



प्रारंभिक शिक्षा विभाग – राजस्थान सरकार

सतत एवं व्यापक मूल्यांकन योजना के अन्तर्गत

अध्यापक योजना डायरी

कक्षा-1 : अंग्रेजी

सत्र :

विद्यालय का नाम :

शिक्षक/शिक्षिका का नाम :



अध्यापक योजना डायरी के बारे में

- दैनिक शिक्षण योजना, अवलोकन एवं सतत आकलन हेतु शिक्षक स्वयं की एक साधारण डायरी संधारित करें।
- प्रत्येक शिक्षक को विद्यालय समय-सारणी में निर्धारित विषय के अनुसार योजना डायरी संधारित करनी होगी। इस योजना डायरी में विद्यार्थी के नाम, पाठ्यक्रम, टर्मवार अधिगम उद्देश्य एवं सम्बन्धित पाठ, कक्षा के बच्चों के उपसमूहों का विवरण, योजना समीक्षा एवं रचनात्मक आकलन चैकलिस्ट सम्मिलित है। इनका क्रमवार विस्तारित विवरण आगामी बिन्दुओं में दिया गया है।
- सम्बन्धित कक्षा के विद्यार्थी के नाम एवं रोल नं. डायरी के तृतीय पृष्ठ पर लिखे जाएंगे। विद्यार्थी उपस्थिति रजिस्टर में लिखे गए क्रमानुसार यहां नाम लिखना है।
- **अधिगम स्तर के अनुसार उप समूहों की स्थिति एवं लक्ष्य** – हिन्दी, अंग्रेजी एवं गणित पढ़ाने वाले शिक्षकों को आधार रेखा आकलन या अन्तिम योगात्मक आकलन से प्राप्त सम्बन्धित कक्षा के विद्यार्थियों की शैक्षिक स्थिति एवं उसके अनुरूप लक्ष्य निर्धारित करके, दिए गए प्रपत्र में दर्ज करना है।
- **शिक्षण-आकलन योजना** – इस प्रारूप में क्रमशः पाठ/इकाई, अवधारणा/थीम, कक्षा समूह के लिए अधिगम उद्देश्य, शिक्षण कार्य (सामूहिक, उपसमूह एवं व्यक्तिगत कार्य) एवं सतत आकलन गतिविधियों से संबंधित बिन्दुओं को शामिल किया गया है। इनके तहत पाठ्यक्रम के अनुरूप योजना का निर्माण किया जाना अपेक्षित है। यहाँ सम्पूर्ण कक्षा के लिए “अधिगम उद्देश्य से तात्पर्य” पाठ या अवधारणा से संबंधित सभी विद्यार्थियों के लिए अधिगम उद्देश्यों को व्यापक रूप में लिखने से है।
- “उपसमूह-2 के लिए विशेष अधिगम उद्देश्य” से तात्पर्य संबंधित कक्षा में आरम्भिक लेखन, पठन एवं गणित से संबंधित बुनियादी दक्षताओं पर अध्ययनरत विद्यार्थियों के लिए योजना के तहत विशेष अधिगम उद्देश्य निर्धारित किए जाने से है।
- **मासिक समेकित रचनात्मक आकलन** – इसके अंतर्गत बच्चों के सीखने की स्थिति को प्रत्येक माह के अन्त में कक्षा-कक्षीय शिक्षण के दौरान संग्रहित विभिन्न स्रोतों से प्राप्त सूचनाओं को समेकित करते हुए आकलन सूचकों के सापेक्ष दर्ज करना है।
- चैकलिस्ट में दर्शाए गए प्रथम कॉलम में माह I, II एवं द्वितीय कॉलम में ‘कार्य किया’ लिखा गया है। इसका तात्पर्य है कि जिस माह में जिन-जिन अधिगम क्षेत्रों के लिए आकलन-सूचकों के सापेक्ष कार्य किया जाएगा उनके सामने सही (✓) का चिह्न दर्शाया जाएगा। यदि दोनों माहों में कार्य किया गया है तो दोनों में ही (✓) का चिह्न लगाया जाएगा।
- प्रथम टर्म के अधिगम उद्देश्यों के सापेक्ष निर्धारित आकलन सूचक आगे की टर्म की चैकलिस्ट में भी सम्मिलित किए गए हैं ताकि पूर्व की टर्म में बच्चे किन्हीं अधिगम उद्देश्यों पर अपेक्षित स्तर प्राप्त नहीं कर पाते हैं तो उनका आकलन आगे की टर्म में भी किया जा सकेगा।
- मासिक रचनात्मक समेकित आकलन के लिए दी गई चैकलिस्ट में अधिकतम 50 बच्चों का आकलन दर्ज किया जा सकता है। चैकलिस्ट की सबसे ऊपर की पंक्ति में बच्चों का क्रमांक लिखा गया है जो कि डायरी के तृतीय पृष्ठ पर लिखे गए बच्चों के नाम के क्रम में होगा।
- बुनियादी दक्षताओं से सम्बन्धित चैकलिस्ट में बच्चों का नाम- क्रमांक तृतीय पृष्ठ पर दिए नामों के क्रमांक के अनुसार लिखा जाएगा। (उदाहरण के तौर पर यदि क्रमांक 8, 10 व 15 के बच्चे निर्धारित कक्षा से पीछे हैं तो उन्हीं बच्चों का वही क्रमांक दर्ज किया जाएगा।)
- चैकलिस्ट में आकलन A, B एवं C ग्रेड द्वारा दर्ज किया जाएगा जिसका विवरण निम्नानुसार है – A= स्वतंत्र रूप से कार्य कर पाना या अपेक्षित स्तर की समझ/दक्षता होना; B= शिक्षक की सहायता से कार्य कर पाना या मध्यम स्तर की समझ/दक्षता होना तथा C= शिक्षक की विशेष सहायता से कार्य कर पाना या आरम्भिक स्तर की समझ/दक्षता होना है।
- इसमें आरंभिक लेखन-पठन एवं गणित की बुनियादी दक्षताओं से सम्बन्धित चैकलिस्ट को भी सम्मिलित किया गया है। जिसमें ऐसे विद्यार्थी जो नामांकित कक्षा-स्तर पर नहीं हैं उनका मासिक समेकित रचनात्मक आकलन दर्ज किया जाएगा। इसके लिए भी ऊपर वर्णित ग्रेड के अनुसार आकलन दर्ज करना होगा।

‘सतत एवं व्यापक मूल्यांकन योजना’ के विकास एवं कार्यान्वयन में सहभागी संस्थाएँ



राजस्थान प्रारम्भिक शिक्षा परिषद्



एस.आई.ई.आर.टी., उदयपुर



यूनिसेफ, जयपुर



बोध शिक्षा समिति

विद्यार्थियों के नाम व रोल नम्बर

रो.नं.	छात्र/छात्रा का नाम	लिंग	रो.नं.	छात्र/छात्रा का नाम	लिंग	रो.नं.	छात्र/छात्रा का नाम	लिंग
1			18			35		
2			19			36		
3			20			37		
4			21			38		
5			22			39		
6			23			40		
7			24			41		
8			25			42		
9			26			43		
10			27			44		
11			28			45		
12			29			46		
13			30			47		
14			31			48		
15			32			49		
16			33			50		
17			34					

GENERAL OBJECTIVES AT KEY STAGE - 1

1. To familiarize children with the language primarily through spoken inputs in meaningful situations (mostly through teachers' talk, recorded materials, listening to radio and television news, if possible)
2. To provide spoken and spoken-and-written inputs (through various means: mother tongue, gestures, visuals, pictures, signs, sketches, single word questions/answers).
3. To help learners build a vocabulary of here-and-now words (also phrases, chunks of utterances, formulaic expressions such as ' May I come in?', 'Close the door'.)
4. To help learners build a working proficiency in the language, both listening with understanding and basic oral production.
5. To recite and sing rhymes and songs and enact small plays/skills.
6. To use drawing, painting and other such activities as precursors to writing.
7. To enable children to learn to write the letters of the English alphabet by using strokes and by understanding the mechanics of writing English. (letters of the alphabet are to be introduced through the teaching of mechanics of writing, not necessarily in sequence).
8. To become visually familiar with English text (to notice a 'word', what it means, and to notice its constituent letters and the sounds).
9. To associate meaning with written/printed language.
10. To be able to read with understanding words/phrases, short sentences in context.

LEARNING PROCESS AND OUTCOMES

Listening with Understanding

The child should be able

- To understand verbal instructions, requests and questions, and respond to them. (The child should be able to understand instructions/tasks which demand visible physical action in a here-and –now situation and respond to them, example ' open your bag and take out the English notebook.' Also, the child should be able to understand instructions/tasks that demand mental or linguistic action suitable to her age and demonstrate this fact, e.g. tell your friends to meet me).
- To understand a question intended for her and demonstrate the fact by answering/responding to it.
 - Which toy/book/shirt will you choose? This one with a cat or this one with a cricket bat? (intentions, interests or preferences)
 - Where did you go last Sunday? (past or present actions)
 - Rahul, are you happy? Rahim, have you hurt yourself? (feelings, moods)

- Answer with the help of gestures and line, curved and isolated figures to give a description of an event in her/his own life. (e.g. 'What happened to your leg? I was jumping from the wall and fell down. I got a fracture.')
- Talk about themselves, members of the family and the people and things in their surroundings.
- Enjoy doing tasks (including singing a rhyme or identifying a person, objects, or things) in English.

Reading with comprehension

The child should be able to

- Understand and apply/use the conventions relating to eye movement in reading a book. (How to hold the book and change eye directions - from left to right, top to bottom, looking at and appreciating the visuals, pictures, reading a picture sequence, etc.)
- Understanding the basic relationship between the formal aspects of spoken and written language (associating/ linking sounds and letters)

- Peter, where is the green bag? (situations, acts or objects in the concrete environment)
- To understand a bilingual verbal account of picture sequences, stories suitable for the age group. (The child should be able to follow and understand a story suitable for the age group by acting it out while the teacher narrates it, telling it again in her mother tongue or in English or drawing pictures based on the story).
- At the **morphological (lexical) level**, children should be able to understand and use the difference between singular and plural forms (girl-girls, boy-boys, book-books, (we may also include man-men, woman-women)) and understand elementary verbal conjugations (e.g. the difference between present and past forms and negations: such as , ‘I am a singer. I am not a teacher’.)
- **At the sentence level** the child should be exposed to and understand (i) short simple sentences, (ii) interrogatory sentences (how, why, when, how many, how much), (iii) Constructions that indicate tasks and instruction which require action from the child (‘Open the door.’ ‘Bring your notebook.’ ‘Tell your friend, Ravi, to meet me.),negation (none, nothing, am/am not...).
- **At the phonological level**, the child should be able to understand the significant differences in sound (e.g. contrastive pairs: pen-pin, tap-top).

Speaking with Confidence

The child should be able to

- Answer questions/ queries about her own life in the context of here-and-now (e.g. ‘what are the things you have in your pencil box? Two pencils, an eraser, a sharpener’).
- Answer questions/ queries about her own life outside the context of here-and-now (e.g. ‘where did you go last week? I went to my uncle’s place.’ ‘What did you do last evening? I played cricket.’)
- Answer questions about her feelings, intentions and interests (e.g. ‘what do you like to eat? Apple or mango? Mango.’)

- Recognize whole words or chunks of language.
- Recognize small and capital letters of the alphabet both in context and in isolation.
- Read simple words/short sentences with the help of pictures and understand them.
- Read with interest or feel happy about reading words/short sentences.
- ‘Read’, understand and appreciate picture books and cartoon strips.

At the end of Class II, children may not be able to read words which require prior familiarity with sound-letter connection or reading words or sentences.(e.g. some children may not be able to read 'know' as 'no'). This can be overcome by providing cyclical activities.

It is important that children (i) discover/understand that words are made up of letters and (ii) letters represent distinct sounds (phonemes).

Writing

The child will be able to

- Set down or record her own messages (with the help of teachers) in a 'primitive written' version (drawing a scene she has seen, visited, or drawing animals, people, etc.).
- Understand the strokes of letters (pre-writing) and hold the pencil/chalk without much pressure.
- Learn to write the letters of the alphabet, not necessarily in isolation (the child should know how to hold the pencil/chalk and also how each letter of the alphabet is to be written).
- Write the missing letter in a word - (This will enable them to understand letters as sound sequences.)
- Write simple words/phrase/short sentences (looking at/or not looking at the printed text).
- Learn to make guesses and write the word as they hear it (guessing may result in making mistakes, which is acceptable).
- Recognize the sound patterns (sounds in rhyming words, repetition of words etc.)

Learning Task / Expectation from the Chapter

Chapter 1 – How we travel and My Name is...

- To be able to look at the pictures and speak the names of the things in mother tongue
- To be able to look at the pictures of means of transportation, a boy, a girl, an ice-cream, etc and speak the names in English
- To be able to express their feelings, likes and dislikes about different means of transportation, things they like to eat and do, etc.
- To be able to sing simple rhymes after the teacher
- To be able to give introduction of 4-5 lines first in mother tongue and later in English
- To be able to join dots and colour the pictures

Chapter 2 – Two Little Hands

- To be able to listen to a rhyme, enjoy and repeat it after the teacher (preferably with expressions)
- To be able to tell the names of body parts
- To be able to talk and express their feelings about different body parts, their uses, etc in mother tongue
- To be able to speak the names of the body parts in English and also locate them in the given picture
- To be able to read the names of some of the body parts (imitative reading) and speak their names aloud. (Use word and picture flash cards to help children to associate the words with pictures)
- To be able to draw pictures, join dots and create patterns

Chapter 3- Things We Wear

- To be able to speak on the picture by using mother tongue and few words in English
- To learn the English names of things we wear and talk about their likes, dislikes, etc about the same
- To be able to speak the names of some of the newly learnt words by looking at the word flash cards (imitative reading)
- To be able to do classification related drills/exercises with ease
- To be able to join dots, copy strokes, colour given pictures and draw new pictures

- To be able to repeat simple rhymes after the teacher (with expressions)

Chapter 4- My House

- To be able to speak on pictures- speak about different kinds of houses, different things a house has, etc and their likes and dislikes, in mother tongue.
- To learn new English words related to a house, for example- kutcha, pukka, window, door, roof, floor, steps etc.
- To associate the English names and the pictures with the help of flash cards (imitative reading).
- To be able to sing the rhyme after the teacher.
- To be able to draw new pictures and trace the given dots.
- To be able to look at pictures and identify the picture of a house
- To be able to identify and tell the different parts of a house (window, roof etc.)
- To be able to match pictures of different parts of a house with their names in English

Chapter 5 - Khemu's First Day at School

- To be able to talk about their school and related events in mother tongue
- To be able to create a new story on the given picture in mother tongue
- To be able to listen to the story attentively and learn some new English words like school, fun, dance, paint, sing, write, colouring, etc
- To be able to comprehend the story with the help of the teacher
- To be able to speak simple sentences like I like dancing, I like playing, etc
- To be able to differentiate between different sounds of the letters of the alphabet, for example- ending sound, first sound and middle sound of different words
- To be able to draw new pictures, colour them and trace strokes

Chapter 6: My Neighbourhood

- To be able to look at pictures and identify them in their mother tongue/ English
- To be able to talk and express their feelings in mother tongue and then later in English
- To be able to join dots and complete pictures

योजना क्रमांक :

सम्पूर्ण कक्षा के लिए शिक्षण-आकलन योजना

दिनांक से तक

पाठ/इकाई : अवधारणा/थीम :

सम्पूर्ण कक्षा समूह के लिए अधिगम उद्देश्य :

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सम्पूर्ण कक्षा के लिए शिक्षण योजना
(1. सामूहिक कार्य 2. उपसमूहों में कार्य 3. व्यक्तिगत कार्य की योजना)

सतत आकलन योजना

बच्चों के सीखने की प्रक्रिया एवं उपलब्धि के सन्दर्भ में शिक्षण योजना की समीक्षा

प्रथम सप्ताह : समयान्तराल से तक	द्वितीय सप्ताह : समयान्तराल से तक
<p>1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :-</p> <p>.....</p> <p>.....</p>	<p>1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :-</p> <p>.....</p> <p>.....</p>
<p>2. बच्चों को आ रही कठिनाई के बारे में :-</p> <p>.....</p> <p>.....</p>	<p>2. बच्चों को आ रही कठिनाई के बारे में :-</p> <p>.....</p> <p>.....</p>
<p>3. अनुभव एवं स्वआकलन :-</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>3. अनुभव एवं स्वआकलन :-</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>4. योजना में किए गए बदलाव के बारे में :-</p> <p>.....</p> <p>.....</p>	<p>4. बच्चों के अधिगम उपलब्धि के बारे में :-</p> <p>.....</p> <p>.....</p>

योजना क्रमांक :

सम्पूर्ण कक्षा के लिए शिक्षण-आकलन योजना

दिनांक से तक

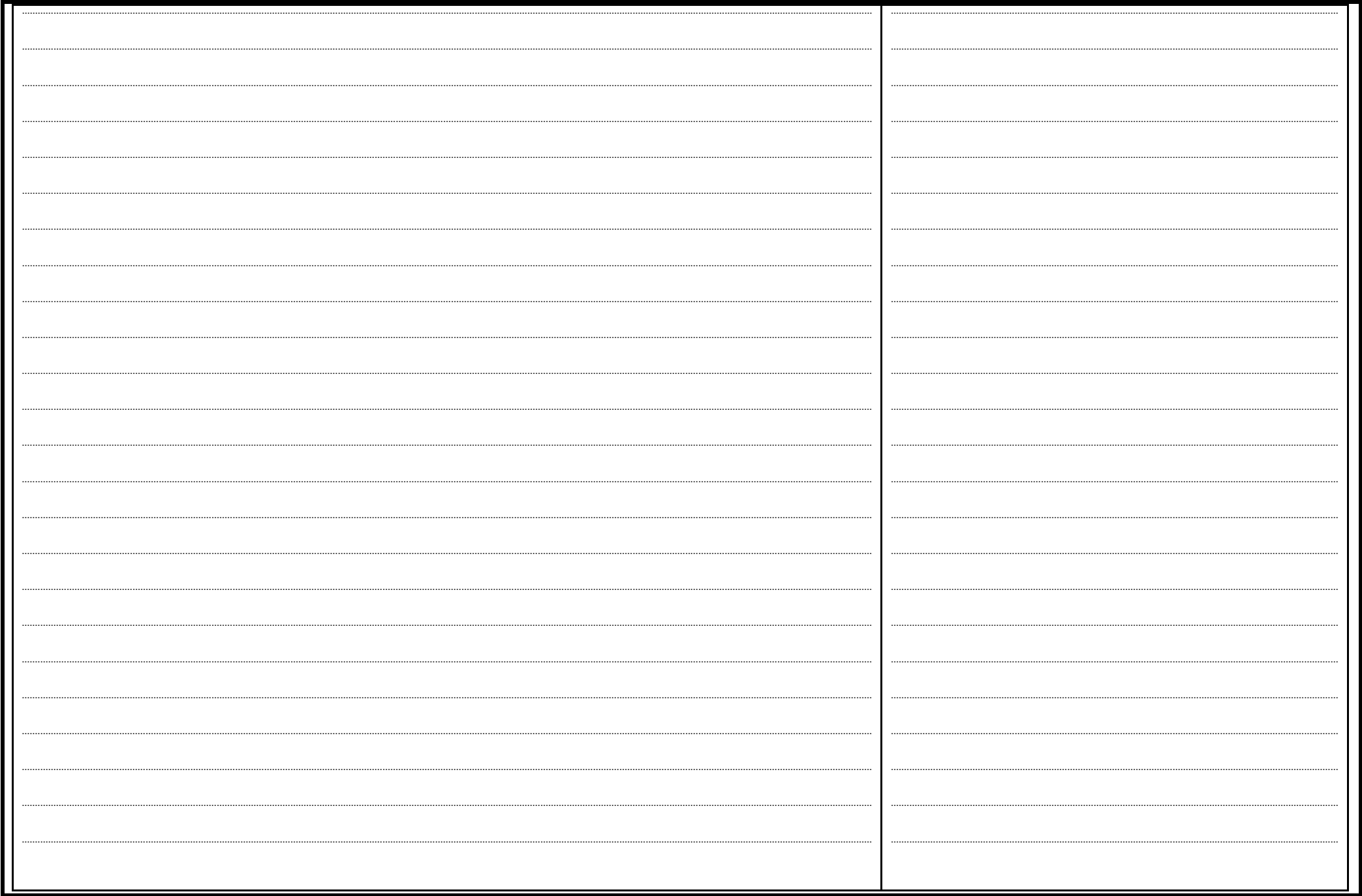
पाठ/इकाई : अवधारणा/थीम :

सम्पूर्ण कक्षा समूह के लिए अधिगम उद्देश्य :

सम्पूर्ण कक्षा के लिए शिक्षण योजना

(1. सामूहिक कार्य 2. उपसमूहों में कार्य 3. व्यक्तिगत कार्य की योजना)

सतत आकलन योजना



बच्चों के सीखने की प्रक्रिया एवं उपलब्धि के सन्दर्भ में शिक्षण योजना की समीक्षा

प्रथम सप्ताह : समयान्तराल से तक	द्वितीय सप्ताह : समयान्तराल से तक
<p>1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :-</p> <p>.....</p> <p>.....</p>	<p>1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :-</p> <p>.....</p> <p>.....</p>
<p>2. बच्चों को आ रही कठिनाई के बारे में :-</p> <p>.....</p> <p>.....</p>	<p>2. बच्चों को आ रही कठिनाई के बारे में :-</p> <p>.....</p> <p>.....</p>
<p>3. अनुभव एवं स्वआकलन :-</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>3. अनुभव एवं स्वआकलन :-</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>4. योजना में किए गए बदलाव के बारे में :-</p> <p>.....</p> <p>.....</p>	<p>4. बच्चों के अधिगम उपलब्धि के बारे में :-</p> <p>.....</p> <p>.....</p>

योजना क्रमांक :

सम्पूर्ण कक्षा के लिए शिक्षण-आकलन योजना

दिनांक से तक

पाठ/इकाई : अवधारणा/थीम :

सम्पूर्ण कक्षा समूह के लिए अधिगम उद्देश्य :

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सम्पूर्ण कक्षा के लिए शिक्षण योजना

(1. सामूहिक कार्य 2. उपसमूहों में कार्य 3. व्यक्तिगत कार्य की योजना)

सतत आकलन योजना

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बच्चों के सीखने की प्रक्रिया एवं उपलब्धि के सन्दर्भ में शिक्षण योजना की समीक्षा

प्रथम सप्ताह : समयान्तराल से तक	द्वितीय सप्ताह : समयान्तराल से तक
1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :-	1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :-
2. बच्चों को आ रही कठिनाई के बारे में :-	2. बच्चों को आ रही कठिनाई के बारे में :-
3. अनुभव एवं स्वआकलन :-	3. अनुभव एवं स्वआकलन :-
4. योजना में किए गए बदलाव के बारे में :-	4. बच्चों के अधिगम उपलब्धि के बारे में :-

योजना क्रमांक :

सम्पूर्ण कक्षा के लिए शिक्षण-आकलन योजना

दिनांक से तक

पाठ/इकाई : अवधारणा/थीम :

सम्पूर्ण कक्षा समूह के लिए अधिगम उद्देश्य :

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सम्पूर्ण कक्षा के लिए शिक्षण योजना (1. सामूहिक कार्य 2. उपसमूहों में कार्य 3. व्यक्तिगत कार्य की योजना)	सतत आकलन योजना
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<p>Blank lined page for handwriting practice.</p>	<p>Blank lined page for handwriting practice.</p>
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बच्चों के सीखने की प्रक्रिया एवं उपलब्धि के सन्दर्भ में शिक्षण योजना की समीक्षा

प्रथम सप्ताह : समयान्तराल से तक	द्वितीय सप्ताह : समयान्तराल से तक
1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :-	1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :-
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3. अनुभव एवं स्वआकलन :-	3. अनुभव एवं स्वआकलन :-
4. योजना में किए गए बदलाव के बारे में :-	4. बच्चों के अधिगम उपलब्धि के बारे में :-

मासिक समेकित रचनात्मक आकलन

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Listening with Understanding																										
Can listen to simple instructions in mother tongue and follow them	I																									
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योजना क्रमांक :

सम्पूर्ण कक्षा के लिए शिक्षण-आकलन योजना

दिनांक से तक

पाठ/इकाई : अवधारणा/थीम :

सम्पूर्ण कक्षा समूह के लिए अधिगम उद्देश्य :

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सम्पूर्ण कक्षा के लिए शिक्षण योजना

(1. सामूहिक कार्य 2. उपसमूहों में कार्य 3. व्यक्तिगत कार्य की योजना)

सतत आकलन योजना

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A handwriting practice sheet consisting of two vertical columns. Each column contains 20 horizontal dotted lines, providing a guide for letter height and placement. The paper is otherwise blank, with a solid black border.

बच्चों के सीखने की प्रक्रिया एवं उपलब्धि के सन्दर्भ में शिक्षण योजना की समीक्षा

प्रथम सप्ताह : समयान्तराल से तक	द्वितीय सप्ताह : समयान्तराल से तक
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Learning Task / Expectation from the Chapter

Chapter 7 – A Train in the Field

- To be able to tell the names of fruits and vegetables in English
- To be able to identify number names in English
- To be able to identify the names of fruits and vegetables in English by looking at their pictures
- To be able to draw and differentiate between the different types of vegetables
- To be able to draw pictures and colour them

Chapter 8 – Colours Around Us

- To be able to listen to a rhyme and comprehend it
- To be able to identify and distinguish between colours
- To be able to pronounce the names of flowers correctly

- To be able to identify and match the names of colours with the objects of respective colours
- To be able to identify different coloured flowers with their names
- To be able to join dots, draw pictures and colour them

Chapter 9- Rani's Garden

- To be able to look at a picture and speak a few words about it
- To be able to answer simple questions
- To be able to identify the names of colours in English
- To be able to count one to ten and speak numbers in English
- To be able to join dots and complete a picture and colour them

मासिक समेकित रचनात्मक आकलन

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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	II																										

Learning Task / Expectation from the Chapter

Chapter 10 – Nikhil’s Farm

- To be able to look at a picture and speak a few words about it
 - To be able to identify and write the number names in English
 - To be able to identify the names of animals in English
 - To be able to speak one sentence about a given picture
- To be able to join dotted patterns and complete a given picture and colour it

Chapter 11 – Birds! Birds! Birds!

- To be able to listen to a poem and comprehend it
- To be able to tell the names of some common birds (*tota, kabutar, chiriya*)

- To be able to join dotted patterns and complete a given picture and colour it
- To be able to identify and encircle small and capital letters of the alphabet
- To be able to match small and capital letters of the alphabet
- To be able to write the names of birds in small letters between two lines

Chapter 12- Animals in the Jungle

- To be able to look at a picture and speak a few sentences on it
- To be able to identify the different parts of different animals in a picture
- To be able to find out differences between two pictures
- To be able to write the names of the animals in English
- To be able to join the dots and complete the pictures and colour them

मासिक समेकित रचनात्मक आकलन

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Learning Task / Expectation from the Chapter

Chapter 13 – Games We Play

- To be able to look at pictures and answer simple questions
- To be able to listen to the teacher and comprehend the rules of a game
- To be able to discuss in pairs about a game they played in mother tongue/English
- To be able to join dots and complete a picture and colour it

Chapter 14 – Let’s Play

- To be able to listen and understand a dialogue on playing a game
- To be able to differentiate between indoor and outdoor games and encircle the indoor games in mother tongue / English
- To be able to talk about games they can play and cannot play in a few sentences in mother tongue / English

- To be able to look at pictures and speak the rules of playing a game in mother tongue / English
- To be able to join dots and complete a picture and colour it

Chapter 15- Playing is Fun

- To be able to listen and enjoy and comprehend the rhyme
- To be able to identify the action shown by looking at a picture
- To be able to speak a few sentences about the games they like and the rules to play the game in mother tongue / English
- To be able to join dots and complete a picture and colour it
- To be able to trace the small and capital letters of the alphabet
- To be able to write small and capital letters of the alphabet

मासिक समेकित रचनात्मक आकलन

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Listening with Understanding																										
Can listen to simple instructions in mother tongue/ English and follow them	I																									
	II																									
Can listen to rhymes	I																									
	II																									
Can listen to poems/stories and recall the main idea/ information in mother tongue / English	I																									
	II																									
Can identify different ending sounds in words	I																									
	II																									
Speaking with Confidence																										
Can introduce himself/herself in 4-5 lines of English with the teacher's help	I																									
	II																									
Can name the pictures in English words	I																									
	II																									
Can recite rhymes with expressions with teacher's help/without teacher's help	I																									
	II																									
Can speak a few words about a picture	I																									
	II																									
Can make 1 line sentences looking at pictures, in English	I																									
	II																									

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Can speak on a given object/picture in mother tongue	I																										
	II																										
Can answer simple questions by looking at pictures	I																										
	II																										
Reading with Comprehension																											
Can tell the English names of picture	I																										
	II																										
Can read rhymes with the teacher's help	I																										
	II																										
Can match pictures with correct words in English	I																										
	II																										
Writing																											
Can complete pictures and patterns by joining the dots	I																										
	II																										
Can draw pictures and colour them	I																										
	II																										
Can write small and capital letters of the alphabet	I																										
	II																										
Can understand and write the strokes of letters	I																										
	II																										

मासिक समेकित रचनात्मक आकलन

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
Listening with Understanding																											
Can listen to simple instructions in mother tongue/ English and follow them	I																										
	II																										
Can listen to rhymes	I																										
	II																										
Can listen to poems/stories and recall the main idea/ information in mother tongue / English	I																										
	II																										
Can identify different ending sounds in words	I																										
	II																										
Speaking with Confidence																											
Can introduce himself/herself in 4-5 lines of English with the teacher's help	I																										
	II																										
Can name the pictures in English words	I																										
	II																										
Can recite rhymes with expressions with teacher's help/without teacher's help	I																										
	II																										
Can speak a few words about a picture	I																										
	II																										
Can make 1 line sentences looking at pictures, in English	I																										
	II																										

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
Can speak on a given object/picture in mother tongue	I																										
	II																										
Can answer simple questions by looking at pictures	I																										
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Can write small and capital letters of the alphabet	I																										
	II																										
Can understand and write the strokes of letters	I																										
	II																										

