

Government of Pondicherry
Department of Education

**Primary Education Curriculum Renewal
UNICEF-Aided Project-2**

Detailed Curriculum Plan

For

Standards I And II

1982



**Primary Curriculum Development Cell
Centre For Continuing Education
MUDALIARPET, PONDICHERRY-605004.**

FICR

PRIMARY EDUCATION CURRICULUM RENEWAL
UNICEF-AIDED PROJECT-2

DETAILED CURRICULUM PLAN
FOR
STANDARDS I AND II

NIEPA DC



D00847

Sub. National Systems Unit
National Institute of Educational
Planning and Administration
17-B, Sri Aurobindo Road, New Delhi 110016
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Subject: TAMIL

Detailed Curriculum plan

CLASS: I STD

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| வாசக கற்றலை குறைந்த அளவு என தொடர்திறன். | | பாடப் பொருள் வகுப்பறைச்செயல்கள் | வகுப்புக்கு வெளியே செயல்கள் | கற்பாக்கப் பயன் படம் ஓலைக் கருவிகள் | மதுப்படு செயல்பாடுகள் | | ஆட்சித்திறையன் |

I கேட்கும் திறன்

| | | | | | |
|--|---|--|---|---|--|
| 1. செய்துகளை அமைதியாகக் கேட்டறியும் திறன் | விடு, வகுப்பு, பள்ளி, ஊர், வயல், ஆடி, கடல் - இவை பற்றிய ஆசிரியரின் பேச்சு. மேல் வகுப்பு மாணவர்- களின் - தாங்கள் அன்புடன் வளர்க்கும் - பூனை, நாய், அளவு கனிவாழ்க்கை இவை பற்றிய பேச்சு. | ஆசிரியர் இப்- பொருள்கள் பற்றி- சரியான, தெளிவான ஒலிப்புடன் பேசுதல். மாணவர்கள் கவனத்- துடன் கேட்கும் சுவைபடக் கூறல். மேல் வகுப்பு மாணவர்- களின் பேச்சுக்களைக் கேட்க வைத்தல். | மாணவர்களை வயல் வெளியே, ஆடி, கடல் போன்ற இடம்- களுக்கு அழைத்- துச் சென்று அங்குக் காணக் கூடிய விலங்குகள் படங்கள், மரஞ்செடி கொடிகள்- ஆசிரியர் பற்றி உரையாடுதல் | ஊர், பள்ளி, தோட்டம், ஆடி, கடல் பறவைகள், கடல் வாழ் உயிரினங்கள் ஆசிரியர் பற்றி படங்கள் டினிடெகைகள் செய் விழா விழைக் கல்வித் திறமைக் கருவி -கள், ஆசிரியர் குறுப்பேடு. | மாணவர்கள் கேட்டறியும் செய்துகளைப் பற்றிய வினாக்களை வினாவுதல் படங்களைப் பள்ளி களுக்கு வழங்கல் கேட்டல் திறமை- களைப் மொழிப்பாடல் கலைத்திட்டத்தல் 25% நேரத்தை ஒதுக்குதல். |
|--|---|--|---|---|--|

கதையின் அடிப்படைக்

கருத்துக்களை வர

வழைத்தல்.

அவை கதைகளை நடிக்கச்

செய்தல்.

(எ.டு)

"ஒளவையும் அழகமானும்"

"ஒநாயும் ஆட்டுக்குட்டியும்"

"அருமாவும் சுண்டெலியும்"

"காக்கையும் நாயும்"

5. தாம் கண்டு, கேட்டுப் படித்துப் பட்டறிந்தவற்றை எறிய சொற்களில் ஊக்குதல் - வீட்டு நிகழ்ச்சிகளைப் பற்றிக் கூறுதல்
- வீட்டில் நடைபெறும் நிகழ்ச்சிகள் ஷாஜாஹர் சூல ஊக்களை ணை, மாணவர்களைத் தாங்கள் பட்டறிந்தவை பற்றிப் பேச வைத்தல் - வீட்டு நிகழ்ச்சிகளைக் கூற வைத்தல்.

6. பற்றாடல் பழகும் பொழுது தகுந்த மரியாதைச் சொற்களைப் பேசுதல்
- ஆசிரியாடலும் பெரியோரிடலும் பேசும் பொழுது பயன் படுத்தக்கூடிய மரியாதைச் சொற்கள்
- உரையாடல் பெற்றோர், உறவினர்களிடம் செய்துகளைக் கேட்டல்

1

2

3

4

5

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7

8

7. எளிய ஓசை நயம் மிக்க எளிய ஓசை நயத்துடன் ஆசிரியர் ஓசை சுற்றலாச் செல்லும்
பாடல்களைக் கேட்டு கூடிய பாடல்கள், நயத்துடன், இனிய காலங்களில்
மீசியுதல். குழந்தைப் பாடல்கள், குரலில் பாடல்- மாணவர்களைப்
பழம் பாடல்கள், களைப் பாடிக் பாடச் செய்தல்
இயற்கை பற்றிய கேட்க வைத்தல். (அவைவரும் கூடி)
பாடல்கள், படகுப்
பாடல்கள், வளர்ப்பு
விலங்குகள் பற்றிய
பாடல்கள்.

ஓசை நயம் மிக்க
குழந்தைப் பாடல்-
களின் தொகுப்பு,
பழம் பாடல்களின்
தொகுப்பு.

II பேசும் திறன்

1. நான் வேடி பாடு உடைய ன, ன; ல, ள,ழ; ஆசிரியர் சொற்
ஒலிகளைத் தகுந்த ர, ற; - எழுத்துக் களைக் கூறி
ஒலி வேடி பாட்டுடன் களை அடக்கிய மாணவர்களைத்
ஒலித்தல். சொற்கள்:- திரும்பத்
மனம், மனம்; திரும்பக் கூறச்
பளி, பளி; செய்தல்.
மனை, மனை;
கன்னி, கன்னி;
கனி, கனி;
கல், கல்;
ஒலி, ஒலி, ஒழி;
கலை -களை, கழை

சொற்கள்
அடங்கிய
அட்டைகள்

ன, ன; ல, ள; ஆசிரியர் கரும்-
வேடி பாடு அறிந்து பலகையில்
கொள்ளும் வகையில் சொற்களை
தொடர்கள் எழுதிய எழுதி மாணவர்-
அட்டைகள். களைப் படிக்கச்
(எ.ரு) செய்தல்.
ஆற்றில் வருவது
வெள்ளம்
ஆசையாய்த் தின்பது
வெல்லம்.
காட்டில் வாழ்வது புலி
கடையில் விற்பது புளி

1 2 3 4 5 6 7 8

விலை - விளை, விழை
 வால் - வாள், வாழ்
 காளை - காலை
 பல்வி - பள்ளி
 வெல்லம் - வெள்ளம்.
 புவி - புளி
 காலை - காளை
 அரம் - அறம்
 மரம் - மறம்
 கரை - கறை
 ஆரை - ஆறை
 கரி - கறி
 குலம் - குளம்
 கொல் - கொள்
 தலை - தளை
 திரை - திறை
 கரை - கறை
 தோல் - தோள்
 சூல் - சூள்
 கனி - கனி

மனிதனுக்குச் சிறப்பு மனம்
 மலருக்குச் சிறப்பு மனம்.

2. பெரியோரிடம் மரியாதை
 மிகுந்த மொழியில் பேசுதல்

ஆசிரியரிடமும் பெரியோரி- உரையாடல்
 டமும் பேசப் பயன் படுத்தும் பெற்றோர் உறவின-
 சொற்கள் ருடன் பேசும் பொழுது

1 2 3 4 5 6 7 8

4. எளிமையான செய்திகளைப் பற்றுக்கு அறிவித்தல் பள்ளியில் நடக்கும் மாணவர்களைச் சிகழ்ச்சிகள், வீட்டு செய்திகளைக் சிகழ்ச்சிகள், சாலை கூறச் செய்தல் யில் கட்டவை, கேட்டவை, பட்டறிந்தவை வாஷெலி சிகழ்ச்சிகளைக் கேட்டல், வழியில் காணும் சிறப்பு சிகழ்ச்சிகளை உற்று நோக்கும் பழக்கத்தை ஏற்படுத்துதல் பயனுள்ள செய்திகளைப் பிறர் பேசும் போது கேட்டல்.
5. உடன் பயில்வோர், ஆசிரியர், பெற்றோர் அண்ட அயலார் வினவும் வினாக்களுக்கு ஏற்ற விடைகளை எளிமையாகக் கூறுதல் அன்றாட சிகழ்ச்சிகள் 1. உரையாடல்கள் பெற்றோர் உறவினர் 2. ஆசிரியர் வினாக்களை பற்றியவை. வினவி மாணவர்களை விடையிறுக்கத் தூண்டுதல். வினாக்கள் கேட்டல்.
6. தான் கேட்ட சிறிய கதைகளைத் திரும்பச் சொல்லுதல் சிறு சிறு தொடர் மாணவர்களைக் கதை வீட்டிலுள்ள பெற்றோர்களுக்கும், படங்கள் கதை விளக்கப் படங்கள் கதை சொல்ல வைத்தல். சிறிய எளிய படங்களைக் காட்டிக் அண்ணன், அக்கா ஆசிரியோருக்கும் கதை சொல்லு- மாறு படித்தல்.

படிக்கும் திறன்

1. சொற்களை முறையாகவும், பாட நூலில் உள்ள மாணவர்களை மீண்டும் மாணவர்களை ல, ள, ழ, ல் கூறப்பட்ட சொற்களைச் சொற்கள் மீண்டும் படிக்கச் வகுப்பறைக்கு ள, ல, அட்டைகளைத் சரியான ஒலிப்-
(pronounce) ன, ன, ல, ள, ழ, செய்தல். வெளியே ன, ன; ர, ற தருதல். புடன் படிக்கச்
ர, ற அடங்கிய அழைத்துச் ஒலி வேறு சொற்கள் செய்தல்.
சொற்கள். சென்று பாடுள்ள சொற்களடங்-
ல, ள, ழ சொற்களடங்-
அடங்கிய சிய அட்டை-
சொற்களுள்ள கள்.
பாடல்களைப்
பாடச் செய்தல்.
2. சொற்களைச் சேர்த்துத் தொடராகப் படித்தல், பாட நூலில் உள்ள நிறுத்திப் படிக்கச் முன்னு நான்கு ல் கூறப்பட்ட தொடர்களைப்
தொடராகப் படித்தல், தொடர்கள். செய்தல். ஆசிரியர் சொற்கள் அட்டைகளைத் படிக்கச்
(நிறுத்த வேண்டிய இட- முதலில் படித்துக் அடங்கிய தருதல் செய்தல்.
மறிந்து படித்தல், காட்டுதல் பிறகு தொடர்கள் எழுதப்பட்ட
குரலில் ஏற்றத் தாழ்வு- மாணவர்களைப் எழுதப்பட்ட அட்டைகள்
டன் படித்தல்.) படிக்கச் செய்தல்
(எ.டு)
பூனை பால் குடிக்கும்

1 2 3 4 5 6 7 8

3. வினா, வியப்புத் தொடர்களை பாட நூலில் உள்ள படிக்கச் செய்தல். - வினா, வியப்புத் தொடர்களைப்
அதற்குரிய ஒலியோடு படித்தல் தொடர்கள் அட்டைகளைத் படிக்கச்
ஆசிரியரால் உருவாக்கப் அடங்கிய தருதல். செய்தல்.
படும் தொடர்கள் அட்டைகள்

4. சில பகுதிகளில் உள்ள தொடர்- பாட நூலில் உள்ள படிக்கச் செய்தல் - - - -
களைப் பொருள் விளங்கும் பகுதி
வண்ணம் படித்தல். "என் குடும்பம்"
"வீட்டு விலங்குகள்"
"தொழில்கள்"
"உழவனின் வாழ்க்கையில்
ஒரு நாள்"
"செம்படவனின் வாழ்க்கையில்
ஒரு நாள்"

எழுத்துத் திறன்

1. "உயிர் மெய்" எழுத்துக்களின் லை, ளை, எழுதச் செய்தல் வீட்டில் எழுதிப் சொல்லவதெழுதல்
வரிவடிவமறிந்து அவற்றைத் நா, னா படிக்கக்
திருத்தமாக எழுதுதல் செ, சே கூறுதல்
தொ, தோ
இவை போன்ற
எழுத்துக்கள்.

1 2 3 4 5 6 7 8

2. சொற்களைப் பிழைபிணி எழுதுதல் பாட நூலில் உள்ள எழுதச் செய்தல் வீட்டில் எழுதிப் படிக்கக் கூறுதல் சொல்வதெழுதல்
3. பேச்சு வழக்கில் தவறாக ஒலிக்கும் சொற்களின் திருத்தமான வடிவமறிந்து எழுதுதல் (எ.டு) எண்ணெய் - எண்ணெய் இலை - இலை ஒலக்கை - உலக்கை வந்திச்சு - வந்தது போல்வன. எழுதச் செய்தல் வீட்டில் எழுதிப் படிக்கக் கூறுதல் வட்டார வழக்கில் உள்ள கொச்சைச் சொற்களைத் தொகுத்து அவற்றின் திருந்திய வடிவத்தை யும் தொகுத்து வெளியிடல்
4. மூன்று நான்கு சொற்கள் - பாட நூலில் உள்ள எழுதச் செய்தல் - - - - -
டங்கிய எளிய தொடர்களைத் தொடர்கள்
சொல்லுக்குச் சொல்
இடை வெளி விட்டு எழுதுதல்

UNICEF PROJET.2 (PECR)

CURRICULUM PLANNING

Subject: Mathematics

Class: I Standard

| S1. No. | Competencies | Course content | Method/ Activity | Instructional Materials | Evaluation | Remarks |
|---|---|---------------------------------|--|--|---|---|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
| I. <u>ABILITY TO USE NUMBERS</u> | | | | | | |
| a) | Understanding the concept of one-to-one relation. | Concept of one-to-one relation. | Two associated objects like cup and saucer, plate and tumbler, fingers of two hands etc. | Cup and saucer, plate and tumbler, fingers of two hands. | Arranging objects one-to-one. | Without giving numbers one-to-one, correspondence alone must be taught. |
| b) | Understanding the concept of numbers 1, 2 and 3 | Numbers 1, 2 and 3. | Using objects familiar to students like seeds, sticks, match sticks, pebbles etc. | Seeds, sticks, match sticks, pebbles, etc. | Counting objects upto number 3. | From concrete to abstract method of teaching. |
| c) | Understanding the concept of numbers 1 to 9. | Numbers from 1 to 9. | Using concrete objects - the number concept from 1 to 9 - adding objects one by one. | Beads, fishes, using the senses of touching and hearing and Audio Visual aids. | Without asking to write the numbers from 1 to 9, Counting objects only. | Counting objects only. |

| | 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|----|---|--|--|--|--|---|----|
| d) | Recognising the numbers from 1 to 9. | Numbers from 1 to 9. | Objects with the number cards 1 to 9. | Pictures, shells, pebbles, number cards. | Picking out objects to a given number. | Correlating the objects with numbers. | |
| e) | Understanding the numerals from 1 to 9. | Numerals from 1 to 9. | Corresponding the numerals from 1 to 9 with objects like pencils, sticks, class room situations etc. | Pencils, sticks, class room objects, number cards, charts etc. | Collecting objects to a number card 9 and less than 9. | Number and numerals with concrete objects using the method of teaching of known to unknown. | |
| f) | Writing the numerals from 1 to 9. | Writing practice numerals from 1 to 9. | Numeral cut-outs to write the numerals 1 to 9. Writing practice on sand and then on slate. | Numeral cut-outs from 1 to 9, slate, sand. | Writing of numerals without using number cut-outs. | Writing practice. | |
| g) | Counting the numbers 9 to 1. | Numbers 9 to 1. | Play way method getting down the steps, ladder, etc. | Charts, steps ladder etc. | Counting the numbers 9 to 1. | Oral practice 9 to 1. | |
| h) | Understanding zero concept. | '0' concept. | Taking away all the items of a group one by one. | Seeds, chock-lates etc. | Emptying the pockets of objects. | Using 9 to 1 then to zero concept. | |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|---|--|--|--|--|----|
| i) Naming and writing the numeral '0'. | Naming and writing the number '0'. | Showing the written form of zero and giving practice to write it as in the case of other numerals. | Zero cut-out-zero flash card. | Writing zero without cut-out. | Emptying objects from packets, plates, the concept of zero must be stressed-and then writing practice. | |
| j) Counting in sequence 1 to 10 with under-standing ordinality. | Numbers 1 to 10. | Pictures of trees, boys, shells, seeds, correlating with objects. | Picture of trees, boys, shells, seeds. | Counting numbers 1 to 10. | Only after introducing zero concept, 10 must be introduced. | |
| k) Counting by 10's without numerals upto 100. | 10,20,30.... ...100 oral only. | Pockets of things containing 10 in each. Bundles of sticks containing 10. | Pockets of seeds containing 10 in each bundle of sticks in 10's. | Counting pockets and then counting by 10's upto 100. | Counting packets by 1,2,3 upto 10. 10,20,30..... 100 must be introduced. | |
| l) Counting numbers 11 to 20. | Counting from 11 to 20. | Adding 1 to 10 with a packet of things containing 10. | Sticks, seeds etc. | Collecting objects with a packet of 10 to a given number upto 20 and less than 20. | 10's place and 1's place to the number of packets of 10 and the objects in loose. numbers. | |
| m) Similarly | 21 tp 30 31 to 40 41 to 50 91 to 100 | Same as above. | Same as above | Same as above | Same as above. | |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|---|---|--|--|--|---|
| n) A counting and recognising 1 to 100. | Counting 1 to 100. | Counting 1 to 100. | Things containing 10 in each packet and things in loose to count 1 to 100. | Bundles of sticks, pockets of seeds containing 10 in each and things in loose numbers. | Picking out things to a given number. | From concrete to abstract method of teaching. |
| o) Writing 1 to 100 | Writing 1 to 100 | Writing 1 to 100 | Chart, Black board, work-book. | Chart, black-board, work-book. | Writing any short sequence. For example 41 to 54. | Writing practice. |
| p) Grouping in 2's 5's and 10's. | Grouping in 2's, 5's, and 10's. | Grouping in 2's, 5's, and 10's. | Grouping objects in 2's, 5's and 10's. | Packet of beads, bundles of sticks, charts, flash-cards, pictures and toys. | Grouping objects in 2's, 5's and 10's. | Grouping objects to a particular number. |
| q) Comparing two single digit numbers. | Comparison of two single digit numbers. | Comparison of two single digit numbers. | Using concrete objects, spike abacus. | Beads, seeds, sticks, spike abacus. | Comparing two single digit numbers. | Single digit numbers alone must be taken. |
| r) Comparing two digit numbers. | Comparison of two digit numbers. | Comparison of two digit numbers. | Charts, spike abacus, beads. | Beads, charts, spike abacus. | Comparison of two digit numbers without using objects. | Abstract concept alone must be stressed. |

 1. 2. 3. 4. 5. 6. 7.

s) Renaming a number in 10's and 1's. Renaming a given number. Number cards. Number cards Renaming a number. Place value must be stressed.

II. ABILITY TO COMPUTE

a) Adding two single digit numbers sum not exceeding 19. Basic addition facts sum less than 10. Combining two groups of children objects, pictures, sticks. Objects and charts. Sum of two numbers in single digit. Concrete objects to abstract numbers.

b) Adding '0' with a single digit number. Addition of '0' with a single digit number. Counting the number of things in a packet with an empty packet. Packet with things and an empty packet. Adding '0' with a single digit number. Adding '0' with a number will not alter the number.

c) Recognising the 'plus' sign and is equal to sign. (+ and =) Recognition of 'plus' sign and is equal to sign. (+ and =) Introduction of simple mathematical sentences using number cards plus symbol and is equal to symbol. Number cards and plus (+) sign and is equal to (=) sign. Giving numbers to form mathematical sentences. The sum should not exceed 9.

| | 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|----|--|---|--|---|---|----|----------------------------|
| d) | Adding two single digit numbers the sum not exceeding 9 using + and = symbols. | Using + and = symbols addition in single digit numbers sum not exceeding 9. | Numbers +, = symbols to add single digit numbers. | Flannel board | Mathematical Equation is introduced in future. | | |
| e) | Understanding the complements of 10. | 10 complements | Two groups of objects or things to make a group of 10. | Seeds, shells, sticks. | Two numbers may be taken to give 10. | | Abstract to concrete. |
| f) | Framing addition tables upto 9 + 9. | Addition tables 9+9. | Chart | Chart | Oral | | Oral only. |
| g) | Adding two single digit numbers in a column. | Column addition using single digit numbers. | Number and numerals. | Flannel board, number and numerals. | Demonstration method. | | Only number/ and numerals. |
| h) | Recognising twin facts (commutative property) | Commutative property $3+4 = 4+3$ | Number and numerals with + and = | Number and numerals black board, flannel board, number cards + and = signs. | The fact of the sum of two addends will give the same total, even if the order is changed (to be tested). | | |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|---|---|--|--|-----------------|---|
| i) Adding '0' to a two digit number or a two digit number with '0'. | Identity element with respect to addition with two digit number. | Addition of a two digit number with '0'. | Two digit number and '0'. | Addition of two digit number with '0'. | | |
| j) Subtracting a single digit number from another single digit number without getting zero. | Subtraction of a single digit number from a single digit number which is greater. | Taking away method, objects and charts. | Objects and charts. | By demonstra- | Oral and demon- | stration only. |
| k) Understanding that the subtraction of a number from the same number is zero. | Subtraction of a number from the same number. | Group of things containing five objects, take away all the five objects. The remaining things in the group is zero. | Objects like shells, fruits, flowers, pencils. | Oral Test | | Objects must be taken in the beginning. |
| l) Subtracting of '0' from other numbers. | Subtracting '0' from other numbers. | Numerals in the mathematical sentence. | Numerals in the mathematical sentence. | By doing. | | |
| m) Recognising the subtraction symbol. | Recognition of minus symbol (-) | Number and numerals. | Mathematical sentence | By doing | | Only in single digit from greater number to smaller number. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|--|--|------------------------------------|---------------------|--------------------|----|
| n) Subtracting a single digit number from a two digit number (with-out remaining) | Substraction of a single digit number from a two digit number in column subtraction. | Blackboard, flannel board, Demonstration method. | Blackboard and Flannel board. | Giving simple sums. | Without remaining. | |
| o) Subtracting a two digit number from a two digit number (without remaining) | Substraction of a two digit number from a two digit number. | Using chart, Black board, flannel board, Demonstration method. | Chart, black-board, flannel board. | Class work | Without remaining. | |

III. Understanding and using fractions

| | | | | | |
|--|-------------------|----------------|--------|-------------------|-----------------------------|
| Understanding the concept of Half and Quarter oral only. | Half and Quarter. | Paper Folding. | Paper. | By folding paper. | Only Oral-Half and Quarter. |
|--|-------------------|----------------|--------|-------------------|-----------------------------|

IV. ABILITY TO USE MEASURES, MONEY, LENGTH, WEIGHT, CAPACITY AND TIME

| | | | | | |
|---|---|---|-----------------------------------|--|-------------------------------------|
| a) Recognising coins 5,10,20,25,50 paise and 1 Rupee. | Recognition of coins 5,10, 20,25,50 paise and 1 Rupee. | Coins 5,10,20, 25,50 paise and 1 Rupee card board cut-ppts. | Coins and cardboard cut-outs. | Picking out a coin to a given value. | Familiar coins are made meaningful. |
| b) Combining coins upto 25 paise using different denominations. | Combination of coins upto 25 paise using different denominations. | collecting different denomination to the value of 25 paise. | coins in different denominations. | Collecting different denominations to the value of 25 paise. | Addition factor is mainly stressed. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|----|---|--|--|--|---|--|
| c) | Recognising long short, tall, short. | Long, short; tall, short. | Things of different sizes in length and height. | Sticks in different sizes, children of different height. | Asking to give example to long and short, tall and short. | Understanding is stressed. |
| d) | Recognising heavy and light among two given objects. | Classification of weights in terms of heavy and light. | Comparison of weight upto given object in terms of heavy and light. | Objects in different weight. | Approximately the heavy and light are to be judged. | The weights should be compared only by feeling. |
| e) | Identifying quantities (large and small) in two given vessels of the same size. | Knowledge of volumes in terms of large and small. | Same size of the vessels with different capacity of things or liquids. | Tumblers of the same size posts of the same size. | Asking a small quantity to a large quantity. | Understanding is stressed. |
| f) | Identifying large and small among two heaps of the same kind of things. | Knowledge of volume in terms of large and small to classify two heaps. | Grains, rice seeds. | Grains, rice, seeds. | Classifying two heaps of the same kind in terms of large and small. | Not by measurement. |
| g) | Recognising the days of a week. | Days of a week. | Oral practice of the days of a week. | Days of a week using calendar. | Asking the days of a week. | Practice is more important. |

Class: II Standard.

CURRICULUM PLAN

Sub: MATHEMATICS

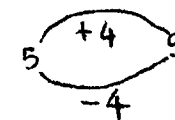
| Sl. No. | Competencies | Course Content | Method/Activity | Instructional Material | Evaluation | Remarks |
|----------------------------------|--|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I. ABILITY TO USE NUMBERS | | | | | | |
| a) | Understanding the concept of two digit numbers and place value. | The concept of two digit numbers and place value. | Using Spike, abacus, place value box. | Spike, abacus and place value box. | Asking the place value of a digit in a number. | Place value is stressed. |
| b) | Giving the predecessor and the successor of a number. | Predecessor and successor of a number. | 9 is the predecessor to 10, 11 is the successor to 10. | Number cards | Picking out predecessor and successor of a given number. | |
| c) | Comparing two numbers without using formal symbols greater than, less than than or equal to. | Comparison of two numbers in two digits. | Number cut-outs, number cards, black board, keeping 10th place same 1st place is unchanged. Keeping 1st place same 10th place is changed. | Number cut-outs, number cards, black board. | Comparison of two digit numbers with a single digit number. | Comparison restricted in two digits. |
| d) | Understanding the numbers 1 to 100 in ascending and descending order. | Numbers 1 to 100 and 100 to 1. | Climbing up and getting down the mountain steps. | Steps, ladder | Arranging the number cards in descending order. a temple play way method. | Climbing the mountain. Going to a temple in a mountain & getting down the stairs. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|--|----|--|--|----------|--|---|
| e) Recognising and reading ordinal numbers from 1st to 10th. | | First, second, third... tenth. | Order of houses in a street, order of children in a class. | Pictures | Ranking of children in a particular examination or game. | Differentiating between cardinal and ordinal numbers. |
| f) Writing numbers from 1 to 100 (through dictation) | | Writing numbers from 1 to 100 (through dictation). | Dictation | | | |
| g) Writing numbers from 1 to 10 in words. | | Writing numbers from 1 to 10 in words. | Writing in words. | | | |

II. ABILITY TO COMPUTE

| | | | | | |
|--|--|--|---|--------------|------------------------------|
| a) Adding two or more numbers sum not exceeding 100 without carrying and with carrying in 1st place column addition. | Column addition in two digits with two numbers, without carrying and with carrying in 1st place. | Packets of seeds, packet of shells, bundles of sticks, black board, flannel board. | Packets of seeds, shells, bundles of sticks, black board and Flannel board. | Written work | Total should not exceed 100. |
|--|--|--|---|--------------|------------------------------|

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|---|--|--|--|----------------------------|---|
| b) Adding a single digit number with a two digit number sum not exceeding 100. | Addition of two addends one is a two digit number and another is a single digit number. | Black board and work book. | Black board and work book. | Black board and work book. | Class work similar sums. | Care must be taken to see that the single digit number is not written below the 10th place of two digit number. |
| c) Summation of three addends in two digits, sum not exceeding 100. | Addition of three numbers in two digits column addition. | Black board and work book. | Black board and work book. | Black board and work book. | Class work similar sums. | |
| d) Subtracting a two digit number from another two digit number (greater) without and with remaining (Column subtraction) | Column subtraction without and with remaining. | Using charts, black board and work book. | Charts, black board and work book. | Charts, black board and work book. | Exercise of the same kind. | Remaining is stressed. |
| e) Subtracting a single digit number from a two digit number (column subtraction) | Subtraction of a single digit number from a two digit number | Using number cards and charts. | Number cards and charts. | Number cards and charts. | Similar sums | Without and with remaining. |
| f) Subtracting in complementary addition method. | Subtraction using complementary addition method. | Black board, number cards and flannel board. | Black board, number cards and flannel board. | Black board, number cards and flannel board. | Similar sums class work. | Subtraction is opposite of addition. |



| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|--|--|--|---|--|---|
| g) Counting in 2's and 5's by skipping. | Counting numbers by 2's and 5's. | Counting numbers by 2's and 5's. | Skipping method | Play way | Writing in 2's and 5's | First step to multiplication. |
| h) Performing simple multiplication using objects 2,5,10. | Multiplication by 2,5, and 10 with a single digit number | Multiplication by 2,5, and 10 with a single digit number | Addition of 2's 5's and 10's. | Charts, picture cards. | Oral and Written | Multiplication must be started only from the addition of the same number. |
| i) Multiplying by 3 and 4. | Multiplication by 3 and 4 | Multiplication by 3 and 4 | Addition of 3 's and 4's | Group of things in 3's and 4's. | Exercise | The number is restricted upto 100. |
| j) The concept of multiplying a number with '0'. | Multiplying a number by '0' | Multiplying a number by '0' | Black board and work book empty cages, empty packets. | Blackboard and work book empty cages and empty packets. | Number of cages is 10. Number of birds in a cage is '0'. How many birds are there in 10 cages? and similar sums. | Multiplication of a number by '0' is '0'. Empty cages packets may be taken for example. |
| k) The concept of multiplying a number by 1 is the same number. | The concept of multiplying a number by 1. | The concept of multiplying a number by 1. | Packets of things, seeds, etc Blackboard, Flannel board. | Packets of things black board and flannel board. | There are 15 birds in a cage. There is only 1 cage. How many birds are there? | Only one packet must be taken to multiply by 1. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|---|---|----------------------------|--|--|----|
| 1) Multiplication in solving practical problems. | Practical problems in multi- plication. | Pupils experience in classification | Work book | Practical sums | Operation must be clear to children. | |
| m) The concept of division by developing the idea through exact grouping of objects in 2's, 3's 4's 5's and 10's. | Division by 2,3,4,5 and 10 by group- ing of objects. | Using seeds, shells charts. | Seeds, shells, charts etc. | Taking away by 2's,3's 4's,5's and 10's. | Before introducing division taking away the children in groups of 2,3 must be done. | |
| n) Solving simple addition and subtraction problems in day-to-day life using two digit numbers. | Addition and subtraction of two digit numbers using local situations. | Outside and inside class room situations. | Work book | Exercise | Story problems may be given. | |
| III) UNDERSTANDING AND USING FRACTIONS | | | | | | |
| Understanding the fractions quarter, half and three-fourths. | Fractions $1/4$, $1/2$, and $3/4$. | Paper folding | papers | Demonstration method. | Folding tapes, paper etc., will lead to the idea of quarter, half and three-fourths. | |

1. 2. 3. 4. 5. 6. 7.

IV. ABILITY TO USE STANDARD UNITS OF MONEY, LENGTH, WEIGHT, CAPACITY, AREA AND TIME.

| | | | | | |
|--|---|--|--|---|--|
| a) Recognising coins and currency notes upto Rupees 10. | Actual coins and currency notes upto Rs.10. | Using coins, currency notes upto Rs.10. | Cardboard, cut-outs of originals. | Finding the value of a given coin. | Students must be familiar with the coins of all denominations and currency notes upto Rs.10. |
| b) Exchanging coins in terms of other coins upto Rs.1. | Converting one rupee to paise and vice versa. | Using coins upto one rupee. | Coins of currency. | Playway method cutouts of coins upto one rupee, buying and selling in shop. | |
| c) Comparing length approximately using non standard units of measurements such as foot(human) | Measuring length approximately by human foot. | Demonstration of finding length of bench and desk. | By human foot length and breadth of a classroom. | By demonstration | First step to measure length. |
| d) Recognising unequal weights by common balance. | Recognition of unequal weights and balance by common balance. | Common balance and unequal weights. | Common balance and unequal weights. | By demonstration of unequal weights. | Improvised balance must be prepared by children to weigh different things. |
| e) Comparing capacity in terms of more or less using non-std. units such as cups, tumblers, bottles etc. | Non-Std. units such as cups, tumblers, bottles etc. | Water may be measured by cup, tumbler, bottle. | Cups, tumblers, bottles and water. | Demonstrations | First step to measure liquid. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|--|---|------------------|---|---|----|
| f) Naming parts of a day in sequence. | Knowledge of Forenoon, Afternoon, day and night. | The position of sun may be demonstrated to explain forenoon, afternoon and day and night. | Position of sun. | Oral | Day and night parts of a day are a vague concept to children. To teach them, intuitive method must be followed. | |
| g) Naming the days of a week in sequence. | Knowledge of Monday to Sunday. | Daily calendar in Tamil. | Daily Calendar | Oral | Using songs. | |
| h) Understanding the relationship, seven days make one week and 12 months a year. | Seven days make one week, Twelve months make one year. | Monthly calendar | Monthly calendar | Number of days in a week Number of months in a year. | | |

V. UNDERSTANDING GEOMETRICAL SHAPES

| | | | | | |
|--|--|--|--|---|--|
| a) Recognising and classifying various solid regular shapes available in the environment on the basis of the shapes. | Regular shapes in three dimensional objects. | Using bricks, solid, pottalan of sugar, spherical objects like laddu, balls. | Name of objects but not the geometrical names. | Collection of three dimensional figures like bricks, balls etc. | Classification of three dimensional figures of the same kind without giving the geometrical names. |
| b) Recognising and classifying various plane figures without naming. | Without giving geometrical names, plane figures. | Slates, flat desk, table to understand the plane. | Slate, flat-desk and table. | Collection of plane figures. | Geometrical name is not emphasized. |

Class: I Std.

ENVIRONMENTAL STUDIES
LEARNING SITUATION : ANIMALS

| Competencies | Content-Outline | Instructional Materials | Methodology/ Activities | Evaluation | Remarks |
|--|---|---|--|--|--|
| 1. | 2. | 3. | 4. | 5. | 6. |
| Observing and asking questions for recognition of various animals. | 1. Animals a) Domestic animals. b) Animals living in water. c) Wild animals d) Animals living in both water and land. e) Reptiles f) Worms. | Teacher guide Charts - Pictures - Picture Albums etc - Specimens - Film show. | Conversation based on the experience of students - Discussion - collection of pictures and prepn. of albums etc. | Questions - Ask the students to prepare albums on animals and to group them into various categories like Domestic animals etc. | Only oral - Conversation method should be used. |
| Drawing free hand sketches of domestic animals. | | | Collection of some small worms-like earthworm. | Drawing the pictures of some domestic animals - painting the sketches of wild animals - | Out-door activities are immensely useful. |
| Collecting information based on observation and data. | 2. Birds a) Birds living in Houses. b) Common birds c) Forest birds d) Sea birds e) River birds f) Birds living in water. | Pictures, Film show, Albums, Charts. | Field trips, River beds, Sea-shore - Zoo, Fields - Gardens - etc. | Collecting the pictures of animals and asking the students to tell one or two lines about the animals orally. | |

1.

Classifying/
grouping the
different F-
types of animals
according to
their national
phenomena.

Collecting
information
based on
observation.

Grouping diff-
erent insects
found in the
locality.

2.

Insects Teacher guide
a) Insects found Pictures-Albums-
 in houses. Charts-Specimen
b) Common insects.
c) Garden insects.

3.

4.

Conversation-
Collection of
pictures according
to the category-
Field trips.

Field trips-
Educational
tours to Bird
sanctuaries-
Botanical
garden-
Conversation
Method.

Collection of
some specimens
of insects (Non-
injurious)-
prepn of insect
album.
collection of
different
sizes of
butterflies
according to
colour etc.

5.

Picture ⁱⁿ
collection -
preparation
of album.

Drawing and
Painting-Painting
the relevant
colour to the
outline sketches
of insects-bird
etc.

6.

The teacher may
ask the students
to collect only
non-poisonous
and harmless
insects and
worms.

1.

Identifying the poisonous and non poisonous insects.

2.

Poisonous and Non-Poisonous insects. (1) Poisonous insects and non-poisonous insects found in houses-fields-garden-etc.

3.

Teacher guide - Pictures - conduct of Film shows - Charts, specimens of poisonous insects.

4.

Drawing the figures of some common insects - ~~conversation~~ **method-conduct** of film shows.

5.

Related questions of different kinds of insects-birds animals commonly found in the locality etc.

6.

A detailed and free discussion should be held with students and questions may be asked in such a way that experience should be shared between the teacher and the students.

ENVIRONMENTAL STUDIES
LEARNING SITUATIONS: PLANTS

Class: I Std.

| Competencies | Content outline | Instructional Material | Methods and Activity | Evaluation |
|---|---|--|---|---|
| Observing and asking questions for recognition of objects like plants, leaves, trees etc. | Plants differ in shapes, size, colour, etc. Some plants are in the form of trees, shrubs, herbs, creepers etc. Size:- Short, tall etc. Colour:- Green, Dark Green, etc. | Albums, various kinds of leaves, flowers, small plants, creepers etc. which are locally available. | Collection of pictures, preparation of albums, collection of leaves, drawing a picture of leaf, painting the outlines of leaves and flower sketches- Preservation of various sizes and types of leaves- Identification of various types of plants by their leaves- Visit to the school garden or nearby garden- Asking the students to observe the various kinds of leaves. | Oral discussion, drawing, classification of leaves according to their sizes- Preparation of albums. |

| | | | | |
|---|--|---|--|-------------------------|
| <p>1. Reporting orally the observed plants-Collecting information based on observation-Grouping different types of plants, leaves on the basis of shapes, sizes and colours-free-hand maps of leaves.</p> | <p>2. Uses of Plants.</p> | <p>3.</p> | <p>4.</p> | <p>5.</p> |
| <p>Identifying various types of plants in their local environment.</p> | | | | |
| <p>Taking care of plants.</p> | <p>Watering the plants-protecting them from animals.</p> | <p>Teachers' guide.</p> | <p>Asking questions like (i) what will happen if the plants are not watered? (ii) what will happen if the garden is not provided with a fence?</p> | <p>Oral discussion.</p> |
| <p>Collecting information based on observation.</p> | <p>Plants from seeds - From plants - flowers fruits.</p> | <p>Seeds of different flowers - Pictures of various fruits.</p> | <p>Conducting experiments on germination of seeds, collection of various seeds, arranging/ grouping them according to shapes, sizes and columns.</p> | <p>Oral discussion.</p> |

ENVIRONMENTAL STUDIES
 LEARNING SITUATION: AIR, WATER, AND WEATHER

Class: I. Std.

| Competencies | Content-Outline | Instructional Material | Methods and activity | Evaluation | Remarks |
|---|----------------------------------|---|--|---|--|
| Observing and asking questions | Air exists everywhere. | Balloon, hand fan pictures etc foot ball bladder etc. | Asking relevant qns. Conversation Method - Discussion Demonstration by performing simple experiments. | Asking relevant questions- puzzle game - collection of pictures. | |
| Reporting orally the observed objects and events. | | Teachers guide | | Evaluate the activities of the students in collection of pictures, photos, experiments and preparation of albums. | The teacher should demonstrate certain simple experiments. |
| Collecting information based on observation | | Teachers' Guide | | | |
| Collecting information based on observation. | Air is necessary for activities. | Pot plant in an air tight closet | Experimentation- Observes the pot-plant after a week-plant (not survive without air. <i>L does</i> | | |

| 1. | 2. | 3. | 4. | 5. | 6. |
|--|--|--|---|---|---|
| Reporting orally observed events on natural phenomena etc. | | Cycle pump - Fan, Rubber tubes etc. Kites - Candles Pictures paper wind vane. | Burning candle is placed in an air-tight close - Observation - Experimentation. | | |
| Collecting information based on observation. | Sources of Water - Rain, well - Top water - Lake - River - Sea. | Maps - Charts Pictures - Teachers' Guide - Albums | Field trip to sea shore river beds - dams - Discussion Method - Conversation. | Asking relevant qns. preparation of albums by collecting photo of rain falls - sea - river, dams etc. | Care should be taken while taking the boys on field trips to sea shore - dam - riverbeds etc. |
| Recording and reporting orally observed objects/events. | Uses of water like washing, bathing, cooking, drinking. | Teachers/guide | Keeping the water in a hygienic way - questions keeping the sources of water clean (ie. the plants? well side - river side - lake etc. Need - Daily taking bath - conversations | Asking relevant questions why do we water the plants? Why do animals drink water? why do we need water? | |
| Observing and asking qns. for recognition of weather changes. Reporting orally the observed weather changes. | Weather changes from time to time and day to day like temperature - seasons - day and night etc. | Pictures - charts - Weather charts - rain gauge - diagrams - Teachers/guide | Conversation - Prepn. of albums - Drawing small Histograms. | Ask the pupil to prepare a weather chart - Prepn. of weather report for a specific period of one month. | Children are exposed to the surroundings. |

1.

Drawing free
hand diagrams.

2.

Collecting
information based
on observation-
natural phenomena,
like weather change

3.

4.

Ask the pupils to
note the differences
of weather condition
like Temperature,
Rain-
Chillness, seasons etc.

5.

6.

ENVIRONMENTAL STUDIES

Class: I Std.

LEARNING SITUATION: MATTER AND ITS FORMS (STATES)

| Competencies | Content outline | Instructional materials | Methodology Activities | Evaluation | Remarks |
|---|---|---|--|--|---|
| Observing and asking qns. for recognition of objects like solid, liquid, gaseous matter. | Matter-Three States-solid liquid, Gaseous | Match box wood box coin Iron and pencil water, kerosine candle, boiling water, Fumes produced by crackers etc. Teachers guide. | Collection of materials of different states Asking the ⁴ to ² students to enumerate the different kinds of matter. Drawing the | | |
| Collecting information based on observation | Solid materials have definite structure. | Stone-Plastic toys, wooden box, metal box, note books | sketches - collection of solid materials according to their size. | Collection of solid materials according to their sizes, shapes etc. | |
| Identifying concrete cause and effect relationship of simple nature based on concrete experience. | Liquid materials have no definite shapes Gases have no shapes. | Different sizes of bottles- Kerosine water Teacher, Guide | Conversation Demonstration - Ask the students to conduct the simple expts. | Collection of different liquids in different shapes, sizes of bottles. | |
| Grouping different objects on the basis of shape and size. | Solids have different shapes- square, Traiangular Round etc. | Different sizes shapes of wooden materials | Collecting ^{and} ^a arranging the stones of the different sizes- wooden materials- paper cutting of different shapes. | Drawing the different shapes of solid materials around the classroom, house etc. | Ask the ² students to cut papers in different sizes and make an album. |

ENVIRONMENTAL STUDIES
LEARNING SITUATION: OUR UNIVERSE.

CLASS: I STD.

| Competencies | Content outline | Instructional material | Methods and activity | Evaluation. |
|---|---|---|---|--|
| Observing and asking questions for recognition of objects which are in the sky during day and night times. <i>L. 12222</i> | Objects seen in the sky during the day time: 1. Sun, cloud. Objects seen in the sky during the night time: Moon and <i>stars</i> . | Pictures and drawings. Teachers' guide. | Taking the children to the open place to observe the sun. Asking the children to watch the sun rise in the morning and sun set in the evening and to report the events. | Explain orally collection of pictures, observation and drawing pictures. |
| Collecting information based on observation Reporting orally the Colour of the sky observed during the time of sun rise and sun set. Indicating directions of sun rise and sun set. | The direction east and West. The <i>reddish</i> colour appearance of the sky during the time of sun rise and sun set. Formation of day and night. | | Asking the children to observe the sky (stars and moon) every night and to report their experience the next day. | |
| Recording and reporting systematically collecting information. | Appearance of the moon - New moon, full moon day and crescent. | Teachers' Guide | Asking the children to draw the shape of the moon they observed in their slates/note books every night for the first twelve days from the 3rd Monday. | Explaining orally drawing of pictures. |

ENVIRONMENTAL STUDIES

I Standard

(6) LEARNING SITUATION: " THINGS AROUND US"

| Competencies | Content outline | Instructional Materials | Methodology/ Activities | Evaluation | Remarks |
|--|--|--|--|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Observing and asking questions for recognition of objects like living and non-living things. | Plants-Animals - trees - shrubs - climbers - stones sands & soil - living things - non-living things House - River - School - class room etc. | Teachers' guide book & Picture Book Albums - outline sketch of village - school building - charts - specimens of plants - sand, wood piece etc. | Discussion - oral conversation Methods Collection of some samples of sand, stone, pictures of animals, samples of plants- Drawing free hand map of a house (School building) plants, etc. | Enumerate the things around the students - Living and Non-living things | Outdoor exercise should be minimised and Questions based on the experiences of the students might be asked. |
| Recording and reporting orally the observed objects events-natural phenomena. Drawing freehand map of house, school etc. | Living and non-living things - Plants - animals Giving more examples of living things like dog, Cow, Human being, Oxen, cat etc. in their own surroundings Non-living things - More examples like stone, sand, wood materials-Plastic materials-rubber ball etc. in their environment. | Pictures Albums D-ravings Charts | Preparation of albums on living and non-living things. | Draw a free hand map of your House? | Outdoor activities are recommended in the school campus, village around the House. |
| Collecting information based on observation classifying objects-grouping the objects like living and Non-living things. | | | | Related question on living things like enumerate the names of living things on living things etc. | |
| | | | | Give more examples of living things and Non-living things around your school building. | |

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|--|--|--|---|---|
| Drawing simple inferences on the basis of experience & Taking care of living things in the environment. -do- | Living things Grow - Growth of a pot plant - animal like chicken - Non living things cannot grow - stone - wood etc. | Teacher guide -charts -Maps 2 Drawings Demonstration -Pot-Plants-chicken growth(charts) | Collection and preservation of specimens of some small Plants - Drawing the structure of a green plant or pot-plant - Experiment the growth of a pot plant -collecting various data regarding the growth of a plant. collection of pictures of various animals and preparation of albums etc. -Discussion conversation | Thought provoking question may be asked. Why do plants grow - Why do animals grow? - Does this stone grow? -Recording the data from the observation of students- - Ask them to do more experiments of their own, in their local surroundings like - growth of plants and animals-Movement of Plants & animals etc. | More outdoor exercises are recommended - Instructions prior to the experiments should be given. * Guidance should be given prior to the recording of the data of the observation made. Encourage the students to evolve the answers to the problems Assign a problem and conclusion should be drawn from the students. |
| Reporting orally observed events | Animals move from place to place but plants cannot move. | Charts pictures | | | |
| Identifying concrete cause and effect relationship | General differences between plants & animals living & Non-living things. | Charts pictures | | | |

HEALTHY LIVING

Standard I.

(9) LEARNING SITUATION: HUMAN BODY, HEALTH, & HYGIENE

| Competencies 1 | Content outline 2 | Instructional Material 3 | Methods and Activity 4 | Evaluation 5 |
|--|--|---|--|---|
| Observing and asking Questions for recognition of various parts of our body. | Names of various parts of the body. | Chart of a human body, Teacher guide | Asking the children to show/point out and to tell the names of the various parts of the body. | Asking Questions to name the various parts of the body. |
| Reporting orally the uses of various parts of our body. | Uses of the parts of the body-nose for breathing, ears for hearing, eyes for seeing, mouth for eating, hands for writing, legs for walking, fingers for drawing etc. | Pictures, Teacher's guide, doll. | Asking the children to answer the following types of questions from their own experience. i) what will happen if we close our eyes/ears? ii) could you breathe if your nostrils are closed? iii) could you walk without legs? | Asking questions to tell the uses of various parts of our body. i) Eyes are useful for - - - - - Ears are useful for - - - - - Legs are useful --- Hands are useful for - - - - - |
| Drawing free hand sketch of a human body. | ---- | Chalk piece, black board, Teacher's guide | Asking the children to draw the Δ of a human body on the blackboard. <i>Δ sketch</i> | |

..../-

1

2

3

4

4 5

Understanding
the importance
of personal
hygiene.

Various means to keep
our body clean:-
taking bath; washing
hands, feet, mouth,
teeth, nails, ears
etc. in a hygienic
manner, oiling hair.

Teachers' guide

Asking children to
describe orally
the methods they adopt
to keep the
various parts of
their body clean.

Asking related
questions.

ENVIRONMENTAL STUDIES
LEAVING SITUATION: ANIMALS

Class: II.

| Competencies | Content-outline | Instructional materials | Methods and activity | Evaluation |
|---|---|--------------------------------------|--|---|
| 1. | 2. | 3. | 4. | 5. |
| Observing and representing the national phenomena. Collecting information based as observation. Taking care of animals | Uses of Domestic animals - milk, egg, hides and skins, ploughing, wool etc. 1) feeding the animals 2) cleaning the animals. | Pictures, charts teacher/guide etc. | Collection of pictures of animals, field trips, grouping of eggs of different birds, visit to the poultry farms, river etc., | Evaluation based on oral discussion. collection of pictures, drawings, painting, dotted sketches of animals bird etc, and identification of various animals, birds etc. |
| Collecting information based an observation. | Dwelling places of animals. | Pictures, charts | Field trips- observing nests-burrows where the field rats and crabs live. | Oral discussions, collection of birds. |
| Classifying animals according to their national phenomena | Food habits of animals. | Teachers, guide | Conversation, pictures, charts, film shows. | Oral discussion. |
| Observing and asking questions. | Different kinds of wild animals that are useful to men. | Pictures, charts teacher, guide etc. | Wild animals - lion, tiger, elephant etc. Elephants are used to shift logs of wood from one place to another. | Oral Discussion. |

ENVIRONMENTAL STUDIES

LEARNING SITUATION: PLANTS

Class: II Std.

| Competencies | Content outlines | Instructional material | Methods of activity | Evaluation |
|---|---|-----------------------------------|---|--|
| Observation and asking questions for recognition of plants based on their appearance. | Big and small plants - Trees - Mango tree, Banian tree etc., Short trees - Line tree, Guava tree etc. Plants - Brinjal, Tomato, Lady's finger etc. Creepers/Climb plant: - Beans, Lavender, betel etc. | Pictures, charts teachers' guide. | Visit to the nearby garden to observe various types of plants trees (Big plants) Shrubs (smaller plants), herbs (Small) plants. | Explaining orally-drawing simple trees and plants. |
| Collecting information based on observation. | Seasonal plants/flowers Country beans, Bitter gourd, snake gourd, lavender flower etc. Uses of plants - vegetables for human beings, grass for cows, horse etc. Various parts of plants which are utilised for Cooking-leaves of cabbage, greens, drumstick, trees etc., | Teachers' guide | Visit to the nearby vegetable/flower shops to observe the types of vegetables/flowers available there. | Discussion. |

1.

Flowers of Banana, Cauliflower etc. Fruits and Vegetables obtained from plants:
Brinjal, lady's finger, Banana grapes, mango, jack fruit etc.
Roots of plants used as food:
Beetroot, Radish etc used as food.

Plants yielding oil:
Coconut, Groundnut etc - Some types of plants are used for fencing, for medicines, as cosmetics, for decoration, as fuel, for thatching roofs, for making rope etc.,

2.

3.

Teaching guide.

4.

Discussion, asking various types of questions, field visits, visits to market place.

5.

Oral discussion- classifying fruits, plants, flowers from a given list.

ENVIRONMENTAL STUDIES

Class; II Std

LEARNING SITUATION: AIR, WATER AND WEATHER

| Competencies | Content outline | Instructional materials | Methodology activities | Evaluation | Remarks |
|--|--|--|---|---|---|
| Observing and asking qns. for recognition of the constituents of air. | Steam-Dust-Smoke are found in air. | Teacher guide - Pictures - wood pieces match box - scented sticks. | Conversation- Discussion Method-Ask the students to observe a wet cloth - Observing the following activities. | Asking qns. on the observed events - steam engine - what do you see when water is boiled? | |
| Recording and reporting orally the natural phenomena observed. | For healthy living pure air is necessary. | Window in the class room - Doors - Ventilators in cinema theaters etc. | Whitewashing the wall - burning the wood sticks Experimentation Method Conversation | | |
| Identifying concrete cause and effect relationship of simple nature based on concrete experiences. | Formation of breeze and storm by the different movements of air. | Hand fan | Unfolding umbrella. strong wind - movement of trees during strong winds - River beds - storm. drinking | What will happen if you move the hand fan gently on a paper bit and what will happen if you move the hand fan very fastly on a paper bit? | Demonstrate as many experiments as the teacher can. |

1.

Avoiding pollution of Natural environment and keeping the surroundings clean.

2.

Pollution of water in some places.

3.

Conversation using distilled and decanted drinking water in the class room.

4.

Teacher's guide, charts, conducting film shows.

5.

Questioning the students on the importance of pure drinking water.

6.

Recording and events -

Water always observed changes its form.

Demonstration- Conversation- Experimentation Method.

Teacher's guide- Pictures and Charts.

Collecting information based on observation.

Charts showing the preparation of ice and the different forms of water. 2 of

Teacher's guide

How do you get ice? What happens when water is boiled?

Demonstration- simple experiments for the students to identify the different forms of water?

Using simple trial and error method to find out answers to the problems.

Uses of different forms of water.

Conversation- Boiling of water- condensing the steam. Heating the ice.

Picture guide

What happens when water is cooled?

ENVIRONMENTAL STUDIES

CLASS: II STD.

LEARNING SITUATION: OUR UNIVERSE

| Competencies | Content outline | Instructional material | Methods and activity | Evaluation |
|--|--|--|---|----------------------------------|
| Observing and asking questions for recognition of i) day time ii) night time. | i) Heat and light from the sun ii) the day time is bright and the temperature during the day time is hot. iii) The night is dark and the temperature during the night is cold. | Candle, ball for conducting day and night experiment. An iron rod to feel the temperature. | Conducting experiment with a lighted candle and ball in a dark room. Asking the student to touch and feel the hotness of the iron pieces that are exposed to sun light. | Observation and Oral discussion. |
| Observing and asking question regarding the size of the sun collecting information based on observation. | Sun is bigger than the earth. It looks small since it is far off from the earth. | Teachers' guide | Asking the student to observe the size of the kite/balloon when it flies at a distant height from the earth and to compare its size when it is on the ground. | |

1.

Identifying and understanding cause and effect relationship.

2.

Formation of image-size and shape and shape of the image-reflection of light.

3.

Candle, objects of various shapes and sizes, mirror and torch light.

4.

Causing images of various shapes and sizes by holding different types of objects at varied lengths of a lighted candle - Obstructing the light from the sun/torch and causing images - Asking the students to observe the size and position of their images when they are in the open space during early morning, forenoon, afternoon, and evening. Causing images of an object in different directions by holding the light and object in various positions. Causing reflection of rays of light by holding mirror in front of the various sources of light (sun, torch light etc).

5,

Explaining orally-discussion - drawing pictures.

ENVIRONMENTAL STUDIES
LEARNING STATION: MATTER AND ITS STATES | PROPERTIES

Class; II Std.

| Competencies | Content outline | Instructional materials | Methodology activities | Evaluation | Remarks |
|---|--|--|---|--|---|
| Observing and asking questions about the different properties of different solid materials. | Different kinds of solid materials have different physical properties. | Plastic cap- Aluminium box - Mirror - Stone - Black board - Tin foil - paper - pencil wood piece- Candle - Iron rod. | Ask the students to break some of the materials and help them understand the concept of breakability. Plastic cup will break. Aluminium will not break but will be damaged. Mirror will break. Tin foil can be folded. Wood piece cannot be broken. | Ask the students to name some items of materials that are breakable, unbreakable, that can be folded etc., | Only oral Qns. can be asked out of the experience gained by the students. |
| Reporting orally observed objects. | | | | | |
| Collecting information based on observation. | | | | | |
| Grouping the objects on the basis of breakability. | | | | | |

1. Identifying concrete cause and effect relationship of simple nature based on concrete experiences.
2. Comparison of the densities of different solids.
3. Pencil-Match Box, note books, chalk pieces etc. Teachers' guide, wooden box, Glass vessel, cotton.
4. Ask the students to place chalk pieces in a wooden box and count the number of chalk pieces required for filling up the box completely and repeat the experiment with pencils, pens, small pieces of stones etc - place cotton - Repeat the experiment - visit to a weighing shop.
5. Asking relevant qns. - ask the students to find out how many pencils are needed for filling up a given wooden box.
2. Give them different sizes of match box and to find out the numbers of match sticks required to fill up the match boxes.
6. Visit to a market place and shops where solid eatables or materials are weighed.

ENVIRONMENTAL STUDIES

Class: II Std.

LEAVING SITUATION: HUMAN BODY, HEALTH & HYGIENE.

| Competencies | Content outline | Instructional Material | Methods and Activity | Evaluation |
|---|--|------------------------------------|---|--|
| Knowing available food stuffs in the locality. | Habits of keeping oneself clean are necessary for health. | Teachers' guide, Pictures, Charts. | Informing the students the methods we have to adopt to keep our body clean-taking bath, washing clothes, oiling hair-cutting nails etc. | Discussion - can questioning-asking relevant questions-maintaining health cards. |
| Distinguishing between clean and dirty water. | Habits of rest and sleep are necessary for health. | | | |
| Using clean vessel and clean water for drinking. | | | Informing the students the ill effects of seeing cinemas late in the night. Discussing the advantages of going to bed early and rising early. | -do- |
| Washing and cleaning hands, feet, mouth, teeth, nails, ears etc. in an hygienic manner. | Habits of exercises and recreation are necessary for health. | Demonstration, Teachers' guide. | Making the students learn some simple exercises that can be performed during the morning - giving practice for breathing exercises. | -do- |
| Learning proper use of urinals and latrines in the school and outside. | | | 3. | -do- |

| | | | | |
|---|--|---------------------------------------|---|--|
| <p>1. taking part in free movement exercise-sitting and standing in correct postures.</p> | <p>2. Human beings have various needs.</p> | <p>3. Teachers' guide.</p> | <p>4. Informing the students that clean water, good food, proper sanitary facilities etc are the primary need of human beings.</p> | <p>5. Discussion-cun-questions-asking relevant questions-maintaining health cards.</p> |
| <p>Taking part in games involving only free movement.</p> | <p>Physical growth is shown by an increase in height, girth, weight.</p> | <p>Weighing machine, tapes etc.</p> | <p>Discussing and taking the weight, height and girth of students-asking the students to take the measurements of their classmates.</p> | |
| <p>Taking precautionary measures while walking, jumping and playing etc.</p> | <p>Good food is essential for good health.</p> | <p>Different types of foodgrains.</p> | <p>Making the students understand the value of locally available food stuff and methods of avoiding wastage of food.</p> | |

ENVIRONMENTAL STUDIES -----

II standard

(7) LEARNING SITUATION: "THINGS AROUND US"

| Competencies | Content outline | Instructional materials | Methods and activity | Evaluation | Remarks, if any |
|---|--|---|--|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Observing and asking questions for recognition of various objects around us. | Objects around us i) Living things ii) Non-Living things | Pictures, various kinds of objects available in the locality, plants etc. | Asking the students to name the various types of plants, animals birds and other objects around us. | Observation i) Divide the following into living and non-living things: Rose plant, Iron rod, crow, fish, tumbler, pot, stone grass, tree etc. | |
| Reporting orally observed objects, events, natural phenomena etc. | Living things - plants and animals, Non-living things; Stones, sand Iron, steam etc. | | Asking the students to enumerate the differences between living things and non-living things. listing out the differences on the black board. | ii) Divide the following living things into plants and animals; Monkey Banana tree, tree, frog, lizard, butterfly, papaya etc. <i>Mangosa</i> | |
| Grouping different objects (the basis of shape, size, colour etc. <i>Lon</i> | Different types of stones, sand, clay- Different shapes and colours of pebbles. | Teacher's guide | Visit to the field, playground, seashore, riverbed. | iii) Divide the following into solids and liquids: Milk, stone, sand Ink, pebbles, marbles, Soda-water, etc. | |

1

2

3

4

5

6

Identifying concrete course and effect relationship of simple nature based on concrete experiences

- i) Hardness of various solid states.
- ii) Temperature - hot, cold.

Stone, bricks sand, talc, chalk powder, chalk etc.

Arranging the required materials in the class room and asking the students to sense with their fingers and to say about the degree of their hardness. Their

Drawing free hand maps of some objects.

Identifying the natural resources in the locality like plants, animals and water.

- 1) Water for irrigation.
- 2) Dried plants used as fuel for burning
- 3. Fishes/crabs for food etc.

Visit to the field and pond for observing the irrigation and to see the fishes, crabs in the pond. Asking the students to tell the uses of twigs & dried branches/stems of a plant.

Asking questions: What will happen if the plant is not watered? what object is used as fuel in your house?

ENVIRONMENTAL STUDIES
LEARNING SITUATION: ROCKS, SOIL

Class: II Std.

| Competencies | Content outline | Instructional Materials | Methodology Activities | Evaluation | Remarks |
|---|---------------------------|--|--|---|--------------------------|
| Observing and formulating qns. for recognition of different shapes of stones, size/colour of stones/surroundings. <i>L'm the</i> | Different kinds of rocks. | Teachers' guide-Different kinds of rocky material-stones, charts-pictures etc. | Conversation-collection of different kinds of stones-preparation of picture albums - preservation of different colours-kinds of stones in size, shape-Field trip-Field collection. | Collection of different kinds of stones-Rocky materials in shape, size, colour etc. | Field trip is suggested. |
| Reporting orally observed natural phenomena. | Different kinds of soil. | Teachers' guide-different kinds of soil in colour according to their nature-charts-Fields. | Field collection-collection of different kinds of soil in colour/shape available in different places. | Collection/preservation of different kinds of soils. | |

| 1. | 2. | 3. | 4. | 5. | 6. |
|---|--|---|--|--|--|
| Reporting orally observed natural phenomena. | Mineral materials in the soil. Clay - Garden Soil | Teachers' guide. Manure, charts, and pictures. | Field trip to a farm observe the manuring of land- Ask the students to plant the pot plants in different soils. | Ask the students to grow pot. & their classes and ask them to observe. <i>plants in</i> | |
| Collecting in-formation based on observation. | Natural products and their source- coal from earth Petroleum from earth Metals from earth and their uses. | Teacher's guide charts, pictures. | Preparation of picture albums- collection of some samples of coke/coal carbon/rod powder etc. Collection of some metals. | Ask the students to collect the uses of metals, specimens and coal, and make them petroleum identify the etc. uses of metals. <i>Enumerate petroleum coal etc.,</i> | Teachers may ask the students to collect various specimens and make them identify the uses of metals, etc. |

ENVIRONMENTAL STUDIES
LEARNING SITUATION: CLEANLINESS

Class: I & II Std.

| Competencies | Content outline | Instructional materials | Methodology activities | Evaluation |
|--|--|-------------------------|--|---|
| Washing and cleaning hands, feet, mouth, teeth, nails, ears etc in an hygienic manner. | Cleanliness means keeping out bodies, clothes, food, books, articles of daily use and surroundings clean and tidy. | Teachers' guide. | Conversation Method- The students are made to clean the classroom and keep it clean and tidy. | Questions asked: why is a clean person liked by all? Give some clean habits for healthy living. |
| Knowing proper use of urinals and latrines in the school and outside. | Proper use of urinals and latrines in the school and outside. | Teachers' guide | Ask them to take bath every day - Brush their teeth and to keep their houses clean | Discussion & Questioning: Ask the children to come neatly dressed and with their hair combed well. |
| Knowing the location and use of sanitary facilities in the school. | | | Story telling - locating the urinals and latrines in school area. | |

1.

Observing punctuality and showing respect to the rules and laws of school, society etc.

2.

Punctuality doing things in the right time.

3.

Pictures, charts, Teachers' guide.

4.

Conversation-story telling - Ask the children to note the different things for
(1) Starting of a bus
(2) Starting of a train
(3) Starting time of school
(4) Starting time of cinema etc - Ask the students to observe the starting time of certain radio stations during morning and evening - Teachers' guide.

5.

Ask them to keep a record showing the different starting timings of certain route buses-for a period of one month- keep a record showing of certain students.

PRIMARY EDUCATION CURRICULUM RENEWAL-PROJECT II

Subject: Socially Useful
Productive Work

CURRICULUM PLAN-I STD.

| Competencies 1. | Course content for Std.I 2. | Raw materials 3. | Method 4. | Inside or outside class room works 5. | Evaluation 6. | Remarks 7. |
|--|--|---|--|---|------------------|---|
| 1. Broadly observing main occupations and different kinds of work in the surroundings. | Potmaking, kitchen-gardening, paper cutting, clay-modelling, hand fans with palm leaves, handloom weaving. | Clay, water, seeds, manure, colour papers, palm leaves, scissors and blade. | Discussion, observation and Field visit. | Both | Observation | a)The teachers are advised to show the simple clay-modelling and paper cuttings. b)The teachers are requested to-take the children for observing the handicraft works like potmaking, palmleaf works and handloom weaving. |
| 2. Helping himself in simple tasks like keeping own things tidy. | Keeping their own things like books, bags, crayons and slates in tidy condition. | | Group-Discussion, Instruction and Observation. | Inside | Observation | Teachers may advise the children about the preservation of their own things in tidy condition. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|--|--|--|--|-----------------------------|---------------------------|--|
| 3. Following leader's instructions in doing manual work in school. | Classroom cleanliness, cleaning the school premises, watering the plants in school garden with small vessels. | Broom sticks, small baskets and small vessels and water. | Instruction and observation and participation. | Inside | Observation | 1. Chances may be given to the children for observing their seniors' gardening work. 2. Train them to follow leader's instructions while doing manual works |
| 4. Taking care not to waste materials in work. | Using drinking water, taking midday meals and using crayons and clay etc. | | Instruction and observation | Inside | Observation | Precautions to avoid wastage in midday meals and drinking water, and in crayons and clay in working situations may be given. |
| 5. Observing the various tools in working situations. | Gardening tools, handling of sharpener, tumbler, small buckets. | | Observation and Instruction | Observation and Instruction | Observation | Teachers are advised to give instructions to observe the handling of simple tools by elders. |
| 6. Following instructions for cleanliness and neatness in work. | Cleanliness of classroom, cleanliness of gardening, cleanliness of his body and dress, washing hands before taking meals cleaning of teeth after and before taking meal. | | Observation and Instruction | Inside & Outside | Observation and Enquiring | Teachers are advised to give instructions regarding self hygienic conditions. Pictures may be shown to children in connection with hygienic conditions. |

SOCIALLY USEFUL PRODUCTIVE WORK

Unit: SUPW Class II.

PRIMARY EDUCATION CURRICULUM-RENEWAL-PROJECT II

| Competencies | Course content | Rawmaterials | Method | Outside or In-side class room work | Evaluation | Remarks |
|---|---|--|--|------------------------------------|-------------|---|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
| 1. Broadly observing the main occupations and different kinds of works in the surroundings. | Carpentry works, Smithy works, Gardening, Spinning, Mat weaving, saplings, watering and sowing seeds. Sewing and Knitting etc., | Seeds, manure, small buttons, buckles. | Observation and Group discussion | Both | Observation | Teachers are advised to take the children to the places where the works are being done. |
| 2. Helping himself in simple tasks like keeping own things tidy. | Arranging books keeping their dresses, shoes and bags in proper places. | | Observation and Instruction | Inside | Observation | Teachers are expected to give instructions regarding the keeping of things in order. |
| 3. Showing zeal and eagerness in doing work. | Maintaining the play fields, garden, classroom, school premises. | Broomstick, small buckets water. | Participation Instruction and observation. | Inside | Observation | Teachers are advised to give necessary encouragement to the children to do the work. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|--|-------------|---|--------|--------------|---|
| 4. Taking care not to waste materials in work. | Using drinking water, notebooks, clay, taking mid day meals, seeds, manure, seedlings, slates and pencils. | | Participation, Instruction and observation. | Inside | Observation | Teachers are expected to observe the children constantly while they are attending to the works and also to give them guidance now and then. |
| 5.(a) Following instructions in the use of simple tools. | Sharpness, Gardening tools, buckets, tumblers, small baskets and Science-Kit-Box materials. | | Observation, Instruction and Participation | Inside | Observation. | Teachers are expected to take care of children while they are handling the tools. |
| (b) Using simple working tools with safety | Pencil, sharpener, crayons, slate, Gardening tools, clay modelling. | Clay, water | Instruction, Observation and Participation | Inside | Observation. | Teachers are expected to give necessary guidance to the children while they are engaged in the work |
| 6. Following instructions for cleanliness and neatness in work. | Cleanliness of school premises, cleanliness of play ground and cleanliness of their own things like books, shoes, dress and so on. | | Instruction, Observation and Participation. | Both | Observation. | Audiovisual materials may be shown to be children for better understanding of cleanliness. Teachers may also give instructions regarding hygienic habits. |

PRIMARY EDUCATION CURRICULUM RENEWAL-PROJECT.II
CURRICULUM PLANNING UNIT-CREATIVE EXPRESSION FOR
I STANDARD.

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|---|--|---|--|------------|--|
| Competencies | Course content | Raw materials | Method | Outside or Inside side class room work | Evaluation | Remarks |
| 1. Drawing things of interest from the local environment (Shapes may not be recognisable) | Drawing things like black board, windows, stones by using crayon and slate. | Crayon, chalk and slate. | Free Expression | Both Inside and Outside | Observing | 1. Teachers are advised to show the coloured pictures and drawing works. |
| 2.(a) Reciting simple lullaby songs and ceremonial songs of the neighbour hood. | Songs like lullaby songs sung in rural areas, ceremonial songs and simple rhymes. | Audiovisual aids like Radio, tape-recorders and book of songs. | 1. Singing by teachers. 2. Singing by children. 3. Listening through Radio programmes. 4. Utilising taperecorders and other Audio visual equipments. | Both Outside and Inside | Listening | 1. Teachers may give opportunities to the children to listen to the songs recorded in audio visual equipment.. |
| (b) Making movements of hands and feet with rhythm. | Simple movements of body. | Books explaining the movements of human body. | Participation and Free Expression. | Both Inside and Outside. | Listening | The teachers are requested to encourage the children to do actions for simple songs. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|----|---|----|--------------------------------|--------------------------|--------------------------------|---|
| | Combining of Hair, cutting of nails etc. | | Observation and Instruction | Inside and Outside | Observation and Enquiry. | Teachers are advised to take care of pupils while they are engaged in specific activities. |

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| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|--|--|---------------------------|-----------------------------|------------|--|----|
| 3. Making collections of things which are available in local environment. | Collecting different kinds of stones, shells, twigs, leaves and flowers etc. | Collecting and displaying | Both inside & outside | Observing. | Teachers are expected to guide the children in collecting locally available things like stones, shells, twigs etc. | |
| 4. Making different objects with clay, paper cuts and cloth pieces. | Simple clay modelling like geometric shapes: round, square, rectangular etc. | Clay modelling like I | Observing and participating | Both | Teachers are expected to show some geometric shapes like square, round and rectangular. | |

CREATIVE EXPRESSION
 PRIMARY EDUCATION CURRICULUM RENEWAL-PROJECT-II
 CURRICULUM PLANNING FOR II STD.

Unit: Creative Expression

| Competencies | Course content | Raw materials | Method | Outside or Inside Classroom work | Evaluation | Remarks |
|---|---|--|------------------------------------|----------------------------------|------------|---|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
| 1. Drawing from imagination objects like tree, animals, human beings etc. from their environment. | Drawing from imagination objects like cat, dog, bird, toys, vegetables like lady's finger, drumstick and fruits like apple, orange etc by using slate and crayon. | Slate, Crayon, Penicil and Paper. | Free Expression | Both | Observing | Teachers are advised to show albums containing different figures drawn by senior children. |
| 2.(a) Enacting simple dance drama based on rhymes or poems. | Participating in simple dance drama programmes based on rhymes or poems. | | Free Expression and Participation. | Both | Observing | Teachers are advised to guide the children to enact simple dance drama based on simple rhymes or poems. |
| (b) Mimiicking sounds of animals. | Sounds of different animals. | Tape recorders with sounds of different animals. | Listening and Both imitating. | | Listening | Teachers are advised to use tape recorders in order to make mimicking easier. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|--|---|--|---|--------------------|-----------|--|
| (c) Performing folk dances of the area with folk music. | Folkdances and Folk music | Taperecorders recorded with folk music. | Observing, Listening and Participating. | Inside and Outside | Listening | Teachers are advised to conduct simple folk dances of the area with folk music in schools. |
| 3. Making collages by using different materials and colours or scrap materials of daily use. | Making cut out of birds, animals, human shapes etc from magazines, newspapers etc and pasting them in an album. | Old magazines, Card-board, Gun, News-paper, Colour paper and Scissors. | Observing and Participating | Inside | Observing | Teachers are expected to encourage the children to prepare album of collages. |
| 4. Making different objects with clay, paper cuts and cloth pieces. | Paper cuttings like flowers, birds etc, clay modelling, and cloth piece designing. | Colour- paper, clay, and cloth piece and scissors. | Observing and Participating | Both | Observing | Teachers are advised to show some paper cutting works, clay modelling and cloth piece works. |

'Anbu'



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