

ULLENS SCHOOL: PROGRESS REPORT OF FIRST TRIMESTER 2020

Student's Name:	Kanishka Jha
Grade:	Two
Homeroom Teachers:	Suvechha Shrestha and Sanju K.C

September 2, 2020

Dear Parents/Guardians,

Ullens School firmly believes in the importance of communication between home and school. We highly value strong partnership to strengthen your child's learning. Being well informed allows you to better support your child's continued growth.

This report card is designed to provide information regarding your child's development in both academic and social areas. It is one of the many ways to be informed of your child's progress. Other method of communication may include PTC (Parent Teacher Conferences), notes, phone calls and assignments.

Primary Grade students are not evaluated through paper-pencil tests and examinations. Continuous assessment by teacher plays a vital role in student's evaluation. Each student's portfolio is developed and reviewed by the teacher regularly. Her/his project work, home assignment, class assignment; classroom participation and attendance are highly valued in assessment.

We encourage you to discuss this report card with your child's teacher. Active involvement and ongoing communication are essential to ensure the success of your child.

Sincerely yours,



Medin Lamichhane
Principal

Attendance	
Present	Absent
60	0

विद्यार्थीको नाम : कनिष्का भ्वा

शिक्षकको नाम : मिना लुइटेल्

कक्षा: २ (दुई)

मिति : २०७७/०५/१७

I. नेपाली भाषा

नेपाली भाषा शिक्षण गर्दा भाषाका प्रमुख चार सीप (सुनाइ, बोलाइ, पढाइ (बाह्य/आन्तरिक) र लेखाइ) तथा दुई क्षेत्र शब्दभण्डार र वाक्यगठनलाई उत्तिकै प्राथमिकताका साथ अध्यापन र मूल्याङ्कन गरिन्छ । नेपालका मूल्य र मान्यताका साथै विद्यार्थीको सहभागिता, कार्य तथा खोजलाई पनि यस सिकाइमा समावेश गर्ने जमर्को गरिएको छ । यसका साथै नेपाली भाषा सिकाइमा जीवनोपयोगी, व्यवहारकुशल तथा आधारभूत सञ्चार सीपको विकास जस्ता पक्षहरूमा पनि ध्यान दिइने छ ।

कक्षा दुईका विद्यार्थीहरूलाई पहिलो त्रैमासिक अवधिमा कविता विधा अन्तर्गतको पुस्तक कविता र कथा विधा अन्तर्गतका कोभिड बुक र गोहीलाई देख्यौ ? कथाहरूसँग सम्बन्धित काम गराइएको छ । त्यसैगरी उनीहरूको भाषिक सीप अभिवृद्धिका लागि प्रश्नोत्तर, संवाद, छलफल, लयबोध, शब्दभण्डार, वाक्यगठन, पठनबोधका साथै लेखाइका अन्य विविध क्रियाकलापहरू पनि गराइएको छ ।

पहिलो त्रैमासिक अवधिका सिकाइ उपलब्धिहरू :

क्र.सं	सिकाइ उपलब्धिहरू:
१.	निर्देशन सुनेर बुझी काम गर्न
२.	कक्षागत छलफलमा सहभागी हुन
३.	आफूले बुझेका तथा सुनेका जानकारीहरू मिलाएर प्रस्तुत गर्न
४.	‘पुस्तक’ कविता सुनेर लय बोध गरी वाचन गर्न
५.	निर्देशित अनुच्छेद तथा श्लोकहरूबाट आधा अक्षर र विभिन्न मात्रा लागेका शब्दहरू पहिचान गरी पढ्न र लेख्न
६.	निर्देशित शब्दहरूको अर्थ, पर्यायवाची (उस्तै अर्थ) र विपरीतार्थक (उल्टो अर्थ) शब्द भन्न र लेख्न
७.	निर्देशित शब्दहरू प्रयोग गरी वाक्य निर्माण गर्न (कर्ता, कर्म र क्रियापदको प्रयोग)
८.	शब्द, वाक्य तथा अनुच्छेद शुद्ध उच्चारण गरी पढ्न
९.	पढेका पाठ तथा कवितासँग सम्बन्धित प्रश्नोत्तर तथा अन्य अभ्यास गर्न

शिक्षक मूल्याङ्कन:

शान्त स्वभावकी कनिष्का नेपाली भाषा सिकाइमा रुचि राख्ने छात्रा हुन् । कक्षागत छलफलमा सन्तोषजनक रूपले सहभागी हुन थालेकी उनले कक्षामा पढाइएका पाठहरू तथा नबुझेका कुरा सोध्ने बानी बसाल्नुलाई उनमा आएको सकारात्मक परिवर्तन मान्न सकिन्छ । कविता वाचन तथा कथा श्रवणमा पनि रुचि लिन थालेकी उनले लेखाइको काम गर्दा पनि ध्यान दिएर काम गर्ने गरेकी छिन् । आफ्ना कामहरू समयमै पूरा गर्ने उनले मौखिक रूपमा गरिने प्रश्नोत्तर क्रियाकलापमा पनि उत्सुकताका साथ सहभागिता देखाउन सकेमा उनको बोलाइ सीप विकासमा पनि अभै सहयोग पुग्ने थियो । नेपाली भाषाका किताबहरू नियमित रूपमा अध्ययन गर्ने र लेख्ने अभ्यास पनि निरन्तर रूपमा गर्न सके उनको लेखाइसँग सम्बन्धित काम गर्दा देखिने वाक्य गठन तथा हिज्जेमा देखिने समस्या पनि कमि आउने थियो ।

Student's name: Kanishka Jha

Teacher's name: Suvechha Shrestha

Grade: Two

Date: September 2, 2020

II. ENGLISH LANGUAGE ARTS

English Language Arts curriculum in grade two emphasizes on learning to read. The reading program allows opportunities for students to read independently and with the teachers during classes, morning circles, and reading time. Students are expected to understand and enjoy simple stories and fill in their findings in the reading log. Grade two students analyze the stories they read and identify the different story elements. They synchronize the stories in chronological order. Students in grade two read short paragraphs and collect key information.

In term I, a great deal of time was dedicated to revise and introduce the conventions of English grammar (use of capital letters and ending punctuation marks). Students review the concept and usages of describing words (adjectives) and action words (verbs). They briefly learn about nouns with the focus on common and proper noun. They identify the role of words in a sentence. They learn more context and theme based vocabulary through high frequency words list provided at the beginning of the term. They build extended vocabulary by learning grade level synonyms and antonyms.

The students listen and gather information from video and conversations. They participate in discussions after watching topic related videos or reading stories. Student's learning is also enacted through discussions, classroom participation, weekly journal writings, reflective writing, projects and assignments. In writing, the emphasis is put on writing complete sentences and paragraphs.

Learning outcomes covered this term are:

Sn.	Learning outcomes
1.	Participates in discussions on topic of personal general interest
2.	Uses context and theme based vocabulary
3.	Knows and applies word analysis skills in decoding words
4.	Listens and gathers key information from video or conversations
5.	Sequences events in a story in order
6.	Identifies the elements of the stories
7.	Writes sentence in correct order and structure
8.	Uses ending punctuations
9.	Identifies synonyms and antonyms
10	Uses suitable adjectives to describe nouns
11	Distinguishes verb in a sentence

Additional comments:

Kanishka is creative and diligent. She has a good attitude towards learning and is extremely motivated to always put her best efforts into her works. She utilizes her time in class to complete the given work avoiding distractions. She seems to enjoy reading stories and recognizes the characters, problem and solutions in the story. She is able to write proper sentences and uses the context and theme based vocabulary. She is blessed with the power of imagination and has many interesting story ideas. She uses pictures and information about the story to predict what will happen next. She applies what she has learnt in class and her skills to all written work. For instance, when we did classroom activity of describing the given picture, she developed it into an interesting story entitled “The Rocket Drive”. Likewise she also wrote another story “Jean and her little Brother” and incorporated the problem and solution to the story. Kanishka has worked hard this trimester and we encourage her to continue her enthusiasm in the next trimester as well.

Student's name: Kanishka Jha

Teacher's name: Sanju K.C

Grade: Two

Date: September 2, 2020

III. MATHEMATICS

The second graders explore mathematical concepts through concrete to pictorial to abstract form. This year, teaching and learning through online mode gave us an opportunity to use lot of home resources as manipulative and connect mathematics to real life. Students were involved in various games and hands on activities to enrich our online learning sessions. Instruction involves both small and whole group activities. Children are asked to articulate their understanding by thinking loud and in written form as well.

Our first term curriculum begins with the introduction of 3-digit numbers. Children build their knowledge of 3-digit number on what they have learned in grade 1. They can read, write, compare and order any 3-digit numbers. Our major focus this term is Place value. Place value helps them to understand the meaning of a number. They explore the numbers using place value chart where they keep the numbers in their correct place. They also discovered how thousand is made. Further, they also use expanded form to compose numbers and recognize the constructed number.

Learning outcomes covered this term are:

Sn	Learning outcomes
1.	Read and write 3–digit numbers and their corresponding number-words
2.	Relates each digit in a 3-digit number to its place (hundreds, tens and ones)
3.	Compares and orders numbers within 1000
4.	Counts up from a number within 1000 by 1's , 10's, or 100's
5.	Understands and expands the numbers within 1000
6.	Reads Devnagari numbers till 50.
7.	Understand the concept of odd and even number within 1000.

Additional Comments:

Kanishka did a great job adjusting to and following the modified school rules that were put in place during our distance learning sessions. She was a model for other students in this regard. Following the code of conduct, reminding friends of distance learning and asking and sharing in turns are the key activity that helped her become an independent worker. Kanishka is a good listener so she understands the concept clearly. Asking questions when she is confused is a good indicator of her understandings. The types of questions she drops are commendable. She choose a wise-time during the break to clarify her confusion. After the explanation and discussions she made sure that the mistakes she made before weren't repeated. Kanishka's punctuality is another factor that has pushed her to be updated about the class and has helped us to track her growth. Submission of homework on time, circling the questions that confuses her are the coping mechanisms that she has adapted to in this module of learning. Continuation of these habits that she has developed in distance learning will benefit her throughout the year.

Student's name: Kanishka Jha

Teacher's name: Sanju K.C

Grade: Two

Date: September 2, 2020

IV. SCIENCE

The second graders' curriculum begins with an in-depth study about "PLANTS". Second graders explore science through our integrated curriculum Trans Disciplinary Theme (TDT). Our first theme is 'Our Identity' where the students learn about basic needs with close linkage to plants. Building knowledge about where the food comes from, what are the numerous uses of plants, identifying plants, exploring the function of different parts are the central idea for this trimester. The practical learning universe for the topic is the immediate surroundings of the child. Plants observed and collected from the garden, kitchen, farms are the samples for the study. Students in the mid-session engage in an independent research project where they first plant a seed and then observe, analyze the process of germination. To connect the theoretical knowledge with the real world, students continuously conduct research, investigate the real plants and share ideas and share materials from their kitchen and garden. Illustrations, literary presentation, experiments, 2D and 3D model, video making and sharing serve as the significant tools to explore, understand and analyze the obtained and created knowledge about plants.

Learning outcomes covered this term are:

Sn.	Learning outcomes
1	Lists the basic needs of plants: light, air, water, soil
2	Classifies the different parts of a seed
3	Explains the process of seed dispersal
4	Explains various uses of plants in real life
5	Differentiates various types of plant (herbs, shrubs, trees, climber creepers, water plants and thorny plants)
6	Explains the function of roots
7	Illustrates and labels root system of plants
8	Identifies and differentiates different root system (taproots and fibrous roots)
9	Explains the function of stem
10	Illustrates and identifies different forms of stems
11	Identifies various types of leaves
12	Illustrates and explains the function of a leaf
13	Observes and compares different types of leaves
14	Identifies and compares different flowers

15	Explains the function of flower
16	Defines the process of germination

Additional Comments:

Kanishka is a hard worker and has excellent vocabulary skills for her age. She enjoys reading and writing. Kanishka has clearly been enthusiastic about exploring plants. She was alert and active throughout the classes and made contribution that showed her excitement for learning about plants. Often, she gets excited upon finding a fact that fascinates her and she rushes up to share us what she has discovered. She enjoyed bringing parts of plants from her garden to share with her friends. While, learning about germination she took care of her plant, watered it on daily basis.

It is very important for her to produce a quality work and thus, would ask and confirm how her work were, did we receive her ideas and sharing? Her performance clearly shows her state of learning and understanding. The effort she put in the experiments and craftwork is commendable. The questions she lays and the topic writings clearly shows her understanding and her confusions as well. She never hesitates to ask questions in confusion neither she works until she is clear of what to do and how to do.

When she is determined to do something she makes sure that it is completed with quality in mind.

Student's name: Kanishka Jha

Teacher's name: Suvechha Shrestha

Grade: Two

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V. SOCIAL STUDIES

Since second graders had been at home for quite a long time, we gave a start to our curriculum with something familiar to bridge the gap. "Occupation" is one topic which they had covered in Grade one as well. We then slowly moved on to their family's responsibility and duty at home. This gave the children an insight that each member in a family has certain duties to perform. Since they too are a member of the family, they are also responsible for certain task. The children also understood that to contribute to their family by taking certain duties on their shoulder, they should first be able to take their own responsibility. Being responsible starts with your own self. We took class on how to fold clothes which would avail them in the process of taking their own responsibility. Relating to this concept, they learned about their belongings, its importance and need to take care of it. As a project work, each child took on a new duty such as feeding a pet, making parents' bed, filling water bottle, watering plants etc. The pictures of them performing duties that they had sent explicitly showed how much they valued the importance of being responsible.

They then learned about different religion such as Islam, Christianity, Buddhism and Hinduism. The information was given and ideas about the topic were generated through reading sheets, videos, pictures, discussions and sharing of personal experience. They eagerly shared the religious practice and custom at their home. Many children distinguished their family to be a part of a certain religion by comparing the information about religion they had gained with the cultural practice at their home. Learning about different ethnic groups gave them an idea about how rich Nepal is on ethnicity. Children brought pictures of their traditional food, clothes and festive celebrations. It was especially interesting for the class to see the real example of these things. By interviewing their friends, they learned a lot about their friend's family background, history, lifestyle and culture. Their learning was enacted through presentation.

Learning outcomes covered this term are:

SN	Learning Outcomes
1.	Is aware of their responsibility such as reading, writing, taking online class etc.
2.	Knows occupation of their family members

3.	Understands responsibilities given to them
4.	Lists their belongings
5.	Knows the ways to take care of their belongings
6.	Explains family background of their classmates such as place of birth, address, occupation etc.
7.	Is aware of festivals, holy places, holy books and deities of different religion
8.	Lists different ethnic groups in Nepal
9.	Describes food, festivals and cultural practice of various ethnic groups

Additional Comments:

Kanishka is a well-behaved and an intelligent student. It was a pleasure to teach her this term. She did a great job adjusting and following the modified classroom code of conduct that were put in place during our distance learning sessions. She was a role model for other students in this regard. She demonstrates a solid understanding of social studies concepts at this grade level. She enjoys learning about and discussing social studies topics. She is never afraid to ask question when in doubt or to share her knowledge with the class. Kanishka easily relates her prior knowledge and her surrounding to the topics being discussed. She has made many valuable contributions during the brainstorming sessions especially during the study of Identity and Religion. She enjoyed the mini quizzes on various religions. Her detailed explanation to how Muslims celebrate Ramadan, and about Maithali Community was very impressive. Kanishka has done an exceptional job this trimester. Keep up the good work and energy!