेखन	कविता पाठ	शुद्ध लेखन	पुस्तिका-3 कविता-लेखन-3	संबंधित वस्तुओं के चित्र बनाना व रंग भरना।(प्रकृति ज्ञान एवं सौंदर्य बोध)
	संज्ञा- नाम शब्द	नाम शब्दों से परिचित कराना	आगमन निगमन दृश्य श्रव्य सामग्री	व्याकरण ज्ञान वृद्धि	मौखिक -3 भाषा-खेल-3	नाम शब्दों के चित्र बनाना और चित्र में रंग भरना
	लिंग बदलो	पुलिंग स्त्रीलिंग शब्दों से परिचय	आगमन निगमन दृश्य श्रव्य सामग्री	व्याकरण ज्ञान	मौखिक प्रश्न-3 भाषा-खेल-3	नाम शब्दों के लिंगों की पहचान
	वचन	एकवचन बहुवचन शब्द से परिचय कराना	आगमन निगमन दृश्य श्रव्य सामग्री	व्याकरण ज्ञान में वृद्धि	उत्तर पुस्तिका-3 भाषा-खेल-3	चित्रों द्वारा वचन शब्दों को बदलना और उचित वचन वाले शब्द से वाक्य भरना
	पंक्तियां मेरा प्रिय फल आम	लेखन ज्ञान में वृद्धि	वार्तालाप लेखन	लेखन कौशल	उत्तर पुस्तिका-4	आम के विभिन्न प्रकारों के नाम लिखना और चित्र बना

August	पाठ -दस धन्यवाद	वाचन ज्ञान ,लेखन ज्ञान में वृद्धि ,शब्द भंडार में वृद्धि	पठन-पाठन वार्तालाप	पठन- लेखन, चिंतन कौशल	पठन-2 उत्तर पुस्तिका-2 मौखिक प्रश्न-2	प्रकृति से प्राप्त चीजों के चित्र बनाना पर रंग भरना(प्रकृति- प्रेम और मिलजुल कर रहना)
	सेफ टच, अनसेफ टच	पठन तथा व्यवहारिक ज्ञान में वृद्धि	पठन वाचन	पठन कौशल	मौखिक	
	चित्र लेखन	चित्र देखकर अभिव्यक्ति तथा लेखन ज्ञान में वृद्धि	चित्र का ध्यान पूर्वक अवलोकन तथा भावों की अभिव्यक्ति	लेखन कौशल	उत्तर पुस्तिका	वार्तालाप
	विषय- संवर्धन गतिविधि	अभिव्यक्ति कौशल का विकास	पंक्तियां सुनाना	अभिव्यक्ति का कौशल	कविता पाठ -3 उत्तर पुस्तिका-3	छात्र अभिनय द्वारा कविता पाठ करेंगे एवं स्वच्छता का महत्व सीखेंगे
	श्रुतभाव ग्रहण परीक्षण (मौखिक अभिव्यक्ति)	श्रवण कौशल का विकास	कहानी कथन प्रश्नावली	श्रवण कौशल	छात्रों द्वारा दिए गए प्रश्नों के उत्तर	चिंतन

September	पढ़ाई गए पाठ्यक्रम की दोहराई	अर्धवार्षिक परीक्षा				
October	कहानी-मोमो का कमाल	वाचन लेखन ,ज्ञान शब्द भंडार ,व्यवहारिक ज्ञान में वृद्धि	कहानी कथन पाठ का सस्वर वाचन वार्तालाप	वाचन लेखन चिंतन	उत्तर पुस्तिका-2 पठन-2 मौखिक प्रश्नावली-2	अपने मित्रों को अपने प्रदेश का मनपसंद व्यंजन खिलाना डिलीट कर देता हूं कर दिया आपने डिलीट
	पाठ- ये आदत बुरी केवल पठान के लिए	पठन वाचन	पठन कौशल	मौखिक प्रश्न उत्तर		
	कविता स्वच्छता	सस्वर कविता गान स्वच्छता प भाषा ज्ञान व्यवहारिक ज्ञान वचर्चा	लयबद्ध कविता का सार	व्यवहारिक ज्ञा	कविता पाठ -3 उत्तर पुस्तिका-3	अभिनय के साथ कविता पाठ पाठ द्वारा स्वच्छ द्वारा स्वच्छता का महत्व बताना
	व्याकरण सर्वनाम	नाम शब्दों के स्थान पर आने वाले शब्दों का ज्ञान कराना	आगमन निगमन दृश्य श्रव्य सामग्री	व्याकरण ज्ञान	उत्तर पुस्तिका-3 भाषा-खेल-3	दो समूह में गतिविधि ।गलत सर्वनाम शब्दों को सही करके

						बताओ।
	व्याकरण विलोम शब्द	उल्टे अर्थ वाले शब्दों का से परिचित कराना	वार्तालाप वाचन	भाषा ज्ञान व्यावहारिक	उत्तर पुस्तिका-3 भाषा-खेल- 3	शब्द और विलोम शब्द बताते हुए दो समूह में भाषा खेल।
November	होली मनाई (पत्र)	पत्र विद्या का ज्ञान मौखिक व व्यवहारिक ज्ञान	वार्तालाप वाचन	भाषा ज्ञान व्यवहारिक ज्ञान	उत्तर पुस्तिका-2 पठन-2 मौखिक प्रश्न-2	होली का चित्र बनाना व चर्चा करना। त्योहारों से लगाव।
	कविता- हमारे अपने	कविता पाठ स्वर वाचन	सस्वर लयबद्ध कविता पाठ	लेखन कौशल	उत्तर पुस्तिका-3 कविता लेखन-3	परिवार के हर सदस्य के लिए संदेश लिखना
December	पाठ- पैसों की थैली(कहा नी)	कहानी पठन	वार्तालाप पाठ का वाचन शब्द भंडार में वृद्धि	लेखन चिंतन कौशल	उत्तर पुस्तिका- 2 पठन-2 मौखिक	□□□□□□ □□□□ □□□□ □□□□□ □□□□□ □□□□□□ □□□□□□ □□□□□□ □□□□□□ □□□□□□
	पाठ - हंस किसका	पठन चिंतन शब्द भंडार में वृद्धि	पाठ का वाचन	प्रश्नावली पठन कौशल	मौखिक प्रश्न -2 पठन-2 उत्तर-2	पशु पक्षियों के प्रति दया की भावना रखना सिखाना।
	श्रुतभाव ग्रहण	श्रवण कौशल का	कहानी कथन	श्रवण कौशल	छात्रों द्वारा दिए गए	चिंतन

	परीक्षण (मौखिक अभिव्यक्ति)	विकास	प्रश्नावली		उत्तर का अवलोकन	
January	दोहराई	पढ़ाई गए पाठ्यक्रम की दोहराई	श्रुतलेख मौखिक व लिखित प्रश्न उत्तर	पठन लेखन कौशल	कार्य पत्रिका भाषा खेल	
	पंक्तियां मेरा प्रिय खिलौना मेरा प्रिय मित्र	लेखन कौशल का विकास	वार्तालाप पंक्तियां लिखना	लेखन कौशल का विकास	उत्तर पुस्तिका-4	वार्तालाप

**ANNUAL
CURRICULUM
Subject : Maths
Class : II**

Topic	Learning Objectives	Methodology	Content life skills to be developed	Assessment	Learning Outcomes
<p><u>SEMESTER 1</u></p> <p>UNIT-1</p> <p>NUMBERS AND NUMERATION</p> <ul style="list-style-type: none"> ➤ Number Names ➤ Place Value ➤ Expanded and Short Form ➤ Formation of smallest and greatest number. ➤ Comparing Numbers ➤ Ascending /Descending Order ➤ Odd and even numbers 	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Write counting till 1000. ➤ Read and write numerals and number names. ➤ Use place value to write 3-digit number ➤ Expanded form and short form. ➤ Compare three digit numbers and arrange them in ascending/descending order. ➤ Make the greatest and smallest number with given digits . ➤ Even / Odd Numbers. 	<ul style="list-style-type: none"> ➤ By using PPT, Smartboard, Worksheet and activities according to the topic. 	<p>Logical thinking, Understanding and observing the concept.</p> <p>To develop work habits, self dependency in mathematical concepts.</p>	<p>Evaluation will be done through</p> <ol style="list-style-type: none"> 1) Observation 2) Activity 3) Class work 	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Read and write any 3 digit numbers and their number names. ➤ Write expanded and short form. ➤ Find the Greatest and Smallest numbers in the given set of numbers. ➤ Can arrange the numbers in ascending/descending order. ➤ Form greatest and smallest numbers using two digit and 3 digit numbers. ➤ identify and differentiate between even and odd numbers

**UNIT-2
ADDITION**

Addition of 2-digit and 3-digit numbers with and without regrouping.

- Students will be able to**
- **Add 2-digit and 3-digit numbers with or without regrouping.**
 - **Understand and apply properties of addition.**
 - **Solve story sums.**

Teacher will use examples to explain addition and also quote instances related to daily life addition i.e., find out the total number of boys and girls in a section.

Use of pictures and videos to demonstrate and develop fluency in addition.

Use of Smart board and Green board.

Logical thinking.

To be able to do calculations in daily life activities.

To develop work habits, self-dependency in mathematical calculations.

Evaluation will be done through

- 1) Worksheet
- 2) Class Discussion

Students will be able to

- **add two or three 2-digit and 3-digit numbers.**
- **use addition in solving daily life situations.**

<p>Unit-3 SUBTRACTION</p> <p>Subtraction of 2-digit and 3-digit numbers with and without regrouping.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Subtract 2-digit and 3-digit numbers with or without regrouping. ➤ Understand and apply properties of addition. ➤ Solve story sums. 	<ul style="list-style-type: none"> ➤ Interactive, ➤ Learning by doing. ➤ Using PPT, Smartboard, Worksheet and activities according to the topic. 	<ul style="list-style-type: none"> ➤ Calculation, ➤ accuracy, ➤ confidence ➤ quantitative reasoning 	<p>Evaluation will be done through</p> <ol style="list-style-type: none"> 1) Worksheet 2) Class work 	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ subtract two and three digit numbers. ➤ use subtraction in solving daily life situations
<p>UNIT-4 SHAPES AND PATTERNS</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Identify straight and curved lines. ➤ Understand horizontal, vertical and straight lines. ➤ Identify the objects in the environment and relate them to geometrical shapes. ➤ Draw simple plane figures ➤ Identify solid figures. ➤ understand properties of plane and solid figures. ➤ Understand pattern. 	<ul style="list-style-type: none"> ➤ Interactive, ➤ Learning by doing. ➤ Using PPT, Smartboard, Worksheet and activities according to the topic. 	<ul style="list-style-type: none"> ➤ ANALYSIS ➤ CREATIVITY 	<p>Evaluation will be done through</p> <ol style="list-style-type: none"> 1) Observation 2) Activity 3) Class work 	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ identify lines ➤ describe plane shapes by counting their corners and sides. ➤ Identify solid figures and recognize their properties.. ➤ Identify the objects in the environment and classify them relating to geometrical shapes. ➤ Create simple patterns.

<p>UNIT-5 TIME AND CALENDAR</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ know days of the week and months of the year in accordance of their ordinal positions. ➤ Know number of days in particular month. ➤ Understand concept of leap year. ➤ Read the calendar. ➤ Read the time to the hour and half hour. 	<ul style="list-style-type: none"> ➤ Interactive, ➤ Learning by doing. ➤ Using PPT, Smartboard, Worksheet and activities according to the topic. 	<ul style="list-style-type: none"> ➤ Understanding ➤ Application 	<p>Evaluation will be done through</p> <ol style="list-style-type: none"> 1) Observation 2) Activity 3) Class work 	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Use different terms related to time in their daily life situations. ➤ Identify special days and dates in a calendar. ➤ Read time from a clock.
<p>UNIT-6 MONEY</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Identify Indian currency: notes and coins ➤ Read and write money. ➤ Exchange coins and notes of greater denomination with coins and notes of lesser denomination. ➤ Add and subtract rupees and paise. ➤ Solve statement sums involving money. 	<ul style="list-style-type: none"> ➤ Interactive, ➤ Learning by doing. ➤ Using PPT, Smartboard, Worksheet and activities according to the topic. 	<ul style="list-style-type: none"> ➤ Problem solving 	<p>Evaluation will be done through</p> <ol style="list-style-type: none"> 1) Observation 2) Activity 3) Class work 	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ identify Indian currency notes and coins. ➤ read and write money. ➤ solve money related problems in daily life through addition and subtraction. ➤ use money to buy things.

SEMESTER 2

UNIT-1 MULTIPLICATION

Students will be able to

- **Comprehend that multiplication is repeated addition.**
- **Recite multiplication tables 2-10**
- **Understand the properties of Multiplication.**
- **Multiply 2-digit and 3-digit numbers by 1-digit.**
- **Solve simple statement sums, involving multiplication.**

- Interactive,
- Learning by doing.

- Using PPT, Smartboard, Worksheet and activities according to the topic.

- Calculation,
- accuracy,
- confidence
- quantitative reasoning

Evaluation will be done through

- 1) Observation
- 2) Activity
- 3) Class work

Students will be able to

- **represent multiplication as repeated addition.**
- **Solve the problems related to properties of multiplication**
- **Apply concept of multiplication to solve daily life problems .**

UNIT-2 DIVISION

Students will be able to

- **Understand that division is an equal distribution.**
- **Understand that division is repeated subtraction.**
- **Understands the relation between multiplication and division.**
- **Divide a 2-digit number by 1-digit number without remainder**

- Interactive,
- Learning by doing.

- Using PPT, Smartboard, Worksheet and activities according to the topic.

- Understanding
- Application

Evaluation will be done through

- 1) Observation
- 2) Activity
- 3) Class work

Students will be able to

- **Divide by equal distribution**
- **Divide by repeated subtraction**
- **Establish the relationship between multiplication and division.**
- **Divide a 2-digit number by 1-digit number without remainder**

<p>UNIT-3 FRACTIONS</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Comprehend that fractions are parts of a whole. ➤ Identify half , one third,one fourth from a list of fractions. ➤ Understand fraction of collection. 	<ul style="list-style-type: none"> ➤ Interactive, ➤ Learning by doing. ➤ Using PPT, Smartboard, Worksheet and activities according to the topic. 	<p>Quantitative reasoning</p>	<p>Evaluation will be done through</p> <ol style="list-style-type: none"> 1) Observation 2) Activity 3) Class work 	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Divide a whole into two, three or four equal parts. ➤ Identify fraction of collection.
<p>UNIT -4 MEASUREMENT</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Measure small objects using non-standard and standard units of length. ➤ Compare weights of two objects. ➤ Understand capacity and estimate the capacity of container. 	<ul style="list-style-type: none"> ➤ Interactive, ➤ Learning by doing. ➤ Using PPT, Smartboard, Worksheet and activities according to the topic. 	<ul style="list-style-type: none"> ➤ Observation ➤ Estimation ➤ Measuring 	<p>Evaluation will be done through</p> <ol style="list-style-type: none"> 1) Observation 2) Activity 3) Class work 	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Measure small objects using non-standard and standard units of length. ➤ Compare and identify weights of two objects. ➤ Estimate the capacity of container.

<p>UNIT-5 DATA HANDLING</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Read and interpret data ➤ Understand about listing things. ➤ Record and interpret data. 	<ul style="list-style-type: none"> ➤ Interactive, ➤ Learning by doing. ➤ Using PPT, Smartboard, Worksheet and activities according to the topic. 	<ul style="list-style-type: none"> ➤ Data analysis 	<p>Evaluation will be done through</p> <ol style="list-style-type: none"> 1) Observation 2) Activity 3) Class work 	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Collect data and represent the information in the form of a table ➤ Interpret the information and draw inferences. ➤ Read and interpret data from different charts and tables.
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ACTIVITIES

Semester 1

UNIT-1

1) Students will write any 3-digit number of their choice on a sheet. Teacher will call any four students at random and tell them to stand in ascending /descending order according to numbers chosen.

2) Colour the even numbers with blue and odd numbers with red.

UNIT-2

- 1) Work in group of three. Write down the height of each one in centimetre. Find the height in all.
- 2) Solve the puzzle.

4			15
	5		20
3	1		10
14	8	23	

UNIT-3

1)Write down the number of pages in your Computer book.Note down the pages that you have read. Find out the pages left unread?

2)Complete the table

CLASS	TOTAL STRENGTH	BOYS	GIRLS
2A			
2B			
2C			
2D			

UNIT-4

1)Draw /paste two things of each solid shape.

2)count and write the number of each type of line in the given figure.

3)Create your own pattern.

Unit-5

1)Calendar activity

2) Do you at what time your each period starts? Draw a clock and show your last two period start timings on it.

Unit-6

1)Paste the currency used in India.

2) Talk with your grandparents and parents about what other coins and notes were used in their old times which are not used now.

Semester 2

UNIT-1

1). Activity to show multiplication is repeated addition

UNIT-2

1) Amala got 15 boxes of sweets as a gift on her birthday. She decided to distribute it with 5 poor kids. Find how many sweet boxes each will get if she distributed equally.

2) Redraw the given 15 balloons in 5 groups of equal number of balloons and colour each group differently. Write the division fact.

UNIT-3

1) Work in group of four. Collect 12 notebooks from your bag. Find one-half, one-third, one-fourth and three-fourth of them.

UNIT-4

1) Measure length of your maths book.

2) Measure weight of your family members and write it in ascending order.

UNIT-5

1) Ask any of your ten classmates about their favourite fruit/ icecream/pet etc and record it in a table.

<p>sentences)</p> <p>*Silent reading and Dictation</p>		<p>learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<ul style="list-style-type: none"> ● Draw, colour and describe your favourite character. [Integrated with Art] <p>Rubrics</p> <ul style="list-style-type: none"> ● Expression and voice modulation [2] ● Memorization [1] ● Creativity [2] 	<ul style="list-style-type: none"> ● Writing 		<ul style="list-style-type: none"> *Teamwork * Coordination * Sharing and caring <ul style="list-style-type: none"> <input type="checkbox"/> SDG 4 – Quality Education <input type="checkbox"/> SDG 10 – Reduced Inequalities <input type="checkbox"/> SDG 3 – Good Health and Well-being
<p>Grammar- Common and Proper Nouns (Introduction and Explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises</p>	<p>FA-I SA-I</p>	<ul style="list-style-type: none"> ● To define and identify nouns. ● To differentiate between 	<p>* Interactive</p> <p>* Lecture</p> <p>*Written exercises Audio Visual aids</p> <p>Worksheets</p> <p>* PPTs</p>	<p>*Logical reasoning</p> <p>*Cognitive</p>	<p>* Interaction</p> <p>* Oral and written</p>	<p>* Students are able to sort naming words.</p> <p>* Are able to attempt exercises confidently.</p>

in the notebook		proper and common nouns.	<p>* Grammar games</p> <p>* Oral and written drills</p> <p>Activity-</p> <ul style="list-style-type: none"> ● Grammar Game- Name, Place, Animal, Thing [Integrated with Art and Hindi] ● Word Ladder ● [Integrated with Art and Hindi] <p>Rubrics</p> <p>Identification [2]</p> <p>Placing [2]</p> <p>Spellings [1]</p>			<p>Moral Values</p> <ul style="list-style-type: none"> ● Learning by doing <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 8 – Decent Work and Economic Growth</p> <p>SDG 10 – Reduced Inequalities</p>
Comprehension Passage	SA-I	*To develop the learner's comprehension and analytical skills and	<ul style="list-style-type: none"> ● Silent reading ● Comprehending ● Analysis 	<ul style="list-style-type: none"> ● Reading ● Cognitive ● Logical reasoning 	Written	<p>Answer the given questions from the given passage.</p> <p>Students are able to think logically.</p>

		logical reasoning.	<ul style="list-style-type: none"> Logical answering <p>Activity</p> <p>Sort out common and proper nouns in the given passage.</p> <p>Rubrics</p> <ul style="list-style-type: none"> Correct sorting and placing in the correct columns [5] 	<ul style="list-style-type: none"> writing 		<p>Moral Values</p> <ul style="list-style-type: none"> Being responsible to complete the task on time. <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 10 – Reduced Inequalities</p>
<p>Poem- Little Plant</p> <ul style="list-style-type: none"> Introduction, poet's biography and model recitation Interaction and explanation 	SA-I	<ul style="list-style-type: none"> To enable the learners to appreciate poetry. To enable learners to 	<ul style="list-style-type: none"> Interactive-to bring the learners to the central idea of the poem. Reading aloud by the teacher. Interactive Silent reading by the learners. 	<ul style="list-style-type: none"> Listening Speaking Cognitive Reading 	<ul style="list-style-type: none"> Interactive Oral and written 	<p>Recite poems with proper intonation individually and in group.</p> <ul style="list-style-type: none"> Voice Modulation <p>Moral Values</p> <ul style="list-style-type: none"> Love for plants. Responsibility for nature.

<p>Recitation by the students</p>		<p>interpret the central idea of the poem.</p> <ul style="list-style-type: none"> To enable learners to recite with proper voice modulation. 	<ul style="list-style-type: none"> Listen and answer <p>Activity- Draw, colour the plant you see near your house. Write any two uses of plant. [Integrated with E.V.S]</p> <p>Rubrics Speaking [3] Drawing and colouring [2]</p>			<ul style="list-style-type: none"> <input type="checkbox"/> SDG 13 – Climate Action <input type="checkbox"/> SDG 15 – Life on Land <input type="checkbox"/> SDG 3 – Good Health and Well-being <input type="checkbox"/> SDG 4 – Quality Education
<p>Lesson – The Wolf and the Pet Dog</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion+ notebook exercises)</p>	<p>FA-2 [SA-1]</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to</p>	<ul style="list-style-type: none"> Interactive-to bring the learners to the central idea of the lesson. Reading aloud by the teacher. Written exercises Interactive Silent reading by the learners. Listen and answer 	<ul style="list-style-type: none"> Listening Speaking Cognitive Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson.</p>

<p>* Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>*Silent reading and Dictation</p>		<p>comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit.</p>	<p>Activity- <input type="checkbox"/> Roll No. 1–20: Speak about a wild animal, including how it survives in the wild and its struggles.</p> <p><input type="checkbox"/> Roll No. 21–40: Speak about a pet animal, including its needs and challenges.</p> <p>Rubrics Content [2.5] Presentation [2.5]</p> <p>* Animals Crossword [Integrated with E.V.S]</p>			<p>Moral Values</p> <ul style="list-style-type: none"> ● Responsibility towards animal parenting. <p><input type="checkbox"/> SDG 15 – Life on Land</p> <p><input type="checkbox"/> SDG 3 – Good Health and Well-being</p> <p><input type="checkbox"/> SDG 4 – Quality Education</p>
<p>Grammar Articles</p> <p>(Introduction and explanation)</p>	<p>SA-1</p>	<p>To enable the students, differentiate between definite and indefinite articles.</p> <p>To enable students</p>	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p>	<p>* Cognitive * Logical reasoning</p>	<p>* Interaction * Oral and written</p>	<p>Identify the articles and do the relative exercise.</p>

<p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>		<p>use definite in articles in an appropriate way.</p> <p>To enable the learners to apply articles in an appropriate manner.</p>	<p>Interactive sessions</p> <ul style="list-style-type: none"> • Activity- • Read the story 'Little Red Riding Hood'. Make two teams A and B. Team A will collect words before which we use an 'a' and Team B will collect words before which we use with 'an'. The team which collects more words is the winner. • Group Activity- integrated with art <p>Preparing flash cards of nouns to be used for a/an.</p> <p>Rubrics</p>			<p>Moral Values</p> <ul style="list-style-type: none"> • Peer group coordination. • Respecting each other's opinion. <p>SDG 4 – Quality Education</p> <p>SDG 15 – Life on Land</p>
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			<p>Drawing and colouring [2]</p> <p>Group Presentation [2]</p> <p>Choosing correct option [1]</p>			
Picture composition	[SA-1]	<p>To enable learners to observe the picture and write the nouns they see in the picture. Using their imagination to write few sentences about the given picture. To use action words while describing a picture.</p>	<p>Interact about the picture. Discuss the picture</p> <p>Activity Tongue twister</p> <p>Rubrics</p> <ul style="list-style-type: none"> ● Pronunciation [3] ● Fluency [3] ● Confidence [2] ● Memorization [2] 	<p>Cognitive Critical thinking Writing Speaking</p>	<p>Writing Speaking</p>	<p>Expresses verbally his/ her opinion about the picture. Able to write few lines on the given picture using action words.</p> <p>Value</p> <ul style="list-style-type: none"> ● Improved cognitive skills. <p><input type="checkbox"/> SDG 4 – Quality Education:</p> <p><input type="checkbox"/> SDG 17 – Partnerships for the Goals</p>

<p>Tigers do not bray (New Radiant Readers)</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion)</p> <ul style="list-style-type: none"> • Extra exercises (Vocabulary exercises like antonyms , synonyms, frame sentences) 	<p>L/S/ W/R</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive Listen and answer <p>Activity- Listen to the sound of the animals, its young one and home. Draw its picture and write its sound. [Integrated with Art and E.V.S]</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Listening skill [2] • Understanding [2] • Presentation [1] 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<p>➤ Oral and Written</p>	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Logically thinks about animals and their behaviour/ characteristics features.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson independently and confidently.</p> <p>Moral Value</p> <ul style="list-style-type: none"> • Relation of human and animals. <p><input type="checkbox"/> SDG 4 – Quality Education:</p> <p><input type="checkbox"/> SDG 15 – Life on Land</p>
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<p>Lesson – When Birbal first met Akbar</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion+ notebook exercises)</p> <p>* Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>*Silent reading and Dictation</p>	SA-1	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<ul style="list-style-type: none"> ● Interactive-to bring the learners to the central idea of the lesson. ● Reading aloud by the teacher. ● Written exercises ● Interactive Silent reading by the learners. Listen and answer ● Activity- Make a colourful mask of your favourite character in the story. Wear it, enact like it and deliver any two dialogues from the story. [Integrated with Music and Art] <p>Rubrics</p> <ul style="list-style-type: none"> ● Creativity [2.5] ● Dialogue delivery [2.5] 	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson.</p> <p>Moral Values</p> <ul style="list-style-type: none"> ● Honesty and gratitude ● Choosing right people in our life. ● Respecting truth.
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						<input type="checkbox"/> SDG 4 – Quality Education <input type="checkbox"/> SDG 16 – Peace, Justice, and Strong Institutions
<p>Grammar</p> <p>Pronouns (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	SA-I FA_I I	<ul style="list-style-type: none"> • To enable the learners to recall types of pronouns. <p>To enable the learners to use pronouns in their language.</p> <p>To enable the learners to apply pronouns in an appropriate manner.</p> <p>To use pronouns practically.</p>	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids • Worksheets • PPTs • Grammar games • Written and oral drills <p>Activity- Write the pronouns on small pieces</p>	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	Oral and written	<p>Students are able to identify and choose the correct pronouns. Fill in the blanks. Students are able to replace nouns with pronouns.</p> <p>Moral Value</p> <ul style="list-style-type: none"> • Respectful communication.

			<p>of paper. Put them in a box. Take turns to pick the slip and frame a sentence with the word written on it. [Integrated with Hindi]</p> <p>Rubrics</p> <p>Sentence formation [2]</p> <p>Identification -singular and plural pronouns [1]</p> <p>Participation [1]</p> <ul style="list-style-type: none"> ● Integration with Hindi [1] 			<ul style="list-style-type: none"> <input type="checkbox"/> SDG 4 – Quality Education <input type="checkbox"/> SDG 17 – Partnerships for the Goals
<p>Grammar</p> <p>Is/am/are Was/were (Introduction and explanation)</p> <p>*Explanation and textual exercises</p>	SA-I	*To enable learners understand the usage of is and are in present tense. *Was there in the past tense.	<ul style="list-style-type: none"> ● Interactive ● Lecture ● Audio-Visual aids ● Worksheets ● PPTs ● Grammar games 	<ul style="list-style-type: none"> ● Cognitive ● Logical reasoning 	Oral and written	<p>Students are able to understand the usage of is, are, was, were. Are able to fill in the blanks.</p>

<p>*Extra exercises in the notebook</p>			<ul style="list-style-type: none"> ● Written and oral drills <p>Activity- Introduce yourself. Also talk about:</p> <ul style="list-style-type: none"> ● Your hobbies ● Your favourite toys ● Your home ● Your friends <p>[Integrated with Hindi and E,V.S]</p> <p>Rubrics</p> <ul style="list-style-type: none"> ● Content [2] ● Confidence [2] ● Presentation [1] 			<p>Moral Value</p> <ul style="list-style-type: none"> ● Knowing each other well. <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 17 – Partnerships for the Goals</p>
<p>Lesson Father of the Nation (New Radiant Readers)</p> <p>*Introductio</p>	<p>L/S/W/R</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation,</p>	<ul style="list-style-type: none"> ● Reading aloud by the teacher. ● Interactive Listen and answer <p>Activity- Think and</p>	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<p>➤ Oral and Written</p>	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about</p>

<p>n, model reading</p> <p>*Textual exercises (discussion)</p> <ul style="list-style-type: none"> • Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) 		<p>expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<p>write few lines on the ‘Father of the Nation’. [Integrated with Hindi]</p> <p>Project</p> <p>Collage of life and values of Mahatma Gandhi.</p> <p>Rubrics</p> <p>*Creativity [2]</p> <p>* Presentation [3]</p>			<p>the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson.</p> <p>Moral Values</p> <ul style="list-style-type: none"> • Serving selflessly • Duties towards nation <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 16 – Peace, Justice, and Strong Institutions</p> <p>SDG 12 – Responsible Consumption and Production</p>
<p>Grammar</p> <p>Nouns - Number (Introduction and</p>	<p>SA-I</p>	<p>To enable learners aware of the terms</p>	<p>Audio-Visual aids</p> <p>Worksheets</p>	<ul style="list-style-type: none"> • Cognitive • Logical reasoning 	<p>➤ Oral and written</p>	<p>Students will be able to identify singular and plural nouns.</p>

<p>explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>		<p>‘singular’ and ‘plural’</p> <p>To enable learners understand the rules of changing nouns from singular to plural.</p>	<p>PPTs</p> <p>Grammar games</p> <p>Discussions</p> <p>Activity- Correct the sentences and write using correct noun number. [Integrated with Hindi]</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Identify [2] • Rectify and rewriting [3] 			<p>Students will be able to change singular to plural noun and vice versa.</p> <p>Moral Value</p> <ul style="list-style-type: none"> • Being accurate in communication. • To take responsibility for their learning by recognizing and correcting mistakes with care. <p>SDG 4 – Quality Education</p>
<p>Grammar</p> <p>Prepositions (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra</p>	<p>SA-I</p>	<p>To enable the students to understand the parts of a sentence.</p>	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Interactive sessions</p>	<ul style="list-style-type: none"> • Cognitive • Logical reasoning 	<p>➤ Oral and written</p>	<ul style="list-style-type: none"> • To identify prepositions and use them in the language. <p>Moral Values</p>

<p>exercises in the notebook</p> <p>Adjectives (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra</p>	<p>SA-I</p>	<p>*To enable the learners to recall the definition, examples of adjectives.</p>	<p>Writing drills</p> <p>Activity- Mystery Box</p> <p>Placing the objects at the right place.</p> <p>Draw and colour the objects as well. Also, answer the ‘Where’ questions. [Integrated with Art and Hindi]</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Draw and colour [2] <ul style="list-style-type: none"> • Frame sentences using prepositions. [2] • Presentation [1] <p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p>	<ul style="list-style-type: none"> • Cognitive • Logical reasoning 	<p>Oral and written</p>	<ul style="list-style-type: none"> • Systematically keeping the objects at the right place. • Cleanliness <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 17 – Partnerships for the Goals</p>
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<p>exercises in the notebook</p>		<p>*To enable the learners to use adjectives in their language.</p>	<p>Grammar games Interactive sessions Writing drills Activity Integrated with language Pass on the adjective The student will speak one adjective beginning with the first letter of his/her name/place/animal/thing For example active Aditi beautiful Bangalore cute cat Rubrics</p> <ul style="list-style-type: none"> ● Relevant Adjective [2.5] <ul style="list-style-type: none"> ● Clarity and pronunciation [2.5] 			<ul style="list-style-type: none"> ● To identify adjectives and use them in the language. <p>Moral Values</p> <ul style="list-style-type: none"> ● Appreciate unique qualities. ● Empathy <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 17 – Partnerships for the Goals</p>
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<p>Creative Writing</p> <p>Introduction</p> <p>Frame a rough sketch</p> <p>Reading of the suggestions by the teacher</p> <p>Final layout</p>	SA-I	<p>To enable the students to frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <p>To boost self confidence by demonstrating oral and written skills.</p>	<p>Interactive sessions</p> <p>Speaking</p> <p>Writing</p> <p>Activity- Show and tell</p> <p>Rubrics</p> <p>Content [2.5]</p> <p>Presentation [2.]</p>	<p>Cognitive</p> <p>Critical thinking</p> <p>Writing</p> <p>Speaking</p>	Written	<p>Display confidence and frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <p>Moral Value</p> <ul style="list-style-type: none"> • Confidence and patience <p><input type="checkbox"/> SDG 3 – Good Health and Well-being</p> <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 12 – Responsible Consumption and Production</p> <p><input type="checkbox"/> SDG 13 – Climate Action</p>

						<input type="checkbox"/> SDG 14 – Life Below Water <input type="checkbox"/> SDG 15 – Life on Land
Recapitulation		<ul style="list-style-type: none"> • To recapitulate the topics taught. • To make them confident in the topic taught. <p>To prepare them for the upcoming assessment.</p>	<ul style="list-style-type: none"> • Interactive <p>Written exercises for practice.</p>	<ul style="list-style-type: none"> • Cognitive • Writing <p>Speaking Reading</p>	Oral and written.	Students will be able to perform well in their assessment.

TERM-II

Topic		Learning Objectives (Students will learn)	Methodology	skills to be developed	Assessment	Learning Outcomes (Students will be able to)
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<p>Lesson –The give and take of life</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion+ notebook exercises)</p> <p>* Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>*Silent reading and Dictation</p>	<p>PA-2A [SA-2]</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<ul style="list-style-type: none"> ● Interactive-to bring the learners to the central idea of the lesson. ● Reading aloud by the teacher. ● Written exercises ● Interactive Silent reading by the learners. Listen and answer <p>ACTIVITY – Role Play [Integrated with Music]</p> <p>Rubrics</p> <ul style="list-style-type: none"> ● Expression and voice modulation [2] ● Memorization [1] ● Props [2] 	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson</p> <p>Moral Value</p> <ul style="list-style-type: none"> ● What you sow shall you reap. <p><input type="checkbox"/> SDG 3 – Good Health and Well-being</p>
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						<input type="checkbox"/> SDG 4 – Quality Education SDG 14 – Life Below Water SDG 11 – Sustainable Cities
Grammar Verbs *Explanation and textual exercises *Extra exercises in the notebook	SA-II	To enable learners recognize action words and their usage. Do you enable learners to understand that action words are called Verbs.	<ul style="list-style-type: none"> ● Interactive ● Lecture ● Audio-Visual aids ● Worksheets ● PPTs ● Grammar games ● Written and oral drills <p>Activity- Write activities done with hands and legs. Also, frame sentences using the action words. [Integrated with E.V.S]</p>	<ul style="list-style-type: none"> ● Cognitive Logical reasoning 	➤ Oral and written	Students will be able to identify and use verbs in their sentences. Moral Value <ul style="list-style-type: none"> ● Responsibility- correct use of body parts SDG 4 – Quality Education SDG 15 – Life on Land SDG 12 – Responsible Consumption

			<p>Rubrics</p> <p>Identification of action word [1]</p> <p>Framing sentence[2]</p> <p>Integration with E.V.S- actions done by animals and birds in daily life [1]</p>			
<p>Grammar Nouns- Gender (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>FA-2B [SA-2]</p>	<p>To enable the students replace the opposite gender in crosswords / puzzles/ sentences</p>	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Oral and written drills</p> <p>Activity- Change the male nouns to female and vice versa to complete the crossword puzzle. [Integrated with Hindi]</p> <p>Rubrics- Identifies the genders</p>	<p>* Cognitive</p> <p>* Logical reasoning</p>	<p>* Interaction</p> <p>➤ * Oral and written</p>	<p>Students will be able to change the gender.</p> <p>Moral Values</p> <ul style="list-style-type: none"> • Respect equality and acceptance.

			[2.5] Correct placement [2.5]			
Comprehension Passage	SA-II	*To develop the learner's comprehension and analytical skills and logical reasoning.	<ul style="list-style-type: none"> • Silent reading • Comprehending • Analysis Logical answering	<ul style="list-style-type: none"> • Reading • Cognitive • Logical reasoning Writing Activity <ul style="list-style-type: none"> • Circle the adjectives in the passage Rubrics Relevant adjectives [5]	➤ Written	Answer the given questions from the given passage. Students are able to think logically Moral Value <ul style="list-style-type: none"> • Learning by doing SDG 15 – Life on Land SDG 6 – Clean Water and Sanitation SDG 13 – Climate Action
Lesson – The Czar's secret *Introduction, model reading *Textual exercises (discussion+ notebook exercises)	FA-2B [SA-2]	*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. Listen and answer. 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	➤ Oral and Written Test, ➤ Revision	Will be able to read the story fluently with proper speed, expression and correct pronunciation. Expresses verbally his/ her opinion about the characters of the story. Voice modulation Able to do exercises of the lesson

<p>* Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>*Silent reading and Dictation</p>		<p>learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<p>Activity - .</p> <ul style="list-style-type: none"> • Role Play- Write your own dialogues. <p>. [Integrated with Music and Art]</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Expression and voice modulation [2] • Memorization [1] • Content [2] 		<p>➤</p>	<p>Moral Values</p> <ul style="list-style-type: none"> • Maintain trust by keeping someone's secret. <p>SDG 15 – Life on Land SDG 13 – Climate Action</p>
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<p>Grammar Articles</p> <p>(Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>SA-II</p>	<p>To enable the students, differentiate between definite and indefinite articles.</p> <p>To enable students use definite in articles in an appropriate way.</p> <p>To enable the learners to apply articles in an appropriate manner.</p>		<p>* Cognitive</p> <p>* Logical reasoning</p> <p>Activity Find the errors</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Identify the errors [2.5] • Write the correct sentence [2.5] 	<p>* Interaction</p> <ul style="list-style-type: none"> ➤ * Oral and written 	<p>Identify the articles and do the relative exercise.</p> <p>Moral Values</p> <ul style="list-style-type: none"> • Boosting confidence <p>SDG 15 – Life on Land</p>
<p>Picture composition</p>	<p>[SA-II]</p>	<p>To enable learners to observe the picture and write the nouns they see in the picture. Using their imagination to write few sentences about the given picture. To use action words while describing a picture.</p>	<p>Interact about the picture. Discuss the picture</p> <p>Activity</p> <ul style="list-style-type: none"> • Tongue twister 	<p>Cognitive</p> <p>Critical thinking</p> <p>Writing</p> <p>Speaking</p>	<p>Writing</p> <ul style="list-style-type: none"> ➤ Speaking 	<p>Expresses verbally his/ her opinion about the picture.</p> <p>Able to write few lines on the given picture using action words.</p> <p>Moral Values</p>

			<p>Rubrics</p> <ul style="list-style-type: none"> • Pronunciation [3] • Fluency [3] • Confidence [2] <p>Memorization [2]</p>			<ul style="list-style-type: none"> • Boosting confidence • Patience <p>SDG 4 – Quality Education</p>
<p>Lesson- Clever Girija (New Radiant Readers)</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion)</p> <p>*Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p>	L/S/ W/R	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive • Listen and answer <p>Activity- Write a paragraph and talk about Girija's clever plan.</p> <p>[Integrated with Hindi]</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Original content [2] • Sequence [2] • Conclusion [1] 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading • 	<ul style="list-style-type: none"> ➤ Oral and Written ➤ 	<p>Respond verbally/ in writing in English to questions based on day to day life experiences, story.</p> <p>Moral Values</p> <ul style="list-style-type: none"> • Self confidence • Encouraging ethical behaviour in everyday life. [Transfer the lesson into real life situation] <p><input type="checkbox"/> SDG 6 – Clean Water and Sanitation</p> <p><input type="checkbox"/> SDG 15 – Life on Land</p>

		words. *To encourage reading habit.				<input type="checkbox"/> SDG 12 – Responsible Consumption
Adjectives (Introduction and explanation) *Explanation and textual exercises *Extra exercises in the notebook	SA-I I	*To enable the learners to recall the definition, examples of adjectives. *To enable the learners to use adjectives in their language.	Audio Visual aids Worksheets PPts Grammar games Interactive sessions Writing drills Activity Integrated with language Puzzle based on clues Rubrics Finding correct opposite [2.5] Placing in the puzzle [2.5]	<ul style="list-style-type: none"> ● Cognitive ● Logical reasoning 	➤ Oral and written	<ul style="list-style-type: none"> ● To identify prepositions and use them in the language. SDG 4 – Quality Education

<p>Grammar</p> <p>Sentences (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>[SA-2]</p>	<p>Define a sentence and tunes of how to begin and end a sentence.</p>	<ul style="list-style-type: none"> ● Interactive ● Lecture ● Audio-Visual aids ● Worksheets ● PPTs ● Grammar games ● Written and oral drills <p>Activity- Look around the classroom. Frame five sentences telling 'Who are the people in the classroom and what are they doing? . [Integrated with Hindi and E.V.S]</p> <p>Rubrics-</p> <ul style="list-style-type: none"> ● Answering the questions correctly [2.5] ● Adding right punctuation tag 	<ul style="list-style-type: none"> ● Cognitive Logical reasoning 	<p>➤ Oral and written</p>	<p>Students will be able to identify whether the group of words given is a sentence or not. They will also be able to frame their own sentences</p> <p>Moral Value</p> <ul style="list-style-type: none"> ● Acknowledging the work done by people around us. <p><input type="checkbox"/> SDG 5 – Gender Equality</p> <p><input type="checkbox"/> SDG 12 – Responsible Consumption</p> <p><input type="checkbox"/> SDG 3 – Good Health and Well-being</p>
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			[2.5]			
<p>Grammar</p> <p>Is/am/are Was/were (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	SA-II	*To enable learners understand the usage of is and are in present tense. *Was there in the past tense.	<ul style="list-style-type: none"> ● Interactive ● Lecture ● Audio-Visual aids ● Worksheets ● PPTs ● Grammar games ● Written and oral drills <p>Activity- This is a group activity. The teacher will divide the class in 4 groups and the teacher will write incorrect sentences using helping verbs is/am/are/was/were and</p>	<ul style="list-style-type: none"> ● Cognitive Logical reasoning 	➤ Oral and written	<p>Students are able to understand the usage of is, are, was, were. Are able to fill in the blanks.</p> <ul style="list-style-type: none"> <input type="checkbox"/> SDG 4 – Quality Education <input type="checkbox"/> SDG 6 – Clean Water and Sanitation <input type="checkbox"/> SDG 15 – Life on Land:

			<p>the teams will correct them turn wise.</p> <p>Rubrics</p> <ul style="list-style-type: none"> ● Recognising the errors [2.5] ● Framing grammatically correct sentences [2.5] 			
<p>Lesson – Blow your Trumpet</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion+ notebook exercises)</p> <p>* Extra exercises (Vocabulary exercises like antonyms, synonyms,</p>	[SA-2]	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the</p>	<ul style="list-style-type: none"> ● Interactive-to bring the learners to the central idea of the lesson. ● Reading aloud by the teacher. ● Written exercises ● Interactive Silent reading by the learners. <p>Listen and answer</p> <p>ACTIVITY</p> <ul style="list-style-type: none"> ● Draw, label and colour any musical 		<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson</p> <p>Moral Values</p> <ul style="list-style-type: none"> ● Cultural Appreciation ● Encouraging self expression

<p>frame sentences)</p> <p>*Silent reading and Dictation</p>		<p>learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<p>instrument of your choice. Write few lines on it.</p> <p>[Integrated with Music and Art]</p> <p>Rubrics</p> <ul style="list-style-type: none"> ● Drawing and creativity [2.5] ● Understanding the instrument [2.5] ● Speaking [2.5] ● Writing [2.5] 		<p>➤</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SDG 4 – Quality Education <input type="checkbox"/> SDG 3 – Good Health and Well- <input type="checkbox"/> SDG 11 – Sustainable Cities and Communities
<p>Poem- My Wobbly Tooth</p> <ul style="list-style-type: none"> ● Introduction, poet's biography and model recitation ● Interaction 	<p>SA-II</p>	<ul style="list-style-type: none"> ● To enable the learners to appreciate poetry. ● To develop 	<ul style="list-style-type: none"> ● Interactive-to bring the learners to the central idea of the poem. ● Reading aloud by the teacher. 	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive Reading 	<ul style="list-style-type: none"> ● Interactive <ul style="list-style-type: none"> ➤ Oral and written 	<p>Recite poems with appropriate expression and intonation to demonstrate understanding of poem.</p> <p>Voice Modulation</p>

<p>and explanation</p> <p>Recitation by the students</p>		<p>learner's expressions.</p> <ul style="list-style-type: none"> To enable learners to interpret the central idea of the poem. <p>To enable learners to recite with proper voice modulation.</p>	<ul style="list-style-type: none"> Interactive Silent reading by the learners. Listen and answer <p>Activity- Speak few lines on how can you keep your teeth healthy. [Integrated with E.V.S]</p> <p>Rubrics</p> <ul style="list-style-type: none"> Content [2.5] Speaking [2.5] 			<p>Moral Value</p> <ul style="list-style-type: none"> Oral hygiene <p>SDG 3 – Good Health and Well-being</p>
<p>Creative Writing/ Paragraph writing</p> <p>Introduction</p> <p>Frame a rough sketch</p> <p>Reading of the suggestions by the teacher</p> <p>Final layout</p>	<p>SA-II</p>	<p>To enable the students to frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <p>To boost self confidence by demonstrating oral and written skills.</p>	<p>Interactive sessions</p> <p>Speaking</p> <p>Writing</p> <p>Activity- Describe the person you like the most</p>	<p>Cognitive</p> <p>Critical thinking</p> <p>Writing</p> <p>Speaking</p>	<p>➤ Written</p>	<p>Display confidence and frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <p>Moral Values</p> <ul style="list-style-type: none"> Respect each other and people around you. <p><input type="checkbox"/> SDG 3 – Good Health and Well</p> <p><input type="checkbox"/> SDG 15 – Life on Land</p>

			<p>Rubrics</p> <ul style="list-style-type: none"> • Content [3] • Fluency [2] 			<input type="checkbox"/> SDG 4 – Quality Education
<p>Lesson- The king and his lazy people (New Radiant Readers)</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion</p> <ul style="list-style-type: none"> • Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) 	L/S/ W/R	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive Listen and answer <p>Activity- Circle all the nouns and underline the verbs in the story. [Integrated with Hindi]</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Identifying nouns [2.5] • Verbs [2.5] 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written ➤ 	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson</p> <p><input type="checkbox"/> SDG 15 – Life on Land</p> <p><input type="checkbox"/> SDG 6 – Clean Water and Sanitation:</p> <p><input type="checkbox"/> SDG 3 – Good Health and Well-being</p>

		*To encourage reading habit.				
Grammar Prepositions (Introduction and explanation) *Explanation and textual exercises *Extra exercises in the notebook	SA-I	To enable the students to understand the parts of a sentence.	Audio Visual aids Worksheets PPts Grammar games Interactive sessions Writing drills Activity- Look at the picture. Draw and colour it. Also, answer the 'Where' questions. [Integrated with Art and Hindi]	<ul style="list-style-type: none"> • Cognitive • Logical reasoning 	➤ Oral and written	<ul style="list-style-type: none"> • To identify prepositions and use them in the language.

<p>Adjectives (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	<p>SA-II</p>	<p>*To enable the learners to recall the definition, examples of adjectives.</p> <p>*To enable the learners to use adjectives in their language.</p> <ul style="list-style-type: none"> • 	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Interactive sessions</p> <p>Writing drills</p> <p>Activity Integrated with Art</p> <p>Look around draw and write 3 sentences using prepositions done in class. Draw and colour the picture too.</p> <p>Rubrics</p> <p>Framing sentences [3]</p> <p>Drawing and colouring [2]</p>	<ul style="list-style-type: none"> • Cognitive • Logical reasoning 	<p>➤ Oral and written</p>	<ul style="list-style-type: none"> • To identify adjectives and use them in the language. <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 3 – Good Health and Well-being</p>
<p>Recapitulation</p>		<ul style="list-style-type: none"> • To recapitulate the topics taught. • To make them confident in the topic 	<ul style="list-style-type: none"> • Interactive • Written exercises for practice. 	<ul style="list-style-type: none"> • Cognitive • Writing • Speaking • Reading 	<p>➤ Oral and written.</p>	<p>Students will be able to perform well in their assessment.</p>

		taught. • To prepare them for the upcoming assessment.				
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