



		Writing	Identifies and writes the things he brings to school. Identifies the action words.	<p>The teacher will show them the visual cards of these words. Wonder, drawing, stares, green, puppy.</p> <p>The child will be encouraged to read the poem of his own and following questions will be asked :</p> <p>Q. 1. What does the child think about his drawing ?</p> <p>Q. 2. What does he think about his classmates ?</p> <p>Q. 3. What does he think about his teacher ?</p> <p>Q. 4. Match the animals with their babies.</p> <p>Draw/paste and write the names of the things the children bring to school.</p> <p>The teacher will enact the various action words in the class and children will be told to guess.</p>		
		Spelling	Enriching vocabulary.	<p>Make small words using the letters of the word.</p>		

		Handwriting	Is able to form the various strokes properly.	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(Revision of slanting, sleeping, standing lines)</p> <p>_____ — — — —</p> <p>/////</p> <p>     </p> <p>One page cursive writing.</p>		
	Haldi's Adventure	Listening & Speaking	<p>Listens and understand the story.</p> <p>Is able to answer simple questions in English.</p> <p>Animals and their sounds.</p> <p>Knowledge about zoo.</p>	<p>The teacher narrates the story with proper actions and voice modulation.</p> <p>Following questions will be asked :</p> <p>Q. 1. Have you visited a zoo ?</p> <p>Q. 2. What do you see in a zoo?</p> <p>Q. 3. Name the animals you have seen in a zoo ?</p> <p>Q. 4. Have you seen a giraffe ?</p> <p>Q. 5. Whom did Haldi meet one day ?</p> <p>Q. 6. What did the giraffe wear?</p> <p>Q. 7. What was the name of the giraffe ?</p> <p>(Many such questions can be asked).</p>	Punctuality	EVS— Animals Good manners
		Reading	Learns to read the lesson with proper	Model reading by the teachers		

			<p>punctuation and pauses.</p> <p>Reads the sight words properly.</p> <p>Meanings of the difficult words.</p>	<p>followed by students.</p> <p>Reading in large group.</p> <p>Reading in small group.</p> <p>Individual reading.</p> <p>The teacher will make visual cards of the following words : Giraffe surprised adventure wonderful playground</p> <p>Oral drilling of words like paddle, saddle, cradle and so on.</p> <p>Read and encircle the correct spellings eg. wonderfull, wonderful, wanderful.</p> <p>Meanings of the difficult words through pictures, charts, sentence formation, flash cards etc.</p>		
		Writing	<p>Identifies different animals, their habitats and their names.</p> <p>Learns and writes the names of the days of the week.</p> <p>Opposite words.</p>	<p>Activity sheets of different animals. Children identify them and write down their names.</p> <p>Activity sheets – match animals with their habitats.</p> <p>Jumbled up names of the days of the week. Put them in correct order.</p> <p>Write the opposite of the following words :</p> <ol style="list-style-type: none"> <li>1. Happy _____</li> <li>2. Love _____</li> <li>3. Top _____</li> </ol>		

		Handwriting Spelling	Learns cursive writing. Vocabulary enrichment.	<p>4. Good _____ 5. Late _____</p> <p>One page cursive writing.</p> <p>Fill in the missing letters of the names of the months. J ___ uary Febru ___ ry Ma ___ ch</p> <p>Match the animal with its name. Fill in the blanks to complete the names.</p> <p>Pictures of Animals      B E ___ R    F ___ O G    C ___ W    C ___ T    S N ___ K E</p>		
June/ July	Unit-2 I am Lucky	Listening & Speaking	<p>Leans about the movements, actions, activities of different animals and birds.</p> <p>Discriminates various sounds of birds, animals and nature.</p>	<p>Match animals to their movements eg. fishes – wim, birds – fly.</p> <p>Activity sheet Match :</p> <p>1. Butterfly      has eight arms 2. Myna            can wringle and giggle 3. Fish             has wings 4. Elephant      can sing 5. Kangaroo      has a trunk 6. Octopus        can hop.</p>	Be kind of animals	EVS— Birds and animals

		Reading	<p>Reads the poem aloud with proper rhythm and intonation.</p> <p>Is able to read the sight words properly.</p>	<p>Playing silence game – The children will be taken to a park and will be asked to listen to the sounds. The children will be encouraged to speak out what they listened or imagined.</p> <p>The teacher reads the poem aloud with proper rhythm and gestures.</p> <p>Recitation of the poem in large group.</p> <p>Recitation in small groups.</p> <p>Individual recitation.</p> <p>Visual cards related to the lesson.</p> <p>Encircle the odd one out eg. Fish, octopus, frog, cat</p>		
		Writing	<p>Develops creative writing.</p>	<p>Write about your favourite bird (parrot)</p> <p>My favourite bird is _____.</p> <p>The colour of my favourite bird is _____.</p> <p>Its beak is _____ in colour.</p> <p>I keep it in a _____.</p> <p>It eats green _____.</p>		

		Spelling	Enrichment of vocabulary.	Write 5 words beginning with A _____ B _____ T _____ P _____ Combine the words to make a new word eg. 1. Black + board → _____ 2. Book + shop → _____		
		Handwriting	Learns cursive writing. Learns to write sentences with proper punctuation marks.	One page cursive writing. I am five years old. (One page writing)		
	'I want'	Listening & Speaking	Listens and understands the story.  Answers simple questions in English.  Body parts of the animals.	The teacher will narrate the story and ask some questions like : Q. 1. Name some wild animals. Q. 2. Where do they live ? Q. 3. What things do you find in a jungle ? Q. 4. Who gave the magic band to the monkey ? Q. 5. What does the zebra have? Spots or strips  Power Point Presentation of the body parts of a few animals.  Model reading by the teacher.	Don't imitate others	EVS— Body parts of animals

		Reading	Learns to read the lesson properly with punctuation and pauses.  Reads the right words properly.  Meanings of difficult words.	Large group reading. Small group reading. Individual reading. Visual cards of the sight words to be made and read aloud by the teacher and students. Meanings of the difficult words to be made clear through pictures, flash cards, sentence formation.  By showing various objects available in the class room like bottles, pencils, pens, chalks etc. Activity sheet – Pictures, one many Fill in the blanks from the help box : Colony, shoal, flock, swarm, herd I saw a _____ of birds. A _____ of elephants was standing near the river. There is a _____ of ants in this hole.  Make words : MNOEKY _____ ZBREA _____ Fill in the blanks :		
		Writing	Learns to write plurals and collective nouns.			

		Spelling	Enriching vocabulary.	W _ _ n d T r _ _ _ k W i s _ M o _ _ s t _ _ r B l _ _ w  i look awful she is my Mother		
		Handwriting	Learns to write with proper pronunciation marks.			
	Unit-3 A Smile	Listening & Speaking	Understands the importance of 'Smile'.	Students are encouraged to talk about good manners and courtesy. Something they achieved through gentle means and good behaviour. Some questions can be asked. Q. 1. What makes you smile ? Q. 2. What happens when you smile at someone ? Q. 3. Can you tell a joke and make everyone laugh ?	Be cheerful	
		Reading	Learns to read and recite the poem 'A Smile'. Reads the right words. Meanings of the	Recitation by the teacher. Recitation by students in large group. Recitation by students in small group.		


			<p>difficult words.</p> <p>Recognizes various emotions. Is able to write simple sentences.</p> <p>Enriching vocabulary.</p> <p>Learns cursive writing with proper punctuation marks.</p>	<p>Individual recitation. Visual cards for sight words. Meanings of the difficult words through pictures, flash cards and sentence construction. Make _____ if it makes you happy, if it makes you sad. Eating ice-cream _____ Getting hurt _____</p> <p>Write 4 things that make you happy. Identify the pictures and write a sentence about it. (kite, parrot, banana etc.)</p> <p>Word building activity : Train → Net → Tub → Ball → Write down two words each starting with : a e i o u _____ _____</p> <p>One page writing. The name of my sister is Geeta.</p>		
	The Wind and The	Listening & Speaking	<p>Listens and understands and comprehends the story.</p>	<p>Conversation based on 'Role-play'. Activity sheet with pictures of things used in summer and</p>	<p>Don't underestimate anyone</p>	<p>EVS— Seasons Winter, Summer</p>


	Sun		<p>Is able to delivers small dialogues.          Is able to identify different seasons ?          Identifies natural things.</p>	<p>winter seasons. Children will encircle the things used in summer and will put (√) on the things used in winter season.          Activity – Colour the natural things.</p> <div data-bbox="1176 395 1451 550" data-label="Image"> </div> <p>Model reading by teacher.          Large group reading by students.          Small group reading.          Individual reading.          Visual cards of the words starting with W – watch, water, wall, warm.          V – van, violin, very, vet.</p> <ol style="list-style-type: none"> <li>1. Activity sheet with opposite words in jumbled form. They will match it.</li> <li>2. Activity sheets.</li> </ol> <div data-bbox="1176 1053 1451 1204" data-label="Image"> </div> <ol style="list-style-type: none"> <li>3. Fill in the blanks :              WIN ___ ER              AUT ___ MN</li> </ol>		
	Reading	<p>Learns to read the lesson with proper punctuation and pauses.          Reads the words using W and V.</p>				
	Writing	<p>Learns to write the opposite words.          Identifies and writes the action words.</p> <p>Enriching Vocabu-lary.</p>				

		Spelling		SUM ___ ER RA ___ NY		
		Handwriting	Learns to write in cursive writing.	1. Put the words from the story. 2. Lines on face It give you rain.  Where are my books ?		
Aug- ust	Unit-4 Rain	Listening & Speaking	The child is able to recite the poem with proper actions and gestures. Learns and appreciate the beauty of various seasons. Is able to discriminate various sounds.	The children will close their eyes and sit in a thinking pose. The teacher will read the poem slowly and loudly two or three times. Then they will be asked to open their eyes and read the text with proper voice modulation. Now they will be encouraged to recite it with proper actions and gestures. Following questions will be asked : Q. 1. Where is the rain falling ? Q. 2. What do you do in a rainy season ? Q. 3. Do you like to play in water?	Importance and conservation of rain-water	EVS— Seasons Rainy

				<p>Q. 4. What things live in water ?</p> <p>The teacher will play the recorded sound of jingling of bells, gurgling of water, pouring of water in the class. The children will identify these sounds.</p> <p>Model recitation by the teacher. Recitation by students. Meanings of sight words.</p> <p>Complete the story of 'A drop of rain' with the use of help box. water, sun, land, drops, clouds Match the pictures of sources of water with the name of source. (Rain, pond, river, tap, handpump). Write down the rhyming words from the poem.</p> <p>Combine the words to form a new word : RAIN + BOW = _____ RAIN + FALL = _____ RAIN + DROP = _____ RAIN + COAT = _____</p>		
		Reading	<p>Reads and recites the poem.</p> <p>Is able to read the sight words.</p>			
		Writing	<p>1. Develops writing skill.</p> <p>2. Identifies and writes the various sources of water.</p>			
		Spelling	<p>Enriching vocabulary.</p>			
			<p>Learns cursive writing.</p>	<p>One page writing.</p>		

		Handwriting				
	Storm in the garden	Listening & Speaking	Listens and understands the story. Answers simple questions.	1. After narrating the story following questions will be asked. Q. 1. Who was Sunu-Sunu ? Q. 2. Whom did he visit ? Q. 3. Where did the ants hide ? Q. 4. Did Sunu-Sunu get wet ?  2. Children will repeat after the teacher. Hee ! Hee ! Hee ! Kaa ! Kaa ! Kaa ! Shay ! Shay ! Shay ! (etc.)	Love for nature	EVS— The Sky
		Reading	Learns to read the lesson. Reads the sight words properly. Meanings of the difficult words.	— Model reading by the teacher. — Reading in large group. — Reading in small group. — Individual reading. — Visual cards of the difficult words. — Match the pictures with their names.		

		Writing	Develops writing skills. Can write a few sentences by using key words.	 <p>clouds sun rainbow stars moon</p> <p>— Write the names of your four friends and write one line for each one of them. e. g. Sunita is very good at Maths.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p>— Give the picture of 'A Rainy Day' and write sentences using the given key words.</p> <p>rain, paper boats, rainbow, umbrella, peacocks, dark-clouds.</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol>		
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		Spelling  Handwriting	Enriching vocabulary.  Learns cursive writing.	3. _____ 4. _____ 5. _____ — Activity sheet with pictures eg.  The spoon is _____ the glass. _____ Building of word ladder. 1. Remove 'h' and add 'p' hot 2. Remove 'p' and add 'c' pot  One page cursive writing.		
Sept-ember	Unit-5 Zoo Man-ners	Listening & Speaking          Reading	Learns about zoo manners.      Reads and recites the poem. Reads the sight word.	Conversation about the experiences at a zoo. Ask children how can we be friends to animals ? — Show the children pictures of various zoo manners and discuss each one. — Visit to a zoo. Talk about not hurting or beating the animals.  Model recitation by the teacher. Recitation by the children.  Meanings of sight words. Say 'yes' or 'no'. I tease animals. I play with animals. We should love the animals	Concern for animals	EVS— Animals

				<p>etc.</p> <p>Match the opposite genders :</p> <p>Lion            Peahen  Horse           Lioness  Peacock        Mare</p> <p>— Draw, colour and write two sentences about your favourite animal.</p> <p>Children will write the answer of the following questions in small sentences :</p> <p>What do you see at the zoo?  What is camel proud of ?  Who thinks himself to be wise ?  How should you treat the animals at the zoo ?</p> <p>Word Puzzle with the names and pictures of animals.  Fill in the blanks to complete the name of animals.</p> <p>CA ____ L  PEN ____ UI ____ S  T ____ G ____ R etc.</p> <p>Practice one page handwriting.</p>		
		Writing	<p>Knows about genders.</p> <p>Develops skills of creative writing.</p> <p>Is able to write answer from the text.</p>			
		Spelling				
		Handwriting	<p>Learns to write sentences in a cursive way.</p>			

	Funny Bunny	Listening & Speaking	Recognizes sounds of animals.	The children will close their eye, hear and identify the following sounds as the teacher makes. — Roar like a lion — Bark like a dog — Neigh like a horse. The children will open their eyes and ask them to roar like a lion.	Animals should be treat kindly	EVS— Animals sounds
			Listens and understands the story.	The teacher will develop the story with the help of an OHP.		
			Answers small questions related to the story.	Following questions will be asked : Q. 1 What fell on Funny Bunny's head ? Q. 2. What did Funny Bunny think ? Q. 3. Who ate all the animals in the end ?		
		Reading	Learns to read the lesson.	Make a story by looking at the pictures. Model reading by the teacher.		
			Reads the sight words.	Reading in small groups. Individual reading.		
				Visual cards with the names of animals and insects.		
				Sight words in, one under.		

		Writing		<p>Write all the rhyming names that appear in the story. eg.</p> <ol style="list-style-type: none"> <li>1. Funny Bunny</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p>Name any five farm animals, water animals, wild animals.</p> <p>Activity sheets with pictures to fill up the prepositions like above, below, in front, behind.</p> <p>Answer the questions like :  Who was Sunu-Sunu ?  Where were the ants hiding?  Did the Sunu-Sunu get wet ?</p>		
		Spelling	Enriching vocabulary.	<p>— Make words :</p> <p>PORDU  WSIE  SYK  FNUNY  KNIG  RBABIT</p> <p>— Word puzzle with pictures related to the lesson.</p>		
		Handwriting	Learns to write cursive writing.	One page writing.		



		Spelling	names properly. Learns and writes the describing words.	to write the names of their father. mother, uncle, aunt and so on. 1. My father's name is Mr. Mohan Das. Activity sheet given to fill up the describing words eg.  _____ child  _____ tree  Write 2 words beginning with a, e, i, o, u a    e    i    o    u ____ _ ____ _		
		Handwriting	Enriching vocabulary.	Learns cursive writing.		
	Curly-locks and the three Bears	Listening & Speaking	Listens to the story and answers the questions.	The teacher narrates the story and asks some questions. Q. 1. What was the name of the girl ? Q. 2. What did she see ?	Belongingness towards family	EVS— My Family
		Reading	Reads the lesson properly.	Model reading by the teacher. Reading by students. Pictures, flashcards to bring		

		Writing	<p>Understands the meanings of the difficult words. Reads the sight words.</p> <p>Writes the names of his/her family members.</p> <p>Writes the names of food items.</p>	<p>about the meaning of the difficult words. Teacher displays the sight words and lots of drilling of the sight words is carried out in the class. Who said these words in the story ? 1. "Is anybody in ?" 2. "Somebody ate my porridge." Match the fruits with their names.</p> <p>Me</p> <p>Curlylocks ate porridge when she was hungry. Write the things you had for your breakfast, lunch and dinner.</p> <p>1. Breakfast _____ _____</p> <p>2. Lunch _____ _____</p>		
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		Spelling	Vocabulary enrichment.	<p>3. Dinner</p> <p>— Pick the same sounding words from the kites and write in the bubbles.</p> <p>right, sun, whole, ate, one, their, new, sum</p> <p>won, eight, son, write, some, knew, there, hole</p>		
		Handwriting	Learns cursive writing.	<p>One page handwriting.</p>		
Nov-ember	Unit-7 On My Black-	Listening & Speaking	Develops self esteem and gains confidence.	Discussion about the things in the classroom. How the children can keep the		Maths— Number names



		Spelling	Enriching vocabulary.	<p>3. 4. 5. — Write the plurals of the following words by adding s, es, ies and ves : Toy-Toys, Hero-Heroes, Baby-Babies Boy _____ House _____ Lady _____ Cake _____ Match _____ City _____ Pen _____ Box _____ Story _____</p> <p>Fill in the blanks : The boy drew One <u>little</u> house Two _____ gates. Three red _____ . Five little _____ . Six yellow _____ .</p> <p>One page cursive writing.</p>		
	Make It Shorter	Listening & Speaking	Learns to deliver dialogues.	<p>1. Role play and dramatization. 2. The teacher will give some inputs and allow them to change the ending of the story as they would have liked. 3. Encourage the children to</p>	Presence of mind	
		Handwriting	Learns cursive writing.			

		Reading	<p>Reads the lesson. Reads the sight words. Meanings of the difficult words.</p>	<p>read more stories.</p> <p>Model reading by the teacher. Reading by students. Match the columns to form a pair :</p> <p>pencil            butter bread             chair shoes             eraser tabkle            socks</p> <p>Circle the odd one out : Table, chair, desk, stool, Rose</p> <p>Who said the following words: Q. 1. "Make this line shorter." Q. 2. "That's true. The first line is shorter now !"</p>		
		Writing	<p>Understands the story and is able to write the answers in small sentences.</p>	<p>Q. 1. What did Akbar draw on the floor ? Q. 2. What did Akbar do in the end? Make sentences with the following words. 1. Rub, 2. Short, 3. Smile, 4. Happy Write the names of any five games that you play.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		


		Spelling	Enriching vocabulary.	<p>_____</p> <p>Encircle the correct spelling :</p> <ol style="list-style-type: none"> <li>Chimny Chimney Chimneey</li> <li>Straight Strait Straiht</li> </ol> <p>Practice cursive writing.</p>		
		Handwriting	Learns cursive writing.			
Dec-ember	Unit-8 I am the Music man	Listening & Speaking	<p>Knows about the various musical instruments.</p> <p>Can answer some simple questions.</p>	<p>The teacher shows the musical instruments before beginning the lesson. Encourage the children to hear musical instruments. The children will sing the poem aloud where they will clap, tap and drum their tiffin boxes, benches etc.</p>	To appreciate art and music.	
		Reading	<p>Reads and recites the poem properly.</p> <p>Reads the sight words.</p> <p>Knows the meanings of the difficult words.</p>	<p>Model recitation by the teacher. Recitation by the students. Visual cards.</p> <p>Do you like to dance ? Tick (✓) on the places and occasions when you dance.</p> <ol style="list-style-type: none"> <li>In the rain</li> <li>At the birthday party</li> <li>On the bus stop</li> <li>On school picnic</li> </ol> <p>Match the musical instruments with their names.</p>		




		Writing	Develops writing skills.	<ul style="list-style-type: none"> <li>— Find words that rhyme with the following words from the poem. Cow _____ Clay _____ Wig _____</li> <li>— Write the names of any two musical instruments.</li> <li>— Break the boards into two words.</li> <li>— Blackboard → Black + Board</li>   <li>1. Waterfall → ____ + ____</li> <li>2. Breakfast → ____ + ____</li> <li>3. Postman → ____ + ____</li>   <li>Fill in the blanks :</li> <li>1. F ____ UTE</li> <li>2. DRU ____</li> <li>3. P ____ ANO</li> <li>4. V ____ OLIN</li> <li>5. G ____ IT ____ R</li>   <li>Practise cursive writing.</li> </ul>		
		Spelling	Vocabulary enrichment.			
		Handwriting	Learns cursive writing.			
	The Mumbai Musi-	Listening & Speaking	Identifies various musical instruments. Listens to the story and	1. The teacher shows them some pictures of the musical instruments and asks them	Developing a positive self	EVS— Love your pets

	cians		<p>is able to answer some simple questions.</p> <p>Reading</p> <p>Reads the lesson with proper pronunciation. Reads the sight words related to the lesson. Understands the meaning of the sight words.</p> <p>Writing</p> <p>Develops writing skills.</p> <p>Learns to write the sentences correctly.</p> <p>Learns to write guided</p>	<p>to name them. Teacher narrates the story in her own words.</p> <p>Model reading by the teacher. Reading by the students. Visual cards. Match the animals with their names.</p> <table border="0"> <tr> <td>Dog</td> <td>Goopu</td> </tr> <tr> <td>Donkey</td> <td>Cuckoo</td> </tr> <tr> <td>Cat</td> <td>Doopu</td> </tr> <tr> <td>Cock</td> <td>Furry</td> </tr> </table> <p>Who said this ?</p> <ol style="list-style-type: none"> <li>1. "You are a good doney." _____</li> <li>2. "I am going to Mumbai to be a musician." _____</li> </ol> <p>Change the gender :</p> <p>Man _____ Father _____ Son _____ Uncle _____ King _____</p> <p>Rearrange the words to form correct sentences. eg. name my Mohun is</p>	Dog	Goopu	Donkey	Cuckoo	Cat	Doopu	Cock	Furry		
Dog	Goopu													
Donkey	Cuckoo													
Cat	Doopu													
Cock	Furry													

		Spelling	composition.	Guided composition with the help of the help box.  Write down 4 words starting with following letters. eg. b _____ v _____ w _____		
		Handwriting	Learns to write in cursive handwriting.	Practise one page of handwriting.		
January	Unit-9 Granny Granny	Listening & Speaking	Develops love for elders, and caring and sharing for old people.	Conversation about the experiences, feelings and relationships with the child's immediate family and friends. Show some pictures and ask them to develop a story.	Respect your elders.	EVS— 'My family'
		Reading	Reads the lesson with proper pronunciation. Reads the sight words related to the lesson.	Model reading by the teacher. Individual reading. Visual cards. Underline the describing words in the sentence. eg. She is a <u>nice</u> girl. She met an <u>old</u> woman.		
		Writing	Develops writing skills.	Put a/an in the blanks. eg. _____ mouse _____ igloo _____ girl _____ orange Answer the following questions :		

		Spelling	Enriching vocabulary.	<p>What does the girl asks her granny to do ? Which oil did granny put in girl's hair ?</p> <p>Write 3 rhyming words. eg. 1. Pot _____ 2. Cook _____ 3. Caught _____</p>		
		Handwriting	Learns to write in a cursive way.	Practise one page of cursive handwriting daily.		
	The Magic Porridge Pot	Listening & Speaking	Listens to the story and answers simple questions related to the story.	<p>The teacher will narrate the story in simple words. She will ask few questions like :</p> <p>— What was the name of the girl ? — Where did she go one day ?</p>	Nutritional value of food items.	EVS— 'Food'
		Reading	<p>Reads the lesson with proper pronunciation.</p> <p>Recognises and names various kitchen items.</p>	<p>Model reading by the teacher. Reading by the students. Match the kitchen item with their names.</p> <p>cup</p> <p>fork</p> <p>spoon</p>		

				<p style="text-align: center;">plate</p> <p>Answer the following questions : Where did the girl live and with whom ? What did the old woman give the girl ?</p> 		
		Writing	Develops writing skill.			
		Spelling	Enriching vocabulary.	<p>Identify and write the things kept on the table.</p> <p>Write any five words having "oo". Take hints from the pictures. eg.</p>		

		Handwriting	Write in a cursive way.	<p>1. </p> <p>2. </p> <p>3. </p> <p>Write 3 words with each of the following letters :</p> <p>b      t      d      s</p> <p>____</p> <p>____</p> <p>____</p> <p>Practise one page handwriting in cursive way.</p>		
February	Unit-10 Strange Talk	Listening & Speaking	Listens to the story and understands it and is able to answer simple questions related to the story.	The teacher talks about various animals related to the poem, their sounds, and their habitat. She will ask few simple questions like : Q. 1. Where did the little frog live ? Q. 2. What did the frog say instead of good morning ?	Animals are our good friends  A pet is a good company	EVS— Animals and their habitat
		Reading	Reads and recites the poem with intonation. Reads the right words.	Model recitation by the teacher. Recitation in small groups by students.		

				<p>Match the animals with the places they live in.</p> <p>Bird            Stable Horse          Shed Cow            Nest</p> <p>Write 5 lines on “My favourite pet animal” with the use of help box.</p> <p>Circle the wrong words and rewrite the sentences correctly. eg. Please give me some water. Can you sea me ?</p> <p>Practise writing in a cursive way.</p>		
		<p>Writing</p> <p>Spelling</p> <p>Handwriting</p>	<p>Develops creative writing skills.</p> <p>Enriching vocabulary.</p> <p>Writes in cursive writing.</p>			
	<p>The Grass-hopper and The Ant</p>	<p>Listening &amp; Speaking</p> <p>Reading</p>	<p>Writes and understands the story. Delivers small dialogues.</p> <p>Reads the lesson with proper pronunciation and pauses. Reads sight words related to the story.</p>	<p>The teacher narrates the story in simple words. Dramatization and role play by the students with guidance from the teacher.</p> <p>Model reading by the teacher. Individual reading by the students.</p> <p>Match the seasons with the</p>	<p>Make hay while the sun shines</p>	<p>EVS— Insects</p>

			Identifies the things used in different seasons.	things you use in that seasons. eg.  Summer  Rainy  Winter		
		Writing	Is able to read words with silent letters.  Develops writing skills.  Is able to write simple answers related to story.	Circle the silent letters in the following words. eg. Knife      Know Wrong      Wrap  Answer the following questions : What did the grasshopper do in the warm sunshine? Did the ants help the grasshopper ? The word winter ends with er. Write five words that end with er.		
		Spelling	Enriching vocabulary.	Rainbow has seven colours. Complete the names of colours by filling in the blanks. VIO ___ ET IND ___ GO BL ___ E GR ___ ___ N YE ___ ___ OW		

		Handwriting	Writes in cursive way.	ORAN ____ ____ RE ____ Dictation test.  Practise one page handwriting.		
March			Revision			