

## Listening and Speaking

Listening and Speaking are further reinforced by providing meaningful context and tasks. Children listen with comprehension and locate key ideas. They speak about given situations and are expressive.

### Learning Outcomes:

Children will be able to:

- ☑ engage in role play, skit and conversation;
- ☑ narrate/retell / relate a story with appropriate facts and relevant, descriptive details, speak audibly in coherent sentences;
- ☑ contribute meaningfully to a small group or class discussion to develop a topic;
- ☑ maintain focus on the topic being discussed;
- ☑ identify the key ideas from a text that is read aloud;
- ☑ ask and answer questions about what a speaker says in order to clarify, comprehend and gather additional information on the topic discussed;
- ☑ narrate stories / recite poems aloud with expression;
- ☑ produce complete sentences when assigned to task and situation in order to provide requested detail or clarification;
- ☑ use vocabulary in context to ask questions and provide information.

## Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Build on conversation skills such as                             <ul style="list-style-type: none"> <li>☛ <i>role play</i></li> <li>☛ <i>skits</i></li> <li>☛ <i>dialogue</i></li> </ul> </li> <li>➤ Story telling                             <ul style="list-style-type: none"> <li>☛ <i>picture story</i></li> <li>☛ <i>retelling / relating a story</i></li> <li>☛ <i>describing facts and relevant details,</i></li> <li>☛ <i>speak audibly in coherent sentences.</i></li> </ul> </li> <li>➤ Class discussions on age appropriate topics e.g. self, family, Surroundings etc.</li> <li>➤ listen to a variety of texts such as poems, stories etc. and identify the main ideas.</li> <li>➤ Ask/enquire and answers questions about the story, characters, situations etc.</li> <li>➤ Poem recitation with</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Reviewing and building on previous learning</b></li> <li>➤ Creating learning situations to listen and talk about themselves, their immediate environment (people and places etc.) e.g. my school, my family /my neighbours</li> <li>➤ Playing audio recordings of poems, stories, anecdotes, etc. and asking them to identify the main idea, describe the events of the story etc.</li> <li>➤ Drawing their attention towards new words and their use in context.</li> <li>➤ Reciting poems on different themes and encouraging learners to recite/sing with them with the desired actions &amp; expressions.</li> <li>➤ Providing opportunities and context to speak and listen to others for e.g.: daily routine</li> <li>➤ Giving dictation of familiar words and simple sentences to enable the learner to listen and write (listening is linked to speaking and writing)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Resources such as audio/video clips/cartoons for poems/stories e.g.: learners listen to a poem/ story/ dialogue and enact it.</li> <li>➤ Read aloud from magazines, newspapers, picture books etc. and encourage them to talk about it and connect it to their own experiences.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>➤ Realia/ Flashcards/ Posters/ Puppets/ Charts etc. to learn language.</li> </ul>

## Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
expression and actions. ➤ Develop vocabulary in context ➤ Dictation in context	<b>NOTE:</b> <i>The activities suggested above are not necessarily restricted to listening and speaking. As the language teacher is aware, all four language skills are inter-related and often overlap.</i>	

**NOTE:** Recitation should form an integral part of the school time -table and may be evaluated and included for Internal Assessment.

## Reading and Writing

Children read seen texts/ pictures and interpret them accordingly. They further develop an interest in reading. Establish a link between thinking and writing.

### Learning Outcomes:

Children will be able to:

- ☑ interpret a picture using simple questions;
- ☑ comprehend a passage, describes the characters/ feelings and expresses/say how their actions contribute to the sequence of the events;
- ☑ rearrange pictures in a sequential order;
- ☑ recall and retell orally and write stories /folktales /myths from diverse cultures that relate to the text and those related to their own development.;
- ☑ read aloud / silently with comprehension;
- ☑ write answers to comprehension questions on reading and understanding the text;
- ☑ take dictation - three and four letter words and sentences;
- ☑ write stand-alone sentences of 8-10 lines on a given topic (e.g. “a visit to the zoo”, “class picnic”, “my favourite food”, etc.);
- ☑ draw from and write about personal experiences or real life situations.

<b>Reading and Writing</b>		
<b>Suggested Areas/Content</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Picture reading, rearrangement of pictures in sequence</li> <li>➤ Texts for reading with comprehension for example describe:                             <ul style="list-style-type: none"> <li>☛ the characters</li> <li>☛ actions</li> <li>☛ sequence of events.</li> </ul> </li> <li>➤ Relate to the stories /folktales /myths from diverse cultures with their own experiences</li> <li>➤ Read aloud / silently with comprehension.</li> <li>➤ Dictation – for example three and four letter words and sentences</li> <li>➤ Write stand-alone sentences of 8-10 lines on a given topic e.g.                             <ul style="list-style-type: none"> <li>☛ A Visit to the Zoo</li> <li>☛ Class Picnic</li> <li>☛ My Favourite Food etc.</li> </ul> </li> <li>➤ Write about personal experiences or real life situations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reviewing and building on previous learning</li> <li>➤ Introducing different kinds of texts such as stories, poems, for reading with comprehension.</li> <li>➤ Encouraging learners to raise questions based on their reading habits.</li> <li>➤ Facilitating reading from children’s magazines and children’s section of newspapers</li> <li>➤ enriching reading habits through exposure to school library, reading corner.</li> <li>➤ Providing visuals or pointing to illustrations in texts for sorting and sequencing.</li> <li>➤ Encouraging children to prepare questions and draw conclusions on a comprehension passage.</li> <li>➤ Brainstorming for ideas and vocabulary to be able to write / speak sentences related to the given topic / topics of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Magazines, newspapers, picture books, story books etc.</li> <li>➤ Realia/ Flashcards/ Posters/ puppets/ Charts etc.</li> <li>➤ Establish and use a Book /reading Corner</li> </ul>

## Grammar and Vocabulary in Context

Grammar and vocabulary are developed through contextual activities/tasks. Children use new words learnt that are reflected in their writing.

### Learning Outcomes:

Children will be able to:

- recognise nouns as 'naming words', verbs as 'action words', adjectives as 'describing words', conjunctions (and & but) as 'joining words' and prepositions as 'position words' in context;
- learn the correct use of common and proper nouns, countable and uncountable nouns in context;
- apply the correct use of punctuation (including use of capital letters, commas and question marks);
- study the correct use of 'myself', 'ourselves', 'him/ herself', etc.;
- derive the meaning for a word from its context;
- use words and phrases and vocabulary appropriate to the age level;
- identify and use homophones, antonyms and synonyms etc. in context.

## Grammar and Vocabulary in Context

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ Grammar in context                             <ul style="list-style-type: none"> <li>☛ Nouns</li> <li>☛ Adjectives</li> <li>☛ Adverbs</li> <li>☛ Conjunctions</li> <li>☛ prepositions</li> </ul> </li> <li>▷ proper nouns, countable and uncountable nouns</li> <li>▷ punctuation (including use of capital letters, commas and question marks).</li> <li>▷ Personal pronouns e.g.                             <ul style="list-style-type: none"> <li>☛ myself</li> <li>☛ ourselves</li> <li>☛ himself / herself etc.</li> </ul> </li> <li>▷ Derive the meaning for /of a word from its context.</li> <li>▷ Vocabulary in context appropriate to the level.</li> <li>▷ Use of homophones, antonyms and synonyms.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Reviewing and building on previous learning.</li> <li>▷ Providing visuals/ verbal clues to introduce use of grammatical elements at this level.</li> <li>▷ Providing worksheets with pictures, illustrations etc. to help learners use grammar in context. e.g.: using pictures to teach position.</li> <li>▷ Drawing attention of children to the correct use of punctuation through practice</li> <li>▷ Creating worksheets and activities and tasks on various aspects of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Age appropriate worksheets /activities/tasks for grammar in and vocabulary in context.</li> <li>▷ Activities with Pictures</li> <li>▷ Charts/ posters / flash cards for doing activities</li> <li>▷ Online activities</li> <li>▷ Regalia/ Flashcards/ Posters/ puppets/ Charts etc.</li> </ul>

## थीम 1: सुनना और बोलना

बच्चे परिचित-अपरिचित संदर्भों में परस्पर वार्तालाप, कविता, कहानी, वर्णन, पहेली आदि को ध्यानपूर्वक सुनकर समझते हैं। उसके मुख्य भाव को पकड़ सकते हैं एवं स्पष्ट उच्चारण के साथ अपनी प्रतिक्रिया व्यक्त करते हैं। कहानी-कविता आदि को उचित लय-ताल और हाव-भाव के साथ सुनाते हैं और पूछे गए प्रश्नों के स्पष्ट उत्तर देते हैं।

### अधिगम उपलब्धियाँ (Learning outcomes):

- ✓ परिचित – अपरिचित परिवेश से जुड़े विषयों पर किए जा रहे वार्तालाप को रुचिपूर्वक सुनकर समझ सकेंगे और उसमें भाग ले सकेंगे।
- ✓ अध्यापक, मित्रों, विद्यालय के अन्य कर्मियों के साथ बेझिझक बातचीत कर सकेंगे तथा एक – दूसरे की बात पर प्रतिक्रिया व्यक्त कर सकेंगे।
- ✓ अपना परिचय तथा अपने बारे में पूछे गए प्रश्नों का उत्तर आत्मविश्वास के साथ दे सकेंगे।
- ✓ छोटे-छोटे निर्देश सुन और समझ कर उनका अनुसरण कर सकेंगे तथा अपने साथियों को भी निर्देश दे या समझा सकेंगे।
- ✓ घर, आस-पड़ोस तथा विद्यालय से जुड़ी जानकारियाँ तथा महत्वपूर्ण सूचनाएँ साझा कर सकेंगे।
- ✓ परिचित – अपरिचित गीतों व कविताओं को सुनकर समझेंगे और आनंद लेंगे।
- ✓ कविताओं को याद करके हाव – भाव के साथ सुना सकेंगे और अकेले या समूह में गाएँगे।
- ✓ भिन्न – भिन्न विषयों पर आधारित रोचक कहानियाँ सुन एवं सुना सकेंगे तथा पात्रों की विशेषताओं का उल्लेख कर सकेंगे।
- ✓ कहानी का मुख्य भाव समझ सकेंगे तथा कौन, कब, कहाँ और कैसे वाले प्रश्नों के उत्तर दे सकेंगे।
- ✓ खुले अंत वाली कहानियों की घटनाओं को बदलकर कहानी को आगे बढ़ा सकेंगे।
- ✓ परिवेश से संबंधित चित्रों को उत्सुकता एवं ध्यानपूर्वक देखकर उन पर सहजभाव से अपनी टिप्पणी दे सकेंगे तथा अध्यापक द्वारा पूछे गए प्रश्नों के उत्तर शब्दों या पूरे-पूरे वाक्यों में दे सकेंगे।
- ✓ अपने एवं सहपाठी के बनाए हुए चित्रों के प्रति उत्सुकता प्रकट करते हुए अपनी भाषा में चित्रों का वर्णन कर सकेंगे तथा शीर्षक दे सकेंगे।
- ✓ परिचित परिवेश से लिए गए शब्दों को बोलकर सुना सकेंगे तथा उस शब्द में आए अक्षरों की ध्वनियों को पहचान सकेंगे।
- ✓ अनौपचारिक संवाद में सुनी गई पहेलियाँ बूझ सकेंगे।
- ✓ सुनी और सीखी गई शब्दावली का प्रयोग करते हुए अपनी बात व अनुभव सुना सकेंगे।
- ✓ नए और तुक वाले शब्द बना सकेंगे।

## सुनना और बोलना

सुझावित विषय / क्षेत्र	सुझावित शिक्षण-अधिगम प्रक्रिया	सुझावित अधिगम स्रोत
<ul style="list-style-type: none"> <li>➤ खेल, घर, पुस्तकालय, खाने-पीने की वस्तुएँ, त्योहार, मेले, ऋतुएँ आदि से संबंधित वार्तालाप</li> <li>➤ मैं और मेरा परिवार</li> <li>➤ अपनी पसंद की कविताएँ तथा गीत</li> <li>➤ खेल के मैदान तथा कक्षा में दिए गए निर्देश</li> <li>➤ दो-तीन वाक्यों वाली चित्र कथाओं की पुस्तकें (ईमानदारी, सहयोग, सहायता, दया, परिश्रम, विषयों पर)</li> <li>➤ सूचनाएँ – दवाई का छिड़काव, सफ़ाई, पौधारोपण, स्कूल में अवकाश, वार्षिकोत्सव आदि</li> <li>➤ कहानियाँ - परिचित परिवेश की, पारंपरिक कहानियाँ, बाल साहित्यकारों की कहानियाँ</li> <li>➤ परिचित परिवेश और विषयों पर संवाद, कहानियाँ व कविताएँ – पशु-पक्षी, खान-पान, परिवार संबंधी, मित्र, मिठाइयाँ, मौसम, खेल-खिलौने, विद्यालय, पुस्तकें, पेड़-पौधे, सूरज-चाँद, बादल, फ़ोन, वाहन, खेती, हाट-बाज़ार, साहसिक कारनामे, जंगल, कीड़े-मकोड़े आदि</li> <li>➤ गैर कथात्मक सामग्री – निर्देश, जानकारी परक छोटे-छोटे</li> </ul>	<ul style="list-style-type: none"> <li>➤ बेझिझक अपनी बात कहने देने की स्वतंत्रता दें तथा प्रतिक्रियाओं का स्वागत करें।</li> <li>➤ वार्तालाप का आयोजन करें और सबको बोलने का अवसर दें।</li> <li>➤ बच्चों से उनके तथा उनके परिवार, रुचियों, काम, त्योहार आदि के बारे में पूछें।</li> <li>➤ सरल निर्देश व सूचनाएँ साथी तक पहुँचाने और उनका पालन करने के लिए प्रेरित करें।</li> <li>➤ कक्षा में कविता और कहानी सत्र आयोजित करें। कहानी कहने के लिए किसी को निमंत्रित करें।</li> <li>➤ कविता गान और कहानी का अभिनय करवाएँ।</li> <li>➤ कहानियों के संबंध में प्रश्न पूछें, कहानी के पात्रों के बारे में उनकी राय पूछें, घटनाओं को बदलकर कहानी आगे बढ़वाएँ, घटनाओं को क्रम से लगवाएँ।</li> <li>➤ चित्रों पर बातचीत करें, (चित्रों के संबंध में बच्चों को स्वतंत्र रूप से अपने विचार व्यक्त करने दें) चित्रों का वर्णन अपनी कल्पना से करने को कहें।</li> <li>➤ चित्र कथाओं की पुस्तकें देकर कहानी सुनाने को कहें।</li> <li>➤ बाल साहित्य की पुस्तकें देखने, पढ़ने, उलटने-पलटने के लिए दें।</li> <li>➤ शब्दों के खेल आयोजित करें – शब्द लड़ी, शब्द-सीढ़ी, शब्द अंत्याक्षरी, तुकबंदी, कविताओं और गीतों की अंत्याक्षरी आदि।</li> <li>➤ समाचार पत्रों और बाल पत्रिकाओं से कविताएँ, कहानियाँ पढ़कर सुनाएँ।</li> <li>➤ पहेलियाँ पूछें और बुझवाएँ।</li> </ul>	<ul style="list-style-type: none"> <li>➤ चित्र, पोस्टर, फ़्लैश कार्ड, बाल-साहित्य, समाचार-पत्र, पत्रिकाएँ, कठपुतलियाँ, हैंड पपेट, चित्रकथा पुस्तकें, सी०डी०, चित्र आदि</li> <li>➤ कार्य प्रपत्र</li> </ul>

## सुनना और बोलना

सुझावित विषय / क्षेत्र	सुझावित शिक्षण-अधिगम प्रक्रिया	सुझावित अधिगम स्रोत
<p>पाठ्यांश, निमंत्रण, व्याख्यात्मक पाठ्य सामग्री</p> <p>➤ शब्दों और अक्षरों से जुड़ी पहेलियाँ</p> <p>➤ समाचार पत्र पत्रिकाओं में छपी कविताएँ व कहानियाँ</p> <p>➤ लघुनाटिकाएँ, गीत, कठपुतली खेल आदि की प्रस्तुति</p>	<p>➤ लघु नाटकों का अभिनय करवाएँ।</p> <p>➤ नाटक / कठपुतली के खेलों का आयोजन करें।</p> <p>➤ विभिन्न कार्यक्रमों के बाद बच्चों की प्रतिक्रिया जानें।</p>	

## थीम 2: पढ़ना एवं लिखना (पठन एवं लेखन कौशल)

अब बच्चे औपचारिक रूप से पढ़ना और लिखना सीख जाते हैं। वे लिखित, मुद्रित सामग्री को पढ़कर उसके अर्थ को समझने लगते हैं और अपने विचारों को लिखकर अभिव्यक्त करते हैं। परिचित विषयों पर कुछ क्रमबद्ध वाक्य लिखते हैं। पठन सामग्री में कुछ व्याकरणिक इकाइयों जैसे संज्ञा, सर्वनाम, विशेषण, क्रिया आदि की पहचान कर पाते हैं और उनका शब्द-भंडार पहले से अधिक समृद्ध हो जाता है।

### अधिगम उपलब्धियाँ (Learning outcomes):

- ✓ चित्रों का अवलोकन करके चित्र आधारित पूछे गए प्रश्नों के उत्तर दे सकेंगे तथा प्रश्न पूछ सकेंगे।
- ✓ चित्र में देखे गए घटनाक्रम को अपने अनुभवों से जोड़कर समझ सकेंगे।
- ✓ चित्र / विज्ञापन में लिखी हुई भाषा को पहचान सकेंगे और उसे अनुमान के आधार पर पढ़ सकेंगे।
- ✓ अपना, अपने परिवार के सदस्यों एवं अपने सहपाठियों के नाम लिखकर उनके चित्र बना सकेंगे तथा उनके बारे में कुछ शब्द या दो वाक्य लिख सकेंगे।
- ✓ श्याम पट्ट / चार्ट पर लिखी तुकबंदियों को पढ़ते हुए अपनी कॉपी में अनुलेख लिख सकेंगे।
- ✓ तुकबंदियों, कविताओं के अर्थ एवं भाव समझते हुए उनपर चित्र बना सकेंगे।
- ✓ छोटे-छोटे नाटक पढ़ सकेंगे और उनका अभिनय कर सकेंगे। आवश्यकतानुसार अपने मन से संवाद बोल सकेंगे।
- ✓ अध्यापक द्वारा दिखाए गए चित्रों (चार्ट पेपर / पाठ्य पुस्तक / टीवी कंप्यूटर आदि द्वारा) का वर्णन अपने शब्दों में लिख और पढ़कर सुना सकेंगे।
- ✓ शब्द, वाक्य, अनुच्छेद, कहानी, नाटक आदि में अंतर कर सकेंगे।
- ✓ प्रातः कालीन सभा में सरल विषयों पर अपने विचार पढ़कर सुना सकेंगे।
- ✓ कक्षा / विद्यालय में सूचना पट्ट / दीवार पत्रिका / बुलेटिन बोर्ड आदि पर प्रदर्शित सामग्री को पढ़ और समझ सकेंगे।
- ✓ नए शब्दों को अनुमान के आधार पर पढ़ सकेंगे और संदर्भ में उनका अर्थ समझ सकेंगे।
- ✓ अपनी भाषा में छोटी-छोटी घटनाओं का वर्णन लिख एवं पढ़ सकेंगे।
- ✓ विद्यालय की पत्रिका, बुलेटिन बोर्ड आदि के लिए चित्र, चुटकुले, पहेलियाँ आदि लिखकर संकलित कर सकेंगे।
- ✓ प्रश्नवाचक शब्दों का मौखिक एवं लिखित रूप से सार्थक प्रयोग कर सकेंगे।
- ✓ विद्यालय / घर द्वारा आयोजित भ्रमण के अनुभवों को सुना और लिख सकेंगे तथा वहाँ की प्रस्तुति चित्र द्वारा भी कर सकेंगे।
- ✓ सयुक्त व्यंजनों, 'र' के रूपों और 'ऋ' की पहचान कर सकेंगे और पढ़-लिख सकेंगे।
- ✓ विभिन्न खेलों में प्रयुक्त शब्दावली का प्रयोग करते हुए अनुच्छेद / घटना आदि लिख सकेंगे और पढ़कर सुना सकेंगे।
- ✓ पाठ्य पुस्तक के पाठों को सही उच्चारण के साथ पढ़कर सुना सकेंगे और उनपर आधारित अभ्यास कार्यों को लिखकर पूरा कर सकेंगे।
- ✓ सार्थक एवं रुचिकर सामग्री द्वारा मिलती-जुलती ध्वनियों / वर्णों ('ड़' और 'ढ़') में निहित अंतर पहचान सकेंगे और सही प्रयोग कर सकेंगे।



## पढ़ना एवं लिखना

सुझावित विषय / क्षेत्र	सुझावित शिक्षण-अधिगम प्रक्रिया	सुझावित अधिगम स्रोत
<ul style="list-style-type: none"> <li>▶ चित्र पठन के लिए कक्षा, बस-स्टॉप, डाकघर, मेला, पुस्तकालय, पार्क, बाज़ार आदि के चित्र</li> <li>▶ चित्र में जहाँ - जहाँ लिखित / मुद्रित सामग्री है, उसकी पहचान</li> <li>▶ 5 से 10 पंक्तियों की सरल तुकबंदियों, बाल कविताओं का पठन एवं अनुलेख</li> <li>▶ चित्र-निर्माण एवं उसका शीर्षक लेखन</li> <li>▶ कविता, कहानी में बार-बार आए शब्दों से छोटे-छोटे वाक्यों का निर्माण</li> <li>▶ दृश्य शब्दावली पठन</li> <li>▶ पूर्ण विराम, प्रश्नवाचक चिह्नों की पहचान और अपने लेखन में उनका उपयोग</li> <li>▶ चित्र, चुटकुले, पहेलियों आदि का संकलन</li> <li>▶ मेला, त्योहार, बाज़ार, पिकनिक आदि भ्रमण के अनुभव का लेखन</li> <li>▶ शिरोरेखा का ध्यान रखते हुए वाक्य लेखन</li> <li>▶ विद्यालय की पत्रिका, समाचार पत्रों में छपे कार्टून, कविताओं का पठन</li> <li>▶ रोचक पहेलियाँ बूझना और उनका लेखन</li> <li>▶ परिचित-अपरिचित परिवेश की कहानियाँ – पारंपरिक कहानियों,</li> </ul>	<ul style="list-style-type: none"> <li>▶ तरह-तरह के चित्रों का अवलोकन करने का पर्याप्त समय और अवसर दें।</li> <li>▶ चित्रों में मुद्रित शब्दों को पढ़वाएँ।</li> <li>▶ विज्ञापन, होर्डिंग की छपी हुई भाषा पढ़वाएँ।</li> <li>▶ चित्र से संबंधित तीन-चार वाक्य लिखवाएँ।</li> <li>▶ परिचित शब्दों से वाक्य बनवाएँ।</li> <li>▶ घटना, भ्रमण आदि के अनुभव को कुछ वाक्यों में लिखने को कहें।</li> <li>▶ उनके परिचित परिवेश से जुड़े विषयों पर चार-पाँच संबद्ध वाक्य लिखवाएँ।</li> <li>▶ चित्रों द्वारा नाम वाले और काम वाले शब्दों की पहचान करवाएँ (बच्चों को संज्ञा, सर्वनाम की परिभाषा या जानकारी नहीं देनी है, केवल पहचान करवानी है।</li> <li>▶ कहानी के पात्रों के विषय में बातचीत करते हुए उनके लिए प्रयोग किए गए विशेषण शब्दों की ओर ध्यान दिलवाएँ, जैसे- मोटा-पतला, अच्छा-बुरा, चतुर, समझदार, ईमानदार आदि।</li> <li>▶ पठन-सामग्री में नाम के स्थान पर प्रयोग किए गए शब्दों, जैसे- मैं, तुम, आप, हम, यह, वह आदि की ओर ध्यान दिलवाएँ।</li> <li>▶ कक्षा में समाचार पत्र / बाल पत्रिकाएँ, बाल-साहित्य की पुस्तकें प्रदर्शित करें। पढ़ने के लिए प्रोत्साहित करें और उनमें से कुछ कविता / कहानी पढ़कर स्वयं</li> </ul>	<ul style="list-style-type: none"> <li>▶ चित्र, पोस्टर, चार्ट, फ़्लैश-कार्ड, सी०डी०, समाचार-पत्र, पत्रिकाएँ, बाल-साहित्य, संकेत-पट, बुलेटिन बोर्ड, होर्डिंग, विज्ञापन आदि</li> <li>▶ कार्य प्रपत्र</li> <li>▶ भाषा खेल</li> <li>▶ चुटकुलें, पहेलियों का संकलन</li> </ul>

## पढ़ना एवं लिखना

सुझावित विषय / क्षेत्र	सुझावित शिक्षण-अधिगम प्रक्रिया	सुझावित अधिगम स्रोत
<p>संवाद, एकांकी, परी कथाओं का पठन</p> <ul style="list-style-type: none"> <li>▶ कविता / कहानी के आधार पर चित्र निर्माण</li> <li>▶ विभिन्न वस्तुओं, स्थानों आदि की सूची</li> <li>▶ मिलती-जुलती ध्वनियों / वर्णों ('ड' और 'ढ़') में सार्थक पठन सामग्री एवं व्यावहारिक प्रयोगों द्वारा अंतर</li> <li>▶ परिचित विषयों पर छोटे-छोटे वर्णनात्मक अनुच्छेद-लेखन, जैसे – मेरा प्रिय फूल, मिठाई, खेल, मित्र, मौसम</li> </ul> <p><b><u>संदर्भ में व्याकरण</u></b></p> <ul style="list-style-type: none"> <li>▶ उद्देश्य और संदर्भ के अनुसार शब्दों का उचित प्रयोग</li> <li>▶ नाम वाले शब्द (संज्ञा) की पहचान और उनका प्रयोग</li> <li>▶ काम वाले शब्द (सर्वनाम) की पहचान एवं प्रयोग</li> <li>▶ विशेषता बताने वाले शब्द (विशेषण) की पहचान एवं प्रयोग</li> <li>▶ मैं, मेरा, हम, अपना, वह, उनका, उनकी, उसे, उन्हें आदि (सर्वनाम) की पहचान एवं प्रयोग</li> <li>▶ शब्दसंपदा में वृद्धि के लिए तरह-तरह के भाषायी खेल</li> <li>▶ विलोम शब्दों की पहचान एवं प्रयोग</li> </ul>	<p>सुनाएँ।</p> <ul style="list-style-type: none"> <li>▶ संयुक्त व्यंजन, 'र' के विभिन्न रूप और 'ऋ' के प्रयोग वाले शब्दों के कार्ड बच्चों को दिखाएँ और पढ़वाएँ। उनके लिखित रूप और उच्चारण में अंतर बताते हुए अनुलेख करवाएँ। जैसे- मक्खी, छुट्टी, समुद्र; कर्म, क्रम, वर्षा; ऋतु, ऋषि आदि।</li> <li>▶ मिलती-जुलती ध्वनियों जैसे- ड-ढ़, श-स, द-ध, ग-घ आदि से निर्मित शब्दों के कार्ड दिखाकर उनका सही उच्चारण करवाएँ और लिखवाएँ (इन ध्वनियों का स्पष्ट उच्चारण सुनवाने के लिए सी०डी० का प्रयोग किया जा सकता है)।</li> <li>▶ शब्द-खेलों द्वारा बच्चों से अधिक से अधिक नए शब्द बनवाएँ और उनका शब्द भंडार विकसित करें।</li> <li>▶ कक्षास्तर के अनुकूल सरल, बहुप्रयुक्त विलोम शब्दों जैसे- यहाँ-वहाँ, इधर-उधर, आगे-पीछे दिन-रात, अच्छा-बुरा, ऊपर-नीचे आदि से परिचित करवाएँ और इनका वाक्य में प्रयोग करवाएँ।</li> </ul>	

## Theme 1: Numbers

Children continue to strengthen their understanding about two digit numbers and extend this up to three digits. The basic properties like comparison of numbers, ordering and forming greatest and smallest three digit numbers are also to be explored in this class. At this stage child should be capable of looking into the pattern that numbers and number names have. This helps children in learning the bigger numbers.

### Learning Outcomes:

Children will be able to:

- ✎ work with two digit numbers;
  - ☛ read and write numerals for numbers up to 999;
  - ☛ use place value in writing and comparing two digit numbers;
  - ☛ form the greatest and smallest two digit numbers (with and without repetition of given digits).

Numbers		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Numbers up to 99 and their number names.</li> <li>➤ Read and write 3 digit numbers up to 999.</li> <li>➤ Place and face values of digits in a three-digit number.</li> <li>➤ Comparison of numbers and their arrangement in ascending and descending orders.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing opportunities to write number names based on pattern e.g. twenty-one, twenty-two..... forty-one, forty-two..... &amp; so on.</li> <li>➤ Conducting activities using place value cards (also known as arrow cards) to construct numbers with three digits along with finding out the place value and face value of digits.</li> <li>➤ Using number cards from 0-9 in groups by each child to explore &amp; make 3 digit numbers and write their number name.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Place value cards, can be developed. (For e.g. 27 cards having numbers 1 to 9, 10 to 90, and 100 to 900. These are of different size as shown below:</li> </ul> <div style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>.....</li> <li>➤ Spike abacus.</li> <li>➤ Play money notes and coins of ₹ 1, ₹10 and ₹100.</li> </ul>

## Theme 2: Number Operations

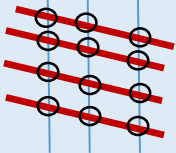
Activities that lay the foundation for work with addition and subtraction begin in children's early schooling. Once begun, work continues throughout the elementary classes. Early work with addition and subtraction with whole numbers must provide opportunities for children at this stage to see the operations used in real life situations and with a variety of manipulative material in order to learn the meanings of the operations and their algorithms. The aim of this theme in this class is that children should observe various properties of addition and subtraction of numbers like commutativity, associativity etc. in an informal way. Multiplication as another short way of repeated addition is seen in more systematic way in this class. The operation of multiplication further strengthens with experiences of skip-counting. At this stage, children must encounter familiar situations in real-life problems and pictorial representations with which they make connection between the new situation and skip counting. The division is introduced as equal sharing/distribution. Thus, before using the symbols for division as an operation on numbers it is important that children have lot of experiences of sharing objects equally. The textbooks and the classroom activities must include this aspect before formally introducing division.

### Learning Outcomes:

Children will be able to:

- ✓ use place value (with regrouping) in standard algorithm for addition & subtraction;
- ✓ represent an amount up to ₹100 using 3-4 notes and coins (of same/ different denominations);
- ✓ add on zero to a number and subtract zero from a number;
- ✓ observe and generalize commutative property of addition through pattern;
- ✓ solve daily life problems / activities related to addition and subtraction presented through pictures and stories;
- ✓ construct problems that can be solved by addition & subtraction of two digit numbers;
- ✓ estimate sum and difference of two given numbers;
- ✓ construct multiplication tables of 2, 3, 4, 5 through repeated addition and different other ways like skip counting, use of patterns & broom sticks;
- ✓ use various situations on equal grouping/equal sharing that lead to repeated subtraction;
- ✓ add and subtract two digit numbers mentally.

## Number Operations

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Addition and subtraction of two digit numbers with and without regrouping.</li> <li>➤ Use of place value (with regrouping) in standard algorithm for addition and subtraction.</li> <li>➤ Addition of zero to a number and subtracting zero from a number.</li> <li>➤ Commutative property of addition through pattern.</li> <li>➤ Solving daily life problems related to addition and subtraction presented through pictures and stories.</li> <li>➤ Construction of problems that can be solved by addition and subtraction of two digit numbers.</li> <li>➤ Estimation of the sum and difference between two given numbers.</li> <li>➤ Construction of multiplication tables of 2, 3, 4, 5 through repeated addition and different other ways like skip counting, used of patterns and broom sticks.</li> <li>➤ Various situations on equal grouping/equal sharing that lead to repeated subtraction</li> <li>➤ Mental addition and subtraction of two digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing a variety of real life contexts either visually and verbally so that children also learn problem solving.</li> <li>➤ Encouraging children to construct and solve problems related to operations on numbers.</li> <li>➤ Conducting activities involving estimation of sum and differences of two numbers. Questions like "How did you estimate?" should trigger a detailed discussion about various ways for estimation.</li> <li>➤ Involving children in development/construction of multiplication tables through various ways. (<i>Through practice multiplication facts will slowly get committed to memory</i>).</li> <li>➤ Using concrete materials in classrooms to let children understand the basic idea of equal sharing/equal grouping.</li> <li>➤ Encouraging children to add subtract single digit numbers through various games / activities without pen / pencil.</li> <li>➤ Using charts showing addition and subtraction of two-digit number.</li> <li>➤ Conducting games in which children have to do mental mathematics of adding and subtracting two digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Napier strips for multiplication of numbers.</li> <li>➤ Straws or sticks. (<i>Putting one over the other to construct multiplication tables</i>)</li> </ul> <p style="text-align: center;">e.g. <math>3 \times 4</math> as</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>➤ Pebbles and other objects. (<i>These can be used for equal sharing and equal grouping</i>).</li> <li>➤ Charts showing addition and subtraction of two-digit number.</li> </ul>







**Life Skills:** solving daily life problems

## Theme 3: Geometry

The aim of this theme is enabling children to describe 3-D objects that they have in their daily life experiences. This description includes the physical characteristics of the object like its shape, size, location and orientation which make it different and/or similar to other objects. They will also be introduced to the informal use of the geometrical vocabulary like naming shapes as rectangles, squares, triangles and circles, classifying edges as straight and curved and surfaces as curved and plane etc..

### Learning Outcomes:

Children will be able to:

-  describe basic 3D and 2D shapes with their observable characteristics;
-  identify basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names;
-  trace 2D outlines of 3D objects;
-  identify 2D shapes (rectangle, square, triangle, circle) by their names;
-  distinguish between straight and curved lines;
-  draw/ represent straight lines in various orientations (vertical, horizontal, slant).

Geometry		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▶ Creation of 2D-shapes through paper folding &amp; paper cutting.</li> <li>▶ Attribute of 2D shapes and their sides and corners.</li> <li>▶ Straight lines and representing them by paper folding, straightedge objects, stretched strings etc.</li> <li>▶ Draw horizontal, vertical and straight lines.</li> <li>▶ Introduction to curved lines.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Conducting activities on traditional paper folding for a boat, airplane etc. using various shapes like rectangle, square and triangles.</li> <li>▶ Providing concrete 2D-shapes in multiple sizes colours, objects having 2D-shapes so that through observations &amp; sense of touch, children generalize the attributes like sides, corners etc.</li> <li>▶ Organizing classroom so that children create straight-edges through paper folding and trace them on a paper.</li> <li>▶ Encouraging children to draw straight lines in different orientation so that they get the idea of a straight line.</li> <li>▶ Discussing and giving examples of what is a straight line and what is not a straight line.</li> <li>▶ Providing intuitive experiences through exploration about the shortest distance between two points.</li> <li>▶ Providing opportunities to draw free hand straight line, free hand and with the help of ruler.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Pastel papers sheets, cutters and gum/adhesive.</li> <li>▶ Card board cut-outs of triangular, rectangular, square regions.</li> <li>▶ A-4 size papers, sheets, tracing papers/ butter paper, carbon sheets.</li> <li>▶ Pair of compasses, scale/straight edge and protractor</li> <li>▶ Geoboard and rubber bands.</li> <li>▶ Maths kit.</li> </ul>

**Integration:** Arts Education

## Theme 4: Measurement

The need for uniform units for measurement of some quantities through daily life experiences forms the basis for learning in class II. Length, capacity (volume) and weight are measured by applying a unit directly to the object being measured. Hence, children should be enabled to construct their own units for direct measurement of length, capacity and weight.

### Learning Outcomes:

Children will be able to:

- ✎ estimate and measure length/distances and capacities of containers using uniform nonstandard units like a rod/pencil, cup/spoon/bucket etc.;
- ✎ classify objects as heavier/lighter than, using simple balance;
- ✎ identify the days of the week and months of the year;
- ✎ sequence the events occurring over longer periods in terms of hours/days

<b>Measurement</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Measurement of lengths and distances using uniform (non-standard) units.</li> <li>➤ Compare two or more objects by their weights as heavier than/lighter than.</li> <li>➤ Use of the simple balance to compare weights.</li> <li>➤ Order containers based on the perception of their capacities and verifying them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Designing and conducting group/individual activities for measuring different objects, distance using uniform things like paperclips, toothpicks, a stick etc.</li> <li>➤ Involving children in constructing simple objects using available materials and encouraging them to compare weights and use of vocabulary like heavy/light.</li> <li>➤ Providing a number of opportunities to children to estimate lengths in their vicinity and then verify through paperclips, tooth picks, chalks et.</li> <li>➤ Encouraging children (individually and in groups) to estimate capacities and to verify by actual measurement? Questions like "Find how many mugs / spoons can fill this container? And verify it by actual measurement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Paper clips, toothpicks, sticks of equal size.</li> <li>➤ A measuring tape and a 15 cm scale for observation and not for measuring length.</li> <li>➤ Various containers and empty cans/bottles having their quantity written on them.</li> </ul>

## Theme 5: Data Handling

Children will be enabled to explore the importance and need for collecting different data and learn to take decisions on: the type of information needed, how it can be gathered organized and ways to display and communicate the information to others. This exploration starts in an informal way in class and children learn to use tables and pictures to organize data in basic problem-solving strategies.

### Learning Outcomes:

Children will be able to:

- interpret simple charts and graph;
- present information with pictograph.

Data Handling		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"><li>Simple graphs related to day to day life. For example, bus time table chart, height chart etc.</li></ul>	<ul style="list-style-type: none"><li>Organizing activities with children individually and in small groups around observing various body parts and collecting information through measurement. This will help children in presenting data and drawing inferences.</li><li>Conducting group activities for data collection and tabulation. Answers to questions like “which vegetables do you not like? etc.” may be explored in groups.</li><li>Measuring articles like paper clips, containers to collect data.</li><li>Pasting stickers of various objects to represent data pictorially by children.</li></ul>	<ul style="list-style-type: none"><li>Paper clips, containers.</li><li>Stickers of various objects.</li></ul>

**Integration:** Arts Education

**Life Skills:** Interpretation and analysis



## Theme 6: Patterns

This theme aims to encourage children to develop habits of looking for using patterns as they search for a meaning in Mathematics. It is infused with patterns in numbers, number operations, measurement, geometrical ideas and data. To realize this, the teaching - learning process should allow children to observe and generalize simple patterns that exist in their daily life.

### Learning Outcomes:

Children will be able to:

 observe, extend and create patterns using different objects, shapes and numbers.

Patterns		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▶ Observation and identification of unit of repeat in a given pattern</li> <li>▶ Extension of the pattern to next few terms on the basis of the identified unit of repeat</li> <li>▶ Create patterns from daily life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Involving children in observing patterns created by other children to observe a unit of the repeat.</li> <li>▶ Asking children to make stencils or stamps, tools by the section of different vegetables, thumb, figures, foot prints etc. and making designs. This will help them in identification of a unit of repeat in the pattern.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Seasonal vegetables like ladyfinger, potato and knife (<i>to get their section</i>).</li> <li>▶ Ink or Water colours and Paper.</li> <li>▶ Sandpit to make patterns using hand, foot prints etc.</li> <li>▶ Geoboard and rubber bands.</li> </ul>

**Integration:** Arts Education, EVS

## Theme 1: About Me

The prime focus of this theme 'About Me' is not on focussing on the child's body parts, hobbies, habits, content coverage but on children expressing their own ideas and learning social skills. It also aims at developing the skills of observation, creative and verbal expression and communication. The theme would also develop self-awareness, cooperation and working together.

### Learning Outcomes:

Children will be able to:

- ✓ describe personal details verbally as well as in simple written form about their likes and dislikes and respect other's likes/dislikes;
- ✓ describe functions of different body parts including the sense organs;
- ✓ draw and label external parts of the body, sense organs, self-portrait;
- ✓ enlist various activities done by different external organs;
- ✓ share personal hobbies and appreciate other's hobbies;
- ✓ make choices about their toys, dresses and other belongings;
- ✓ engage and take interest in small and large group activities;
- ✓ communicate (orally as well as written) one's point of view about personal things (dresses, toys, etc.);
- ✓ take interest and solve puzzles and problems related to various body parts, dresses, toys;
- ✓ demonstrate the use of extended vocabulary related to the theme;
- ✓ identify one's own and others' feelings and develop control over their emotions;
- ✓ engage and learn to cooperate in small and large group activities;
- ✓ appreciate and respect the differences among their peer group.

### About Me

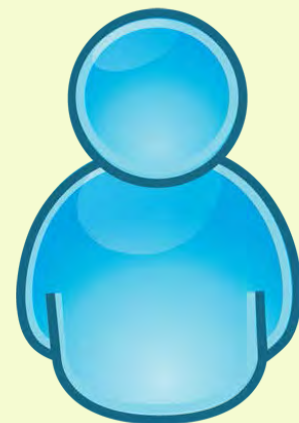
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Revisit the concepts in class I learning.</li> <li>➤ Describe self: likes/dislikes, hobbies (orally / written form)</li> <li>➤ Draw pictures of a human body and self-portrait.</li> <li>➤ Locate body parts in a picture.</li> <li>➤ Solve shadow puzzles.</li> <li>➤ Main functions of all parts of body (external), sense organs.</li> <li>➤ Care of body parts and sense organs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building on previous learning.</li> <li>➤ Providing opportunities to share and discuss personal experiences- likes, dislikes, hobbies, etc.</li> <li>➤ To observe different parts of the body (self), pictures of body parts.</li> <li>➤ Creating theme based environment (displaying in the class).</li> <li>➤ Conducting circle time activities.</li> <li>➤ Differentiating between functions of different parts of the body (activity work).</li> <li>➤ Group activity on discussing and sharing amongst groups the differences amongst human beings and appreciating the same.</li> <li>➤ Involving children in Group activities to identify and locate parts of the body on a Poster/ Chart, cut-out.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Family/photos/family albums.</li> <li>➤ Picture books.</li> <li>➤ Story books.</li> <li>➤ Charts/cards depicting body parts.</li> <li>➤ Picture cards of various body parts and sense organs.</li> <li>➤ Compilation of poems, puzzles including jigsaw.</li> <li>➤ Children's drawings.</li> </ul>

## About Me

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"><li>➤ Providing opportunities to solve riddles and puzzles, and sing songs based on the related theme.</li><li>➤ Reflecting expressions through various activities i.e. shadows, puzzles, etc.</li><li>➤ Preparing their name cards (each child) with logo, doing activities with cards.</li></ul>	

**Integration:** Health and Physical Education, Languages

**Life Skills:** Self-awareness, Self Esteem, Cooperation, Working together, Problem solving



## Theme 2: Others in my World

The theme 'Others in my world' is continued as an extended learning from Class 1. It is expected to develop an understanding about others in the child's world, which include extended members of the family, neighbours, friends and also i pets. The theme is also expected to focus on issues and concepts related to the neighbourhood, indoor/outdoor games, significance of celebrating national days and other festivals. The prime focus of this theme is to understand the role of parents, friends, family, neighbours in the child's life. The theme would also provide opportunities to develop skills such as- empathy towards animals (pets), appreciate the cooperation and support neighbours and care and concern for the old, sick and differently abled.

### Learning Outcomes:

Children will be able to:

- identify and speak about the relationship he/she has with extended family members;
- draw family tree of extended family members;
- discuss and narrate how festivals are celebrated at home/school and in the neighbourhood;
- appreciate the need for celebration of national days and other festivals/other important days;
- take care of pets and show empathy and compassion towards pets;
- show care and concern towards old, sick and differently abled;
- appreciate the cooperation and support of neighbours/ others;
- describe the role of family members and also express one's own role.

<b>Others in my World</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Revisit learning of key concepts of class I.</li> <li>➤ Family Tree showing distant relations (extended family).</li> <li>➤ Togetherness through sharing, fun, recreation, festivals with family and relatives.</li> <li>➤ Celebration of important events/ days/ festivals.</li> <li>➤ Care and concern for differently challenged/abled/old.</li> <li>➤ Care of pets.</li> <li>➤ Indoor and Outdoor Games with peer group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building on previous learning.</li> <li>➤ Providing opportunities to share children experiences.</li> <li>➤ Developing family tree with support of elders in a photo album/ scrapbook on extended family members.</li> <li>➤ Opportunities for group discussion on various activities related to festivals/celebrations.</li> <li>➤ Describing, sharing and various activities related to festivals (clothes, food, importance).</li> <li>➤ Discussing the need for avoiding crackers/ loud music/ sounds and chemical colours.</li> <li>➤ Involving children in Group work/ Project Work related to the theme, circle time activities.</li> <li>➤ Sharing narratives/inspiring stories related to differently challenged group.</li> <li>➤ Discussing in groups the need for games, listing different indoor and outdoor games, grouping and making and following rules.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Family tree made by children.</li> <li>➤ Photos related to various celebrations at home to school.</li> <li>➤ Collection of dresses according to festivals they celebrate</li> <li>➤ Drawings of children.</li> <li>➤ Puzzles</li> <li>➤ Collection of poems, songs, etc.</li> <li>➤ Pictures and charts on different festivals, Republic and Independence Days and other local festivals/ events.</li> </ul>

**Integration:** Languages, Arts Education

**Life skills:** Care and compassion for animals, Care and concern for the old, differently abled.

## Theme 3: My Needs: Food

The theme 'Food' in Class II is expected to develop value for care and respect for food. The theme 'food' will also discuss the need of food for living beings and various issues and concerns related to food habits. The theme will also develop the core scientific skills of observation and discussion and life skills of self-awareness, respect for food and diversity in food, amongst children.

### Learning Outcomes:

Children will be able to:

- ☑ identify and name various food items;
- ☑ discuss need for food for human body;
- ☑ collect/draw pictures of various kind of food items and name them;
- ☑ cite examples of food items we get from plants and animals;
- ☑ explain the need of various kind of foods required for body building, energy giving and body resistance (immunity of the body to diseases etc.);
- ☑ identify junk food and give reasons why it is not good for health;
- ☑ develop sensitivity and respect for food;
- ☑ develop respect for the diversity of food in the peer group, within families and different age groups.

<b>My Needs: Food</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Food: Importance and need</li> <li>➤ Major Food items: cereals, dals, fruits, vegetables, milk.</li> <li>➤ Food items for body building, energy giving, for wear &amp; tear of body, vitamins, water fibres.</li> <li>➤ Healthy and junk food.</li> <li>➤ Respect diversity of food habits (veg and non-veg cultures).</li> <li>➤ Variations in food and reasons- different age group, families.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing opportunities to share/discuss personal experiences of children.</li> <li>➤ Conducting activities to identify different food items we get from plants and animals.</li> <li>➤ Doing activities in groups to classify items based on their sources.</li> <li>➤ Opportunities to draw pictures of various food items and name them in writing (component wise).</li> <li>➤ Organising group discussions to discuss various issues related to food (junk food, non-vegetarian food, food diversity, etc.)</li> <li>➤ Involving children in project work (classification of food items, plants, animals as source).</li> <li>➤ Discussing with the whole class or in groups about ways to take care of food at home.</li> <li>➤ Making picture book on food items – component wise.</li> <li>➤ Organizing field trip to a farm, field to observe sources of food.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Various kind of food items (actual).</li> <li>➤ Pictures of food items.</li> <li>➤ Narratives related to food habits.</li> <li>➤ Poems/stories on food values/care.</li> <li>➤ Children's drawing's.</li> <li>➤ Worksheets.</li> </ul>

**Integration:** Languages, Health and Physical Education

**Life Skills:** Self-awareness, Respect for diversity of food, Care and respect for food

## Theme 4: My Needs: Water

The theme is aimed at developing awareness on many issues related to water as a need for living beings. The theme would focus on and discuss sources of water, ways for purification of water in the family/neighbourhood, causes of water pollution and concern about wastage of water. The core skills of observation, discussion and experimentation would be developed through this theme.

### Learning Outcomes:

Children will be able to:

- ✔ identify and differentiate between natural and man-made water resources;
- ✔ discuss the need of water in daily life for plants and animals;
- ✔ draw and label pictures of water resources;
- ✔ cite examples of natural and man-made sources;
- ✔ discuss ways to keep the water sources clean;
- ✔ discuss and suggest ways to prevent the misuse of water;
- ✔ suggest and share various ways to purify drinking water at home/school;
- ✔ explain reasons of water pollution in the surroundings (awareness level only);
- ✔ appreciate the judicious use of water in school/at home.

<b>My Needs: Water</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Sources of water: natural and man-made (rain, dam, lake, river, ponds, well, hand pump).</li> <li>➤ Need for water for plants, animals and human beings.</li> <li>➤ Clean water for drinking - ways of purification of water at home/colony (awareness level).</li> <li>➤ Food items contain more quantity of water.</li> <li>➤ Causes of water pollution (awareness level).</li> <li>➤ Judicious use of water.</li> <li>➤ Reuse of water at home/school/ in the surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building on previous learning.</li> <li>➤ Providing opportunities to share children's personal experiences.</li> <li>➤ Discussing natural and man-made sources of water and citing examples of each.</li> <li>➤ Doing activities/simple experiments (with the support of teachers) for ways of cleaning drinking water.</li> <li>➤ Discussing in groups the causes of water pollution in the school/surroundings.</li> <li>➤ Appreciating and discussing the ways to prevent misuse of water</li> <li>➤ Discussing precautions to be taken in rainy weather (umbrella, raincoat....) and drinking water.</li> <li>➤ Involving children in Project work i.e. how to save water- slogan writing drawings, messages.</li> <li>➤ Organizing visits to places like ponds, lakes, rivers in the neighbourhood to observe the water resources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visit to places to observe water resources (lake, river, pond, pictures/tanks with elders).</li> <li>➤ Photos of man-made natural resources.</li> <li>➤ Simple experiments/activities related to water purification.</li> <li>➤ Project work on this theme.</li> <li>➤ Children's drawings, pictures and charts made by the teacher on key concepts in the theme.</li> <li>➤ Flash cards on sources of water.</li> </ul>

**Integration:** Languages, Health and Physical Education

**Life Skills:** Judicious use of water

## Theme 5: My Need- Shelter

The theme 'Shelter' is expected to develop an understanding of the variety seen in shelters /houses and reasons for the diversity as well as need for cleanliness of houses in the surroundings. The theme would also develop the core skills of creative expression, discussion and description..

### Learning Outcomes:

Children will be able to:

- ✔ identify various types of houses and name them;
- ✔ cite examples of type of houses built in different parts of the world;
- ✔ respect diversity in houses and discuss reasons for diversity in houses;
- ✔ discuss need for cleanliness in houses;
- ✔ enlist kind of material used for making different types of houses;
- ✔ draw pictures and label parts of houses;
- ✔ make models of various kind of houses (under supervision and with support from elders);
- ✔ appreciate the need for decorating houses.

<b>My Need- Shelter</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Revisit Concepts of class 1.</li> <li>➤ Houses in small and large cities.</li> <li>➤ Reasons in diversity of Houses.</li> <li>➤ Material used in various kind of houses.</li> <li>➤ Need and care of house / household things.</li> <li>➤ Cleanliness of the house (ways).</li> <li>➤ Need for light and ventilation in the house.</li> <li>➤ Decoration of Houses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building on previous learning.</li> <li>➤ Showing and discussing visuals/pictures of different kind of houses in the world.</li> <li>➤ Showing video- films/ documentaries/ sharing narratives related to variation in houses.</li> <li>➤ Telling the story of the 'Three Little Pigs' and any other related to the theme.</li> <li>➤ Showing various kind of material used for making houses-group work on this</li> <li>➤ Asking to draw pictures of different kind of house, discriminating them.</li> <li>➤ Involving children in model making (Hands-on-activity) exercises.</li> <li>➤ Discussing ways / methods to keep the surrounding/s clean and to share the same with others.</li> <li>➤ Involving children to participate in keeping the classroom clean, house decorations, model making;</li> <li>➤ Involving children in worksheet activities to learn concepts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Models of various kind of houses.</li> <li>➤ Charts prepared by the teacher.</li> <li>➤ Videos and documentaries.</li> <li>➤ Picture cards/PPTs/slide shows.</li> <li>➤ Worksheets.</li> <li>➤ Children's compilation work.</li> <li>➤ Concrete material used for making house.</li> <li>➤ Story/video (three little pigs).</li> <li>➤ Models of a different houses.</li> <li>➤ Material required for decorating houses.</li> </ul>

**Integration:** Languages, Arts Education

## Theme 6: My Need – Clothing

In Class II the theme 'Clothing' aims to develop an understanding on variation in dress material and their sources for human beings, in children. The theme would focus and discuss the different kinds of dresses, textures that are worn by children. The emphasis would also be on cleanliness and care of clothes. The core skills of observation, discussion will also be developed.

### Learning Outcomes:

Children will be able to:

- ☑ discuss the need of clothes for living beings;
- ☑ identify various kind of materials used for making clothes;
- ☑ identify sources of natural and man-made fibres;
- ☑ give examples of natural and man-made fibres;
- ☑ differentiate among various cloth materials and give examples of each kind of material;
- ☑ draw pictures of various kind of dresses worn by males and females, made from these materials;
- ☑ give reasons why cotton clothes should be worn in summer and silk/woollen clothes in winters, rayon/ synthetic in the rainy season;
- ☑ suggest various ways to take care of cotton/silk other materials at home.

<b>My Need – Clothing</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Revisit concepts of class I.</li> <li>➤ Variety of cloth material- cotton, silk, wool, canvas, rayon etc. and their use in different seasons.</li> <li>➤ Sources of natural and man-made fibres, sources</li> <li>➤ Dress material suited to different climatic conditions.</li> <li>➤ Care of different types of clothes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building on previous learning.</li> <li>➤ Organising group discussion on need for cloths.</li> <li>➤ Conducting group activities to see various kind of cloth/ materials and identify them.</li> <li>➤ Providing opportunities to draw pictures and label parts of clothes.</li> <li>➤ Demonstrating how to use materials to maintain/take care of various kind of clothes.</li> <li>➤ Assigning a project based on i.e. sources of fibres, kinds of clothes, uses of clothes in different seasons etc.</li> <li>➤ Engaging in group activities related to various tasks i.e. listing of male, female clothes worn on various occasions/festivals.</li> <li>➤ Origami activities (paper folding &amp; making dresses).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Various kinds of cloth/ material.</li> <li>➤ Different types of clothes worn by males/females</li> <li>➤ Pictures of various kind of clothes.</li> <li>➤ Pictures of different materials used at home, made by fibres.</li> <li>➤ Materials used for care of all kind of clothes.</li> <li>➤ Visit to a textile industry (<i>if possible</i>)</li> <li>➤ Children's drawings.</li> <li>➤ Project Work report.</li> <li>➤ Origami work.</li> </ul>

**Integration:** Languages, Arts Education



## Theme 7: My Need - Air

The theme 'Air' is aims at focusing on and discussing. simple observable properties of air, how to keep the air in the surroundings clean and fresh. Through simple activities the skills of observation, discussion and experimentation would be also be developed.

### Learning Outcomes:

Children will be able to:

- observe some properties of air;
- demonstrate (with the support of elders) that air has weight, occupies space, expands
- identify and discuss various causes of air pollution;
- suggest some ways to deal with air pollution from smoke/ fumes;
- name some common diseases, spread through air;
- discuss various ways to prevent these diseases;
- demonstrate simple exercises, *asanas*/ deep breathing for use of air for healthy living.

<b>My Need - Air</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Revisit concepts of Class I.</li> <li>➤ Simple properties of air: air occupy space, has weight, expands when we heat, feel it, etc.</li> <li>➤ Causes of air pollution</li> <li>➤ Ways to reduce air pollutions in the surroundings</li> <li>➤ Air borne diseases and their prevention (some common diseases)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building on previous learning.</li> <li>➤ Providing opportunities to share children's personal experiences related to air.</li> <li>➤ Showing experiments, organising group activities to demonstrate properties of air.</li> <li>➤ Discussing various reasons of air pollution and citing examples of each factor.</li> <li>➤ Making/designing posters on prevention of air pollution.</li> <li>➤ Involving children to write slogan s/ messages to prevent air pollution.</li> <li>➤ Assigning Project Work – information on Air borne diseases and their prevention.</li> <li>➤ Developing creative expression by engaging them in compilation of songs, poems, writing own songs, sharing with peers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pictures depicting air related activities.</li> <li>➤ Material for simple experiments for properties of air.</li> <li>➤ Photographs depicting air borne diseases.</li> <li>➤ e- material on air borne diseases.</li> <li>➤ Slogan / Messages on prevention of air borne diseases.</li> <li>➤ Slogan / Messages to reduce air pollution.</li> </ul>

**Integration:** Languages, Health and Physical Education

## Theme 8: Keeping oneself Clean, Safe and Healthy

The theme is expected to provide information and also develop an awareness on the issues and concerns related to cleanliness and health. The theme would focus on and discuss, how to keep oneself healthy, recreational ways at home/neighbourhood, safety at home and public places and cleanliness related to self and of the surroundings.

### Learning Outcomes:

Children will be able to:

- ☑ identify various reasons of filth/garbage in the surroundings;
- ☑ suggest some ways how to keep the surroundings clean (use of dustbin and segregation of garbage);
- ☑ discuss various ways of garbage disposal at home/in the surroundings;
- ☑ discuss various benefits of physical activities like yoga, exercises, games;
- ☑ emphasis and importance of outdoor games/activities;
- ☑ enjoy and get involved in recreational activities.

Keeping oneself Clean, Safe and Healthy		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Revision of concepts/learning from of class I.</li> <li>➤ Cleanliness in the surroundings and at the public places.</li> <li>➤ Use of dustbin at public places.</li> <li>➤ Ways of garbage disposal at home and in surroundings.</li> <li>➤ Healthy body and mind: rest, exercises, yoga, play, outdoor/indoor games.</li> <li>➤ Safety at home/ surroundings.</li> <li>➤ Care of body.</li> <li>➤ Good/bad touch.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building on previous learning.</li> <li>➤ Organizing brain storming in the class to discuss causes of unclean surroundings.</li> <li>➤ Inculcating the habit to encourage the use of dustbin (bio-degradable and non-bio-degradable garbage) at home (teaching children to segregate garbage that needs to be disposed off).</li> <li>➤ Narrating a story on effects of clean/dirty surroundings</li> <li>➤ Organising discussions for the need of exercise and play (indoor and outdoor games).</li> <li>➤ Involving children in recreational activities at home/school.</li> <li>➤ Demonstrating and adopting a variety of motor development activities to help children learn the right posture, flexibility, coordination, etc.</li> <li>➤ Sharing narratives/ puppet shows/ personal experiences related to good and bad touch, followed by discussions.</li> <li>➤ Organising group work to discuss various kinds of tools at home and how to keep one-self safe from them.</li> <li>➤ Providing opportunities for creative expression on the theme – collecting/ writing poems, stories, songs.</li> <li>➤ Discussing clean and dirty situation, garbage disposal.</li> <li>➤ Explaining proverb- “Cleanliness is next to Godliness”</li> </ul>	<ul style="list-style-type: none"> <li>➤ Poems/songs/ jingles of fitness</li> <li>➤ Games and recreational activities.</li> <li>➤ Narratives related to good/bad touch.</li> <li>➤ Collection of songs, poems and stories on healthy living.</li> <li>➤ Puppets.</li> </ul>

**Integration:** Languages, Health and Physical Education

## Theme 9: Places in the Neighbourhood

The theme 'Places in the neighbourhood' is aimed at providing information and discussing various places in the neighbourhood. The theme would also throw light on up-keep of public places in the community. People involved in different professions and the importance of those professions would also be discussed. Children would learn to appreciate and respect the role of different professions in our day to day life.

### Learning Outcomes:

Children will be able to:

- ✔ discuss and give reasons for need of the public places in the neighbourhood;
- ✔ identify various places in the neighbourhood and name them;
- ✔ explain various functions of each places in daily life;
- ✔ discuss need for emergency services in the neighbourhood;
- ✔ appreciate the services/help provided by various people who are involved in different professions;
- ✔ appreciate the need of recreational/other important services available in the neighbourhood.

### Places in the Neighbourhood

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ Revisit previous key concepts of Class I.</li> <li>▷ Need for public places in the locality.</li> <li>▷ People who help us: postman, courier service, cooking gas service, mason.</li> <li>▷ Various emergencies and relief – police station, fire brigade.</li> <li>▷ Recreational places in the neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Building on previous learning.</li> <li>▷ Encouraging children to draw a map of the different places in their locality.</li> <li>▷ Organizing activity with children where they dress as community helpers and share information of the place where they work and its importance in the local neighbourhood.</li> <li>▷ Organizing visit to some places to observe the role of various people who involved in different occupation.</li> <li>▷ Organising role plays.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Different places that play an important role in daily life.</li> <li>▷ Visit to local market, hospital/police station etc., if possible or pictures to be shown.</li> <li>▷ Local market, police station, hospital, fire station, etc.</li> <li>▷ People from different professions such as- doctor, policeman/woman, conductor, teacher, carpenter, postman etc.</li> </ul>

**Integration:** Languages, Health and Physical Education

**Life Skills:** Dignity of labour

**Note:** This theme content needs to be selected as per socio-cultural environment of children, occupations may be included.



## Theme 10: Plants

The theme 'Plants' is expected to develop an understanding about different types of plants, variation and uses of plants for human beings. Through this theme the skills of observation, discrimination, appreciation and care and concern for plants will be developed. The theme would also develop sensitivity towards care and protection of plants and the environment.

### Learning Outcomes:

Children will be able to:

- identify and name the different parts of the plant and discuss their functions;
- draw main parts of a plant and label them;
- appreciate the uses of various parts of a plant;
- appreciate tree plantation and use of medicinal plants in daily life;
- distinguish between different kind of plants based on their habitat i.e., in water, on land;
- discuss reasons of modification of different parts of some plants.

<b>Plants</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>▷ Rebuild on previous learning. (Class I Concepts).</li> <li>▷ Plants on land, water, climbers. (Examples with pictures and their description)</li> <li>▷ Parts of plants: root. Stem. Leaf, flower, fruit, seed. (pictures and their description)</li> <li>▷ Plant products – use at home.</li> <li>▷ Plant modification: underground, stems, roots.</li> <li>▷ Care and concern for plants – plantation, friendship with plants.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Building on previous learning.</li> <li>▷ Children will be helped to identify and name some of the plants and trees in their surroundings.</li> <li>▷ Drawing and labelling parts of the plants in activity work.</li> <li>▷ Brief explanation of photosynthesis.</li> <li>▷ Providing or asking children to get seeds/ saplings to look after them at home or in school if possible.</li> <li>▷ Involving children in tree plantation in the school locality, thereby developing a friendship with plants and taking care of them.</li> <li>▷ Discussing uses of medicinal plants.</li> <li>▷ Role play of children about grandmother's remedies.</li> <li>▷ Providing opportunities to observe <i>tulsi</i>, neem leaf, turmeric (<i>haldi</i>), clove, ginger, etc. in natural form and discussing their benefits and uses.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Photographs of trees and plants.</li> <li>▷ Video films and pictures.</li> <li>▷ Animation (movie) on plants and modifications.</li> <li>▷ Medicinal plants (<i>tulsi</i> leaf, clove, ginger).</li> </ul>

**Integration:** Languages

**Life Skills:** Care and protection Of plants and environment

## Theme 11: Animals

The theme 'Animals' is expected to develop awareness, understanding on concepts related to animals. It is also aimed at developing within children a concern, care and compassion for animals. The theme would also help to develop a number of skills such as observation, classification, care and concern for animals and appreciation of beauty.

### Learning Outcomes:

Children will be able to:

- discuss some observable characteristics of animals;
- discuss characteristics/features of animals based on their variations;
- draw pictures of various animals and label their parts;
- differentiate and compare various animal habitats;
- show sensitivity and compassion towards animals;
- narrate the process of the life cycle of a butterfly in their own words.

<b>Animals</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>▷ Revision of class 1 concepts.</li> <li>▷ Body parts of pet animals.</li> <li>▷ Life cycle of butterfly.</li> <li>▷ Care and compassion for pets and other animals.</li> <li>▷ Animal characteristics: move, grow, eat food.</li> <li>▷ Animal houses/habitats- live underground, in the trees, near water, under water.</li> <li>▷ Need of shelter for animals.</li> <li>▷ Relationship of human beings with animals.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Organising theme based class on environment and conducting activities.</li> <li>▷ Encouraging children to show compassion towards animals by writing stories, poems, songs. through stories, poems, songs.</li> <li>▷ Organizing a pet show in school to encourage children to reflect on what they have observed.</li> <li>▷ Sorting activity in small groups.</li> <li>▷ Classify animals on the basis of their habits.</li> <li>▷ Classify on the basis of characteristics of animals.</li> <li>▷ Classify animals on the basis of food habits.</li> <li>▷ Organising a visit to poultry farm/bird sanctuary/zoo</li> </ul>	<ul style="list-style-type: none"> <li>▷ Puzzles (birds/animals).</li> <li>▷ Visit to</li> <li>▷ Videos showing compassion to street animals.</li> <li>▷ Flash cards on animals</li> <li>▷ Picture cards on life cycle of butterfly.</li> </ul>

**Integration:** Languages

**Note:** This theme can be continued in a project mode.

## Theme 12: Transport

The theme, 'Transport' is aimed to provide information on modes of transport, traffic rules and need for emergency vehicles. It would also generate an awareness on various issues related to transport. A number of skills such as exploration, explanation and clarification skills would be developed from this theme. The theme would also discuss ways to save petrol/diesel.

### Learning Outcomes:

Children will be able to:

- ✔ discuss uses of transport in the surroundings;
- ✔ identify various kind of transport;
- ✔ compare traffic seen in cities/villages;
- ✔ give reasons of traffic jam and suggest ways to reduce it;
- ✔ discuss cause of air and noise pollution;
- ✔ stick/draw pictures of various kind of vehicles.

<b>Transport</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Revision work of Class 1 concepts</li> <li>➤ Need for various kind of transport: some examples, visuals.</li> <li>➤ Vehicles driven by use of petrol, diesel, CNG, electricity.</li> <li>➤ Various modes of transport used in big cities (metro, local train, cab bus, auto rickshaw)</li> <li>➤ Causes of traffic jams, pollution (air, noise)</li> <li>➤ Ways of checking noise pollution and its effect</li> <li>➤ Ways to save petrol/diesel.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing opportunities to observe and discuss various kinds of transport used in the neighbourhood.</li> <li>➤ Organising a visit to public places to observe different modes of transport.</li> <li>➤ Discussing the importance of wheelchairs and ramps in schools and in public places.</li> <li>➤ Focusing on activities of walking, cycling at home, travelling in the bus or metro and sharing of experiences.</li> <li>➤ Organising discussions in the class on how to minimize noise pollution.</li> <li>➤ Assigning projects individually or in groups.</li> <li>➤ Facilitating Model making on different modes of transport.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pictures 2D Model-Paint a city/village</li> <li>➤ Plastic toy models of transport.</li> <li>➤ Models of various modes of Transport.</li> <li>➤ Class discussions.</li> <li>➤ e- material.</li> <li>➤ Visit to a Railway Station/ Airport</li> </ul>

**Integration:** Languages, Health and Physical Education

**Life Skills:** Sensitivity towards judicious use of petrol



## Theme 13: Communication

The theme 'Communication' provides information on various means of communication in children's surroundings. The positive and negative aspects are highlighted to make children aware of the various modes of communication in daily life activities.

### Learning Outcomes:

Children will be able to:

- ✔ discuss the need and importance of communication in day to day life;
- ✔ identify and list out various modes of communication;
- ✔ discuss the positive and negative use of some modes of communication;
- ✔ identify different ways of communication used in big / metro cities;
- ✔ demonstrate the use of some modes of communication.

<b>Communication</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>✔ Need for communication.</li> <li>✔ Ways of communication available in cities/public places.</li> <li>✔ Use of ICT (email, SMS, internet)</li> <li>✔ Communication for recreation.</li> <li>✔ Ways to check misuse of communication devices.</li> </ul>	<ul style="list-style-type: none"> <li>✔ Providing opportunities to listen to children's personal experiences.</li> <li>✔ Organizing discussions on uses and misuses of different ways of communication.</li> <li>✔ Providing opportunities to observe and solve modes of communication.</li> <li>✔ Asking children to explore ways of communication commonly used in big cities.</li> </ul>	<ul style="list-style-type: none"> <li>✔ Children's own experiences.</li> <li>✔ Interaction between teacher and children on communication.</li> <li>✔ Various modes of communication.</li> <li>✔ Demonstrate use of communication in daily life.</li> <li>✔ Discussion on letters, computer, laptop, mobiles, e-mails.</li> </ul>

**Integration:** Languages, Computer Studies



## Theme 14: The World Around Me: Sun, Moon, Sky and Stars

The theme 'The World Around Me' is aimed at developing an awareness about the sky and the sun, moon, stars amongst children and their own ideas about these heavenly bodies. Simple information on these heavenly bodies would be provided in an interesting manner.

### Learning Outcomes:

Children will be able to:

- ☑ identify the different heavenly bodies seen in day and at night;
- ☑ distinguish between different heavenly bodies based on some observable features;
- ☑ describe various heavenly bodies seen in the day/afternoon and at night;
- ☑ draw pictures of the heavenly bodies;
- ☑ create / write/collect poems and songs on this theme;
- ☑ collect pictures/information on this theme;
- ☑ read symbolic maps/route maps.

### The World around Me: Sun, Moon, Sky and Stars

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ (Revision of class 1 concepts).</li> <li>➤ Changes seen in sky in day, afternoon, night.</li> <li>➤ Sky in rainy days.</li> <li>➤ Various seasons and sky.</li> <li>➤ Symbolic and route map.</li> <li>➤ Solar system and other heavenly bodies.</li> <li>➤ Day &amp; Night formation (through picture only).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building on previous learning.</li> <li>➤ Exploring children's ideas about the sun, moon, stars, day (morning, afternoon and night).</li> <li>➤ Facilitating observation of the sky in the day and at night by children and discussing the differences.</li> <li>➤ Providing opportunities to draw pictures of a rainy/sunny/cloudy day and discussing the same with peers.</li> <li>➤ Showing films, e-material on heavenly bodies and discussing it with the children.</li> <li>➤ Planetarium visit.</li> <li>➤ Providing opportunities to draw pictures of the heavenly bodies.</li> <li>➤ Assigning project work (group/individual),</li> <li>➤ Making models of the heavenly bodies.</li> <li>➤ Collecting pictures of the heavenly bodies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sky observation at night and day time</li> <li>➤ Pictures/photos of night and day time of the sky.</li> <li>➤ Visit to the Planetarium.</li> <li>➤ Visual discrimination cards.</li> <li>➤ Stories/poems/narratives.</li> <li>➤ Worksheets/activity sheets.</li> <li>➤ Children's drawings.</li> <li>➤ Models made by children.</li> <li>➤ Film on heavenly bodies.</li> </ul>

**Integration:** Languages, Arts Education, Mathematics (Patterns)



## Theme 15: Time, Space, Direction

This theme aims to create an awareness regarding the concept of time, space and direction. This will enable children to talk about time in terms of day and night as well as today, tomorrow etc.

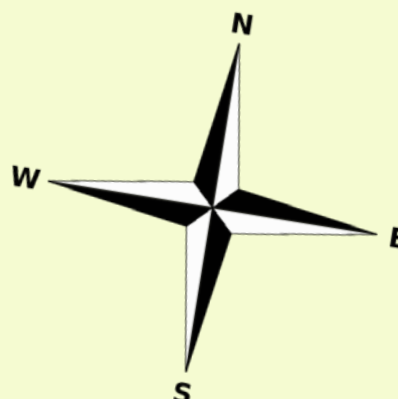
### Learning Outcomes:

Children will be able to:

- ☑ distinguish the different times in the one full day (24 hours) - morning, afternoon, evening, night;
- ☑ discuss and list out the activities done in the morning, afternoon, evening and night;
- ☑ talk about activities done today and yesterday and to be done tomorrow;
- ☑ distinguish between left/right, above/below, near/far; up/down, etc.
- ☑ give and follow simple directions
- ☑ discriminate between location of various objects (on, in, below, above);
- ☑ locate objects and places in the surroundings;
- ☑ identify directions with the support of elders.

<b>Time, Space, Direction</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Time: Concept of day, week, month, and year. Yesterday, tomorrow and today.</li> <li>➤ Direction: Left/right, above/below, four directions, near/far.</li> <li>➤ Space: Location of places in the surroundings.</li> <li>➤ Location of objects. (on, in, below, above)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Asking children to enlist activities done during various points of time in the day/at night.</li> <li>➤ Facilitating making of puzzles and /or poems on time, direction and discussing the same in the class.</li> <li>➤ Facilitating making of a scrap book by children individually on the activities done in the morning, afternoon, evening, night.</li> <li>➤ Involving children in drawing pictures of maps.</li> <li>➤ Involving children to locate places on the picture map.</li> <li>➤ Encouraging children to create songs and rhymes on the theme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children's own experiences related to morning, afternoon, evening and night time.</li> <li>➤ Puzzles and riddles.</li> <li>➤ Poems and songs.</li> <li>➤ Time concept cards.</li> <li>➤ Some visuals depicting places and things (location of place, on, in, etc.)</li> <li>➤ Picture maps.</li> </ul>

**Integration:** Languages, Arts Education



## Topic 1: Computer – An Electronic Device

A computer is an electronic device that works on IPO cycle (Input-Process-Output). It is primarily used to input data, process it to produce the required final output.

### Learning Outcomes:

Children will be able to:

- ☑ List out how computers are an electronic device;
- ☑ compare a human and a computer in their ways of working;
- ☑ list the advantages and disadvantages of using computer.

### Computer – An Electronic Device

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Computer, an electronic device</li> <li>➤ Functions / working of a computer</li> <li>➤ Advantages (Speed, storage capacity, electronic presentation, automation, calculation, teaching, learning etc.) and disadvantages (impact on environment, health, virus attacks, computer /cybercrimes) of a computer</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussing how a computer is an electronic device which processes information based on given instructions.</li> <li>➤ Explaining the working of computer and comparing it with the way humans work.</li> <li>➤ Discussing the advantages and disadvantages of a computer.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Computers/ IWB with presentation software and internet facility</li> <li>➤ Videos/pictures to explain input, process and output.</li> <li>➤ Posters/charts on healthy practices while working on the computer.</li> </ul>

**Integration:** Languages, EVS

**Life Skills:** General awareness



## Topic 2: Role of Computers

A computer is a multitasking device that performs various tasks. It plays a vital role in the learning and teaching process.

### Learning Outcomes:

Children will be able to:

- ☑ recall the uses of computer;
- ☑ specify computer's integration in classroom activities;
- ☑ correlate computer use with topics they study in other subjects.

Role of Computers		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"><li>➤ Role of computers in enhancing the learning and teaching process.</li><li>➤ Impact of computers</li></ul>	<ul style="list-style-type: none"><li>➤ Discussing and identifying uses of computers at various places i.e. classroom, office, home etc.</li><li>➤ Interacting with and explaining to the children about the effectiveness of using computers in the classroom, office, home etc.</li></ul>	<ul style="list-style-type: none"><li>➤ Computers/ IWB with internet facility</li><li>➤ Animated stories, videos, etc.</li></ul>

**Integration:** EVS

**Life Skills:** General Awareness



## Topic 3: Input and Output Devices

Input devices are used to enter text/data whereas output devices are used to display desired result. In some cases, output devices may function as storage devices. For example - CD, pen drive.

### Learning Outcomes:

Children will be able to:

- ☑ identify the input and output devices;
- ☑ state the functions of each device.

Input and Output Devices		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Input and output devices and their functions</li> <li>➤ Output devices as storage devices</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifying that keyboard and mouse are input devices whereas printer, monitor are output devices.</li> <li>➤ Showing physically the input/output devices and explaining their functions.</li> <li>➤ Explaining how certain output devices function as storage devices. Ex – CD, pen drives etc.</li> <li>➤ Hands-on activity through worksheets, quiz etc., to identify input/output devices and their functions.</li> <li>➤ Helping children in drawing of devices and naming them.</li> <li>➤ Providing hands-on experience through group work (4/6 children in each group) working with one computer. Each child will explain the different devices and the functions to others in the team.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Computer system along with other peripheral devices.</li> <li>➤ Visuals/videos on Input and Output devices.</li> <li>➤ Classroom discussions.</li> <li>➤ Children's drawings on devices.</li> </ul>

**Life Skills:** Technical awareness, handling/sharing resources



## Topic 4: Keyboard – Special Keys

The keyboard has special keys to perform specific tasks, along with alphanumeric keys. Children will identify the uses of key combinations when using the keyboard.

### Learning Outcomes:

Children will be able to:

- ☑ identify and use the special and punctuation keys;
- ☑ recall that certain keys are used in combinations;
- ☑ describe the functions of the different types of keys.

### Keyboard – Special Keys

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Special keys and punctuation keys.</li> <li>➤ Key combinations on a keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussing uses of alphanumeric keys in performing task.</li> <li>➤ Explaining the various types of special and punctuation keys on the keyboard and their functions.</li> <li>➤ Hands-on experience through worksheets and quiz on the computer.</li> <li>➤ Explaining and demonstrating and show that certain keys work in combinations.</li> <li>➤ E.g. 1. shift + alphabets/symbols 2. Ctrl+alt+del</li> </ul>	<ul style="list-style-type: none"> <li>➤ Computer system/IWB with keyboard, software like Tux-type/ Typing Tutor</li> <li>➤ Visual charts</li> <li>➤ Group discussions</li> <li>➤ Worksheets</li> </ul>



## Topic 5: Mouse – an Input Device

A Mouse serves as an input device to type text, play games, draw pictures, watch videos etc.

### Learning Outcomes:

Children will be able to:

- ☑ identify different activities performed on a mouse;
- ☑ use the mouse to perform drag and drop activities.

### Mouse – an Input Device

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
➤ Application of a mouse for dragging and dropping objects.	<ul style="list-style-type: none"><li>➤ Identifying and listing out activities done through the use of mouse buttons.</li><li>➤ Demonstrating the use of a mouse for dragging and dropping objects.</li><li>➤ Flipping the right and left button of the mouse as per requirement.</li><li>➤ Conducting hands on activity through individual usage of the mouse.</li></ul>	<ul style="list-style-type: none"><li>➤ Computer system,</li><li>➤ Educational games integrated with the curriculum of Computer studies.</li></ul>

**Skills:** fine motor skills



## Topic 6: Introduction to Paint

Paint software is a utility software used to transform ideas into picture using various tools.

### Learning Outcomes:

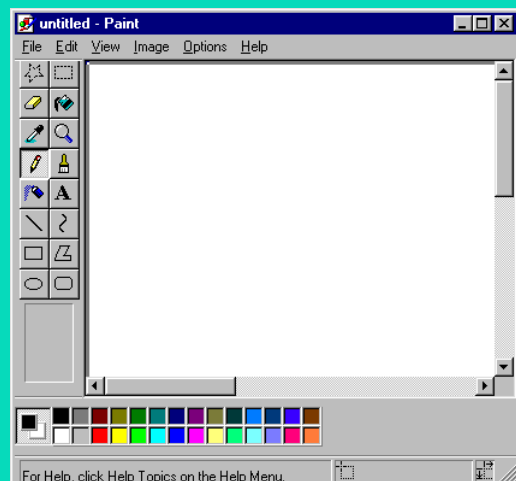
Children will be able to:

- use shape tools to draw pictures;
- open, minimize, maximize and close the paint window;
- open and save a file.

<b>Introduction to Paint</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Introduction to Paint software</li> <li>➤ Opening, minimising, maximising and closing Paint window</li> <li>➤ Saving the file at the desired location</li> <li>➤ Opening/editing the existing file</li> <li>➤ Paint window</li> <li>➤ Open and save a file</li> <li>➤ Shape tools</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explaining the purpose and usage of a paint software.</li> <li>➤ Demonstrating the activities related to</li> <li>➤ Opening, minimising, maximising and closing Paint window</li> <li>➤ Saving the file at the desired location</li> <li>➤ Opening/editing the existing file</li> <li>➤ Showing of shape tools to draw pictures</li> <li>➤ Demonstrating some examples of paint activities on the computer such as:                             <ul style="list-style-type: none"> <li>☛ Birthday cards</li> <li>☛ Pictures to illustrate Children's Day, Environment Day, Sports Day, Fancy dress etc.</li> <li>☛ Topic based posters etc.</li> </ul> </li> <li>➤ Providing Hands-on experience in groups to children on the computer.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Computer / IWB with any Paint software.</li> <li>➤ show demo / pictures on the Internet.</li> </ul>

**Life Skills:** Creative Thinking

**Integration:** Arts Education



## Topic 7: File Management – An Introduction

Files are pictures, documents, presentations etc. created using a software. File management helps us to organise files in the computer.

### Learning Outcomes:

Children will be able to:

- ☑ Develop an awareness on the importance of file management;
- ☑ save a file in the specified path.

### File Management – An Introduction

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"><li>➤ Introduction to the concept of saving a file and its purpose</li><li>➤ Saving a file in the specified path.</li></ul>	<ul style="list-style-type: none"><li>➤ Explaining the concept of a file and the need for saving it.</li><li>➤ Hands-on activities (individual or group) on the Computer.</li></ul>	<ul style="list-style-type: none"><li>➤ Computers/ IWB</li><li>➤ File making activities.</li><li>➤ Worksheet activities</li></ul>

**Life Skills:** Organisational skills, Working together

