



**Academic Plan: English, Science, Mathematics & Sindhi (OUP)  
Grade: 01**

**Scheme of Studies**

This document is based on Academic Planning for the year 2020-2021, specially designed for post pandemic conditions in a condensed manner. We hope this document will provide maximum support to teachers in effective teaching and learning.

**Prepared by:** Training Unit – Sindh Education Foundation

***Period Time: 35 minutes***

***Keys: -***

***Learning Level: L. L***

***Understanding: U***

***Remembering: R***

***Application: A***

## Schedule Details & Time Table

- The Condensed Scheme of Studies/Academic plan as designed for alternate days keeping in view the students' groups (A & B).
- The Condensed Scheme of Studies/Academic plan is being provided **from 11<sup>th</sup> January till Mid of April, 2021** as the final section of the Academic plan in the 2<sup>nd</sup> phase.
- Referring to the alternative schedule decided for the academic year, Group A will attend school on Monday, Wednesday and Friday, whereas Group B will be continuing on Tuesday, Thursday and Saturday respectively.
- Homework to both of the groups will be assigned by the teacher in such a way that one group will be doing their homework on the alternate off day and vice versa for the second group with respect to the school attending days as mentioned above.

### Grade I

Time	Monday Group A	Tuesday Group B	Wednesday Group A	Thursday Group B	Friday Group A	Saturday Group B
08:00 – 08:35	English	English	Mathematics	Mathematics	Science	Science
08:35 – 09:10	English	English	Mathematics	Mathematics	Science	Science
09:10– 09:45	Science	Science	English	English	Mathematics	Mathematics
09:45 – 10:20	Science	Science	English	English	Mathematics	Mathematics
10:20 – 10:45	<b>Break</b>					
10:45–11:20	Mathematics	Mathematics	Science	Science	English	English
11:20– 11:55	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu
11:55 –12:30	SRP/PRP	SRP/PRP	SRP/PRP	SRP/PRP	Sindhi/Urdu	Sindhi/Urdu

**First Day of School Re-Opening  
Foundation Assisted Schools (OUP)**

Sindh Education Foundation

As the schools are being opened after a gap of few months and with alternate days for children therefore, proper planning and implementation with respect to the **Standard Operating Procedures (SOPs) as prescribed by the Government of Sindh** needs to be executed in letter and spirit.

Our Children are returning back to schools after almost half a year, thus being far away from schools for a longer period of time, it is expected that the pupils might have missed school a lot and so their routine habits have transformed in one way or the other. In this scenario, there is an exceptional need for the school management to welcome them back in a colorful manner to make them feel that even the school missed them a lot during these days and all of the staff is very glad to have them back. This initiative is imperative to restore the school resuming the execution of teaching-learning process concurrent to the precautionary measures respective to the pandemic.

Mentioned below are the activities to be performed in all of the classrooms separately on the first day of the school to be executed by the class teachers, ensuring the remembrance of each of the protocols in children;

- Orientation to Sindh Govt. SOPs for the re-opening of schools: **Health and Safety**

**How to;**

- *maintain social distancing within the school and classrooms while seating*
- *properly wear and remove face masks*
- *properly hand wash with soap (includes process) after every 03 hours*
- *properly sneeze into your elbow, or using a handkerchief (while not wearing a mask)*
- *keep oneself protected and away from others while coming to school and going back home*

**Strictly;**

- *no close contacts including Handshakes, Hugging and group play*
- *no touching of face, eyes, ears etc.*
- *no recess; only lunch break will be held inside the classroom*
- *no sharing of stationary or food items*
- *not to use each other glass of water or water bottles*
- Any of the student(s) has to inform the teacher/parents immediately if she/he is not feeling well whether may it be school or home
- Orientation to Sindh Govt. SOPs for the re-opening of schools: **Academics**
  - Children will be informed that each grade/class has been divided into groups and which group will be attending the school on alternate days.
  - School Time table will be shared properly with the students to make them aware of the subjects to be taught in the current academic year

- Group wise students will be assigned homework for their off days which is mandatory to be completed and submitted regularly as it links up with their everyday academic progress
- SOPs must be assured by the teacher during classroom activities like;
  - Poster making to be executed and displayed in the vicinity of school premises with different important messages for protection and cure from the disease
  - Role plays in native languages reflecting the ways to practice precautionary measures
  - Children from primary grades will demonstrate the message of health and safety through their drawings and creative work
  - Face mask making activity to be carried out in each grade using cloth and threads
  - Individual demonstration by the students in order to showcase the practical application of health safety activities including; hand washing, proper way of coughing and sneezing, wearing and removing of mask properly, maintaining social distance between each other – This will ultimately enable the teacher to know what messages have been learnt by the children so far.

## Scheme of Studies - English Grade-1

Months/ Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
January 13 <sup>th</sup> Week	Revision	Listening Speaking Reading	Recall prior concepts  L. L: A	<ul style="list-style-type: none"> <li>Recap all previous taught concepts and vocabulary to students using flash cards/through activities</li> <li>Involve them to solve concepts' related worksheets and exercises</li> <li>Revised them all previous taught letters and their sounds</li> <li>Involve them to recognized vocabulary of taught letters</li> </ul>	Flash cards/activities related material
14 <sup>th</sup> Week	Unit 2 alphabet Big letters, Small letters Topic 2 Period 1	Listening and speaking	Identify and associate sound with the objects L.L: (U)	<b>I Spy:</b> <ul style="list-style-type: none"> <li>Tell students that today they will play I spy game. In this game teacher will give few clues and everyone has to guess that object and tell the name to the teacher. Teacher will start saying e.g. "I spy with my little eyes a thing that is always in bed".</li> <li>Teacher will take responses from the students, and if there is any incorrect answer don't point out and move away to another student. Note: teacher can also display pictures of things starting with letter e.g quilt, queen, quill, question, quarter.</li> <li>Teacher will provide printed letter q-Q to each student for tracing.</li> </ul>	-----
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 2	Writing	Trace and write letter q-Q L.L: A	<b>Reinforcement</b> <ul style="list-style-type: none"> <li>Write letter q-Q and ask few volunteers its name and sound. Ask different questions e.g Q for? What do you spy with you little eyes that starts with Q? etc. check students homework revise all the letters on board that students have learnt so far.</li> </ul> Teacher will ask students to write letter g on P. 11 and a on P. 15 and also give Homework P. 17.	--
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 3	Listening	Listen to story and identify words begin with the same sound. Articulate sound of letter R	Tell a story to the students. <ul style="list-style-type: none"> <li>Generate discussion by asking different question e.g. what is the story about? After discussion on the poem teacher will explain to the students that today they</li> </ul>	-----

			L.L: (U-A)	will meet letter r-R teacher will write it on the black board say its name and sound get students practice the letter verbally first. After that teacher will get students to practice the letter in air, on sand paper or on the ground.	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 4	Listening Speaking Reading	Reading common naming words and match with pictures  L.L.U	Teacher will introduce common vocabulary of letter R and introduce them with meaning using flash cards and photo memory skill of students.	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 5	Listening and	Identify and associate sound with the objects L.L: (U)	<b>I Spy:</b> <ul style="list-style-type: none"> <li>Tell students that today they will play I spy game. In this game teacher will give few clues and everyone has to guess that object and tell the name to the teacher. Teacher will start saying e.g. "I spy with my little eyes an animal that gnaws almost everything". Teacher will take responses from the students, and if there is any incorrect answer don't point out and move away to another student.</li> <li>Note: teacher can also display pictures of things starting with letter e.g rabbit, rock, rain</li> <li>Teacher will provide printed letter r-R to each student for tracing.</li> </ul>	-----
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 1	Writing	Trace and write letter r-R L.L: A	<ul style="list-style-type: none"> <li>Reinforcement</li> <li>Write letter r-R and ask few volunteers its name and sound. Ask different questions e.g R for? What do you spy with you little eyes that starts with R? etc. check students homework revise all the letters on board that students have learnt so far.</li> <li>Teacher will ask students to write letter g on P. 11 and a on P. 15 and also give Homework P. 17.</li> </ul>	-----
<b>15<sup>th</sup> Week</b>	Unit 2 alphabet Big letters, Small letters Topic 2 Period 2	Listening	Listen to story and identify words begin with the same sound. Articulate sound of letter s  L.L: (U-A)	<ul style="list-style-type: none"> <li>Teacher will sing a song in front of the class Generate discussion by asking different question e.g. what is the poem about? After discussion on the poem teacher will explain to the students that today they will meet letter s-S</li> </ul> Teacher will write it on the black board say its name and	-----

				sound get students practice the letter verbally first. After that teacher will get students to practice the letter in air, on sand paper or on the ground.	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 3	Listening Speaking Reading	Reading common naming words and match with pictures L.L.U	Teacher will introduce common vocabulary of letter o and introduce them with meaning using flash cards and photo memory skill of students.	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 4	Listening and	Identify and associate sound with the objects L.L: (U)	<ul style="list-style-type: none"> <li>• <b>I Spy:</b> Tell students that today they will play I spy game. In this game teacher will give few clues and everyone has to guess that object and tell the name to the teacher. Teacher will start saying e.g. "I spy with my little eyes an animal that slither and says hiss". Teacher will take responses from the students, and if there is any incorrect answer don't point out and move away to another student.</li> <li>• Note: teacher can also display pictures of things starting with letter e.g sun, soap, syrup, safe</li> </ul> Teacher will provide printed letter s-S to each student for tracing.	----
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 5	Writing	Trace and write letter s-S L.L: A	<ul style="list-style-type: none"> <li>• Reinforcement</li> <li>• Write letter s-S and ask few volunteers its name and sound. Ask different questions e.g S for? What do you spy with you little eyes that starts with S? etc. check students homework revise all the letters on board that students have learnt so far.</li> <li>• Teacher will ask students to write letter g on P. 11 and a on P. 15 and also give Homework P. 17.</li> </ul>	----
February 16 <sup>th</sup> Week	Unit 2 alphabet Big letters, Small letters Topic 2 Period 1	Listening	Listen to story and identify words begin with the same sound. Articulate sound of letter t  L.L: (U-A)	<ul style="list-style-type: none"> <li>• Teacher will Sing poem to the students. "</li> <li>• Generate discussion by asking different question e.g. what is the poem about? After discussion on the poem teacher will explain to the students that today they will meet letter T-t teacher will write it on the black board say its name and sound get students practice the letter verbally first. After that teacher will get students to practice the letter in air, on sand paper or on the ground.</li> </ul>	-
	Unit 2 alphabet	Listening	Reading common naming	<ul style="list-style-type: none"> <li>• Teacher will introduce common vocabulary of letter t</li> </ul>	

Big letters, Small letters Topic 2 Period 2	Speaking Reading	words and match with pictures L.L.U	and introduce them with meaning using flash cards and photo memory skill of students.	
Unit 2 alphabet Big letters, Small letters Topic 2 Period 3	Listening and	Identify and associate sound with the objects L.L: (U)	<ul style="list-style-type: none"> <li>• I Spy: Tell students that today they will play I spy game. In this game teacher will give few clues and everyone has to guess that object and tell the name to the teacher. Teacher will start saying e.g. "I spy with my little eyes an animal that slither and says hiss". Teacher will take responses from the students, and if there is any incorrect answer don't point out and move away to another student.</li> <li>• Note: teacher can also display pictures of things starting with letter e.g sun, soap, syrup, safe</li> <li>• Teacher will provide printed letter s-S to each student for tracing.</li> </ul>	
Unit 2 alphabet Big letters, Small letters Topic 2 Period 4	Writing	Trace and write letter s-S L.L: A	<ul style="list-style-type: none"> <li>• Reinforcement</li> <li>• Write letter s-S and ask few volunteers its name and sound. Ask different questions e.g S for? What do you spy with you little eyes that starts with S? etc. check students homework revise all the letters on board that students have learnt so far.</li> <li>• Teacher will ask students to write letter g on P. 11 and a on P. 15 and also give Homework P. 17.</li> </ul>	
Unit 2 alphabet Big letters, Small letters Topic 2 Period 5	Listening	Listen to story and identify words begin with the same sound. Articulate sound of letter u L.L: (U-A)	<ul style="list-style-type: none"> <li>• Teacher will sing the poem</li> <li>• Generate discussion by asking different question e.g. what is the poem about? After discussion on the poem teacher will explain to the students that today they will meet letter u-U teacher will write it on the black board say its name and sound get students practice the letter verbally first.</li> <li>• After that teacher will get students to practice the letter in air, on sand paper or on the ground.</li> </ul>	----
Unit 2 alphabet Big letters, Small letters Topic 2 Period 1	Listening Speaking Reading	Reading common naming words and match with pictures L.L.U	<ul style="list-style-type: none"> <li>• Teacher will introduce common vocabulary of letter u and introduce them with meaning using flash cards and photo memory skill of students.</li> </ul>	
Unit 2 alphabet	Listening and	Identify and associate	<b>I Spy:</b>	---



<b>17<sup>th</sup> Week</b>	Big letters, Small letters Topic 2 Period 2	speaking	sound with the objects L.L: (U)	<ul style="list-style-type: none"> <li>• Tell students that today they will play I spy game. In this game teacher will give few clues and everyone has to guess that object and tell the name to the teacher. Teacher will start saying e.g. "I spy with my little eyes a thing that we take when it rains." T</li> <li>• Teacher will take responses from the students, and if there is any incorrect answer don't point out and move away to another student.</li> <li>• Note: Teacher can also display pictures of things starting with letter u e.g. umbrella, up, under, uncle</li> <li>• Teacher will provide printed letter u-U to each student for tracing.</li> </ul>	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 3	Writing	Trace and write letter u-U L.L: A	<ul style="list-style-type: none"> <li>• Reinforcement</li> <li>• Write letter u-U and ask few volunteers its name and sound. Ask different questions e.g U for? What do you spy with you little eyes that starts with U? etc. check students homework revise all the letters on board that students have learnt so far.</li> <li>• Teacher will ask students to write letter g on P. 11 and a on P. 15 and also give Homework P. 17.</li> </ul>	---
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 4	Listening	Listen to story and identify words begin with the same sound. Articulate sound of letter v L.L: (U-A)	<ul style="list-style-type: none"> <li>• Teacher will sing a poem in front of the class</li> <li>• <b>Teacher</b> Generate discussion by asking different question e.g. what is the poem about? After discussion on the poem teacher will explain to the students that today they will meet letter v teacher will write it on the black board say its name and sound get students practice the letter verbally first. After that teacher will get students to practice the letter in air, on sand paper or on the ground.</li> </ul>	---
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 5	Listening Speaking Reading	Reading common naming words and match with pictures L.LU	<ul style="list-style-type: none"> <li>• Teacher will introduce common vocabulary of letter v and introduce them with meaning using flash cards and photo memory skill of students.</li> </ul>	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 1	Listening and Speaking	Identify and associate sound with the objects L.L: U	<ul style="list-style-type: none"> <li>• <b>I Spy:</b></li> <li>• Tell students that today they will play I spy game. In this game teacher will give few clues and everyone has to guess that object and tell the name to the teacher.</li> </ul>	-----

<b>18<sup>th</sup> Week</b>				<p>Teacher will start saying e.g. "I spy with my little eyes a vehicle that starts with letter v." Teacher will take responses from the students, and if there is any incorrect answer don't point out and move away to another student.</p> <ul style="list-style-type: none"> <li>Note: Teacher can also display pictures of things starting with letter u e.g. van, vase, violin</li> <li>Teacher will provide printed letter v-V to each student for tracing.</li> </ul>	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 2	Writing	Trace and write letter v-V L.L: A	<p>Reinforcement Write letter v-V and ask few volunteers its name and sound. Ask different questions e.g V for? What do you spy with you little eyes that start with v? Etc. check students homework revise all the letters on board that students have learnt so far.</p> <p>Teacher will ask students to write letter g on P. 12 and a on P. 15 and also give Homework P. 17.</p>	---
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 3	Listening	<p>Listen to story and identify words begin with the same sound. Articulate sound of letter w</p> <p>L.L: (U-A)</p>	<ul style="list-style-type: none"> <li>Teacher will Sing following poem to the students. "Name the things around your house that start with letter W, a woman wearing a watch, water, a watermelon and a walrus walking down the street".</li> <li>Generate discussion by asking different question e.g. what is the poem about? After discussion on the poem teacher will explain to the students that today they will meet letter w-W teacher will write it on the black board say its name and sound get students practice the letter verbally first.</li> <li>After that teacher will get students to practice the letter in air, on sand paper or on the ground.</li> </ul>	---
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 4	Listening Speaking Reading	<p>Reading common naming words and match with pictures L.L: U</p>	<ul style="list-style-type: none"> <li>Teacher will introduce common vocabulary of letter w and introduce them with meaning using flash cards and photo memory skill of students.</li> </ul>	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 5	Listening and speaking	<p>Identify and associate sound with the objects L.L: (U)</p>	<p><b>I Spy:</b></p> <ul style="list-style-type: none"> <li>Tell students that today they will play I spy game. In this game teacher will give few clues and everyone has to guess that object and tell the name to the teacher.</li> </ul>	---

				<p>Teacher will start saying e.g. "I spy with my little eyes a thing that we wear in our wrist."</p> <ul style="list-style-type: none"> <li>Teacher will take responses from the students, and if there is any incorrect answer don't point out and move away to another student.</li> <li>Note: Teacher can also display pictures of things starting with letter w e.g. watch, walrus, wagon, water melon, whale</li> <li>Teacher will provide printed letter w-W to each student for tracing.</li> </ul>	
<b>19<sup>th</sup> Week</b>	Unit 2 alphabet Big letters, Small letters Topic 2 Period 1	Writing	Trace and write letter w-W L.L: A	<p>Reinforcement</p> <ul style="list-style-type: none"> <li>Write letter w-W and ask few volunteers its name and sound. Ask different questions e.g W for? What do you spy with you little eyes that starts with w? etc. check students homework revise all the letters on board that students have learnt so far.</li> <li>Teacher will ask students to write letter g on P. 12 and a on P. 15 and also give Homework P. 17.</li> </ul>	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 2	Listening	Listen to story and identify words begin with the same sound. Articulate sound of letter x L.L: (U-A)	<ul style="list-style-type: none"> <li>Make a big book of following story. "Make a big puppet of X and role play in the class.</li> <li>After that tell students today, they will meet letter x-X teacher will write a on the black board. Teacher will get students to practice the letter in air, on sand paper or on the ground.</li> </ul>	---
	Topic 2 Period 3	Listening Speaking Reading	Reading common naming words and match with pictures L.L.U	Teacher will introduce common vocabulary of letter x and introduce them with meaning using flash cards and photo memory skill of students.	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 4	Listening and speaking	Identify and associate sound with the objects L.L: (U)	<p><b>I Spy:</b></p> <ul style="list-style-type: none"> <li>Tell students that today they will play I spy game. In this game teacher will give few clues and everyone has to guess that object and tell the name to the teacher. Teacher will start saying "I spy with my little eyes a thing that is a music instrument. Teacher will take responses from the students, and if there is any incorrect answer don't point out and move away to another student.</li> </ul>	-----

				<ul style="list-style-type: none"> <li>Note: teacher can also display pictures of things starting with letter e.g x-ray, xylophone,</li> <li>Teacher will provide printed letter a to each student for tracing.</li> </ul>	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 5	Writing	Trace and write letter x-X L.L: A	<ul style="list-style-type: none"> <li>Reinforcement</li> <li>Write letter x-X and ask few volunteers its name and sound. Ask different questions e.g X for? What do you spy with you little eyes that starts with x? etc. check students homework revise all the letters on board that students have learnt so far.</li> <li>Teacher will ask students to write letter x- on P. 7 and a on P. 14 and also give Homework P. 16.</li> </ul>	----
<b>March 20<sup>st</sup> Week</b>	Unit 2 alphabet Big letters, Small letters Topic 2 Period 1	Listening	Listen to story and identify words begin with the same sound. Articulate sound of letter y  L.L: (U-A)	<ul style="list-style-type: none"> <li>Sing this poem to the students. “</li> <li>After that inform student today, they will meet letter y-Y teacher will write y-Y on the black board.</li> <li>Teacher will get students to practice the letter in air, on sand paper or on the ground.</li> </ul>	---
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 2	Listening Speaking Reading	Reading common naming words and match with pictures L.L.U	<ul style="list-style-type: none"> <li>Teacher will introduce common vocabulary of letter y and introduce them with meaning using flash cards and photo memory skill of students.</li> </ul>	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 3	Listening and speaking	Identify and associate sound with the objects L.L: (U)	<p><b>I Spy:</b></p> <ul style="list-style-type: none"> <li>Tell students that today they will play I spy game. In this game teacher will give few clues and everyone has to guess that object and tell the name to the teacher. Teacher will start saying “I spy with my little eyes a thing that is present in egg”. Teacher will take responses from the students, and if there is any incorrect answer don’t point out and move away to another student.</li> </ul> <p>Note: teacher can also display pictures of things starting with letter e.g Yolk, yarn, yatch Teacher will provide printed letter y to each student for tracing.</p>	---
	Unit 2 alphabet Big letters, Small letters	Writing	Trace and write letter y-Y L.L: A	<ul style="list-style-type: none"> <li>Reinforcement</li> <li>Write letter y and ask few volunteers its name and</li> </ul>	---

	Topic 2 Period 4			<p>sound. Ask different questions e.g Y for? What do you spy with you little eyes that starts with Y? etc. check students homework revise all the letters on board that students have learnt so far.</p> <ul style="list-style-type: none"> <li>Teacher will ask students to write letter y on P. 7 and a on P. 14 and also give Homework P. 16.</li> </ul>	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 5	Listening	<p>Listen to story and identify words begin with the same sound. Articulate sound of letter z</p> <p>L.L: (U-A)</p>	<ul style="list-style-type: none"> <li>Teacher will sing a poem Generate discussion on poem by asking questions.</li> <li>After that inform student today, they will meet letter z-Z teacher will write z on the black board. Teacher will get students to practice the letter in air, on sand paper or on the ground.</li> </ul>	
<b>21<sup>nd</sup> Week</b>	Unit 2 alphabet Big letters, Small letters Topic 2 Period 1	Listening Speaking Reading	<p>Reading common naming words and match with pictures</p> <p>L.L.U</p>	<ul style="list-style-type: none"> <li>Teacher will introduce common vocabulary of letter z and introduce them with meaning using flash cards and photo memory skill of students.</li> </ul>	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 2	Listening and speaking	<p>Identify and associate sound with the objects</p> <p>L.L: (U)</p>	<p><b>I Spy:</b></p> <ul style="list-style-type: none"> <li>Tell students that today they will play I spy game. In this game teacher will give few clues and everyone has to guess that object and tell the name to the teacher. Teacher will start saying "I spy with my little eyes a place that where animals are kept in cages". Teacher will take responses from the students, and if there is any incorrect answer don't point out and move away to another student.</li> <li>Note: teacher can also display pictures of things starting with letter e.g zip, zoo, zebra</li> <li>Teacher will provide printed letter z-Z to each student for tracing.</li> </ul>	
	Unit 2 alphabet Big letters, Small letters Topic 2 Period 3	Writing	<p>Trace and write letter z-Z</p> <p>L.L: A</p>	<p><b>Reinforcement</b></p> <ul style="list-style-type: none"> <li>Write letter z-Z and ask few volunteers its name and sound. Ask different questions e.g Z for? What do you spy with you little eyes that starts with z? etc. check students homework revise all the letters on board that students have learnt so far.</li> <li>Teacher will ask students to write letter z on P. 8 and a on P. 15 and also give Homework P. 16.</li> </ul>	

				<ul style="list-style-type: none"> <li>Note: an extra period is provided for more revision practice.</li> </ul>	
	Unit 3 Beginning letters sound Period 4	Listening and speaking	Match the initial sounds of common words shown in pictures with their corresponding letters. L.L: R	<ul style="list-style-type: none"> <li>Involve students to sing different songs of ABC and phonic songs.</li> <li>Discuss the initial sounds of each object. Ask them what else begin with 'a' sound?</li> </ul> <p>Introduce the sound 'r'. Write two words on board; ring—burger. Invite any student on board and ask him/her to underline the sound 'r'. Repeat the process for 3-4 letters.</p>	
	Unit 3 Beginning letters sound Period 5	Reading Writing	<ul style="list-style-type: none"> <li>Recognize the beginning sound of words and tell their meaning L.L: U</li> <li>Identify different objects and label them with correct initial sound L.L: U</li> </ul>	<ul style="list-style-type: none"> <li>Introduce flash cards of new words by focusing beginning sounds.</li> <li>Ask students to tell more words that begin with the same sound.</li> <li>Show students different pictures on P. 18. Talk about their colours and shapes.</li> <li>Use sandwich method for the names of the pictures.</li> </ul>	Picture flash cards of new words
<b>22<sup>rd</sup> Week</b>	Unit 3 Beginning letters sound Period:1	Listening, speaking, Writing	Identify different objects and label them with correct initial sound	<ul style="list-style-type: none"> <li>Play reinforcement games with the students. Few activities are given below. Teachers can also use other activities.</li> <li>Give students a pad of post-it notes and a marker and tell them to label things in the classroom with the letter they start with.</li> <li>Play game "I spy with my little eyes..." game with the children.</li> <li>After that ask students to complete the exercise on P. 18</li> </ul>	Post-it notes
	Unit 3 Beginning letters sound Period,2	Writing	Identify different objects and label them with correct initial sound	<ul style="list-style-type: none"> <li>Read aloud the instructions of worksheets in sandwich method and ask them to do the worksheet 1 &amp; 2 of Unit 3 lesson 1. Monitor students when they are busy working assist where necessary.</li> <li>At the end check students work ask few volunteers to come up and share their work with the class.</li> </ul>	
	Unit 3 Beginning letters sound	Writing	Tell what comes before and after a letter.	<ul style="list-style-type: none"> <li>Write the alphabets with (a few letters missing) from a to z on black board.</li> </ul>	

	Topic: Zara's way to school Period 3		L.L: U	<ul style="list-style-type: none"> <li>Sing ABC song with the children.</li> <li>Ask few volunteers to come up and fill in the missing letters.</li> </ul>	
	Unit 3 Beginning letters sound Topic: Zara's way to School Period 4	Reading	Tell what comes before and after a letter. L.L: U -	<ul style="list-style-type: none"> <li>Ask students to read the text on P. 20 in pairs and find the new words.</li> <li>Write the new words on board and explain the meaning either with examples or with actions.</li> </ul>	
	Unit 3 Beginning letters sound Topic: Zara's way to School Period 5	Writing	Tell what comes before and after a letter. L.L: U	<ul style="list-style-type: none"> <li>Make students do hands-on/minds-on activities related to phonics.</li> <li>Read aloud P. 20 in sandwich methods. Discuss the text with the students and ask them to do the exercise on P. 20.</li> <li>Roam around the class when students are busy doing their work.</li> <li>Call out few volunteers to come and share their answers others will check their work and submit to teacher.</li> </ul>	
<b>23<sup>th</sup> Week</b>	Unit 3 Beginning letters sound Topic: Zara's way to school Period 1	Writing	Tell what comes before and after a letter L.L:R-U	<ul style="list-style-type: none"> <li>Read the instructions of worksheet1 of Unit 3 topic 2 in sandwich method.</li> <li>Ask students to do the worksheet 1 of unit 3 topic 2.</li> </ul>	
	Period 2	Listening and speaking	Revise phonic sounds. L.L: R -recognize the blend 'at' and read 'at words'. L.L: U	<ul style="list-style-type: none"> <li>Reinforce phonic sounds.</li> <li>Sing phonic songs with students and ask the sounds of words randomly.</li> <li>Sing ABC song</li> <li>Introduce the blend of "at" through a story.</li> <li>Make flash cards e.g. c, m, f, h etc and a flash card of "at".</li> <li>Read the words with students focusing on meaning and pronunciations.</li> </ul>	Flash cards of 'at words'
	Unit 3 Beginning letters sound Topic: Reading Period 3	Reading	Identify words that begin with the same sound L.L: R Write 'at words' words independently.	<ul style="list-style-type: none"> <li>Display "at" words in classroom.</li> <li>Read 'at words' through minds-on activity.</li> <li>Call maximum students on board to read 'at' words.</li> <li>Ask students to do the exercise of 'at words' in book pg: 21, 22.</li> </ul>	

	Unit 3 Beginning letters sound Topic: Reading Period: 4	Reading Writing	Write 'en words' words independently L.L: U	<ul style="list-style-type: none"> <li>• Display 'en words' in classroom.</li> <li>• Read 'en words' through activity.</li> <li>• Do the exercise column 2 at P. 21.</li> <li>• Ask students to do the writing practice on 'en words' P.22 and show to teacher.</li> </ul>	Flash cards of 'en words, scissors, marker, hanger.
	Unit 3 Beginning letters sound Topic: Reading Period: 5	Reading writing	To reinforce 'en' words. L.L: R  Recognize the blend 'in' and read 'in words' independently.L.L: U	<ul style="list-style-type: none"> <li>• Reinforce 'en words.</li> <li>• Introduce the blend 'in'.</li> <li>• Introduce 'in words' through picture flash cards.</li> <li>• Make students read 'in words' through phonetic sounds.</li> </ul>	
<b>April 24<sup>th</sup> Week</b>	Unit 3 Beginning letters sound Topic: Reading Period: 1	Listening, speaking, writing	Identify words that begin with the same sound L.L: R Write 'in words' words independently L.L: U	<ul style="list-style-type: none"> <li>• Bring some picture of e.g. fin, tin, pin, bin etc . Display them in the class and play I spy game with the students.</li> <li>• Read aloud the words P.21 in sandwich method to the students.</li> <li>• Write the words on board and discuss the words with the students.</li> <li>• Ask students to do the exercise column 3 at P. 21.</li> <li>• Ask students to do the last 4 lines of writing practice P.22 in the class.</li> </ul>	
	Unit 3 Beginning letters sound Topic: Reading Period 2		-Understand the blend 'un' and read 'un words' independently. L.L: U -identify words that begin with the same sound L.L: R	<ul style="list-style-type: none"> <li>• Introduce the blend "un"</li> <li>• Create "un" word cards and matching pictures. Select one-word card, point to each sound (saying the sounds as you point) on the word card. Get your students to blend the sounds to tell you the word. Then have a student come to the board and pick the matching picture to go with the word.</li> <li>• Make students read 'un words' through phonetic blending.</li> </ul>	Flash cards of 'un words'
	Unit 3 Beginning letters sound Topic: Reading Period 3	Listening, speaking, writing	Write 'in words' independently L.L: U	<ul style="list-style-type: none"> <li>• Create a fluency board using CVC (Consonant Vowel Consonant) words. You can target particular sounds (m—man, mop, mat, mug, map) or words students are learning. Time your students for 30 seconds and see how many words they can read in that time. If they finish reading the board, then they read it again until the time is up. Get them to record how many words</li> </ul>	Fluency board



				<p>they read in the time.</p> <ul style="list-style-type: none"> <li>• Ask students to change 'sat' into " or 'bin' into bun. Before they make the new word, discuss which sound they are changing. Is it the first, second or third sound? Then get your students to track which sound has been changed by underlining it.</li> <li>• For example: sat – pat – bow – row</li> <li>• Ask students to do the exercise column 4,5 at P. 21. Explain the task and guide students.</li> <li>• Explain the task on pg: 22. Make students read the remaining words and re write them.</li> <li>• Read with the students P.23 in sandwich method.</li> <li>• Home Task for the students P. 23</li> </ul>	
	Unit 3 Beginning letters sound Topic: Lesson vowels and consonants Period 4	Listening speaking	Recognize and identify consonants and vowels in the English alphabet. L.L: ( R )	<ul style="list-style-type: none"> <li>• Ask students to go and observe the words on soft board. Write the letters that are between the words instruct them to write the letters only once.</li> <li>• During the whole class discussion explain the concept of the vowels and consonants.</li> <li>• Sing song "old MacDonald had a farm a,e,i,o,u".</li> </ul>	
	Unit 3 Beginning letters sound Topic: Lesson vowels and consonants Period -5	Listening speaking and reading	skim the text to find out new words and learn meaning	- Write new words on the board (P:24) and read with different reading methods with students.	
<b>25<sup>th</sup> Week</b>	Unit 3 Beginning letters sound Topic: Lesson vowels and consonants Period -1	Listening speaking and reading	Read and comprehend the text. Find vowels in between the words. L.L: R	<ul style="list-style-type: none"> <li>• Show the pictures to the students P. 24. Read the names with 3+2 method. Also have a brief discussion about the pictures.</li> <li>- After that ask students to do exercise 1 on P. 24</li> </ul>	
	Unit 3 Beginning letters sound Topic: Lesson vowels and consonants Period 2	Reading and listing speaking	Recognize and identify consonants and vowels in the English alphabet. L.L: ( R ) Sort out vowels and consonants from the text/story	- Bring some English story books in the classroom and divide the class into small groups and instruct them to make to circle the vowels and underline consonant in the given story/text.	
	Unit 3 Beginning letters	Reading	Tell and recognize vowels	• Explain exercise 2 on P. 24 to the students give few	Check from

	sound Topic: vowels and consonants Period 3		and consonants and fill in the relevant responses and complete the task/ worksheet	<p>examples on board.</p> <ul style="list-style-type: none"> <li>• Ask students to do exercise 2 in their books.</li> <li>• Teacher will read aloud the instruction of worksheet 1 Unit 3 Topic 3 in sandwich method to the students.</li> <li>• Ask students to complete the worksheet and then share with the class and teacher will give necessary feedback</li> </ul>	manual
	Unit 3 Beginning letters sound Topic: Alphabetical order Period 4	Listening and 9Reading	Find out and read new words and learn meaning	- Write the new words on the board and read them with students by using different reading strategies.	
	Unit 3 Beginning letters sound Topic: Alphabetical order Period 5	Reading and listening	Read, comprehend L.L: R	- Teacher will read the names and nouns on page number 25 with different reading methods	
<b>26<sup>th</sup> Week</b>	Revision	Revision	Recall prior concepts Multiple SLOs <i>L. L: U</i>	<ul style="list-style-type: none"> <li>• Onwards revision of all taught concepts and exam</li> </ul>	

## Scheme of Studies – Science Grade-1

Months/ Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
<b>January 13<sup>th</sup> Week</b>	Period 01 <b>Unit no. 5: Matter(Cont...) Gas</b>	Observing	Understand the characteristics of gas. (L.L –R ,U)	<ul style="list-style-type: none"> <li>➤ Introduction of the topic by Q/A</li> <li>➤ Demonstration</li> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	OUP Book
	Period 02 Gas	Inferring	Understand the characteristics of gas. (L.L –U ,A)	<ul style="list-style-type: none"> <li>➤ Activity: Each student will blow air in a balloon and feel gas inside it.</li> <li>➤ Activity: Each student will draw outline of a flat balloon in their copy. Then blow air in the balloon. Now try to draw out line of balloon. Are both out lines are of same size and shape? Collect responses from student and wrap up the activity.</li> <li>➤ Group activity: To explain the presence of air everywhere, place a glass upside down position in a plate (filled with water). Water of plate will not enter in glass due to presence of air in the glass. It shows that air is present everywhere and gas also occupied space.</li> </ul>	Balloons, plate, glass, water
	Period 03 Gas	--	Understand the characteristics of gas. (L.L –R,U & A)	<ul style="list-style-type: none"> <li>➤ Activity no. 4 page no. 28</li> <li>➤ <b>Home work</b></li> <li>➤ Worksheet page no. 162</li> <li>➤ Worksheet page no. 163</li> </ul>	--
	Period 04	Observing	.	<ul style="list-style-type: none"> <li>➤ Introduction of the topic</li> </ul>	Heavy and light

	Light and Heavy	Differentiation Measuring	Differentiate between light and heavy objects.  (L.L -R)	(teacher will ask students to weight different things from their table by their hand). Collect their responses. ➤ Demonstration ➤ Reading activity ➤ Vocabulary building	weight things chair, cup, bag, pencil, stone, book, OUP Book
	Period 05 Light and Heavy	Differentiation	Differentiate between light and heavy objects. (L.L –R & A)	➤ Make a list of heavy and light things from your surroundings. ➤ Activity no. 5&6 page no. 29	--
<b>14<sup>th</sup> Week</b>	Period 01 Light and Heavy	Differentiation	Differentiate between light and heavy objects. (L.L -R)	➤ <b>Make a weighing balance with the help of stick, thread, scale</b>	Sticks, threads, scales etc.
	Period 02 Light and Heavy	--	Differentiate between light and heavy objects. (L.L –R & A)	➤ Worksheet page no. 164	--
	Period 03-04	Reinforcement activities page no. 30, Test			
	Period 05 <b>Unit no. 6 Materials</b>	Observing Communication	Recognize that objects are made of different material. Group objects based on the material they are made of. (L.L -U)	➤ Introduction of the topic by flash cards and different objects ➤ Demonstration ➤ Reading activity ➤ Vocabulary building	Flash card and different objects like plastic cup, metal, spoon, chair, fan, balloon etc. OUP Book
<b>15<sup>th</sup> Week</b>	Period 01 Materials	Observing Communication	Recognize that objects are made of different material. Group objects based on the material they are made of. (L.L –R,U & A)	➤ Show and tell ➤ <b>Art and craft</b>	Objects of different materials. Pieces of cloth, wood, cards, hardboards etc.
	Period 02 Materials	--	Recognize that objects are made of different material. Group objects based on the material they are made of.	➤ Activity no.1 page no. 31 ➤ See INSTAL teachers guide page no. 62	--

			(L.L -U)		
	Period 03 Natural materials	Observing Classifying	Identify the natural materials. Identify materials that can be hard or soft, smooth or rough. (L.L -R)	<ul style="list-style-type: none"> <li>➤ Introduction of the topic by flash cards</li> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	Flash cards page no. 32 OUP Book
	Period 04 Natural materials	Cooperative learning Classifying	Identify the natural materials. Identify materials that can be hard or soft, smooth or rough. (L.L –R & A )	<ul style="list-style-type: none"> <li>➤ Group activity: List making/collect things of materials which derived from animals, plants and earth. Show your list to class.</li> </ul>	--
	Period 05 Man-made material	Observing Classifying	Identify man-made materials. Identify materials that can be hard or soft, smooth or rough. (L.L -R)	<ul style="list-style-type: none"> <li>➤ Introduction of the topic by flash cards</li> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	Flash cards page no. 33 OUP Book
<b>February 16<sup>th</sup> Week</b>	Period 01 Man-made material	Observing	Identify man-made materials. Identify materials that can be hard or soft, smooth or rough. (L.L –R,U)	<ul style="list-style-type: none"> <li>➤ Show and tell by flash card and real objects</li> </ul>	flash card and real objects
	Period 02 Man-made material	Identifying	Identify man-made materials. Identify materials that can be hard or soft, smooth or rough. (L.L -R)	<ul style="list-style-type: none"> <li>➤ Exemplification</li> <li>➤ List making of man-made materials</li> </ul>	--
	Period 03 Man-made material	--	Identify man-made materials. Identify materials that can be hard or soft, smooth or rough. (L.L –R & A)	<ul style="list-style-type: none"> <li>➤ Worksheets page no. 165, 166</li> </ul>	--
	Period 04-05	Reinforcement activities page no. 34, 35, Test			
<b>17<sup>th</sup> Week</b>	Period 01 <b>Unit no. 7 Heat</b> Sources of heat	Observing	Identify the different sources of heat. (L.L -R)	<ul style="list-style-type: none"> <li>➤ Introduction of the topic by flash cards</li> <li>➤ Demonstration</li> <li>➤ Reading activity</li> </ul>	Flash cards of sun, burning wood, match stick, heater,

				➤ Vocabulary building	burner etc. OUP Book
	Period 02 Sources of heat	Observing	Identify the different sources of heat. (L.L –R , U & A)	➤ Role play	Masks
	Period 03 Sources of heat	Inferring	Identify the different sources of heat. (L.L –R & A)	➤ Experiment: Teacher will place one sheet of aluminum foil in sunlight and other sheet in the class for ten minutes. Ask the student to touch the both foils to feel the difference of heat. Demonstrate the activity to wrap up. ➤ Activity 1 page no.36	Foils of aluminum
	Period 04 Sources of heat	--	Identify the different sources of heat. (L.L –R & A)	➤ Worksheet page no. 167	--
	Period 05 Shade	Observing	Recognize how shade helps us.  (L.L -U)	➤ Introduction of the topic by picture ➤ Reading activity ➤ Vocabulary building	Two picture( a boy standing in sunlight, a boy sitting under a tree) OUP Book
<b>18<sup>th</sup> Week</b>	Period 01 Shade	Observing Inferring	Recognize how shade helps us.  (L.L –U & A)	➤ Activity: Students will go outside in sun heat for few minutes then sit under a tree or any other shade for 15 minute. Teacher will demonstrate the purpose of this activity.	--
	Period 02 Shade	--	Recognize how shade helps us. (L.L –U ,R ,A)	➤ Activity no. 2 page no. 37	--
	Period 03 Uses of heat	Observing Communicatin g	List the uses of heat. (L.L -U)	➤ Introduction of the topic by flash cards ➤ Reading activity ➤ Vocabulary building	Flash cards of sunlight, stove, heater, iron, hair dryer etc. OUP Book

	Period 04-05 Uses of heat	Observing Communicatin g	List the uses of heat. (L.L –U & A)	<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Show and tell/ presentation</li> </ul>	Flash cards
<b>19<sup>th</sup> Week</b>	Period 01-02 Uses of heat		List the uses of heat. (L.L –R & A)	<ul style="list-style-type: none"> <li>➤ Make list of sources of heat.</li> <li>➤ Activity no.3 page no. 37</li> <li>➤ Worksheet page no. 168</li> </ul>	--
	Period 03-04	Reinforcement activities page no. 38, Test			
	Period 05 <b>Unit no. 8 Light</b> Sources of light	Observing	Identify the sources of light. (L.L -R)	<ul style="list-style-type: none"> <li>➤ Introduction of topic by flash card</li> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	Flash cards of sources of light( page no. 39) OUP Book
<b>March 20<sup>th</sup> Week</b>	Period 01 Sources of light	Observing Communicatin g	Identify the sources of light. (L.L –U & A)	<ul style="list-style-type: none"> <li>➤ Role play</li> </ul>	Masks of sources of light
	Period 02 Sources of light	Communicatin g	Identify the sources of light. (L.L –R& A)	<ul style="list-style-type: none"> <li>➤ Drawing competition</li> </ul>	--
	Period 03-04 Sources of light	--	Identify the sources of light. (L.L –R,U & A)	<ul style="list-style-type: none"> <li>➤ Activity no. 1, 2 page no. 39</li> <li>➤ Worksheet page no. 169</li> </ul>	--
	Period 05 Heat and light	Observing	Recognize the importance of heat and light. (L.L -U)	<ul style="list-style-type: none"> <li>➤ Introduction of topic by flash card</li> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	Flash cards of sources of light( page no. 40) OUP Book
<b>21<sup>st</sup> Week</b>	Period 01 Heat and light	Observing Communicatin g	Recognize the importance of heat and light. (L.L –R &U)	<ul style="list-style-type: none"> <li>➤ Activity no.3 page no. 40</li> <li>➤ Role play</li> </ul>	Masks or pictures
	Period 02-03 Heat and light	Communicatin g Group learning	Recognize the importance of heat and light. (L.L –U & A)	<ul style="list-style-type: none"> <li>➤ <b>Model preparation/ art and craft of objects which gives light and heat.</b></li> </ul>	Wooden sticks, match sticks, cardboard, paper etc.
	Period 04 Heat and light	--	Recognize the importance of heat and light. (L.L –U & A)	<ul style="list-style-type: none"> <li>➤ Worksheet page no. 170</li> </ul>	--
	Period 05 Seeing things	Observation Inferring	Explain how humans see things. (L.L -U)	<ul style="list-style-type: none"> <li>➤ Introduction of the topic by a story</li> </ul>	OUP Book

				<ul style="list-style-type: none"> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	
<b>22<sup>nd</sup> Week</b>	Period 01 Seeing things	Observing	Explain how humans see things. (L.L –U & A)	<ul style="list-style-type: none"> <li>➤ Play a game ( see teacher notes page no. 53)</li> </ul>	--
	Period 02-03 Seeing things	--	Explain how humans see things. (L.L –U & A)	<ul style="list-style-type: none"> <li>➤ Activity no. 4 page no. 40</li> <li>➤ Worksheet page no. 171</li> </ul>	--
	Period 04-05	Reinforcement activities page no. 41,Test			
<b>23<sup>rd</sup> Week</b>	Period 01 <b>Unit no. 9</b> <b>The Earth and the Universe</b> Day, night	Observing Differentiation	Identify the differences in day and night. Identify objects in the sky during day and night. (L.L -R)	<ul style="list-style-type: none"> <li>➤ Introduction of the topic by picture</li> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	Picture of sun, moon and star OUP Book
	Period 02 Day, night	Communicating	Identify the differences in day and night. Identify objects in the sky during day and night. (L.L -R)	<ul style="list-style-type: none"> <li>➤ <b>Art work on piece of cloth/chart to show day and night.</b></li> <li>➤ True &amp; false game: Teacher will write few sentences on piece of colored paper in a basket. Ask any student to come and pick the color of his favorite color to read loudly. Student will tell whether the statement is true or false. Call other students in the same manner.</li> </ul>	piece of cloth/chart Basket, colored papers
	Period 03-05 Day, night	--	Identify the differences in day and night. Identify objects in the sky during day and night. (L.L –R ,A)	<ul style="list-style-type: none"> <li>➤ Activity no. 1,2 page no. 43</li> <li>➤ Worksheet page no. 172</li> </ul>	--
<b>April 24<sup>th</sup> Week</b>	Period 01-02 Day and night	Observation	Identify the differences in day and night. Identify objects in the sky during day and night. (L.L -U)	<ul style="list-style-type: none"> <li>➤ Introduction of the topic by collecting prior knowledge.</li> <li>➤ Activity: Take a candle or torch. Ask any student to roll a ball in</li> </ul>	Torch/candle, ball OUP Book



				front of torch to give the concept of day and night. Discuss observation with students. ➤ Reading activity ➤ Vocabulary building	
	Period 03-04 Day and night	Cooperative Learning	Identify the differences in day and night. Identify objects in the sky during day and night. (L.L –U& A)	➤ <b>Group work: Model making of sun, moon and star</b> ➤ Story of day and night.	Mud, cloth, ball, balloon, stone, cotton etc.
	Period 05 Morning, afternoon, evening and night	Observation Predicting Classifying	Differentiate between four parts of the day. (L.L –U & A)	➤ Introduction of the topic (teacher will show a real wall clock to student and ask many timings by moving needle of clock. Ask question that what do you do at 7a.m of morning? etc. ) ➤ Reading activity	Wall clock OUP Book
<b>25<sup>th</sup> Week</b>	Period 01-02 Morning, afternoon, evening and night	Communicating	Differentiate between four parts of the day. (L.L –U & A)	➤ Vocabulary building ➤ Student will do act of works , which they perform at different timings of the day	--
	Period 03-04 Morning, afternoon, evening and night	Inference	Differentiate between four parts of the day. (L.L –U & A)	➤ Activity no.4,5 page no.45	
	Period 05 Morning, afternoon, evening and night	--	Differentiate between four parts of the day. (L.L –U & A)	➤ Worksheet page no. 173	--
<b>26<sup>th</sup> Week</b>	Period 01 Weather Seasons	Observing Predicting	Identify the daily weather conditions. Predict daily weather conditions. Relate seasonal weather conditions to appropriate choice for clothing. Name the four seasons.	➤ Introduction of the topic by Q/A ➤ Reading activity ➤ Vocabulary building	OUP Book

			Explain the key characteristics of four seasons.  (L.L – R & U)		
	Period 02 Weather Seasons	Inferring	Identify the daily weather conditions. Predict daily weather conditions. Relate seasonal weather conditions to appropriate choice for clothing. (L.L –U& A)	➤ Activity no. 6 page no. 46	--
	Period 03-04 Weather Seasons	Inferring	Identify the daily weather conditions. Predict daily weather conditions. Relate seasonal weather conditions to appropriate choice for clothing. (L.L –U& A)	➤ Activity no.7,8 page no. 49,50	
	Period 05 Weather Seasons	--	Name the four seasons. Illustrate the key characteristics of four seasons. (L.L –U,R,A)	➤ Worksheet page no. 174,175,176	--
<b>27<sup>th</sup> Week</b>	Period 01- 02	Reinforcement activities page no. 51,test			

**Revision & Final Term Examination**

## Scheme of Studies - Mathematics Grade-1

Months/Week	Units/Topic	Standard	SLOs Students will be able to:	Teaching method	Required resources
January 13 <sup>th</sup> week	Number line Ordinal numbers  Period 01	Numbers & Operations	<ul style="list-style-type: none"> <li>- Identify 0 as a number. <i>L.L.R</i></li> <li>- Match the number 0-9 with objects. <i>L.L.U</i></li> <li>- Read number 0 (Zero) in <i>L.L.U</i></li> <li>- Numerals and in words. <i>L.L.U</i></li> <li>- Write number (Zero) 0 in numerals and in words. <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board &amp; instruct them, to do the exercise from book page # 50&amp;51.</li> </ul> <p><b>For INSTAL project:</b></p> <ul style="list-style-type: none"> <li>- The teacher will take students to the AV room if available in your school.</li> <li>- According to the lesson plan given in the INSTAL manual page # 08 to 11.</li> </ul>	- AV room
	Period 02		<ul style="list-style-type: none"> <li>- Identify 0 as a number. <i>L.L.R</i></li> <li>- Match the number 0-9 with objects. <i>L.L.U</i></li> <li>- Read number 0 (Zero) in numerals and in words. <i>L.L.U</i></li> <li>- Write number (Zero) 0 in numerals and in words. <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board &amp; instruct them, to do the exercise from book page#52.</li> <li>- The teacher will explain the concept of count, trace and matching on board from workbook and ask the students to complete worksheet # 25, page # 97.</li> </ul>	-Worksheet
	Period 03 - <b>What is ten?</b>		<ul style="list-style-type: none"> <li>- Know the pattern and importance of number line. <i>L.L.U</i></li> <li>- Make number line on their own. <i>L.L.U</i></li> <li>- Identify ordinal numbers.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board &amp; instruct them, to do the exercise from book page # 53.</li> <li>- The teacher will explain the exercise on board from workbook and ask the students to complete worksheet # 30, page # 102.</li> </ul>	
	Period 04		<ul style="list-style-type: none"> <li><i>L.L.R</i></li> <li>- Identify the position of objects using ordinal numbers such as first, second.... tenth.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board &amp; instruct them, to do the exercise from book page # 54&amp;55.</li> </ul> <p><b>For INSTAL project:</b></p>	

			<i>L.L.R</i> - Sequence the numbers in the correct order. <i>L.L.U</i>	- The teacher will take students to the AV room if available in your school. - According to the lesson plan given in the INSTAL manual page # 44 to 47.	
	Period 05		- Understand and write 10 as a number <i>L.L.U</i> - Identify 10 as a number. <i>L.L.R</i> - Compare and order the numbers 0-10 - <i>L.L.U</i>	- The teacher will explain the exercise on board & instruct them, to do the exercise from book page # 56&57	
14 <sup>th</sup> Week	Period 01 - <b>Numbers 11 to 20</b>	<b>Numbers &amp; Operations</b>	- Read numbers up to 20. <i>L.L.U</i> - Write numbers up to 20. <i>L.L.U</i> - Count numbers up to 20. <i>L.L.U</i>	- The teacher will explain the exercise on board & instruct them, to do the exercise from book page # 58 &59 <b>For INSTAL project:</b> - The teacher will take students to the AV room if available in your school. - According to the lesson plan given in the INSTAL manual page # 12 to 17.	AV Room
	Period 02 <b>Tens and Units</b>		- Identify the place value of the specific digit in a two-digit number <i>L.L.R</i>	- The teacher will explain the exercise on board & instruct them, to complete the exercise from book page # 60&61.	
	Period 03		- Recognize the place values of numbers (tens and ones) <i>L.L.R</i>	- The teacher will explain the exercise on board & instruct them, to complete the exercise from book page # 62. - The teacher will explain the exercise on board from workbook and ask the students to complete worksheet # 33, page # 105.	-Worksheet
	Period 04 - <b>Tens and Units</b>		- Identify the place value of the specific digit in a two-digit number <i>L.L.R</i> - Recognize the place values of numbers (tens and ones) <i>L.L.R</i>	- The teacher will explain the exercise on board & instruct them, to complete exercise from book page # 63. - The teacher will explain the exercise on board from workbook and ask the students to complete worksheet # 34,	-Worksheet

	Period 05 <b>Bags of tens</b>			page # 106. - The teacher will explain the exercise on board & instruct them, to complete from book page # 64 & 65.	
<b>15<sup>th</sup> week</b>	Period 01		- Identify the place value of the specific digit in a two-digit number. <i>L.L.R</i>	- The teacher will explain the exercise on board from workbook and ask the students to complete worksheet no: 34, page no: 106 & worksheet no: 35, page no: 107.	- worksheet
	Period 02		- Read the numbers in ascending order. <i>L.L.U</i>	- The teacher will explain the exercise on board & instruct them, to complete the exercise from book page # 66 & 67.	-
	Period 03		- Identify the lesser numbers in ascending order. <i>L.L.R</i> - Identify which number (up to 99) comes • Before/after a number • Between two numbers <i>L.L.R</i> - Write numbers in increasing and decreasing order up to 99 <i>L.L.U</i>	- The teacher will explain the exercise on board & instruct them, to complete the exercise from book page # 68. - The teacher will explain the exercise on board from workbook and ask the students to complete worksheet no: 36, page no: 108.	- Worksheet
	Period 04		- Count in tens and recognize 100 as a number. <i>L.L.U</i>	- The teacher will explain the exercise on board from workbook and ask the students to complete worksheet no: 37, page no: 109.	-
	Period 05 - <b>Ascending order</b>		- Identify and write missing numbers in a sequence from 1 to 100. -	- The teacher will explain the exercise on board & instruct them, to complete the exercise from book page no: 69&70	
<b>February 16<sup>th</sup> Week</b>	Period 01 <b>Descending order.</b>		- Read the numbers in descending order. <i>L.L.U</i> - Identify the greater numbers in descending order <i>L.L.R</i>	- The teacher will explain the exercise on board & instruct them, to complete the exercise from book page no: 71&72.	
	Period 02		- Identify and write missing numbers in a	- The teacher will explain the exercise on board & instruct them, to complete the exercise from book page no: 73	-

17 <sup>th</sup> week	Period 03	<p>sequence from 100 to 1. <i>L.L.R</i></p> <ul style="list-style-type: none"> <li>- Count and write the number in descending order. <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board from workbook and ask the students to complete worksheet # 38, page no: 110.</li> <li>- The teacher will explain the exercise on board from workbook and ask the students to complete worksheet # 39, page no: 111.</li> </ul>	- Worksheet
	Period 04 - <b>Descending order</b>	<p>Read the numbers in descending order. <i>L.L.U</i></p> <ul style="list-style-type: none"> <li>- Count and write the number in descending order. <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board &amp; instruct them, to complete the exercise from book page # 75.</li> <li>- The teacher will explain the exercise on board from workbook and ask the students to complete worksheet # 40, page # 112.</li> </ul>	
	- Period 05 <b>Half</b>	<ul style="list-style-type: none"> <li>- Halves of an object forms a “whole”. <i>L.L.R</i></li> <li>- Understand, if two parts that are created and are not equal, then the shape has not been halved. <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board &amp; instruct them, to complete the exercise from book page # 76.</li> <li>- The teacher will explain the exercise on board from workbook and ask the students to complete worksheet # 41, page # 113.</li> </ul>	
	Period 01 - <b>Quarter</b>	<ul style="list-style-type: none"> <li>- Recognize things in half. <i>L.L.R</i></li> <li>- Recognize the half. <i>L.L.R</i></li> </ul> <p>Divide the things into two equal parts as half</p>	<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board &amp; instruct them, to complete the exercise from book page # 77.</li> <li>- The teacher will explain the exercise on board &amp; instruct them, to complete the exercise from book page # 78.</li> </ul>	Worksheet
	Period 02		<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board from workbook and ask the students to complete worksheet no: 43 &amp; 44, page no: 115 &amp; 116.</li> </ul>	Worksheet

	Period 03 - <b>Unit 2:</b> (Number Operations) - <b>Addition</b>	<b>Numbers &amp; Operations</b>	- Identify that two Recognize and use symbols of addition "+" and equality "=". <i>L.L.R</i> - Add two one-digit numbers (Sum up to 9) <i>L.L.U</i> - Add a 2-digit number with one-digit number. <i>L.L.U</i>	- The teacher will further explain the concept of Number with the example of different pictorial objects of book page # 79. <b>For INSTAL project:</b> - The teacher will take students to the AV room if available in your school. - According to the lesson plan given in the INSTAL manual page # 93 to 95.	AV Room
	Period 04		- Add two two-digit numbers. <i>L.L.U</i> - Complete the equation <i>L.L.U</i> - Construct addition equations from given pictures. <i>L.L.U</i>	- The teacher will explain the exercise on board & instruct them, to complete the exercise from book page # 80&81.	
18 <sup>th</sup> Week	Period 05 - <b>Adding Zero</b>		- Recognize and use symbols of addition "+" and equality "=". <i>L.L.R</i> - Add two one-digit numbers (Sum up to 9) <i>L.L.U</i>	- The teacher will introduce the sign of addition "+" & equal to "=". - The teacher will explain the exercise on board & instruct them, to complete the exercise from book page no: 82.	
	Period 01		- Recognize and use symbols of addition "+" and equality "=". <i>L.L.R</i> - Add two one-digit numbers (Sum up to 9) <i>L.L.U</i> - Add a 2-digit number with one-digit number. <i>L.L.U</i> - Add two two-digit numbers. <i>L.L.U</i> - Complete the equation <i>L.L.U</i> - Construct addition equations from given	- The teacher will explain the exercise on board from workbook and ask the students to complete worksheet no: 01, page no: 118.	Worksheet

			<p>pictures. <i>L.L.U</i></p>		
	Period 02			<p>The teacher will explain the exercise on board &amp; instruct the students to complete the exercise from book page # 83&amp;84.</p>	-
			<ul style="list-style-type: none"> <li>- Recognize and use symbols of addition "+" and equality "=".</li> </ul> <p><i>L.L.R</i></p> <ul style="list-style-type: none"> <li>- Add two one-digit numbers (Sum up to 9)</li> </ul> <p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>- Add a 2-digit number with one-digit number.</li> </ul> <p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>- Construct addition equations from given pictures.</li> </ul> <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board from workbook and ask the students to complete the worksheet # 02, page # 119.</li> <li>- The teacher will explain the exercise on board from workbook and ask the students to complete the worksheet # 04, page # 121.</li> </ul> <p><b>For INSTAL project:</b></p> <ul style="list-style-type: none"> <li>- The teacher will take the students to the AV room if available in your school.</li> <li>- According to the lesson plan given in the INSTAL manual page # 58 to 65.</li> </ul>	<ul style="list-style-type: none"> <li>- AV room</li> <li>- Worksheet</li> </ul>
	Period 03			<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board from workbook and ask the students to complete the worksheet # 05&amp;06, page # 123.</li> </ul>	- Worksheet
	Period 04	<b>Numbers &amp; Operations</b>	<ul style="list-style-type: none"> <li>- Recognize and use symbols of addition "+" and equality "=".</li> </ul> <p><i>L.L.R</i></p> <ul style="list-style-type: none"> <li>- Add zero one-digit numbers (Sum up to 9)</li> </ul> <p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>- Add a 2-digit number with one-digit number.</li> </ul> <p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>- Add zero two-digit numbers.</li> </ul> <p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>- Complete the equation</li> </ul> <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> <li>- The teacher will draw 5 balls on the board and count 1, 2, 3, 4 &amp; 5.</li> <li>- Ask the students; let's see what will happen when I draw zero more balls. (The teacher will draw an imaginary zero ball).</li> <li>- The teacher will ask randomly to count all of the balls and share the exact number.</li> <li>- The teacher will help and appreciate</li> </ul>	AV room



			<ul style="list-style-type: none"> <li>- Construction addition equations from given pictures.</li> </ul> <p><i>L.L.U</i></p>	<p>their responses.</p> <ul style="list-style-type: none"> <li>- The teacher will ask further questions regarding topic and conclude the topic such as;</li> <li>- If there are five fishes in a fish pot/aquarium</li> <li>- and a cat eats zero fishes, then how many fishes are there left over altogether?</li> <li>- The teacher will explain the exercise on board &amp; instruct the students to complete the exercise from book page # 85&amp;86.</li> </ul> <p><b>For INSTAL project:</b></p> <ul style="list-style-type: none"> <li>- The teacher will take the students to the AV room if available in your school.</li> <li>- According to the lesson plan given in the INSTAL manual page # 66 to 73.</li> <li>- <b>Note:</b> <i>The teacher will explain that "Zero" means nothing and whatever we add in zero the answer remains the same.</i></li> </ul>	
	Period 05		<ul style="list-style-type: none"> <li>- Subtract ones from ones</li> </ul> <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> <li>- The teacher will explain the exercise on board &amp; instruct the students to complete the exercise from book page # 87&amp;88</li> </ul>	
19 <sup>th</sup> week	(Number Operations) - Subtraction  Period 01		<ul style="list-style-type: none"> <li>- Subtract ones from ones.</li> </ul> <p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>- Subtract 2-digit numbers from 2-digit numbers.</li> </ul> <p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>- Complete the equation</li> </ul> <p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>- Construct subtraction equation from given picture.</li> </ul>	<p><b>Exercise:</b></p> <ul style="list-style-type: none"> <li>- The teacher will explain and solve the exercise on board from book page no: 89&amp;90.</li> </ul>	

			<i>L.L.U</i>		
	- <b>Period 02</b>		- Subtract zero from ones. <i>L.L.U</i> - Subtract zero from 2-digit numbers. <i>L.L.U</i> -	- Explain and solve the exercises on board from workbook and ask the students to complete worksheet no: 07, page no: 124. - The teacher will explain and solve the exercises on board from the book page # 92.	-
	- <b>Subtracting Zero</b>  Period 03:		- Subtract zero from ones. <i>L.L.U</i> - Subtract zero from 2-digit numbers. <i>L.L.U</i>	- The teacher will explain on board and ask the students to solve the exercises from workbook, worksheet # 10, page no: 127. - <b>Note:</b> <i>Teacher will explain that "Zero" means nothing and whatever we add in zero the answer remains the same.</i>	- Worksheet
	- <b>Period 04</b> - <b>Subtraction of Numbers</b>			- The teacher will explain and complete the exercises on board from book page no: 93& 94 for the concept clarity of subtraction.	
	Period 05:		- Add two one-digit numbers (Sum up to 9) <i>L.L.U</i> - Add a 2-digit number with one-digit number. <i>L.L.U</i> - Add two two-digit numbers. <i>L.L.U</i> -	- The teacher explains and does exercise on board from workbook and asks the students to complete the worksheet # 08, page # 125 for the concept clarity of Addition & subtraction. - The teacher explains and does exercises on board from workbook and ask the students to complete the worksheet # 09, page # 126 for the concept clarity of Addition & subtraction.	- Worksheet
<b>March 20<sup>TH</sup> week</b>	Period 01		- Add two one-digit numbers (Sum up to 9) <i>L.L.U</i>	- Explain and do solve the exercises on board from book page # 95 & 96 for the concept clarity of Adding and subtracting	

			<ul style="list-style-type: none"> <li>- Add a 2-digit number with one-digit number.</li> </ul> <i>L.L.U</i> <ul style="list-style-type: none"> <li>- Add two two-digit numbers.</li> </ul> <i>L.L.U</i> <ul style="list-style-type: none"> <li>- Subtract 2-digit numbers from 2-digit numbers.</li> <li>- Complete the equation</li> </ul> <i>L.L.U</i>	in tens & units.	
	<p>(Number Operations)  <b>Adding &amp; subtracting tens &amp; Units</b>  <b>Period 02</b></p> <p style="text-align: center;">:</p>		<ul style="list-style-type: none"> <li>- Add two one-digit numbers (Sum up to 9)</li> </ul> <i>L.L.U</i> <ul style="list-style-type: none"> <li>- Add a 2-digit number with one-digit number.</li> </ul> <i>L.L.U</i> <ul style="list-style-type: none"> <li>- Add two two-digit numbers.</li> </ul> <i>L.L.U</i> <ul style="list-style-type: none"> <li>- Subtract 2-digit numbers from 2-digit numbers.</li> <li>- Complete the equation</li> </ul> <i>L.L.U</i>	Explain and do solve the exercises on board from book page #97&98 for the concept clarity of Adding and subtracting tens & units.	
	<p>Period 03:  - <b>Unit: 3</b>  (Measurement of length and mass)</p>		<ul style="list-style-type: none"> <li>- Measure the length</li> </ul> <i>L.L.U</i> <ul style="list-style-type: none"> <li>- Measure different things by using scales and informal ways</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>- Explain and do solve the exercises on board from book page # 99&amp;100 for the concept clarity of length.</li> </ul>	
	<ul style="list-style-type: none"> <li>- <b>Period 04</b></li> <li>- <b>Length</b></li> </ul>		<ul style="list-style-type: none"> <li>- Measure the length</li> </ul> <i>L.L.U</i> <ul style="list-style-type: none"> <li>- Measure different things by using scales and informal ways</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>- Explain and do solve the exercises on board from book page # 101&amp;102 for the concept clarity of Capacity</li> </ul>	-

	<p>Period 05:</p> <ul style="list-style-type: none"> <li>- <b>Comparison of Objects</b></li> <li>- Long, longer, longest.</li> <li>- Short, shorter, shortest.</li> <li>-</li> </ul>	<b>Measurement &amp; Geometry</b>	<ul style="list-style-type: none"> <li>- Measure the length <i>L.L.U</i></li> <li>- Measure different things by using scales and informal ways <i>L.L.U</i></li> <li>- Compare objects to identify long, longer, longest</li> <li>- Compare objects to identify Short, shorter, shortest <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will further explain &amp; solve the exercises on board from book page # 102 for the concept clarity of "Length".</li> <li>- The teacher will explain and complete the exercises on board from book page # 103 for the concept clarity of "length".</li> <li>- The teacher will explain &amp; complete the exercises on board from workbook and ask the students to complete the worksheet # 01, page # 129.</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet</li> </ul>
<b>21<sup>st</sup> week</b>	<p>Period 01:</p> <ul style="list-style-type: none"> <li>- Tall, taller, tallest</li> </ul>		<ul style="list-style-type: none"> <li>- Compare objects to identify</li> <li>- Tall, taller, tallest</li> <li>- high, higher, highest</li> <li>- Heavy ,heavier, heaviest</li> </ul>	<ul style="list-style-type: none"> <li>- Explain and complete the exercises on board from book page # 104 for the concept clarity of "Tall &amp; High".</li> <li>- Explain and complete the exercises on board from book page # 105 for the concept clarity of "Heavy &amp; Light".</li> <li>- Explain and complete the exercises on board from workbook and ask the students to complete the worksheet # 02, page # 130.</li> </ul> <p><b>For INSTAL project:</b></p> <ul style="list-style-type: none"> <li>- The teacher will take students to the AV room if available in your school.</li> <li>- According to the lesson plan given in the INSTAL manual page # 74 to 82.</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet</li> </ul>
	<ul style="list-style-type: none"> <li>- <b>Unit 04. (Money)</b></li> <li>- Notes and coins</li> </ul>	<b>Number s &amp; operations</b>	<ul style="list-style-type: none"> <li>- Identify Pakistani currency coins (Rs. 1, 2 &amp; 5) <i>L.L.R</i></li> <li>- Identify Pakistani currency notes (Rs. 10, 20, 50 &amp; 100) <i>L.L.R</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will teach from book page # 107&amp;108.</li> </ul>	<ul style="list-style-type: none"> <li>- Fake coins &amp; notes.</li> </ul>

	Period 02:		<ul style="list-style-type: none"> <li>- Differentiate between currency notes &amp; coins. <i>L.L.U</i></li> <li>- Understand the value of money. <i>L.L.U</i></li> </ul>		
	Period 03:			<ul style="list-style-type: none"> <li>- The teacher will teach from book page #108&amp; 109.</li> <li>- The teacher will then form groups and ask the students to draw or trace and colour Pakistani currency (notes and coins) by taking help from the textbook page # 109&amp;110.</li> </ul> <p><b>For INSTAL project:</b></p> <ul style="list-style-type: none"> <li>- The teacher will take students to the AV room if available in your school.</li> <li>- According to the lesson plan given in the INSTAL manual page # 79 to 82.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour papers, Colour pencils, scissors, glue stick</li> <li>- AV Room</li> </ul>
	Period 04			<ul style="list-style-type: none"> <li>- The teacher will explain and solve the exercise on board from book page # 111&amp;112</li> </ul>	
	Period 05:	<b>Numbers</b>	<ul style="list-style-type: none"> <li>- Identify Pakistani currency coins (Rs. 1, 2 &amp; 5) <i>L.L.R</i></li> <li>- Identify Pakistani currency notes (Rs. 10, 20, 50 &amp; 100) <i>L.L.R</i></li> <li>- Differentiate between currency notes &amp; coins. <i>L.L.U</i></li> <li>- Understand the value of money. <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will explain and complete the exercise on board from book page # 113&amp;114.</li> </ul>	
<b>22<sup>nd</sup> week</b>	<ul style="list-style-type: none"> <li>- <b>Unit 5:</b> (Time and Date)</li> <li>- Hours</li> </ul>	<b>Measurement &amp; Geometry</b>	<ul style="list-style-type: none"> <li>- Recognize the hour and minute hands of an analogue clock. <i>L.L.R</i></li> <li>- Name in order the days of the week. <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will explain and complete the exercise on board from book page # 115.</li> </ul>	<ul style="list-style-type: none"> <li>- Wall clock (handmade)</li> </ul>

	Period 01:		- Identify which day comes after/before a particular day.		
	- Period 02:		- Name (Orally) the Solar & Lunar months of the year.		- The teacher will explain and complete the exercise on board from book page # 116.
	Period 03:		<i>L.L.R</i> - Name in order the months of the year.		- The teacher will teach book page # 117.
			<i>L.L.U</i> - Identify which month comes after/before a particular month.		- The teacher will introduce hours.
			<i>L.L.R</i>		- The teacher will explain the importance of time.
	Period 04:				<b>For INSTAL project:</b> - The teacher will take students to the AV room if available in your school.
					- According to the lesson plan given in the INSTAL manual page # 99 to 101.
	Period 05 - Days of the week				- The teacher will teach book page # 118.
					- The teacher will introduce hours.
					- The teacher will explain the importance of time.
<b>23<sup>rd</sup> Week</b>					- The teacher will explain and complete the exercise on board from book page # 119,
					- <b>INSTAL project:</b>
					- The teacher will take students to the AV room if available in your school.
					- According to the lesson plan given in the INSTAL manual page # 102 to 108.
	Period 01				- The teacher will explain and complete the exercises on board from book page # 120.
	Period 02				- The teacher will explain and complete the exercises on board from book page # 121.

AV Room

Worksheet  
AV Room

	<p>Period 03  <b>Unit#06 Geometry</b>  <b>Shapes</b>  <b>Circle:</b></p> <p>-</p>	<p>Measurements  &amp; Geometry</p>	<ul style="list-style-type: none"> <li>- Describe where circle, square, rectangle, triangles are found in the world.  <i>L.L.R</i></li> <li>- Explain the definition of different shapes.  <i>L.L.U</i></li> <li>- Explain about shapes  <i>L.L.R</i></li> <li>- Differentiate between shapes  <i>L.L.R</i></li> <li>- Describe shapes in their own language.  <i>L.L.R</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will teach page # 122, for more concept clarity of shapes &amp; ask questions from students regarding shapes as.</li> <li>- The teacher will ask questions such as;</li> <li>- Which shapes are these?</li> <li>- Which shape is inside/outside the shape?</li> <li>- Then teacher will explain the importance of shapes.</li> <li>- The teacher will explain and do exercise, on book page no: 122 from students.</li> </ul> <p><b>For INSTAL project:</b></p> <ul style="list-style-type: none"> <li>- The teacher will take students to the AV room if available in your school.</li> <li>- According to the lesson plan given in the INSTAL manual page # 109 to 112.</li> </ul>	
	<p>Period 04:</p>	<p style="text-align: center;"><b>Reasoning &amp; logical Thinking</b></p>	<ul style="list-style-type: none"> <li>- Explain what a circle is?  <i>L.L.U</i></li> <li>- Describe where circles are found in the world  <i>L.L.U</i></li> <li>- Explain about shapes  <i>L.L.U</i></li> <li>- Differentiate between shapes  <i>L.L.U</i></li> <li>- Describe shapes in their own language.  <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will explain and solve the exercises on board from book page # 123 and ask the students to complete the remaining exercise</li> </ul>	

	Period 05:			- The teacher will explain and solve the exercises on board from workbook and ask the students to complete the worksheet # 01, page # 134.	Worksheet
<b>April 24<sup>th</sup> Week</b>	Period 01:		<ul style="list-style-type: none"> <li>- Explain what a circle is? <i>L.L.U</i></li> <li>- Describe where circles are found in the world <i>L.L.U</i></li> <li>- Explain about shapes <i>L.L.U</i></li> <li>- Differentiate between shapes <i>L.L.U</i></li> </ul>	<b>Poem</b> <ul style="list-style-type: none"> <li>- "Shapes"</li> <li>- The teacher will instruct the students to recite poem with me.</li> <li>- For poem see annexure 19.</li> </ul>	
	Period 02:			<ul style="list-style-type: none"> <li>- The teacher will explain and complete the exercises on board from workbook and ask the students to complete the worksheet # 01, page # 137.</li> </ul>	- Worksheet
	Period 03:			<ul style="list-style-type: none"> <li>- The teacher will explain and complete the exercises on board from workbook and ask the students to complete the worksheet # 02, page # 138.</li> </ul>	- Worksheet
	Period 04		<ul style="list-style-type: none"> <li>- Recognize the positions of the objects. <i>L.L.R</i></li> <li>- Identify whether an object is placed; Inside/outside, above//below, over/under, far/near, before/after, right/left of a given picture. <i>L.L.R</i></li> <li>- Explain the positions of the objects in their own words <i>L.L.A</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will teach page # 124&amp;125, for more concept clarity of Position &amp; ask questions from students.</li> </ul>	-
	Period 05			<ul style="list-style-type: none"> <li>- The teacher will teach page # 126 &amp; 127 for more concept clarity of Position &amp; ask questions from students.</li> </ul>	-
<b>25<sup>th</sup> Week</b>	Period 01: <b>Position</b>	<b>Reasoning &amp; logical thinking</b>	<ul style="list-style-type: none"> <li>- Identify whether an object is placed; Inside/outside, above//below, over/under, far/near, before/after, right/left of a given picture. <i>L.L.R</i></li> <li>- Explain the positions of the objects in</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will explain and complete exercise, on board then students will do the exercise in book page no: 128</li> </ul>	
	Period 02:			<b>Poem</b> <ul style="list-style-type: none"> <li>- "Put your Right hand in"</li> <li>- The teacher will instruct the students to recite poem with me.</li> </ul>	



			<p>their own words.</p> <p><i>L.L.A</i></p> <p>Teacher will recall the previous concepts</p>	<ul style="list-style-type: none"> <li>- For poem see annexure 20.</li> <li>- The teacher will explain and do exercise, on board than students will do the exercise on book page # 129</li> <li>- The teacher will explain and do exercise, on board than students will do the exercise on book page # 130</li> <li>- The teacher will explain and complete the exercises on board from workbook and ask the students to complete the worksheet # 03, page # 139.</li> </ul>	
	Period 3: <b>Position</b>				
	Period 04 <b>Position</b>				
	Period 05			<p><b>For INSTAL project:</b></p> <ul style="list-style-type: none"> <li>- The teacher will take students to the AV room if available in your school.</li> <li>- According to the lesson plan given in the INSTAL manual page # 118 to 122.</li> <li>- The teacher will do the revision of all the topics covered in the units.</li> <li>- Brief revision of concepts, themes and important exercises.</li> <li>- Re-take on the activities – important ones</li> <li>- Worksheets and exercise completion where necessary tests.</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet</li> <li>- AV room</li> </ul>

**Revision and Final Term Examination**

## Scheme of Studies - Sindhi Grade-1

گهريل سامان	سيڪارڻ جو طريقو	سڪيا جي حاصلات شاگرد ان قابل ٿي ويندا ته	مهارت جو محور	عنوان	مهينو/ هفتو
<p>پاڪستاني جهنڊو، فليس ڪارڊ، تصويرون</p>	<p style="text-align: center;"><b>برين اسٽارمنگ</b></p> <ul style="list-style-type: none"> <li>• اُستاد ڪلاس ۾ پاڪستان جو جهنڊو ۽ ڪجهه فليس ڪارڊ تصويرون کڻي ايندو ۽ سڀ کان پهرين هو ٻارن کي پاڪستان جو جهنڊو ڏيکاري ٿو. ان کانپوءِ قائداعظم جي تصوير ۽ قائداعظم جي مزار جي تصوير ڏيکاري ٿو ۽ هيٺيان سوال ڪندو.</li> <li>• ڇا اوهان هي جهنڊو ان کان اڳ ڏٺو آهي؟</li> <li>• هي جهنڊو ڪنهن جو آهي؟</li> <li>• هن جهنڊي ۾ ڪهڙا ڪهڙا رنگ آهن؟</li> <li>• اسان ڪهڙي ملڪ ۾ رهون ٿا؟</li> <li>• قائداعظم بابت اوهان ڇا ٿا ڄاڻون؟</li> <li>• استاد شاگردن کان سوالن جا جواب وٺڻ بعد کين ٻڌائيندو ته اسان جو وطن پاڪستان آهي ۽ اسان پنهنجي وطن سان بيحد پيار ڪريون ٿا. اسان جو وطن تمام گهڻو خوبصورت آهي. استاد ٻارن کي ڪتاب ۾ ڏنل تصويرون ڏيکاري انهن بابت ڳالهه ٻولهه ڪندو. استاد ٻارن کي ٻڌائيندو ته اسان کي پنهنجي قومي جهنڊي جي عزت ڪرڻ گهرجي ۽ پاڻ ۾ پيار محبت سان رهڻ گهرجي.</li> </ul> <p style="text-align: center;"><b>ريڊنگ</b></p> <ul style="list-style-type: none"> <li>• اُستاد سبق ريڊنگ جي گهريل طريقيڪار مطابق پڙهائيندو. پهريان استاد سبق پاڻ پڙهندو. بعد ۾ ٻار ان جي ڪيڊ پڙهندا ۽ آخر ۾ استاد هر هڪ ٻار کان سبق پڙهائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• وطن سان پيار ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• غور ويچار ڪرڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p style="text-align: center;">پهريون پيرڊ سبق پنجون اسان جو وطن</p>	<p style="text-align: center;">11 جنوري کان 30 اپريل تائين جنوري هفتو تيرهون</p>

ڪتاب	نوٽ: استاد ٻارن کي ٻئي ڏينهن لاءِ هوم ورڪ ڏيندو. ريڊنگ جاري • استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ ٻڌائيندو ويندو	• وطن سان پيار ڪري سگهندا.	• پڙهڻ • ٻڌڻ • ڳالهائڻ	بيو پيرڊ سبق پنجون آسان جو وطنُ	
ڪتاب/ڪاپي/قلم	سرگرمي 1: اُستاد مينوئل ۾ ڏنل لفظ بورڊ تي لکندو/لکندي ۽ انهن لفظن کي انهن جي معنيٰ سان 2+3 طريقي ذريعي پڙهائيندو/پڙهائيندي. <u>3+2 جي طريقيڪار مطابق:</u> • اُستاد سڀ کان پهريان بورڊ تي نوان لفظ لکندو/لکندي ۽ شاگردن کي هدايت ڪندو/ڪندي ته پهريان مان هڪ لفظ تي دفعا پڙهندس اوهان مونکي غور سان ٻڌو، ان کان پوءِ اوهان سڀئي مون سان گڏ ٻه دفعا پڙهندا. نوان لفظ پڙهڻ کانپوءِ استاد شاگردن کي هدايت ڪندو ته هو اهي نوان لفظ ياد ڪن ۽ ڪاپي ۾ نوٽ ڪن. ٻئي ڏينهن انهن کان انهن لفظن جي صورتخطي لکرائي ويندي. نوٽ: استاد ٻارن کي لاڳاپيل موضوع بابت ڪجهه هوم ورڪ ڏيندو.	• ٻار نون لفظن جي صورتخطي لکي سگهندا.		ٽيون پيرڊ سبق پنجون آسان جو وطنُ	
ڪتاب/ڪاپي/قلم	سرگرمي 1: • استاد بورڊ تي هڪ ٽيبل ٺاهي هڪ خاني ۾ لفظ لکندو ۽ ٻيو خالي هوندو ٻارن کي هدايت ڪندو ته هر خاني ۾ لکيل لفظ پڙهو ۽ خالي خاني ۾ اهو لفظ لکو. • نوٽ: استاد ٻارن کي لاڳاپيل موضوع بابت ڪجهه هوم ورڪ ڏيندو.	• پڙهڻ ۽ لکڻ		چوٿون پيرڊ سبق پنجون آسان جو وطنُ	
چارٽ. قلم ۽ مختلف رنگ	مڪيه سرگرمي: • استاد شاگردن کي تن گروپن ۾ ورهائيندو ۽ کين هيٺين ريت ڪم سونپيندو.	• ٻار وطن جي ميون، اناج ۽ ڀاڄين جي باري ۾ سکي سگهن ٿا.	• لکڻ • ٻڌڻ • ڳالهائڻ	پهريون پيرڊ سبق پنجون آسان جو وطنُ	جنوري هفتو چوڏهون

	<ul style="list-style-type: none"> <li>• گروپ 1: پاڪستان جي ميون/ اناج/ پاڇين جون تصويرون ٺاهيندو.</li> <li>• گروپ 2: پاڪستان جي جهنڊي جي تصوير ٺاهيندو.</li> <li>• گروپ 3: ڪنهن به جبل / وڻ / درياءَ جي تصوير ٺاهيندو.</li> </ul>			
ڪتاب/ ڪاپي/ قلم	<p><u>سرگرمي:</u></p> <ul style="list-style-type: none"> <li>• استاد ٻارن جون ٻه ٽيمون ٺاهيندو ۽ انهن کان هيٺين ريت سرگرمي ڪرائيندو.</li> <li>• ٽيم A</li> <li>• ٽيم B</li> <li>• ٽيم A:</li> <li>• ملڪ ۾ ٿيندڙ فصلن جا نالا ٻڌائيندي.</li> <li>• ٽيم B:</li> <li>• وطن ۾ ٿيندڙ ميون جا نالا ٻڌائيندي.</li> <li>• اهڙي طرح استاد بورڊ تي پنهي گروپن پاران ٻڌايل نالا لکندو ويندو.</li> <li>• استاد آخر ۾ وڌيڪ نالا ٻڌائيندڙ ٽيم لاءِ تاڙيون وڃرائي ٻارن جي همت افزائي ڪندو.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهي سگهندا ۽ لکي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو پيڙو</p> <p>سبق پنجنون</p> <p>آسان جو وطن</p>
ڪتاب	<ul style="list-style-type: none"> <li>• استاد ٻارن کي هدايت ڪندو ته هو ڪتاب ۾ موجود تصوير کي رنگ پرين.</li> <li>• نوٽ: استاد ٻارن جي تصوير ۾ رنگ ڀرڻ وقت ضرورت پوڻ تي رهنمائي ڏيڻ ڪندو ۽ آخر ۾ گهر مان پنهنجي پسند سان هڪ تصوير ٺاهي اچڻ جو هوم ورڪ ڏيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• ٻارن جي تصويرن ۾ رنگ ڀري سگهندا</li> </ul>		<p>ٽيون پيڙو</p> <p>سبق پنجنون</p> <p>آسان جو وطن</p>
ڪتاب، فليش ڪارڊ	<p><u>سرگرمي:</u></p> <ul style="list-style-type: none"> <li>• استاد خالن وارا ٽي فليش ڪارڊ ٺاهيندو. پوءِ ڪتاب ۾ ڏنل خالن وارو هڪ هڪ جملو پڙهندو ۽ ٻارن کي فليش ڪارڊ</li> </ul>	<ul style="list-style-type: none"> <li>• سادا جملامڪمل ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>چوٿون پيڙو</p> <p>سبق پنجنون</p> <p>آسان جو وطن</p>

	<p>ڏيکاري پڙهندو ۽ ٻارن کان پڇندو ته خال ۾ ڪهڙو لفظ ايندو؟ اهڙي ريت استاد ٻارن کي خال ڀرڻ واري مشق حل ڪرائيندو.</p>		<p>• ٻڌڻ</p>		
<p>ڪتاب/ڪاپي/قلم</p>	<p><u>سرگرمي:</u></p> <ul style="list-style-type: none"> <li>• استادن ٻارن کي ڪتاب ۾ موجود سوال ۽ انهن جا جواب ڪاپي ۾ لکرائيندو. استاد بورڊ تي لکندو ويندو ۽ ٻار ان کي ڪاپي ۾ اتاريندا ويندا. آخر ۾ استاد ٻارن کان سوالن جا جواب پڇ پڇيندو.</li> </ul> <p>جائزو:</p> <p>نوٽ: استاد آخر ۾ ٻارن کان پڙهايل سبق مان ڪجهه بنيادي سوال ڪري انهن جو زباني جائزو وٺندو.</p>	<ul style="list-style-type: none"> <li>• ٻار سوالن جا جواب ڏئي سگهندا</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ڳالهائڻ</li> <li>• ٻڌڻ</li> </ul>	<p>پهريون ڀيرو سبق پنهنجون آسان جو وطن</p>	
<p>ڪتاب، فليش ڪارڊ</p>	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> <li>• اُستاد ڪلاس روم ۾ 2 تصويري فليش ڪارڊ کڻي ايندو. هڪ تي ڳوٺ جو منظر هوندو، ٻئي فليش ڪارڊ ۾ ٻنيءَ جو منظر هوندو. استاد ٻنهي فليش ڪارڊن جي شاگردن کي سڃاڻپ ڪرائيندو.</li> <li>• استاد ٻارن کي ڪتاب ۾ ڏنل تصويرون ڏيکاري ٻارن کي انهن بابت ڳالهه بولڻ پڻ ڪندو. بعد ۾ استاد شاگردن جي ذهني سرگرمي جا چئڻ لاءِ انهن کان هيٺيان سوال پڇيندو.</li> <li>• اوهان ڪهڙي ڳوٺ ۾ رهو ٿا؟</li> <li>• اوهان جو ڳوٺ اوهان کي ڪيئن لڳندو آهي؟</li> <li>• ڇا اوهان ڪڏهن باغ ڏٺو آهي؟</li> <li>• اوهان ڪڏهن ٻنيءَ ۾ ويا آهيو؟</li> <li>• اوهان جي ڳوٺ ۾ اسڪول، اسپتال ۽ مسجد آهي؟ ۽ ان کان علاوه ڳوٺ ۾ ٻيون ڪهڙيون جايون آهن؟</li> <li>• استاد شاگردن کان سوالن جا جواب وٺڻ بعد کين ٻڌائيندو ته</li> </ul>	<ul style="list-style-type: none"> <li>• ڳوٺ جي هنرمندن بابت گفتگو ڪري سگهندا.</li> <li>• پاڻ ۾ ڀاڻي جو مظاهرو ڪري سگهندا.</li> <li>• سماجي مسئلن جي ڄاڻ ڏئي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• مشاهدو ڪرڻ</li> <li>• غور ويچار ڪرڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>جنوري هفتو پندرهنون</p> <p>ٻيو ڀيرو سبق ڇهون آسان جو ڳوٺ</p>	

	<p>اسان جو ملڪ ٻن حصن تي مشتمل آهي. هڪ حصو شهرن جو آهي ته ٻيو پهراڻين جو آهي. پهراڻين ۾ ڳوٺ قائم هوندا آهن ۽ اسان جي ڳوٺن ۾ خوبصورت باغ، ٻنيون، تلاءَ ۽ وڏا وڏا وڻ هوندا آهن. جڏهن ته شهرن ۾ وڏا وڏا روڊ، وڏا ڪارخانا، وڏيون گاڏيون ۽ وڏا بنگلا هوندا آهن.</p> <p><b>ريڊنگ</b></p> <ul style="list-style-type: none"> <li>• اُستاد سبق ريڊنگ جي گهربل طريقيڪار مطابق پڙهائيندو.</li> <li>پهريان استاد سبق پاڻ پڙهندو. بعد ۾ ٻار ان جي ڪي پڙهندا ۽ آخر ۾ استاد هر هڪ ٻار کان سبق پڙهائيندو.</li> <li><b>نوٽ:</b> استاد ٻارن کي هوم ورڪ ڏيندو.</li> </ul>				
<p>ڪتاب/ڪاپي/قلم</p>	<ul style="list-style-type: none"> <li>• ريڊنگ جاري</li> <li>• استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ ٻڌائيندو ويندو.</li> </ul>	<ul style="list-style-type: none"> <li>• ڳوٺ جي هُنرمندن بابت گفتگو ڪري سگهندا.</li> <li>• پاڻ ۾ پيئي جو مظاهرو ڪري سگهندا.</li> <li>• سماجي مسئلن جي ڄاڻ ڏئي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٽيون پيرد</p> <p>سبق ڇهون</p> <p>اسان جو ڳوٺ</p>	
	<ul style="list-style-type: none"> <li>• ريڊنگ جاري</li> <li>• استاد هڪ هڪ ٻار کان سبق چئن اُچارن سان ٻڌندو ۽ سندن غلطيون درست ڪندو ويندو.</li> </ul>	<ul style="list-style-type: none"> <li>• ڳوٺ جي هُنرمندن بابت گفتگو ڪري سگهندا.</li> <li>• پاڻ ۾ پيئي جو مظاهرو ڪري سگهندا.</li> <li>• سماجي مسئلن جي</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>چوٿون پيرد</p> <p>سبق ڇهون</p> <p>اسان جو ڳوٺ</p>	

<p>ڪتاب/ڪاپي/قلم</p>	<ul style="list-style-type: none"> <li>• سرگرمي 1: اُستاد مينوئل ۾ ڏنل لفظ بورڊ تي لکندو/لکندي ۽ انهن لفظن کي انهن جي معنيٰ سان 2+3 طريقي ذريعي چئن اُچارن سان پڙهائيندو/پڙهائيندي.</li> <li>جي طريقيڪار مطابق: 2+3</li> <li>• اُستاد سڀ کان پهريان بورڊ تي نوان لفظ لکندو/لکندي ۽ شاگردن کي هدايت ڪندو/ڪندي ته پهريان مان هڪ لفظ تي دفعا پڙهندس اوهان مونکي غور سان ٻڌو، ان کان پوءِ اوهان سڀئي مون سان گڏ ٻه دفعا پڙهندا. نوان لفظ پڙهڻ کانپوءِ اُستاد شاگردن کي هدايت ڪندو ته هو اهي نوان لفظ ياد ڪن ۽ ڪاپي ۾ نوٽ ڪن. ٻئي ڏينهن انهن کان انهن لفظن جي صورتخطي لکرائي ويندي.</li> <li>• نوٽ: اُستاد ٻارن کي لاڳاپيل موضوع بابت ڪجهه هوم ورڪ ڏيندو.</li> </ul>	<p>چاڻ ڏئي سگهندا.</p>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون ڀيرو سبق ڇهون اسان جو ڳوٺ</p>	<p>فيبروري هفتو سورهون</p>
<p>ڪتاب/ڪاپي/قلم/ رول پلي جو گهريل سامان</p>	<p>مڪيه سرگرمي: (رول پلي)</p> <ul style="list-style-type: none"> <li>• اُستاد شاگردن کي پنجن گروپن ۾ ورهائيندو ۽ هر گروپ کان رول پلي ڪرائيندو پر ان کان اڳ هر گروپ کي هيٺ ڏنل عنوانن بابت تفصيل سان به آگاهه ڪندو.</li> <li>• اُستاد گروپ هڪ کي ٻڌائيندو ته ڪنڀار مٽيءَ مان ٿانو ٺاهيندو آهي ۽ اهي ٿانو اسان گهرن ۾ استعمال ڪندا آهيون. گروپ 2 کي ٻڌائيندو ته واڍو ڪاٺ مان گرسبون، تيل ۽ ٻيو ڪاٺ جو سامان ٺاهيندو آهي، جيڪي اسان جي استعمال جون شيون آهن. اُستاد گروپ 3 جي شاگردن کي ٻڌائيندو ته لوهار لوهه مان مختلف شيون تيار ڪندو آهي. گروپ 4 کي اُستاد ٻڌائيندو ته اسان جون جُتيون، سينڊل يا بوت جڏهن</li> </ul>	<ul style="list-style-type: none"> <li>• پاڻ ۾ ڀاڻي ۽ جو مظاهرو ڪري سگهندا.</li> </ul>		<p>ٻيو ڀيرو سبق ڇهون اسان جو ڳوٺ</p>	

	<p>چچي پوندا آهن ته انهن کي موجي تانکا هڻي ٺاهيندو آهي. گروپ 5 کي استاد ٻڌائيندو ته اسان جيڪي ڪپڙا پائيندا آهيون، اهي درزي سڀندا آهن.</p> <ul style="list-style-type: none"> <li>• گروپ 1: ڪنپار جو رول پلي ڪندو</li> <li>• گروپ 2: واڍي جو رول پلي ڪندو</li> <li>• گروپ 3: لوهار جو رول پلي ڪندو</li> <li>• گروپ 4: موجي جو رول پلي ڪندو.</li> <li>• گروپ 5: درزي جو رول پلي ڪندو.</li> <li>• مختلف گروپ ڊسپلي لڳائي ويهندا ۽ ٻيا شاگرد انهن کان اچي سندن ڪم بابت پڇندا.</li> <li>• استاد شاگردن کي آخر ۾ اهو به ٻڌائيندو ته اسپتال ۾ علاج ڪيو ويندو آهي ۽ اسڪول ۾ تعليم ڏني ويندي آهي.</li> <li>• نوٽ: استاد ٻارن جي رول پلي ڪرڻ ۾ رهنمائي پڻ ڪندو.</li> </ul>				
	<ul style="list-style-type: none"> <li>• رول پلي واري سرگرمي بچي ڏينهن به جاري رهندي.</li> <li>• نوٽ: استاد ٻارن کي سندن رول پلي بابت همت افزائي پڻ ڪندو ۽ سندن غلطي جي نشاندهي ڪندو.</li> </ul>	<ul style="list-style-type: none"> <li>• ڳوٺ جي هنرمندن بابت گفتگو ڪري سگهندا.</li> <li>• پاڻ ۾ پائپي جو مظاهرو ڪري سگهندا.</li> <li>• سماجي مسئلن جي جانچ ڏئي سگهندا.</li> </ul>		<p>ٽيون پيرد سبق ڇهون اسان جو ڳوٺ</p>	
<p>ڪتاب ۾ ڏنل هنرمندن جون تصويرون</p>	<p>سرگرمي:</p> <ul style="list-style-type: none"> <li>• استاد ٻارن کي مختلف هنرمندن جون تصويرون ڏيکاريندو ۽ پڇندو ته هي ڪير آهن ۽ ڇا ڪري رهيا آهن؟</li> <li>• استاد ٻار کان جواب وٺندو ۽ کين انهن تصويرون بابت تفصيل</li> </ul>	<ul style="list-style-type: none"> <li>• تصويرون سڃاڻي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکت</li> <li>• پٿر</li> <li>• ڳالهائڻ</li> </ul>	<p>چوٿون پيرد سبق ڇهون اسان جو ڳوٺ</p>	



<p>ڪتاب/ڪاپي/قلم</p>	<p>سان پڌائيندو.</p> <p>سرگرمي:</p> <ul style="list-style-type: none"> <li>• استاد ٻارن کي ڪتاب ۾ موجود سوال جواب لکرائيندو. استاد هر هڪ سوال ۽ ان جو جواب بورڊ تي لکندو ۽ ٻارن کي چونڊو ته اهي پنهنجي ڪاپي ۾ لکن.</li> <li>• آخر ۾ استاد ٻارن کان اهي سوال پڇندو ۽ انهن جا جواب پڻ وٺندو.</li> </ul>	<ul style="list-style-type: none"> <li>• ٻار سوالن جا جواب ڏئي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون پيرڊ</p> <p>سبق ڇهون</p> <p>آسان جو ڳوٺ</p>	
<p>ڪتاب/ڪاپي/قلم</p>	<p>سرگرمي:</p> <ul style="list-style-type: none"> <li>• استادن شاگردن کي هڪ دائري ۾ ويهاري ڏيو ۽ هدايت ڪندو ته توهان مان هر شاگرد هڪ هنرمند يا ڪنهن هڪ فصل جو نالو پڌائيندو.</li> <li>• نوٽ: استاد هن سرگرمي ۾ هر ٻار کي شريڪ ٿيڻ جو موقعو ڏيندو ۽ هر ٻار کان هڪ فصل ۽ هڪ هنر جو نالو ضرور پڇندو.</li> </ul>	<ul style="list-style-type: none"> <li>• ٻار سوالن جا جواب ڏئي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو پيرڊ</p> <p>سبق ڇهون</p> <p>آسان جو ڳوٺ</p>	
<p>ڪتاب/ڪاپي/قلم</p>	<ul style="list-style-type: none"> <li>• استاد ڪتاب ۾ ڏنل مشق نمبر 2 ۽ مشق نمبر 3 ۾ ڏنل جملا لکرائيندو. پڙهائيندو ۽ ان جو مطلب سمجهائيندو.</li> <li>• جائزو:</li> <li>• استاد آخر ۾ هر هڪ شاگرد کان سبق جي باري ۾ بنيادي سوال پڇي انهن جي جائزي واري عمل کي مڪمل ڪندو.</li> </ul>	<ul style="list-style-type: none"> <li>• ڳوٺ جي هنرمندن بابت گفتگو ڪري سگهندا.</li> <li>• پاڻ ۾ پائيپي جو مظاهرو ڪري سگهندا.</li> <li>• سماجي مسئلن جي ڄاڻ ڏئي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٽيون پيرڊ</p> <p>سبق ڇهون</p> <p>آسان جو ڳوٺ</p>	<p>فيبروري</p> <p>هفتو سترهون</p>
<p>مينوئل/ڪاپي/ڪتاب/قلم</p>	<p>برين اسٽارمنگ:</p> <ul style="list-style-type: none"> <li>• استاد ٻارن کي مينوئل ۾ ڏنل هيٺين ڪهاڻي پڌائيندو ۽ ان مان بعد ۾ سوال پڇندو.</li> </ul>	<ul style="list-style-type: none"> <li>• بيت سُڙ ۽ لاءِ سان پڙهي سگهندا.</li> <li>• سچ ڳالهائڻ جي</li> </ul>	<ul style="list-style-type: none"> <li>• مشاهدو</li> <li>• غور ويچار ڪرڻ</li> <li>• پڙهڻ</li> </ul>	<p>چوٿون پيرڊ</p> <p>سبق ستون</p> <p>سچ ڳالهائڻ</p>	

	<p>• پيارا ٻارو! امجد هڪ هوشيار، ڏاهو ۽ سچار چوڪرو هو. هڪ دفعي گهر اندر راند کيڏندي احمد جو بال وڃي دريءَ کي وڃي لڳو ۽ دري پڇي پئي. احمد راند کيڏڻ کانپوءِ ٻاهر هليو ويو. جڏهن احمد جي ماءُ ڪمري ۾ داخل ٿي ته هن دري پڳل ڏٺي ۽ ان وقت ڪمري ۾ موجود احمد جي ننڍي پيٽ نڍا کي هن دڙڪا ڏٺا ته تودري چوپڳي. احمد جي ننڍي پيٽ نڍا ماءُ جي دڙڪن تي خاموش رهي. احمد جڏهن ٻاهر دوستن سان راند کيڏي واپس موٽي آيو ته نڍا احمد کي ٻڌايو ته دري توپڳي آهي پر امان مونکي دڙڪا ڏنا آهن. احمد سڌو پنهنجي ماءُ وٽ ويو ۽ کيس چيائين ته امان دري ادي نڍا نه پر مون پڳي آهي جو بال سان ڪمري ۾ کيڏي رهيو هوس ۽ بال وڃي دريءَ کي لڳو. احمد جي سچ ڳالهائڻ تي سندس ماءُ ڏاڍو خوش ٿي ۽ کيس شاباش ڏيندي هدايت ڪيائين ته پٽ سدائين ائين ئي سچ ڳالهائيندو ڪر. جو سچ ڳالهائڻ وارا زندگي ۾ ڪامياب ٿيندا آهن جڏهن ته ڪوڙ ڳالهائڻ وارن کي سدائين شرمساري سان منهن ڏيڻو پوندو آهي.</p> <p>• استاد ڪهاڻي ٻڌائڻ کانپوءِ ٻارن کان هيٺيان سوال پڇندو.</p> <p>• گهر جي دري ڪنهن پڳي؟</p> <p>• احمد جي ماءُ دڙڪا ڪنهن کي ڏنا؟</p> <p>• احمد پنهنجي ماءُ سان ڪهڙو سچ ڳالهايو؟</p> <p>• احمد کي سندس ماءُ ڪهڙي نصيحت ڪئي؟</p> <p>• استاد شاگردن کان جواب وٺڻ بعد کين اهو سمجهڻ ۾ مدد ڪندو ته سچ ڳالهائڻ هڪ سٺي عادت آهي. سٺا ٻار اهي هوندا آهن جيڪي هميشه سچ ڳالهائين. توهان سڀني کي هميشه سچ ڳالهائڻ گهرجي ۽ ڪوڙ ڳالهائڻ کان پري رهڻ گهرجي.</p>	<p>اهميت ڄاڻي سگهندا.</p>	<p>• ٻڌڻ</p> <p>• ڳالهائڻ</p>	<p>(بيت)</p>	
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	<p><b>ريڊنگ:</b></p> <ul style="list-style-type: none"> <li>• استاد سڀ کان پهرين شاگردن کي ريڊنگ جي گهريل</li> <li>• طريقيڪار مطابق بيت پڙهي ٻڌائيندو. استاد چئن اچارن سان بيت پڙهندو. ٻئي مرحلي ۾ استاد هڪ هڪ ست پڙهندو ويندو ۽ ٻار ان جي پويان ست پڙهندا ويندا. آخر ۾ استاد هر هڪ ٻار کي الڳ الڳ بيت پڙهڻ لاءِ چونڊو.</li> </ul>				
<p>مينوئل/ڪاپي/ڪ تاب/ قلم</p>	<p>ريڊنگ جاري</p> <ul style="list-style-type: none"> <li>• استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ زباني ٻڌائيندو ويندو.</li> </ul>	<ul style="list-style-type: none"> <li>• بيت سر ۽ لاءِ سان پڙهي سگهندا.</li> <li>• سچ ڳالهائڻ جي اهميت ڄاڻي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون پيرڊ</p> <p>سبق ستون</p> <p>سچ ڳالهائڻ (بيت)</p>	
<p>مينوئل/ڪاپي/ڪ تاب/ قلم</p>	<ul style="list-style-type: none"> <li>• سرگرمي 1: اُستاد مينوئل ۾ ڏنل لفظ بورڊ تي لکندو/لکندي ۽ انهن لفظن کي انهن جي معنيٰ سان 2+3 طريقي ذريعي چئن اچارن سان پڙهائيندو/پڙهائيندي.</li> <li>• 2+3 جي طريقيڪار مطابق:</li> <li>• اُستاد سڀ کان پهرين بورڊ تي نوان لفظ لکندو/لکندي ۽ شاگردن کي هدايت ڪندو/ڪندي ته پهرين مان هڪ لفظ تي دفعا پڙهندس اوهان مونکي غور سان ٻڌو، ان کان پوءِ اوهان سڀئي مون سان گڏ ٻه دفعا پڙهندا. نوان لفظ پڙهڻ کانپوءِ استاد شاگردن کي هدايت ڪندو ته هو اهي نوان لفظ ياد ڪن ۽ ڪاپي ۾ نوٽ ڪن. ٻئي ڏينهن انهن کان انهن لفظن جي صورتخطي لکرائي ويندي.</li> <li>• نوٽ: استاد ٻارن کي لاڳاپيل موضوع بابت ڪجهه هوم ورڪ ڏيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• ٻار نون لفظن جي صورتخطي لکي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو پيرڊ</p> <p>سبق ستون</p> <p>سچ ڳالهائڻ (بيت)</p>	<p>فيبروري</p> <p>هفتوار ٽيون</p>
<p>مينوئل/ڪاپي/ڪ تاب/ قلم</p>	<ul style="list-style-type: none"> <li>• بيت جي سمجهائي.</li> <li>• استاد شاگردن آڏو بيت جو هر بند پڙهندو ويندو ۽ سمجهائي</li> </ul>	<ul style="list-style-type: none"> <li>• بيت سر ۽ لاءِ سان پڙهي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> </ul>	<p>ٽيون پيرڊ</p> <p>سبق ستون</p>	

	<p>ڏيندو ويندو.</p> <ul style="list-style-type: none"> <li>• استاد بورڊ تي هر هڪ بند جي سمجھائي لکندو ۽ ٻار ان کي پنهنجي ڪاپي ۾ نوٽ ڪندا.</li> </ul>	<ul style="list-style-type: none"> <li>• سچ ڳالهائڻ جي اهميت ڄاڻي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>سچ ڳالهائڻ (بيت)</p>	
<p>مينوئل/ڪاپي/ڪ تاب/قلم</p>	<ul style="list-style-type: none"> <li>• بيت جي سمجھائي جاري</li> </ul>	<ul style="list-style-type: none"> <li>• بيت سُر ۽ لئه سان پڙهي سگھندا.</li> <li>• سچ ڳالهائڻ جي اهميت ڄاڻي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>چوٿون پيرڊ سبق ستون سچ ڳالهائڻ (بيت)</p>	
	<ul style="list-style-type: none"> <li>• مڪيه سرگرمي: (ڪورس ريڊنگ)</li> <li>• استاد ٻارن سان گڏجي بيت جي ٽن ٺاهيندو ۽ سڀني شاگردن سان گڏجي ان کي ڪورس جي صورت ۾ پڙهائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• بيت سُر ۽ لئه سان پڙهي سگھندا.</li> <li>• سچ ڳالهائڻ جي اهميت ڄاڻي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون پيرڊ سبق ستون سچ ڳالهائڻ (بيت)</p>	
<p>آئيس ڪريم جون اسٽڪ</p>	<ul style="list-style-type: none"> <li>• سرگرمي:</li> <li>• استاد آئيس ڪريم جي اسٽڪ (ڪائي) مان ٻه ڀٽليون ٺاهيندو. جن ۾ هڪ ڀٽلي چوڪري جي هوندي ۽ ٻي ڀٽلي چوڪريءَ جي هوندي. استاد انهن ڀٽلين کي هٿن ۾ کڻي بيهندو ۽ انهن جي ڳالهه ٻولهي ٻارن کي ڏيکاريندو.</li> <li>• استاد ان ڳالهه جو خاص خيال رکندو ته جيڪا ڀٽلي ڳالهائيندي ته هوان ئي ڀٽلي کي چرپر ڪرائيندو. استاد ٻنهي ڀٽلين جي آوازن جي اڌاڻي پڻ پاڻ ڪندو. ڀٽلي تماشي ۾ ٻئي ڀٽليون سچ جي اهميت تي ڳالهه ٻولهي ڪنديون.</li> <li>• ڀٽلي چوڪرو پنهنجي ڀٽلي پيٽ کي چوي ٿو ته ” ادي ادي ! توکي هڪ ڳالهه ٻڌايان“.....ڀٽلي چوڪري کيس چوي ٿي ته ” ها ادا ! ٻڌاءِ“.....ڀٽلي چوڪرو ڳالهه ڪندي کيس ٻڌائي ٿو ته آئون پنهنجي پينسل اسڪول نه کڻي ويو هئس. مون پنهنجي دوست جي پيگ مان ان کان اجازت وٺڻ بنا پينسل کڻي. هن</li> </ul>	<ul style="list-style-type: none"> <li>• سچ ڳالهائڻ جي اهميت ڄاڻي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو پيرڊ سبق ستون سچ ڳالهائڻ (بيت)</p>	<p>فيبروري هفتو اوڻيهون</p>

	<p>مون کي چيو ته هيءَ پينسل ته منهنجي آهي، مون کيس چيو ته نه نه هيءَ منهنجي پينسل آهي... ڪلاس ختم ٿيڻ بعد مونکي ڪوڙ ڳالهائڻ تي شرم محسوس ٿيو... پر مان هن کي شرم کان پينسل واپس نه ڪري سگهيس... ڀٽلي چوڪري کي سندس ڀٽلي پيڻ چيو ته تون ڪوڙ ڳالهائي غلط ڪيو آهي... سڀاڻي پنهنجي دوست کي پينسل واپس ڪر... ڀٽلي چوڪري پاءُ کان سوال ڪيو ته جيڪڏهن تون پنهنجي دوست کان پينسل گهرين ها ته توکي ڏي ها؟..... جنهن تي هن چيو ته ها هو مونکي پينسل ضرور ڏي ها. ڀٽلي پيڻ کيس چيو ته ڪنهن جي به پينسل يا ڪا ٻي شيءِ ان جي اجازت کان سواءِ کڻڻ سنو عمل ناهي... هميشه اجازت وٺي شيون کڻندو ڪر... هميشه سچ ڳالهائيندو ڪر... ڇو ته سچ ڳالهائڻ وارا ٻار ٿي وڏا ٿي ڪامياب ٿيندا آهن.</p>				
<p>بورڊ، قلم، ڪاپي</p>	<ul style="list-style-type: none"> <li>• سرگرمي: (گرامر)</li> <li>• استاد سڀ کان پهرين مثالن ذريعي ٻار آڏو واحد ۽ جمع جو تصور چٽو ڪندو. مثال طور: ڪارو واحد آهي ان جو جمع ٿيندو ڪارا..... بعد ۾:</li> <li>• استاد بورڊ تي هڪ ٽيبل ٺاهي هڪ خاني ۾ لفظ لکندو ۽ ٻيو خانو خالي ڇڏيندو. استاد خالي خاني ۾ لفظ لکي ٻارن کي ٻڌائيندو ته اهو جمع آهي.</li> <li>• استاد اها مشق ڪرائڻ بعد ٻارن لاءِ هڪ نئون واحد جمع جو خانو ٺاهيندو ۽ ٻارن جي مدد سان انهن کي پريندو.</li> <li>• نوٽ: استاد ٻارن کي هدايت ڪندو ته اهي واحد جمع واري مشق کي ڪاپي ۾ لکن.</li> </ul>	<ul style="list-style-type: none"> <li>• ٻار واحد مان جمع لفظ ٺاهي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٽيون پيرڊ سبق ستون سچ ڳالهائڻ (بيت)</p>	
<p>مينوئل/ڪاپي/ڪ</p>	<ul style="list-style-type: none"> <li>• استاد ڪتاب ۾ موجود ” پڙهو ۽ لکو“ واري مشق حل</li> </ul>	<ul style="list-style-type: none"> <li>• ٻارن وان ٺاهي پڙهي ۽</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> </ul>	<p>چوٿون پيرڊ</p>	

تاب/ قلم	ڪرائيندو. استاد بورڊ تي لفظ لکندو ۽ ٻار ان کي ڪاپي ۾ لکندا ويندا .	لکي سگهندا.	<ul style="list-style-type: none"> <li>پڙهڻ</li> <li>ٻڌڻ</li> <li>ڳالهائڻ</li> </ul>	سبق سٽون سجُ ڳالهائڻ (بيت)	
مينوئل/ڪاپي/ڪتاب تاب/ قلم	<ul style="list-style-type: none"> <li>استاد ٻارن کي سوالن جا جواب لکرائيندو.</li> <li>استاد ٻارن کان سوال جواب پڇندو.</li> <li>جائزو:</li> <li>استاد آخر ۾ ٻارن کان پڙهايل سبق مان ڪجهه بنيادي سوال ڪري انهن جو زباني جائزو وٺندو.</li> </ul>	<ul style="list-style-type: none"> <li>سوالن جا جواب ڏئي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>لکڻ</li> <li>پڙهڻ</li> <li>ٻڌڻ</li> <li>ڳالهائڻ</li> </ul>	پهريون ڀيرو سبق سٽون سجُ ڳالهائڻ (بيت)	
تصويرون/ ڪتاب	<ul style="list-style-type: none"> <li>برين اسٽارمنگ:</li> <li>اُستاد ڪلاس ۾ قائداعظم ۽ فاطمه جناح جون تصويرون آڻي شاگردن کان ان بابت پڇندو ته اهي ڪير آهن؟</li> <li>شاگردن جي جواب ڏيڻ بعد استاد کين ٻڌائيندو ته اسان جي پياري وطن پاڪستان کي قائداعظم محمد علي جناح ٺاهيو.</li> <li>فاطمه جناح قائداعظم جي ننڍي پيٽ هئي. جيڪا ڏندن جي ڊاڪٽريائي هئي. پاڪستان ٺهڻ وقت فاطمه جناح پنهنجي پيءُ جو ڀيرو ساٿ ڏنو.</li> <li>ريڊنگ</li> <li>اُستاد سبق ريڊنگ جي گهربل طريقيڪار مطابق پڙهائيندو.</li> <li>پهريان استاد سبق پاڻ پڙهندو. بعد ۾ ٻار ان جي ڪي پڙهندا ۽ آخر ۾ استاد هر هڪ ٻار کان سبق پڙهائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>ٻارن کي وطن جي شاهيرون بابت ٻڌائڻ</li> <li>ٻوليءَ جي بنيادي مهارتن (ٻڌڻ، ڳالهائڻ، پڙهڻ ۽ لکڻ) جو مظاهرو ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>مشاهدو ڪرڻ</li> <li>غور ويچار ڪرڻ</li> <li>پڙهڻ</li> <li>ٻڌڻ</li> <li>ڳالهائڻ</li> </ul>	ٻيو ڀيرو سبق انون فاطمه جناح	مارچ هفتو ويهون
مينوئل/ڪاپي/ڪتاب ب/ قلم	<ul style="list-style-type: none"> <li>ريڊنگ جاري</li> <li>استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ زباني ٻڌائيندو ويندو.</li> </ul>	<ul style="list-style-type: none"> <li>ٻارن کي وطن جي شاهيرون بابت ٻڌائڻ</li> <li>ٻوليءَ جي بنيادي مهارتن (ٻڌڻ، ڳالهائڻ، پڙهڻ ۽ لکڻ)</li> </ul>	<ul style="list-style-type: none"> <li>پڙهڻ</li> <li>ٻڌڻ</li> <li>ڳالهائڻ</li> </ul>	ٽيون ڀيرو سبق انون فاطمه جناح	

		<p>جو مظاهرو ڪري سگهندا.</p>			
<p>مينوئل/ڪاپي/ڪتاب ب/ قلم</p>	<ul style="list-style-type: none"> <li>• سرگرمي:</li> <li>• اُستاد مينوئل ۾ ڏنل لفظ بورڊ تي لکندو/لکندي ۽ انهن لفظن کي انهن جي معنيٰ سان 2+3 طريقي ذريعي چئن اُچارن سان پڙهائيندو/پڙهائيندي.</li> <li>• 2+3 جي طريقيڪار مطابق:</li> <li>• اُستاد سڀ کان پهريان بورڊ تي نوان لفظ لکندو/لکندي ۽ شاگردن کي هدايت ڪندو/ڪندي ته پهريان مان هڪ لفظ تي دفعا پڙهندس اوهان مونکي غور سان ٻڌو. ان کان پوءِ اوهان سڀئي مون سان گڏ ٻه دفعا پڙهندا. نوان لفظ پڙهڻ کانپوءِ اُستاد شاگردن کي هدايت ڪندو ته هو اهي نوان لفظ ياد ڪن ۽ ڪاپي ۾ نوٽ ڪن.</li> </ul>	<ul style="list-style-type: none"> <li>• ٻار نوان لفظ ۽ انهن جون معنائون لکي، پڙهي ۽ سمجهي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>چوٿون پيڙ سبق انون فاطمه جناح</p>	
<p>تصويرون/ڪتاب ، چارت</p>	<ul style="list-style-type: none"> <li>• مکيه سرگرمي: (چارت ورڪ)</li> <li>• اُستاد هڪ چارت تي فاطمه جناح جي تصوير لڳائيندو ۽ شاگردن کي هدايت ڪندو ته اهي هڪ هڪ ٿي چارت تي اچي محترم فاطمه جناح بابت هڪ هڪ جملو لکن ۽ اهو جملو سڀني ٻارن آڏو وڏي آواز ۾ پڙهي ٻڌائين.</li> <li>• سرگرمي کان اڳ اُستاد شاگردن کي اهو سمجهڻ ۾ مدد ڪندو ته:</li> <li>• اسان جي زندگي ۾ ڪيترائي اهڙا ماڻهو آهن، جيڪي ڪنهن نه ڪنهن ريت اسان جي مدد ڪن ٿا ۽ انهن جي مدد جي ڪري اسان اڳتي وڌندا رهون ٿا. انهن فردن کي دراصل هيرو چئبو آهي. مثال طور تي قائداعظم محمد علي جناح اسان لاءِ پيارو وطن پاڪستان آزاد ڪرايو. ان ڪري قائداعظم اسان جو سڀ</li> </ul>	<ul style="list-style-type: none"> <li>• ٻارن کي وطن جي مشاهيرن بابت ٻڌائڻ</li> <li>• ٻوليءَ جي بنيادي مهارتن (ٻڌڻ، ڳالهائڻ، پڙهڻ ۽ لکڻ) جو مظاهرو ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون پيڙ سبق انون فاطمه جناح</p>	<p>مارچ هفتوايڪيهون</p>

	<p>کان وڏو هيرو آهي. استاد شاگردن کي ٻڌائيندو ته محترم فاطمه جناح قائد اعظم محمد علي جناح جي پياري پيٽ هئي. جنهن پاڪستان کي آزاد ڪرائڻ واري تحريڪ ۾ قائد اعظم جو ڀرپور ساٿ ڏنو.</p>				
<p>مينوئل/ڪاپي/ڪتاب/قلم</p>	<p>• استاد ڪتاب ۾ موجود ”پڙهو ۽ لکو“ واري مشق ٻارن کي حل ڪرائيندو.</p>	<p>• ٻارن کي وطن جي مشاهيرن بابت ٻڌائڻ • ٻوليءَ جي بنيادي مهارتن (ٻڌڻ، ڳالهائڻ، پڙهڻ ۽ لکڻ) جو مظاهرو ڪري سگهندا.</p>	<p>• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ</p>	<p>بيو بيرو سبق انون فاطمه جناح</p>	
<p>مينوئل/ڪاپي/ڪتاب/قلم</p>	<p>• استاد ڪتاب ۾ موجود خال ڀرڻ واري مشق ٻارن کي حل ڪرائيندو.</p>	<p>• خال ڀري سگهندا.</p>	<p>• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ</p>	<p>ٽيون بيرو سبق انون فاطمه جناح</p>	
<p>تصوير/ڪاپي/ڪتاب/قلم</p>	<p>• سرگرمي: • استاد ٻارن کي هدايت ڪندو ته هو ڪتاب ۾ موجود تصوير ۾ ٽپڪا ملائي ان کي مڪمل ڪن ۽ ان ۾ گهريل رنگ ڀرين. • نوٽ: استاد هڪ هڪ ٻار جو ڪم چيڪ ڪندو ۽ ان جي رهنمائي ڪندو.</p>	<p>• • ٻار ٽپڪا ملائي تصويرن مڪمل ڪري سگهندا.</p>	<p>• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ</p>	<p>چوٿون بيرو سبق انون فاطمه جناح</p>	
<p>مينوئل/ڪاپي/ڪتاب/قلم</p>	<p>• استاد ٻارن کي سوالن جا جواب لکرائيندو. • استاد ٻارن کان سوال جواب پڇندو. • استاد ٻارن کان ڪن به ٻن مشهور عورتن جا نالا پڇندو. • نوٽ: ٻار نه ٻڌائي سگهي ته استاد انهن کي ٻڌائيندو ته نبي ڪريم صه جن جي ماءُ بيبي آمنه ۽ فاطمه جناح.</p>	<p>• سوالن جا جواب ڏئي سگهندا.</p>	<p>• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ</p>	<p>پهريون بيرو سبق انون فاطمه جناح</p>	<p>مارچ هفتو ٻاويهون</p>



	<ul style="list-style-type: none"> <li>• جائزو:</li> <li>• استاد آخر ۾ ٻارن کان پڙهايل سبق مان ڪجهه بنيادي سوال ڪري انهن جو زباني جائزو وٺندو.</li> </ul>				
<ul style="list-style-type: none"> <li>• تصويرون / ڪتاب / مينوئل / ڪاپي / قلم</li> </ul>	<ul style="list-style-type: none"> <li>• برين استارمنگ:</li> <li>• استاد شاگردن کي اسڪول کان ٻاهر ڪنهن باغ يا ڪنهن مشهور تاريخي جاءِ جو سير ڪرائڻ لاءِ وٺي ويندو. جڏهن شاگرد گهمي واپس موٽي اچن ته ڪلاس روم ۾ ويهي استاد شاگردن کان هيٺيان سوال پڇندو. جيڪڏهن باغ جو سير ڪرائڻ استاد لاءِ ممڪن نه هجي ته استاد شاگردن کي ڪنهن خوبصورت باغ جون تصويرون ڏيکاري، جنهن ۾ گل، ٻوٽا ۽ حسين نظارا هجن، ٻار توڙي ڪٽنب کيڏندا هجن. ان کانپوءِ استاد شاگردن کان هيٺيان سوال پڇي.</li> <li>• اوهان باغ ۾ ڇا ڏٺو؟</li> <li>• ڪهڙي شيءِ اوهان کي وڌيڪ سٺي لڳي؟</li> <li>• اوهان کي جيڪڏهن موقعو ملي ته ڪٿي گهمڻ ويندا؟</li> <li>• باغن ۾ ڪهڙيون ڪهڙيون شيون هونديون آهن؟</li> <li>• استاد شاگردن کان جواب وٺڻ بعد کين اهو سمجهڻ ۾ مدد ڪندو ته سير تفريح تمام گهڻو ضروري آهي. اوهان جڏهن به ڪٿي گهمڻ وڃو ته ان مان سکڻ جي ضرور ڪوشش ڪريو. باغن يا تاريخي جاين ۾ جيڪي خاص ڳالهيون هجن، اهي اوهان پنهنجي ڊائري ۾ پڻ لکو.</li> <li>ريڊنگ:</li> <li>• استاد سڀ کان پهرين شاگردن کي ريڊنگ جي گهريل طريقيڪار مطابق سبق پڙهي ٻڌائيندو. استاد چئن اُچارن سان سبق پڙهندو. ٻئي مرحلي ۾ استاد هڪ هڪ سٽ پڙهندو ويندو</li> </ul>	<ul style="list-style-type: none"> <li>• سير ۽ سفر جي اهميت ڄاڻي سگهندا.</li> <li>• فطرت جي ڄاڻ پراڻي سگهندا.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• مشاهدو ڪرڻ</li> <li>• غور ويچار ڪرڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• ٻيو پيرد</li> <li>• سبق نائون</li> <li>• باغ جو سير</li> </ul>	

	<p>۽ ٻار ان جي پويان ست پڙهندا ويندا. آخر ۾ استاد هر هڪ ٻار کي الڳ الڳ سبق پڙهڻ لاءِ چونڊو.</p>				
<ul style="list-style-type: none"> <li>• مينوئل / ڪاپي / ڪتاب / قلم</li> </ul>	<ul style="list-style-type: none"> <li>• ريڊنگ جاري</li> <li>• استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ زباني ٻڌائيندو ويندو.</li> </ul>	<ul style="list-style-type: none"> <li>• سير ۽ سفر جي اهميت ڄاڻي سگهندا.</li> <li>• فطرت جي ڄاڻ پراڻي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• ٽيون پيرڊ</li> <li>• سبق نائون</li> <li>• باغ جو سير</li> </ul>	
<ul style="list-style-type: none"> <li>• مينوئل / ڪاپي / ڪتاب / قلم</li> </ul>	<p>سرگرمي:</p> <ul style="list-style-type: none"> <li>• اُستاد مينوئل ۾ ڏنل لفظ بورڊ تي لکندو/لکندي ۽ انهن لفظن کي انهن جي معنيٰ سان 2+3 طريقي ذريعي چئن اُچارن سان پڙهائيندو/پڙهائيندي.</li> <li>• 2+3 جي طريقيڪار مطابق:</li> <li>• اُستاد سڀ کان پهريان بورڊ تي نوان لفظ لکندو/لکندي ۽ شاگردن کي هدايت ڪندو/ڪندي ته پهريان مان هڪ لفظ تي دفعا پڙهندس اوهان مونکي غور سان ٻڌو. ان کان پوءِ اوهان سڀئي مون سان گڏ ٻه دفعا پڙهندا. نوان لفظ پڙهڻ کانپوءِ استاد شاگردن کي هدايت ڪندو ته هو اهي نوان لفظ ڪاپي ۾ نوٽ ڪن.</li> </ul>	<ul style="list-style-type: none"> <li>• سير ۽ سفر جي اهميت ڄاڻي سگهندا.</li> <li>• فطرت جي ڄاڻ پراڻي سگهندا.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• چوٿون پيرڊ</li> <li>• سبق نائون</li> <li>• باغ جو سير</li> </ul>	
<ul style="list-style-type: none"> <li>• مينوئل / ڪاپي / ڪتاب / قلم</li> </ul>	<ul style="list-style-type: none"> <li>• مکيه سرگرمي: (پسند جي وڻ يا گل جي تصوير ٺاهڻ)</li> <li>• استاد شاگردن کي چئن گروپن ۾ ورهائيندو ۽ هر گروپ جي سرواڻ کي هدايت ڪندو ته اهو پاڻ ۾ صلاح ڪري پنهنجي پنهنجي پسند جي وڻ يا گل جو نالو ٻڌائي ۽ بورڊ تي اچي پنهنجي پسند جي وڻ يا گل جي تصوير ٺاهي. تصوير ٺاهڻ ۾ گروپ جا ٻيا شاگرد پنهنجي ساٿي جي مدد ڪري سگهندا.</li> <li>• نوٽ: استاد هن سرگرمي ۾ سڀني ٻارن جي شرڪت کي لازمي بڻائي ۽ ٻارن جي رهنمائي ڪري.</li> </ul>	<ul style="list-style-type: none"> <li>• فطرت جي ڄاڻ پراڻي سگهندا.</li> <li>• وڻ پوکي ۽ سنڀالي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• پهريون پيرڊ</li> <li>• سبق نائون</li> <li>• باغ جو سير</li> </ul>	<p>مارچ هفتو ٽيوهون</p>

<ul style="list-style-type: none"> <li>• ڪونڊي/ وڻ جي چڪي يا گل جي چڪي/ ڪاپي/ ڪتاب/ قلم</li> </ul>	<p>مڪيه سرگرمي 1: (وڻ پوکڻ)</p> <ul style="list-style-type: none"> <li>• استاد ٻارن سان گڏجي اسڪول جي ڪنهن ڪنڊ ۾ يا ڪنهن ڪونڊيءَ ۾ ڪنهن نه ڪنهن وڻ يا گل جو بچ پوکيندو. ۽ ٻارن کي وڻ يا گل پوکڻ جي اهميت کان آگاهه ڪندو. استاد ڪوشش ڪندو ته هر هڪ ٻار هن عمل کي پنهنجي اکين سان ڏسي ۽ محسوس ڪري.</li> <li>• سرگرمي 2: (سير سفر بابت ڳالهه ٻولهه ڪرڻ)</li> <li>• استاد ڪلاس جي ٻارن کان پڇندو ته اهي ڪهڙا ڪهڙا باغ يا گهمڻ جون جايون گهمي چڪا آهن ۽ اوهان مان ڪير ڪير ان سير سفر جو احوال ٻڌائيندو؟</li> <li>• نوٽ: جيڪي به ٻار ڪجهه ٻڌائڻ چاهين ته استاد انهن کي ڳالهائڻ جو موقعو ڏي ۽ ٻين ٻارن کي هدايت ڪري ته اهي انهن کي غور سان ٻڌن.</li> </ul>	<ul style="list-style-type: none"> <li>• وڻ پوکي ۽ سنڀالي سگهندا.</li> <li>• سير سفر جي اهميت ڄاڻي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• ٻيو پيرڊ</li> <li>• سبق نائون</li> <li>• باغ جو سير</li> </ul>	
<ul style="list-style-type: none"> <li>• مينوئل/ ڪاپي/ ڪتاب/ قلم</li> </ul>	<p>سرگرمي: (گرامر)</p> <ul style="list-style-type: none"> <li>• استاد سڀ کان پهرين ٻارن کي مذڪر ۽ مونث جو تصور سمجھائيندو ۽ کين ٻڌائيندو ته ٿر ۽ مادي ڇا ٿيندا آهن.</li> <li>• استاد بورڊ تي ڪجهه لفظ لکي ٻارن کي سمجھائيندو ۽ بعد ۾ ڪتاب ۾ موجود مذڪر ۽ مونث واري مشق به حل ڪرائيندو..</li> </ul>	<ul style="list-style-type: none"> <li>• مذڪر ۽ مونث جي ڄاڻ حاصل ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• ٽيون پيرڊ</li> <li>• سبق نائون</li> <li>• باغ جو سير</li> </ul>	
<ul style="list-style-type: none"> <li>• مينوئل/ ڪاپي/ ڪتاب/ قلم</li> </ul>	<ul style="list-style-type: none"> <li>• استاد ڪتاب ۾ موجود ”پڙهو ۽ لکو“ واري مشق ٻارن کي حل ڪرائيندو.</li> <li>• استاد ڪتاب ۾ موجود ”ياد رکو ته“ وارا جملا ٻارن کي لکرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• سير ۽ سفر جي اهميت ڄاڻي سگهندا.</li> <li>• فطرت جي ڄاڻ پراڻي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• چوٿون پيرڊ</li> <li>• سبق نائون</li> <li>• باغ جو سير</li> </ul>	
<ul style="list-style-type: none"> <li>• مينوئل/ ڪاپي/ ڪتاب/ قلم</li> </ul>	<ul style="list-style-type: none"> <li>• استاد ٻارن کي سوال جواب لکرائيندو.</li> <li>• استاد ٻارن کان اهي سوال زباني طور پڇي انهن جا جواب به حاصل ڪندو.</li> </ul>	<ul style="list-style-type: none"> <li>• سوالن جو اپڻ ذريعي فطرت جي ڄاڻ پراڻي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> </ul>	<ul style="list-style-type: none"> <li>• پھريون پيرڊ</li> <li>• سبق نائون</li> <li>• باغ جو سير</li> </ul>	<p>اپريل هفتو چوويهون</p>

			<ul style="list-style-type: none"> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• ٻيو پيرڊ</li> <li>• سبق نائون</li> <li>• باغ جوسير</li> </ul>
<ul style="list-style-type: none"> <li>• مينوئل / ڪاپي / ڪتاب / قلم</li> </ul>	<ul style="list-style-type: none"> <li>• استاد ڪتاب ۾ موجود مشق نمبر 5 ۾ موجود تصويرن جي سڃاڻپ ڪرائيندو. استاد ٻارن کان انهن تصويرن جا نالا پڇندو ۽ ضرورت پوي ته لکرائيندو به. ٻار لکي نه سگهن ته استاد انهن جي رهنمائي ڪندو.</li> </ul>	<ul style="list-style-type: none"> <li>• فطرت جي ڄاڻ پرائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	
<ul style="list-style-type: none"> <li>• مينوئل / ڪاپي / ڪتاب / چارٽ / قلم</li> </ul>	<p>جائزو:</p> <ul style="list-style-type: none"> <li>• استاد سبق جي مينوئل ۾ ڏنل جائزي واري چارٽ سرگرمي ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• فطرت جي ڄاڻ پرائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• ٽيون پيرڊ</li> <li>• سبق نائون</li> <li>• باغ جوسير</li> </ul>
<ul style="list-style-type: none"> <li>• مينوئل / ڪاپي / ڪتاب / قلم</li> </ul>	<p>جائزو:</p> <ul style="list-style-type: none"> <li>• استاد سبق جو هڪ سوالِي پرچو ٺاهيندو ۽ ٻارن کان ڪلاس ۾ ئي اهو سوالِي پرچو حل ڪرائيندو. استاد آخر ۾ ٻارن جي غلطي جي نشاندهي ڪندي هڪ هڪ جي دستگي ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• فطرت جي ڄاڻ پرائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>• چوٿون پيرڊ</li> <li>• سبق نائون</li> <li>• باغ جوسير</li> </ul>
<ul style="list-style-type: none"> <li>• استاد هن هفتي ۾ ٻارن کان رويجن ڪرائيندو ۽ هر سبق جو هڪ مختصر سوالِي پرچو ٺاهي حل ڪرائيندو. ته جيئن سالياني امتحان کان اڳ ٻارن جي علمي لياقت جو ڪاٺو ڪري سگهجي.</li> </ul>				<p>اپريل هفتو پنجويهون</p>
<ul style="list-style-type: none"> <li>• هي به هفتا سالياني امتحان لاءِ رکيا ويا آهن.</li> </ul>				<p>اپريل هفتو چويهون ۽ هفتو ستاويهون</p>