

NEW ERA PUBLIC SCHOOL, DWARKA
SYLLABUS (2019-20)
CLASS: I

SUBJECT: English

MONTH & WORKING DAYS	TOPIC AND SUB TOPICS	LEARNING OUTCOMES	PEDAGOGICAL PROCESS
TERM I			
APRIL (20)	<u>Block 1-</u> Reading on our own. <u>Block 2-</u> People, places and things. <u>Block 3-</u> Reading for details CVC words with the vowels/a/, /e/, /i/ and /o/ sounds.	Responds orally (in any language) to comprehension questions related to stories. Uses nouns such as ‘boy’, ‘sun’. Recognises letters and their sounds A-Z.	Ask simple questions like name of characters from the story, incidents that he/she likes in the story, etc. Say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc. Respond in home language or English what he/she understood in the poem.
MAY (8)	<u>Framing sentences.</u> <u>Naming words.</u> <u>Use of capital letters and full stop.</u>	Writes simple words like fan, hen, rat etc. Associates words with pictures. Differentiates between small and capital letters in print.	Use familiar and simple words (‘bat’, ‘pen’, ‘cat’) as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc.) Name common objects such as- man, dog etc. when pictures are shown. Use familiar and simple words (‘bat’, ‘pen’, ‘cat’) as examples to reproduce the starting sound and letter. (/b/, /p/, /k/ etc.)
JUNE	Summer Break		

<p>JULY (23)</p>	<p><u>Block 4- Doing words</u></p> <p><u>Block 5- Poetry</u></p> <p><u>Block 6- One and many Articles(a,an)</u></p> <p>CVC words with /u/ sound</p> <p>Rhyming words</p> <p>Use of is, am, are.</p>	<p>Uses nouns such as ‘boy’, ‘sun’ and listens to instructions and draw a picture.</p> <p>Recites poems/rhymes with actions.</p> <p>Associates words with pictures.</p> <p>Recognises letters and their sounds A-Z.</p> <p>Write simple words like hen, pen, men etc.</p> <p>Listens to English words, greetings, polite forms of expression, simple sentences and responds in English or the home language.</p>	<p>Use familiar and simple words (‘run’, ‘sleep’) as examples.</p> <p>Sing or recite collectively songs or poems or rhymes with actions.</p> <p>Listen to instructions and draws a picture.</p> <p>Respond in home language or English what he/she understood in the poem. Develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts.</p> <p>Listens to instructions and draws a picture.</p>
<p>AUGUST (21)</p>	<p><u>Block 7- Text-to-self connections</u></p> <p><u>Block 8- Asking questions</u></p> <p><u>Block 9- Folktales</u></p> <p><u>Block 10- Pronouns</u></p>	<p>Identifies characters and sequence of a story and ask questions about the story.</p> <p>Talks about self/ situations/ pictures in English.</p> <p>Responds orally (in any language) to comprehension questions related to stories.</p> <p>Uses pronouns such as I, we,it.</p>	<p>Listens to stories and humorous incidents and interact in English or home language.</p> <p>Use greetings like “Good morning”, “Thank you” and have polite conversations in English such as “What is your name?”, “How are you?” etc. Framing questions and use of question mark.</p> <p>Ask simple questions like name of characters from the story, incidents that he/she likes in the story, etc.</p> <p>Give examples of common pronouns like I, we, it, she, he etc.</p>

<p>SEPTEMBER (20)</p>	<p><u>Block 11-</u> Connecting texts</p> <p><u>Block 12-</u> Sounds and sentences. Parts of a sentence.</p>	<p>Identifies characters and sequence of a story and ask questions about the story.</p> <p>Listens to English words, greetings, polite forms of expression, simple sentences and responds in English.</p>	<p>Listens to stories and humorous incidents and interact in English or home language.</p> <p>Say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc. Use of telling part and naming part.</p>
<p>TERM II</p>			
<p>OCTOBER (15)</p>	<p><u>Block 13-</u> Writing a poem</p> <p><u>Block 14-</u> Retelling a story</p>	<p>Recites poems/rhymes with actions.</p> <p>Identifies characters and sequence of a story and ask questions about the story.</p>	<p>Sing or recite collectively songs or poems or rhymes with actions.</p> <p>Listens to stories and humorous incidents and interact in English or home language.</p>
<p>NOVEMBER (20)</p>	<p><u>Block 15-</u> Likes and dislikes.</p>	<p>Uses ‘doesn’t’ and ‘don’t’.</p>	<p>Respond in home language or English what he/she has understood.</p>
<p>DECEMBER (18)</p>	<p><u>Block 16-</u> Reading for a purpose</p> <p><u>Block 17-</u> Exclamatory sentences</p> <p><u>Block 18-</u> My daily routine</p> <p><u>Block 19-</u> Setting of a story</p>	<p>Responds orally (in any language) to comprehension questions related to stories.</p> <p>Produces words and sentences which have a strong feeling such as ‘Wow!’, ‘I like veggies!’</p> <p>Recites poems/rhymes with actions.</p> <p>Identifies characters and sequence of a story and ask questions about the story.</p>	<p>Listens to stories and humorous incidents and interact in English or home language.</p> <p>Say 2-3 sentences describing strong feeling.</p> <p>Sing or recite collectively songs or poems or rhymes with actions.</p> <p>Ask simple questions like name of characters from the story, incidents that he/she likes in the story, etc.</p>
<p>JANUARY (15)</p>	<p><u>Project work-</u> Paste pictures of homes of four animals and write one- two sentences about them in the notebook.</p> <p><u>Block 20-</u> Describing words</p> <p><u>Opposite words</u></p> <p><u>Block 22-</u> Personal Narrative</p>	<p>Children will be able to name four different animals and name their respective homes.</p> <p>Associate words with pictures.</p> <p>Responds orally (in any language) to comprehension questions related to stories.</p>	<p>Ask simple questions about animals.</p> <p>Give examples of describing words like <u>sharp</u> knife, <u>long</u> neck, <u>yellow</u> flower etc.</p> <p>Give examples of opposite words like big-small, tall-short, day-night etc.</p> <p>Listens to stories and humorous incidents and interact in English or home language.</p>

FEBRUARY (19)	<u>Block 23-</u> Introduction to use of in, on, under, above, below, behind, beside, in between and in front of. <u>Block 24-</u> Position words.	Uses position words in sentences. Uses position words like in, on, under, across etc.	Say 2-3 sentences with examples of position words. Listen to instructions and draw a picture.
MARCH (20)	<u>Block 25-</u> Compare and contrast (Poem- Bed in summer) Revision.	Recites poems/rhymes with actions.	Sing or recite collectively songs or poems or rhymes with actions.

SUBJECT: E.V.S

MONTH & WORKING DAYS	TOPIC AND SUB TOPICS	LEARNING OUTCOMES	PEDAGOGICAL PROCESS
TERM I			
APRIL (20)	<u>Block 1- My family</u> <u>Block 2- My School</u>	<ul style="list-style-type: none"> • People in a family • Types of families • Ways to help family • Family traditions • Different places in a school • Uses of different places in a school • People who work in a school • Ways to take care of the school 	<p>Students can identify members of the family. Students can explain the differences among families.</p> <p>Students can identify the places in the school. Students can identify the uses of the different places in the school. Students can recommend ways to take care of the school.</p>
MAY (8)	<u>Block 3- Houses and clothes</u> <u>Project-</u> Paste pictures of different kinds of clothes we wear.	<ul style="list-style-type: none"> • Need for a house • Rooms in a house • Need for clothes 	<p>Students can name the different rooms in a house and different clothes we wear. Students can explain why we need a house and clothes. Students can explain why we need different rooms in a house and different clothes in different seasons.</p>
JUNE	Summer Break		

<p>JULY (23)</p>	<p><u>Block 4- Work people do</u></p>	<ul style="list-style-type: none"> • Different types of job • Different types of work place • We depend on job done by other people. 	<p>Students can identify the work done by different people. Students can explain how we are dependent on other people. Students can explain interdependency of roles</p>
	<p><u>Block 5- Games</u> <u>Project</u> – In a scrapbook, paste pictures of different indoor and outdoor games. Label them. Write the name of your favourite indoor and outdoor game.</p> <p>‘;</p> <p><u>Block 6- We are different</u></p>	<ul style="list-style-type: none"> • Indoor and outdoor games • Playing together or alone • Games as work • My favourite game • External parts of our body • Body parts and activities • People are different • Adult and child 	<p>Students can name different games. Students can identify that games can be played in different ways. Students can explain why people choose to play different games.</p> <p>Students can name the different parts of our body and their uses. Students can find the differences between an adult and a child and between any two people. Student can find the similarities between an adult and a child and between any two people.</p>
<p>AUGUST (21)</p>	<p><u>Block 8- Sounds we hear</u></p> <p><u>Block 9- I am clean</u></p> <p><u>Block 10- Safety rules</u> <u>Project</u> – Write any 5 safety rules that we must follow at home and school. Paste or draw pictures depicting these rules.</p>	<ul style="list-style-type: none"> • Making sound • Ears help us hear • Types of sounds • Noise • Keeping clean • Keeping our body and surroundings clean • Brushing teeth • Washing hands • Safety rules at home • Safety rules at school • Safety rules on road • Safety rules at playground and in pool 	<p>Students can identify how a sound is made by a given thing. Students can explain how ears help in gathering information by hearing sound. Students can describe the effect of a noise on our ears. Students can explain that germs cause infection. Student can understand that following correct way helps to keep our body clean. Students can identify rules they have to follow at home, school, on the road, in the playground and swimming pool. Students can explain why the safety rules are important.</p>

<p>DECEMBER (18)</p>	<p><u>Block 17- Plants are different</u></p> <p><u>Block 18- Food we eat</u> <u>Project-</u> in your scrap book, paste pictures of 10 healthy and 10 unhealthy food items. Write any 3 different uses of healthy food.</p>	<ul style="list-style-type: none"> • Different kinds of fruits, flowers, leaves and stems. • Reasons for eating food • Source of food • Food from plants • Healthy and unhealthy food 	<p>Students can differentiate plants based on absence/ presence of parts of plants. Students can differentiate plants based on the features of the parts of the plants. Students can differentiate plants based on other attributes (size/ height of plant, blossoming season of flowers). Students can classify source of food as plants and animals. Students can classify plant food as vegetables, cereals, pulses and fruits. Students can identify the type of food and eating habits that are important for staying healthy.</p>
<p>JANUARY (15)</p>	<p><u>Block 19- Transport</u></p> <p><u>Block 20- Uses of water</u></p>	<ul style="list-style-type: none"> • Names of vehicles • Modes of transport • Different types of vehicles • We need water • Animals need water • Plants need water • Ways to save water 	<p>Students can identify different vehicles. Students can identify the purpose of a given vehicle. Students can explain how a vehicle or means of transport has helped in connecting people.</p> <p>Students can identify uses of water for us. Students can identify uses of water for plants and animals. Students can recommend ways to use water carefully.</p>
<p>FEBRUARY (19)</p>	<p><u>Block 21- We need air</u> <u>Project-</u> Write any 5 uses of air and paste pictures.</p> <p><u>Block 22- About air</u></p>	<ul style="list-style-type: none"> • Air is everywhere • Air takes up space • Air helps in burning • Uses of air • Air has weight • Air can move things • Air can lift things • Air is needed to make sounds. 	<p>Students can identify the uses of air. Students can relate the properties of air to its uses. Students can identify how air is useful for plants and animals.</p> <p>Students can explain few properties of air. Students can explain how we use the properties of air in daily life.</p>

MARCH (20)	<u>Block 24- Weather and seasons</u> <u>Project-</u> Draw the different weather indicators and write their names.	<ul style="list-style-type: none"> • Weather conditions • Different seasons • Effect of change in seasons • Difference between weather and season 	<p>Student can tell how weather and season are different.</p> <p>Students can identify the different weather and seasons.</p> <p>Students can explain that changes in weather or season affects the way we eat, clothes we wear and things we do.</p>
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SUBJECT: Maths

MONTH & WORKING DAYS	TOPIC AND SUB TOPICS	LEARNING OUTCOMES	PEDAGOGICAL PROCESS
TERM I			
APRIL (20)	<u>Chapter 1- Numbers up to 50</u> <ul style="list-style-type: none"> • Count, recognize, read and writes numbers up to 50. • Understands place and face values. • Expand a number as per its face value. • Recognise patterns in numbers. 	<p>Recognises numbers up to 50 and write numerals.</p> <p>Comparison of numbers up to 50.</p> <p>Observes, extends and creates patterns of shapes and numbers. For example, arrangement of shapes/objects/numbers.</p>	<p>Use words like more than, less than or equal through the strategy of one to one correspondence in objects in two groups.</p> <p>Count objects, for instance, students may take out objects up to 9 from a given collection of objects such as picking up any 8 leaves/ 4 beads/ 6 ice-cream sticks etc, from the given box.</p>
MAY (8)	Cont... <ul style="list-style-type: none"> • Demonstrate strategies of comparing two numbers. • Arrange numbers in order from big to small and small to big. • Skip counting in 2, 5 and 10. • Represent numbers in various forms- figures, words etc. Revision	<p>Works with numbers 1 to 50.</p> <p>Classifies objects into groups based on a few physical attributes such as shape, size and other observable properties including rolling and sliding recites number names and counts objects up to 20, concretely, pictorially and symbolically.</p>	<p>Use different strategies like counting forward.</p> <p>Identify and draw the things which are near-far, big-small, etc.</p> <p>Handle concrete materials or models and classify them. For example, big box, small box.</p>
JUNE	Summer Break		

<p>JULY (23)</p>	<p><u>Chapter 2- Addition up to 50</u></p> <ul style="list-style-type: none"> • Add by counting forward • Add by putting together • Recognise the symbol for addition(+) • Add numbers on a number line • Add numbers by arranging vertically • Add numbers mentally • Solve word problems on addition 	<p>Applies addition of numbers 1 to 20. Counts objects using numbers 1 to 9. Compares numbers up to 20. For example tells whether number of girls or number of boys is more in the class.</p>	<p>Use different strategies like aggregation, using addition facts etc to extend addition up to 20 (sum not exceeding 20)</p>
<p>AUGUST (21)</p>	<p><u>Chapter 3- subtraction up to 50.</u></p> <ul style="list-style-type: none"> • Subtract by counting backward. • Subtract by taking away. • Recognise the symbol for subtraction (-) • Subtract the numbers mentally. • Subtract numbers on a number line. • Subtract numbers vertically. • Solve word problems on subtraction. 	<p>Applies subtraction of numbers 1 to 20. Counts objects using numbers 1 to 9. Compares numbers up to 20. For example tells whether number of girls or number of boys is less in the class.</p>	<p>Develop different strategies of subtraction through taking away objects/ pictures. Evolve different strategies to subtract numbers up to 9 as for example, recounting after taking out objects from a given collection. Take out objects up to 20 from a given collection of objects.</p>
<p>SEPTEMBER (20)</p>	<p><u>Chapter 4 – Shapes and patterns</u></p> <ul style="list-style-type: none"> • Recognise straight and curved lines. • Recognise movement of shapes in terms of rolling and sliding. • Recognise and understand different 2D shapes. • Recognise patterns involving shapes • Recognise patterns in numbers and alphabets. 	<p>Observes, extends and creates patterns of shapes and numbers. For example, arrangement of shapes/ objects/ numbers etc.</p>	<p>Handle concrete materials or models and classify them. For example, objects which are straight and curved in shape.</p>

TERM II

<p>OCTOBER (15)</p>	<p><u>Chapter 5- Numbers up to 100.</u></p> <ul style="list-style-type: none"> • Expand a number according to its place value. • Recognise patterns in numbers. • Demonstrate strategies of comparing two numbers. • Arrange numbers in order from big to small and small to big. • Skip counting in 2, 5 and 10. • Represent numbers in various forms- figures, words etc. 	<p>Recognises numbers up to 100 and write numerals. Comparison of numbers up to 100. Observes, extends and creates patterns of shapes and numbers. For example, arrangement of shapes/objects/numbers.</p>	<p>Use words like more than, less than or equal through the strategy of one to one correspondence in objects in two groups. Count objects, for instance, students may take out objects up to 20 from a given collection of objects such as picking up any 18 leaves/ 14 beads/ 16 ice-cream sticks etc, from the given box. Handle concrete materials or models and classify them. For example, objects which are round in shape such as chapatti, ball etc. and those which are not round such as pencil box.</p>
<p>NOVEMBER (20)</p>	<p><u>Chapter 6- Addition and subtraction up to 99.</u></p> <ul style="list-style-type: none"> • Add and subtract two-digit numbers. • Add or subtract 10 • Solve word problems on addition and subtraction. <p>Revision</p>	<p>Applies addition and subtraction of numbers 1 to 99. Counts objects using numbers 1 to 9. Compares numbers up to 99.</p>	<p>Use different strategies like aggregation, using addition facts etc to extend addition up to 20 (sum not exceeding 20) Develop different strategies of subtraction through taking away objects/ pictures.</p>
<p>DECEMBER (18)</p>	<p><u>Chapter 7- Measurements</u></p> <ul style="list-style-type: none"> • Distinguish between near, far, thin, thick, long, tall, short, high, and low. • Compare objects by length. • Distinguish between heavy and light. • Compare objects by weight. • Understand that bigger objects of same kind weigh heavier. • Distinguish between more and less, big and small. • Compare objects by capacity. • Understand that bigger containers hold more liquids. 	<p>Estimates and measures short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps, etc.</p>	<p>Finds short lengths in their immediate environment using non uniform units like finger, hand span, length of a forearm, footsteps etc.</p>

	<u>Chapter 8- Time-</u> <ul style="list-style-type: none"> Identify and order tasks done during a day. Quantify long and short durations. Compare time taken to do a task. Able to read and tell time. Order the days of the week. 	Read and tell the time, mark the time on clock, names of hands (minute hand and hour hand).	Numbers in a clock, use hour hand and minute hand to see the time.
JANUARY (15)	<u>Chapter 9- Money</u> <ul style="list-style-type: none"> Identification of common currency notes and coins. Put together small amounts of money to make 10 in different combinations. Compare amounts Patterns in money 	Identification of common currency notes and coins. Usage of money and its importance.	Use concrete play money for making amounts up to Rs.20.
FEBRUARY (19)	<u>Chapter 10- Data Handling</u> <ul style="list-style-type: none"> Collect, read and interpret simple data. Recognise and count different shapes/ objects. Count letters in a name. Count fruits in a chart. Count colour blocks. 	Collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more).	Observe and collect information from the visuals, contexts/ situations such as number of items.
MARCH (20)	<u>Chapter 11- Multiplication readiness</u> <ul style="list-style-type: none"> Making groups Skip counting in 2s, 5s and 10s. Repeated addition Revision	Observes, extends and creates patterns of numbers. For example, arrangement of shapes/ objects/ numbers.	Conduct classroom discussions on learner observations of pattern and allow them to describe in their own language. Let children find what will come next and justify their answer.

SUBJECT: हिन्दी

MONTH & WORKING DAYS	TOPIC AND SUB TOPICS	LEARNING OUTCOMES	PEDAGOGICAL PROCESS
TERM I			
APRIL	वर्णमाला पुनरावृत्ति 'अ' के शब्द पाठ 1 - बतख आई	हिंदी के वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं ।	तरह - तरह की कहानियों, कविताओं को चित्रों के आधार पर अनुमान लगाकर पढ़ने के अफसर उपलब्ध हों ।
MAY	आ की मात्रा सब्जियों व फलो के नाम पाठ 2 - आम वाला आया कविता - बादल आया	विविध उद्देश्यों के लिए अपनी भाषा और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं, जैसे - कविता, कहानी सुनना, जानकारी के लिए प्रश्न पूछना, निजी अनुभवों को साझा करना ।	हिन्दी में सुनी गयी बात, कविता, खेल - गीत, कहानी आदि को अपने तरीके और अपनी भाषा में कहने - सुनाने के अफसर उपलब्ध हों ।
JUNE	Summer Break		
JULY	पाठ 3 - विमान उड़ गया पाठ 6 - लाल गुलाब अक्षरों की पुनरावृत्ति मात्रा - इ ऊ ई सब्जियों व फलो के नाम रंगो व अंगो के नाम (की गयी मात्रा के आधार पर)	चित्र के सूक्ष्म और प्रत्यक्ष पहलुओं पर बारीक अवलोकन करते हैं । चित्र में या क्रमवार सजाए चित्रों में घट रही अलग- अलग घटनाओं, गतिविधियों और पात्रों को एक संदर्भ या कहानी के सूत्र में देखकर समझते हैं और सराहना करते हैं ।	बच्चे अक्षरों की आकृति बनाना शुरू करते हैं भले ही उनके द्वारा बनाए गए अक्षरों में सुघड़ता न हो - इसे कक्षा में स्वीकार किया जाए ।

AUGUST	पाठ 7 - नटखट झपटू पाठ 8 - किसके पीछे कविता - झूला मात्रा- ऊ , ए र में ऊ तथा ऊ की मात्रा के शब्द वचन बदलो (आ की मात्रा से) (ताला, परदा, लड़का, तारा, दरवाजा)	चित्र में या क्रमवार सजाए चित्रों में घट रही अलग- अलग घटनाओं, गतिविधियों और पात्रों को एक संदर्भ या कहानी के सूत्र में देखकर समझते हैं और सराहना करते हैं ।	कहानी, कविता आदि को बोलकर सुनाने के अफसर हों और उस पर बातचीत करने के अफसर हों ।
SEPTEMBER	मात्रा ई, ऐ पाठ 5 - खिचड़ी बढ़िया बानी पाठ 9 - रेत का घर यातायात के साधन	सुनी सामग्री (कहानी, कविता, आदि) के बारे में बातचीत करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं ।	सुनी, देखी, बातों को अपने तरीके से कागज़ पर उतारने के अफसर हों ।
TERM II			
OCTOBER	मात्रा - ओ, औ, व्र पाठ 10 - जोकर का खेल पाठ 11 - मटर या टमाटर	विविध उद्देश्यों के लिए अपनी भाषा और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं, जैसे - कविता, कहानी सुनना, जानकारी के लिए प्रश्न पूछना, निजी अनुभवों को साझा करना ।	तरह - तरह की कहानियों, कविताओं को चित्रों के आधार पर अनुमान लगाकर पढ़ने के अफसर उपलब्ध हों ।
NOVEMBER	विपरीत शब्द खिलोनो के नाम अभ्यास कार्य	भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनंद लेते हैं ।	हिन्दी में सुनी गयी बात, कविता, खेल - गीत, कहानी आदि को अपने तरीके और अपनी भाषा में कहने - सुनाने के अफसर उपलब्ध हों ।
DECEMBER	संयुक्ताक्षर - क्ष, त्र, ज्ञ, श्र मात्रा - अ () चंद्रबिंदु () पाठ 13 - हाथी राजा कविता - चाँद तारे वाक्य बनाए चित्र- चित्रण (3-4 वाक्य)	चित्र के सूक्ष्म और प्रत्यक्ष पहलुओं पर बारीक अवलोकन करते हैं । चित्र में या क्रमवार सजाए चित्रों में घट रही अलग- अलग घटनाओं, गतिविधियों और पात्रों को एक संदर्भ या कहानी के सूत्र में देखकर समझते हैं और सराहना करते हैं ।	तरह - तरह की कहानियों, कविताओं को चित्रों के आधार पर अनुमान लगाकर पढ़ने के अफसर उपलब्ध हों ।

JANUARY	पाठ 14 - सफ़ेद हंस गिनती १ से १० तक मात्राओं का अभ्यास लिंग बदलो	चित्र में या क्रमवार सजाए चित्रों में घट रही अलग- अलग घटनाओं, गतिविधियों और पात्रों को एक संदर्भ या कहानी के सूत्र में देखकर समझते हैं और सराहना करते हैं ।	सुनी, देखी, बातों को अपने तरीके से कागज़ पर उतारने के अफसर हों ।
FEBRUARY	गिनती ११ से २० तक पाठ 15 - दो बकरियाँ वाक्य बनाओ	विविध उदेश्यों के लिए अपनी भाषा और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं, जैसे - कविता, कहानी सुनना, जानकारी के लिए प्रश्न पूछना, निजी अनुभवों को साझा करना ।	कहानी, कविता आदि को बोलकर सुनाने के अफसर हों और उस पर बातचीत करने के अफसर हों ।
MARCH	पाठ - चींटी रानी मात्राओं का अभ्यास	सुनी सामग्री (कहानी, कविता, आदि) के बारे में बातचीत करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं ।	हिन्दी में सुनी गयी बात, कविता, खेल - गीत, कहानी आदि को अपने तरीके और अपनी भाषा में कहने - सुनाने के अफसर उपलब्ध हों ।