



**UTTAM SCHOOL FOR GIRLS**  
**Grade: II**  
**Monthly Planner – 2<sup>nd</sup> Feb to 28<sup>th</sup> Feb**

SUBJECT AND LEARNING OUTCOMES	WORKBOOK	CONTENT BOOK	PARENT-CHILD ACTIVITIES
<p>English:-  <u><b>BLOCK 23:- Writing about My Day</b></u></p> <ul style="list-style-type: none"> <li>➤ To write a paragraph that tells about a day in the past in time order.</li> <li>➤ To identify syllables in words by saying them aloud and listening to them.</li> </ul> <p><u><b>BLOCK 24:- Reading a Play</b></u></p> <ul style="list-style-type: none"> <li>➤ To identify the parts of a play and read aloud their lines with expression.</li> <li>➤ To identify the different types of sentences and read them with expression.</li> <li>➤ To practice a play using appropriate stage directions.</li> <li>➤ To enact a play by using end marks to guide their expression.</li> </ul> <p><u><b>BLOCK 25:- Composing Poems</b></u></p> <ul style="list-style-type: none"> <li>➤ To read the poem and make connections to self.</li> <li>➤ To add a stanza to the poem to extend it.</li> <li>➤ To be able to write a poem using the structure of <i>If I were</i>.</li> <li>➤ To write a poem using the structure <i>What if</i>.</li> </ul> <p><b>Revision of all the earlier concepts done in the class.</b></p>	<p>Read <b>block commentary</b> (Pg 24, 29, 34 and 39)</p> <p>S3, S4, S1,S2, S3, S4. S1, S2, S3, S4.</p>	<p>Read <b>Note to Parents</b></p> <p>Read <b><u>Vinu runs away from home</u></b> and ask questions, pg 151 to 157.</p> <p>Read poem <b><u>If I were</u></b> pg 160 to 162.</p>	<p><b>Written activities:-</b></p> <p><b>Block 23:-</b></p> <ul style="list-style-type: none"> <li>A. Write a paragraph about a day you spent with your parents or any other family member in your notebook.</li> <li>B. Write the names of 10 things. Sort them into one-syllable, two-syllable and three syllable words.</li> </ul> <p><b>Block 24:-</b></p> <ul style="list-style-type: none"> <li>➤ To enact a play by using end marks to guide their expression:- <ul style="list-style-type: none"> <li>❖ Enact the play with your family members. Play the role of Vinu and others play the part of other members of Vinu’s family.</li> </ul> </li> </ul>

<p>Maths</p> <p><b><u>BLOCK 23:-Time, Calendar</u></b></p> <ul style="list-style-type: none"> <li>➤ To identify the different festivals and seasons in a year on the calendar.</li> <li>➤ To find differences and similarities in the calendars for different cultures.</li> </ul> <p><b><u>BLOCK 24:-Money</u></b></p> <ul style="list-style-type: none"> <li>➤ To recall denominations of money up to 1000 and count money in multiples of 1's, 2's, 5's and 10's.</li> <li>➤ To identify the 50 paise coin and add combinations of paise to make an amount.</li> <li>➤ To find different combinations of coins and notes to make an amount ( up to 50 rupees).</li> <li>➤ To find the total price of 1 or 2 items and work out the change( up to 50 rupees).</li> </ul> <p><b><u>BLOCK 25:-Making a Table</u></b></p> <ul style="list-style-type: none"> <li>➤ To collect and organize information in a table using tally marks.</li> <li>➤ To be able to represent information in a pictograph and interpret it.</li> <li>➤ To represent information in a block graph and interpret it.</li> <li>➤ To represent information in a line plot and interpret it.</li> </ul> <p><b>Revision of all the earlier concepts(addition ,subtraction, multiplication, time &amp; money etc).</b></p>	<p>Read <b>block commentary</b> (Pg 25, 30, 35 and 40)</p> <p>S3,S4, S1, S2, S3, S4, S1, S2, S3,S4.</p>	<p>Read <b>Note to Parents</b></p> <p>Do pg 166 to 168(Block 23) Do pg 173 to 175 (Block 24) Do pg 180 to 182 (Block 25).</p>	<p><b><u>Block 23:-</u></b></p> <ul style="list-style-type: none"> <li>➤ To read and interpret a calendar:-</li> <li>❖ Children could be asked to read the calendar and mark birthdays of their family members or other celebrations.</li> </ul> <p><b><u>Block 24:-</u></b></p> <ul style="list-style-type: none"> <li>➤ Take your child with you for shopping. Ask her to buy little things on her own to get a real life experience with money.</li> </ul> <p><b><u>Block 25:-</u></b></p> <ul style="list-style-type: none"> <li>➤ To represent information in a block graph and interpret it:-</li> <li>❖ Children could be asked to make a table of different items and thereafter represent them in different kinds of graphs.</li> </ul>
<p><b><u>E.VS:-</u></b></p> <p><b><u>BLOCK 23:-Metal and Wood</u></b></p> <ul style="list-style-type: none"> <li>➤ To describe that objects made of wood and metal act differently (sink or float, become hot or cold).</li> <li>➤ To describe the uses of metal and wood</li> </ul>	<p>Read <b>block commentary</b> (Pg 24, 29, 34 and 39)</p>	<p>Read <b>Note to Parents</b></p> <p>Read Pg 142 to 145 (Block 23) Pg148 to 151 ( Block 24) Pg 154 to 157(Block 25).</p>	<p><b><u>Block 23:-</u></b></p> <ul style="list-style-type: none"> <li>➤ To group objects based on materials they are made of:-</li> <li>❖ Parents can take children to crafts exhibition where things are made from different materials. Parents can</li> </ul>

<p>and explain why they are suited for that use.</p> <p><b><u>BLOCK 24:-Useful Rocks</u></b></p> <ul style="list-style-type: none"> <li>➤ To compare size, shape, texture and colour of rocks like granite, marble, sand stone, coal and chalk.</li> <li>➤ To describe minerals and their uses.</li> <li>➤ To describe different types of soil.</li> <li>➤ To differentiate between sandy and marshy lands.</li> </ul> <p><b><u>BLOCK 25:Saving Forests</u></b></p> <ul style="list-style-type: none"> <li>➤ To explain that forest is an important natural resource.</li> <li>➤ To explain the causes and effects of cutting trees.</li> <li>➤ To explain the need to save the forest and suggest steps for the same.</li> <li>➤ To explain the need to share things obtained from forests.</li> </ul> <p><b>Revision of all the topics done in the class.</b></p>	<p>S3, S4 S1, S2, S3,S4, S1, S2, S3, S4.</p>		<p>discuss its use while highlighting the property which makes it special.</p> <p><b><u>Block 24:-</u></b></p> <ul style="list-style-type: none"> <li>➤ To compare size, shape, texture and colour of rocks like granite, marble, sand stone, coal and chalk:-</li> <li>❖ Parents can show their children things made of rock and try to guess where the rocks come from.</li> </ul> <p><b><u>Block 25:-</u></b></p> <ul style="list-style-type: none"> <li>➤ To explain that forest is an important natural resource:-</li> <li>❖ Parents can take children to a wild life sanctuary to make them aware of importance of forests.</li> </ul>
<p>साहित्य – छुक छुक करती रेल कविता आदि के नाम एक पत्र बच्चे अपनी कल्पनाशीलता अनुमान और अनुभव का प्रयोग करेंगे।</p> <ul style="list-style-type: none"> <li>➤ कविता को हाव भाव के साथ सुनाएँ।</li> <li>➤ कविता सुनकर उस पर आधारित पूछे गए प्रश्नों के उत्तर स्वतंत्र रूप से दे पाएँ।</li> <li>➤ लेखन द्वारा सृजनात्मकता बढ़ाएँ।</li> <li>➤ पत्र लेखन प्रक्रिया द्वारा समझेंगे कि लेखन एक सार्थक और उद्देश्यपूर्ण गतिविधि है।</li> </ul>	<p>अ 10 1 10 2 अ 11 1 12 1 अ 14 1 अ 16 1 17 1 अ 20 1 22 1 अ 23 1</p>	<p>पेज नं0 131 से 135का पाठन व प्रश्न पूछना।</p>	<p>मौखिक गतिविधियाँ छुक छुक करती रेल कविता " अपने परिवार के सदस्यों को सुनाना।</p> <p>अपने घर से पता करना कि उनके घर किसका पत्र आता है और कैसे आता है।</p> <p>लार्वा तितली बनने के बाद कहा गया होगा इसके बारे में बातचीत करना ये सब क्रियाएँ छात्राण्मौखिक रूप से अपने माता पिता के साथ करेंगी।</p> <p>लिखित गतिविधियाँ पाठ के कठिन शब्दों को वाक्यों में प्रयोग करना। आदि की ओर से उसके नाना जी को एक पत्र लिखकर उनके द्वारा लिखे गए पत्र का जवाब दीजिए।</p>

			प्रस्तावित पाठों के कार्यपुस्तिका में करवाए गए कठिन शब्दों का श्रुतलेख के लिए अभ्यास करना।
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CO-SCHOLASTIC ACTIVITIES	LEARNING OBJECTIVES	ASSIGNMENT(CLASSWORK)
ART	Theme- Spring season ➤ To be able to create compositions using different shapes.	<ul style="list-style-type: none"> <li>• Picture composition of flowers with bugs and butterflies.</li> </ul>
COMPUTER	➤ To familiarize the different options in MS word	<ul style="list-style-type: none"> <li>• MS Word format options</li> <li>• Hands on Activity.</li> </ul>
DANCE	CLASS DAY PRACTICE	
MUSIC	CLASS DAY PRACTICE	
SPORTS:(PEC) (Physical Education in curriculum)	<u>Agility, balance, coordination</u>  <ul style="list-style-type: none"> <li>➤ Respond correctly to auditory and visual commands in a timely manner.</li> <li>➤ Use different movement actions.</li> <li>➤ Learn how to maintain balance when stopping.</li> </ul>	<u>Listen to commands:-</u>  <ul style="list-style-type: none"> <li>➤ Learn how to play very simple games following commands.</li> </ul>

