

# **Guru Harkrishan Public School, Kalkaji** **Consolidated Syllabus (2022-23)**

## **Class - I**

### **ENGLISH**



#### **AIMS: - Aims of the course are:**

1. The learner should develop the habit of reading for information and pleasure.
2. The learner should acquire the ability to listen and understand.
3. The learner should associate meaning with written/printed language.
4. The learner should build a working proficiency in the language
5. The learner should use appropriate spoken and written language in meaningful contexts/situations.
6. To familiarise learners with the basic process of writing.

#### **OBJECTIVES: - The learner may be provided opportunities in different forms and should be encouraged to –**

1. Use punctuation such as question mark, full stop and capital letters appropriately.
2. Distinguish between simple past simple present tenses.
3. Share riddles and tongue-twisters in English.

4. Listen and understand radio broadcasts, T.V. programs; and
5. Maintain his/her listening attention for a reasonable length of time.
6. Put ideas in proper sequence.
7. Spell words correctly.
8. Write neatly and legibly with reasonable speed.
9. Solve simple crossword puzzles, builds, word chains etc.
10. Infer the meaning of unfamiliar words by reading them in context.
11. Use a dictionary to find out spelling and meaning.
12. Read independently and silently in English, adventure stories, folk/fairy tales etc.

**LEARNING OUTCOMES: - The learner after having completed the course offered, should be able to –**

1. Talk about themselves, members of the family etc.
2. To follow simple instructions, requests and questions.
3. To narrate his/her experiences and incidents.
4. To exchange his/her ideas with peers.
5. Recite poems individually/in groups.
6. Take dictation of words/phrases/sentences/short
7. Enjoy reading a story, poem, a short write-up, a notice, poster etc. 8.
- Draw and write short sentences related to stories or other texts 9. Convert sentences from one tense to another (past and present). 10. Identify opposites and use in communication

## **BOOK- THE MIDNIGHT OIL 1**

**PUBLISHER: BALSAM PUBLISHING HOUSE P. LTD**

### **UNIT I**

#### **Summative Assessment**

#### **Reading**

Comprehension Passage

#### **Writing**

Sentences on Myself

Poem Recitation “Ducks on the Water”

Poem Recitation “Six Little Mice”

#### **Grammar**

Punctuation, Vowels, Number (Singular/ Plural)

**Literature**

Lesson -2 Harry's Kite

**Formative Assessment**

Short Answers on Syllabus Prescribed

**Reading** of the lessons and poems

**Dictation** of Difficult words

**Grammar** : Practice Punctuation, Vowels, Number (Singular/ Plural)

**Activity:** Making of spinning wheel with ice-cream sticks.

**UNIT II**

**Summative Assessment**

**Reading**

Comprehension Passage Writing- Complete the sentences (L-3)

**Speaking**

Five Lines on "My Mother"

**Grammar**

Missing Letters, Comprehension,  
Opposites, Nouns

**Literature**

Lesson 4 - Teddy Gets Burnt

Lesson 5 - Sally Helps Her Mother

Poem: My Recipe

**Formative Assessment**

Short Answers on Syllabus Prescribed

**Reading** of the lessons and poems

**Dictation** of Difficult words

**Grammar** : Practice Nouns, Missing Letters, Opposites

**Activity:** learner will draw color and write at least (2 lines) on junk food and healthy foods.

**PROFICIENCY TEST -1**

Lesson 2 - Harry's Kite

Lesson 4 - Teddy Gets Burnt

Lesson 5 - Sally Helps Her Mother

**Grammar** : Punctuation , nouns, singular- plural , missing letters and opposites.

**Writing** : How I help my mother.

### **UNIT III**

#### **Summative Assessment**

##### **Reading**

Rhyming words (Poem-I have a Little Frog)

##### **Writing**

5 to 6 lines on “ My Favourite Toy”

##### **Speaking**

Speak 5 Good Habits you follow everyday

##### **Grammar**

Adjectives (describing words), Pronouns, Comprehension,  
Preposition Gender,

##### **Literature**

Lesson 7: Winny’s Day With Her Dolls

Lesson 8: Robby Learnt A Lesson

#### **Formative Assessment**

Lesson 7: Winny’s Day With Her Dolls

Lesson 8: Robby Learnt A Lesson

##### **Grammar**

Usage and Practice - Nouns, pronouns, singular - plural and opposites,  
Comprehension

### **UNIT IV**

#### **Summative Assessment**

##### **Reading**

Lesson 11: Johnny Goes To School

**Writing** : 5 to 6 lines on “My School”

##### **Speaking**

Story Narration of Ant and the Grasshopper

## **Grammar**

Is, Am, Are, Use of This/ That, These/ Those, Comprehension, Conjunctions, A and An

## **Literature**

Lesson 10: The Ant and the Grasshopper

Lesson 11: Johnny Goes To School

### **Formative Assessment**

Lesson 10 - The Ant and The Grasshopper

Lesson 11 - Johnny goes to school

## **Grammar**

Usage and Practice - Is,am,are, use of this, that, these/those, Comprehension, conjunctions

### **Proficiency Test -II**

Lesson 8: Robby Learnt A Lesson

Lesson 10: The Ant and the Grasshopper

Lesson 11: Johnny Goes To School

Grammar: Adjectives (describing words), Pronouns, Comprehension, Preposition Gender, Is, Am, Are, Use of This/ That, These/ Those, Comprehension, Conjunctions, A and An

**The learner is encouraged to read independently short stories and express his/her understanding of them. The teacher may do so in the live class. The following links can be helpful for the students in the course of the study:**

- <https://storyweaver.org.in/>
- <https://www.freechildrenstories.com/>
- <https://www.studiestoday.com>
- <https://www.worksheetsbuddy.com>
- <https://www.youtube.com/playlist?list...>
- <https://www.youtube.com/playlist?list...>
- <https://www.youtube.com/playlist?list...>

**Following is the list of activities that the teachers can pick from**

to conduct throughout the year as a part of FA. The video/audio can be asked for, based on the samples of the activities stated below.

1. The learner will make a Spinning Wheel with Popsicle Sticks .
2. The learner will draw, colour and write (At Least 2 lines) about 2 junk foods and 2 healthy foods.
3. Write the steps to follow to make a milkshake. Click a picture of the milk shake you made at home and paste it in your notebooks.
4. Make a Frog Face Mask.
5. The learner will make a school bus with tearing and pasting.

## Mathematics



### AIMS:- Aims of the course are:

1. The aims of teaching and learning mathematics are to encourage and enable students to:
2. To enable the students to have clear ideas about pre- number concepts.
3. To enable the students to become proficient in addition, subtraction, multiplication and division
4. Become confident in using mathematics to analyze and solve problems both in school and in real-life situations
5. Develops and ability to perform calculations orally and mentally
6. Develops skill in the use of mathematical tables
7. Able to solve mathematical problems independently

**OBJECTIVES:-**The learner may be provided opportunities in different forms and should be encouraged to

1. Learn and develops technique of problem-solving.
2. Show an interest in mathematics by participation in mathematical competitions, and engaging in its learning, etc.
3. Acquire and develops speed, neatness, accuracy, brevity and precision in mathematical calculations
4. Learn and develops technique of problem-solving.
5. Able to solve mathematical problems independently.
6. Develop skill in the use of mathematical tables

**LEARNING OUTCOMES :** The learner after having completed the course offered, should be able to –

1. Classify objects into groups based on a few physical attributes such as shape, size and other observable properties including rolling and sliding
2. Recite number names and counts objects up to 20, concretely, pictorially and symbolically
3. Describe the physical features of various solids/shapes in her own language. For example- a ball rolls, a box slide etc.
4. Work with numbers 1 to 100.
5. Count objects using numbers 1 to 20
6. Compare numbers up to 100. For example, tells whether number of girls or number of boys is more in the class

**BOOK: MATHS BEYOND - 1**  
**(PUBLISHER: P.P PUBLICATIONS)**

### **UNIT I**

#### **Summative Assessment**

Chapter 1 – Numbers up to 20

Chapter 2 – Addition up to 10

#### **Formative Assessment**

**Project** - Paste as many bindis as the number given

**Activity** – Take 2 bowls .Put some beads from(1 to 9) in both bowls. Now make pairs using addition facts taught in the class.

**Mental Maths** - 5 marks

## **UNIT II**

### **Summative Assessment**

Chapter 3 – Subtraction upto 10

Chapter 4 – Shapes and Patterns

### **Formative Assessment**

**Activity** – (Group activity) Based on Subtraction (Take a packet of colours announce a number in class children will give colours according to number spoken to other child and count the remaining)

**Project-** Dip your thumb in red colour and make an imprint on sheet of paper. Do this several times and see how patterns are formed.

**Mental Maths** - 5 marks

## **PROFICIENCY TEST-1**

Chapter 1 - Numbers up to 20

Chapter 4 - Shapes and patterns

Chapter 11- Time

## **UNIT III**

### **Summative Assessment**

Chapter 5 – Addition and subtraction upto 20

Chapter 6 – Numbers upto 50

Chapter 7 – Measurement

### **Formative Assessment**

**Activity** – Colour the boxes green if the spelling of number names are right and colour them red if spelling are wrong (worksheet with number name grid will be given)

**Project-** Lift your subject books one by one in one hand and another hand check which is heavier . Do the same with other objects also.

**Mental Maths** - 5 marks

## **UNIT IV**

### **Summative Assessment**

Chapter 8 – Numbers up to 100

Chapter 9 – Addition and Subtraction up to 100

Chapter 10 – Learning Multiplication

### **Formative Assessment**

**Activity** – Find the age of any five elders in your house, write their age in number names and also find who is eldest and youngest . Paste their pictures from eldest to youngest.

**Project**- colour the leaves according to skip counting of 2 and 3.

**Mental Maths** - 5 marks

## **PROFICIENCY TEST-2**

Chapter 5 - Addition and Subtraction Upto 20

Chapter 8 - Numbers up to 100

Chapter 12 - Money

Chapter 13 - Data handling

### **List of Additional Activities**

**Following is the list of activities that the teachers can pick from to conduct throughout the year as a part of FA. The video/audio can be asked for, based on the samples of the activities stated below.**

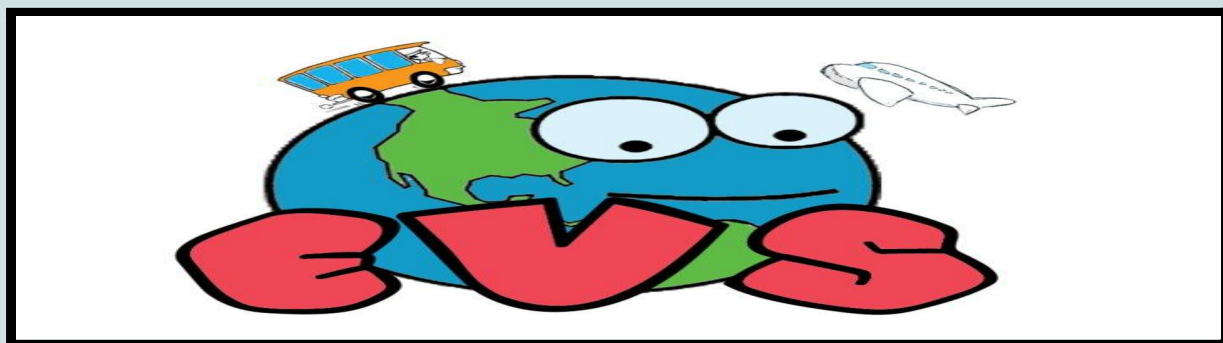
1. The student can be asked to observe different contexts and situations from the immediate environment, such as things that are inside/outside their room/ kitchen, etc.
2. The student can be asked to identify and compare things around them for example the things which are near- far, tall-short, thick-thin, etc.
3. The student may be asked to collect a few objects on a table like pens, pencils, colours, erasers, sharpeners, or other material of cloth, paper, wood, glass, plastic, grains, pulses, spoons, magazines, etc. It must be ensured that these objects are of different colours and shapes.

4. The student can be asked to classify them into several groups. The student may categorise objects on the basis of colours, shapes, sizes, utility or any other features that are observable and accessible by them.
5. The student can be asked to take out as many bowls/spoons/plates as there are members in the house.
6. The student can be asked to make two groups and say which group has more /less /equal objects. The student may do this on the basis of one-to-one correspondence, or just by observation.
7. Provide opportunities for the student to make a group of objects having a given number. Like making groups of three colours each, or drawing ten dots on a sheet of paper, floor, etc.
8. Show a number chart or number card to the student and read the numeral. Also, ask the student to take out the card having the symbol for a particular number from one to nine.
9. Make groups of objects and ask which group has more or less. Now let the student use numbers to tell the answer.

**Links for Important Resources and Activities:**

- <https://youtu.be/ug0gs8kLE48>
- <https://youtu.be/E0sqtLygbV4>
- <https://youtu.be/jWBglsSb63w>
- <https://youtu.be/coj4Wt6XZ7U>
- <https://youtu.be/KvYh1e93BII>
- <https://youtu.be/ohaXcHwUWY0>
- <https://youtu.be/kUy6wc2I5Wk>
- <https://youtu.be/Hwr4gEHepOo>
- [https://youtu.be/\\_dTH6ketvA](https://youtu.be/_dTH6ketvA)

# EVS



## **AIMS: -Aims of the course are:**

1. To expose students to the real-life world, natural and social, in which they live.
2. To develop interest in and appreciation of the environment.
3. Develop sensitivity towards senior citizens, people with disability and disadvantaged groups of society
4. Inculcate a sense of responsibility
5. Enhance creativity and develop fine motor skills
6. Develop fluent, correct and clarity of thought and expression (verbal as well as written)

## **OBJECTIVES: - The learner may be provided opportunities in different forms and should be encouraged to–**

1. To develop an awareness about environmental issues.
2. Discussion - Listening, talking, expressing opinion, discovering their thoughts
3. Cooperation –Taking initiatives, sharing and working together with empathy.
4. Learn through the environment - lays emphasis on using various objects, places, plants and animals in the immediate environment as learning resources
5. Develop an appreciation for diversity (language, family, habits, variations in plants, animals, culture, etc.) in the surroundings
6. Observation and Reporting – Exploring, sharing, narrating and drawing, picture

7. Reading, making pictures, collecting and recording information.
8. Discussion - Listening, talking, expressing opinion.
9. Apply knowledge to avoid accidents and importance of safety aid and precautionary measures
10. Classification - Identifying objects-based on observable features, identifying similarities and differences in objects, sorting/grouping
11. Expression – Expressing through gestures/body movements, expressing verbally, drawing/writing/ through creative writing.

**LEARNING OUTCOMES: - The learner after having completed the course offered should be able to-**

1. Learn about varied functions of external and Internal body parts and sense organs.
2. Understand the difference between Living and Non-living things.
3. Get aware of the importance of taking a balanced diet.
4. Classification of houses on the basis of economic and environmental conditions and make children aware of why we need home, material used to make homes, etc.
5. Be able to enhance awareness about plant life.
6. Apply knowledge to avoid accidents and importance of safety aid and precautionary measures
7. Value the immediate resources such as water, food, paper, fuel use at home and use them according to the need.

**BOOK: Active Environmental Studies-1**

**PUBLISHER : FullMarks**

## **UNIT - 1**

### **Summative Assessment**

**CHAPTER 1 - My Introduction**

**CHAPTER 2 - My Body**

**CHAPTER 3 - Sense Organs**

### **Formative Assessment**

**ACTIVITY - Make a family tree using waste materials.**

**ASSIGNMENT-** Assignment based on Chapter-4: Family and Neighbours

**READING** - Chapter - 4: Family and Neighbours

## **UNIT - 2**

### **Summative Assessment**

**CHAPTER 5** - Festivals and Celebrations

**CHAPTER 6** - Games for Recreation

**CHAPTER 7** - Our Food

### **Formative Assessment**

**ACTIVITY** - Placard Making : Topic:- ‘Ways to save Water’

**ASSIGNMENT-** Assignment based on Chapter-8: Water

**READING** - Chapter - 8 : Water

## **PROFICIENCY TEST -1**

**CHAPTER 3** - Sense Organs

**CHAPTER 5** - Festivals and Celebrations

**CHAPTER 9** - Our House

## **UNIT - 3**

### **Summative Assessment**

**CHAPTER 11** - Air

**CHAPTER 12** - Good Habits

**CHAPTER 13** -Safety Rules

### **Formative Assessment**

**ACTIVITY** - Presentation on “Different types of Clothes”.

**ASSIGNMENT-** Assignment based on ‘Chapter - 10 : Our Clothes

**READING** - Chapter - 10 : Our Clothes

## **UNIT -4**

### **Summative Assessment**

**CHAPTER 15** - Plant World

**CHAPTER 16** - Animal World

## **CHAPTER 17 - Transport**

### **Formative Assessment**

**ACTIVITY :** Role play on “People who help us

**ASSIGNMENT:** Assignment based on ‘Chapter -14 : Neighbourhood and People

**READING -** Chapter -14: Neighbourhood and People

### **PROFICIENCY TEST -2**

**CHAPTER 12 -** Good Habits

**CHAPTER 17 -**Transport

**CHAPTER 18 -** Communication

**CHAPTER 19 -** Up in the sky

### **Links for Important Resources and Activities:**

- <https://youtu.be/NYjDpw8vL-s>
- <https://youtu.be/SYjpYXuCFP8>
- <https://youtu.be/39G0wYrE2Vc>
- <https://youtu.be/QvCfC6vymu0>
- <https://youtu.be/O7Tvq9hhulQ>
- <https://youtu.be/M-ZdqFwayrU>
- <https://youtu.be/YlXAERXQ1eQ>
- <https://youtu.be/RxZQWBZ4hic>
- <https://youtu.be/1RcufacqbO4>
- <https://youtu.be/tXwyXY7mdGg>

### **List of Additional Activities**

**Following is the list of activities that the teachers can pick from to conduct throughout the year as a part of FA. The video/audio can be asked for, based on the samples of the activities stated below**

1. Sand paper cut outs of animals, birds, trees can be prepared and children can try to find them blind folded by only touching them. They can guess what it is. After every child took his /her turn, discuss how they felt when they touched the paper and how they found the right answer or what feature confused them. With these we

can talk about nature of animals and birds like their structure, shape, size, etc. We can also use toys of animals, birds, trees for the same activity.

## 2. Story Telling

Teachers can tell stories like ‘The fox and the crane, The Hare and the Tortoise’ to help children understand the nature of animals, their unique features by which they differ from one another, their animals, food habits etc.

Teacher can sing the song “Old Mac Donald” to enjoy the sounds of animals and familiarize the children to the same.

Audio-visual resources can also be used.

# Hindi



उद्देश्य : - पाठ्यक्रम के उद्देश्य हैं:

- पूरे पाठ्यक्रम में अध्ययन के उद्देश्य से हिन्दी का प्रभावी ढंग से उपयोग करना;
- चार भाषा कौशल अर्थात पढ़ना, सुनना, बोलना और लिखना के उपयोग को विकसित और एकीकृत करना;
- शिक्षार्थी को वास्तविक जीवन की स्थिति में प्रभावी ढंग से और उचित रूप से संवाद करने में सक्षम बनाने के लिए:
- शिक्षार्थियों को लेखन की मूल प्रक्रिया से परिचित कराना।
- शिक्षार्थी को सार्थक संदर्भों/स्थितियों में उपयुक्त बोली जाने वाली और लिखित भाषा का प्रयोग करना चाहिए।

**सीखने के उद्देश्य:-** शिक्षार्थी को विभिन्न रूपों में अवसर प्रदान किए जा सकते हैं और उन्हें प्रोत्साहित किया जाना चाहिए-

- हिन्दी भाषा की मूल बातें सीखें जो भविष्य में इसकी महारत का आधार बनेगी

- सरल हिन्दी सुनें और समझें
- प्रश्नवाचक चिह्न, पूर्ण विराम और बड़े अक्षरों जैसे विराम चिह्नों का उचित उपयोग करता है।
- सरल हिन्दी का उपयोग करके खुद को मौखिक रूप से व्यक्त करें
- उचित गति के साथ साफ और सुपाठ्य रूप से लिखें।
- सरल पहेली पहेली को हल करता है, बनाता है, शब्द श्रृंखला आदि।
- मौखिक और लिखित प्रश्नों को सुनें, पढ़ें, समझें और उत्तर दें, विराम चिह्नों को समझें, बोलना और सही ढंग से बातचीत करना सीखें।
- ऐसी गतिविधियों में भाग लेना जिनमें हिन्दी भाषा का उपयोग शामिल है, जैसे भूमिका निभाना, अधिनियमन, संवाद और पढ़ी और सुनी गई कहानियों का नाटकीयकरण।
- प्रातःकालीन सभा, समूह चर्चा, चयनित विषयों पर वाद-विवाद आदि के लिए भाषण तैयार करें।
- सूचियों, पैराग्राफों और संवादों जैसे क्रमबद्ध पाठों का श्रुतलेख लें।

सीखने के परिणाम: शिक्षार्थी प्रस्तावित पाठ्यक्रम को पूरा करने के बाद सक्षम होना चाहिए - शिक्षार्थी प्रस्तावित पाठ्यक्रम को पूरा करने के बाद सक्षम होना चाहिए:

- अपने बारे में, परिवार के सदस्यों आदि के बारे में बात करें।
- सरल निर्देशों, अनुरोधों और प्रश्नों का पालन करना।
- अपने अनुभवों और घटनाओं को बताने के लिए।
- साथियों के साथ अपने विचारों का आदान-प्रदान करना।
- व्यक्तिगत रूप से/समूहों में कविताओं का पाठ करें।
- प्रश्नों को सुनना, पढ़ना और समझना और मौखिक और लिखित रूप में उत्तर देना, विराम चिह्नों को समझना, बोलना और सही ढंग से बातचीत करना सीखना।
- हिन्दी में दिए गए निर्देशों के अनुसार कार्य करता है।
- हिन्दी अभिवादन, भावों के विनम्र रूपों और छोटे वाक्यों को सुनें

**पुस्तक - धनुष पाठ्य पुस्तक 1**

**प्रकाशक- Mind Makers Publications**

## **UNIT-I**

### **Summative Assessment**

पठन: चित्र वर्णन ( लालची कुत्ता) कहानी सुनाई जाएगी

लेखन: 1स्वर-व्यंजन , दो, तीन और चार अक्षर वाले शब्द, आ की मात्रा,

बोलने की कुशलताएं : (सस्वर पाठ) कविता - राजा का तबला सुनी जाएगी

व्याकरण

उलटे अर्थ वाले शब्द

साहित्य

स्वर-व्यंजन ,

दो, तीन और चार अक्षर वाले शब्द,  
आ की मात्रा,  
पाठ - सरकस चल  
पाठ- राजा का तबला

### **Formative Assessment**

पठन- पाठन - वर्णमाला ( स्वर एवं व्यंजन) सुनी जाएगी ।  
गतिविधि: (A4 size sheet) पर स्वरों को चित्र बनाकर लिखो

## **UNIT-II**

### **Summative Assessment**

पठन: पाठ - पिता का कहना  
लेखन: इ और ई की मात्रा से शब्द व चित्र  
बोलने की कुशलताएं : कविता -चल मेरी ढोलक, हमारे मित्र कविता सुनी जाएगी  
व्याकरण: लिंग बदलो  
साहित्य: इ और ई की मात्रा  
पाठ- पिता का कहना  
पाठ- नीता की दीपावली

### **Formative Assessment**

पठन- पाठन - नीता की दीपावली  
गतिविधि: - पालतू और जंगली जानवरों के नाम

## **PROFICIENCY TEST- I**

लेखन:आ, इ, ई, उ, ऊ, ए की मात्रा से शब्द व चित्र  
पाठ - पिता का कहना  
पाठ - नीता की दीपावली  
पाठ - सरकस चल  
पाठ- राजा का तबला  
पाठ- पिता का कहना  
पाठ- नीता की दीपावली  
पाठ- बुलबुल आती  
पाठ- नटखट भालू  
पाठ- रूपा का डमरू  
पाठ- अपनी रेल  
कविता - चिड़िया  
व्याकरण- लिंग बदलो , उलटे अर्थ वाले शब्द तथा सेब पर पाँच वाक्य

## **UNIT-III**

### **Summative Assessment**

पठन: पाठ - बुलबुल आती

लेखन: उ , ऊ और ए की मात्रा से शब्द व चित्र

बोलने की कुशलताएं : (सस्वर पाठ): नटखट भालू, ठीक समय पर कविता सुनी जाएगी

व्याकरण: नाम वाले शब्द ( संज्ञा ) कापी में करवाया गया कार्य

साहित्य: उ , ऊ और ए की मात्रा,

पाठ - शैली का भैया

पाठ- वन का शोर

पाठ - गौरव की मौसी

### **Formative Assessment**

श्रुतलेख: पाठ - ( स्वाद और सेहत )

गतिविधि: कोई 5 सब्जियों के नाम लिखे तथा चित्र चिपकाए जो ज़मीन के नीचे उगती हैं

## **UNIT-IV**

### **Summative Assessment**

पठन - मेरी पतंग

लेखन -बिंदु , चंद्र बिंदु, विसर्ग: की मात्रा

बोलने की कुशलताएं - कविता रंग रंगीली होली

व्याकरण - विलोम शब्द, नाम वाले शब्द

साहित्य - बिंदु , चंद्र बिंदु, विसर्ग : की मात्रा, र के रूप, संयुक्त व्यंजन, इ, ढ, का प्रयोग, मुक्ता शब्द का प्रयोग

पाठ- चतुर कौन?

कविता ठीक समय पर

पाठ- मेरी पतंग

पाठ - कूकड़ू -डूँ

पाठ - नकुल की प्रातः

### **Formative Assessment**

श्रुतलेख: पाठ - आयुष समझ गया

गतिविधि: मोर का सुन्दर-सा चित्र बनाकर रंग भरों और मोर पर तीन वाक्य भी लिखो।

## **PROFICIENCY TEST- II**

क्ष, त्र, ज तथा श्र से शब्द

पाठ -21 सबसे अच्छा ,आयुष समझ गया

पाठ- स्वाद और सेहत

पाठ- चतुर कौन?

पाठ - गौरव की मौसी

ਕਵਿਤਾ - ਠੀਕ ਸਮਝ ਪਰ

ਵਿਆਕਰਣ -ਚਿਤ੍ਰ ਵਰਣਨ ਔਰ ਸਭੀ ਮਾਤ੍ਰਾਔਂ ਸੇ ਸ਼ਬਦ ਕ ਚਿਤ੍ਰ ਏਵੰ ਵਿਲੋਮ ਸ਼ਬਦ, ਨਾਮ ਵਾਲੇ ਸ਼ਬਦ, ਏਕ ਅਨੇਕ, ਲਿੰਗ ਬਦਲੋ

## PUNJABI

ੳ	ਅ	ੲ	ਸ	ਹ
ਕ	ਖ	ਗ	ਘ	ਙ
ਚ	ਛ	ਜ	ਝ	ਞ
ਟ	ਠ	ਡ	ਢ	ਣ
ਤ	ਥ	ਦ	ਧ	ਨ
ਪ	ਫ	ਬ	ਭ	ਮ
ਯ	ਰ	ਲ	ਵ	ਸ਼

ਉਦੇਸ਼-

ਉ. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਮੁਢਲੇ ਅਧਿਐਨ ਸਮੇਂ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਮਾਂ ਬੋਲੀ ਪੰਜਾਬੀ ਦਾ ਮੂਲ ਭੂਤ ਗਿਆਨ ਕਰਾਉਣਾ।

ਅ. ਸਕੂਲ ਵਿੱਚ ਨਵੇਂ ਆਏ (ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੋਂ ਕੋਰੇ) ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਅੱਖਰ ਬੋਧ, ਧੁਨੀ ਬੋਧ ਦਾ ਗਿਆਨ ਕਰਾਉਣਾ।

ਸਿਖਲਾਈ ਉਦੇਸ਼-

ਉ. ਨਵੇਂ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਅਖਰਕਾਰੀ ਰਾਹੀਂ ਪੰਜਾਬੀ ਅੱਖਰਾਂ ਦਾ ਗਿਆਨ ਤੇ ਧੁਨੀ ਬੋਧ ਕਰਾਉਣਾ।

ਅ. ਪੰਜਾਬੀ ਬੋਲਣ, ਸੁਣਨ ਤੇ ਲਿਖਣ ਦਾ ਕੋਸ਼ਲ ਪ੍ਰਾਪਤ ਕਰਨਾ।

ਏ. ਪੁਸਤਕੀ ਪਾਠ ਪੜ੍ਹਨਾ, ਬੋਲ- ਲਿਖਤ ਕਰਨਾ ਤੇ ਪੁਸਤਕ ਦੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ-ਬੋਧ ਪ੍ਰਦਾਨ ਕਰਨਾ।

ਸਿੱਖਣ ਪ੍ਰਾਪਤੀਆਂ: ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਇਸ ਕਾਰਜ ਦੇ ਸਿੱਟੇ ਵਜੋਂ-

ਉ.- ਹੁਣ ਵਿਦਿਆਰਥੀ ਅਭਿਆਸ ਕਾਰਜ ਦੇ ਸਿੱਟੇ ਵਜੋਂ ਪੰਜਾਬੀ ਪੜ੍ਹਨ, ਬੋਲਣ ਤੇ ਲਿਖਣ ਦਾ ਕੋਸ਼ਲ ਪ੍ਰਾਪਤ ਕਰ ਸਕਦੇ ਹਨ।

ਅ. ਬੱਚੇ ਪਾਠ ਪੁਸਤਕ ਦੇ ਅਧਾਰ ਤੇ ਆਪਣੇ ਵਿਚਾਰਾਂ ਦਾ ਮੌਖਿਕ ਤੇ ਲਿਖਤ ਪ੍ਰਗਟਾਵਾ ਕਰ ਸਕਦੇ ਹਨ।

ਏ. ਦਿੱਤੇ ਗਏ ਕੰਮ ਨੂੰ ਸਚਿੱਤਰ ਪ੍ਰਗਟਾਵੇ ਦੇ ਰੂਪ ਵਿਚ ਪੇਸ਼ ਕਰਨ ਦੀ ਸਮਰੱਥਾ।

1. ਪੁਸਤਕ:- ਸੁਨਹਿਰੀ ਸਵੇਰ (0)

**Publisher:- (Gandhi Publishing House)**

2. ਸ਼ਬਦ ਅਭਿਆਸ ( **Publisher: Saplings Publishing House**)

3. ਸ਼ਬਦ ਦੇ ਖੇਡ ( **Publisher: Saplings Publishing House**)

## **UNIT - 1**

### **Summative Assessment**

ਲਿਖਤੀ :- ਵਰਨਮਾਲਾ ( ਓ ਤੋਂ ਤ ) ਤੱਕ

ਅੱਖਰਾਂ ਦੀ ਪਹਿਚਾਣ - ਪੜ੍ਹਨਾ, ਲਿਖਣਾ ਅਤੇ ਬੋਲਣਾ

ਪੁਸਤਕ:- ( ਸ਼ਬਦ ਅਭਿਆਸ ) - ਪੰਨਾ ਨੰ: 5 ਤੋਂ 14

ਪੁਸਤਕ:- (ਸ਼ਬਦ ਦੇ ਖੇਡ) - ਪੰਨਾ ਨੰ:- 6 ਤੋਂ 21 ( ਵਰਨਮਾਲਾ ਦਾ ਸਚਿੱਤਰ ਅਭਿਆਸ)

### **Formative Assessment**

ਮੌਖਿਕ:- ਵਰਨਮਾਲਾ ( ਓ ਤੋਂ ਤ ) ਦੀ reading ਸੁਣੀ ਜਾਵੇਗੀ।

ਬੋਲ ਲਿਖਤ (Dic.)

ਓ ਤੋਂ ਤ ਦੇ ਫਲੈਸ਼ ਕਾਰਡ ਬਣਾਉ।

## **UNIT - II**

### **Summative Assessment**

ਲਿਖਤੀ :- ਪੁਸਤਕ ਸੁਨਹਿਰੀ ਸਵੇਰ

ਪੈਂਤੀ ਅੱਖਰਾਂ ਦੀ ਦੁਹਰਾਈ

ਮਾਤਰਾਵਾਂ :- ਮੁਕਤਾ ਸ਼ਬਦ, ਕੰਨਾ , ਸਿਹਾਰੀ ਅਤੇ ਬਿਹਾਰੀ ਦੀ ਮਾਤਰਾ ਅਤੇ ਇਸ ਨਾਲ ਸੰਬੰਧਿਤ ਕੰਮ।

ਪੁਸਤਕ:- ( ਸ਼ਬਦ ਅਭਿਆਸ ) Page no. 15 to 85 ( ਪੰਜਾਬੀ ਦਾ ਮੂਲਭੂਤ ( basic ) ਅਭਿਆਸ ਸੰਪੂਰਨ ( C/W and H/W)

ਪੁਸਤਕ:- (ਸ਼ਬਦ ਦੇ ਖੇਡ) - ਪੰਨਾ ਨੰ:- 22 ਤੋਂ 60 ( c/w and h/w )

### **Formative Assessment**

ਮੌਖਿਕ:- ਮੁਕਤਾ ਸ਼ਬਦ, ਕੰਨਾ , ਸਿਹਾਰੀ ਅਤੇ ਬਿਹਾਰੀ ਮਾਤਰਾ ਦੀ reading,

ਬੋਲ ਲਿਖਤ (dic.)

ਪਾਲਤੂ ਜਾਨਵਰਾਂ ਦੇ ਚਿੱਤਰ ਪੰਜਾਬੀ ਦੀ ਕਾਪੀ ਵਿੱਚ ਚਿਪਕਾ ਕੇ ਨਾਂ ਲਿਖੋ।

### **Proficiency Test -1**

ਮਾਤਰਾਵਾਂ :- ਬਿਹਾਰੀ, ਮੁਕਤਾ ਸ਼ਬਦ, ਕੰਨਾ, ਸਿਹਾਰੀ ਅਤੇ ਦੀ ਮਾਤਰਾ ਅਤੇ  
ਇਸ ਨਾਲ ਸੰਬੰਧਿਤ ਕੰਮ। ਰੰਗਾਂ ਦੇ ਨਾਂ ( Page no. 76)

### **UNIT - III**

#### **Summative Assessment**

ਪੁਸਤਕ:- ਸੁਨਹਿਰੀ ਸਵੇਰ ਭਾਗ -0

ਲਿਖਤੀ :- ਮਾਤਰਾਵਾਂ :- ਐਕੜ, ਦੁਲੈਕੜ, ਲਾਂ ਅਤੇ ਦੁਲਾਵਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕੰਮ ( Page no. 31 to 40)

ਕਵਿਤਾ - ਚੰਦਾ ਮਾਮਾ ( ਪਠਨ ਤੇ ਕੰਠ ਕਰਨਾ )

ਫਲਾਂ ਦੇ ਨਾਂ ( Page no. 60)

ਸਬਜ਼ੀਆਂ ਦੇ ਨਾਂ (Page no.61)

#### **Formative Assessment**

ਮੌਖਿਕ:- ਐਕੜ, ਦੁਲੈਕੜ, ਲਾਂ ਅਤੇ ਦੁਲਾਵਾਂ ਮਾਤਰਾ ਦੀ reading ( Page no. 31 to 40)

ਬੋਲ ਲਿਖਤ ( Dic.)

ਭਾਰਤ ਦੇ ਰਾਸ਼ਟਰੀ ਚਿੰਨ੍ਹ (Paste on A-4 size sheet)

### **UNIT - IV**

#### **Summative Assessment**

ਪੁਸਤਕ:- ਸੁਨਹਿਰੀ ਸਵੇਰ ਭਾਗ-0

ਲਿਖਤੀ :- ਹੋੜਾ, ਕਨੋੜਾ, ਬਿੰਦੀ ਅਤੇ ਟਿੱਪੀ ਦੀ ਮਾਤਰਾ ਦੇ ਸ਼ਬਦ ਅਤੇ ਇਸ ਨਾਲ ਸੰਬੰਧਿਤ ਕੰਮ (Page no.43 to 53)

ਜੰਗਲੀ ਜਾਨਵਰਾਂ ਦੇ ਨਾਂ ( Page no.62)

ਪੰਛੀਆਂ ਦੇ ਨਾਂ ( Page no. 63)

ਸਰੀਰ ਦੇ ਅੰਗਾਂ ਦੇ ਨਾਂ ( Page no. 64)

ਗਿਣਤੀ ਪੰਜਾਬੀ ਵਿੱਚ ( 1 ਤੋਂ 10) ਤੱਕ

#### **Formative Assessment**

ਮੌਖਿਕ :- ਹੋੜਾ, ਕਨੋੜਾ, ਬਿੰਦੀ ਅਤੇ ਟਿੱਪੀ ਮਾਤਰਾ ਦੀ reading

ਬੋਲ ਲਿਖਤ ( dic.)

ਭਾਰਤ ਦੇ ਤਿਉਹਾਰ ( paste pictures on A-4 size)

## PROFICIENCY TEST-2

ਪੁਸਤਕ ਸੁਨਹਿਰੀ ਸਵੇਰ ਭਾਗ-0

ਦੁੱਤ ਅੱਖਰ (Page no. 55)

ਗਿਣਤੀ ਪੰਜਾਬੀ ਵਿੱਚ ( 11 ਤੋਂ 20) ਤੱਕ

ਪਾਲਤੂ ਜਾਨਵਰਾਂ ਦੇ ਨਾਂ ( Page no. 66)

ਦਿਨਾਂ ਦੇ ਨਾਂ ( Page no. 73)

ਦੁਹਰਾਈ:- ਪਿਛਲੇ ਕੀਤੇ ਸਾਰੇ ਅਭਿਆਸ ਨੂੰ ਤਾਜ਼ਾ ਕਰਨਾ ।

# COMPUTER



### **Aims:- Aims of the course are:**

1. To provide opportunity for the study of modern methods of information processing and its applications
2. To acquaint students with knowledge of the computer systems with emphasis on their uses and limitations
3. To develop among students the programming techniques and the problem-solving skills through programming

4. To foster among students an interest and confidence in using computers; To encourage an understanding of the implications of computers in the modern world.

**LEARNING OBJECTIVES:** After completion of the course, students should be able to:

1. Show an awareness of what the major computer components are and how they act as system;
2. Show a sense of control over computers;

**LEARNING OUTCOMES:** - The learner after having completed the course offered, should be able to

1. Show an awareness of the capability and limitations of computers;
2. Show an awareness of the effects and impacts of computers on the individual and the society;

**Book: Digital Computing(1)**

**Publisher: Gurukul's**

## **TERM - 1**

### **Summative Assessment**

**CHAPTER 1** -The Wonderful Machine

**CHAPTER 2-** Uses of Computer

**CHAPTER 4-** Know the Keyboard

### **Formative Assessment**

**ACTIVITY** - Collect pictures of places where computers are used and paste them in a notebook.

## **TERM -II**

### **Summative Assessment**

**CHAPTER 3-** Parts of Computer

**CHAPTER 5-** Know the Mouse

**CHAPTER 7-** Drawing in Paint

### **Formative Assessment**

**ACTIVITY** - Draw and label the different buttons of the mouse and colour them in your respective notebook.

### **List of Additional Activities**

**Along with the activities suggested above, following is the list of activities that the teachers can pick from to conduct throughout the year as a part of FA**

1. Draw or Paste two Input Devices, two Output Devices on Chart Paper.
2. Make a model of the keyboard with the help of thermocol.
3. Label alphabet keys with red colour, number keys with green colour and special keys with blue colour
4. Make a collage on parts of the computer.

### **Links for Important Resources and Activities:**

- <https://youtu.be/cKjlfW7iV7s>
- <https://youtu.be/IRowo8iqNd8>
- <https://youtu.be/vZqvPuVc42c>

# DIVINITY

### **AIMS: -Aims of the course are:**

1. To integrate kids with their personal faith.
2. Teaching Basics of Sikhism
3. Teaching rich sikh beliefs
4. To develop interest in and appreciation of religion.

5. Teaching values of God given resources

**OBJECTIVES:** -The learner may be provided opportunities in different forms and should be encouraged to-

1. To learn the basics and values of human faith
2. Apply learnings in their personal lives
3. Respect Human beings

**LEARNING OUTCOMES:** - The learner after having completed the course offered, should be able to –

1. Value the immediate resources such as water, food, paperetc.
2. Enhance curiosity and creativity in relation to the immediate surrounding.

Learn to appreciate the diversity

**PRESCRIBED BOOK:** ਧਾਰਮਿਕ ਪੇਸ਼ੀ

ਪਰਕਾਸ਼ਕ : ਧਰਮ ਪਰਚਾਰ ਕਮੇਟੀ

### **TERM – 1**

#### **Summative Assessment**

1. Mool Mantar
2. Japji Sahib – 1st and 2nd Pauri
3. Names of First 5 Gurus (written)
4. Names of 5 Kakkar's (Written)
5. Sakhi - Haridwar

#### **Formative Assessment**

1. Oral - Life Sketch of Guru Nanak Dev Ji
2. Draw and colour the picture of Nishan Sahib
3. Oral - Names of first 5 Gurus
4. Oral - Names of 5 Kakkar's
5. Shabad – ਗੁਰੂ ਮੇਰੇ ਸੰਗ ਸਦਾ ਹੈ ਨਾਲੇ

### **TERM – 2**

#### **Summative Assessment**

Japji Sahib – 3rd and 5th Pauri

Names of 5 Payaras

Names of Last 5 Gurus  
Names of 4 Sahibzadas  
Sakhi – Panj Pyaras di Sajna  
Char Sahibzaade

### **Formative Assessment**

Oral - Names of Last 5 Gurus  
Oral - Names of 5 Kakkars  
Oral - Names of 5 Payaras  
Oral - Names of 4 Sahibzadas  
Shabad - ਸਤਿਗੁਰੂ ਆਇਓ ਸਰਨ ਤੁਹਾਰੀ

### **Links for Important Resources and Activities:**

- <https://youtu.be/etGEv8J-dxY>
- <https://youtu.be/aRaUHZuDzgM>
- <https://youtu.be/K2rnSRcBdFs>
- <https://youtu.be/igEk9b52CUs>
- <https://youtu.be/VCQyjBdX33g>
- <https://youtu.be/SliO31Be1ig>
- <https://youtu.be/DZSn-Mzx5Lk>

## **General Knowledge**



### **AIMS: -Aims of the course are:**

1. To expose students to grow both on personal as well as academic level.
2. To make students aware about what's happening around them.
3. To inculcate as an integral part of our daily life.
4. To develop interest in and appreciation of the environment, people, history etc.

**OBJECTIVES:** -The learner may be provided opportunities in different forms and should be encouraged to-

1. To deepen their capacities for moral reflection, spiritual development and responsible action.
2. To develop habits leading to lifetime health and fitness.
3. To create cognitive capacity and resourcefulness to make the child curious about social phenomena, starting with the family and moving on to wider spaces.
4. To cultivate their imagination and ability to discern connections, consider alternatives and think about topics and issues from multiple perspectives.

**LEARNING OUTCOMES:** - The learner after having completed the course offered should be able to-

1. Demonstrate the ability to apply basic research methods in psychology, including research design, data analysis and interpretation.
2. Demonstrate the ability to evaluate, integrate and apply appropriate information from various sources to create cohesive, persuasive arguments and to propose design concepts.
3. Identify environmental problems and evaluate problem solving strategies.
4. Read and demonstrate good comprehension of text in areas of the students interest.

**BOOK:** WOW!WORLD WITHIN WORLDS

**PUBLISHER:** SARVESH SHRIVASTAVA, PROFICIENCY  
LEARNING SOLUTIONS PVT.LTD

### **TERM - I**

#### **Summative Assessment**

**CHAPTER 1** - Animal Park

**CHAPTER 2-** Green Quiz

**CHAPTER 3** - On my plate

**CHAPTER 4-** Home, Sweet home

**CHAPTER 5-** My India

**CHAPTER 6** - Pair them up

## **CHAPTER 7 - Shapes and Patterns**

### **Formative Assessment**

1. Paste pictures of five Wild animals and five Pet animals in your notebook
2. Take a spoonful of methi seeds and sow them in a pot. Keep it on your balcony or terrace. Take a picture of it and paste it in your notebook.
3. Current Affairs

### **TERM - II**

### **Summative Assessment**

**CHAPTER 8 - Time to celebrate**

**CHAPTER 9 - Work people do**

**CHAPTER 10 - In my body**

**CHAPTER 11 - Sporty Quiz**

**CHAPTER 12 - What's the time?**

**CHAPTER 13 - Fairy land**

**CHAPTER 14 - Film fun**

**CHAPTER 15 - Wheel power**

### **Formative Assessment**

1. Paste pictures of different festivals of India in your notebook.
2. Paste pictures of different vehicles on an A-4 size sheet.
3. Current Affairs

### **LINKS:-**

[https://www.youtube.com/watch?v=MY-O\\_dv-GUs](https://www.youtube.com/watch?v=MY-O_dv-GUs)

### **Links for Important Resources and Activities:**

<https://youtu.be/JGH9b441u7s> <https://youtu.be/dcSMDUIbRYs>

<https://youtu.be/pA4S4ZYieGM> <https://youtu.be/v1vzuiHvjc>

<https://youtu.be/7T-vVxf7etM> [https://youtu.be/J\\_t2Z6\\_fuvU](https://youtu.be/J_t2Z6_fuvU)

<https://youtu.be/Ll-ZkmunVT4> <https://youtu.be/6I810GL7gxw>

<https://youtu.be/CUVOOyDM3ZM> <https://youtu.be/dcSMDUIbRYs>  
<https://youtu.be/5EbiBxkrGJc> <https://youtu.be/m-ns3dSgS->

# ART



## **AIMS: - Aims of the course are:**

1. To develop creature, critical thinking and communication skills.
2. To develop art skills.
3. Gain delight, enjoyment and satisfaction through participation in art activities.
4. To enable children to record from firsthand experience and from imagination select their own ideas to use in their work.

## **LEARNING OBJECTIVES:-The learner may be provided opportunities in different forms and should be encouraged to-**

1. Colours and naming common objects/flowers/fruits/vegetables/animals and people.
2. Know texture of different surfaces: - soft/hard/smooth/rough.
3. Make paintings/collages making/mask making/paper craft/pot painting/paper tearing/sketching with pencil.

## **LEARNING OUTCOMES: - The learner after having completed the course offered should be able to-**

1. Identify: Geometrical shapes in objects like furniture, buildings, monuments, plants, trees and water animals.
2. Know the use and names of Primary colours and secondary colours.
4. Make creative designs with leaf, paper, cotton buds, patterns etc.

**Book- It's time to learn**

**Publisher - Eupheus Learning**

**TERM – 1**  
**Summative Assessment**

<b>Book Pages</b>	<b>Learning Outcomes</b>
3 to 7	Tracing and colouring, colouring technique, scumbling , stippling,
8 to 15	Colouring (patterns), Origami, Vegetable printing
16 to 20	Pasting, step-by-step activity, pasting and drawing (pencil shavings)
21 to 25	Aesthetic sense, step-by-step drawing, finger printing

**Formative Assessment**

**Activity 1** :-Making of beautiful Eco friendly Rakhi

**Activity 2** :-Making of kites for Republic Day

**Activity 3** :-Making paper flowers for Teachers Day.

**Activity 4** :-Make a chart or card on Independence Day.

**TERM – 2**  
**Summative Assessment**

<b>Book Pages</b>	<b>Learning Outcomes</b>
26 to 30	step-by-step drawing, paper tearing, tracing and colouring
31 to 36	Reinforcement of colours, step-by step drawing, Mosaic Art, Silhouette painting
37 to 41	Reinforcement of colours, Crayon resist, pattern and designs
42 – 49	Reinforcement of colours, , model:ice-cream cone, Envelope puppet, Aesthetic sense, kite paper pasting
50-52	Paper Sculpture

### **Formative Assessment**

**Activity 1** :-Making of beautiful diyas and candles.

**Activity 2** :-Make a chart of quotations on any Gurburab .

**Activity 3** :-Making of New Year cards.

**Activity 4** :-Origami work

### **Links for Important Resources and Activities:**

<https://www.youtube.com/watch?v=cZdO2e8K29o>

<https://www.youtube.com/watch?v=oiUT>