

**DISTRICT INSTITUTE OF EDUCATION AND TRAININGS
KULGAM**

Syllabi and Courses of Study

Class 4TH

Session 2019

PREFACE

Based on the findings of NAS 2017 and the suggestions received from the field teachers and other stakeholders, District Institute of Education & Trainings, Srinagar has conducted a series of workshops to review and revise the existing unitization of syllabi for classes 1st - 5th. The review & revision was a necessity because of the fact that JKBOSE has introduced revised textbooks, especially in mathematics and Urdu from the current academic session. Besides, the Academic Planner recently circulated by the worthy DSEK has been kept in consideration while finalizing the unitization of the syllabi. The workshops were attended by the eminent subject experts of the district as well as of the valley. Among the different activities and programmes of DIETs, the development of syllabi-cum-unitization is aimed at working out an academic schedule for the schools. The schedule facilitates the schools to plan their activities with an eye on learning objectives so that the academic calendar is meaningfully utilized in teaching and learning throughout the session.

The objectives highlighted are aimed at facilitating the teachers to plan their classroom activities in a meaningful and productive manner. The teachers while planning for the classroom transactions must keep in mind the Learning Outcomes as the new trend of assessment of students under CCE. The assessment (internal or external) is done mainly on the basis of Learning Outcomes. The National Achievement Survey -2017 was also based on Learning Outcomes, the result of which has come in the form of District Report Cards. This is also to bring in the element of accountability and facilitation for effective monitoring.

The textbook development as per National Curriculum Framework-2005, is a continuous process at J & K Board of School Education. As such this document also requires revision and updating from time to time. Therefore, DIET welcomes any constructive suggestion/s from all the stakeholders to make this exercise more effective in future.

In case there is any omission, typing / printing mistakes, or any other error which might have crept inadvertently, the same is requested to be brought to the notice of the undersigned.

I am thankful to faculty members of DIETs and the Field subject experts especially the ones who were practically involved in getting this document set and wish all the best to my teachers and students in all endeavors of teaching-learning.

Principal
DIET, Kulgam

Guiding Principles of Curriculum Development:

- *Connecting knowledge to life outside school.*
- *Ensure that learning is shifted away from rote & rote methods.*
- *Enriching the curriculum for overall development of children rather than remain textbook centric.*
- *Making Examination more flexible and integrated with classroom life.*
- *Nurturing and overriding identity informing by caring concern within the democratic polity of the country.*

(NCF 2005)

Suggestive Academic Calendar

Commencement of academic activities = 1st Nov. 2018 of classes 1st - 5th

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|---------------------------------------|--|
| <i>Unit I Assessment</i> | <i>25th Nov.</i> |
| <i>Unit II Assessment</i> | <i>20th April</i> |
| <i>Term 1st Assessment</i> | <i>2nd Week of June 2019</i> |
| <i>U III Assessment</i> | <i>1st week of August</i> |
| <i>Term 2nd Assessment</i> | <i>2nd Week of October 2019</i> |
| <i>Deceleration of Result</i> | <i>25th of October 2019</i> |
| <i>New Classification</i> | <i>1st week of Nov. 2019</i> |

Besides the schools must celebrate the following activities in addition to the activities prepared by the schools in the respective school-wise activity calendar:

| S.No | Name of the activity | Date |
|-------------|--|--|
| <i>01</i> | <i>Observance of the World Health Day</i> | <i>7th April</i> |
| <i>02</i> | <i>World Mathematics Day</i> | <i>6th May</i> |
| <i>03</i> | <i>Red Cross Day</i> | <i>18th May</i> |
| <i>04</i> | <i>Programme on BetiBachaubetiPadhau</i> | <i>1st June</i> |
| <i>05</i> | <i>Teachers Day</i> | <i>5th September</i> |
| <i>06</i> | <i>Children Day</i> | <i>14th November</i> |
| <i>07</i> | <i>Organization / celebration of sports week</i> | <i>The schools will incorporate in the school activity calendar after due consultation with sports</i> |
| <i>08</i> | <i>Inter School Cross country Race</i> | <i>Department</i> |

| Content Load | Diagonal Linkage for class4 th | | | | |
|--------------|---|--------|--------|--------|--------|
| | Evaluation | | | | |
| | Unit 1 | Unit 2 | Term 1 | Unit 3 | Term 2 |
| Unit 1=10% | 6% | ... | 4% | ... | ... |
| Unit 2=20% | ... | 14% | 6% | ... | ... |
| Term 1=20% | ... | ... | 20% | ... | ... |
| Unit 3=15% | ... | ... | ... | 10% | 5% |
| Term 2=35% | ... | ... | ... | ... | 35% |
| Total= 100% | 6% | 14% | 30% | 10% | 40% |

English (Tulip Series Book IV)

| Course | Contents | LEARNING OUTCOMES | Suggested Pedagogical Processes and Tips for teaching <i>(Note: the teacher is suggested to adopt any of the following pedagogical approaches to achieve the given learning outcomes or any other innovative approach best suited to his/her context.)</i> | Scheme of Assessment |
|---------|---|--|---|--|
| Unit I | 1. Budsha- The Great 2. The Blind Boy | The learner - <ul style="list-style-type: none"> • participates in role play, enactment, dialogue and dramatisation of stories read and heard • listens to simple instructions, announcements in English made in class/school and act Accordingly • enrich vocabulary in English mainly through telling and re-telling stories/folk tales • writes/types dictation of short paragraphs (7-8 sentences) • Use of punctuation marks/ use of link words | The learner may be provided opportunities in pairs/groups/ individually and encouraged to - <ul style="list-style-type: none"> • participate in role play, enactment, dialogue and dramatisation of stories read and heard • listen to simple instructions, announcements in English made in class/school and act accordingly • participate in classroom discussions on questions based on the day today life and texts he/she already read or heard abo • learn English through posters, charts, etc., in addition to books and children’s literature | The teacher is suggested to test all the four skills of language viz. listening, speaking, reading and writing of the learners. It is recommended to lay more emphasis in Unit Tests on listening and speaking skills of the learners as by and large these skills are often ignored while testing. Reading and writing may be tested in terminal exams on the basis of Constructivist approach where emphasis is laid on comprehension and application of knowledge rather than memory. |
| Unit II | 1. Mansar Lake 2. All Things Bright and Beautiful 3. Ladakh, the Land of Passes | <ul style="list-style-type: none"> • participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard • be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc • Listens and speaks briefly on a familiar issues like conservation | <ul style="list-style-type: none"> • read independently and silently in English/ Braille, adventure stories, travelogues, folk/fairy tales etc. • understand different forms of writing (informal letters, lists, stories, diary entry etc.) • learn grammar in a contextual and integrated manner and frame grammatically correct sentences | |

| | | | | |
|---------------|--|--|--|--|
| | | <p>of water; and experiences of day to day life like visit to a zoo; going to a mela or a hill station</p> <ul style="list-style-type: none"> • learn English through posters, charts, etc., in addition to books and children’s literature • start using dictionary to find out spelling and meaning • Corrects sentences having grammatical errors | <ul style="list-style-type: none"> • notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. • notice categories and word clines • enrich vocabulary in English mainly through telling and re-telling stories/folk tales • start using dictionary to find out spelling and meaning • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing • infer the meaning of unfamiliar words from the context • take dictation of words /phrases / sentences/ short paragraphs from known and unknown texts • be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. • look at cartoons/pictures/comic strips with or without words and interpret them • enrich vocabulary through crossword puzzles, word chain, etc. • appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc | |
| Term I | <p>1. Resting on a Bridge</p> <p>2. With A Little Bit of Luck</p> <p>3. An Evening Prayer</p> | <ul style="list-style-type: none"> • read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. • shares riddles and tongue-twisters in English • expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language. • recites poems individually/ in groups with correct pronunciation and intonation • understand different forms of writing (informal letters, lists, stories, diary entry etc.) • learn grammar in a contextual and integrated manner and frame grammatically correct Sentences • notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities • take dictation of words/phrases/ sentences/ short paragraphs from known and unknown texts | | |
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| Unit III | <ol style="list-style-type: none"> 1. Tom and his New Medicine 2. The Naughty Boy 3. Against Idleness and Mischief | <ul style="list-style-type: none"> • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing • infer the meaning of unfamiliar words from the context • develops imagination/creativity through story telling. • recites poems (Clearly and Fluently) | |
| Term II | <ol style="list-style-type: none"> 1. From Alice in Wonderland 2. Robin Hood 3. Foreign Lands 4. Be Adventures 5. What Animals Do | <ul style="list-style-type: none"> • look at cartoons/pictures/comic strips with or without words and interpret them • enrich vocabulary through crossword puzzles, word chain, etc. • appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc. • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters • develops language through conversation and storytelling | |

Note: “The teachers shall apply different methods and materials to enable children develop the understanding of concepts embedded in the themes wherein multilingual approach has also a role. Moreover, the activity oriented textual exercises are important for the linguistic development of students and these should be transacted through variety of activities viz games, puzzles, jigsaw, matching, Questioning, debating, discussing, role playing and dramatizing etc.

Mathematics

| Course | Contents | Learning Goals |
|----------|--------------------------|--|
| Unit I | Building with Bricks | To be able to identify different patterns , faces and shapes of bricks . To be able to know how the edges of bricks is used to make triangles , arches , dome. Etc. To be able to know how bricks are made . |
| | Long and Short | To be able to estimate the distance between the objects To have the understanding of different units of length and their use. |
| Unit II | A trip to Bhopal | To be able to count numbers in tens , hundreds and thousands . To be able to measure time in hours, days and years. To be able to divide , multiply, add and subtract Numbers. To be able to solve puzzles on given Numbers . |
| | Tick Tick Tick | To have the understanding of time, To be able to both analogue and Digital clocks. Tobeabletocompare12and24-hourclock. To have the concept of Morning, Mid-Day, Evening, Night, After Noon, Before Noon |
| Term I | The way the worlds looks | To be able to recognize things that looks different difficulty in shape and size when looked from different views ,distances and angles Should learn about different direction and there relative positions . |
| | The Junk Seller | To be able to multiply; One digit by one digit,Two digit by one / two-digit,Three digit by one / two / three- digit numbers To understand the terms: Buying, Selling, Profit, loss, costly, cheap, etc. |
| | Jugs and Mugs | To have the understanding of volume. To have the understanding of litre and milli-litre. To be able to measure the liquid quantities through different measuring vessels. |
| Unit III | Carts and Wheels | To have the understanding of circular shapes. To be able to identify radius, diameter, circumference in different circular objects. To be able to find the centre of circular objects through different activities To be able to identify circular objects from the environment and the estimation of their radii and circumference. |
| | Halves and Quarters | To have the conceptual understanding of fractions. To be able to divide different objects into two/three/four/..... equal parts. |
| | Play with patterns | To be able to recognize different patterns To have conceptional understanding of coding and decoding by using letters for numbers and vice versa. |

Term-2

| | |
|---------------------|---|
| Tables and Shares | Conceptual understanding of multiplication through activities. To be able to use multiplication in different problems. To have the concept of division. To be able to divide a two-digit number by a single digit number. |
| How Heavy How light | To have the concept of mass. Units of Mass. To be able to weigh different quantities using different measuring units. To be able to compare heavier and lighter objects using different activities. |
| Fields and Fences | To have the understanding of perimeter. To be able to calculate the perimeter of table top, wall, floor, book, etc Concept of area and its estimation using geo-board /square grid paper |
| Smart Charts | To have the understanding of data. To be able to collect data and be able to organize the same in tabular form. |

Environmental Science

| Unit/ Term | Chapter Title | Learning Outcomes | Key Concepts (Syllabus) | Resources | Activities/ Assignments/ Projects |
|---------------|------------------------------|---|--|---|---|
| U1 | Going to School | Concept of different roads. Different types of bridges. Use of animals for transport; sensitivity towards animals. Using Shikara, horse- cart ,bullock-cart or bicycle to go near places like school. Roads in different seasons like in rainy season or in winter. | Why going to school, Different modes of reaching school, difficulties faced in different terrains. | Child's daily life experience; | Make different paths by using bricks and stones and then walk on them. Try to make a map of a short - cut way to your school. |
| | Chuskit Goes to School | differently abled/ children with special needs ,Sensitivity to people who are differently abled/ children with special needs ,Empathy with them | Chuskit is a differently abled girl, wheel-chair, eager to go to school, Sensitivity to people who are differently abled/ children with special needs ,Empathy with them | "Meri bahen sun nahin sakti' a book by Bharat Vigyan Samiti or any other material on differently abled children | visiting any local institution that deals with the differently abled children Make a list of ways by which you can help a C.W.S.N in your school. |
| U2 | Living and Non-living Things | Living and Non-living Things, recognizing Living and Non-living Things, features of Living and Non-living Things | Characteristics of living and non-living things plant movements ,preparing of food by plants | Daily experience | Project :List living and non-living things and lookouts in the class for them |
| | Ear to Ear | Exploring children's ideas of an ' animal'. Exploring children's to different body parts of animals . Animal body features: animals have external ears, hair on their body, animals laying eggs, animals giving birth to young ones, | Some animals have external ears, hair on their body, animals laying eggs, animals giving birth to youngones, | Child's daily life experience, observation, stories/ poems on animals | Activity : Collect pictures of animals with/ without hair . Observation of diversity of animals around you, listing, Drawing pictures of favourite animals. |

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|----|---------------------|--|--|--|---|
| | From the Window | Different land forms, languages, clothing, food habits | Travel by train- its description, different people, their clothing ,language, train crossing tunnel, river etc | Travelogue describing the place they have come from; description of a train/ship/plane journey | Reading and listening, discussion, writing about a traveling experience of oneself or visiting relatives |
| T1 | Changing Families | Change with time in people residing together. changes in family (e.g. due to birth, marriage, transfer, etc.). Family tree today. From the mother's body; mother-child relationship; Discussion: Equal importance of baby girl and boy, Social evil of early marriages | Relationships change with time - Family tree, different events in family | Kya tum Meriam maho? (NBTstory) | Discussion: Equal importance of baby girl and boy, Social evil of early marriages Write a [paragraph on your importance in your family. |
| | Safe Drinking Water | Natural sources; inland water and sea water; potable water; diarrhea and other common water borne diseases, safe handling of water, purification of water. Different public activities at water bodies; protection of waterbodies. Water fit for drinking | Natural sources, inland and sea water-Safe handling and use of water- purification of water Activity: Observe sources of water in your vicinity. | Film, photographs of dams/canals/tanks/ponds etc., local knowledge. | Campaign: Awareness through rallies by students for safe drinking water. Discussion, and writing letters/making posters highlighting the misuse of the water body. List of water - borne disease in Kashmir. |
| | A Busy Month | Birds, Birds make nests for laying eggs. Nesting habits of different birds vary. Different materials are used for nests. | Birds make nests for laying eggs- Nesting habits of different birds vary-different material are used for nest- birds have different teeth, beaks, claws and feet for different needs | Child's observation; visuals; nest of any bird | Activity: Collect details including pictures of birds found around us |
| | A visit to J & K | Socio-cultural back ground of J &K | Life and culture of Jammu and Kashmir State. | Local knowledge | Activity: Write sentences on culture of J & K. Make a project on copper utensils of J&K. |

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|----|--------------------------------|---|---|---|---|
| U3 | How Days and Nights are Formed | Planet-Earth, rotation, revolution, Formation of days and nights, | Formation of days and nights, movement of earth . | Pictures , models etc | Experiment : formation of days and nights using a torch/candle and a ball/globe |
| | Abdul in the Garden | Plants need water; roots absorb water and hold it to the ground. Roots eaten normally by people like carrots, radish, sweet potato, and during famine. Aerial roots of some plants | Roots hold plants to the ground-Roots like carrot, radish eaten by people- Aerial roots of some plants , Plants need water. | Child's observation, information about the roots eaten by people; pictures/specimens of roots. | Observation, collection, drawing of roots of different types, Observing trees/plants whose roots are affected by activities like construction/paving/plastering . |
| | Eating Together | Community eating; Mid day meal (where applicable). Cultural diversity in foods associated with special Occasions like festivals, family celebrations/ ceremonies etc. Boarding school | Community eating-Mid day Meal-Cultural diversity in foods associated with special occasions like festivals, concept of togetherness | Everyday experience, local knowledge. | Discussion on occasions at which there is community eating; Activity: List foods we use on different occasions and festivals. List food items eaten in a wazwan. |
| T2 | Food and Fun | Taste, tongue; foods rich in Minerals and vitamins. Raw food, cooked food, boiling, steaming, roasting, , frying, Baking | Food-taste and nutrients , cooked food | Child's daily life experience; Family members. | Observe cooking of mid-day meals |
| | The World in My Home | Exploring children to good and bad. Shaking hands with children is good but no one can touch your chest or legs etc except your mother, it is a bad thing. Never take advantage of anybody's mistake. | Family as a microcosm-family values-decision making-caste, religion perceptions etc-emotional response to a caress/slap, 'good' and 'bad' touch | Stories, religion etc | Debate : like Is stealing ice cream in your home without permission good or bad. |
| | Home and Abroad | Different land forms, languages, clothing, food habits, currency, some idea of another country | Different land forms, languages clothing, food habits, currency, some idea of another country | Travelogue describing the place they have come from; description of a train/ship/plane journey. | Reading and listening, discussion, writing about a traveling experience of oneself or visiting relatives |

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|----------------------------|---|---|-------------------|---|
| Defence Officer: Wahida | When you dream big, you act big and when you act big, you become big. | High ambition needs rigorous hard work- Nature of job in armed forces | Stories, videos | Discussion on My aim in life. List of self defence activities. |
| From Home to Market | How parents work to earn for your studies, journey of food | Journey of food from field to market, then to house- fruits, vegetables, cereals, pulses ,oil seeds, spices grown by farmers | Daily experience. | Make a rate list of different food items. |

Urdu

| درجہ چہارم بہارستان اُردو | | | |
|-------------------------------------|--|--|---|
| تقسیم نصاب و میقات برائے امتحان | عنوان | تدریسی طریقہ کار و مشق | آموزشی ماحصل |
| نراول: ۲۵ نومبر سے ۳۰ نومبر تک | حمد تفاق | اسباق کی مکمل تدریس و تفہیم تو خیالات کے ساتھ واحد جمع، اسم اور جملے بنانا سکھانا۔ ترنم کے ساتھ پڑھنا سکھانا۔ اخبار کے تراشے، ریڈیو وغیرہ سننے اور سنانے کی ترقیب دینا۔ ہم معنی الفاظ تلاش کرنے کی مشق کروانا | طلباء، نظم، گیت، کہانی، لطیفے، ریڈیو وغیرہ سن کر اور سمجھ کر لطف اندوز ہوتے ہیں۔ لب و لہجہ کے فرق کو سمجھتے ہیں۔ |
| نوروم ۱۱ اپریل سے ۲۱ اپریل تک | درخت کی فریاد سچا انصاف کہنا بڑوں کا مانو | اسباق کی مکمل تدریس و تفہیم تو خیالات کے ساتھ۔ بنیادی قواعد کی جانکاری فراہم کرنا مثلاً لفظ، کلمہ، مہمل، متضاد، اسم صفت وغیرہ۔ معنی کی مناسبت سے جملوں کو جوڑنا، لفظوں سے جملے بنانا، مختلف رشتوں کے نام بتانا، مختلف عنوانات پر دو دو چار چار جملے لکھوانا۔ | آس پاس بولی جانے والی اُردو زبان کو سننا اور سمجھتے ہیں۔ اردو کی تمام آوازوں اور لفظوں کو صحیح طریقے سے ادا کرتے ہیں۔ |
| بیقات اول ۳ جون سے ۱۳ جون تک | مٹی کا تیل شیخ العالم گانڈھی جی ماستہ چلنے کے قاعدے | درسی اسباق کی تدریس و تفہیم اور تو خیالات کے ساتھ۔ بنیادی قواعد پڑھانا۔ لفظ، کلمہ، مہمل، واحد جمع، تذکیر و نانیث اور متضاد الفاظ سکھانا۔ اسم نکرہ، اسم معرفہ اور ضمیر کی جانکاری فراہم کرنا۔ مشق۔ مختلف موضوعات پر چھوٹے مضامین لکھوانا۔ لفظوں کے جملے بنانا۔ الفاظ کی جوڑ توڑ سکھانا۔ | دوسروں کے خیالات کو سمجھ کر اپنے الفاظ میں بیان کرتے ہیں۔ مباحثہ اور تقریری مقابلے میں شرکت کرتے ہیں۔ |

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| <p>اپنے آس پاس موجود چیزوں کے بارے میں معلومات حاصل کرنے کے لیے پڑھتے ہیں</p> | <p>اسباق کی تدریس و تنہیم تو شیخات کے ساتھ۔ نثر کو مناسب لب و لہجہ اور روانی کے ساتھ پڑھنے کی اہمیت کا احساس دلایا جائے اور اس سے لطف حاصل کرنے کے لیے بار بار سمجھ کر پڑھنے کی تاکید کی جائے۔ اسم نکرہ اور اسم معرفہ سمجھانا۔ جملے بنانے کی مشق۔ چھوٹے چھوٹے مضامین لکھنے کی مشق کروانا۔</p> | <p>بڑھے چلو ہوائی جہاز</p> | <p>نوسوم ۱۶ جولائی سے ۲۱ جولائی تک</p> |
| <p>پڑھی ہوئی نظموں اور اسباق کو لکھتے اور ان پر اپنی پسندیدگی کا اظہار کرتے ہیں</p> | <p>اسباق کی مکمل تدریس و تنہیم تو شیخات کے ساتھ۔ الفاظ کو سمجھنے اور پڑھنے کے ساتھ ساتھ جملوں میں استعمال کروانا۔ متضاد الفاظ، ہم آواز الفاظ، زمانے کے لحاظ سے اسم کی قسمیں سمجھانا۔ چھوٹے چھوٹے مضامین لکھوانا۔ بنیادی قواعد کی مشق کروانا وغیرہ۔</p> | <p>کسانوں کا گیت پانی بچا اور بگٹنو تات محل نصرت تل</p> | <p>میقات دوم ۱۵ اکتوبر سے ۱۲ اکتوبر تک</p> |

Kashmiri

مضمون: کاشمر
جماعت: ٲورم

| Learning Outcome (ٲنچمن تر) | Content | Course/Period |
|---|--|---------------|
| ٲنچم سٲن سٲن سٲن سوالن بندي جواب لکھن۔ اچھروتر نوک لفظ بناون۔ لکھن شؤ رتوچہ وٲن۔ ءعاٲن زبأر ياد کرناون۔ تالری آواز بنتران تہ ورتاؤ۔ | آواز تہ آواز نشانہ، ءعا (نظم) | ٲونٹ اکھ |
| ٲنچم سٲن سٲن سٲن سوالن بندي جواب لکھن۔ مختلف کارن تہ کارر کرن بندي ناٲنچھناون۔ اچھروتر نوک لفظ بناون۔ ٲانون جانورن اکسٲن بندي ناٲنچھن۔ شکلہ وچھتھ ناٲنچھن۔ شری کولس مٲر۔ سناٲنچھ جاناوارن حٲلق کتھ باتھ کرناون تہ بندي نٲر تہ بناون۔ نکر تہ منیل آوازن بنتران وٲن۔ | کأم، جاناوار وچھتھ | ٲونٹ ٲ |
| ٲنچم سٲن سٲن سٲن سوالن بندي جواب لکھن۔ لفظن بندي اچھریون بیون کرٲن۔ اکہ ٲنچھہ یون نام لفظن مٲر گزند لکھن۔ دو بن بندي ناٲنچھن۔ عباٲر مٲر صدأ ساچھرورتاؤون۔ نوک نملہ لکھناون۔ حصا ء لفظ لکھناون۔ ءا ء تہ جمع۔ مختلف رنگن بندي ناٲنچھن۔ محاورہ تہ بندي معنی۔ درخاس لکھن ٲنچھناون۔ اٲنچھہ گوٲنچہ اٲنچھہ آواز ورتاؤ تھ لفظ بناون۔ | ٲنچہ باگنے، سوٲل، خر، اول مول، ماچہ بندي شاٲھ | ٲورم اکھ |
| ٲنچم سٲن سٲن سٲن سوالن بندي جواب لکھن۔ لفظ رلأ و تھ لوکٹو موکٹو نملہ بناون۔ شری باتھ کٲون۔ لفظ اٲر رلأ و تھ نوک لفظ بناون۔ مٲن بندي ناٲنچھن۔ کتھیر بندي مٲن بنتران وٲن۔ کتھیر عنوانس ٲنچھہ ءا نملہ لکھن۔ لفظن نملہ بناون۔ ياد کرناونہ ءرأ ے ناٲنچھہ سٲر ٲنچھناون۔ | ون، کرکٹ، ياسٲن جاتن خاب | ٲونٹ ترے |
| ٲنچم سٲن سٲن سٲن سوالن بندي جواب لکھن۔ ٲنچم بندي خوش خط لکھناونچ زانکاری۔ نوٲن لفظن بنتران تہ لکھن ٲنچھہ شؤر توجہ۔ رشتن تہ رتن حٲلق زان وٲن۔ حصا ء لفظ، خاص تہ عام ناٲن۔ کاشرس تمدنس حٲلق زانکاری، کتھیر تہ اٲنچھہ مٲس ٲنچھہ ءا نملہ لکھن۔ ماحولس حٲلق ٲنچھہ کتھ کرٲن۔ سانشی سوٲنچہ ياد کر تہ باٲنچھہ مٲن کتھ مٲن سانشی ءان حٲلق زان وٲن۔ | کٲل، دل رتھن، لٲلی ٲاچھر، کاشمر | ٲورم ٲ |