



**Academic Plan: English, Science , Mathematics & Sindhi (OUP)  
Grade: 02**

**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 II)

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-2

Months/Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
<b>January 13<sup>th</sup> Week</b>	Topic: Revision Period: 01	Reading with understanding Writing	Multiple SLOs L.L: A	<p>Conduct a test of 30 minutes; this will not be marked. It will be for "Need Assessment" for the revision i.e. the teacher will determine on the basis of the performance, which SLOs and concepts students need additional help with for revision</p> <p>Discuss the test with the students focusing on what they found easy and difficult</p> <p>After the lesson: On the basis of student performance, select the most important grammar topics and their respective exercises (textbook and worksheets)</p> <p>Plan lessons for the remaining week to review the topics that students are struggling with.</p>	This test paper will be developed by the teacher (objective and subjective) based on the grammar topics during last week
	Period: 02-05	Listening, speaking, reading, writing	As per the selected grammar topic (s)	Revise the identified topics using resources in the academic plan or resources of your own. You can use activities from the book or worksheets or from other books. Ensure that the revision component includes both an explanation on the teacher's end, and a written component for the student.	Resources to be used as per topic requirement Worksheets of selected topics (Teacher will select the topics and arrange all)
<b>14<sup>th</sup> Week</b>	Unit 3 Topic 4 Period 1	Reading & Speaking	Revise the main concept  Read the text and fill the information L.L A	<ul style="list-style-type: none"> <li>Recap the previous class by asking different questions.</li> <li>Arrange any group activity to recall concept of colours, numbers and fruits</li> </ul> <p>Pair up students and involve them to solve exercise P.23</p>	---
	Unit 3 Topic 4 Period 2,3	Reading writing listening speaking	Read the text and fill the information L.L A	<ul style="list-style-type: none"> <li>Read aloud the instructions of exercise 11 P. 24 in sandwich method and ask students to do it at their own and share with teachers and class</li> </ul>	---

				<p>follows.</p> <ul style="list-style-type: none"> <li>• Read aloud the instructions of worksheet 1-unit 3 lesson 4 to the students and ask them to do it individually.</li> <li>• Read aloud the instructions of worksheet 2-unit 3 lesson 4 to the students and ask them to do it individually.</li> <li>• Read aloud the instructions of worksheet 3-unit 3 lesson 4 to the students and ask them to do it individually</li> <li>• Read aloud the instructions of worksheet 4-unit 3 lesson 4 to the students and ask them to do it individually</li> </ul>	
	Unit 3 Topic 5 Period 4,5	Writing Grammar	Use has/have to show possessions L.L A	<p>Show different shapes to students and ask questions about. Introduce shapes and their names to students Explain the concept of have and has on board with different examples. Give students different shapes card and ask them to tell what shape they have e.g I have circle, I have square Read aloud the text P.25 and introduce new words to students Pair up students and ask them to read discuss and Exercise 12 on P.25</p>	Shapes flash cards ----
15 <sup>th</sup> Week	Unit 3 Topic 5 Period 1,2	Speaking Reading	Clear concept of singular and plural, give knowledge and asking question L.L: U	<p>with the same letter or sound as their names. Each student adds his own name and object, and then repeats what the previous people have said. Example: Student 1: My name is Saima. I have a sandwich. Student 2: My name is Kiran. I have a kite. Saima has a sandwich Note: Modify the activity and make it simple with a short sentence if students are unable to make long</p>	--

				<p>sentences.</p> <p>Tell students that teacher will show you some objects and you have to only take the name of that object. Show them a pencil, eraser, book. After taking students responses increase the quantity of objects e.g. 2 pencils, few erasers and books. Take responses again and give them the concept of singular and plural. Tell them in English class they will learn about singular and plurals.</p> <p>Pair up students and ask them to make other plurals of the things round them.</p> <p>Pair up students and ask them to make other plurals of the things round them.</p>	
Unit 3 Topic5 Period 3,4	Writing	<p>I identify the plural nouns L.L: U-A</p> <p>Use have and has in sentence L.L: U-A</p>	<p>Read instruction exercise13, P. 26 in sandwich method and ask students to solve it. Give few examples before students start their work. Ask students to share their work give check students work and give you feedback.</p> <p>Read exercise 15 P. 27 and write it on board one sentence each time. Call volunteers to come and fill the blanks. Ask them to do same in their books. P. 27.</p> <p>Read aloud the instructions of worksheet 1,2, Unit 3 Topic 5 and ask students to complete it. Give few examples if needed.</p> <p>Read aloud the instructions of worksheet 3,4,5, Unit 3 Topic 5 and ask students to complete it. Give few examples if needed.</p>		
Unit 4 Situations Topic :1 The doctor visits	Pre-Reading Listening with understanding	<p>Use prior knowledge &amp; context to respond the pre -reading questions</p> <p>Read and understand the simple text</p>	<p>Give some instructions to students and ask them to follow,i.ec:</p> <p>“Raise your hands.”</p> <p>“Shake your hands with each other.”</p> <p>“Smile.”</p>		

	Period 5		L.L: U Know about imperative sentences.	“Close/open your eyes.” Get responses and elaborate the concept of imperative sentences.	
<b>February 16<sup>th</sup> Week</b>	Period 1	Reading	Read new words with their meaning	Teacher will write the new words on the board and read them with students with different reading methods.	Resources to be used as per topic requirement
	Period -2	Reading with understanding	Read and comprehend the text	Read the text on page number 28 with students by using different reading strategies.	
	Period 3	Listening, Speaking Writing	Demonstrate use of common conventions and dynamics of group oral interactions. L.L: U Write 4-5 sentences about healthy/junk food. L.L: U-A	Have whole class discussion about staying healthy/healthy habits. Talk about healthy and junk food. Divide students in groups. Ask them to prepare role plays regarding health issues. Assign topics and help them in preparation. Ask them to present their role plays in front of the class. Instruct them to write 4-5 sentences about healthy/junk food. Guide students where needed. Check their work and give feedback.	
	Unit 4 Situations Topic :1 The doctor visits Period 4,5	Reading with understanding	<ul style="list-style-type: none"> <li>Comprehend the passage for information</li> <li>Ask people to do simple actions politely by using imperative sentences (L.L: A)</li> </ul> <p>Comprehend the passage for information (L.L: U)</p>	<p>Activity: 01. Divide the learners into the pair and ask them to perform role play (the doctor visits) through dialogue on page number 28.</p> <p>Activity: 02. Bring strips of the imperative sentences and divide the learners into the four groups distribute strips among them ask them to read and do action as per command.</p> <p>Activity: 03. Read the imperative sentences aloud then ask students write imperative sentences of your own.</p> <p>Activity: 04. Ask students to complete the exercise</p>	



				number 01 on page number 28 answer the following questions.	
<b>17<sup>th</sup> Week</b>	Topic :1 Period 1,2	Speaking & listening	<ul style="list-style-type: none"> <li>Recognize the actions by pictures and fill the blanks with commanding words</li> </ul> <p>To fill in the relevant responses and complete the task/ worksheet</p>	<p>Complete exercise number 2 and 3 on book page number 29 and 30</p> <p>Ask students to do worksheet 1, 2 Unit 4 topic the doctor visits. Read aloud the instructions in sandwich method.</p> <p>Ask students to do worksheet #3 Unit 4 topic the doctor visits. Read aloud the instructions in sandwich method</p>	--
	Topic :2 At the Zoo. Period 3,4	Speaking And listening	Revise, tell and understand the use of adjectives.	<p>Teacher will bring some pictorial flash cards of animals and show to learners because children love animals.</p> <p>Ask few question about the animals :e.g: Which animal do you see in the flash card? How is it different from other animal in physical features, color, and nature?</p> <p>After getting responses teacher will explain the concept of an adjective in detail.</p> <p>Teacher will also ask the following questions from the learners and generate the discussion.</p> <ul style="list-style-type: none"> <li>Have you been to the zoo?</li> <li>What did you see there?</li> </ul>	
	Topic :2 Period 5	Reading and listening	Read new words with their meaning. L.L: A	Teacher will read aloud the text and Write down the meaning of new words on the board and read to students with 3+2 method. (Teacher will read each word 3 times and student will read 2 time)	--
<b>18<sup>th</sup> Week</b>	Topic :2 Period 1	Reading with understanding  Listening and speaking	Use language functions to rhyme the poem L.L: A Sing the poem with comprehension	Teacher will read the poem with different reading strategies and ask them to read along with him/her	--

	Topic :2 Period 2	Reading with understanding,	Recite a poem about animals in the zoo. L.L: U	Activity: 01. Teacher will bring different objects and two flash cards of some adjectives and distribute among learners ask them to associate adjectives with objects properly. Then teacher will instruct the learners to open book page number 32, 33, 35 and 36 to complete the exercise number 4, 5, 6, 7, 10 and 11.	Realia, flash cards
	Topic :2 Period 3,4	Reading with understanding,	Use adjectives to describe nouns. L.L: U Recognize and use rhyming words. L.L: U	Activity: 02. Teacher will recite the poem in rhythm and divide the learners into the pairs ask them to make their own rhythm and share to whole class. Then teacher will explain the concept of rhyming words and with different example. Activity: 03. Teacher will write down the different rhyming words on the board in random order and will instruct the learners to match the words with its same ending sound word and share with whole class.	
	Topic :2 Period -5	writing, listening, speaking	Recognize and use punctuation marks such as full stop, comma, question marks, and exclamation marks. L.L: U	Ask students to complete activity number 8,9 on page number 24. Activity: 04. Teacher will revise and explain the concept of punctuation marks in detail and bring some unpunctuated sentence strips distribute among learners and ask them to correctly punctuate the sentences and share with whole class. Ask students to complete the activity number 12 on page number 36.	--
<b>19<sup>th</sup> Week</b>	Topic :2 Period 1,2	Speaking, listening and writing	To fill in the relevant responses and complete the task/ worksheet L.L: U Practice of exercises. L.L: A	Ask students to do worksheet 1, 2, 3, 4, and 5 Unit 4 topic (At the zoo). Read aloud the instructions in sandwich method.	--
	Topic :3	Pre reading	Classify various modes of	Teacher will bring some pictorial flash cards of	

	Things that take us places. Period -3	Reading with understanding	transport into land, air and water (L.L: U)  Get Familiar from different mode of transportation L.L: U.	different kinds of vehicle (Air, land, water). Show to all class and ask various questions 1-What is the purpose of this vehicle? 2-Why do we use this kind of vehicle? 3-What have you seen similar in these pictures? After getting responses teacher will connect the discussion with topic and explain it in detail.	
	Topic :3 Period -4	Reading & writing	Read new words with their meaning. L.L: U.	Teacher will read aloud the text/words and write down the meaning of new words on the board and read to students with 3+2 method.	Flash cards of different vehicle.
	Topic :3 Period -5	Reading	Read and comprehend the text L.L: U.	Teacher will instruct the learners to open the book page number 37, 38 and read the lesson with learners by using different reading strategies.	--
<b>March 20<sup>st</sup> Week</b>	Topic :3 Period 1	Listening, speaking, reading writing	Reinforce the previous concepts. L.L: R-U	Reinforce the previous concepts as per the shared plan/activities.	--
	Topic :3 Period 2-3	Writing	Comprehend the passage for information Classify different mode of transportation by associating pictures and words. Learn spelling in order to rearrange the letters correctly. To improve the drawing skills. L.L: A	Activity: 01. Teacher will bring flash cards of different mode of transportation and flip charts then make groups and distribute these flash cards and flip charts having heading on it (road vehicle, water vehicle, air vehicle) among the students and ask them paste flash cards as per given heading on the charts. Activity: 02. Teacher will write the jumbled words on the board and ask students to write these words correctly in your note book and share with whole class. Activity: 03. Teacher will arrange a drawing contest in the class. Divide the class into 5-6 groups and ask them to draw any one object which teacher assign. Group1&2: Land	

				<p>Group3 &amp; 4: water Group 5 &amp; 6: air Teacher will also instruct the students to write 2 sentences about drown picture. After completion of drawing teacher encourage them and call them one by one for presentation,</p>	
	Topic :3 Period- 4	Writing Speaking and listening	To fill in the relevant responses and complete the task/ worksheet L.L: R-U	Ask students to do worksheet 1, Unit 4 topic 3 things that take us places. Read aloud the instructions in sandwich method.	
	Topic :4 Moving around Period -5	Speaking listening	Use prior knowledge & context to respond the pre -reading questions Read and understand the simple text  L.L: R	Teacher will tell a story about his/her personal experience in which traffic safety is focused then further ask from the students about their experiences. then Teacher will ask the pre reading question, take responses from the students and extend the discussion on traffic safety. Teacher will bring a picture of traffic lights on the chart paper and share the further information about the traffic rules and safety.	----
<b>21<sup>nd</sup> Week</b>	Topic :4 Period 1	Reading with understanding	Skim to have a general idea of text L.L: U	Teacher will write down the new words on the board with meaning and read them aloud with students by different reading methods or (if it is possible) In pairs, ask students to identify the new words. Underline them on the text. Students share their guesses about the meanings of the new words. Encourage the students who guessed the correct meaning to share how they guessed it	----
	Topic :4 Period 2	Reading with understanding	Comprehend the passage for information L.L: U  Scan to answer short	Teacher will instruct the learners to open the book page number 40 then teacher will read the lesson with learners by using different reading strategies. Teacher will instruct the learners to open book page number 41to complete the exercise number 16 answer the following questions, then teacher will	---

			questions. (L.L: U)	write down the correct answer on the board and ask students note down in your copies.	
	Topic :4 Period 3	Listening and speaking	Demonstrate use of common conventions and dynamics of group oral interactions. Recite poem with rhythm and actions.	Teacher will recite a poem of Traffic Lights with actions. Teacher must write poem “traffic Lights “on board/chart paper and read aloud in rhythm. Make small groups and ask them to learn the poem by heart with actions. When students will prepare their selves & present in front of class.	Sample of written chart paper of poem.
	Topic :4 Period-4,5	Writing Speaking and listening	Uses of adjectives L.L: A  To improve the ability of Oral communication L.L: U & A	Teacher will bring a sample paragraph or text about the safety rules of students and discuss lots of adjectives how be a good citizen. Students will complete Ex: 18 in text book. Teacher will recap the previous day activity. And assign the task from the text book. Complete the exercise:19 p:41	----
<b>22<sup>nd</sup> Week</b>	Topic :4 Period 1	Listening, speaking, reading, writing	Multiple SIOs	Reinforcement of taught concepts.	--
	Topic :4 Period 2	Reading	Reading books for the development of reading habits. L.L: U	Worksheet 1: students read the text; discuss it to ensure all students’ understanding. Students then complete the worksheet independently	Different story books
	Unit #5 The wider world Topic :1 My school.my family Period 3	Speaking listening	Use prior knowledge & context to respond the pre -reading questions Read and understand the simple text  L.L: R	Teacher will ask the pre reading question, take responses from the students and extend the discussion about the school environment Ask some pre questions What do you like the most about your school? Do you enjoy in your school? Why? Further teacher will use interactive method and change the question mode What do you like the most about your home? Teacher will show the picture from text on pg 42	Unit #5 The wider world Topic :1 My school.my family Period 3

				and share the further information about the school rules and about the family members. Worksheet # 1 will be completed by students.	
	Topic :1 Period :04-5	Reading	Listen the text for comprehension L.L U	Teacher will read the text loudly and explain each line. Divide the class into pairs and ask them to read the text thoroughly and do practice of reading with partner. (Students can change the text name LUBNA instead of his /her name. Similarly, students ask in the way of question of Ex:1 pg:43	--
23 <sup>rd</sup> Week	Topic :1 Period :1-2	Reading	Read and understand simple text. (L.L: U)	In pairs, ask students to identify the pronouns. Circle them on the text. Students to share their guesses about the meanings of the new words too. Encourage the students to guess the correct meaning. Further teacher will explain the text. Students complete Ex. 2	--
	Topic :1 Period :3	Listening Speaking	Comprehend the passage for information. L.L: U Recognize, identify and use a few words showing position, e.g. in, on and under. (L.L: U)	Teacher to bring a big pictorial view of class room and paste on the board or teacher can take the help from the given picture of book pg:42 Ask different questions from the students related to pictures e.g. What's happening in this picture? How many total students are there? Where is dustbin? Where are birds? Teacher will clear the concept of preposition through this. Then instruct them to complete the EX:3 in the text book. INSTAL: See P. 35 of teachers guide grade 2	Picture flash card of classroom
	Topic :1 Period :04	Listening, speaking,	Read and understand the simple text for practice of	Introduce the concept of adjective through showing picture. Give real life examples.	--

		Writing	adjectives. (L.L:U &A)	Instruct students to complete Ex:4 Pg#44 in the text book.	
	Topic:1 Period:5	Listening speaking	Demonstrate use of common conventions and dynamics of group oral interaction to introduce themselves and others. Replace proper nouns with respective personal pronouns. L.L: U	Arrange a group discussion on the topic "social manners" where learners will describe better ways of acting in social and public settings. Students write short paragraphs capturing the main points of discussion. On board explain the concept of pronoun. After that make columns on board with heading of different pronouns. Make small groups and hide different naming words (nouns) around the classroom. Let the students look for those that match the pronoun you will mention, e.g. if you say "she" for a certain round, they must only gather pictures of females and nouns that can be replaced by this particular pronoun, such as "sister" and "waitress". You may ask them to stick these pictures and nouns on the board under the corresponding pronoun.	Flash cards of noun
	Topic :1 Period :1	writing	Use personal pronouns in sentences.	Teacher will refer to the page 44, & 46 to explain personal pronouns with examples. Recap the previous day work. Teacher will instruct the student to complete Ex:5 pg:4	
<b>April 24<sup>th</sup> Week</b>	Topic :1 Period :2	Writing	Clear the concept of Verbs and linking verbs Recognize & uses of verbs (L.L- A)	Teacher will bring few chits of verbs. Divide the class into 4-5 groups Distribute these chits in groups. Ask the students to act on action verbs .Eg: drink, eat, sleep, play and cry etc. Explain the concept through examples. Teacher to explain Ex.6, p.45. Guide where necessary.	Blank papers
	Topic :1 Period :03	Writing	Recognize, identify and use a few words showing	Teacher will explain the preposition by showing realia.	Flash cards

			position, e.g: in, on and under. (L.L- A) Use this and these to show where. L.L: U	He/she will take the chalk /book in his/her hand and will put it on the table, then under the table etc Divide the class into 5-6 groups and ask them to do the practice with different items. Use this and these to tell the position. Teacher to explain Ex.7,8 , p.47. Guide where necessary.	
	Topic :1 Period :04-5	Writing	Use is, am, are in short sentences. L.L: U Recognize and apply capitalization. L.L: U	<ul style="list-style-type: none"> <li>• Reinforce the use of is, am, are through examples.</li> <li>• Revise the use of punctuation.</li> <li>• Explain the Ex. 9,10, pg: 48.</li> </ul>	---
<b>25<sup>th</sup> Week</b>	Topic :1 Period :01	Writing	Reinforce pronouns and prepositions. L.L: U	Recap the use of pronouns and prepositions. Explain the worksheet # 2, 3 in sandwich method. INSTAL: Teachers see P. 51 of teachers guide grade 2	
	Topic :1 Period :02	Writing	Reinforce prepositions. L.L: U	Teacher will recap the previous day work & will start the work from the work sheet # 4 related to preposition. Teacher will give the instruction to students in sandwich method for better understanding.	--
	Period 03-4 Topic 01	Writing	Reinforce prepositions. L.L: U	Ask position of objects from the class through questioning. Reinforce the concept of preposition. Explain Ex.11,12 from book p.48. Guide where necessary.	Period 08-9 Topic 01
	Topic :1 Period :10	Writing	Use preposition for picture description. L.L: A	Refer to p.42. Ask question about the position of objects. Encourage students to answer using complete sentences. Ask students to write 4-5 sentences to describe the picture using prepositions.	
<b>26<sup>th</sup> Week onwards</b>	Topic: Revision	Reading with understanding	Multiple SLOs L.L: A	Conduct a test of 30 minutes; this will not be marked. It will be for "Need Assessment" for the	This test paper will be developed



<b>revision and examination</b>	Period: 01	Writing		<p>revision i.e. the teacher will determine on the basis of the performance, which SLOs and concepts students need additional help with for revision</p> <p>Discuss the test with the students focusing on what they found easy and difficult</p> <p>After the lesson:</p> <p>On the basis of student performance, select the most important grammar topics and their respective exercises (textbook and worksheets)</p> <p>Plan lessons for the remaining week to review the topics that students are struggling with.</p>	by the teacher (objective and subjective) based on the grammar topics during last week
	Period: 02-3	Listening, speaking, reading, writing	As per the selected grammar topic (s)	Revise the identified topics using resources in the academic plan or resources of your own. You can use activities from the book or worksheets or from other books. Ensure that the revision component includes both an explanation on the teacher's end, and a written component for the student.	Resources to be used as per topic requirement Worksheets of selected topics (Teacher will select the topics and arrange all)
	Period 04-5:	Listening, speaking, reading, writing	Preparation for Final Examinations Multiple SLOs	Revise the all thematic & grammar concepts from the entire book in all of the days of the week, according to the previously mentioned procedures.	Resources as per the topic, previously used at the time of teaching.

## Scheme of Studies – Science Grade-2

Months/Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
January 13 <sup>th</sup> Week	<b>Unit # 4 Environment</b> (Cont...) Period 01 A clean Neighbourhood	Communicating	<ul style="list-style-type: none"> <li>✓ List ways in which they can keep their environment clean.</li> <li>✓ List the ways to make a clean neighbourhood. (L.L- R&amp;U)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction of the topic.</li> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	OUP Book
	Period 02 A clean Neighbourhood	Communicating Inferring	<ul style="list-style-type: none"> <li>✓ List ways in which they can keep their environment clean.</li> <li>✓ List the ways to make a clean neighbourhood. (L.L – U&amp; A)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make a list of trash which you throw outside in your neighborhood.</li> <li>➤ Poem : Bits of paper</li> </ul>	Bits of paper
	Period 03 A clean Neighbourhood	Communicating Cooperative learning	<ul style="list-style-type: none"> <li>✓ List ways in which they can keep their environment clean.</li> <li>✓ List the ways to make a clean neighbourhood. (L.L – U , R &amp;A)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussion to find solution/reusing the possible trash( make compost from peels, use paper/tin/can for craft, use seeds for plantation)</li> </ul>	peels, use paper/tin/can for craft, use seeds for plantation
	Period 04 A clean Neighbourhood	Cooperative learning	<ul style="list-style-type: none"> <li>✓ List ways in which they can keep their environment clean.</li> <li>✓ List the ways to make a clean neighbourhood. (L.L - A)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Activity no. 4,5 page # 26 from OUP book</li> </ul>	-
	Period 05 A clean Neighbourhood	Inferring	<ul style="list-style-type: none"> <li>✓ List ways in which they can keep their environment clean.</li> <li>✓ List the ways to make a clean neighbourhood. (L.L – U&amp;A)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Worksheet: page# 149</li> </ul>	-
14 <sup>th</sup> Week	Period 01 Garbage	Observing Communication	<ul style="list-style-type: none"> <li>✓ Distinguish between types of garbage.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction of the topic by pictures of different places where garbage is thrown</li> </ul>	Pictures OUP Book

			(L.L- R& U)	<ul style="list-style-type: none"> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	
	Period 02-03 Garbage	Communicating	<ul style="list-style-type: none"> <li>✓ Distinguish between types of garbage. (L.L – R &amp; A)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Art &amp; craft: Make 2 dustbins with the help of low cost-no cost materials. Tag these dust bins with the name of wet garbage and dry garbage. Place these dustbins in a proper place to throw trash in it.</li> <li>➤ Clean Garbage Activity: Go outside in different area of school and collect all wet garbage and dry garbage in separate polythene bags. Use this garbage wisely</li> </ul>	Low cost-no cost materials (used paper plates, charts, lace, buttons, glue, tape etc.)
	Period 04 Garbage	Inferring	<ul style="list-style-type: none"> <li>✓ Distinguish between types of garbage. (L.L – U &amp;A)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Worksheet: page# 150</li> </ul>	-
	Period 05 3 R's	Observing	<ul style="list-style-type: none"> <li>✓ Recognize the 3 R's. (L.L- R &amp; U)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction of the topic</li> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	OUP Book
<b>15<sup>th</sup> Week</b>	Period 01 3 R's	Communicating	<ul style="list-style-type: none"> <li>✓ Recognize the 3 R's. (L.L – R &amp;A)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make a 3 R's board/ chart, poster and paste it on the wall of classroom or corridor.</li> </ul>	Chart, Colored papers, colors
	Period 02 3 R's	Inferring	<ul style="list-style-type: none"> <li>✓ Recognize the 3 R's. (L.L – R , U &amp; A)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Activity no. 7 from page #28 OUP book</li> <li>➤ Worksheet: page.# 151</li> </ul>	OUP Book
	Period 03 Recycling Garbage	Observing Communicating	<ul style="list-style-type: none"> <li>✓ Identify to recycle garbage by using the 3 R's. (L.L- R)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction of the topic</li> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	Picture/ flash cards of garbage OUP Book
	Period 04 Recycling Garbage	Communicating	<ul style="list-style-type: none"> <li>✓ Identify to recycle garbage by using the 3 R's. (L.L – R &amp;A)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussion: To find more methods other than book for recycling of garbage</li> </ul>	-
	Period 05 Recycling Garbage	Inferring	<ul style="list-style-type: none"> <li>✓ Identify to recycle garbage by using the 3 R's. (L.L – U &amp;A)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Activity no. 6 page # 28 from OUP book</li> </ul>	Empty jam bottle, colored

					paper, flowers, braids, ribbons, buttons. Old newspaper.
<b>February 16<sup>th</sup> Week</b>	Period 01 Recycling Garbage	Inferring	✓ Identify to recycle garbage by using the 3 R's. (L.L – A)	➤ Worksheet: page# 152,153	-
	Period 02	Reinforcement Activities page# 29,Test			
	Period 03 <b>Unit no. 5 Water</b>	Communicating	✓ Recognize the importance of water for living thing. (L.L- U)	➤ Introduction of the topic ➤ Reading activity ➤ Vocabulary building	OUP Book
	Period 04 Water	Communicating	✓ Recognize the importance of water for living thing. (L.L – R &U)	➤ Group discussion: to realize the importance of water. ➤ See INSTAL Teachers Guide page# 56	-
	Period 05 Importance of Water in our daily life Uses of water	Observing	✓ List the activities in which they use water. (L.L- U)	➤ Introduction of the topic by pictures of bathing, cooking, washing cloths etc.	pictures of bathing, cooking, washing cloths etc.
<b>17<sup>th</sup> Week</b>	Period 01 Importance of Water in our daily life Uses of water	-	✓ List the activities in which they use water. (L.L - R)	➤ Reading activity ➤ Vocabulary building	OUP Book
	Period 02 Importance of Water in our daily life Uses of water	Communicating Inferring	✓ List the activities in which they use water. (L.L – R&U)	➤ Show and tell.( by flash cards/ pictures) ➤ Worksheet: page# 154,155	Flash cards/ pictures of bathing, washing dishes, drinking

					water, washing clothes.
	Period 03 Sources of water	Communicating Observing Classification	✓ Identify the different sources of water. (L.L- R )	<ul style="list-style-type: none"> <li>➤ Introduction of the topic by flash cards</li> <li>➤ Demonstrate the comparison between oceans, rivers, ponds, lakes and stream to clarify the concept.</li> </ul>	Flash cards of lake, tube well, ocean etc.
	Period 04 Sources of water	-	✓ Identify the different sources of water. (L.L – R&U)	<ul style="list-style-type: none"> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	OUP Book
	Period 05 Sources of water	Communicating	✓ Identify the different sources of water. (L.L – R&A)	<ul style="list-style-type: none"> <li>➤ Drawing or model preparation of water sources</li> </ul>	Card board, Thermopole sheet, color papers, sticks , cotton etc.
<b>18<sup>th</sup> Week</b>	Period 01 Sources of water	Inferring	✓ Identify the different sources of water. (L.L – R&A)	<ul style="list-style-type: none"> <li>➤ Activity no 2 page no. 31</li> <li>➤ Worksheet: page# 156,157</li> </ul>	
	Period 02 Characteristics of water	Observing	✓ Recognize the characteristics of water. (L.L-U )	<ul style="list-style-type: none"> <li>➤ Introduction of the topic</li> </ul>	
	Period 03 Characteristics of water	-	✓ Recognize the characteristics of water. (L.L – U&R)	<ul style="list-style-type: none"> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	OUP Book
	Period 04 Characteristics of water	Observing	✓ Recognize the characteristics of water. (L.L – U&A)	<ul style="list-style-type: none"> <li>➤ Exemplification: Relate the taught concept with real life example by discussing the example of ice, water and gas so that children can connect the learned concept with real life.</li> <li>➤ Activity: Bring some ice cubes in class and show it to students and explain that ice melts in water and then convert in to gas by absorbing heat.</li> </ul>	some ice cubes, glass

				( place ice cubes outside in sun heat)	
	Period 05 Characteristics of water	Inferring	✓ Recognize the characteristics of water. (L.L – U ,R &A)	➤ Activity no. 1 page # 31 ➤ Worksheet: page# 158	-
<b>19<sup>th</sup> Week</b>	Period 01 How does water get to your taps?	Communicating Observing	✓ Narrate how water gets from a natural source to the taps in their home. (L.L- U)	➤ Introduction of the topic	Pictures of water reservoirs, rivers, filtration plants, water tanks.
	Period 02 How does water get to your taps?	-	✓ Narrate how water gets from a natural source to the taps in their home. (L.L – U&R)	➤ Reading activity ➤ Vocabulary building	OUP Book
	Period 03 How does water get to your taps?	Communicating	✓ Narrate how water gets from a natural source to the taps in their home. (L.L – U&A)	➤ Model preparation to show the complete path that how water gets in to our home taps.	Card board, Thermopole sheet, color papers, sticks , cotton etc.
	Period 04 How does water get to your taps?	Inferring	✓ Narrate how water gets from a natural source to the taps in their home. (L.L - A)	➤ Worksheet: page# 159	
	Period 05 Avoiding wastage of water	communicating	✓ Suggest the ways to save water. (L.L – U, R &A)	➤ Introduction of the topic ➤ Reading activity ➤ Vocabulary building	OUP Book
<b>March 20<sup>th</sup> Week</b>	Period 01 Avoiding wastage of water	Communicating	✓ Suggest the ways to save water. (L.L - A)	➤ Group discussion: Student will discuss in groups the ways to avoid wastage of water. ➤ Make a pledge to save water.	-
	Period 02 Avoiding wastage	Inferring	✓ Suggest the ways to save water.	➤ Worksheet: page# 160 ➤ See INSTAL Teachers Guide page# 60	-

	of water		(L.L - A)		
	Period 03	Reinforcement Activities page# 33,Test			
	Period 04 <b>Unit : 08</b> <b>Force</b>	Observing Classifying Communicating	<ul style="list-style-type: none"> <li>✓ Define what is force?</li> <li>✓ Explain the difference between heavy and light objects.</li> </ul> (L.L – R& A)	<ul style="list-style-type: none"> <li>➤ Introduction of the topic by Exemplification (using chair, book etc. give concept of push and pull.)</li> </ul>	Ball, chair, Stone, brick, glass, jug etc.
	Period 05 Force	-	<ul style="list-style-type: none"> <li>✓ Define what is force?</li> <li>✓ Explain the difference between heavy and light objects.</li> </ul> (L.L - R&A)	<ul style="list-style-type: none"> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	OUP Book
<b>21<sup>st</sup> Week</b>	Period 01 Force	Observing	<ul style="list-style-type: none"> <li>✓ Define what is force?</li> <li>✓ Explain the difference between heavy and light objects.</li> </ul> (L.L - R& A)	<ul style="list-style-type: none"> <li>➤ Comparison: Use different objects to give the concept of heavy and light objects</li> </ul>	Thick rope
	Period 02-03 Force	Inferring	<ul style="list-style-type: none"> <li>✓ Define what is force?</li> <li>✓ Explain the difference between heavy and light objects.</li> </ul> (L.L - R,U &A)	<ul style="list-style-type: none"> <li>➤ Activity no. 1, 2 &amp;3 page #40 &amp; 41 from OUP book.</li> <li>➤ Worksheet: page# 166</li> </ul>	-
	Period 04 Force changes direction	Observing Classifying	<ul style="list-style-type: none"> <li>✓ Identify the ways in which force can change direction.</li> </ul> (L.L –U)	<ul style="list-style-type: none"> <li>➤ Introduction of the topic</li> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	OUP Book
	Period 05 Force changes direction	Communicating	<ul style="list-style-type: none"> <li>✓ Identify the ways in which force can change direction.</li> </ul> (L.L – U &A)	<ul style="list-style-type: none"> <li>➤ Exemplification: Relate the taught concept with real life example so that children can connect the learned concept with real life.</li> <li>➤ Arrange a short duration football match to explain the concept.</li> </ul>	Football
<b>22<sup>nd</sup> Week</b>	Period 01-02 Force changes direction	Inferring	<ul style="list-style-type: none"> <li>✓ Identify the ways in which force can change direction.</li> </ul> (L.L – U&A)	<ul style="list-style-type: none"> <li>➤ Activity no. 4 page #41 from OUP book</li> <li>➤ Worksheet: page# 167</li> </ul>	Toy car, blocks of different shapes, a ball, small piece of

					pipe, a plate
	Period 03	Reinforcement Activities page# 42,Test			
	Period 04 <b>Unit : 09</b> <b>Light</b>	Observing	✓ Group sources of light into natural and human made. (L.L – R)	<ul style="list-style-type: none"> <li>➤ Introduction of the topic</li> <li>➤ Activity from teacher notes.</li> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	OUP Book
	Period 05 Light	Communicating	✓ Group sources of light into natural and human made. (L.L - R)	<ul style="list-style-type: none"> <li>➤ Role play of sun, candle, bulb, torch, burning wood.</li> </ul>	Mask of sun, candle, bulb, torch, burning wood.
<b>23<sup>rd</sup> Week</b>	Period 01-02 Light	Inferring	✓ Group sources of light into natural and human made. (L.L – R , U &A)	<ul style="list-style-type: none"> <li>➤ Activity no. 1 page #43 from OUP book</li> <li>➤ Worksheet: page.# 168</li> </ul>	-
	Period 03 Transparent and opaque	Observing Classifying	✓ Define and explain transparent and opaque objects. (L.L – R)	<ul style="list-style-type: none"> <li>➤ Introduction of the topic (Show different objects to students and tell them whether these objects are transparent and opaque)</li> </ul>	Wooden board, plastic, paper, brown paper, glass, etc.
	Period 04 Transparent and opaque	-	✓ Define and explain transparent and opaque objects. (L.L – R & U)	<ul style="list-style-type: none"> <li>➤ Reading activity</li> <li>➤ Vocabulary building</li> </ul>	OUP Book
	Period 05 Transparent and opaque	Inferring	✓ Define and explain transparent and opaque objects. (L.L – A	<ul style="list-style-type: none"> <li>➤ Give some transparent and opaque objects to students. They will try to pass the light of torch from this object to make more Understanding of opaque and transparent objects.</li> </ul>	Glass, plastic sheet, wood sheet, card board, book, mirror, a clear plastic bag, torch, wooden



					ruler etc.
<b>April 24<sup>th</sup> Week</b>	Period 01-02 Transparent and opaque	Inferring	✓ Define and explain transparent and opaque objects . (L.L – R &A)	➤ Activity no. 2 & 3 page #43 & 44 from OUP book ➤ Worksheet: page# 169	Glass, plastic sheet, wood sheet, card board, book, mirror, a clear plastic bag, torch, wooden ruler etc.
	Period 03 Light and Distance	Observing	✓ Recognize that the intensity of light is felt more as they come nearer to the source. (L.L–R &A)	➤ Introduction of the topic	Candle, match box
	Period 04 Light and Distance	-	✓ Recognize that the intensity of light is felt more as they come nearer to the source. (L.L – U &A)	➤ Reading activity ➤ Vocabulary building	OUP Book
	Period 05 Light and Distance	Inferring	✓ Recognize that the intensity of light is felt more as they come nearer to the source . (L.L - A)	➤ Activity no. 4 page # 44 from OUP Book.	Candle, match box
<b>25<sup>th</sup> Week</b>	Period 01 Light and Distance	Inferring	✓ Recognize that the intensity of light is felt more as they come nearer to the source . (L.L - A)	➤ Worksheet: page# 170	
	Period 02 Shadows	Observing	✓ Describe how shadows are formed. (L.L – R&A)	➤ Introduction of the topic	-
	Period 03 Shadows	-	✓ Describe how shadows are formed. (L.L – R & U)	➤ Reading activity ➤ Vocabulary building	OUP Book
	Period 04	Observing	✓ Describe how shadows are	➤ Shadow show: Student will make	Torch ,

	Shadows		formed. (L.L – R &A)	different pose of their hands to make shadow on wall which look like different animals. (By the specific shape of hand, the shadow on wall or blackboard looks likes rat, horse, camel, rabbit etc.	
	Period 05 Shadows	Inferring	✓ Describe how shadows are formed. (L.L – R&A)	➤ Activity no. 5 & 6 page # 45 from OUP Book	-
<b>26<sup>th</sup> Week</b>	Period 01 Shadows	Inferring	✓ Describe how shadows are formed. (L.L – R&A)	➤ Worksheet: page# 171	
	Period 02 Shadows and Time	Observing	✓ Describe the size of shadow with the position of sun. ✓ Identify time through shadow position. (L.L-U)	➤ Introduction of the topic ➤ Reading activity ➤ Vocabulary building	OUP Book
	Period 03 Shadows and Time	Observing	✓ Describe the size of shadow with the position of sun. ✓ Identify time through shadow position. (L.L - A)	➤ Go outside in the ground and stand in a proper direction between sun and ground so your shadow can appear on the ground. Why this shadow formed? Can you tell the exact time by observing the length of your shadow? What does it show? Morning, noon or Evening. Make a detail discussion with students.	Stick
	Period 04 Shadows and Time	Inferring	✓ Describe the size of shadow with the position of sun. ✓ Identify time through shadow position. (L.L - A)	➤ Activity no. 7 page #46 from OUP Book.	-
	Period 05	Reinforcement Activities page# 47,48,test			
	<b>Revision and Final Term Examination</b>				

## Scheme of Studies - Mathematics Grade-2

Months/Week	Units/Topic	Standard	SLOs Students will be able to:	Teaching method	Required resources
Jan Week #13	Period 01		<ul style="list-style-type: none"> <li>Add 3 digit number &amp; ones with carrying of tens &amp; hundreds</li> <li>Add 3 – digit numbers and 3 – digit number with carrying</li> </ul> <p><i>learning level: Understanding</i></p> <ul style="list-style-type: none"> <li>Add 3 – digit numbers and 2 – digit number with carrying</li> </ul> <p><i>learning level: Understanding</i></p>	<ul style="list-style-type: none"> <li>In this period teacher will divide the students into two groups and instruct the students that, both groups will write the 5 sums according to (Add 3-digit number &amp; ones with carrying of tens &amp; hundreds).</li> <li>When both the groups write their 5 sums the teacher will give another instruction, now exchange your sums with each other.</li> <li>After teacher will ask the students now verify the given sum which you have already changed and start to solve in your respective group.</li> <li>When both the groups have solved, share their answers with another group and opposite group will verify the answers accordingly.</li> <li>Finally, teacher will make correction if required and give the constructive feedback.</li> <li><b>INSTAL:</b></li> <li>The teacher will take students to AV room if available in your school.</li> <li>The teacher will follow the <b>INSTAL manual page# 23, 24, 25, and 26.</b></li> </ul>	AV Room
	Period 02		<ul style="list-style-type: none"> <li>Solve real life problems of addition with carrying</li> </ul> <p><i>learning level: Application</i></p>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part of <b>page#55</b> and ask student to do further parts with his/her guidance.</li> <li>The teacher will revise the topic and explain one part of <b>Worksheet# 10</b> and ask student to do further parts with his/her guidance.</li> </ul>	
	Period 03 <b>Topic: Subtraction</b>		<ul style="list-style-type: none"> <li>Subtract ones from 2 – digit numbers from 2 – digit numbers without borrowing.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will now ask the students to open book and solve <b>page#56.</b></li> </ul>	
	Period 04		<ul style="list-style-type: none"> <li><i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>page#57</b> and ask student to solve further parts with his/her guidance.</li> </ul>	

14 <sup>th</sup> Week	Period 05		<ul style="list-style-type: none"> <li>Subtract ones from 2 – digit numbers from 2 – digit numbers with borrowing.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>page#58</b> and ask student to solve further parts with his/her guidance.</li> </ul>	
	Period 01		<i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>page#59</b> and ask student to solve further parts with his/her guidance.</li> </ul>	
	Period 02		<ul style="list-style-type: none"> <li>Subtract ones from 3 – digit numbers from 2 – digit numbers without borrowing.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>page#60 &amp; 61</b> and ask student to solve further parts with his/her guidance.</li> </ul>	
	Period 03		<ul style="list-style-type: none"> <li>Subtract ones from 3 – digit numbers from 2 – digit numbers with borrowing.</li> <li>Solve real life problems of subtraction with borrowing</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>page#62</b> and ask student to solve further parts with his/her guidance.</li> </ul>	
	Period 04		<ul style="list-style-type: none"> <li>Subtract ones from 3 – digit numbers from 2 – digit numbers without borrowing.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>page#63</b>, and ask student to solve further parts with his/her guidance.</li> </ul>	
	Period 05		<i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>page#64</b> and ask student to solve further parts with his/her guidance.</li> </ul>	
	Period 01		<ul style="list-style-type: none"> <li>Subtract ones from 3 – digit numbers from 2 – digit numbers with borrowing.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>page#65</b> and ask student to solve further parts with his/her guidance.</li> </ul>	
	Period 02		<ul style="list-style-type: none"> <li>Solve real life problems of subtraction without borrowing</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>page#66</b> and ask student to solve further parts with his/her guidance.</li> </ul>	
	Period 03		Subtract ones from 3 – digit numbers from 2 – digit numbers with borrowing <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve one question as an example from <b>page# 67</b>.</li> <li>Ask student to solve the further questions from the same <b>page</b>.</li> </ul>	Worksheet
	Period 04		<ul style="list-style-type: none"> <li>Solve real life problems of subtraction with borrowing</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve one question as an example from <b>page#</b></li> </ul>	Worksheet

15 <sup>th</sup> Week			L.L.A	<b>68&amp;69.</b> <ul style="list-style-type: none"> <li>Ask student to solve the further questions from the same <b>page</b>.</li> </ul>	
	Period 05		<ul style="list-style-type: none"> <li>Subtract ones from 2 – digit numbers from 2 – digit numbers without borrowing.</li> </ul> L.L.U <ul style="list-style-type: none"> <li>Subtract ones from 3 – digit numbers from 2 – digit numbers without borrowing.</li> </ul> L.L.U <ul style="list-style-type: none"> <li>Solve real life problems of addition and subtraction</li> </ul> L.L.A	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve one question as an example from <b>page# 70&amp;71,</b></li> <li>Ask student to solve the further questions from the same <b>page</b>.</li> </ul> <b>INSTAL</b> <ul style="list-style-type: none"> <li>The teacher will take students to AV room if available in your school.</li> <li>The teacher will follow the <b>INSTAL manual page# 27, 28, 29, 30, 31,32,33,34</b></li> </ul>	
Feb 16 <sup>th</sup> Week	Period 01		<ul style="list-style-type: none"> <li>Subtract ones from 2 – digit numbers from 2 – digit numbers without borrowing.</li> </ul> L.L.U	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve one question as an example from <b>Worksheet# 05#06.</b></li> <li>Ask student to solve the further questions from the same <b>page</b>.</li> </ul>	Worksheet
	Period 02		<ul style="list-style-type: none"> <li>Subtract ones from 3 – digit numbers from 2 – digit numbers without borrowing.</li> </ul> L.L.U	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve one question as an example from <b>Worksheet# 07&amp;08.</b></li> <li>Ask student to solve the further question from the same <b>page</b>.</li> </ul>	Worksheet
	Period 03		<ul style="list-style-type: none"> <li>Solving mix question\ of addition and subtraction</li> </ul> L.L.U <ul style="list-style-type: none"> <li>Solve real life problems of Addition with Carrying</li> </ul> L.L.A	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve one question as an example from <b>Worksheet# 09&amp;10.</b></li> <li>Ask student to solve further questions from the same <b>page</b>.</li> </ul>	Worksheet
	Period 04		<ul style="list-style-type: none"> <li>Solve real life problems of subtraction with borrowing</li> </ul> L.L.A	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve one question as an example from <b>Worksheet# 11.</b></li> <li>Ask student to solve the further questions from the same <b>page</b>.</li> </ul>	Worksheet

	Period 05 <b>Topic: Multiplication</b>	<b>Numbers and Operations</b>	<ul style="list-style-type: none"> <li>Recognize multiplication as repeated addition.</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will ask student to tell the table of 2:</li> <li>After asking teacher now tell student how the table of two is constructed like: <math>2 + 2 = 4</math>, <math>2 + 2 + 2 = 6</math> means 3 times 2 is 6; also tell the sign of multiplication.</li> <li>The teacher will explain the <b>page# 72</b> in detail to students and ask the student to solve the <b>page# 73</b>.</li> </ul>	
<b>17<sup>th</sup> Week</b>	Period 01		<ul style="list-style-type: none"> <li>Complete number sequence in steps of 2, 3, 4, 5 and 10</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will recall the previous topic taught in the class</li> <li>Now teacher will introduce the sequence how we can complete it, and how we can identify the sequence.</li> <li>The teacher will explain the 1<sup>st</sup> part and 2<sup>nd</sup> from <b>page# 74</b>,</li> <li>The teacher asks students to solve the further parts from <b>page# 74</b>.</li> </ul>	
	Period 02		<ul style="list-style-type: none"> <li>Develop multiplication tables of 2, 3, 4, 5, and 10 till the multiplication <math>10 \times 10</math> (<i>learning level</i>).<i>understanding</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>Worksheet# 12 &amp;13</b> and ask student to solve further parts with his/her guidance.</li> </ul>	Worksheet
	Period 03		<ul style="list-style-type: none"> <li>Develop multiplication tables of 2, 3, 4, 5, and 10 till the multiplication <math>10 \times 10</math></li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>Worksheet# 14&amp;15</b> and ask student to solve further parts with his/her guidance.</li> </ul>	Worksheet
	Period 04		<ul style="list-style-type: none"> <li>Develop multiplication tables of 2, 3, 4, 5, and 10 till the multiplication <math>10 \times 10</math></li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>Worksheet# 16&amp;17</b> and ask student to solve further parts with his/her guidance.</li> </ul>	Worksheet
	Period 05		<ul style="list-style-type: none"> <li>Develop multiplication tables of 2, 3, 4, 5, and 10 till the multiplication <math>10 \times 10</math></li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>Worksheet# 18&amp;19</b> and ask student to solve further parts with his/her guidance.</li> </ul>	Worksheet
<b>18<sup>th</sup> Week</b>	Period 01		<ul style="list-style-type: none"> <li>Multiply numbers within multiplication table</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>Worksheet# 20&amp;21</b> and ask student to solve further parts with his/her guidance.</li> </ul>	Worksheet
	Period 02		<ul style="list-style-type: none"> <li>Multiply numbers within multiplication table</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>page#75</b> and ask student to solve further parts with his/her guidance.</li> </ul>	

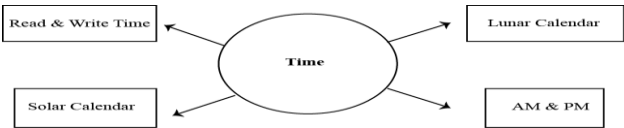
	Period 03		<ul style="list-style-type: none"> <li>Multiply numbers within multiplication table</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>Worksheet# 22&amp;23</b> and ask student to solve further parts with his/her guidance.</li> </ul>	Worksheet
	Period 04		<ul style="list-style-type: none"> <li>Solve real – life problems of multiplication</li> </ul> <i>L.L.A</i>	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve <b>part 1</b>as an example from <b>Worksheet# 24.</b></li> <li>Ask student to solve the further questions from the same <b>page.</b></li> </ul>	Worksheet
	Period 05		<ul style="list-style-type: none"> <li>Recognize multiplication as repeated addition.</li> </ul> <i>L.L.U</i> <ul style="list-style-type: none"> <li>Develop multiplication table f or 2,3,4,5 &amp;10 till the multiplication 10*10</li> </ul> <i>L.L.U</i> <ul style="list-style-type: none"> <li>Solve real – life problems of multiplication</li> <li><i>L.L.A</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve part 1as an example from page#76, ask student to solve the further questions from the same page.</li> <li><b>INSTAL:</b></li> <li>The teacher will take students to AV room if available in your school.</li> <li>The teacher will follow the <b>INSTAL manual page# 35, 36, 37, 38.</b></li> </ul>	
<b>19<sup>th</sup> Week</b>	Period 01 <b>Topic: Division</b>	<b>Numbers and Operations</b>	<ul style="list-style-type: none"> <li>Divide numbers within the multiplication tables with remainder zero</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher asks any student to come on board and give them 10 pencils, and ask them to divide the pencils in 5 students.</li> <li>The teacher now introduces the topic division and tells the sign of division to students.</li> <li>The teacher will explain <b>page# 77&amp;78</b> to students in detail.</li> </ul>	Pencils
	Period 02		<ul style="list-style-type: none"> <li>Divide numbers within the multiplication tables with remainder zero</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>page# 79&amp;80</b> and ask student to solve further parts with his/her guidance.</li> </ul>	
	Period 03		<ul style="list-style-type: none"> <li>Divide numbers within the multiplication tables with remainder zero</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>Worksheet# 25 &amp; 26</b> and ask student to solve further parts with his/her guidance.</li> </ul>	Worksheet

			<i>L.L.U</i>		
	Period 04		<ul style="list-style-type: none"> <li>Divide numbers within the multiplication tables with remainder zero</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will revise the topic and explain one part from <b>Worksheet# 27</b> and ask student to solve further parts with his/her guidance.</li> </ul>	Worksheet
	Period 05		<ul style="list-style-type: none"> <li>Solve real – life problem of division</li> </ul> <i>L.L.A</i>	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve <b>part 1</b> as an example from <b>page# 81</b> and ask student to solve the further questions from the same <b>page</b>.</li> <li>The teacher will connect the topic to real life examples, and then solve <b>part 1</b> as an example from <b>worksheet# 28</b> and ask student to solve further questions from the same <b>page</b>.</li> </ul>	Worksheet
<b>March 20<sup>th</sup> Week</b>	Period 01		<ul style="list-style-type: none"> <li>Solve real – life problem of division</li> <li>Solve real – life problem (using Pakistan currency as well) of addition, subtraction, multiplication and division</li> </ul> <i>L.L.A</i> <ul style="list-style-type: none"> <li>Divide numbers within the multiplication tables with remainder zero</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve <b>part 1</b> as an example from <b>page# 82&amp;83</b> and ask student to solve the further questions from the same <b>page</b>.</li> <li><b>INSTAL:</b></li> <li>The teacher will take students to AV room if available in your school.</li> <li>The teacher will follow the <b>INSTAL manual page# 39, 40, 41, 42, 43&amp;44</b>.</li> </ul>	AV Room
	Period 02 <b>Unit III: Measurement</b>	<b>Measurements &amp; Geometry</b>	<ul style="list-style-type: none"> <li>Recognize the standard units of length: meter and centimeter</li> </ul> <i>L.L.R</i> <ul style="list-style-type: none"> <li>Read and write standard units of length including abbreviations.</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will recall the topic and ask the following questions from the students</li> <li>Which unit we use for bigger things?</li> <li>Which unit we use for smaller things?</li> <li>Ask student to tell examples from their surroundings.</li> <li>The teacher will explain the <b>page# 84 &amp; 85</b> in detail, solve the given example from the page and ask students to solve the remaining parts from the same page.</li> </ul>	
	Period 03		<ul style="list-style-type: none"> <li>Use appropriate units of length to measure (with straightedge ruler) the objects</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will recall the topic, ask student about the unit of measurement.</li> <li>The teacher will now tell the students to measure the objects like, notebooks, pencils, and so on by using their</li> </ul>	



				scale, and then ask each student to come on board and tell the answer with their respective unit.	
	Period 04		<ul style="list-style-type: none"> <li>Solve real – life problem of measurements unit of length <i>L.L.A</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then do <b>part 1</b> as an example from <b>worksheet# 01 &amp; 2 of unit 3</b>, ask student to solve the further questions from the same <b>page</b>.</li> </ul>	Worksheet
21 <sup>st</sup> Week	Period 05		<ul style="list-style-type: none"> <li>Solve real life problems of measurement <i>L.L.A</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will make and write at least 10 questions on the board similar to given on the <b>Page no: 85</b> by his/her own choice and bring the things related to questions in the class.</li> <li>After, teacher will divide the students into groups and distribute the things and scales among the groups.</li> <li>The teacher will give instructions that now measure the things with scale and note down on the board related to the given question.</li> <li>Finally, teacher will check all responses given by the students and sum up the above activity.</li> </ul> <p><b>INSTAL:</b></p> <ul style="list-style-type: none"> <li>The teacher will take students to AV room if available in your school.</li> <li>The teacher will follow the <b>INSTAL manual page# 45,46,47,48.</b></li> </ul>	AV room
	Period 01 Topic Mass/Weight	<b>Measurements &amp;Geometry</b>	<ul style="list-style-type: none"> <li>Recognize the standard units of mass/ weight: kilogram and gram. <i>L.L.R</i></li> <li>Read and write standard units of length including abbreviations. <i>L.L.U</i></li> </ul> <p>Solve real – life problem of involving mass/weight <i>L.L.A</i></p>	<ul style="list-style-type: none"> <li>The teacher will recall the topic, ask student about the unit of measurement</li> <li>The teacher will tell the abbreviations of grams and kilograms, i.e. g, kg</li> <li>The teacher will explain the <b>page# 86 &amp;87</b> in detail, solve the given example from the page and ask student to solve the remaining parts from the same page.</li> <li><b>INSTAL</b></li> <li>The teacher will take students to AV room if available in your school.</li> <li>The teacher will follow the <b>INSTAL manual page# 49,50,51,52.</b></li> </ul>	AV room
	Period 02		Solve real – life problem of involving mass/weight <i>L.L.A</i>	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve <b>part 1</b> as an example from <b>worksheet# 03 of unit 3.</b></li> </ul>	

				<ul style="list-style-type: none"> <li>Ask student to solve the further questions from the same <b>page</b>.</li> </ul>	
	Period 03 <b>Capacity</b>		<ul style="list-style-type: none"> <li>Compare capacity of different objects <i>L.L.U</i></li> <li>Read and write standards unit of volume/ capacity including abbreviations. <i>L.L.U</i></li> <li>Solve real life problem involving/volume <i>L.L.A</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will recall the topic, ask student about the unit of volume/capacity</li> <li>The teacher will tell the abbreviations of liter, i.e. l</li> <li>The teacher will explain the <b>page# 88 &amp;89</b> in detail, solve the given example on the page ask student to solve the remaining parts from the same page.</li> </ul> <p><b>INSTAL:</b></p> <ul style="list-style-type: none"> <li>The teacher will take students to AV room if available in your school.</li> <li>The teacher will follow the <b>INSTAL manual page# 53,54,55,56 and 57.</b></li> </ul>	
	Period 04		<ul style="list-style-type: none"> <li>Solve real – life problems involving capacity/volume <i>L.L.A</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, then solve <b>part 1</b> as an example from <b>worksheet# 04 of unit 3</b>, ask student to solve the further questions from the same <b>page</b>.</li> </ul>	Worksheet
	Period 05 <b>Unit IV: Money</b>	<b>Reasoning &amp; Logical Thinking</b>	<ul style="list-style-type: none"> <li>Identify Pakistani currency coins: Re 1, Rs 2, Rs 5 <i>L.L.R</i></li> <li>Identify Pakistani currency notes: Rs 10, 20, 50, 100, 500, 1000 and 5000 <i>L.L.R</i></li> </ul>	<p>The teacher will connect the topic to real life examples, and then solve <b>part 1</b> as an example from <b>page# 90&amp;91</b>, ask student to solve the further questions from the same <b>page</b>.</p>	Basket, coins
<b>22<sup>nd</sup> Week</b>	Period 01		<ul style="list-style-type: none"> <li>Match a group of notes to an equivalent amount <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will now tell the value of each currency note to the student, and explain how can we add two or more than two notes and make the new amount of currency.</li> <li>The teacher now asks the student how many currencies note of 10 will be in 100.</li> <li>The teacher will now explain <b>page# 92 &amp; 93</b> and solve one part as an example, ask to solve further parts.</li> </ul>	
	Period 02		<ul style="list-style-type: none"> <li>Add and subtract money using the prices of objects <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve <b>part 1</b> as an example from <b>page# 94&amp;95</b>, ask student to solve the further questions from the</li> </ul>	

				same <b>page</b> .	
	Period 03		<ul style="list-style-type: none"> <li>Identify Pakistani currency notes: Rs 10, 20, 50, 100, 500, 1000 and 500</li> </ul> <i>L.L.R</i> <ul style="list-style-type: none"> <li>Identify Pakistani currency coins: Re 1, Rs 2, Rs 5</li> </ul> <i>L.L.R</i>	<ul style="list-style-type: none"> <li>The teacher will connect the topic to real life examples, and then solve <b>part 1</b> as an example from <b>worksheet# 01 of Unit: 4</b>, ask student to solve the further questions from the same <b>page</b>.</li> </ul>	Worksheet
	Period 04 <b>UNIT: V TIME</b>	<b>Measurements &amp; Geometry</b>	<ul style="list-style-type: none"> <li>Know the number of hours in a day and number of minutes in an hour</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will explain that there are 24 hours in a day</li> <li>The teacher explain the type of clock i.e. analogue and digital</li> <li>The teacher will explain that short hand show the hours hand, and long hand shows the minute hand and third hand shows the second.</li> <li>Now explain about clock and its five-minute interval.</li> <li>Each hour has 60 minutes.</li> <li>In detail explain the <b>page# 96 part 1 as an example</b>, ask student to solve the remaining parts.</li> <li>The teacher will use this mind map for elaborating the topic so that students can understand it easily.</li> </ul> 	
	Period 5		<ul style="list-style-type: none"> <li>Read and write the time from a clock in hours and minutes (with five-minute interval)</li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will now recall the concept, and tell about the terminologies like: quarter past, half past and quarter.</li> <li>Explain with example in detail how to read and write.</li> <li>In detail explain the <b>page# 97&amp; 98 part 1 as an example</b>, ask student to solve further parts.</li> </ul>	
	Period 01		<ul style="list-style-type: none"> <li>Draw hands of a clock to show time in hours and minutes (with five minute interval)</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will explain with example that how we can draw hands of a clock to show the particular time.</li> <li>Now teacher will ask students to solve <b>page# 99&amp;100</b>, with the teacher guidance.</li> </ul>	

23 <sup>rd</sup> Week			<p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>Read and write the time from a clock in hours and minutes (with five-minute interval)</li> </ul> <p><i>L.L.U</i></p>		
	Period 02		<ul style="list-style-type: none"> <li>Recognize a.m and p.m</li> </ul> <p><i>L.L.R</i></p>	<ul style="list-style-type: none"> <li>The teacher will now explain student about the day is divided into two parts from mid night to mid noon there are 12 hours we call it a. m stands for ‘anti meridiem’, then from mid noon to mid night there are 12 hours we call it p.m., stands for ‘past meridiem’.</li> <li>Now teacher will ask students to solve <b>page#101&amp;102</b>, with the teacher guidance.</li> </ul>	
	Period 03		<ul style="list-style-type: none"> <li>Use lunar calendar to find a particular date</li> </ul> <p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>Use solar calendar to find a particular date</li> </ul> <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> <li>The teacher will explain the lunar calendar that Islamic calendar is known as lunar calendar. The teacher will give each and every detail of Islamic calendar like each month starts from the time we see a new moon in the sky.</li> <li>The lunar months are of 29 or 30 days.</li> <li>There are 12 months in the lunar calendar.</li> <li>Ask student to solve the blanks on the <b>page#103 &amp;105</b> with teacher guidance.</li> </ul>	Lunar calendar Solar calendar
	Period 04		<ul style="list-style-type: none"> <li>Read and write the time from a clock in hours and minutes (with five-minute interval)</li> </ul> <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> <li>The teacher will explain with example how we can write the particular time:</li> <li>Now teacher will ask students to solve <b>worksheet# 01 &amp;02 of unit: 5</b>, with the teacher guidance.</li> </ul> <p><b>INSTAL:</b></p> <ul style="list-style-type: none"> <li>The teacher will take students to AV room if available in your school.</li> <li>The teacher will follow the <b>INSTAL manual page# 58, 59 and 60.</b></li> </ul>	Worksheet AV Room
	Period 05		<ul style="list-style-type: none"> <li>Use lunar calendar to find a particular date</li> </ul> <p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>Use solar calendar to find a particular date</li> </ul>	<ul style="list-style-type: none"> <li>Now teacher will ask students to solve <b>worksheet# 03 &amp;04 of unit: 5</b>, with the teacher guidance.</li> </ul> <p><b>INSTAL:</b></p> <ul style="list-style-type: none"> <li>The teacher will take students to AV room if available in your school.</li> </ul>	Worksheet AV Room

			<i>L.L.U</i>	<ul style="list-style-type: none"> <li>The teacher will follow the <b>INSTAL manual page# 61, 62, 63 and 64.</b></li> </ul>	
April 24 <sup>th</sup> Week	Period 01 Unit VI : Geometry	<b>Measurements &amp; Geometry</b>	<ul style="list-style-type: none"> <li>Identify the geometrical figures: square, rectangle, triangle, circle, semi – circle and quarter – circle.</li> </ul> <i>L.L.R</i>	<ul style="list-style-type: none"> <li>The teacher will bring different objects of different shapes</li> <li>Ask students to identify the shape of an object and name it.</li> <li>Ask student to write any 5 names of the shapes of their surroundings.</li> <li>Now teacher will explain properties of each shape to students and explain the <b>page#106 &amp;107, then</b> ask students to solve it.</li> <li>The teacher will explain concepts of geometry with the help of this mind map.</li> </ul>	Different circular, rectangular and triangular objects
	Period 02		<ul style="list-style-type: none"> <li>Identify vertices and sides of a triangle, rectangle and square</li> </ul> <i>L.L.R</i>	<ul style="list-style-type: none"> <li>The teacher will now introduce the solid shape in 3D like cube, cuboid and cylinder.</li> <li>Tell the properties of each shape, their face, vertices, and sides.</li> <li>Ask student to identify the face of the shape from <b>page#109 &amp;110</b> with teacher guidance.</li> </ul>	
	Period 03		<ul style="list-style-type: none"> <li>Identify vertices and sides of a triangle, rectangle and square</li> </ul> <i>L.L.R</i>	<ul style="list-style-type: none"> <li>The teacher will recall the concept and ask student to solve <b>page#111&amp;112</b> with teacher guidance.</li> </ul>	
	Period 04		<ul style="list-style-type: none"> <li>Identify the geometric figures triangle, rectangle and square</li> </ul> <i>L.L.R</i>	<ul style="list-style-type: none"> <li>The teacher will recall the concept and ask student to solve <b>worksheet#01&amp; 02</b> of unit: 6with teacher guidance.</li> </ul>	Worksheet
	Period 05		<ul style="list-style-type: none"> <li>Identify vertices and sides of a triangle, rectangle and square</li> <li>Identify the figures like triangle, rectangle and square <ul style="list-style-type: none"> <li>Differentiate between a straight line and a curved line</li> </ul> </li> </ul> <i>L.L.U</i>	<ul style="list-style-type: none"> <li>Ask student to tell the examples of straight and curved line from their surroundings <ul style="list-style-type: none"> <li>Explain in detail from <b>page#113</b> to students.</li> <li>The teacher will recall the concept and ask student to solve worksheet#03 of unit: 6 with teacher guidance</li> </ul> </li> </ul> <b>INSTAL:</b>	Worksheet AV Room

			<ul style="list-style-type: none"> <li>Identify the geometrical figures: square, rectangle, triangle, circle, semi – circle and quarter – circle.</li> </ul> <p><i>(learning level :R)</i></p>	<ul style="list-style-type: none"> <li>The teacher will take students to AV room if available in your school.</li> <li>The teacher will follow the <b>INSTAL manual page# 65,66,67,68.</b></li> </ul>	
25 <sup>th</sup> Week	Period 01		<ul style="list-style-type: none"> <li>Identify straight and curved lines from the given line drawings</li> </ul> <p><i>L.L.R</i></p>	<ul style="list-style-type: none"> <li>The teacher will recall the topic</li> <li>The teacher will now ask student to solve <b>page#114</b> with teacher guidance.</li> <li>. The teacher will now ask student to solve <b>worksheet# 04 of UNIT: 6</b> with teacher guidance</li> </ul>	
	Period 02		<ul style="list-style-type: none"> <li>Using straight edge ruler to draw a straight line of given length</li> </ul> <p><i>L.L.U</i></p> <ul style="list-style-type: none"> <li>Differentiate between curved &amp; straight lines</li> </ul> <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> <li>The teacher will explain how we can draw a straight-line using ruler of given length</li> <li>The teacher will now ask student to solve <b>page# 115 &amp;116</b> with teacher guidance.</li> <li><b>INSTAL</b></li> <li>The teacher will take students to AV room if available in your school.</li> <li>The teacher will follow the <b>INSTAL manual page# 69, 70 and 71.</b></li> </ul>	AV Room
	Period 03		<ul style="list-style-type: none"> <li>Using straight edge ruler to draw a straight line of given length</li> </ul> <p><i>L.L.U</i></p>	<ul style="list-style-type: none"> <li>The teacher will recall the topic</li> <li>The teacher will now ask student to solve <b>worksheet# 05 of UNIT: 6</b> with teacher guidance.</li> </ul>	Worksheet

	Period 04 <b>Unit VII: Picture Graph</b>	<b>Information Handling</b>	<ul style="list-style-type: none"> <li>Read picture graph <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will explain how to read picture graph in detail</li> <li>The teacher will explain the example from <b>page#117&amp;118</b> in detail.</li> <li>The teacher will discuss further about the topic with the help of this mind map.</li> </ul>	
<b>26<sup>th</sup> Week</b>	Period 05		<ul style="list-style-type: none"> <li>Read picture graph <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will recall how to read picture graph in detail</li> <li>The teacher will ask student to solve question from <b>page#119&amp;120</b> with teacher guidance.</li> </ul>	Worksheet
	Period 01-05		<ul style="list-style-type: none"> <li>Read picture graph <i>L.L.U</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will recall how to read picture graph in detail.</li> <li>The teacher will ask student to solve question from <b>worksheet 01&amp;02 of UNIT: 7</b> with teacher guidance.</li> </ul>	Worksheet
<b>27<sup>th</sup> to 31<sup>st</sup> Week</b>		<b>Revision &amp; Final Term Examination</b>			

## Scheme of Studies - Sindhi Grade-2

گهريل سامان	سيڪارڻ جو طريقو	سڪيا جي حاصلات شاگردن قابل ٿي ويندا ته	مهارت جو محور	عنوان	مهينو/ هفتو
ڪتاب/ ڪاپي/ قلم/ بورڊ/ مارڪر	<p>برين اسٽارمنگ</p> <ul style="list-style-type: none"> <li>• استاد شاگردن کان سوال ڪندو ته</li> <li>• سج جي اُس تيز ڪهڙي وقت هوندي آهي؟</li> <li>• صبح جو منظر اوهان کي ڪيئن لڳندو آهي؟</li> <li>• سج جي اُس ڪڏهن گهٽجڻ شروع ٿيندي آهي؟</li> <li>• رات جو نظارو ڪهڙو هوندو آهي؟</li> <li>• استاد شاگردن کان جواب حاصل ڪرڻ بعد انهن کي مختلف پهرن جو منظر نامو سمجهاڻيندو.</li> </ul> <p>ريڊنگ</p> <ul style="list-style-type: none"> <li>• برين اسٽارمنگ کانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو.</li> <li>• استاد سڀ کان پهرين پاڻ سبق پنجنون پڙهندو ۽ ڪورس ريڊنگ تحت پڙهاڻيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چونڊو.</li> </ul>	<ul style="list-style-type: none"> <li>• روشني ۽ گرمي جي اهميت سمجهي سگهندا.</li> <li>• نون لفظن جي چاڻ حاصل ڪري سگهندا.</li> <li>• سج بابت گفتگو ڪري سگهندا ۽ ان جا فائدا ٻڌائي سگهندا.</li> <li>• سج وسيلي صبح، منجهند، شام ۽ رات جو تصور سمجهي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• سوچ ويچار ڪرڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> </ul>	<p>پهريون پيرڊ سبق پنجنون سج</p>	<p>11 جنوري کان 30 اپريل تائين جنوري هفتو تيرهون</p>
ڪتاب	<p>ريڊنگ جاري</p> <ul style="list-style-type: none"> <li>• استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ ٻڌائيندو ويندو</li> </ul>	<ul style="list-style-type: none"> <li>• روشني ۽ گرمي جي اهميت سمجهي سگهندا.</li> <li>• نون لفظن جي چاڻ حاصل ڪري سگهندا.</li> <li>• سج بابت گفتگو ڪري سگهندا ۽ ان جا فائدا ٻڌائي سگهندا.</li> <li>• سج وسيلي صبح، منجهند، شام ۽ رات جو تصور سمجهي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو پيرڊ سبق پنجنون سج</p>	



<p>ڪتاب</p>	<p>ريڊنگ جاري</p> <ul style="list-style-type: none"> <li>• استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ ٻڌائيندو ويندو</li> </ul>	<ul style="list-style-type: none"> <li>• روشني ۽ گرمي جي اهميت سمجهي سگهندا.</li> <li>• نون لفظن جي ڄاڻ حاصل ڪري سگهندا.</li> <li>• سڃ بابت گفتگو ڪري سگهندا ۽ ان جا فائدا ٻڌائي سگهندا.</li> <li>• سڃ وسيلي صبح، منجهند، شام ۽ رات جو تصور سمجهي سگهندا.</li> </ul>		<p>ٽيون پيڙهه سبق پنجون سڃ</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 پڙهائيندو/پڙهائيندي 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 مون کي غور سان ٻڌو، ان کان پوءِ اوهان سڀئي مون سان گڏ به 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> </ul> <p>نوٽ: اُستاد ٻارن کي لاڳاپيل موضوع بابت ڪجهه هوم ورڪ ڏيندو.</p>	<ul style="list-style-type: none"> <li>• روشني ۽ گرمي جي اهميت سمجهي سگهندا.</li> <li>• نون لفظن جي ڄاڻ حاصل ڪري سگهندا.</li> </ul>		<p>چوٿون پيڙهه سبق پنجون سڃ</p>	
<p>ڪتاب</p>	<ul style="list-style-type: none"> <li>• هڪ سرگرمي:</li> <li>• اُستاد شاگردن کي چئن گروپن ۾ ورهائيندو ۽ هر</li> </ul>	<ul style="list-style-type: none"> <li>• سڃ بابت گفتگو ڪري سگهندا ۽ ان جا فائدا ٻڌائي</li> </ul>	<ul style="list-style-type: none"> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون پيڙهه سبق پنجون</p>	<p>جنوري هفتو چوڏهون</p>

	<p>گروپ کي مختلف پهرن جا اشارا ڏيندو ۽ انهن کان پڇيندو ته هي ڪهڙو وقت آهي.</p> <ul style="list-style-type: none"> <li>• صبح لاءِ اشارا:</li> <li>• اوڀر وٺندڙ لمحا اوندهه کانپوءِ روشني</li> <li>• منجهند لاءِ اشارا:</li> <li>• سخت اُس گرمي پڀري</li> <li>• شام لاءِ اشارا:</li> <li>• چانو ٿڌي هوا جو گهلڻ پکين جي آڪيرن ڏانهن واپسي</li> <li>• رات لاءِ اشارا:</li> <li>• اونداهي آسمان تي تارا چنڊ</li> <li>• استاد شاگردن کي اهو به سمجهڻ ۾ مدد ڪندو ته هر پهر جي اسان جي زندگي ۾ تمام گهڻي اهميت آهي.</li> </ul>	<p>سگهندا.</p> <ul style="list-style-type: none"> <li>• سڄ وسيلي صبح، منجهند، شام ۽ رات جو تصور سمجهي سگهندا</li> </ul>		<p>سڄ</p>	
<p>ڪتاب/ڪاپي/قلم</p>	<ul style="list-style-type: none"> <li>• استاد ٻارن کي سبق جي مشق نمبر 2 ”تصويرون ڏسي خال ڀرڻ“ حل ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• سڄ بابت گفتگو ڪري سگهندا ۽ ان جا فائدا ٻڌائي سگهندا.</li> <li>• سڄ وسيلي صبح، منجهند، شام ۽ رات جو تصور سمجهي سگهندا</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو پيرڊ سبق پنجون سڄ</p>	
<p>ڪتاب</p>	<ul style="list-style-type: none"> <li>• استاد ٻارن کي هدايت ڪندو ته ڪتاب ۾ موجود ڪي به پنج نوان لفظ چونڊي سڻڻن اکرن سان پنهنجي ڪاپي ۾ لکن. استاد آخر ۾ ٻارن جي ڪاپي چڪاسي سندن همت افزائي ڪندو.</li> <li>نوٽ: استاد ٻارن کي اهي ساڳيا ئي اکر بورڊ تي سڻڻ اکرن سان لکي ڏيکاريندو.</li> </ul>	<ul style="list-style-type: none"> <li>• نون لفظن جي ڄاڻ حاصل ڪري سگهندا.</li> </ul>		<p>ٽيون پيرڊ سبق پنجون سڄ</p>	
	<p>سرگرمي:</p>	<ul style="list-style-type: none"> <li>• سڄ وسيلي صبح، منجهند،</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> </ul>	<p>چوٿون پيرڊ</p>	

	<ul style="list-style-type: none"> <li>• استادن ٻارن کي ڪتاب ۾ موجود سوال ۽ انهن جا جواب ڪاپي ۾ لکرائيندو. استاد بورڊ تي لکندو ويندو ۽ ٻارن کي ڪاپي ۾ اتاريندا ويندا. آخر ۾ استاد ٻارن کان سوالن جا جواب پڇي ٿو.</li> </ul>	<p>شام ۽ رات جو تصور سمجهي سگهندا.</p>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ڳالهائڻ</li> <li>• ٻڌڻ</li> </ul>	<p>سبق پنجنون سج</p>	
ڪتاب/ڪاپي/قلم	<ul style="list-style-type: none"> <li>• استاد ٻارن کان ورڪ ٽڪ ۾ موجود ورڪ شيٽ نمبر 13 حل ڪرائيندو.</li> </ul> <p>جائزو: نوٽ: استاد آخر ۾ ٻارن کان پڙهائيل سبق مان ڪجهه بنيادي سوال ڪري انهن جو زباني جائزو وٺندو.</p>	<ul style="list-style-type: none"> <li>• سج بابت گفتگو ڪري سگهندا ۽ ان جا فائدا ٻڌائي 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 پنجنون سج</p>	
نڪر جا ٿاڻو/فليس ڪارڊز	<p>برين اسٽارمنگ:</p> <ul style="list-style-type: none"> <li>• استاد ڪلاس ۾ هڪ نڪر جو ٿاڻو ڪٽي ايندو ۽ ٻارن کان پڇندو ته هي ڇا آهي؟</li> <li>• نڪر جون ٻيون ڪهڙيون شيون توهان ڏٺيون آهن؟</li> <li>• نڪر جون اهي شيون ڪير ٺاهيندو آهي؟ استاد ٻارن کان جواب حاصل ڪرڻ بعد کين وڌيڪ ٻڌائيندو.</li> </ul> <p>ريڊنگ</p> <ul style="list-style-type: none"> <li>• استاد سبق ريڊنگ جي گهربل طريقيڪار مطابق پڙهائيندو. پهريان استاد سبق پاڻ پڙهندو. بعد ۾ ٻارن جي ڪي پڙهندا ۽ آخر ۾ استاد هر هڪ ٻار کان سبق پڙهائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>• مختلف ڌنڌن ۽ هنرن جي ڄاڻ ڏئي سگهندا.</li> <li>• پورهئي جي اهميت سمجهائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• مشاهدو ڪرڻ</li> <li>• غور وڃڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو ڀيرو سبق ڇهنون ڌنڌا ۽ هنر</p>	جنوري هفتو پندرهنون
ڪتاب/ڪاپي/قلم	<p>ريڊنگ جاري</p> <ul style="list-style-type: none"> <li>• استاد سبق ۾ ايندڙ ڏکين لفظن جي معنيٰ ٻڌائيندو ويندو.</li> </ul>	<ul style="list-style-type: none"> <li>• مختلف ڌنڌن ۽ هنرن جي ڄاڻ ڏئي سگهندا.</li> <li>• پورهئي جي اهميت سمجهائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٽيون ڀيرو سبق ڇهنون ڌنڌا ۽ هنر</p>	

	<p>ريڊنگ جاري</p> <ul style="list-style-type: none"> <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>• مختلف ڏنڌن ۽ هُنرن جي ڄاڻ ڏئي سگهندا.</li> <li>• پورهئي جي اهميت سمجهائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>چوٿون پيڙو</p> <p>سبق ڇهون</p> <p>ڏنڌا ۽ هُنر</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 به 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> </ul>	<ul style="list-style-type: none"> <li>• مختلف ڏنڌن ۽ هُنرن جي ڄاڻ ڏئي سگهندا.</li> <li>• پورهئي جي اهميت سمجهائي سگهندا.</li> <li>• ٻارن 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>پهريون پيڙو</p> <p>سبق ڇهون</p> <p>ڏنڌا ۽ هُنر</p>	<p>فيبروري</p> <p>هفتو سورھون</p>
<p>رول پلي</p>	<p>هڪ سرگرمي</p> <ul style="list-style-type: none"> <li>• استاد شاگردن کي جوڙڻ ۾ ورهائيندو ۽ انهن کان مختلف هُنرن بابت رول پلي ڪرائيندو.</li> <li>• هاري: مان هاري آهيان. صبح جو سویر اٿندو آهيان. ٻنيءَ ۾ وڃي ڍڳا جوتي هڙ هلائيندو آهيان. ٻنيءَ ۾ طرحين طرحين جا فصل پوکي اناج پيدا ڪندو آهيان.</li> <li>• واڍو: مان واڍو آهيان. ڪاڻ کي ڪٿي رندو هڻي سهڻيون سهڻيون شيون ٺاهيندو آهيان.</li> </ul>	<ul style="list-style-type: none"> <li>• مختلف ڏنڌن ۽ هُنرن جي ڄاڻ ڏئي سگهندا.</li> <li>• پورهئي جي اهميت سمجهائي سگهندا.</li> </ul>		<p>ٻيو پيڙو</p> <p>سبق ڇهون</p> <p>ڏنڌا ۽ هُنر</p>	

	<p>گرسبون، ميزون، المائون ۽ ٻيون شيون منهنجي هٿن مان تيار ٿينديون آهن.</p> <ul style="list-style-type: none"> <li>• لوهار: مان لوهار آهيان. لوهار مان مختلف شيون ٺاهيندو آهيان. هاري پنهنجا ڏاتا ۽ ڪوڏرون به مون کان ٺهرائيندا آهن.</li> <li>• ڪنير: مان ڪنير آهيان. مٽيءَ جا گهڙا، دلا، مٽ، مٽيءَ جا رانديڪا سڀ مان تيار ڪندو آهيان. منهنجي ٻهراڙين توڙي شهرن ۾ وڏي اهميت آهي.</li> <li>• رازو: مان رازو آهيان. هي جيڪي اوهان ڪچا توڙي پڪا گهر ڏسو ٿا، اهي مان تيار ڪندو آهيان.</li> <li>• درزي: مان درزي آهيان. منهنجو ڪم ڪپڙا سبڻ آهي. توهان سڀني جي بدن تي جيڪي ڪپڙا آهن. اهي مان ۽ مون جهڙا ٻيا درزي ئي ٺاهيندا آهن.</li> <li>• مڇي: مان مڇي آهيان. جيڪي جوتا چڄي پوندا آهن ته انهن کي مان ئي ڳنڍيندو آهيان. ماڻهو مون کان پنهنجا جوتا پالش به ڪرائيندا آهن.</li> <li>• حجام: مان حجام آهيان. اوهان جا وار ٺاهڻ منهنجي ذمي هوندو آهي. ماڻهو مون وٽ پنهنجا وار ٺهرائڻ ايندا آهن.</li> </ul> <p>نوٽ: استاد ٻارن کي رول پلي جي تياري جو پورو وقت ڏيندو ۽ ٻئي ڏينهن به رول پلي جي سرگرمي ڪڍي ويندو.</p>				
	<ul style="list-style-type: none"> <li>• رول پلي جي سرگرمي ٻئي ڏينهن به جاري رهندي</li> </ul>	<ul style="list-style-type: none"> <li>• مختلف ڏنڏن ۽ هٿن جي چاڻ ڏئي سگهندا.</li> </ul>		<p>ٽيون پيرڊ سبق ڇهون</p>	

		<ul style="list-style-type: none"> <li>پورهئي جي اهميت سمجھائي سگھندا.</li> </ul>		<b>ڏنڌا ۽ هنر</b>	
	<ul style="list-style-type: none"> <li>سرگرمي: استاد شاگردن کي مختلف هنرن بابت اشارا ڏيندو ۽ انهن کان پڇيندو ته هي ڪهڙو هنر آهي.</li> <li>مثال طور: هڙ ڍڳو پني (هاري)</li> <li>استاد هيٺين هنرن بابت شاگردن کان اشارا ڏئي پڇيندو.</li> <li>واڏو موچي لوهر ڪنڀر رازو درزي حجام</li> <li>استاد سڀني شاگردن کي هن سرگرمي ۾ حصو وٺڻ جو موقعو ڏيندو.</li> </ul>	<ul style="list-style-type: none"> <li>مختلف ڏنڌن ۽ هنرن جي ڄاڻ ڏئي سگھندا.</li> <li>پورهئي جي اهميت سمجھائي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>لکڻ</li> <li>پڙهڻ</li> <li>ڳالهائڻ</li> </ul>	<b>چوٿون پيڙو</b> <b>سبق ڇهون</b> <b>ڏنڌا ۽ هنر</b>	
ڪتاب/ڪاپي/قلم	<ul style="list-style-type: none"> <li>سرگرمي:</li> <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 پڇيندو ۽ انهن جا جواب پڙهڻ وٺندو.</li> </ul>	<ul style="list-style-type: none"> <li>مختلف ڏنڌن ۽ هنرن جي ڄاڻ ڏئي سگھندا.</li> <li>پورهئي جي اهميت سمجھائي سگھندا.</li> <li>ٻار سوالن جا جواب ڏئي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>لکڻ</li> <li>پڙهڻ</li> <li>پڙهڻ</li> <li>ڳالهائڻ</li> </ul>	<b>پهريون پيڙو</b> <b>سبق ڇهون</b> <b>ڏنڌا ۽ هنر</b>	
ڪتاب/ڪاپي/قلم	<ul style="list-style-type: none"> <li>استاد سبق جي مشق نمبر 2 ”چئن هنرمندن جا نالا لکو“ حل ڪرائيندو.</li> <li>استاد شاگردن کي هدايت ڪندو ته اهي پنهنجي ڪاپي ۾ چئن هنرمندن جا نالا لکن. آخر ۾ استاد هر هڪ شاگرد جي ڪاپي چڪاسي سندس رهنمائي ڪري</li> <li>استاد ٻارن کي سبق ۾ موجود مشق 3 ”خال ڀريو“ حل ڪرائيندو.</li> <li>ٻار مشق 4 ۾ ڏنل تصوير سڃاڻيندا.</li> </ul>	<ul style="list-style-type: none"> <li>مختلف ڏنڌن ۽ هنرن جي ڄاڻ ڏئي سگھندا.</li> <li>پورهئي جي اهميت سمجھائي سگھندا.</li> </ul>	<ul style="list-style-type: none"> <li>پڙهڻ</li> <li>ڳالهائڻ</li> </ul>	<b>ٻيو پيڙو</b> <b>سبق ڇهون</b> <b>ڏنڌا ۽ هنر</b>	<b>فيبروري</b> <b>هفتو سترهون</b>

<p>ڪتاب/ڪاپي/قلم</p>	<ul style="list-style-type: none"> <li>• استاد ورڪ بُڪ ۾ موجود ورڪ شيٽ نمبر 14</li> <li>• ٻارن کان حل ڪرائيندو.</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>• مختلف ڏنڏن ۽ هُنرن جي ڄاڻ ڏئي سگهندا.</li> <li>• پورهئي جي اهميت سمجهائي سگهندا..</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٽيون پيڙهه</p> <p>سبق ڇهون</p> <p>ڏنڏا ۽ هُنر</p>	
<p>مينوئل/ڪاپي/ڪتاب/قلم</p>	<p>برين اسٽارمنگ:</p> <ul style="list-style-type: none"> <li>• استاد بورڊ تي لفظ لکندو ”گل“ ۽ شاگردن کان سوال پڇندو ته</li> <li>• ڇا اوهان گل ڏنا آهن؟</li> <li>• ڪجهه گلن جا نالا ٻڌايو؟</li> <li>• اوهان کي ڪهڙو گل پسند آهي؟</li> <li>• گلاب جي گل جو رنگ ڪهڙو آهي؟</li> <li>• استاد شاگردن کان جواب وٺڻ بعد کين اهو سمجهڻ ۾ مدد ڪندو ته قدرت جي هيءَ دنيا تمام گهڻي خوبصورت آهي ۽ گل قدرت جي حسين تخليق آهن. هر گل جي پنهنجي پنهنجي خوشبوءِ هوندي آهي. گلاب جو گل سڀني گلن کان وڌيڪ خوبصورت ۽ خوشبوءِ وارو هوندو آهي. گلاب جي گل جا هار ٺاهي اسان خوشيءَ جي موقعن تي هڪٻئي کي پاراتيندا آهيون.</li> </ul> <p>ريڊنگ:</p> <ul style="list-style-type: none"> <li>• استاد سڀ کان پهرين شاگردن کي ريڊنگ جي گهربل طريقڪار مطابق بيت پڙهي ٻڌائيندو.</li> <li>• استاد چئن اُچارن سان بيت پڙهندو. يعني مرحلي ۾ استاد هڪ هڪ ست پڙهندو ويندو ۽ ٻار ان جي پويان ست پڙهندا ويندا. آخر ۾ استاد هر هڪ ٻار</li> </ul>	<ul style="list-style-type: none"> <li>• قدرتي منظرن کان واقف ٿي سگهندا.</li> <li>• گلن جي اهميت کان واقف ٿي سگهندا.</li> <li>• بيت سُر ۽ لئه سان پڙهي سگهندا.</li> <li>• نوان لفظ لکي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• مشاهدو</li> <li>• غور ويچار ڪرڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>چوٿون پيڙهه</p> <p>سبق ستون</p> <p>گلاب جو گل (بيت)</p>	

	<p>ڪي الڳ الڳ بيت پڙهڻ لاءِ چونڊو.</p>				
<p>مينوئل/ڪاپي/ڪتاب/قلم</p>	<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>• قدرتي منظرن کان واقف ٿي سگهندا.</li> <li>• گلن جي اهميت کان واقف ٿي سگهندا.</li> <li>• بيت سُر ۽ لئه سان پڙهي سگهندا.</li> <li>• نوان لفظ لکي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون پيرڊ سبق ستون گلاب جو گل (بيت)</p>	
<p>مينوئل/ڪاپي/ڪتاب/قلم</p>	<ul style="list-style-type: none"> <li>• سرگرمي: اُستاد مينوئل ۾ ڏنل لفظ بورڊ تي لکندو/لکندي ۽ انهن لفظن جي انهن جي معنيٰ سان 2+3 طريقي ذريعي چئن اچارن 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 سڀني 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> </ul>	<ul style="list-style-type: none"> <li>• قدرتي منظرن کان واقف ٿي سگهندا.</li> <li>• گلن جي اهميت کان واقف ٿي سگهندا.</li> <li>• بيت سُر ۽ لئه سان پڙهي سگهندا.</li> <li>• نوان لفظ لکي سگهندا.</li> <li>• ٻارن 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 سبق ستون گلاب جو گل (بيت)</p>	<p>فيبروري هفتوار ٽهون</p>
<p>مينوئل/ڪاپي/ڪتاب/قلم</p>	<p>بيت جي سمجهاڻي:</p> <ul style="list-style-type: none"> <li>• استاد شاگردن آڏو بيت جوهر بند پڙهندو ويندو ۽ سمجهاڻي ڏيندو ويندو.</li> <li>• استاد بورڊ تي هر هڪ بند جي سمجهاڻي لکندو ۽ ٻارن کي پنهنجي ڪاپي ۾ نوٽ ڪندا.</li> </ul>	<ul style="list-style-type: none"> <li>• قدرتي منظرن کان واقف ٿي سگهندا.</li> <li>• گلن جي اهميت کان واقف ٿي سگهندا.</li> <li>• بيت سُر ۽ لئه سان پڙهي</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 گلاب جو گل (بيت)</p>	



		<ul style="list-style-type: none"> <li>سگهندا.</li> <li>نوان لفظ لکي سگهندا.</li> </ul>			
مينوئل / ڪاپي / ڪتاب / قلم	<ul style="list-style-type: none"> <li>بيت جي سمجھائي جاري</li> </ul>	<ul style="list-style-type: none"> <li>قدرتي منظرن کان واقف ٿي سگهندا.</li> <li>گلن جي اهميت کان واقف ٿي سگهندا.</li> <li>بيت سُر ۽ لئه سان پڙهي سگهندا.</li> <li>نوان لفظ لکي 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 ستون</li> <li>گلاب جو گل (بيت)</li> </ul>	
	<ul style="list-style-type: none"> <li>مڪيه سرگرمي: (ڪورس ريڊنگ)</li> <li>استاد ٻارن سان گڏجي بيت جي ڏن ٺاهيندو ۽ سڀني شاگردن سان گڏجي ان کي ڪورس جي صورت ۾ پڙهائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>قدرتي منظرن کان واقف ٿي سگهندا.</li> <li>گلن جي اهميت کان واقف ٿي سگهندا.</li> <li>بيت سُر ۽ لئه سان پڙهي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>پڙهڻ</li> <li>ٻڌڻ</li> <li>ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>پهريون پيرڊ</li> <li>سبق ستون</li> <li>گلاب جو گل (بيت)</li> </ul>	
	<ul style="list-style-type: none"> <li>مڪيه سرگرمي:</li> <li>استاد شاگردن کي چئن گروپن ۾ ورهائيندو ۽ هر گروپ کي پنهنجي پنهنجي پسند جو گل ٺاهي ان ۾ رنگ ڀرڻ جي هدايت ڪندو.</li> </ul>	<ul style="list-style-type: none"> <li>قدرتي منظرن کان واقف ٿي سگهندا.</li> <li>گلن جي اهميت کان واقف ٿي سگهندا.</li> <li>بيت سُر ۽ لئه سان پڙهي سگهندا.</li> <li>نوان لفظ لکي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>پڙهڻ</li> <li>ٻڌڻ</li> <li>ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>ٻيو پيرڊ</li> <li>سبق ستون</li> <li>گلاب جو گل (بيت)</li> </ul>	فيبروري هفتو اوڻيهون
بورڊ، قلم، ڪاپي	<ul style="list-style-type: none"> <li>سرگرمي: استاد سڀ کان پهرين ٻارن ۾ هر آواز لفظن جو تصور چٽو ڪندو. بعد ۾ شاگردن کي نوان لفظ ڏيندو ۽ ان جا هر آواز ٻڌائڻ لاءِ چونڊو. جيئن:</li> <li>مزيدار سينگار نروار مددگار</li> </ul>	<ul style="list-style-type: none"> <li>قدرتي منظرن کان واقف ٿي سگهندا.</li> <li>گلن جي اهميت کان واقف ٿي سگهندا.</li> <li>بيت سُر ۽ لئه سان پڙهي</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 ستون</li> <li>گلاب جو گل (بيت)</li> </ul>	

	<ul style="list-style-type: none"> <li>نوٽ:استاد هر ٻار کي هن سرگرمي ۾ حصو وٺڻ کي يقيني بڻائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>سگهندا.</li> </ul>			
مينوئل/کاپي/ڪتاب/قلم	<ul style="list-style-type: none"> <li>استاد سبق ۾ موجود مشق نمبر 2 ٻارن کان حل ڪرائيندو.</li> <li>استاد سبق ۾ موجود مشق نمبر 3 حل ڪرائيندو.</li> <li>ٻار نوان لفظ پنهنجي کاپي ۾ سهڻا ڪرڻ سان لکندا ۽ استاد انهن جون کاپيون چڪاسي سندن ڪم جي قدر داني ڪندو..</li> </ul>	<ul style="list-style-type: none"> <li>قدرتي منظرن کان واقف ٿي سگهندا.</li> <li>گلن جي اهميت کان واقف ٿي 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 ستون</li> <li>گلاب جو گل (بيت)</li> </ul>	
مينوئل/کاپي/ڪتاب/قلم	<ul style="list-style-type: none"> <li>استاد ٻارن کي سوالن جا جواب لکرائيندو.</li> <li>استاد ٻارن کان سوال جواب پڇندو.</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>	<ul style="list-style-type: none"> <li>پهريون پيرڊ</li> <li>سبق ستون</li> <li>گلاب جو گل (بيت)</li> </ul>	
تصويرون/ڪتاب	<ul style="list-style-type: none"> <li>استاد ۾ ورڪ ٻڪ ۾ ڏنل سبق جي ورڪ شيٽ نمبر 15 ۽ 16 ٻارن کان حل ڪرائيندو.</li> </ul>	<ul style="list-style-type: none"> <li>قدرتي منظرن کان واقف ٿي سگهندا.</li> <li>گلن جي اهميت کان واقف ٿي 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 ستون</li> <li>گلاب جو گل (بيت)</li> </ul>	مارچ
مينوئل/کاپي/ڪتاب/قلم	<ul style="list-style-type: none"> <li>استاد سبق جي مشق نمبر 4 ” ٽپڪا ملائي تصويرون ۾ رنگ ڀرڻ “ واري مشق ٻارن کان حل ڪرائيندو.</li> <li>جائزو:</li> <li>استاد آخر ۾ ٻارن کان پڙهائيل سبق مان ڪجهه بنيادي سوال ڪري انهن جو زباني جائزو وٺندو.</li> </ul>	<ul style="list-style-type: none"> <li>قدرتي منظرن کان واقف ٿي سگهندا.</li> <li>گلن جي اهميت کان واقف ٿي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>پڙهڻ</li> <li>ٻڌڻ</li> <li>ڳالهائڻ</li> </ul>	<ul style="list-style-type: none"> <li>ٽيون پيرڊ</li> <li>سبق ستون</li> <li>گلاب جو گل (بيت)</li> </ul>	هفتو ويهون
مينوئل/جهنڊو/تصويري فليش ڪارڊ/کاپي/ڪتاب/قلم	<ul style="list-style-type: none"> <li>برين اسٽارمنگ</li> <li>استاد ڪلاس ۾ پاڪستان جو جهنڊو يا جهنڊي جو تصويري ڪارڊ کڻي ايندو ۽ هيٺيان سوال</li> </ul>	<ul style="list-style-type: none"> <li>آزاديءَ واري ڏينهن جي باري ۾ ڳالهه ٻولهه ڪري</li> </ul>	<ul style="list-style-type: none"> <li>مشاهدو ڪرڻ</li> <li>سوچڻ ويچارڻ</li> <li>پڙهڻ</li> </ul>	<ul style="list-style-type: none"> <li>چوٿون پيرڊ</li> <li>سبق آئون</li> <li>آزاديءَ جو ڏينهن</li> </ul>	

	<p>ڪندو.</p> <ul style="list-style-type: none"> <li>• هي تصوير ڪنهن جي آهي؟</li> <li>• هن جھنڊي ۾ ڪهڙا ڪهڙا رنگ آهن؟</li> <li>• ڇا توهان ڪڏهن جشن آزادي ملهائيو آهي؟</li> <li>• 14 آگسٽ تي توهان پنهنجي اسڪولن ۾ ڇا ڪندا آهيو؟</li> </ul> <p>ريڊنگ:</p> <ul style="list-style-type: none"> <li>• استاد سڀ کان پهرين شاگردن کي ريڊنگ جي گهريل طريقيڪار مطابق سبق پڙهي ٻڌائيندو.</li> <li>• استاد چئن اُچارن سان سبق پڙهندو. ٻئي مرحلي ۾ استاد هڪ هڪ ست پڙهندو ويندو ۽ ٻار ان جي پويان ست پڙهندا ويندا. آخر ۾ استاد هر هڪ ٻار کي الڳ الڳ سبق پڙهڻ لاءِ چونڊو.</li> </ul>	<p>سگهندا.</p> <ul style="list-style-type: none"> <li>• آزاديءَ واري ڏينهن جي اهميت ٻڌائي سگهندا.</li> <li>• لفظن جا واحد ۽ جمع ٻڌائي سگهندا.</li> <li>• آزاديءَ جي سرگرمين ۾ حصو وٺي سگهندا ۽ ملهائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• ٻڌڻ</li> </ul>		
	<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>• آزاديءَ واري ڏينهن جي باري ۾ ڳالهه بولڻ ڪري سگهندا.</li> <li>• آزاديءَ واري ڏينهن جي اهميت ٻڌائي سگهندا.</li> <li>• لفظن جا واحد ۽ جمع ٻڌائي سگهندا.</li> <li>• آزاديءَ جي سرگرمين ۾ حصو وٺي سگهندا ۽ ملهائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون ڀيرو سبق اٺون آزاديءَ جو ڏينهن</p>	<p>مارچ هفتوايڪيهون</p>
<p>مينوئل/ڪاپي/ڪتاب/قلم</p>	<ul style="list-style-type: none"> <li>• سرگرمي: 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> </ul>	<ul style="list-style-type: none"> <li>• آزاديءَ واري ڏينهن جي باري ۾ ڳالهه بولڻ ڪري سگهندا.</li> <li>• آزاديءَ واري ڏينهن جي اهميت ٻڌائي سگهندا.</li> <li>• لفظن جا واحد ۽ جمع ٻڌائي</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو ڀيرو سبق اٺون آزاديءَ جو ڏينهن</p>	

	<ul style="list-style-type: none"> <li>• آستاد 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 سڀني مون سان گڏ به دفعا پڙهندا. نوان لفظ پڙهڻ کانپوءِ آستاد 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> </ul>	<ul style="list-style-type: none"> <li>• سگهندا.</li> <li>• آزاديءَ جي سرگرمين ۾ حصو وٺي سگهندا ۽ ملهائي سگهندا.</li> </ul>			
مينوئل/ڪاپي/ڪتاب/قلم	<ul style="list-style-type: none"> <li>• سرگرمي:</li> <li>• آستاد شاگردن کي چئن گروپن ۾ ورهائيندو ۽ اي فورجي هڪ ڀني تي هڪ خاڪو ٺاهي هر گروپ کي ڏيندو ۽ ان کي هدايت ڪندو ته اهي ڪتاب ۾ ڏنل نقشي جي مدد سان صوبن جا نالا خاڪي ۾ لکن.</li> <li>• نوٽ: آستاد شاگردن کي ضرورت پوڻ تي رهنمائي ڪندو ۽ آخر ۾ سڀني جو ڪم چڪاسي سندن همت افزائي ڪندو.</li> </ul>	<ul style="list-style-type: none"> <li>• آزاديءَ واري ڏينهن جي باري ۾ ڳالهه ٻولهه ڪري سگهندا.</li> <li>• آزاديءَ واري ڏينهن جي اهميت ٻڌائي سگهندا.</li> <li>• آزاديءَ جي سرگرمين ۾ حصو وٺي سگهندا ۽ ملهائي 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 اٺون</li> <li>• آزاديءَ جو ڏينهن</li> </ul>	
ڪاپي/ڪتاب/قلم	<ul style="list-style-type: none"> <li>• سرگرمي: آستاد شاگردن کي ٻن گروپن ۾ ورهائيندو ۽ هر گروپ کي هدايت ڪندو ته هو 14 آگسٽ ملهائڻ جو ڪو تصوراتي پروگرام ٺاهين ته هو ڪهڙي ريت 14 آگسٽ ملهائڻ پسند ڪندا ۽ ڪهڙيون ڪهڙيون سرگرميون ڪندا.</li> <li>• نوٽ: آستاد آخر ۾ سڀني ٻارن جو ڪم چڪاسيندو ۽ انهن جي رهنمائي ڪندو.</li> </ul>	<ul style="list-style-type: none"> <li>• آزاديءَ واري ڏينهن جي باري ۾ ڳالهه ٻولهه ڪري سگهندا.</li> <li>• آزاديءَ واري ڏينهن جي اهميت ٻڌائي سگهندا.</li> <li>• آزاديءَ جي سرگرمين ۾ حصو وٺي سگهندا ۽ ملهائي 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 اٺون</li> <li>• آزاديءَ جو ڏينهن</li> </ul>	
مينوئل/ورڪ بڪ ڪاپي/ڪتاب/قلم	<ul style="list-style-type: none"> <li>• سرگرمي: (گرامر/واحد ۽ جمع)</li> </ul>	<ul style="list-style-type: none"> <li>• لفظن جا واحد ۽ جمع ٻڌائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> </ul>	<ul style="list-style-type: none"> <li>• پهريون پيرڊ</li> <li>• سبق اٺون</li> </ul>	<ul style="list-style-type: none"> <li>• مارچ</li> <li>• هفتو ٻاويهون</li> </ul>

	<p>سرگرمي 1:</p> <ul style="list-style-type: none"> <li>• استاد سڀ کان پهرين ٻارن کي واحد ۽ جمع جو تصور مثالن سان سمجھائيندو. ان کانپوءِ:</li> <li>• استاد شاگردن کي ٻن گروپن ۾ ورهائيندو ۽ هدايت ڪندو ته هڪ گروپ واحد لفظ ٻڌائيندو ته ٻيو گروپ ان جو جمع ٻڌائيندو. لفظ هيٺ ڏنا ويا آهن.</li> <li>• صوبو ترانو جهڻو بازار گهٽي عمارت سهڻي ٻئي سٺو</li> </ul> <p>سرگرمي 2:</p> <ul style="list-style-type: none"> <li>• استاد ٻارن کي سبق جي مشق نمبر 3 ” هيٺيان لفظ ٺاهيو“ حل ڪرائيندو.</li> </ul> <p>سرگرمي 3:</p> <ul style="list-style-type: none"> <li>• استاد ٻارن کي ورڪ بڪ ۾ ڏنل ورڪ شيٽ نمبر 17 حل ڪرائيندو.</li> </ul>		<ul style="list-style-type: none"> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>آزاديءَ جو ڏينهن</p>	
<p>ڪتاب/مِينوئل/ڪاپي/قلم</p>	<p>سرگرمي:</p> <ul style="list-style-type: none"> <li>• استاد ٻارن کي سبق جا سوال جواب لکرائيندو ۽ آخر ۾ انهن کان سوالن جا زباني جواب پڇندو. استاد ٻارن جي رهنمائي ڪندو.</li> </ul>	<ul style="list-style-type: none"> <li>• آزاديءَ واري ڏينهن جي باري ۾ ڳالهه ٻولهه ڪري سگهندا.</li> <li>• آزاديءَ واري ڏينهن جي اهميت ٻڌائي 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 سبق اٺون آزاديءَ جو ڏينهن</p>	
<p>مِينوئل/ڪاپي/ڪتاب/قلم</p>	<p>سرگرمي:</p> <ul style="list-style-type: none"> <li>• استاد سبق ۾ موجود مشق نمبر 4 ” ٽيڪا ملائي تصويرن ۾ رنگ ڀريو“ حل ڪرائيندو.</li> </ul> <p>جائزو:</p> <ul style="list-style-type: none"> <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>• آزاديءَ جي سرگرمين ۾ حصو وٺي سگهندا ۽ ملهائي سگهندا.</li> </ul>		<p>ٽيون پيرڊ سبق اٺون آزاديءَ جو ڏينهن</p>	
<p>تصويرون/فليس ڪارڊ ڪتاب</p>	<p>برين اسٽارمنگ:</p> <ul style="list-style-type: none"> <li>• استاد ڪلاس ۾ انڊلٽ جو تصويري ڪارڊ</li> </ul>	<ul style="list-style-type: none"> <li>• برسات جي اهميت سمجھائي</li> </ul>	<ul style="list-style-type: none"> <li>• مشاهدو ڪرڻ</li> <li>• غور ويچار ڪرڻ</li> </ul>	<p>چوٿون پيرڊ سبق نائون</p>	

	<p>شاگردن کي ڏيکاريندي انهن کان سوال ڪندو.</p> <ul style="list-style-type: none"> <li>• توهان هن کي سڃاڻو ٿا؟</li> <li>• هيءَ انڊلٽ آهي. اوهان ٻڌايو ته هن جا گهڻا رنگ ٿيندا آهن؟</li> <li>• هن جا ست رنگ ٿيندا آهن. اوهان ٻڌايو ته ڪهڙا ڪهڙا؟</li> <li>• اوهان ڪڏهن برسات پوندي ڏٺي آهي؟</li> <li>• برسات پوندي آهي ته ڇا ٿيندو آهي؟</li> </ul> <p>ريڊنگ:</p> <ul style="list-style-type: none"> <li>• استاد سڀ کان پهرين شاگردن کي ريڊنگ جي گهريل طريقيڪار مطابق سبق پڙهي ٻڌائيندو. استاد چئن اُچارن سان سبق پڙهندو. يعني مرحلي ۾ استاد هڪ هڪ ست پڙهندو ويندو ۽ ٻار ان جي پويان ست پڙهندا ويندا. آخر ۾ استاد هر هڪ ٻار کي الڳ الڳ سبق پڙهڻ لاءِ چونڊو.</li> </ul>	<p>سگهندا.</p> <ul style="list-style-type: none"> <li>• آتم ڪٿا جو تصور ڏئي سگهندا.</li> <li>• اُبتڙ لفظن جي ڄاڻ حاصل ڪري سگهندا.</li> <li>• انڊلٽ جو تصور سمجهي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>برسات</p>	
<p>مينوئل/ڪاپي/ڪتاب/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>• برسات جي اهميت سمجهائي سگهندا.</li> <li>• آتم ڪٿا جو تصور ڏئي سگهندا.</li> <li>• اُبتڙ لفظن جي ڄاڻ حاصل ڪري سگهندا.</li> <li>• انڊلٽ جو تصور سمجهي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>پهريون ڀيرو؟ سبق نائون برسات</p>	<p>مارچ هفتو ٽيوهون</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>• برسات جي اهميت سمجهائي سگهندا.</li> <li>• آتم ڪٿا جو تصور ڏئي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو ڀيرو؟ سبق نائون برسات</p>	

		<ul style="list-style-type: none"> <li>• اُبتتر لفظن جي جاڻ حاصل ڪري سگهندا.</li> <li>• انڊلڪ جو تصور سمجھي سگهندا.</li> </ul>		
مِينوئل/ڪاپي/ڪتاب/قلم	<ul style="list-style-type: none"> <li>• سرگرمي: اُستاد مِينوئل ۾ ڏنل لفظ بورڊ تي لکندو/لکندي ۽ انهن لفظن کي انهن جي معنيٰ سان 2+3 طريقي ذريعي چئن اُچارن سان پڙهائيندو/پڙهائيندي 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 مون کي 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> </ul>	<ul style="list-style-type: none"> <li>• برسات جي اهميت سمجھائي سگهندا.</li> <li>• آتم ڪتا جو تصور ڏئي سگهندا.</li> <li>• اُبتتر لفظن جي جاڻ حاصل ڪري سگهندا.</li> <li>• انڊلڪ جو تصور سمجھي 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 نائون</p> <p>برسات</p>
رول پلي / مِينوئل	<p>هڪ سرگرمي:</p> <ul style="list-style-type: none"> <li>• اُستاد شاگردن کان برسات جي آتم ڪتا بابت رول پلي ڪرائيندو.</li> <li>• اُستاد هر شاگرد جي هن سرگرمي ۾ حصو وٺڻ کي يقيني بڻائي.</li> <li>• هر شاگرد ڏنل ڊائيلاگ ادا ڪرڻ کان اڳ چونڊو ته ”آئون برسات آهيان.“</li> <li>• شاگرد 1: آئون برسات آهيان. مون کي مينهن بارش ۽ وسڪارو به چوندا آهن.</li> </ul>	<ul style="list-style-type: none"> <li>• برسات جي اهميت سمجھائي سگهندا.</li> <li>• آتم ڪتا جو تصور ڏئي سگهندا.</li> <li>• اُبتتر لفظن جي جاڻ حاصل ڪري سگهندا.</li> <li>• انڊلڪ جو تصور سمجھي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>چوٿون پيرڊ</p> <p>سبق نائون</p> <p>برسات</p>

	<ul style="list-style-type: none"> <li>• شاگرد2: آئون برسات آهيان. آئون ڪڏهن به وسي سگهان ٿي پر سانوڻ جي مُند ۾ خاص وسندي آهيان.</li> <li>• شاگرد3: آئون برسات آهيان. منهنجي وسڻ سان قِسمين قِسمين جا گاهه ۽ پوڻا ڦٽندا آهن.</li> <li>• شاگرد4: آئون برسات آهيان. منهنجي وسڻ سان ماڻهو پڪي، جيٽ ۽ جانور خوش ٿيندا آهن.</li> <li>• شاگرد5: آئون برسات آهيان. مون کي ٿر ۽ ڪوهستان جا ماڻهو گهڻو ياد ڪندا آهن.</li> <li>• شاگرد6: آئون برسات آهيان. منهنجي وسڻ سان ماڻهن جون پٺيون آباد ٿين ٿيون.</li> <li>• شاگرد7: آئون برسات آهيان. آئون ڏينهن جو وسي بند ٿيندي آهيان ته سڄُ نڪرندو آهي.</li> <li>• شاگرد8: آئون برسات آهيان. منهنجي وسڻ بعد ڪڏهن ڪڏهن آسمان تي انڊلٽ به نڪرندي آهي. جنهن جا 7 رنگ ٿيندا آهن.</li> <li>• شاگرد9: آئون برسات آهيان. پيارا بارو! آءُ وسان ته پلي وهنجو پر رستن ۽ گهٽين ۾ گڏ ٿيل پاڻيءَ ۾ نه وهنجو. جيڪڏهن وهنجندا ته بيمار ٿي پوندا.</li> </ul>				
<p>رول پلي / مينوئل</p>	<ul style="list-style-type: none"> <li>• رول پلي ٻئي ڏينهن به جاري رهندو.</li> <li>• ڪجهه ٻار ٻئي ڏينهن رول پلي ڪندا.</li> </ul>	<ul style="list-style-type: none"> <li>• برسات جي اهميت سمجهائي سگهندا.</li> <li>• آتم ڪتا جو تصور 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 ڀيرو: سبق نائون برسات</p>	<p>اپريل هفتو چوويهون</p>
<p>مينوئل / ڪاپي / ڪتاب / قلم</p>	<p>سرگرمي (گرامر)</p> <ul style="list-style-type: none"> <li>• استاد سڀ کان پهرين ٻارن کي لفظ ۽ انهن جي ضدن بابت سمجهائيندو. بورڊ تي ڪجهه مثال لکي استاد ٻارن کي ٻڌائيندو ته لفظ ۽ انهن جا ضد</li> </ul>	<ul style="list-style-type: none"> <li>• اُبتڙ لفظن جي جاڻ حاصل ڪري سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٻيو ڀيرو: سبق نائون برسات</p>	



	<p>چا ٿيندا آهن؟</p> <ul style="list-style-type: none"> <li>• استاد شاگردن کي هيٺ ڏنل لفظن جا ابتڙ لکڻ لاءِ چوندو.</li> <li>• صبح رات عام ڌرتي ڪارا</li> <li>• نوٽ: استاد ٻارن جي ٻيا به لفظ ۽ انهن جا ضد ڳولڻ ۾ رهنمائي ۽ مدد پڻ ڪندو.</li> </ul>				
ڪتاب	<ul style="list-style-type: none"> <li>• استاد ٻارن کي سوالن جا جواب لکرائيندو ۽ ٻار سوال ۽ جواب پنهنجي ڪاپي ۾ لکندا ويندا.</li> </ul>	<ul style="list-style-type: none"> <li>• برسات جي اهميت سمجهائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>ٽيون پيڙه</p> <p>سبق نائون</p> <p>برسات</p>	
مينوئل/ڪاپي/ ڪتاب/قلم	<ul style="list-style-type: none"> <li>• استاد ”ياد رکو ته“ واري مشق ۾ ڏنل جملا ٽي پيرا ٻارن کي پڙهائيندو ۽ اهي جملا ٻارن کي لکرائيندو.</li> <li>• استاد ”ٽپڪا ملائي رنگ ڀريو“ واري مشق حل ڪرائيندو.</li> <li>• استاد ورڪ بڪ ۾ ڏنل سبق جي ورڪ شيٽ نمبر 18 ٻارن کان حل ڪرائيندو.</li> </ul> <p>جائزو:</p> <ul style="list-style-type: none"> <li>• استاد ٻارن کان سبق مان ڪجهه بنيادي سوال زباني پڇي ۽ جواب حاصل ڪري</li> </ul>	<ul style="list-style-type: none"> <li>• برسات جي اهميت سمجهائي سگهندا.</li> </ul>	<ul style="list-style-type: none"> <li>• لکڻ</li> <li>• پڙهڻ</li> <li>• ٻڌڻ</li> <li>• ڳالهائڻ</li> </ul>	<p>چوٿون پيڙه</p> <p>سبق نائون</p> <p>برسات</p>	
<p>هن هفتي استاد ٻارن کي سبقن مان مختصر پيپر ٺاهي انهن جو امتحان وٺندو ته جيئن سالياني امتحان کان اڳ ٻار جي قابليت کي چڪاسي سگهجي. استاد ٻارن جا پيپر ڪلاس ۾ ئي چڪاسي سندن غلطي جي نشاندهي ۽ درستگي ڪندو.</p>					<p>اپريل</p> <p>رويجن/جائزو</p> <p>هفتو پنجويهون</p>
<p>هي ٻه هفتا رويجن ۽ سالياني امتحان لاءِ رڪيا ويا آهن.</p>					<p>اپريل</p> <p>هفتو چويهون ۽ هفتو ستاويهون</p>