

Term – wise Syllabus (Session 2019-2020)

Class – II

Subject- English

Term - I (Upto September 2019)

| Unit | Title | Genre | Learning Outcomes | Suggestive Activities | Worksheets (page no.) |
|--------|--|---------------------------------|---|--|--------------------------|
| UNIT 1 | First Day at School | Poem | The learner <ul style="list-style-type: none"> • recites the poem/ rhyme with actions • responds to comprehension questions related to poem | <ul style="list-style-type: none"> • Students will be asked to speak one or two sentences on “My First Day at School” • Encourage each child to speak even if the sentences are grammatically incorrect or broken. In case the child uses the mother tongue, instead of forbidding him/her from doing so; rephrase the sentence in simple English and ask him/her to repeat it. • Write a few lines about “My School” Guide the learners as: The name of my school is..... It is in..... It is very etc. Elicit answer from them and encourage them to add one or more sentences on their own. • Draw a picture of your school and colour it. • Guessing game- Put a few stationary items in a small bag, divide the class into groups. A student from a group comes forward to feel one of the objects without looking the object and describes it to the others. (Allow the use of the mother tongue). The group which successfully guesses the name of the object is awarded points. If it is unable to guess the next group gets the chance and so on game continues till the learners have learnt the names of some common things they see in the classroom. • Listening- Make a Paper Boat by listening to the instructions. | 1-5 |
| | Haldi’s Adventure The Paddling Pool | Story Poem | The learner <ul style="list-style-type: none"> • listens to the story with comprehension • responds orally (in any language) to the comprehension questions related to the story • identifies characters of the story | <ul style="list-style-type: none"> • Reading of the story • Listening-Listen and follow simple instructions (Any game on action change and follow instructions) | 6-12 |

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| UNIT 2 | I am Lucky | Poem | <p>The learner</p> <ul style="list-style-type: none"> • recites the rhyme with actions. • draws or writes a few words in response to the poem | <ul style="list-style-type: none"> • Poem Recitation with action • Listen to the action and act accordingly (like hop, fly, wriggle, sing, jump, and dance) • Action game – acting like Animals • Speak a few lines about “My Favourite animals or Birds” • Singular- Plural. • Riddles on animals followed by action of their movements. • Sing action song of “Old Mac- Donald” along with puppet show | 13-19 |
| | I Want | Story | <p>The learner</p> <ul style="list-style-type: none"> • listens to the story and relates it to the pictures. • identifies characters of the story • identifies sequence of events in a story • listens to short text read out by the teacher | <ul style="list-style-type: none"> • Listen to the words and write the words that rhyme with the words written on the blackboard. -Clay Work -Puzzle • Play a game of name place animal thing with the whole class. Let the learners guess the story by looking at the pictures. • Fill in the blanks about myself. • Enact the story speaking short dialogues. | 20-24 |
| UNIT 3 | A Smile If You’re Happy and You Know It (Rhyme) | Poem | <p>The learner</p> <ul style="list-style-type: none"> • sings and enjoys the poem. • identifies others’ feelings and expresses his/her feelings. • listens to instructions and act accordingly | <ul style="list-style-type: none"> • Make pairs of two learners (A and B) each. A would narrate the incident that brings a smile on his face B will then repeat the same then each pair will be called to give their presentation and A will tell about B and B will tell about A. Let B recognize the feelings of A. • Clay time-Make the faces showing smiles. • Action song –“ If you are happy and you know it” and make smiley masks | 25-28 |
| | The Wind and Sun | Story | <p>The learner</p> <ul style="list-style-type: none"> • listens to the story with comprehension • identifies and uses the pronouns. | <ul style="list-style-type: none"> • Story Reading • Theatre activities by showing our emotions on announcement of an incident- such as earthquake, Principal on round, we are going for a picnic, etc (teacher can be as innovative as she can be) • Role Play (sun on different days- sunny day, rainy day, bright sunny day) | 29-36 |
| UNIT 4 | Rain | Poem | <p>The learner</p> <ul style="list-style-type: none"> • sings the poem with rhythm • listens to English words and responds in English or home language | <ul style="list-style-type: none"> • Recitation of the poem. • Listen to the sentences from the poem and fill the gaps. (child A will speak one sentence and child B will speak the sentence concluding it-----at first this can be by reading from the text and later on without the book) • Game time- teacher will mark the two corners as rainy day and non rainy day. Then she will speak some words. Students will gather around the rainy day corner | 37-41 |

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| | | | | <p>if the word is related to rains</p> <ul style="list-style-type: none"> • The above activity can be taken as group activity as well by makin two groups – Rainy day and non rainy day and on hearing the word realted to their group the child will come out from each group. | |
| | Storm in the Garden | Story | <p>The learner</p> <ul style="list-style-type: none"> • listens to the story with comprehension of its event in sequence • identifies the characters and the sequence of events • uses prepositions like in, on, under, behind, over, before, between etc. | <ul style="list-style-type: none"> • Speaking and Listening- Tell your partner about your garden and he'll draw it and describe it. • Introduce children to “talking on the Telephone” using polite words. • Repeating the sounds of the words repeated in the story. • Using prepositions with examples from their real life- Ask the child to come and keep the book on the table , under the table(call different children to have hands on experience) | 42-46 |
| UNIT 5 | Zoo Manners | Poem | <p>The learner</p> <ul style="list-style-type: none"> • identifies the same sounding word • identify different sounds of animals | <ul style="list-style-type: none"> • Narrate the picture story • Make your own story about zoo. • This will be done by each child speaking two or three sentences about the zoo in class. • SHOW and TELL: Children will make an animal mask followed by the role play of the animal and describing one of its qualities. • Game Time : Playing DUMB CHARADES | 47-51 |
| | Funny Bunny | Story | <p>The learner</p> <ul style="list-style-type: none"> • listens to the story with comprehension of its event in sequence • identifies the characters and the sequence of events • uses pronouns related to gender like his/her, he/she, it and other pronouns like this /that, here/there, these/those etc. • writing prepositions | <ul style="list-style-type: none"> • Group Activity: Teacher will give the picture to each group of students an each group will read the picture and present their part followed by other group and then they will rearrange it according to the sequence of the events. | 52-56 |

TERM-II (October 2019 to March 2020)

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| UNIT 6 | Mr. Nobody | Poem | <p>The learner</p> <ul style="list-style-type: none"> • enjoys the poem • relates the poem with his own imagination • rhymes with action • listen to instructions and draws a picture | <ul style="list-style-type: none"> • Students will listen to the names spoken by the teacher and add the appropriate title (Mr. or Mrs.) • Vowel game- (Bingo) - The teacher will call out certain words from her list (refer page no. 61 of the workbook). The students will shout “<i>Bingo</i>” each time they hear the name of an object that starts with a vowel. • Divide the children in groups and ask everyone to draw a part of Mr. Nobody and then ask the group to name their Mr. Nobody and describe it in one sentence. • Teacher drills with students by asking them questions about their Mr. Nobody (to enhance skills of asking questions and answering them). | 57-61 |
| | Curlylocks and the Three Bears | Story | <p>The learner</p> <ul style="list-style-type: none"> • Imagines and plays different roles • Answers simple questions • Listens to short texts from childrens’ section of newspaper read out by teacher | <ul style="list-style-type: none"> • Role play of different characters from the story • Teacher will read an extract from the story and ask the children to listen and write down the things they hear in it e.g. words starting with a, or the names of colours etc. • Teacher can give sentences to the different groups about the story and ask them to arrange it in a sequence. • Reframing the ending. | 62-72 |
| UNIT 7 | On My Blackboard I can Draw | Poem | <p>The learner</p> <ul style="list-style-type: none"> • sings the poem with actions. • composes and writes simple short sentences with space between words | <ul style="list-style-type: none"> • Role Play on different professions (like Doctor, Teacher, Policeman etc.) • Guided story writing. • Complete the paragraph. • Picture reading and writing simple sentences. (group activity) | 73-74 |
| | Make it Shorter | Story | <p>The learner</p> <ul style="list-style-type: none"> • listens to short texts from children sections of newspaper. | <ul style="list-style-type: none"> • Read pictures with or without words independently | 75 |
| | The Mouse and the Pencil | Story | <p>The learner</p> <ul style="list-style-type: none"> • enjoys the story • estimates the sequence of the events in a story • identifies characters and sequence of events in a story • composes and writes simple short sentences on theme “Animals” | <ul style="list-style-type: none"> • Discussion on “Naming different kites” • Writing simple words like ‘tree’ & ‘girl’ etc by tracing (as given on page no. 85 in the textbook and on page no. 123 in the workbook) and using them in sentences. | 76-84 |

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| UNIT 8 | I am the Music Man | Poem | <p>The learner</p> <ul style="list-style-type: none"> • recites the rhyme coordinating with peers. • expresses verbally her or his opinion and asks about the storyline. • speaks confidently on his/her favourites | <ul style="list-style-type: none"> • Creating music in the class by producing various sounds and repeating them in rhythm. • Collect the pictures of musical instruments. • SHOW AND TELL: Draw and describe one musical instrument. | 85-91 |
| | The Mumbai Musicians | Story | <p>The learner</p> <ul style="list-style-type: none"> • understands sentence structure • identifies characters and sequence of events • uses pronouns related to gender like his/her, he/she etc. | <ul style="list-style-type: none"> • Telling the story using puppets. • Role play of the story. • Play “Bingo Game”. • Make your own Jaltarang. | 92-98 |
| UNIT 9 | Granny Granny Please Comb My Hair | Poem | <p>The learner</p> <ul style="list-style-type: none"> • gets familiar to the concept of ‘one’ and ‘many’ • learns to respect and care for elders. | <ul style="list-style-type: none"> • Students will be asked to act like their grandmother. • Students will pick out the words related to picnic. • Make a thank you card for your grandparents. | 99-102 |
| | The Magic Porridge Pot | Story | <p>The learner</p> <ul style="list-style-type: none"> • writes words through guided writing • understands sentence structure • understand the homophones | <ul style="list-style-type: none"> • Activity on sentence structure • Group activity: Students will be made to sit in a group of three or four and each member will tell a wish they want to have from a Jin one of the member will write all the three wishes and present it further. • Members will enact a short play for asking their wish from a Jin. | 103-108 |
| UNIT 10 | Strange talk | Poem | <p>The learner</p> <ul style="list-style-type: none"> • recites rhyme with meaningful actions. • responds orally to questions related to the poem. • uses pronouns related to gender like his/her, | <ul style="list-style-type: none"> • Poem recitation with action. • Speaking about animals pet/wild. • Activity - Role play. A child makes any sound of the animal Children recognise that and name the animal and all the students make the same sound. Then the other child takes the turn. Cycle goes on. | 109-111 |

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| | | | <p>he/she, it and other pronouns like this /that, here/there, these/those etc.</p> <ul style="list-style-type: none"> • writing prepositions | | |
| | The Grasshopper and the Ant | Story | <p>The learner</p> <ul style="list-style-type: none"> • listens to the story with comprehension • identifies the characters and the sequence of events | <ul style="list-style-type: none"> • Make a grasshopper and decorate it and give him a name. • Show and tell: Tell how your grasshopper is different from the grasshopper in the story. • Game time: Teacher will name a thing and students will name the season to which it belongs • Circle time: Word train – Teacher will give a word to the students and the next child in the circle will speak another word starting with the last letter of the previous word and similarly the chain goes on. | 112-120 |
| Revision | | | | | |