



Espalier Heritage School

Annual Planner 2020-21

Grade II

Subject: English

| Sr No | Lesson Name                | Learning objectives/ Subtopic   | Methodology  | Pedagogical methods   | Learning outcomes   | Teaching Aid  | Teaching Place                    | Reff.books with pg.no.       | No.of lectures required | Class Activities /Diagrams / Map work   |
|-------|----------------------------|---|--|---|---|---|-----------------------------------|------------------------------|-------------------------|---|
| 1     | Unit 1.First Day At School | 1) To know the important things in the school. 2) To inculcate the feeling of belongingness towards the school.3)To understand how to get ready for the school.           | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1] How was your first day in the school?<br>2]When you entered your class what did you like?<br>3]What did you enjoy doing the most? Step 2- Teacher will recite and explain the poem. Step 3- Teacher will explain the importance of coming to school everyday. Step 4 - Teacher will help the children to understand about how to get ready for the school. | The learner will -1) recite rhyme with action. 2) express verbally his/her opinion about the school. 3) write 5 sentences on his/her school.                                  | 1)Textbook, School ID card.<br>2)Books, bags,water bottles, compass box.  | Kuteer, classroom, assembly area. | 1)Textbook page no.2 to 6.   | 5                       | 1) Describe your experience of first day at school<br>2)Getting ready for school. 3)Packing your bag for everyday. 4)Role play    |
| 2     | Unit 1. Haldi's Adventure  | 1) To know the importance of adventure in one's life. 2) To inculcate the feeling of belongingness towards the school.  | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1] How will you feel if you meet any giant animal on the way to your school?<br>2)Will you come to school with that animal? Step 2- Teacher will read and explain the story. Step 3- Teacher will explain the importance of adventure in one's life. Step 4 - Teacher will help the children to understand about the belongingness towards the school.        | The learner will - 1) write short sentences in response to the story. 2) identify characters and sequence of events in a story. 3) use simple adjectives in his conversation. | 1)Textbook 2) Picture of giraffe.   | Kuteer, classroom.                | 1)Textbook page no.11 to 16. | 5                       | 1) Describe your experience if you have seen anything strange on your way to school. 2)Role play                                  |
| 3     | Unit 2. I Am Lucky         | 1) To know the importance of self. 2) To inculcate the feeling of pride for being who you are. 3)To understand the different specialities of the animals. Text Exercises. | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1] How will you feel if you were a butterfly,myna,elephant,fish,octopus,kangaroo?<br>2]Which animal do you like the most? Why? Step 2- Teacher will recite and explain the poem. Step 3- Teacher will explain the importance of self. Step 4 - Teacher will help the children to understand about the different specialities of the animals.                  | The learner will- 1) recite the poem with actions 2) respond to comprehension questions related to the poem 3) describe his/her opinion orally about being lucky              | 1)Textbook. 2) Pictures of butterfly,myna,fish,elephant,kangaroo,octopus. | Kuteer, classroom, auditorium.    | 1)Textbook page no.21 to 27. | 5                       | 1) Describe the lucky things that have happened to you. 2)Moving like different creatures- butterfly,myna,fish,elephant,kangaroo. |

|   |                              |  |  |   |   |   |                                |                              |   |   |
|---|------------------------------|--|--|---|---|---|--------------------------------|------------------------------|---|---|
| 4 | Unit 2. I Want               | 1) To know the importance of being original. 2)To appreciate the individual differences.   | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1] What are the qualities of your parents you like the most?<br>2]Do you like to be like them? Why? Step 2- Teacher will read and explain the story. Step 3- Teacher will explain the importance of being original. Step 4 - Teacher will help the children to appreciate the individual differences.         | The learner will- 1) respond to comprehension questions related to the story 2) opinion about the characters of the story verbally 3) compose and write short sentences about qualities of his/her friend | 1)Textbook. 2) Picture of monkey.                     | Kuteer, classroom, auditorium. | 1)Textbook page no.33 to 36. | 5 | 1) Describe the things you would do if you had a magic wand. 2) Role Play   |
| 5 | Unit 3. Smile                | 1) To know the importance of being happy. 2)To make them understand the importance of a smile.                                     | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1] Why is a smile a funny thing?<br>2] What happens when you smile at someone? Step 2- Teacher will recite and explain the poem. Step 3- Teacher will explain the importance of being happy. Step 4 - Teacher will help the children to understand the importance of a smile.                                 | The learner will-1) recite the poem with actions 2) respond to the questions related to the poem verbally 3) draw a smiley  | 1)Textbook. 2) A smiley puppet. 3) Clay               | Kuteer, classroom, auditorium. | 1)Textbook page no.40 to 44. | 4 | 1) Telling a joke in the class. 2)Group activity of finding new words. 3) Clay modelling.   |
| 6 | Unit 3. The Wind and The Sun | 1) To know the importance of knowing each others worth. 2)To make them understand the importance of having healthy competition.    | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1] Who gives us light?<br>2] What happens when the wind blows very fast? Step 2- Teacher will read and explain the story. Step 3- Teacher will explain the importance of knowing each others worth. Step 4 - Teacher will help the children to understand the importance of having a healthy competition.     | The learner will- 1) express his/her opinion about the characters of the story verbally 2) use simple adjectives to describe the characters of the story 3) write a review of the story                   | 1)Textbook. 2) The Sun and the wind puppet.           | Kuteer, classroom, auditorium. | 1)Textbook page no.48 to 51. | 5 | 1) Share your feelings about your reaction when someone tries to bully you. 2)Group activity of solving cross word. 3) Role play. |
| 7 | Unit 4. Rain                 | 1) To know the importance of rain. 2)To make them understand the importance of conservation of water.                              | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1] From where do we get water?<br>2] What happens when there is less rainfall? Step 2- Teacher will recite and explain the poem. Step 3- Teacher will explain the importance of rain. Step 4 - Teacher will help the children to understand the importance of conservation of water.                          | The learner will- 1) recite the poem with actions 2) use simple adjectives to describe the rain 3) respond verbally to the questions related to the rain 4) draw the scene of a rainy day                 | 1)Textbook. 2)Rain,umbrellas                          | Kuteer, classroom, auditorium. | 1)Textbook page no.55 to 61. | 5 | 1) Sharing feelings about what they like about the rain and what they don't. 2Recitation of nursery rhyme on rain.                |
| 8 | Unit 4. Storm in the garden  | 1) To know the things that happens in nature during a storm. 2)To make them understand the feelings of creatures during the storm. | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1] What happens during heavy rainfall?<br>2] What do you feel at that time? Step 2- Teacher will read and explain the story. Step 3- Teacher will explain the things that happens in nature during a storm. Step 4 - Teacher will help the children to understand the feelings of creatures during the storm. | The learner will- 1) respond to the questions related to the story 2) identifies characters and sequence of the events in the story 3) write short sentences about the characters of the story            | 1)Textbook. 2) Umbrellas 3) Sound of wind,rain,trees. | Kuteer, classroom, auditorium. | 1)Textbook page no.65 to 67. | 5 | 1) Group discussion on- why you see snails and earthworms after it rains. 2Recitation of nursery rhyme on rain.                   |

|    |  |  |  |   |   |   |                                |                                |   |  |
|----|--|--|--|---|---|---|--------------------------------|--------------------------------|---|--|
| 9  | Unit 5. Zoo                            | 1) To sensitise the children to different creatures in nature. 2)To make them understand the feelings of creatures in the zoo.               | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) Who all have visited zoo?<br>2] What do you feel after seeing the animals in the zoo? Step 2- Teacher will recite and explain the poem. Step 3- Teacher will help the children to sensitise to different creatures in the nature. Step 4 - Teacher will help the children to understand the feelings of creatures in the zoo.          | The learner will- 1) recite the poem with actions 2) repond to the comprehension questions related to the poem 3) express his/her opinion about the feelings of the ceatures in the zoo 4) draw the picture of zoo                    | 1)Textbook. 2) Video of zoo.  | Kuteer, classroom, auditorium. | 1)Textbook page no.74 to 78.   | 5 | 1) Group discussion on- why you should not tease animlas in the zoo. 2Recitation of rhyme on elephant. |
| 10 | Unit 5. Funny Bunny                    | 1) To sensitise the children to different creatures in nature. 2)To make them understand the feelings of creatures in the jungle.            | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) Who all have been to jungle?<br>2] What had you feel after seeing the animals in the jungle? Step 2- Teacher will read and explain the story. Step 3- Teacher will help the children to sensitise to different creatures in the nature. Step 4 - Teacher will help the children to understand the feelings of creatures in the jungle. | The learner will- 1) erespond to the comprehension questions related to the story 2) draw the scene of a jungle 3) use simple adjectives to describe the characters of the story 4) express review of the story verbally              | 1)Textbook. 2) Video of jungle.   | Kuteer, classroom, auditorium. | 1)Textbook page no.83 to 87.   | 5 | 1) Narration of the story after seeing the pictures. 2) Dramatisation                                  |
| 11 | Unit 6. Mr.Nobody                      | 1) To build the imagination power of children. 2)To make them understand that they should not do mischief.                                   | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) Have you ever done something naughty?<br>2] What did you do? Step 2- Teacher will recite and explain the poem. Step 3- Teacher will help the children to build their imagination power. Step 4 - Teacher will help the children to understand that they should not do mischief.  | The learner will- 1) express his/her opinion about Mr.Nobody 2) imagine and draw the picture of Mr.Nobody 3) respond to the comprehension question relate to the poem verbally 4) use simple adjectives to describe Mr.Nobody         | 1)Textbook. 2) Puppet of nobody.  | Classroom, gazebo              | 1)Textbook page no.91 to 94.   | 5 | 1)Textbook. 2) Puppet of nobody.   |
| 12 | Unit 6. Curlylocks And The Three Bears | 1) To build the imagination power of children. 2)To make them understand that they should not take anyone's things without their permission. | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) Have you ever seen a forest?<br>2] What did you see there ? Step 2- Teacher will read and explain the story. Step 3- Teacher will help the children to build their imagination power. Step 4 - Teacher will help the children to understand that they should not take anyone's things without their permission.                        | The learner will-1) respond to the questions related to the story 2) use simple adjectives to describe his/her favourite thing 3) express his/her opinion about the characters of the story 4) review of the story in short sentences | 1)Textbook. 2) Teddy bear. 3) Video of original story -Goldilocks and the three bears | Classroom, Kuteer, AV room     | 1)Textbook page no.100 to 103. | 5 | 1) Write 5 lines on - My Family. 2)Story of Curlylocks in your own words.                              |

|    |                                    |  |  |   |   |  |                                    |                                |   |  |
|----|------------------------------------|--|--|---|---|--|------------------------------------|--------------------------------|---|--|
| 13 | Unit 7.On My Blackboard I Can Draw | 1) To make them draw on the black board with their imagination. 2)To make them understand about the different rooms in their home.                                   | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) Where do you live-in flat or a bungalow?<br>2) How many rooms are there in your home ?<br>Step 2- Teacher will recite and explain the poem.<br>Step 3- Teacher will help the children to draw on the black board with their imagination power. Step 4 - Teacher will help the children to understand about the different rooms in their home.            | The learner will- 1) recite the poem with actions 2) respond to the comprehension questions realted to the poem 3) draw the favourite picture on the blackboard   | 1)Textbook. 2) Video of types of houses.   | Classroom,Ku teer                  | 1)Textbook page no.106 to 110. | 5 | 1) Complete the paragraphs by observing the pictures. 2) Draw your favourite picture on the blackboard |
| 14 | Unit 7.Make It Shorter             | 1) To make them think differently using their imagination. 2)To make them understand about the importance of thinking wisely.  | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) Have you ever solved any puzzle?<br>2) How did you like it ? Step 2- Teacher will read and explain the story. Step 3- Teacher will motivate the children to think differently using their imagination. Step 4 - Teacher will help the children to understand about the importance of thinking wisely.  | The learner will- 1) describe the characters of the story using short sentences 2) identifies characters and sequence of the events in the story 3) respond to the comprehension questions related to the story                                       | 1)Textbook. 2) Video of some puzzles. 3) Chart paper, sketch pens,glue. 4) Any other story of Akbar -Birbal                            | Classroom,au ditorium, green class | 1)Textbook page no.113 to 118. | 5 | 1)Textbook. 2) Video of some puzzles. 3) Chart paper, sketch pens,glue.                                |
| 15 | Unit 8.I Am The Music Man          | 1) To encourage the children to learn/hear music or musical instruments. 2)To make them understand about the importance of music and inculcate the love towards it.  | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) How many of you like music?<br>2) Which song do you like the most ? Step 2- Teacher will recite and explain the poem. Step 3- Teacher will encourage the children to learn/hear music or musical instruments. Step 4 - Teacher will help the children to understand about the importance of music and inculcate the love towards it.                     | The learner will- 1) recite the powm with actions 2) respond to the comprehension questions related to the poem 3) draw his/her favourite musical instrument  | 1)Textbook. 2) Different musical instruments.  | Classroom,mu sic room.             | 1)Textbook page no.124 to 127. | 5 | 1) Singing songs and playing different musical instruments.  |
| 16 | Unit 8.The Mumbai Musicians        | 1) To encourage the children to learn/hear music or musical instruments. 2)To inculcate a love for the old and weak and importance of being generous towards others. | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) Which animal's sound do you like the most?<br>2) Why do you like it the most? Step 2- Teacher will read and explain the story. Step 3- Teacher will encourage the children to learn/hear music or musical instruments. Step 4 - Teacher will help the children to inculcate a love for the old and weak and importance of being generous towards others. | The learner will- 1) identify the characters and sequence of the events in the story 2) respond to the comprehension related questions verbally 3) use simple adjectives to describe the characters of the story 4) sing a song of his/her own choice | 1)Textbook. 2) Different musical instruments. 3)Bowls,water 4)Tiffin boxes,benches. 5) Video of original story-The musicians of Bremen | Classroom,mu sic room,kuteer.      | 1)Textbook page no.132 to 138. | 5 | 1) Singing songs and playing different musical instruments. 2) Formation of animal band.               |

|    |   |   |  |  |  |   |                     |                                  |   |   |
|----|---|---|--|--|--|---|---------------------|----------------------------------|---|---|
| 17 | Unit 9. Granny<br>Granny<br>Please<br>Comb My<br>Hair | 1) To encourage the children to talk to their grandparents. 2) To inculcate love for the elders and sharing and caring for the old.                               | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) Who all live with their grandparents?<br>2) Why do you like them the most? Step 2- Teacher will recite and explain the poem. Step 3- Teacher will encourage the children to talk to their grandparents. Step 4 - Teacher will help the children to inculcate love for the elders and sharing and caring for the old.      | The learner will- 1) recite the poem with actions 2) respond to the comprehension questions related to the poem 3) use simple adjectives to describe their grandparents  | 1) Textbook. 2) Puppets of grandparents. 3) Chart paper, colours. | Classroom, kitchen. | 1) Textbook page no. 142 to 147. | 5   | 1) Thank You card for their grandparents. 2) Inviting grandparents to school and asking them to talk about their school days with the children.                   |
| 18 | Unit 9. The Magic Porridge Pot                        | 1) To encourage the children to help others. 2) To inculcate love for the elders and sharing and caring for the old.  | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) What do you eat for your breakfast?<br>2) Why do you like it the most? Step 2- Teacher will read and explain the story. Step 3- Teacher will encourage the children to help others. Step 4 - Teacher will help the children to inculcate love for the elders and sharing and caring for the old.                          | The learner will- 1) respond to the comprehension questions related to the story 2) identify the characters and sequence of the story 3) use simple adjectives to describe the magic show they have seen 4) review of the story verbally     | 1) Textbook. 2) A pot with few stationary items in it             | Classroom, kitchen. | 5                                | 1) Sharing any incident or story they know about magic. 2) Thank You card for their friend. 3) Write 5 lines on - My Best Friend. |   |
| 19 | Unit 10. Strange Talk                                 | 1) To encourage the children to have proper communication. 2) To inculcate the habit of listening carefully.  | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) Do you like when somebody talks continuously? Why?<br>2) Which language do you use mostly for talking? Step 2- Teacher will recite and explain the poem. Step 3- Teacher will encourage the children to have proper communication. Step 4 - Teacher will help the children to inculcate the habit of listening carefully. | The learner will- 1) recite the poem with actions 2) respond to the comprehension questions related to the poem 3) use the pronouns to describe the characters of the poem 4) express his/her opinions about the strange talk of the animals | 1) Textbook. 2) Sounds of various animals.                        | Classroom, kitchen. | 1) Textbook page no. 162 to 166. | 5   | 1) Sharing their feelings about any incidence when they met someone who was too talkative. 3) Write 5 lines on - My Pet. 4) Picture Story-The Talkative Tortoise. |
| 20 | Unit 10. The Grasshopper And The Ant                  | 1) To encourage the children to do the hard and smart work. 2) To make them realise the worth of hard work, the pleasures of hard work and the comfort it offers. | Recitation, observation, discussion, explanation, role play, writing, reading. | Step 1 - Teacher asks question to the students.<br>Teacher questions<br>1) What do you do in summers?<br>2) When do you do your homework? Step 2- Teacher will read and explain the story. Step 3- Teacher will encourage the children to do the hard and smart work. Step 4 - Teacher will help the children to realise the worth of hard work, the pleasures of hard work and the comfort it.      | The learner will- 1) identify the characters and sequence of the events in the story 2) use simple adjectives to describe the characters in the story 3) respond to the comprehension questions related to the story 4) draw the grasshopper | 1) Textbook. 2) Puppet of grasshopper and ant.                    | Classroom, kitchen. | 1) Textbook page no. 169 to 172. | 5   | 1) Sharing their feelings about an incidence when they could not do their homework due to laziness and what happened after that.                                  |