



SVKM J. V. Parekh International School

Academic portion to be covered for the 1st term of the session 2019-2020

Grade- II

English:

Strands	Learning Expectations (CAIE - CPP Expectations)	Learning Experiences
Reading	<ul style="list-style-type: none"> • Use knowledge of punctuation and grammar to read age appropriate text with fluency, understanding and expression. • Extend the range of common words recognized on sight. • Locate words by initial letter in simple dictionaries, glossaries and indexes. • Discuss the meaning of unfamiliar words encountered in reading. • Infer the meaning of unknown words from the context. • Consider how choice of words can heighten meaning. • Sustain reading of books, noting how a text is organized into sections or chapters. • Read a range of story, poetry and begin to make links between them. • Read poems and comment on words and sounds, rhyme and rhythm. • Practice learning and reciting poems. • Read and follow instructions to 	<p>Children will be introduced to:</p> <ul style="list-style-type: none"> ❖ Punctuation rules and usage of punctuation marks- understanding the rules and relevance of using the different punctuation marks in written and spoken language e.g.- full stop, commas, question marks, exclamation mark and speech marks. ❖ Children expand their vocabulary by reading the words placed on the Word Wall. ❖ Children will learn to use the dictionary based on alphabetization and confirm the meaning and pronunciation of unknown words based on the usage: <ul style="list-style-type: none"> ➤ Definitions of words. ➤ Alphabetical ordering of words. ➤ Using a dictionary to find words using alphabetization. ❖ Children will extend their range of reading and will be provided exposure to various types of texts such as: <ul style="list-style-type: none"> ➤ Informative texts ➤ Fantasy text ➤ Traditional stories ➤ Fables ➤ Poetry

	<p>carry out an activity.</p> <ul style="list-style-type: none"> • Locate information in nonfiction texts using contents page and index. • Locate books by classification. • Use IT sources to locate simple information. <ul style="list-style-type: none"> • Read aloud with increased accuracy, fluency and expression. • Read aloud with expression to engage the listener. • Read play-scripts and dialogues, with awareness of different voices. <ul style="list-style-type: none"> • Read and respond to question words, e.g. what, where, when, who, why. • Read and comment on different books by the same author. • Answer questions with some reference to single points in a text. • Scan a passage to find specific information and answer questions. • Identify the main purpose or gist of a text. <ul style="list-style-type: none"> • Identify the characters, setting, problem, solution and plot. • Talk about what happens at the beginning, in the middle or at the end of a story. • Predict story endings. • Make simple inferences from the words on the page, e.g. about feelings. • Identify general features of known text types. • Begin to infer meanings beyond the literal, e.g. about motives and character. <ul style="list-style-type: none"> • Consider words that make an impact, e.g. adjectives and 	<ul style="list-style-type: none"> ❖ The Readers that will be read in class are: <ul style="list-style-type: none"> ➤ ‘Fabulous Fables’ retold by Joanna Nadin. ➤ ‘Sea Stories’ retold by Malachy Doyle. ❖ Children will be exposed to silent and loud reading exercises, reading theatres and dramatization of various texts that are read by them. ❖ They will equip themselves with various skills in reading and building vocabulary through a series of activities.
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	<p>powerful verbs.</p> <ul style="list-style-type: none"> • Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points. • Understand and use the terms 'fact', 'fiction' and 'non-fiction'. • Identify different types of stories and typical story themes. 	
<p>Writing</p>	<ul style="list-style-type: none"> • Form letters correctly and consistently. • Practice handwriting patterns and the joining of letters. • Begin to re-read own writing aloud to check for sense and accuracy. • Use the structures of familiar poems and stories in developing own writing. • Plan writing through discussion or by speaking aloud. • Make simple notes from a selection of non-fiction texts, e.g. listing key words. • Ensure consistency in the size and proportion of letters and the spacing of words. • Identify misspelt words in own writing and keep individual spellings logs. • Use of dictionary or electronic means to find the spellings and meaning of words. • Organize words or information alphabetically using first two letters. • Make a record of information drawn from a text e.g.by completing a chart. • Develop descriptions of settings in stories. • Write portraits of characters. • Explore vocabulary for introducing and concluding dialogues e g: said, 	<ul style="list-style-type: none"> ❖ Children will develop broad writing skills by means of all written exercises done in class at home. ❖ 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. ❖ Play various games to find the misspelt word e.g.- lazyness-laziness. ❖ Learn to use the dictionary based on alphabetization and confirm the meaning and pronunciation of unknown words based on the usage: <ul style="list-style-type: none"> ❖ Definitions of words. ❖ Alphabetical ordering of words. ❖ Using a dictionary to find words using alphabetization ❖ Based on the reading that the children will do, appropriate writing skills will be developed. They read, comprehend, infer meanings and eventually write various types of texts. ❖ Story writing ❖ Simple dialogues

asked.

- Generate synonyms for high frequency words e.g. big, little, good.
- Begin to organize writing in sections or paragraphs in extended stories.
- Plan main points as a structure for story writing.

- Maintain accurate use of capital letters and full stops in showing sentences and check by reading own writing aloud.

- Use question marks, exclamation marks and commas in lists.

- Learn the basic conventions of speech punctuation and begin to use speech marks.

- Use mainly simple and compound sentences, with and/but used to connect ideas. Because may begin to be used in a complex sentence.

- Use a wider variety of sentence types including simple, compound and some complex sentences.

- Use the past and present tenses accurately.

- Continue to improve consistency in the use of tenses.

- Write using a variety of sentence types.

❖ Informal Letters

❖ Labels and captions

❖ Simple instructions

- ❖ Children will 'mind map' the different elements of the story and will organize and sequence their thoughts into structured paragraphs. Simple stories with a clear beginning, middle and ending using simple past tense to begin and direct speech occasionally will be written.

- ❖ They will follow the pattern keeping the 'Elements of a story' in mind.

- ❖ Information texts

- ❖ Imaginative text

- ❖ Descriptive texts

- ❖ Children will understand to use their grammar and punctuation skills to create structured paragraphs.

- ❖ Children will be made aware that every new sentence begins with a capital letter and ends with a full stop. Question marks are used when you are asking questions.

- ❖ Children will understand the rules and relevance of using the different punctuation marks in written and spoken language e.g. full stop, question mark and exclamation mark.

- ❖ Children will be exposed to audio visual clippings, word games, quizzes and verbal exercises to identify and create different word structures.

Parts of speech-

- ❖ Identification, types and appropriate usage in written and oral work. (Nouns, Adjectives, Verbs, Conjunctions).

- ❖ How the word class of a word changes when -y is added e.g. sleep – sleepy.

- ❖ Words ending in -e, take off the final -e and add '-y' e.g. laze - lazy.

• **Collect examples of nouns, verbs and adjectives and use the terms appropriately.**

• **Understand that verbs are necessary for meaning in a sentence.**

• **Learn rules for adding –ing; -ed; -s to verbs.**

• **Know irregular forms of common verbs.**

• **Identify pronouns and understand their function in a sentence.**

• **Ensure grammatical agreement of pronouns and verbs in using standard English.**

• **Explore words that have the same spelling but different meanings (Homonyms) e.g. form, wave.**

• **Match spelling to meaning when words sound the same (homophones), e.g. to/two/too, right/write.**

• **Extend earlier work on prefixes and suffixes.**

❖ After a short vowel sound, double the final consonant and add ‘-y’ e.g. fur- furry.

❖ **Verbs**

▪ Action verbs as in run/ eat/dance/play.

▪ Saying verbs as in said/ ask/ talk/ speak/ tell.

▪ Verb tenses ‘s/ ing/ ed’ for e.g. walk/ walks/ walked/ walking.

▪ Regular verbs as in talk/ talked.

❖ Use Spelling rules for adding ‘ing’ to root words for e.g.

▪ Doubling as in shop/shopping for short vowel sounds but pack cannot be spelt as ‘packking’.

▪ Words ending in ‘e’ as in ride are spelt as ‘riding’.

❖ **Pronouns:** I, me, he, she, him, her etc.

❖ Distinguish between the Homonyms in a sentence and choose it appropriately, as per the meaning of the sentence e.g. worn/worn, wave/wave etc.

❖ Distinguish between the Homophones in a sentence and choose it appropriately, as per the meaning of the sentence e.g. right/write, to/two/too etc.

❖ Understand that prefixes are word parts you add to the beginning of a word to change its meaning e.g.- dis + satisfied = dissatisfied.

❖ Understand that suffixes are word parts you add to the end of a word to change its meaning.

❖ If the letter before the final ‘y’ is a consonant, change the ‘y’ to ‘i’ and add the suffix e.g.- hurry= ied =hurried.

❖ If the suffix begins with ‘a’ vowel,

	<ul style="list-style-type: none"> • Use and spell compound words. • Identify and make usage of Alliteration in variety of texts and poems. 	<p>drop the silent 'e'. E.g. write+ ing = writing.</p> <ul style="list-style-type: none"> ❖ Create compound words- eye + ball = eyeball, play + ground = playground. ❖ Identify alliterations in a sentence e.g. A big, black bug blew big, blue bubbles.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> • Speak clearly and confidently in a range of contexts, including longer speaking turns. • Take turns in discussion, building on what others have said. • Listen and respond appropriately to others' views and opinions. • Listen and remember a sequence of instructions. • Practice to improve performance when reading aloud. • Adapt tone of voice, use of vocabulary and non-verbal features for different audiences. • Develop sensitivity to ways that others express meaning in their talk and non-verbal communication. • Begin to adapt movement to create a character in drama. • Listen and remember a sequence of instructions. 	<ul style="list-style-type: none"> ❖ Children will be given an opportunity through activities such as- <ul style="list-style-type: none"> ➤ Class Meet ➤ Interactive Class Assembly ❖ Role plays and dramas based on a unit from their Readers or stories in their Textbooks ❖ Celebrations such as: <ul style="list-style-type: none"> ➤ Independence Day ❖ Children will listen to a variety of recorded texts which encourage and reinforce correct pronunciation, intonation etc. of spoken language. <ul style="list-style-type: none"> ➤ They will use their listening skills to comprehend these oral texts/ songs etc. for enhancing their comprehension ability. ➤ They will also learn to listen to each other and interpret what is being said in class to encourage positive social skills. ➤ Children will participate in class discussions in which they will listen to everyone's point of view.

Mathematics:

Strands	Learning Expectations (CAIE - CPP Expectations)	Learning Experiences
<p>Number and number system</p>	<ul style="list-style-type: none"> • Counting objects up to 1000. • Count, read and write numbers to 1000 and back. • Count on in ones and tens from single, two-digit numbers, three-digit numbers and back. • Count in twos, threes, fours, fives and tens and counting larger groups of numbers. • Understand what each digit represents in three-digit numbers and partition into Hundreds, tens and ones. • Multiples of tens and hundreds. • Number pairing. • Ordinal numbers. • Comparison of three-digit numbers and using the correct sign $>$, $<$, $=$. • Odd and even numbers. • Addition (single digit number, two-digit number, three-digit, number sentences) with and without carry forward. • Subtraction, order and manner in which it is done, (single digit number, two-digit number, number sentences) with and without borrowing. • Add and subtract three-digit and two-digit numbers using fake currency to support. • Using the $=$ sign to represent equality. • Multiplication as repeated addition, double two-digit numbers. • Know multiplication facts of $2x-10x$. 	<p>❖ Children will be engaged in meaningful, hands-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, arrow cards, and base ten blocks. They will also be shown audio visual clippings and interactive games on addition, subtraction and multiplication.</p> <p>Numbers up to 1000</p> <ul style="list-style-type: none"> ➤ Comparing, ordering and sequencing of numbers. ➤ Number name and patterns. ➤ Even and odd numbers. ➤ Single digit, double digit and three-digit addition (with and without carry over) using place value chart. ➤ Creating word problems on addition and subtraction. ➤ Subtraction of single digit from single digit, double digit (with and without borrowing introduced with money and other concrete objects) using place value charts. ➤ Multiplication as repeated addition.
<p>Measurement Money</p>	<ul style="list-style-type: none"> • Recognize all coins and notes. • Use money notation. • Find totals and the coins and notes required to pay a given amount work out change. 	<p>❖ Children will handle real life examples of money and carry out simple money transactions. Set ups such as 'A day at the market' will be organized and conducted to reinforce the practical usage of money.</p> <p>❖ Denomination of money- Rupees and paisa.</p>

<p>Time</p>	<ul style="list-style-type: none"> • Know the units of time (seconds, minutes, hours, days, weeks, months and years). • Know the relationships between consecutive units of time. • Read the time to the half hour on digital and analogue clock. • Know and order the days of the week and the months of the year. • Read a calendar and calculate time intervals in weeks or days. 	<ul style="list-style-type: none"> ❖ Addition of money. (Calculating total) ❖ Subtraction of money. (Calculating change) ❖ ‘Time stories’ through audio visual presentations and models will be shown in class. ❖ Children will learn to read the time in analogue and digital formats. Understand the use of quarter past/quarter to /half past/minutes past /o’clock. ❖ Children will refer to Calendars, Diaries and Timetables of events and create the same for themselves.
<p>Handling data</p>	<ul style="list-style-type: none"> • Answer a question by collecting, organizing and recording data in lists and tables and representing it as block graphs and pictograms to show results. 	<ul style="list-style-type: none"> ❖ Children will collect data through visits, surveys, etc. and then they will hypothesize, organize, represent and interpret the data. ❖ For e.g. Test a hypothesis: Our most favourite food is potato. Collect data (through a show of hands). Make a simple pictogram using symbols, where each symbol represents one unit. ❖ Discussion Questions - ‘How many children like potato the best? How many don’t like it at all? What is the favourite food in this class? How many children were asked?’
<p>Problem Solving</p>	<ul style="list-style-type: none"> • Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer. • Explain methods and reasoning orally. • Explore number problems and puzzles. • Make sense of simple word problems. • Make up a story to go with a calculation. • Check the answer to an addition by adding the numbers in a different order or by using a different strategy. 	<ul style="list-style-type: none"> ❖ Children will solve a problem through a story which involves step by step calculation. ❖ Using various mental strategies, the children will work out problems of different basic operations ❖ Creating word problems. ❖ Children will solve the word problems wherein they decide on the mode of operation to be used to solicit the answers and will be able to represent the same in drawings or in a number line.

Science:

Strands	Learning Expectations (CAIE - CPP Expectations)	Learning Experiences
<p>Scientific Enquiry</p>	<p><u>Ideas and evidences</u></p> <ul style="list-style-type: none"> • Collect evidence by making observations when trying to answer a science question. • Use first-hand experience, e.g. observe melting ice. • Use simple information sources. <p><u>Plan investigative work</u></p> <ul style="list-style-type: none"> • Ask questions and suggest ways to answer them. • Predict what will happen before deciding what to do. • Recognize that a test or comparison may be unfair. <p><u>Obtain and present evidence</u></p> <ul style="list-style-type: none"> • Make suggestions for collecting evidence. • Talk about risks and how to avoid danger. • Make and record observations. • Take simple measurements. • Use a variety of ways to tell others what happened. <p><u>Consider evidence and approach</u></p> <ul style="list-style-type: none"> • Make comparisons. • Identify simple patterns and associations. • Talk about predictions (orally and in text), the outcome and why this happened. • Review and explain what happened. 	<ul style="list-style-type: none"> ❖ Children will perform experiments and draw inferences, view demonstrations, watch videos, conduct surveys. ❖ They will collect evidence by making observations when trying to answer a scientific question, conduct research in order to understand and learn the below mentioned topics:
<p>Chemistry</p>	<p>Materials</p> <ul style="list-style-type: none"> • Know that every material has specific properties e.g. - hard, soft, shiny. • Sort materials according to their properties. • Know that some materials occur naturally and others are man-made. • Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching. 	<ul style="list-style-type: none"> ❖ Materials and their Properties ❖ Children will carry out surveys and observe various materials available in their surroundings. They will sort and group materials according to man- made or naturally occurring. ❖ Children will perform a series of experiments to understand the properties of materials (hard/soft, soluble/insoluble, reversible/irreversible).

	<ul style="list-style-type: none"> • Explore and describe the way some everyday materials change when they are heated or cooled. • Recognize that some materials can dissolve in water. • Explore how some materials are magnetic but many are not. • Discuss why materials are chosen for specific purposes on the basis of their properties. 	<ul style="list-style-type: none"> ❖ Children will explore what happens when a range of materials e.g. salt, instant coffee, sugar, flour, powder paint, chalk, sand, glass beads or marbles, Plaster of Paris, are mixed with water. ❖ Children will choose the materials for a specific purpose on the basis of their properties.
<p>Biology</p>	<ul style="list-style-type: none"> • Identify the different habitats of plants and animals. • 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. • To understand the connections within a food chain, as well as how producers and consumers interact for energy flow through an ecosystem. • Understand ways to care for the environment. Secondary sources can be used. • Understand the Weather and climate in their Environment. • Observe and talk about their observation of the weather, recording reports of weather data. 	<ul style="list-style-type: none"> ❖ Living things in their Environment ❖ Habitats: - Different types of habitats. Adaptations of living things according to their habitats. ❖ Explores ways that different animals and plants inhabit local environment (garden, beach and pond). ❖ Children will compare and contrast two different habitats and predict what will be found there. ❖ Children will understand the sequence of the food chain through hands on activities. ❖ A brain storming session will be conducted wherein children will identify ways in which people dirty/ pollute/ damage an environment and the possible consequences of polluting or damaging the environment. ❖ Children will bring newspaper articles on human influence on environment such as global warning, green house effects, etc. ❖ Children will discuss the ways in which we could help to protect and care for the environment. ❖ Collaborative learning will be done where children will prepare charts on changing weather conditions and manmade damage to the environment. ❖ Weather: - Observe and record changes in weather. ❖ Climate: -Differentiate climatic conditions of different countries.

Hindi:

Strands	Learning Experiences
Speaking and listening	<ul style="list-style-type: none">• Children will be able to develop their ability to use Hindi effectively for practical communication.• Children will be able to describe their surroundings and events in Hindi.
Reading	<ul style="list-style-type: none">• Children will be able to read words with correct pronunciation and comprehend the textbooks, stories.• Children will develop their vocabulary through flash cards.• Children will be able to read `□□□□` & `□□□□□□`
Writing	<ul style="list-style-type: none">• Children will be able to build sentences applying the new words learnt in their spoken language using Hindi grammar.• Children will be able to write number names 1 to 20 and day's names Monday to Sunday.• Children will be able to write □□□□ & □□□□□□• Children will be able to write names of the body parts.• Children will be able to write names of Birds and Animals.
Grammar and Punctuation	<ul style="list-style-type: none">• Children will be able to speak & make sentences using proper punctuation.

French:

Strands	Learning Experiences
➤ Listening & speaking	<ul style="list-style-type: none">• Listening to words, sentences with expressions and nouns.• Describing/Introducing themselves, identifying vocabulary words on various objects, family members and animals.• Understanding of simple sentences.• Can introduce themselves confidently.• Take part in role-plays for basic conversation.• Answer questions about a picture or recognize the picture in order to use it in a sentence.• Observe and understand audio-visual clips based on the self – introduction, animals, family members, number names 20-50, identifying the subject pronouns and motion verbs.
➤ Reading	<ul style="list-style-type: none">• Read words in French with correct pronunciation by breaking the words and spelling them correctly.• Read small sentences with nouns and expressions from the textbook by breaking the sentences into parts and understanding the meaning.• Recognize the word or a picture in order to use it in a sentence correctly.
➤ Writing	<ul style="list-style-type: none">• Write the dictation of vocabulary in French.• Use of singular/plural nouns, articles & adjectives.• Identify the various words related to grammar in the sentence and classify them into nouns, articles, subject pronouns.
➤ Grammar & Punctuation	<ul style="list-style-type: none">• Basic French verbs like “être” and “avoir”.• Expressions: Qu’est-ce que c’est/ C’est / Ce sont

Research Skill Development:

We have introduced a Research Skill Development curriculum which we will be implementing across Grades 1 to 5, in order to enhance research skills of our children. To begin with we have chosen two big areas for our exploration per term. The research theme for Term 1 are:

Theme	Learning Objectives	Learning Engagements
<p><u>PERSONAL</u></p> <p><u>Local environments around me</u></p> <ul style="list-style-type: none"> • Studying these environments as habitats for various plants and animals-their adaptive features and interdependence. • Investigating human impact on these environments. 	<p>Formulating questions</p> <ul style="list-style-type: none"> • Learns how to ask open-ended questions about topics by brainstorming with others. <p>Observing</p> <ul style="list-style-type: none"> • Use the five senses to observe during simple experiments. <p>Collecting Data</p> <ul style="list-style-type: none"> • Recognize keywords for searching books. • Identify areas within the school library and locate resources in these areas. <p>Recording Data</p> <ul style="list-style-type: none"> • Recall and take notes of relevant information. <p>Organizing Data</p> <ul style="list-style-type: none"> • Compare and contrast information in different forms (tables, charts, timelines and graphs). <p>Interpreting Data</p> <ul style="list-style-type: none"> • Interpret graphic organizers and make statements about them. <p>Presenting Research Findings</p> <ul style="list-style-type: none"> • Present information logically and clearly. • Cooperate with peers to present work. 	<ul style="list-style-type: none"> ❖ Children will gather information about the topic. ❖ They will observe plants and animals through visits to the garden, beach and other local environment. ❖ Children will compare and contrast environments with the help of Venn Diagrams. ❖ Children will ask inquiry-based questions which will be on the wonder wall. ❖ Understand real life problems faced in the environment and take action for the same. ❖ They will create projects on various social and environmental actions.
<p><u>LOCAL</u></p> <p><u>My state- Maharashtra</u></p> <ul style="list-style-type: none"> • Various states of my country. • History of my state and its contribution to my country. • Traditions, culture and lifestyle prevalent in my state. • Changes/ reforms I would like to bring 	<p>Planning</p> <ul style="list-style-type: none"> • Begin to identify priorities and divide assignments into simple tasks. <p>Collecting Data</p> <ul style="list-style-type: none"> • Pull facts from reliable non-fiction resources. • Begin to browse and search on the Internet with teacher guidance. • Begin to skim and scan for information. <p>Recording Data</p>	<ul style="list-style-type: none"> ❖ Children will take notes and record keepings to document their research. ❖ Children will read a range of print materials (books, pamphlets, maps and charts to gather information. ❖ Web searches, use of website, wikis, clips etc. ❖ Children will also visit around the city and observe the historical

<p>about in my state.</p>	<ul style="list-style-type: none">• Recall and take notes of relevant information. <p>Organizing Data</p> <ul style="list-style-type: none">• Begin to underline relevant information in texts. <p>Interpreting Data</p> <ul style="list-style-type: none">• Narrow or modify research focus as needed to clarify data. <p>Presenting Research Findings</p> <ul style="list-style-type: none">• Contribute to discussions.	<p>monuments and significant places.</p>
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RECOMMENDED READING FOR CHILDREN:

Recommended Series	
Recommended books	Author
a) The Giving Tree	Shel Silverstein
b) Dolphin at Daybreak	Mary Pope Osborne
c) Lions at Lunchtime	Mary Pope Osborne
d) Charlie and the Chocolate Factory	Roald Dahl
e) Frog and Toad are Friends	Arnold Lobel
f) Nate the Great	Marjorie Weinman
g) Amelia Bedelia	Peggy Parish
h) Stuart Little	E. B White
i) Manya learns to Roar	Shruti Rao
j) Neel on Wheels	Lavanya Karthik

RECOMMENDED READING FOR PARENTS:

Recommended Books	Author
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