



**SVKM J.V.Parekh International School**

**Academic portion for 1st Term of the session 2014-2015**

**Grade- II**

**English:**

Strands	CPP Expectations	Learning Experiences
<p><b>Phonics, Spelling and Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Use and spell compound words.</li> <li>• Know irregular forms of common verbs.</li> <li>• Learn rules for adding – ing;-ed;-s to verbs.</li> <li>• Extend earlier work on prefixes and suffixes.</li> <li>• Explore words that have the same spelling but different meanings.</li> <li>• Use of dictionary or electronic means to find the spellings and meaning of words.</li> <li>• Organize words or information alphabetically using first two letters.</li> <li>• Explore vocabulary for introducing and concluding dialogues e g: said, asked.</li> <li>• Identify misspelt words in own writing and keep individual spellings logs.</li> <li>• Infer the meaning of unknown words from the context.</li> <li>• Consider how choice of words can heighten meaning.</li> <li>• Generate synonyms for high frequency words e g: - big, little, good.</li> </ul>	<p><b>Children will be exposed to audio visual clippings, word games, quizzes and verbal exercises to identify and create different word structures.</b></p> <ul style="list-style-type: none"> <li>• Create compound words- eye+ball=eyeball Play+ground=playground.</li> <li>• Identification of past simple, past participle and base e.g.:-awake; awoke; awoken.</li> <li>• Spelling rules for adding ‘ing’ to root words: -             <ul style="list-style-type: none"> <li>✓ doubling as in shop/shopping for short vowel sounds but pack is <b>not</b> packking.</li> <li>✓ Words ending in ‘e’ as in ride – riding</li> </ul> </li> <li>• Spelling rules for adding ‘es’, ‘s’ , ‘est’             <ul style="list-style-type: none"> <li>✓ Words ending in ‘y’ as in baby - babies</li> <li>✓ Words ending in ‘f’ as in shelf - shelves</li> </ul> </li> <li>• Prefixes are word parts you add to the beginning of a word to change its meaning e g:- dis+satisfied=dissatisfied.</li> <li>• Suffixes are word parts you add to the end of a</li> </ul>

word to change its meaning.

- If the letter before the finally is a consonant, change the y to i and add the suffix eg:-  
hurry+ied=hurried
- If the suffix begins with a vowel, drop the silent e.eg:-  
write+ing=writing

- **Homonyms-** worn/ worn, wave/wave etc.

**Children will learn to use the dictionary based on alphabetization and confirm the meaning and pronunciation of unknown words based on the usage:**

- ✓ Definitions of words.
- ✓ Alphabetical ordering of words.
- ✓ Using a dictionary to find words using alphabetization.

- Games will be played to find the misspelled word eg:- lazyness- **laziness.**
- **When to use "Say", "Ask"eg:-**

- Say something (to someone)  
She said "hello" (to him)  
He says the book is in the cupboard.
- Ask someone something  
Ask him where the book is.  
The teacher asked her to read the passage.

<p><b>Grammar and punctuation</b></p>	<ul style="list-style-type: none"> <li>• Use knowledge of punctuation and grammar to read age appropriate text with fluency, understanding and expression.</li> <li>• Collect examples of nouns, verbs and adjectives and use the term appropriately.</li> <li>• Identify pronouns and understand their function in a sentence.</li> <li>• Understand that verbs are necessary for meaning in a sentence.</li> <li>• Understand pluralisation and use the terms ‘singular’ and ‘plural’.</li> <li>• Maintain accurate use of capital letters and full stops in showing sentences.</li> <li>• Learn the basic conventions of speech punctuation and begin to use speech marks.</li> <li>• Use question marks, exclamation marks and commas in lists.</li> </ul>	<p><b>Children will be introduced to:</b></p> <ul style="list-style-type: none"> <li>• <b>Punctuation rules and usage of punctuation marks-</b> understanding the rules and relevance of the different punctuation marks in written and spoken language and using them appropriately.eg:- full stop, comma, question mark, exclamation mark and speech marks.</li> <li>• <b>Parts of speech-</b> Identification, types and appropriate usage in written and oral work.</li> <li>• <b>Pronouns</b> as in I, me, he , she, him, her etc</li> <li>• <b>Verbs</b> <ul style="list-style-type: none"> <li>✓ Action verbs as in run/ eat/dance/play</li> <li>✓ Saying verbs as in said/ ask/ talk/ speak/ tell</li> <li>✓ Verb tenses s/ ing/ ed walk/ walks/ walked/ walking</li> <li>✓ Regular verbs as in talk/ talking</li> <li>✓ Irregular verbs as in fight/ fought/ run/ran.</li> </ul> </li> <li>• Identification and making appropriate use of <b>singular</b> and <b>plurals</b> and also knowing the basic of adding of “<b>es</b>” and “<b>s</b>”.</li> <li>• Children are aware that every new sentence begins with a capital letter and ends with a full stop. Commas are used when you have a list of items and question marks are used when you are asking questions.</li> </ul>
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<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Read aloud with expression to engage the listener.</li> <li>• Answer questions with some reference to single points in a text.</li> <li>• Identify different types of stories and typical story themes.</li> <li>• Practice learning and reciting poems.</li> <li>• Scan a passage to find specific information and answer questions.</li> <li>• Locate information in <u>nonfiction</u> texts using contents page and index.</li> <li>• Read and follow instructions to carry out an activity.</li> <li>• Identify the main purpose of a text.</li> </ul>	<p>Children will extend their range of reading and will be provided exposure to various types of texts such as:</p> <ul style="list-style-type: none"> <li>• dialogues</li> <li>• simple narratives</li> <li>• descriptive texts</li> <li>• Information texts.</li> <li>• Imaginative texts</li> <li>• modern fiction.</li> <li>• letters.</li> <li>• fables.</li> <li>• poetry.</li> <li>• texts with labels and captions</li> </ul> <p>Children will be exposed to silent and loud reading exercises, reading theatres and dramatization of various texts that are read by them. They will be an active member of the “Readers workshop” where they will equip themselves with various skills in reading and building vocabulary through a series of activities.</p> <p>The Reader, “Folktales around the world.” will be read in class.</p> <p>Exposure to various reading resources will be provided to the children to reinforce the reading, speaking and grammar skills taught through the term.</p>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Write first person accounts and descriptions based on observation.</li> <li>• Develop descriptions of settings in stories.</li> <li>• Write portraits of characters.</li> <li>• Write simple play-scripts based on</li> </ul>	<p>Based on the reading that the children will do, appropriate writing skills will be developed. They will read, comprehend, infer meanings and eventually write the various types of texts. Some of them have been listed below:</p> <ul style="list-style-type: none"> <li>• <u>Simple stories</u> with a</li> </ul>

	<p>reading.</p> <ul style="list-style-type: none"> <li>• Use reading as a model for writing dialogue.</li> <li>• Write and perform poems, attending to the sound of words.</li> <li>• Write letters, notes and messages.</li> <li>• Make a record of information drawn from a text eg: - by completing a chart.</li> <li>• Ensure consistency in the size and proportion of letters and the spacing of words.</li> <li>• Practice joining letters in handwriting.</li> </ul>	<p>clear beginning, middle and ending using <u>simple past tense</u> to begin and <u>direct speech</u> occasionally. They will follow this pattern keeping the 'Elements of a story' in mind.</p> <ul style="list-style-type: none"> <li>• <u>Information texts</u></li> <li>• Completing a <u>dialogue</u></li> <li>• Writing and following simple Instructions.</li> <li>• <u>Character</u> profiles.</li> <li>• <u>Letter</u> writing.</li> <li>• <u>Poetry</u> writing.</li> </ul>
<p><b>Speaking and listening</b></p>	<ul style="list-style-type: none"> <li>• Speak clearly and confidently in a range of contexts, including longer speaking turns.</li> <li>• Take turns in discussion, building on what others have said.</li> <li>• Listen and respond appropriately to others' views and opinions.</li> <li>• Practise to improve performance when reading aloud.</li> <li>• Listen and remember a sequence of instructions.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Children will listen to a variety of recorded texts which encourage and reinforce correct pronunciation, intonation etc of spoken language</li> <li>• They will use their listening skills to comprehend these oral texts/ songs/ etc for enhancing their comprehension ability.</li> <li>• They will also learn to listen to each other and interpret what is being said in class to encourage positive social skills.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Children will participate in class discussions and debates in which they will listen to everyone's point of view and then make appropriate comments.</li> <li>• Children will be encouraged through</li> </ul>

		<p>dialogue practice and verbal exercises to improve their pronunciation and intonation of the language.</p> <ul style="list-style-type: none"><li>• Children will also incorporate the grammar and punctuation rules while speaking.</li><li>• The “Gaze and Tell” activity and interactive reading sessions which are included in the ‘Readers workshop’ will give the children an opportunity to express their point of view and understand those of others.</li></ul>
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## Mathematics

The Math curriculum for grade II is being implemented as per CPP expectations. It focuses on five basic strands of Math, which are covered in order to make the children proficient in the subject. The resources used in class include the Math kit and appropriate external resources including the various websites. **Prime book to be mentioned??**

Strands	CPP Expectation	Learning Experiences
<p><b>Number and number system</b></p> <p><b>Calculation</b></p>	<ul style="list-style-type: none"> <li>Counting objects up to 1000</li> <li>Count, read and write numbers to 1000 and back</li> <li>Count in ones and tens from single ,two digit numbers, three digit numbers and back</li> <li>Grouping in twos, threes, fours, fives and tens and counting larger groups of numbers</li> <li>Hundreds, tens and ones</li> <li>Multiples of tens and hundreds</li> <li>Number pairing</li> <li>Ordinal numbers</li> <li>Comparison of numbers and using the correct sign <math>&gt;</math>,<math>&lt;</math>,<math>=</math></li> <li>Odd and even numbers</li> </ul> <ul style="list-style-type: none"> <li>Number pairs to 10 with a total of 20</li> <li>Addition(single digit number, two digit number, three digit, number sentences)</li> <li>Subtraction, order and manner in which it is done, (single digit from a two digit number, between two digit numbers with a small difference)</li> <li>Pairs of multiples of 10</li> <li>Using the = sign to represent equality</li> <li>Multiplication as repeated addition, double two digit numbers.</li> </ul>	<p>Children will be engaged in meaningful, hands-on, minds-on, and authentic learning experiences to gain knowledge of numbers and number values up to 1000 with the help of teaching aids like: - ice-cream sticks, straws, base ten blocks and currency. They will also be shown audio visual clippings and interactive games on addition, subtraction and multiplication.</p> <p><b>Number names up to 1000</b></p> <ul style="list-style-type: none"> <li>Numeration, expanded notation, number names, place value, forward, backward and skip counting.</li> <li>Comparing, ordering and sequencing of numbers.</li> <li>Number patterns.</li> <li>Even and odd numbers</li> <li>Greater than/less than/equal to.</li> <li>Rounding off to the nearest 10,100.</li> <li>Single digit, double digit and three digit addition ( with and without carry over)</li> <li>Subtraction of single digit by single digit, double digit without borrowing and with borrowing.</li> <li>Multiplication as repeated addition.</li> </ul> <p>[not added 3 digit subtraction]</p>
<b>Geometry (Position and movement)</b>	<ul style="list-style-type: none"> <li>Follow and give instructions involving position, direction and movement.</li> </ul>	<ul style="list-style-type: none"> <li>Children will play direction games in the classroom.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize whole, half and quarter turns, both clockwise and anti-clockwise.</li> <li>• Recognise that right angle is a quarter turn.</li> </ul>	
<p>Measure (Money)</p> <p>(Time)</p>	<ul style="list-style-type: none"> <li>• Recognize all coins and notes</li> <li>• Use money notation.</li> <li>• Find totals and the coins and notes required to pay a given amount work out change.</li> </ul> <ul style="list-style-type: none"> <li>• Know the units of time (seconds, minutes, hours, days, weeks, months and years).</li> <li>• Know the relationships between consecutive units of time.</li> <li>• Read the time to the half hour on digital and analogue clock.</li> <li>• Measure activities using seconds and minutes.</li> <li>• Know and order the days of the week and the months of the year.</li> </ul>	<p>The children will handle real life examples of money and do simple money transactions. Activities such 'A day at the Market' will be conducted to reinforce the practical usage of money.</p> <ul style="list-style-type: none"> <li>• Denomination of money Rupees</li> <li>• Conversion of money ( rupees and paise)</li> <li>• Addition of money</li> <li>• Subtraction of money</li> </ul> <p><b>Time stories through audio visual presentations and models will be shown in class.</b></p> <p>Children will learn to read the time in analogue and digital clocks. Understand the use of quarter past/quarter to /half past/minutes past /o'clock.</p>
Handling data	<ul style="list-style-type: none"> <li>• Answer a question by collecting, organizing and recording data in lists and tables and representing it as block graphs and pictograms to show results.</li> <li>• Use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, <b>including 'not'.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative learning children will prepare a birthday chart.</li> <li>• Record their surveys of the changes in weather in the form of block graphs.</li> <li>• Hand on activities will be carried out to explain the Venn diagram.</li> </ul>

## Science:-

The resources include Heinmann Explore Science student book and relevant external resources including the internet. Strategies used to deliver the concepts include movie clips, ppts, lab work, book work, collaborative learning and group discussions.

Strands	CIPP Expectations	Learning Experiences
Scientific enquiry		<ul style="list-style-type: none"> <li>• <b>Surveys.</b></li> <li>• <b>Hypothesizing.</b></li> <li>• <b>Experimentation.</b></li> <li>• <b>Research.</b></li> <li>• <b>Collecting evidence</b></li> <li>• <b>Analysis</b></li> <li>• <b>Investigation</b></li> </ul>
<b>Biology</b>  <b>Living things in the Environment.</b>	<ul style="list-style-type: none"> <li>• <b>Understand the weather and climate in the Environment.</b></li> <li>• <b>Observe and talk about their observation of the weather, recording reports of weather data.</b></li> <li>• <b>Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there.</b></li> <li>• <b>Identify the different habitats of plants and animals.</b></li> <li>• <b>Understand ways to care for the environment. Secondary sources can be used.</b></li> </ul>	<p><b>Children will be exposed to various audio visual clippings and ppts on Weather, Climate, Habitat and the Environment.</b></p> <p>Collaborative learning will be done where children will prepare charts on changing weather conditions and manmade damage to the environment.</p> <p>Children will view video clips and documentaries, collect newspaper articles ,create fictional texts to understand the below mentioned concepts:</p> <ul style="list-style-type: none"> <li>• <b>Weather:</b> - Observe and record changes in weather</li> <li>• <b>Climate:-</b>Differentiate climatic conditions of different countries.</li> <li>• <b>Habitats:</b> - Different types of habitats. Adaptations of living things according to their habitats. Classification of animals into various groups based on their nutrition.</li> <li>• <b>Environment:-</b>Understand the indoor and outdoor Environment.</li> </ul>

<p><b>Plants</b></p>	<ul style="list-style-type: none"> <li>• Know that plants have roots, leaves, stems and flowers.</li> <li>• Explain observations that plants need water and light to grow.</li> <li>• Know that plants need healthy roots, leaves and stems to grow well.</li> <li>• Know that plant growth is affected by temperature.</li> </ul>	<p><b>The following activity will be carried on to understand the structure of a plant and the use of various parts of the plant</b></p> <ul style="list-style-type: none"> <li>• Children will plant a seed and observe the growth of plant and to know the various parts of the plant. The same will be documented on a sheet of paper.</li> </ul>
<p><b>Chemistry</b> <b>Materials</b></p>	<ul style="list-style-type: none"> <li>• Recognise some types of rocks and the uses of different rocks.</li> <li>• Know that every material has specific properties e.g.:- hard, soft, shiny.</li> <li>• Sort materials according to their properties.</li> <li>• Know that some materials occur naturally and others are man-made.</li> <li>• Explore and describe the way some everyday materials change when they are heated or cooled.</li> <li>• Recognise that some materials can dissolve in water.</li> <li>• Explore how some materials are magnetic but many are not.</li> <li>• Discuss why materials are chosen for specific purposes on the basis of their properties.</li> </ul>	<p><b>Children will use firsthand experience and make observations of materials around them.</b></p> <ul style="list-style-type: none"> <li>• Children will carry out survey and observe various materials available in the surroundings, They will sort and group materials according to <b>man-made or naturally occurring</b>.</li> <li>• Children will carry out physical arrangement and perform a series of experiments to understand the <b>properties</b> of materials (hard/soft, soluble/insoluble, reversible/irreversible)</li> <li>• Children will be taken for a trip around the school to identify and discover the materials around us.</li> </ul>
<p><b>Physics</b> <b>Earth and Beyond</b></p>	<ul style="list-style-type: none"> <li>• Explore how the sun appears to move during the day and how shadows change</li> <li>• Model how the spin of earth leads to day and night.</li> </ul>	<p><b>Children will be exposed to various models through which they will collect evidence and make observations.</b></p> <ul style="list-style-type: none"> <li>• Children will be introduced to the solar family(all the planets and their orbit)</li> <li>• What causes shadows and how the size changes during the day.</li> <li>• How the rotation of the earth causes day and night.</li> </ul>

## Social Studies

Strands	Learning Experiences
<ul style="list-style-type: none"><li>Mumbai.</li></ul>	The children will be exposed to documentaries, Power points, printed materials and other resources to introduce and reinforce the topic.

## French:-

<b>Listening &amp; speaking</b>	<ul style="list-style-type: none"><li>Listening to words and sentences.</li><li>Speaking, identifying vocabulary words on objects, like and not like, time.</li><li>Understanding of simple sentences.</li><li>Can introduce themselves.</li><li>Take part in role-plays.</li><li>Answer questions about a picture.</li><li>They will watch audio-visuals /websites.</li></ul>
<b>Reading</b>	<ul style="list-style-type: none"><li>Read words with correct pronunciation by breaking the words and spelling them.</li><li>read small sentences from the textbook.</li></ul>
<b>Writing</b>	Dictation of difficult words. Introduction of the usage of singular/plural nouns, articles, adjective. They will identify the grammar in the sentence and write words related to nouns, articles, adjectives, introduction to verbs.

## Hindi:-

Strands	Learning Experiences
<b>Speaking and listening</b>	<ul style="list-style-type: none"><li>Students will be able to develop their ability to use Hindi effectively for practical communication.</li><li>Students will be able to describe their surroundings and events in Hindi.</li></ul>
<b>Reading</b>	<ul style="list-style-type: none"><li>Students will be able to read words with correct pronunciation and comprehend the textbooks, stories.</li><li>To develop vocabulary through flash cards.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>Students will be able to build sentences applying the new words learnt in their spoken language using Hindi grammar.</li><li>Writing number names till 20.</li></ul>
<b>Grammar and punctuation</b>	<ul style="list-style-type: none"><li>Students will be able to speak /construct sentences using proper punctuation and understand the usage of grammar.</li></ul>

## **RECOMMENDED READING**

For children to develop good language skills it is important that they inculcate the habit of reading beyond the range of their academic curriculum. Consistent exposure to different types of reading materials at an early age not only develops good reading habits but builds a strong vocabulary base and solid thinking skills. The following books/authors list is just the tip of the ice berg, you may expose your child to much more if you wish.

<b>Recommended Series</b>	
1) Yearling First Choice Chapter Books	
2) My weird school daze	
3) The Elephant and Piggy books	
<b>Recommended books</b>	<b>Author</b>
a) Charlotte's Web	E.B White
b) The Giving Tree	Shel Silverstein
c) The last Straw	Gertrude Chandler Warner
d) Dolphin at Daybreak	Mary Pope Osborne
e) Lions at Lunchtime	Mary Pope Osborne
f) Charlie and the chocolate factory	Roald Dahl
g) Frog and Toad are friends	Arnold Lobel
h) Nate the great	Marjorie Weinman
i) Amelia Bedelia	Peggy Parish
j) Stuart Little	E. B White

<b>Recommended Books for Parents</b>	<b>Author</b>
1)The power of positive parenting	Dr Glen.L. Latham
2)Perfect Parenting	Elizabeth Pantley
3)How to talk so kids will listen and listen so kids will talk	Adele Faber, Elaine Mazlish