



FOREWORD

*In recent past we have witnessed the largest disruption in education due to COVID-19 pandemic. Closures of Vidyalayas have hampered the natural set up of students' learning. However, the crisis has encouraged us to find out the innovative and workable solutions. Our teachers have shown the resilience and tremendous sense of adaptability to accept the new changes to continue the uninterrupted journey of education. The **online teaching** methods to make learning interesting and joyful is the biggest achievement of our teacher in the present circumstances.*

During these difficult times we came across cases where students faced lack of resources in terms of poor Internet connectivity and non-availability of devices etc. But our Vidyalayas have worked out a suitable strategy to address these issues by constantly talking to parents, students and other stake holders who could help them. The impact made due to the unprecedented pandemic was massive and complex but the response by our teachers and Vidyalaya as a whole was equally innovative and pragmatic. We must seize this opportunity to establish the new ways and methods to address the need of education. Online teaching strategies will continue to guide

and shape our future course of education.

In Kendriya Vidyalayas we are optimistically looking beyond the Pandemic phase. The NEP 2020 has stipulated that attaining '*Foundational Literacy and Numeracy*' for all children must become an immediate national issue. Keeping that in mind the department of school education has launched a national mission called "National Initiative for Proficiency in Reading with Understanding and Numeracy (*NIPUN Bharat*) on 05.07.2021.

The *Split-up of Syllabus* has been prepared keeping in view the objective and goals mentioned in NIPUN BHARAT document. The activities to improve the foundational language and literacy as envisaged in document are as follows: -

The key components in Foundational Language and Literacy are:

- *Oral Language Development: The experiences in oral language are important for developing skills of reading and writing.*
- *Phonological Awareness: This domain includes the competencies of word awareness, rhyme awareness, and awareness of sounds within words which should emerge from their meaningful engagement with language.*
- *Decoding: This domain includes competencies of print awareness, akshara knowledge and decoding, and word recognition*
- *Vocabulary: This domain includes the competencies of oral vocabulary, reading/writing vocabulary, and morphological analysis of words.*

- *Reading Comprehension: This domain covers the competencies of understanding texts and retrieving information from them, as well as interpreting texts.*
- *Reading Fluency: Refers to the ability to read a text with accuracy, speed (automaticity), expression (prosody), and comprehension that allows children to make meaning from the text*
- *Concept about Print: Children need exposure to different types of print rich environment to develop the skill of comprehension.*
- *Writing: This domain includes the competencies of writing akshara and words as well as writing for expression.*
- *Culture of Reading/Inclination towards Reading: Involves the motivation to engage with a wide variety of books and other reading materials.*

Foundational Numeracy and Mathematics Skills

It means the ability to reason and to apply simple numerical concepts in daily life problem solving. The development of pre-number and number concepts, knowledge and skills of comparing, seriation, classification and recognizing patterns during pre-school serves as a foundation for mathematics learning in early primary classes. The major aspects and components of early mathematics are:

- *Pre-Number Concepts: Count and understand the*

numerationsystem

- *Numbers and operations on numbers: Learn conventions needed for mastery of Mathematical techniques such as the use of a base ten system to represent numbers*
- *Measurement: Understand and use standard algorithms to perform operations of addition, subtraction, multiplication and division on numbers up to three digits*
- *Shapes and Spatial Understanding: Perform simple computations in her/his own way up to three-digit numbers and apply these to their day to life activities in different contexts*
- *Patterns: Learn vocabulary of relational words to extend his/her understanding of space and spatial objects.*

It is also worth mentioning that once the Vidyalaya re-opens the Covid protocols such as use of masks and frequent handwashing should be strictly adhered to. Apart from this, maintenance of physical distancing and implementing public health measures (SOPs) should be given paramount emphasis.

We have a very encouraging feedback on the interaction with parents during pandemic times. It needs to be continued and strengthened to facilitate our students a better and conducive atmosphere at their homes as well as the support and guidance expected of them. It has also been found that with elder siblings were of great help to their younger brother and sister. Similarly, society members also come forward during this pandemic time and extended their helping hand in redressing the problems. Our Vidyalayas must be a role model for such activities where

more such interactions should be conducted to achieve the desire goal. We may also invite the speakers who can motivate our teachers and students alike on different issues of importance.

I am hopeful that the split-up of syllabus prepared by the consultative efforts of various Regions will be of a great help to plan the academic session 2021-22.

*Nidhi Pandey
Commissioner KVS*

KENDRIYA VIDYALAYA SANGATHA
SPLIT UP OF SYLLABUS

CLASS: III
ENGLISH

ACADEMIC YEAR: 2021-22

SUBJECT:

S.NO.	MONTH NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1.	APRIL / 12 PERIODS	GOOD MORNING	<p>RECITATION</p> <p>READING</p> <p>SPEAKING</p> <p>VOCABULARY</p> <p>RHYMING WORDS</p> <p>GRAMMAR</p> <p>WRITING</p> <p>SKILL</p>	<p>Recites the poem with correct pronunciation and intonation</p> <p>Read aloud and silent reading</p> <p>Reads with comprehension</p> <p>Speaks about day and night and different ways of greeting.</p> <p>Learns new words and makes use of it in their daily speech. Makes sentences of their own with the given words.</p> <p>Learns Rhyming words</p> <p>Learns opposites</p> <p>Learns about Nouns and identifies them in the poem.</p> <p>Answers the questions and writes. Writes the opposites and fills in the blanks with the Nouns.</p> <p>Develops drawing skills.</p>	<p>Recitation, Reading the poem with understanding</p> <p>Answer the questions</p> <p>Speak on the things you see during the day and at night</p> <p>Write the meanings of the words. Make sentences of your own with the given words.</p> <p>Pick out the rhyming words from the poem.</p> <p>Write the opposites</p> <p>Pick out the Nouns from the poem and write.</p> <p>Questions and Answers, Fill in blanks with nouns, opposites</p> <p style="text-align: center;">AAC ACTIVIY</p> <p>Draw a scene of night and day</p> <p>Observe the sky during the day and night and describe it in a few sentences.</p> <p style="text-align: center;">MUSIC INTEGRATION</p> <p>https://youtu.be/YtP0Z8xV6Z4</p> <p style="text-align: center;">TOY INTEGRATION</p> <p>Makes animals and puppets using paper or clay</p> <p style="text-align: center;">ART INTEGRATION</p> <p>Draw day and night.</p>

2.	APRIL / 6 PERIODS	THE MAGIC GARDEN	READING	Reads with proper pronunciation and intonation Reads with comprehension	Reading the text Answer the questions
			SPEAKING	Speaks about a visit to a garden. Describes a garden	Speak on A visit to a garden. Describe a garden.
			VOCABULARY	Learns new words and makes use of it in their daily speech. Makes sentences of their own with the word	Find the meanings of the words. Make sentences with the words.
			GRAMMAR	Distinguishes between noun and adjective Learns adverbs Identifies Gender, Number Picks out the opposite words Reference to context. Recognizes the speaker of the dialogues.	Underline the nouns and fill in the blanks with adjectives in the given sentences. Pick out the adverbs from the lesson. Give the opposite gender of the given words. Write the opposites of the words. write who said to whom
			WRITING	Writes the answers for the given questions Describes a garden in a few lines using the clues given. Writes the Grammar Exercises.	Question and answers, creative writing, Grammar exercises.
			SKILL	Practices drawing Recites the poem with proper rhyme rhythm and intonation.	<p style="text-align: center;">AAC ACTIVITY</p> <ol style="list-style-type: none"> 1. Prepare a list of different trees you find in a garden. 2. Describe any tree in a few lines. <p style="text-align: center;">MUSIC INTEGRATION https://youtu.be/YtP0Z8xV6Z4</p> <p style="text-align: center;">TOY INTEGRATION Make a stick puppet of a fairy.</p> <p style="text-align: center;">ART INTEGRATION Draw a garden and colour it.</p>

3.	MAY -	BIRD TALK	RECITATION	Recites the poem with	Recite the poem and memorise
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	JUNE / 4 PERIODS			understanding.	it
			READING	Reads with correct pronunciation and understanding.	Read the poem and answer the questions
			LISTENING	Listens to the sounds made by different birds and names the birds	Listen to the audio and watch the video. Identify the bird with its sound.
			VOCABULARY	Learns new words and uses them in daily speech. Makes sentences on his own with the words.	Make sentences with the words given.
			PHONICS	Learns the phonics of few words.	Read aloud the words given
			RHYMING WORDS	Identifies rhyming words	Pick out the rhyming words from the poem.
			SPEAKING	Speaks a few sentences on the given topic	Speak a few sentences on any one Bird and record it.
			WRITING	Writes the answers to the questions. Simple short sentences.	Answer the questions given.
			CREATIVE WRITING	Writes a few small sentences on the given topic.	Write a few sentences on a Bird using the clues given.
			SKILL	Makes a paper bird and explains how it is made	<p>AAC ACTIVITY Make a paper bird and describe it.</p> <p>MUSIC INTEGRATION https://youtu.be/NvSna5S6Oul</p> <p>TOY INTEGRATION Make a stick paper bird.</p> <p>ART INTEGRATION Draw the birds Robin & Jay.</p>

4.	JUNE / 5 PERIODS	NINA AND THE BABY	READING	Reads with correct pronunciation, pause and	Read aloud. Answer the questions.
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		SPARROWS	<p>VOCABULARY</p> <p>WRITING</p> <p>PICTURE STORY</p> <p>GRAMMAR</p> <p>KNOWLEDGE / SURVEY</p>	<p>intonation. Comprehends the idea of the author from the text.</p> <p>Learns new words and makes sentences. Uses them in daily speech.</p> <p>Writes simple sentences to answer the questions.</p> <p>Numbers the jumbled picture story correctly sequentially.</p> <p>Distinguishes between noun and adjectives. Learns Verbs</p> <p>Gains knowledge of the National and the State Bird</p>	<p>Write the meanings of the words. Make sentences with the words given.</p> <p>Write answers for the given questions.</p> <p>Look at the given pictures and arrange them in accordance to frame a story.</p> <p>Pick out the nouns from the lesson. Fill in the blanks with the correct adjectives. Underline the verbs in the sentences.</p> <p>AAC ACTIVITY</p> <ol style="list-style-type: none"> 1. Survey online and write a few sentences on the National bird of India and the Telangana State bird. 2. Discuss with parents why Sparrows are becoming less and not to be seen. <p>MUSIC INTEGRATION https://youtu.be/wV0uDN-qT3k</p> <p>TOY INTEGRATION Make a nest with eggs in it.</p> <p>ART INTEGRATION Draw birds.</p>
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5.	JULY / 6	LITTLE BY LITTLE	RECITATION	Recites the poem with correct rhyme rhythm and	Recitation. Recite the poem and record.
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	PERIODS		<p>READING</p> <p>VOCABULARY & RHYMING WORDS</p> <p>WRITING</p> <p>GROUP DISCUSSION</p> <p>SPEAKING</p> <p>CREATIVE WRITING</p> <p>GRAMMAR</p> <p>KNOWLEDGE / SKILL</p>	<p>intonation.</p> <p>Reads with understanding and answers the questions</p> <p>Learns new words and identifies rhyming words.</p> <p>Answers the questions</p> <p>Participates in the discussion of the Importance of trees</p> <p>Speaks on the given topic.</p> <p>Writes a few sentences on Trees The Green Gold</p> <p>Identifies the Adjectives from the poem Gives the opposites a few words</p> <p>Upgrades his knowledge of the Silver Oak Tree.</p>	<p>Answer the questions correctly.</p> <p>Write the meanings of the words and fill in the blanks with the correct words. Write the rhyming words.</p> <p>Write the answers to the questions given.</p> <p>Give your opinion on protection of trees.</p> <p>Speak a few lines on Life without trees.</p> <p>Write a few lines on Trees with the clues given.</p> <p>Pick out adjectives from the poem Match the opposite words.</p> <p>AAC ACTIVITY Survey online and draw the Silver Oak Tree and write a few lines about it.</p> <p>MUSIC INTEGRATION https://youtu.be/N7flqILB1eU</p> <p>TOY INTEGRATION Using puppets tell a story related to a tree.</p> <p>ART INTEGRATION Draw a tree and colour it.</p>
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6.	JULY	THE ENORMOUS TURNIP	<p>READING</p> <p>SPEAKING</p> <p>VOCABULARY</p>	<p>Reads with correct intonation, voice modulation and comprehends the story.</p> <p>Speaks about the various vegetables eaten every day.</p> <p>Learns new words,</p>	<p>Reads the text Answers the questions</p> <p>Speaks on the vegetables 'My favourite vegetable.'</p> <p>Identifies new words, builds</p>
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				meanings, makes sentences on own, opposites and pick out the odd one out.	grammatically correct sentences and writes correct opposite words.
			WRITING	Writes simple sentences and answers questions with proper punctuation and grammatically correct sentences.	Write answers for the given questions.
			GRAMMAR	Learns to write plural form of the given words. Picks the opposite words.	Grammar exercises from the textbook.
			CREATIVE WRITING	Writes few lines on, 'My favourite vegetable.'	Write a few lines on the topic 'My favourite vegetable.'
			SKILL	Draws vegetables which are pulled from the earth.	<p>AAC ACTIVITY Distinguish vegetables which can be eaten raw and which must be cooked & eaten.</p> <p>MUSIC INTEGRATION https://youtu.be/RE5tvaveVak</p> <p>TOY INTEGRATION Clay modelling of vegetables.</p> <p>ART INTEGRATION Draw any 4 vegetables that can be eaten raw.</p>

7.	AUGUST / 6 PERIODS	SEA SONG	RECITATION	Recites the poem with rhyme, rhythm and intonation.	Recites the poem and memorizes Send the video recording
			READING	Reads with correct pronunciation and intonation. Comprehends the poem.	Reads the poem and comprehends Answers the questions asked.
			LISTENING	Listens to the sound which comes from a shell.	Listen to the soft, clear sound which comes from a shell.

			VOCABULARY	Learns new words, rhyming words, opposites and uses them in making sentences correctly.	Make sentences on your own.
			RHYMING WORDS	Identifies rhyming words.	Pick out the rhyming words from the poem.
			SPEAKING	Speaks a few lines in their experiences at a beach.	Speaks or narrates their experience on a visit to beach.
			WRITING	Writes answers meaningfully.	Answer the questions given.
			CREATIVE WRITING	Writes few sentences on their visit to a beach.	My experience "At a Beach."
			SKILL	Make a drawing of a 'Beach.' (or) Draw any two water animals.	<p>AAC ACTIVITY</p> <ol style="list-style-type: none"> List the various things you find around a beach. Name a few water animals. Paste a few water animals. <p>MUSIC INTEGRATION https://youtu.be/j0dqandgZ-E</p> <p>TOY INTEGRATION Make designs with the shells of dry fruit pista.</p> <p>ART INTEGRATION Draw a scene at the beach.</p>

8.	AUGUST / 6 PERIODS	A LITTLE FISH STORY	READING	Reads the story with correct intonation, voice modulation and comprehends the story.	Reads the text. Answers the questions asked.
			SPEAKING	Speaks about a fish – its body shapes, fins, tail – the habitat.	Speaks on fish – describes its body shape, fins, tail.
			VOCABULARY		Identifies new words, learns the past tense, uses in making

			GRAMMAR	Learns new words, past tense of words, collective nouns.	sentences. Learns a few collective nouns.
			CREATIVE WRITING	Learns to write the past tense of words given. Collective nouns emphasized.	Exercises from text book.
			SKILL	Writes a few lines on 'Fish' or 'My favourite water animal.'	Writes a few lines on the given topic.
				1. Draw a fish. 2. Using a few paper plates make a "school of fish" on an A-4 size paper.	<p>AAC ACTIVITY</p> <p>1. Draw a fish. 2. Make a school of fish using 1-2 paper plates. 3. Observe an Aquarium.</p> <p>MUSIC INTEGRATION https://youtu.be/KQQ9MjKogc</p> <p>TOY INTEGRATION Make a stick paper fish.</p> <p>ART INTEGRATION Draw an Aquarium.</p>

9.	SEPTEMBER / 6 Periods	THE BALLOON MAN	RECITATION	Recites the poem with correct voice modulation, rhyme, rhythm and intonation.	Recites the poem and memorizes it. Send the video recording.
			READING	Reads the poem with correct pronunciation and intonation comprehends it.	Reads the poem and comprehends it. Answers the questions asked.
			LISTENING	Listens to the poem and enjoys the rhyme and rhythm.	Listens to the friend's recitation.
			VOCABULARY		Rearranges jumbled letters to

			<p>RHYMING WORDS</p> <p>SPEAKING</p> <p>WRITING</p> <p>CREATIVE WRITING</p> <p>SKILL</p>	<p>New words, jumbled letters, many words grouping them under a heading, opposites.</p> <p>Identifies the rhyming words.</p> <p>Speaks a few lines on the various occasions where balloons are used.</p> <p>Writes answers meaningfully.</p> <p>Write a few sentences on 'A Marker', 'A fair.'</p> <p>Make a "Bunch of balloons."</p>	<p>make a meaningful word. Select the correct word and writes it under the correct group.</p> <p>Pick the rhyming words from the poem.</p> <p>Narrates experiences as to when, where balloons are used.</p> <p>Answer the questions given.</p> <p>Writes on any one topic.</p> <p>AAC ACTIVITY</p> <ol style="list-style-type: none"> 1. Draw a bunch of balloons. 2. Paste a photograph of your birthday party. 3. Use colour papers and make a "Bunch of Balloons." <p>MUSIC INTEGRATION https://youtu.be/Zalu32TWX64</p> <p>TOY INTEGRATION</p> <ol style="list-style-type: none"> 1. Make a bunch of balloons. 2. Make a stick puppet as a balloon man. <p>ART INTEGRATION Draw a birthday party scene.</p>
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10.	SEPTEMBER / 6 PERIODS	THE YELLOW BUTTERFLY	<p>READING</p> <p>SPEAKING</p> <p>VOCABULARY</p> <p>WRITING</p>	<p>Reads with correct intonation, voice modulation and comprehends the story.</p> <p>Speaks about the daily routine in a sequential manner.</p> <p>Identifies new words, meanings and understands, makes meaningful sentences.</p> <p>Writes simple sentences</p>	<p>Reads the text. Answers the questions.</p> <p>Speaks about the daily activities done in proper sequence.</p> <p>Identifies new words, makes sentences and uses them in everyday life.</p> <p>Writes answers for the given questions.</p>
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			<p>GRAMMAR</p> <p>and answers the questions.</p> <p>CREATIVE WRITING</p> <p>Learns to make compound words. Picks the opposites.</p> <p>SKILL</p> <p>Write a few lines on your experience if you have chased any insect or animal.</p> <p>Make a butterfly by paper folding - ORIGAMI</p>	<p>Exercises in the textbook Butter + Fly = Butterfly Learns opposites.</p> <p>Write a few lines on the given topic.</p> <p style="text-align: center;">AAC ACTIVITY</p> <ol style="list-style-type: none"> Using colour papers make different colours of butterflies. Visit your courtyard and note if any insect or butterfly sits in your garden. Note the various places it sits. <p style="text-align: center;">MUSIC INTEGRATION https://youtu.be/6hLD3ngEg8g</p> <p style="text-align: center;">TOY INTEGRATION Make a paper butterfly “ORIGAMI”.</p> <p style="text-align: center;">ART INTEGRATION Draw a garden with butterflies.</p>
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11.	OCTOBER /5 PERIODS	TRAINS	<p>RECITATION</p> <p>Recites the poem with correct voice modulation, rhyme, rhythm and intonation.</p> <p>READING</p> <p>Reads the poem with correct pronunciation and intonation comprehends it.</p> <p>LISTENING</p> <p>Listens to the poem and enjoys the rhyme and rhythm.</p> <p>VOCABULARY</p> <p>New words, jumbled letters, many words grouping them under a heading, opposites.</p> <p>RHYMING WORDS</p>	<p>Recites the poem and memorizes it. Send the video recording.</p> <p>Reads the poem and comprehends it. Answers the questions asked.</p> <p>Listens to the recitation of the poem. https://youtu.be/sr92biy0zb0</p> <p>Rearranges jumbled letters to make a meaningful word. Select the correct word and writes it under the correct group.</p>
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			<p>SPEAKING</p> <p>Identifies the rhyming words.</p> <p>WRITING</p> <p>Speaks a few lines on the journey they had.</p> <p>CREATIVE WRITING</p> <p>Writes answers meaningfully.</p> <p>SKILL</p> <p>Write a few sentences on 'My journey by train.'</p> <p>Makes a train using match boxes.</p>	<p>Pick the rhyming words from the poem.</p> <p>Narrates experiences as to when, where they had travelled.</p> <p>Answer the questions given.</p> <p>Writes on the given topic.</p> <p style="text-align: center;">AAC ACTIVITY</p> <ol style="list-style-type: none"> 1. Make a train using shoe boxes or match boxes. 2. Paste 2 vehicles each which come under land, air and water transport. 3. Discuss on the various types of trains. <p style="text-align: center;">MUSIC INTEGRATION</p> <p>https://youtu.be/qcbJcd7w5hw</p> <p style="text-align: center;">TOY INTEGRATION</p> <p>Make a train using shoe boxes or match boxes.</p> <p style="text-align: center;">ART INTEGRATION</p> <p>Draw a picture of a train which is moving on the mountains and crossing the rivers.</p>
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12.	OCTOBER / 5 PERIODS	THE STORY OF THE ROAD	<p>READING</p> <p>Reads with correct intonation, voice modulation and comprehends the story.</p> <p>SPEAKING</p> <p>Speaks about the daily routine which takes place in the neighbourhood.</p> <p>VOCABULARY</p> <p>Identifies new words, meanings and makes meaningful sentences using can and cannot.</p> <p>WRITING</p> <p>Writes simple sentences and answers the questions.</p> <p>GRAMMAR</p> <p>Identifies various sounds</p>	<p>Reads the text.</p> <p>Answers the questions.</p> <p>https://youtu.be/GFXHYZntkL4</p> <p>Speaks about the daily activities which take place in their locality.</p> <p>Identifies new words, makes sentences and uses them in everyday life.</p> <p>Writes answers for the given questions.</p> <p>Learns the poems "Wheels on the bus go round and round."</p>
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			<p>CREATIVE WRITING SKILL</p>	<p>of vehicles.</p> <p>Write a few lines on various safety rules to be followed.</p> <p>Draws a road with traffic signals.</p>	<p>Write a few lines on the given topic.</p> <p>AAC ACTIVITY</p> <p>1. Discuss the traffic rules to be followed.</p> <p>MUSIC INTEGRATION https://youtu.be/f78LzJEY03Q</p> <p>TOY INTEGRATION Make a vegetable cart or a vehicle.</p> <p>ART INTEGRATION Draw a road scene with vegetable vendors or with traffic signals.</p>
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13.	NOVEMBER / 6 Periods	PUPPY & I	<p>RECITATION</p> <p>READING</p> <p>LISTENING</p> <p>VOCABULARY</p> <p>RHYMING WORDS</p>	<p>Recites the poem with correct voice modulation, rhyme, rhythm and intonation.</p> <p>Reads the poem with correct pronunciation and intonation comprehends it.</p> <p>Listens to the poem and enjoys the rhyme and rhythm.</p> <p>New words, jumbled letters, many words grouping them under a heading, opposites.</p>	<p>Recites the poem and memorizes it. Send the video recording.</p> <p>Reads the poem and comprehends it. Answers the questions asked.</p> <p>Listens to the recitation of the poem. https://youtu.be/sSIIDNtseYk</p> <p>Rearranges jumbled letters to make a meaningful word. Select the correct word and writes it under the correct group.</p> <p>Pick the rhyming words from</p>
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			<p>SPEAKING</p> <p>WRITING</p> <p>CREATIVE WRITING</p> <p>SKILL</p>	<p>Identifies the rhyming words.</p> <p>Speaks a few lines on "MY PET."</p> <p>Writes answers meaningfully.</p> <p>Write a few sentences on 'MY PET.'</p> <p>Makes a soft toy of puppy.</p>	<p>the poem.</p> <p>Narrates 3 things which the child loves to do with his/her pet.</p> <p>Answer the questions given.</p> <p>Writes on the given topic.</p> <p>AAC ACTIVITY</p> <ol style="list-style-type: none"> 1. Discuss with parents on how to love and take care of pets. 2. Discuss the various breeds of dogs. <p>MUSIC INTEGRATION Learns the song "Old Macdonald had a farm."</p> <p>TOY INTEGRATION Make a puppy using soft cotton or a sponge.</p> <p>ART INTEGRATION</p> <ol style="list-style-type: none"> 1. Draw a puppy using numerals. 2. Make a puppy using ORIGAMI.
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14.	NOVEMBER /6 PERIODS	LITTLE TIGER, BIG TIGER	<p>READING</p> <p>SPEAKING</p> <p>VOCABULARY</p> <p>WRITING</p> <p>GRAMMAR</p> <p>CREATIVE WRITING</p> <p>SKILL</p>	<p>Reads with correct intonation, voice modulation and comprehends the story.</p> <p>Speaks about various wild animals.</p> <p>Identifies new words, meanings and makes meaningful sentences.</p> <p>Writes simple sentences and answers the questions.</p> <p>Identifies homes and sounds of various animals.</p> <p>Write a few lines on "TIGER."</p>	<p>Reads the text. Answers the questions. https://youtu.be/176hBnxKGlc</p> <p>Speaks about various wild animals</p> <p>Identifies new words, makes sentences and uses them in everyday life.</p> <p>Writes answers for the given questions.</p> <p>Identifies homes and sounds of various animals.</p> <p>Write a few lines on the given topic.</p> <p>AAC ACTIVITY</p>
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				Draws a Tiger and a Cub.	<p>1. Discuss the wild animals. 2. Differentiates wild, domestic and pet animals.</p> <p>MUSIC INTEGRATION Learns the song "Old Macdonald had a farm."</p> <p>TOY INTEGRATION Using clay makes various animals.</p> <p>ART INTEGRATION Draws wild animals.</p>
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15.	DECEMBER / 5 PERIODS	WHAT 'S IN THE MAIL BOX?	RECITATION	Recites the poem with correct voice modulation, rhyme, rhythm and intonation.	Recites the poem and memorizes it.
			READING	Reads the poem with correct pronunciation and intonation comprehends it.	Reads the poem and comprehends it. Answers the questions asked.
			LISTENING	Listens to the poem and enjoys the rhyme and rhythm.	Listens to the recitation of the poem. https://youtu.be/HwliXjEBzik
			VOCABULARY	New words, jumbled letters, many words related to the various occupations of people.	Rearranges jumbled letters to make a meaningful word. Select the correct word and writes it under the correct occupation.
			RHYMING WORDS	Identifies the rhyming words.	Pick the rhyming words from the poem.
			SPEAKING	Speaks a few lines about a letter they had written.	Narrates experiences as to whom, when and why they wrote.
			WRITING	Writes answers meaningfully.	

			<p>CREATIVE WRITING</p> <p>Write a letter to your grandfather expressing your happiness for the gift sent by him.</p> <p>SKILL</p> <p>Makes a post box and an envelope.</p>	<p>Answer the questions given.</p> <p>Writes on the given topic.</p> <p style="text-align: center;">AAC ACTIVITY</p> <ol style="list-style-type: none"> 1. Make a post box. 2. Make an envelope or gift cover 3. Paste pictures of our helpers. <p style="text-align: center;">MUSIC INTEGRATION</p> <p>https://youtu.be/xw-8LyW1fi0</p> <p style="text-align: center;">TOY INTEGRATION</p> <p>Make a post box or a mailbox.</p> <p style="text-align: center;">ART INTEGRATION</p> <p>Draw a post box.</p>
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16.	DECEMBER / 5 PERIODS	MY SILLY SISTER	<p>READING</p> <p>Reads with proper pronunciation and intonation.</p> <p>SPEAKING</p> <p>Reads with Comprehension.</p> <p>Speaks on the given topic.</p> <p>VOCABULARY</p> <p>Learns new words and makes use of it in their daily speech.</p> <p>GRAMMAR</p> <p>Makes sentences of their own with the words.</p> <p>Distinguishes between adjective and adverb.</p> <p>Identifies Gender, Number</p> <p>Picks out the opposite words and synonyms.</p> <p>WRITING</p> <p>Writes simple answers to the questions.</p> <p>CREATIVE WRITING</p>	<p>Reading the text and recording. Answer the questions.</p> <p>Speak a few sentences on your brother or sister.</p> <p>Write the meanings of the words.</p> <p>Make sentences of your own with the given words.</p> <p>Write the opposites. Give similar word for the given words. Give the Plural form of words. Underline the adverb.</p> <p>Write the question and answers. Grammar exercises.</p> <p>Writes a few lines on his or her</p>
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			SKILL	Writes on the given topic. Enjoys drawing and colouring.	sibling. AAC ACTIVITY Write a paragraph on how you help your sibling using the clues given. MUSIC INTEGRATION https://youtu.be/Xhcwck0aldU ART INTEGRATION Draw a donkey.
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17.	JANUARY / 6 PERIODS	DON'T TELL POEM	RECITATION	Recites the poem with proper rhyme, rhythm and intonation.	Recite the poem and record. Music integrated
			VOCABULARY	Learns new words and makes use of it in their daily speech. Makes sentences of their own with the words.	Write the meanings of the words. Make sentences of your own with the given words.
			PHONICS	Practises pronunciation of words correctly.	Tick the words with J sound.
			SPEAKING	Speaks coherently on the given topic.	Speak a few lines on what are the things you like to do when you grow up.
			RHYMING WORDS	Identifies the rhyming words.	Write the rhyming words.
			WRITING	Writes answers to simple questions.	Answer the questions.
			CREATIVE WRITING	Writes on the given topic	Write a few lines on what you like to become in future.
			GRAMMAR		
			SKILL	Identifies the contracted form and full form of	Write the contracted form of the gives words.

				<p>words.</p> <p>Draws different types of professions.</p>	<p>AAC ACTIVITY Discuss with your parents what you want to be.</p> <p>MUSIC INTEGRATION https://youtu.be/DA8DF6VdX3E</p> <p>TOY INTEGRATION Make a stick paper puppet of the profession you like.</p> <p>ART INTEGRATION Draw any picture of any profession you like.</p>
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18.	JANUARY / 6 PERIODS	HE IS MY BROTHER	<p>READING</p> <p>VOCABULARY</p> <p>WRITING</p> <p>SPEAKING</p> <p>GRAMMAR</p> <p>SKILL</p>	<p>Reads with proper pronunciation and intonation. Reads with Comprehension</p> <p>Learns new words and makes use of it in their daily speech. Makes sentences of their own with the words.</p> <p>Writes answers to simple questions.</p> <p>Speaks on the given topic.</p> <p>Reference to context. Name the speakers of the dialogues. Makes a word which denotes sign language.</p> <p>Draws the family picture.</p>	<p>Reading the text and recording. Answer the questions.</p> <p>Write the meanings of the words. Make sentences of your own with the given words.</p> <p>Answer the questions</p> <p>Speak a few lines on How will you help a physically challenged child.</p> <p>Write who said to whom. Read the sentences given.</p> <p>AAC ACTIVITY Identify the different signs of the sign language.</p> <p>MUSIC INTEGRATION https://youtu.be/HqjYoUbmAPs</p>
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					<p>TOY INTEGRATION Make finger puppets of your family.</p> <p>ART INTEGRATION Draw your family picture.</p>
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19.	FEBRUARY / 6 PERIODS	HOW CREATURES MOVE	<p>RECITATION</p> <p>READING</p> <p>VOCABULARY</p> <p>RHYMING WORDS</p> <p>GRAMMAR</p> <p>SKILL</p>	<p>Recites the poem with proper rhyme and rhythm.</p> <p>Reads with understanding.</p> <p>Learns new words and makes use of it in their daily speech. Makes sentences of their own with the words</p> <p>Identifies the rhyming words</p> <p>Identifies action words. Identifies the silent letters in the words.</p> <p>Draws animals.</p>	<p>Recites the poem with understanding.</p> <p>Reads with understanding and comprehends the poem.</p> <p>Write the meanings of the words. Make sentences of your own with the given words.</p> <p>Pick out the rhyming words.</p> <p>Underline the action words. Underline the silent letters.</p> <p>AAC ACTIVITY Using toys to tell an animal story.</p> <p>MUSIC INTEGRATION https://youtu.be/nQLWJQqBm44</p> <p>TOY INTEGRATION Makes animal cut outs.</p> <p>ART INTEGRATION Draw 4 favourite animals.</p>
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20.	FEBRUARY / 6 PERIODS	THE SHIP OF THE DESERT	READING DRAMATISATION VOCABULARY GRAMMAR WRITING PICTURE COMPOSITION SKILL	<p>Reads with proper pronunciation and intonation. Reads with Comprehension</p> <p>Delivers dialogues with proper intonation.</p> <p>Learns new words and makes use of it in their daily speech. Makes sentences of their own with the words</p> <p>Learns Homonyms and identifies them.</p> <p>Writes answers to the questions</p> <p>Observes the given picture and frames a story.</p> <p>Makes hand puppets and finger puppets.</p>	<p>Reading the text and recording. Answer the questions.</p> <p>Make masks and enact out the story.</p> <p>Write the meanings of the words. Make sentences of your own with the given words.</p> <p>Give the homonyms for the given words. Answer the questions.</p> <p>Write about the picture you see.</p> <p>Visualizes and frames a story.</p> <p>AAC ACTIVITY Use puppets to tell a short story</p> <p>MUSIC INTEGRATION https://youtu.be/dAh7VDrPZkw</p> <p>TOY INTEGRATION Make a stick paper puppet.</p> <p>ART INTEGRATION</p>
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					Make masks.
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CLASS-IV **KENDRIYA VIDYALAYA PICKET**
SUBJECT: ENGLISH **TERMS - I & II** **SPLIT- UP SYLLABUS**

UNIT -1 .	MONTH/ PERIODS 6 periods	LESSON OF THE WEEK LESSON ALARM CLOCK.	1. READING POINTS lesson to comprehend	LEARNING OUTCOMES To be able to speak about their daily routine and interact with	AAC ACTIVITIES: 1. Students as suggested activities in the morning--who wakes them, at what time generally, etc. Role play -the student should
UNIT -1	APRIL 6 periods	POEM-1 WAKE UP!	<p>* Appreciation of nature</p> <p>*Recitation</p> <p>*Conjunctions: “and” and “but”</p> <p>*Importance of time</p>	<p>Child- Appreciates the beauty of nature in the poem and the magic of words describing it.</p> <p>Recite the poem with proper pronunciation, gestures and intonation.</p> <p>Speak and write sentences after combining with “and” and “but”</p> <p>Uses punctuation marks appropriately such as full stop, comma, question mark and capital letters.</p> <p>Builds word chains.</p> <p>Knowledge of warm up exercises and the benefits of waking up early in the morning.</p> <p>To be able to enjoy the sounds of the birds.</p>	<p>SUGGESTED ACTIVITIES</p> <ol style="list-style-type: none"> 1. Watching videos depicting beauty of nature followed by listening to poem and making animals and birds sounds. 2. Poem recitation, new words and rhyming words. 3. Joining sentences using “and” and “but”. 4. Students may be asked for words associated with TIME to create a word chain. (AAC) 5. Discussion on daily routine and how it has changed now a days. Writing 5-6 sentences for the same. (AAC) 6. Doing some warm up exercises followed by discussion on benefits of waking up early in morning and listening pleasant bird’s sounds through screen sharing. <p>ART INTEGRATED LEARNING: Draw the clock and name the parts.</p> <p>MUSIC INTEGRATED LEARNING: Recite the poem with rhyme and rhythm.</p> <p>TOY INTEGRATED LEARNING: Use your toys and tell what time do you play with your toys.</p>

				their peers to share their daily routine and experiences.	imagine himself/herself to be the parent and enact the role of waking up the student.
UNIT-2	JUNE 3 periods	POEM 2 NOSES	2. New words and their meanings * Recitation 3. Phonics 4. Language items: * Usage of was & were	Child- Recites and enjoys the poem To be able to read and comprehend the story. intonation and actions Knows about self, body parts and their functions. spellings, meanings and the usage of new words	2. Students are asked for words associated with TIME to create a word chain. 1. Poem recitation, new words and rhyming words. 4. Reading the lesson aloud. <u>Answer worksheet.</u> 5. Using the dictionary or using pictures find the meanings. 6. Spelling activity, write taking good care of hygiene such as washing hands, brushing teeth, etc. 6. Pronunciation practice.
			* Prepositions	To be able to learn the word sounds. (Phonics) To be able to learn the usage of : "Prepositions " "was and were"	7. Video and class room situations for Prepositions <u>ACTIVITY ON PREPOSITIONS:</u> Video on "was - were" followed by worksheet. <u>ART INTEGRATED LEARNING:</u> <u>Draw table alarm clock and the bird sitting in the window sill.</u> <u>MUSIC INTEGRATED LEARNING:</u> <u>Eg: Rhymes- This is the way I brush my teeth....</u> <u>Making the sounds: chirping of birds, news paper boy -the cycle ring etc;</u> <u>TOY INTEGRATED LEARNING:</u> <u>Make paper birds.</u>

			*Expression		4. The children can be asked to observe their sibling's/parents faces and describe different shapes of faces using words: long, round, oval, etc.
UNIT-2	JUNE/JULY 5 periods	LESSON-2 THE LITTLE FIR TREE	*Phonics 1. Reading the lesson to comprehend. *Punctuation 2. New words and meanings. 3. Creative writing.	To be able to speak simple sentences to narrate the story. Speaks about his/her friend's features and physical appearance. To be able to use punctuation marks appropriately.	ART ACTIVITIES: 1. Punctuate the sentences and write . 1. Video on the lesson. Students will listen and understand the story. 2. The teacher gives pronunciation practice focusing on two vowel sounds--bet, bat; set, sat; met, mat. Next, the teacher gives pronunciation practice focusing on two consonant sounds--sh and s. <i>Ship, sip; Sheep, seep;</i> 3. Reading the lesson and answering the exercises. 4. Learn the spellings and meanings of new words using pictures and dictionary.
					ART INTEGRATED LEARNING: Draw different shapes of noses. MUSIC INTEGRATED LEARNING: Close their one nostril and sing the poem TOY INTEGRATION LEARNING: Show funny noses of their dolls and teddy

			4. Language items: Opposites	To be able to use the dictionary for spelling and meanings.	5. Punctuate the sentences using punctuation marks appropriately, such as full stop, comma, question mark and capital letters and write.
UNIT-3	JULY 4 periods	POEM- 3 RUN	Pronouns: * Recitation Punctuation * Speaking * Sports and	Child- Recites poem with appropriate expressions and intonation Use punctuation marks appropriately based on day-to-day experiences. To be able to learn opposites	6. Answer the worksheet on Opposites. 1. Poem recitation, new words and rhyming words. ART INTEGRATED LEARNING: Draw the little fir tree and the musician with his magic wand. 2. Doing some warm up and showing kids some pictures by screen sharing and letting them guess the opposites. MUSIC INTEGRATED LEARNING: Sing a song on opposites of games followed by making a list of games that include running. TOY INTEGRATED LEARNING: 3. The teacher interacts with students on a magic wand that he/she

			Games	Identify different games Can elaborate about his/her favourite game.	used to play, and discuss about the learner's favourite game. 4. The learner may be asked to classify games into indoor/ outdoor and list them. (AAC)
UNIT-3	JULY 5 periods	LESSON-3 NASRUDDIN'S AIM	1. Reading the lesson to Good health comprehend. 2. New words and their meanings of: *Using dictionary 3. Language items: And , but	To be able to speak briefly on famous sports and the sports persons. Can sensitize about how games and sports are important part of our life. To be able to learn the words associated with sports. dictionary. To be able to develop reading To be able to frame "what type of questions for given pictures.	AAC ACTIVITIES: 1. The teacher provides information about a local /National sports person followed by discussion on the qualities to become a successful sports person. 2. The learner will be encouraged to look up certain terms related to sports in the dictionary to develop vocabulary. 3. The learner may be encouraged to write short sentences on the theme using punctuation marks appropriately (AAC).
			*Forming questions	To write about the importance of games and sports in our life, my favourite game (Creative writing).	ART INTEGRATED LEARNING: Teacher flashes the pictures on the screen. & asks questions about the picture. Then Students can be asked to frame questions for the other pictures using What are, Where is/where are. MUSIC INTEGRATED LEARNING: RHYMES -eg; fire in the mountain TOY INTEGRATED LEARNING: Play different games with their toys and name the game. Eg telephone.

			4.Creative writing.	skills.	headlines on every page international news, sports etc. 4.Making Picture dictionary. Write dictation.
UNIT-4	AUGUST 6 periods	POEM- 4 WHY?	* Recitation * Framing questions	To be able to learn the words associated with ARCHERY Recites the poem with proper gestures and intonation Frames questions beginning with "why". Enact different roles. To be able to use joining words at the appropriate situations.	5.Listen to the story, read the lesson /read cartoons and answer the textual questions. Poem recitation, new words and rhyming words 6.Conjunctions – (joining words) watch the video and learn to answer the related questions. Developing curiosity: students to ask questions in taking aim to hit the target. ART INTEGRATED LEARNING: Draw a bow and arrow. MUSIC INTEGRATED LEARNING: Play some music to mark any sports events that you have heard. TOY INTEGRATED LEARNING: Make a bow , arrow and the quiver and learn to take aim . (in the open only)

			* Self-expression * Identification	Exchange ideas with peer. Make a list of things which can float and sink in water	Ask children to use new words to form new sentences such as curious, sink, etc. Demonstrating some small objects that sink / float by putting them in a big bowl full of water. Then asking them to do same and make a list.
UNIT-4	AUGUST 6 periods	LESSON-4 ALICE IN WONDERLAND	1. Reading the lesson and picture comprehension 2. New words & their meanings: scamper , hurried , popped , whiskers , disappeared 3. Language items: * Opposites	Responds to simple instructions. Reads the jumble words and makes them meaningful. To be able to describe the given picture in 5 to 6 sentences. (Picture composition). Use punctuation marks appropriately.	AAC ACTIVITIES: 1. Teacher facilitate independent and silent reading by the learners by providing good words to read picture books children's stories in magazines based on adventure and curiosity This is Followed by asking questions based on the story to elicit responses Show them a picture by screen sharing with a complete discussion about it. Then giving them a picture to describe in 5-6 lines 2. Watch the video on Alice In Wonderland and narrate the story. ART INTEGRATED LEARNING: Draw the objects which float / sink. 3. Use punctuation marks appropriately and re-write the sentences. MUSIC INTEGRATED LEARNING: Sing the poem with rhyme and rhythm. TOY INTEGRATED LEARNING: Eg: Ball/bat – play and tell whether they sink or float-Guessing Game.

			<ul style="list-style-type: none"> * Adjectives * Punctuation * Creative writing. 	<p>Learn to appreciate the beauty of nature.</p> <p>Develop vocabulary.</p>	<p>4. Find meanings of the new words, using the dictionary.</p> <p>5. Participate in the quiz.</p> <p>ART INTEGRATED LEARNING: Draw a beautiful and colourful garden .</p> <p>MUSIC INTEGRATED LEARNING: Imagine yourself in the garden and sing a song or rhyme on nature.</p> <p>TOY INTEGRATED LEARNING: Make paper rabbit and name its parts.</p>
UNIT-4	AUGUST 6 periods	LESSON-4 ALICE IN WONDERLAND	<p>1. Reading the lesson and comprehend</p> <p>2. New words & their meanings: scamper , hurried , popped , whiskers , disappeared</p> <p>3. Language items:</p> <ul style="list-style-type: none"> * Opposites * Adjectives * Punctuation * Creative writing. 	<p>Responds to simple instructions.</p> <p>To be able to use adjectives to describe the garden.</p> <p>Use punctuation marks appropriately.</p> <p>Learn to appreciate the beauty of nature.</p> <p>Develop vocabulary.</p>	<p>AAC ACTIVITIES:</p> <p>1. Teacher facilitate independent and silent reading by the learner by providing opportunities to read picture books/children's stories in magazines based on adventure and curiosity This is Followed by asking questions based on the story to elicit responses.</p> <p>2. Watch the video on Alice in wonderland and narrate the story.</p> <p>3. Use punctuation marks appropriately and re-write the sentences.</p> <p>4. Find meanings of the new words, using the dictionary.</p> <p>5. Participate in the quiz.</p> <p>ART INTEGRATED LEARNING: Draw a beautiful and colourful garden .</p> <p>MUSIC INTEGRATED LEARNING: Imagine yourself in the garden and sing a song or rhyme on nature.</p> <p>TOY INTEGRATED LEARNING: Make paper rabbit and name its parts.</p>

UNIT-5	SEPTEMBER 6 periods	POEM-5 DON'T BE AFRAID OF THE DARK	Recitation *Identification of sounds *Homophones	Child- Recites poem with appropriate expressions and intonation Finds rhyming words from poem and makes more rhyming words. Identifies sounds by listening to an audio. Chooses correct homophones for the proper context. Joins words to form compound words. To be able to write sentences on the picture of day and night.	1. Poem recitation, new words and rhyming words. 2. Activity of Finding rhyming words and making as many more rhyming words. MUSIC INTEGRATED LEARNING: 3. Playing an audio and asking children to guess the sounds (i.e. sound of bird, cock, dog, doorbell, etc.) 4. Giving them some words in a column and some words in another. They will match them to obtain appropriate compound words. 5. Showing them pictures of day and night. Children will speak whatever they observe in them and then write 5-6 sentences. ART INTEGRATED LEARNING: Draw night and day sky and colour TOY INTEGRATED LEARNING: Name the games which they are scared to play at night and give reasons.
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UNIT-5	SEPTEMBER 6 periods	LESSON-5 HELEN KELLER	<p>1.Role play & making mudras to converse.</p> <p>2.Value-education.</p> <p>3.Reading the lesson to comprehend.</p> <p>4.New words and their meanings.</p> <p>5.Creative writing.</p> <p>6.Language items.</p> <p>* Usage of "but" to combine sentences.</p> <p>* Adverbs of frequency. * always often sometimes seldom never</p>	<p>To be empathetic.</p> <p>To be able to communicate through mudras.</p> <p>To be able to narrate Helen Keller's story.</p> <p>To be able to use "but" in the right context.</p> <p>Learn about the Adverbs of frequency.</p>	<p>AAC ACTIVITIES:</p> <p>1.The teacher shows an age-appropriate and interesting motivational video without words. The learner responds and describes it briefly in English about the difficulties faced by people who cannot speak and the importance of being EMPATHETIC.</p> <p>2.The learner is provided the word HAND and asked to write as many related words as he/she can. Make mudras to express themselves.</p> <p>3. Listen to the story , read the lesson, narrate and answer the textual questions.</p> <p>4. Combine the sentences using "but"</p> <p>5. Adverbs of frequency video:</p> <p>6. Answer questions about themselves using adverbs of frequency.</p> <p>ART INTEGRATED LEARNING: Make mudras with fingers.</p> <p>MUSIC INTEGRATED LEARNING: Whistle / clap in a rhythmic way to convey messages.</p> <p>TOY INTEGRATED LEARNING: Close your eyes, place your hand under the running tap and tell your feelings/ experiences.— Guessing Game.</p>
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S.NO	MONTH/ PERIODS	NAME OF THE LESSON	KEY POINTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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	OCTOBER 3 periods 3 periods	POEM-6 THE DONKEY & I HAD A LITTLE PONY	Recitation *identification *speaking *New words and their meanings	Child- *recites poem with appropriate expressions and intonation *identifies the rhyming words While listening to the poem *chooses the correct answer from the given options speaks two sentences about 'My Pet' using the clues: name, physical features, food they eat etc.	4. Poem recitation, new words and rhyming words. 5. Activity of Finding rhyming words and making as many more rhyming words. 6. The parent shows an age-appropriate and interesting cartoon, with or without words. The learner responds and describes it briefly in English. (AAC) 7. Children will be asked some multiple choice questions based on animals during online interaction while showing them pictures of different animals. ART INTEGRATION: 8. Making mask of their favourite animal (Art integration) TOY INTEGRATION: Children will be encouraged to play role of their favourite animal by wearing mask and speaking 2 -3 sentences. MUSIC INTEGRATED LEARNING: Tongue-twisters
UNIT -6	OCTOBER 6 periods	LESSON-6 THE MILKMAN'S COW	1. Reading the lesson to comprehend 2. Occupations 3. New words - phonics- word meanings 4. Language items: Can – can not Simple present tense - simple past tense	To be able to read the story and narrate it to the class. To be able to speak about their daily routine in the morning, the people who help us, how and why should we be ampathetic . Speak about different occupations. To be able to learn the word sounds. (Phonics) To be able to learn the spellings, meanings and the usage of new words To be able to learn the usage of language items- can- can't and tenses	Video on the story . Students listen and understand the story. Dramatization of the lesson. Reading the lesson aloud. Teacher to correct the pronunciation. Using the dictionary or using pictures - find the meanings. Spell drill activity- writes/takes down dictation. Usage of " can - can not" Speak about themselves using can/cannot. Usage of tenses- simple present and simple past tenses. Answer worksheet. ART INTEGRATED LEARNING: Draw a cow sitting in the middle of the road and people helping it to move and yourself offering a sheaf of grass. MUSIC INTEGRATED LEARNING: Sing a song to make the cow move. TOY INTEGRATED LEARNING: Make measures of liquids. Litre, 500ml,100ml, containers using paper. AAC ACTIVITY Tug of war game.
UNIT-7	NOVEMBER 4 periods	POEM 7 HIAWATHA	Recitation *speaking *exploring animal sounds *writing	Child- 3. recites poem with appropriate expressions and intonation 4. comprehends the poem and the story. 5. knows the correct pronunciation of the new words. 6. Knows sounds of animals.	3. Poem recitation, new words and rhyming words. 4. The learner collects information on friends and neighbours, their place of origin and the languages they speak at home. He/she presents the information briefly in English. (AAC) TOY INTEGRATION: 5. a video of sounds of different animals and may be encouraged to wear animal mask and make that animal's sound. (6. Children may be asked to speak some sentences on Hiawatha. 7. Teacher may play word game with children in which teacher reads a

			<p>*grammar (- ly words) Homophones</p>	<p>7. Write two sentences about Hiawatha.</p> <p>8. Add 'ly' to new words.</p> <p>To draw imaginary friends like wind, water, trees, grass etc.</p>	<p>word and children repeats after adding "ly" at the end of each word.</p> <p>ART INTEGRATION</p> <p>8. Children may be asked to draw imaginary friends like wind, water, trees, grass etc.</p> <p>MUSIC INTEGRATION:</p> <p>Children sing songs/rhymes on birds.</p>
UNIT-7	NOVEMBER 8 periods	LESSON-7 THE SCHOLAR'S MOTHER TONGUE	<p>1. Reading the lesson to comprehend.</p> <p>2. To be able to listen to communicate effectively.</p> <p>2. New words and meanings.</p> <p>3. Creative writing.</p> <p>4. Language items: Article, adverbs, opposites</p> <p>5. Making sentences / develop conversation using -can - can't</p> <p>6. Languages spoken in each state.</p>	<p>To be able to speak simple sentences to narrate the story.</p> <p>To develop the skill in using language and acquire the ability to think objectively.</p> <p>Develop multilingual skills.</p> <p>To be able to read and comprehend.</p> <p>To be able to use the dictionary for spelling and meanings.</p> <p>To be able to use the language items appropriately.</p>	<p>1. Video on the lesson. Students will listen and understand the story .</p> <p>2. Role play.</p> <p>3. Read the lesson and responds verbally and in writing to questions based on the story read.</p> <p>4. Students learn to solve the problems to the given situations or any situation they encounter using critical and logical thinking abilities.</p> <p>5. Learn the spellings and meanings of new words using pictures and dictionary.</p> <p>6. Prepare class dictionary.</p> <p>One AAC Activity needs to be planned by the teacher.</p> <p>ART INTEGRATED LEARNING: Draw the picture of Birbal tickling the Scholar's ears with a feather..</p> <p>MUSIC INTEGRATED LEARNING: Sing a song in your mother tongue.</p> <p>TOY INTEGRATED LEARNING: Make a toy train with 29 compartments and label each of these with the names of the States of our country.</p>
UNIT-8	DECEMBER 5 periods	POEM- 8 A WATERING RHYME	<p>*Recitation</p> <p>*importance of plants</p> <p>*writing</p> <p>Jumbled words</p> <p>Silent letter words</p> <p>Doing words</p> <p>Homophones</p> <p>Punctuation</p>	<p>Child-</p> <p>9. recites poem with appropriate expressions and intonation.</p> <p>10.</p> <p>11. Express his/her ideas about importance of plants.</p> <p>12.</p> <p>13. Makes doing words by adding "ing".</p> <p>14. Makes writing clear and precise with proper punctuation.</p> <p>Draw and Name different types of flowers and parts of plants.</p>	<ul style="list-style-type: none"> Poem recitation, new words and rhyming words. Children may be encouraged to express their views on "importance of plants". The parent may provide clues to the learner, to enable him/ her to arrive at an answer of one word. (AC) <p>Teacher may play word game with children in which teacher reads a word and children writes them after reforming into doing words by adding "ing" at the end of each word.</p> <p>ART INTEGRATED LEARNING:</p> <ul style="list-style-type: none"> Teacher may elicit names of flowers the children are familiar with and different parts of a plant. Then children may be encouraged to draw them. <p>MUSIC INTEGRATED LEARNING</p> <p>Make paper flowers and trees.</p>

					<p>TOY INTEGRATED LEARNING: By holding in their hands sing the rhyme.</p>
UNIT-8	DECEMBER 7 periods	LESSON- 8 THE GIVING TREE	<p>Reading the lesson to comprehend.</p> <p>2.New words and their meanings of:</p> <p>3.Language items: Words ending in -ly. Singular – Plural</p> <p>Making sentences using-First , Then , After that , Finally</p> <p>4.Exercises for a healthy body and healthy mind.</p> <p>5.Creative writing.</p>	<p>*To be able to read and comprehend.</p> <p>*To be able to speak briefly on the importance of trees.</p> <p>*Enact different roles.</p> <p>*To be able to learn the new words</p> <p>*To be able to learn the meanings of the new words .</p> <p>*To be able to use the language items used in the lesson.</p>	<p>Video on the lesson. Students will listen and understand the story .</p> <p>Listen to the story, read the lesson /read cartoons and answer the textual questions. Dramatization of the story.</p> <p>Take part in the class discussion on the importance of trees and our responsibility to protect them.</p> <p>Answer the quiz./ Solve the puzzle.</p> <p>Using the dictionary or situations ,learn the meanings of new words. Eg; delicious , stump, pluck, recognized, swing etc;</p> <p>Answer the exercises on singular -plural forms, adverbs and creative writing (using activities methods)</p> <p>*Teachers to give 1 AAC activity.</p> <p>ART INTEGRATED LEARNING: Draw the old man sitting on the stump of the tree and colour it.</p> <p>MUSIC INTEGRATED LEARNING: Sing a song on the nature.</p> <p>TOY INTEGRATED LEARNING: Make a tree and how it helps us- using card board</p>
UNIT-9	JANUARY,2022 3 periods	POEM:9 BOOKS	<p>*Recitation</p> <p>*spelling</p> <p>*identification</p> <p>*describing words</p> <p>*Word signs.</p> <p>*Word families.</p>	<p>Child-</p> <p>15. recites poem with appropriate expressions and intonation.</p> <p>16. understands the spelling pattern.</p> <p>17. Identifies places to which belongs.</p> <p>18. Uses describing words.</p>	<p>❖ Poem recitation, new words and rhyming words.</p> <p>❖ Teacher may organize a word building game for words ending with –ot, -op, -oot, -tch, -ell. Students to make word families using the spelling pattern given.</p> <p>❖ Make picture dictionary.</p> <p>AAC:</p> <p>❖ The learner is provided the word HAND and asked to write as many related words as he/she can.</p> <p>5.Discussion on places to which different things belong (i.e. books belongs to library).</p> <p>ART INTEGRATED LEARNING:</p> <p>❖ Children may be shown some pictures to give them a describing word.</p> <p>MUSIC INTEGRATED LEARNING: Sing poems with rhyme and rhythm.</p> <p>TOY INTEGRATED LEARNING: Tell a story using your toys.</p>
UNIT-9	JANUARY 6 periods	LESSON-9 GOING TO BUY A BOOK	<p>Reading the lesson to comprehend.</p> <p>Importance of developing book reading habits – Discussion.</p> <p>New words and their meanings.</p>	<p>To be able to read and comprehend.</p> <p>To be able to develop good reading habits by reading books.</p> <p>To be able to develop vocabulary.</p> <p>To be able to learn the spellings and meanings of new</p>	<p>Read the lesson aloud and take part in the class discussion on the importance of having good reading habits.</p> <p>Watch the video of a book shop to have clear idea as to how books can be arranged for easy access.</p> <p>Make word families.eg; well , bell book , shook</p> <p>Prepare their own class dictionary – picture dictionary / word to word dictionary.</p>

			<p>Book review.</p> <p>Language Items: Describing words.</p> <p>Usage of "I shall / and -or "</p> <p>Making book marks.</p> <p>Covering the books.</p>	<p>words using the dictionary.</p> <p>To be able to give book review .</p> <p>To be able to speak / write sentences using "I shall "</p>	<p>Write book review of their favourite book.</p> <p>Complete the worksheet using Describing words.</p> <p>Make sentences beginning with "I shall"</p> <p>Dialogue between the child and the librarian using- and / or.</p> <p>*Teachers to give 1 AAC activity.</p> <p>ART INTEGRATED LEARNING: Making bookmarks Covering of books.</p> <p>TOY INTEGRATED LEARNING: Make a book on wheels.</p> <p>MUSIC INTEGRATED LEARNING: Choose rhymes from their favourite collection of books.</p>
UNIT-10	JANUARY 3 Periods	POEM-10 THE NAUGHTY BOY	<p>*Recitation</p> <p>*Describing words</p> <p>*spelling</p>	<p>Child-</p> <p>3. recite the poem and share their experiences.</p> <p>4. To be able to pick up the describing words from sentences.</p> <p>5. To be able to make words from the word Pinocchio.</p> <p>6. To be able to add 'ness' to words and make new words.</p> <p>7. Knows Nationality of different Nations</p>	<ul style="list-style-type: none"> ❖ Poem recitation, new words and rhyming words. ❖ Students may be encouraged to share their experience with a naughtiest child. Teacher may throw light on good behaviour. ❖ Children may be given some big words like "Pinocchio" and asked to find different words out of their spellings like pin, no, etc. ❖ A word game may be organized in which teacher shows a word and children forms and write a new word by adding 'ness'. <p>ART INTEGRATED LEARNING: A discussion on nationality of different nations along with drawing flags of different nations.</p> <p>MUSIC INTEGRATED LEARNING: Sing their favourite songs</p> <p>TOY INTEGRATED LEARNING: Imitate your toy or a puppet.</p>
UNIT-10	FEBRUARY 6 periods	LESSON-10 PINOCCHIO	<p>1. Reading the lesson to comprehend</p> <p>2. New words & their meanings:</p> <p>3. Language items: Opposite words Words ending in -ness, ity, ty – at the end of the words to make new words. Synonyms. Add -er / r to the words to make new words.</p> <p>4. Creative writing about the puppet show they have seen.</p>	<p>To be able to read and comprehend.</p> <p>Speak about Ventriloquism.</p> <p>To be able to listen ,observe and speak briefly about how puppets can be made and made to dance (Dramatization)</p> <p>Learn the spellings and meanings of new words.</p> <p>To be able to develop new vocabulary.</p> <p>To be able to write sentences / a short paragraph on puppetry.</p> <p>To be able to use language items appropriately.</p>	<p>Watch the video on Pinocchio and narrate the story in their own words.</p> <p>Dramatisation – Puppet show.</p> <p>Narration of the story using appropriate spoken English.</p> <p>Find meanings of the new words, using the dictionary</p> <p>Solve cross word puzzles (On vocabulary)</p> <p>Answer the worksheet.</p> <p>*Teachers to give 1 AAC activity.</p> <p>ART INTEGRATED LEARNING: Draw a beautiful and colourful Puppet and name it.</p> <p>MUSIC INTEGRATED LEARNING: Sing songs while the puppets are made to dance.</p> <p>TOY INTEGRATED LEARNING: Make puppets and exhibit in the class.</p>

FEBRUARY 6 PERIODS	REVISION FOR SEE
MARCH	SESSION ENDING EXAMINATION

KENDRIYA VIDYALAYA SANGATHAN
SPLIT OF SYLLABUS

CLASS : V

SESSION:2021-22

SUBJECT : ENGLISH

S. NO	MONTH/ NO. OF PERIOD S	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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1.	APRIL (12)	UNIT -1 ICE CREAM MAN	Recitation Rhyming words Describing words Report Writing	Listens to the new words and sentences. Shows enthusiasm to listen to the poems. Converses with the people in the community. (telephonically) Recites poems. Uses grammatically correct sentences to describe the given things. Identify the describing words and rhyming words. Reads the poem and comprehends it. Gives examples from real life. Writes a paragraph coherently	<ol style="list-style-type: none"> Recitation, new words, rhyming words, screen sharing with power point presentation and video. Comprehension questions. Summer and Winter activities https://youtu.be/KNmVX-NK9GY Describing words - power point, Describing an ice cream, Identifying the describing words in the poem. Report Writing – report on ice creams available. Teacher asks students to imagine each one of them is an ice cream vendor and has to describe one day in their life as an ice cream vendor – AAC activity Art Integration: Draw a picture of your favourite ice cream and write five sentences about it. Music Integration : Enjoy this song on ice cream : https://youtu.be/kSiYlexPVbU Power point presentation – picture reading, new words and meanings. Reading the text by sharing the screen. Comprehension questions and loud reading by the students. https://youtu.be/Jm4HT3w_VUQ
		WONDERFUL WASTE	Loud Reading Reading Comprehension Dictionary Writing the recipe Writing using linkers Phonics Word Building	Listens to English words and sentences. Follows steps in making a dish (recipe) Listens and understands the stories in English Asks questions to comprehend the story. Participates in the role play. Responds to the textual questions. Uses grammatically correct sentences to narrate the incidents. Reads the text	<ol style="list-style-type: none"> Writing a recipe. Writing using linkers Word Building exercises, Phonics Traditional foods of different states of India – AAC activity Ways to avoid wastage of food - AAC activity Art and Craft Integration : Make some useful material out of unused material that is available at home

				<p>and comprehends it. Locates the main ideas.</p> <p>Identifies the different meaning of the same word based on the usage.- cook (n) cook (v) Refers to the dictionary to get the meanings of the difficult words. Writes answers to the textual questions. Uses linkers to indicate connections. Writes a paragraph coherently.</p>	
2	JUNE (4)	TEAMWORK	<p>The concept of working together, cooperation and teamwork (AAC)</p> <p>Recitation</p> <p>Reading</p> <p>Vocabulary</p> <p>Writing</p> <p>Creative writing</p> <p>Grammar</p>	<p>Listens to the recitation by the teacher and shows enthusiasm to recite.</p> <p>Reads and narrates</p> <p>Finds words related to different professions/ sports where teamwork is involved.</p> <p>Formation of interrogative sentences</p> <p>Develops creative thinking</p> <p>Writes the contractions using apostrophe</p>	<p>1. List out any five activities that you do with family members. (AAC)</p> <p>2. Read a story on teamwork and narrate to the family and friends.</p> <p>3. Students to find team members of the following: Cricket team, film making, school, hospital building a house etc.</p> <p>4. Students to pick out rhyming words from the poem.</p> <p>5. Read the passage (for the want of a nail) and frame interrogative sentences.</p> <p>6. Students think creatively and write their imaginary thoughts to form a poem.</p> <p>7. Write the contracted forms for a given set of full forms using an apostrophe.</p> <p>Art Integration: Draw a picture of any team game and speak /write about it in five sentences.</p> <p>Music Integration : Form groups and Learn Vidyalaya Geet</p>

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3.	JULY (12)	FLYING TOGETHER	<p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Grammar</p> <p>Vocabulary</p>	<p>Read the lesson and understand the underlying concepts.</p> <p>Comprehending and answering questions based on the story.</p> <p>Develop story narration skills based on proverbs</p> <p>Improve vocabulary through usage of opposite words.</p>	<ol style="list-style-type: none"> 1. After listening to the teacher, the students read out the lesson with proper stress, pause and intonation. 2. Students understand the gist of the lesson and answer the questions of comprehension. 3. Find the true and false statements of the lesson. 4. Narrate stories based on a set of proverbs (eg. Unity is strength) (AAC) 5. Speaks about himself pairs. 6. PPT/Videos on preposition. 7. Find out the opposites for a set of adjectives from the lesson. 8. Eg: wise X foolish <p>Art Integration: Draw a flock of birds and write a slogan.</p> <p>Music Integration: Listen to the sounds of birds and identify them.https://youtu.be/f9PcFCgCW2s</p>
		SHADOW	<p>Theme: Adventures and fear of unknown Recitation</p> <p>Writing</p> <p>Speaking & Interaction</p> <p>Grammar</p>	<p>Familiarizes with correct pronunciation, intonation</p> <p>and tone Identifies himself/herself with the character of the shadow and write about it Creative thinking and Imagination Use of appropriate words to complete the sentences</p>	<ol style="list-style-type: none"> 1. Students recite the poem individually and try to memorize 2. Students write about the shape and actions of the shadows. 3. Students pick out the rhyming words from the poem. 4. Students will be asked to speak based on real life situations. Example: What would you do if lights go out, and you are alone at home. 5. Fill in the blank relative pronouns in the given exercise (which, that, whose, etc,) <p>AAC/ Art Integration: Draw your hand on a large sheet .Mark the names of fingers.</p>

				<p>Write 2 actions each you do with each fingers.</p> <p>Music Integration : Act and recite the poem</p>
ROBINSON CRUSOE	<p>Theme Imagination and overcoming fears (AAC)</p> <p>Speaking and Interaction</p> <p>Writing</p> <p>Grammar</p>	<p>Interaction with the students related to adventure. Parents interact over the present pandemic. (AAC)</p> <p>Uses meaningful grammatically correct sentences and narrate events (AAC) Uses joining words (conjunctions)</p> <p>Dictionary work</p>	<p>1. The parents initiate a discussion on the prevailing situation and encourage the students to describe it; also in the process, express their fears even unreasonable ones (AAC)</p> <p>2. The students rewrite the jumbled sentences correctly</p> <p>3. The students use the joining words (or, so, and, but, because) to join a set of sentences.</p> <p>Students refer the dictionary and find out the meanings of new words. (Inhabitant, savage, investigate, etc.)</p> <p>Art Integration: Draw the footprint of your sibling. Frame two questions on it.</p> <p>Music integration: Enjoy this nursery rhyme on footprints. https://youtu.be/PZRhOKEottA</p>	

4	AUGUST (12)	CRYING	<p>Over coming Fears (AAC) Develop phonics Speaking</p> <p>Vocabulary</p> <p>Creative Writing</p>	<p>Correct pronunciation of words with phonics Thinking and speaking Able to sort out feeling words</p> <p>Develop the creative thinking and writing a paragraph related to pandemic (AAC).</p>	<p>1. The students will be made to read out the words with proper pronunciation.</p> <p>2. Some open-ended questions related to the poem will be asked. The students will classify the feeling words (worried, amazed, shocked, etc) and complete the sentences meaningfully.</p> <p>3. Narrate/ write about an incident that you have experienced during the Covid 19 pandemic (AAC)</p> <p>Music integration: Listen to the poem and sing it like a song. https://youtu.be/1q4bq4kIDFU</p> <p>Art Integration : Draw pictures showing different emotions</p>
		MY ELDER BROTHER	<p>Understanding the feelings. Reading comprehension</p> <p>Inculcating</p>	<p>Reading the lesson with comprehension</p> <p>To make the students understand the value of time and</p>	<p>1. Students will read the lesson silently and answer the questions</p> <p>2. With the help of the parents the students will prepare a daily timetable and follow it, keeping in view the timings of the online classes.</p> <p>3. Students to write a letter to their friend</p>

			discipline and punctuality during the online classes Writing Informal letter writing Grammar	prepare daily schedule Students learn to write informal letters. Learn the past tenses from the lesson	explaining about their online class experiences. Students will read the lesson and underline the action words (verbs) and write the past tense forms. AAC : Read a story written by Munshi Premchand Art Integration : Draw a caricature of Munna and write about him.
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5	SEPTEMBER (12)	THE LAZY FROG	Value of time and Social Behaviour (AAC) Listening and Recitation Vocabulary	The students recite and enjoy the essence of the poem. Learning to use dictionary on their own Read and find the corresponding sentences in reference to the poem. Writing sentences about hobbies of oneself, family and friends.	<ol style="list-style-type: none"> 1. After recitation, students pick out the rhyming words. 2. The students find out the meanings of the new words. 3. The students complete the sentences with reference to the poem 4. They write about their likes and dislikes <p>AAC : Tell a story/ incident to your friends about the importance of value of time.</p> <p>Art Integration : Make a paper frog .</p>
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	RIP VAN WINKLE	Reading Writing Discourage laziness and encourage hard work (AAC) Listening and Speaking Vocabulary (dictionary work) Writing Phonics	Listen to the story and speak about the good qualities of Rip Van Winkle. Imagine and speak about the happenings in the sleeping his period. Find correct meanings to the active vocabulary Describe the qualities of a person. Learn the silent letters in words.	<ol style="list-style-type: none"> 1. They listen to the story, imagine creatively and narrate the happenings in the village during the absence of Rip Van Winkle. 2. They search the meanings for the active vocabulary and encircle the correct meaning for a set of closed meaning words. 3. They will write about the positive qualities of Rip Van Winkle under the guidance of the teacher the students will find out the silent words in a set of words, Eg;- knee - k <p>Art Integration: Draw a picture of Rip Van and write about him in five sentences.</p> <p>AAC : Read another story written by Washington Irving</p>	
6	October (12)	Class Discussion	Awareness about different kinds of personalities Speaking/Conversation Vocabulary Writing	Learn how to take part in a discussion by expressing his/her views/ideas Use of new words to describe positive qualities Learn to write a notice based on who/where/when/what	<p>AAC:</p> <ol style="list-style-type: none"> 1. Students will have a group discussion among family members and view their opinions on following topics. <ol style="list-style-type: none"> a) How they coped with pandemic b) Take part in class discussion and express their views about different national festivals that we celebrate. 1. Describe the nature of your friends 2. Observe your family members and speak about their characteristics 3. Plan about virtual Grandparents day meet and write a notice
		The Talkative Barber	Art of storytelling and narration/ Speaking Understanding and enjoying humour/listening Word Building/ Vocabulary Writing Reading	Listen to the narration and understand the art of storytelling through modulation and expression Comprehend and enjoy the humour and gist given in the story Learn to make antonyms using prefixes. Write comprehension	<ol style="list-style-type: none"> 1. Listen to the story narrated by teacher /audio https://ciet.nic.in/audio_files/gradeV/MariGoldAudioFiles/U6L1.mp3 2. Read a story from Panchatantra /Arabian Nights and narrate to your siblings/parents. 3. Live worksheets based on antonyms with prefixes (www. livewrksheets.com) <p>Read the story silently and complete comprehension based questions (MCQ through Google form)</p> <p>Art Integration: Draw different faces of barber's brothers as explained by him to the sultan. Write their names.</p>

			comprehension	based questions	AAC : Read another story from Arabian Nights.
7	November (12)	Topsy-turvy Land	Adventure, Imagination and fantasy Listening and Recitation Creative Writing	Listen to the poem with interest and attention Recite with proper pronunciation and fluency Think creatively/imagine and write	Listen to the poem through video Recite the poem with proper rhythm and rhyme Sorting the sentences in proper order and re writing in a meaningful way. Imagine a topsy-turvy scene/incident and write in Your own words. AAC : Write a few sentences describing how you keep your house in order. Art Integration : Imagine a topsy turvy scene and draw it.
		Gulliver's Travels	Reading Writing Vocabulary Development/Grammar	Enhancement of Reading skills Writing with reference to the context Learn and understand about comparisons and degrees of comparisons Usage of punctuation marks correctly	Read other adventure stories of Gulliver like Gulliver in the land of Lilliput Finding out the correct sentence from the lesson based on the given statements. Find out the describing words from the lesson and write the other degrees of comparisons in sentences. Example: High /higher /highest. Punctuate the given passage correctly with capital letters and punctuation marks wherever necessary. AAC: 1. Make a list of five biographies and five autobiographies. Toy making: Make a puppet of Gulliver with available materials at home.
8	December (10)	Nobody's Friend	Problems of growing up / The evils of bullying/ Friendship/ Familiarity with the animal world. Reading and Recitation Vocabulary Development	Understand the importance of caring and sharing Read and recite the poem and understand its gist Learn NO words	Students speak about their friends and how sharing and caring gives happiness and joy Teacher gives the brief introduction about Enid Blyton and encourages them to read books written by her. Learn the poem by heart and recite with proper rhyme and rhythm. Find out the words which give the meaning NO and make a list (example – Nobody) Music Integration : enjoy this poem on friendship https://youtu.be/vbj92brm2QI

		The Little Bully	Reading Comprehension Speaking / Writing Vocabulary Grammar	Read with understanding Understand and Speak about social behaviour . Do exercises / worksheets based on correct usage of articles,opposites	Teacher explains /discusses with the children the importance of rules in social situations and why we should obey and follow them before reading out the lesson. Students answer and write down comprehension based questions after listening to the story. Art integrated activity: Draw a picture of any sea animal and write a paragraph about it. Worksheet on Rhyming words and Opposites will be given. Live worksheets on articles will be given for practice. AAC : Make a list of your actions that make others happy/ unhappy (example : Respecting elders Watching too much TV)
9	January (12)	Sing a song of people	Reading/ Recitation Speaking Writing	Read and recite the poem with rhyme and rhythm Learn the art of interviewing Learn to compare and write	Students understand the gist of the poem and wonder about the fast paced life in a city Take telephonic interview of their teacher and ask few basic questions Discuss about the life in a city and village. Write a paragraph comparing the pros and cons about life in a city and in a village. Music Integrated : Listen to the poem and sing in your own unique way https://youtu.be/yey7Fkxt4WM
		Around the World	Reading comprehension Dictionary Work	Do the silent reading and understand. Find out the meanings of new words from dictionary Identify the describing words in the lesson and underline them	Teacher gives a brief description of the novel Around the world in eighty days written by Jules Verne. Narrates the story and asks text based questions. Write the meanings and make meaningful sentences Worksheet based on describing words

			<p>Vocabulary</p> <p>Map reading</p> <p>Grammar</p>	<p>Learn to read a map with the help of directions and placements</p> <p>Understand the collective nouns</p>	<p>Study the given map and answer the questions.</p> <p>Watch a video on collective nouns.</p> <p>Make a list of collective nouns</p> <p>https://youtu.be/CK0yQEfmJyc</p> <p>https://www.liveworksheets.com/vz964910nj</p> <p>AAC: Which country would you like to visit when you grow up? Discuss with your parents and write a few lines about that country.</p> <p>Art Integrated Activity: Draw the flag of that country</p>
10	February (10)	Malu Bhalu	<p>Gender Sensitisation</p> <p>Leadership qualities</p> <p>Reading and Recitation</p> <p>Writing</p> <p>Grammar</p>	<p>Read the poem and enjoy it</p> <p>Write about the characters</p> <p>Usage of Pronouns</p>	<p>Teacher recites the poem and discusses about the bond between a mother and daughter</p> <p>Write a detailed character sketch of Malu Bhalu with the help of the clues</p> <p>Students replace the proper nouns with suitable pronouns.(Live worksheet.com)</p> <p>https://www.liveworksheets.com/hy1317495</p> <p>SP</p>
		Who will be Ningthou?	<p>Reading comprehension</p> <p>Writing</p> <p>Grammar</p> <p>Vocabulary</p>	<p>Read the story and understand the importance of trees.</p> <p>Correct usage of tenses</p> <p>Understanding exclamatory words</p>	<p>Teacher reads the story aloud and explains the underlying message of the story.</p> <p>AAC: Children identify Manipur on the map and write a few sentences about it.</p> <p>Worksheets based on tenses will be given.</p> <p>Children will identify words/verbs based on actions and words</p> <p>Art Integration : Draw the picture of Sanatombi and write a few sentences</p>

केन्द्रीयविद्यालयसंघठन

कक्षा : तीसरी पाठ्यक्रमविभाजन (TERM-1) विषय : हिंदी

क्र. सं. S.NO	महीना / कालांशों की संख्या MONTH/ NO. OF PERIODS	पाठ का नाम NAME OF THE LESSON	मुख्य धारणाएं KEY CONCEPTS	सीखने के प्रतिफल LEARNING OUTCOMES
1	अप्रैल-मई / 6	कक्कू	कविता पाठ तुकवले शब्द वर्णमाला की पुनरावृत्ति (उनके क्रम और उच्चारण ज्ञान) नामवाले शब्दों से परिचित होना। द्वित व्यंजनों को बनाना और लिखना। शब्द भंडार	<ul style="list-style-type: none"> ❖ रूचि से कविता सुनना और नए शब्दों के अर्थ समझना। कविता से सम्बंधित विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में बताते है, बात ❖ सही उच्चारण , हावभाव सहित कविता पाठ करना। कविता को पढ़ कर दिए गए प्रश्नों के उत्तर लिख पाना। ❖ तुकवाले शब्दों की समझ ❖ विद्यार्थी भाषा के शुद्ध रूप को जान कर अपनी भाषा को प्रभावशाली बना सकेंगे) संज्ञा) ❖ अपनी सोच को अपने तरीके से अपनी भाषा में व्यक्त करना।

कहानी / कालांशों की संख्या	पाठ का नाम	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ
अप्रैल- ई 5	शेखीबाज़मक्खी	<p>कहानी सुनाना और समझना</p> <p>शब्दों का शुद्ध उच्चारण</p> <p>जानवरों की आवाजें पहचानना</p> <p>मुहावरों के अर्थ</p> <p>विशेषण शब्द</p> <p>रचनात्मक लेखन</p>	<ul style="list-style-type: none"> ❖ कहीजारहीबात, कहानी, आदिको ध्यानसे समझतेहुएसुनना और नए शब्दों का वाक्य में प्रयोग करना , ❖ कहानी में आये हुए नए शब्दों को सन्दर्भ में समझकर उनका अर्थ सुनिश्चित करते हैं ❖ कहानीके पत्रों और घटनाओं , शीर्षक आदिके बारेमें बातचीत करना। अपनी सोचको अपने तरीकेसे अपनी भाषामें व्यक्त करना। ❖ विद्यार्थी भाषा के शुद्ध रूप को जानकर अपनी भाषा को प्रभावशाली बना सकेंगे। ❖ चित्रों की मदद से शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हुए कहानी बनाना। 	<ol style="list-style-type: none"> 1. शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए का वाचन। (पीपीटी की मदद से नए शब्द और शब्दार्थ अभ्यास करना) (स्क्रीन साझा करना) 2. कहानी के शीर्षक और कहानी के आधार पर जानवरों के व्यवहार पर चर्चा-कौन सबसे चतुर और क्यों? 3. अपने शब्दों में कहानी सुनाना - पंचतंत्र की कोई एक कहानी पढ़ना और उसके पात्रों के बारे में चर्चा करना। - AAC 4. कौन कैसी आवाज निकालता है? आवाजें सुनकर अनुकरण करना। 5. पाठ में आये मुहावरों को पहचानना और उनके अर्थ जानना 6. विशेषण शब्दों का अभ्यास 7. जंगल के राजा शेर का चित्र बनाकर उसके बारे में पाँच वाक्य लिखेंगे - AAC 8. क्या शेर मेरा भोजन खाता है? अपना और शेर का भोजन- चर्चा और लिखना 9. कहानी खोजो - महाराष्ट्र के वर्लीशैली से कहानी बनाये और चित्र की बारीकियों पर चर्चा

क्र. सं.	महीना / कालांशों की संख्या	पाठ का नाम	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ
3.	जून (5)	चाँद वाली अम्मा	<p>कहानी का पठन</p> <p>शब्द भंडार में वृद्धि करना</p> <p>तंदुरुस्ती, स्वच्छता और साफ़ – सफ़ाई</p> <p>संज्ञा (नामवाले शब्द) और क्रिया (कामवाले शब्द) में भेद</p> <p>सौरमंडल के हमारे दोस्त - सूरज, चाँद, ग्रह, तारे और हमारी पृथ्वी रचनात्मक लेखन</p>	<ul style="list-style-type: none"> ❖ कहानी को सुनकर नए शब्दों का वाक्य में प्रयोग करना, कहानी के पत्रों और घटनाओं, शीर्षक आदि के बारे में बातचीत करना। ❖ अपनी सोच को अपने तरीके से अपनी भाषा में व्यक्त करना। ❖ पाठ को पढ़ना, पूछे गए प्रश्नों के उत्तर (मौखिक, सांकेतिक) देना। ❖ स्वेच्छा से शिक्षक द्वारा तय गतिविधि के अंतर्गत वर्तनी के प्रति सचेत होते हुए स्वयं-नियंत्रित लेखन करना ❖ विद्यार्थी भाषा के शुद्ध रूप को जानकर अपनी भाषा को प्रभावशाली बनाना 	<ol style="list-style-type: none"> 1. शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का वाचन। पीपीटी की मदद से नए शब्द और शब्दार्थ अभ्यास करना. (स्क्रीन साझा करना) 2. कहानी के ध्यान में रखते हुए अम्मा के काम और आसमान की शरारत पर चर्चा 3. अपनी कोई शरारत को कक्षा में बताओ, घर पर कौन-कौन से कामों में आप हाथ बटाते हो? - लिखो - AAC 4. एक दुसरे की मदद करना अच्छी बात है या नहीं, क्यों? - चर्चा - AAC 5. साफ़ - सफ़ाई से सम्बंधित कोई चित्र बनाकर उसकी महत्वता बताना, साफ़ - सफ़ाई में इस्तेमाल चीज़ें। - "स्वच्छ घर, स्वच्छ भारत" 6. बच्चों को आकाश में दिखने वाली चीज़ों के बारे में पूछना - चाँद, तारे और सूरज का चित्र बनाना। 7. दो टोलियों में खेले जाने वाले खेलों के नाम लिखे और उनके चित्र इखट्टे करे।

क्र. सं.	महीना / कालांशों की संख्या	पाठ का नाम	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ
पढ़ने की गतिविधि पृष्ठ-28	जून /4	सूरज और चाँद ऊपर क्यों गए ?	कहानी को सुनना ,समझना शब्द भंडार में वृद्धि करना । रचनात्मक लेखन	<ul style="list-style-type: none"> ❖ गद्यांश को पढ़कर शिक्षक द्वारा पूछे गए प्रश्नों के उत्तर देना ❖ नए शब्दों का मौखिक और लिखित अभ्यास ❖ सुनी हुई कहानी के पत्रों एवं घटनाओं के बारे में बातचीत करना। 	लोककथा की श्रेणी में पहले कक्षा में इस लोककथा को पढ़कर सुनना। बच्चों से सरल प्रश्न बनवाये। नए शब्दों को लिखवाना। सूरज, चाँद और पानी के बारे में कुछ वाक्य लिखना। सोचो और बताओ अगर सूरज और चाँद पानी में डूब जाते तो क्या होता?

चिसेकवितासुननाऔरनएशब्दोंकेअर्थसमझना।कवितासेसम्बंधितविभिन्नस्थितियोंमेंहुएअपनेअनुभवोंकेबारेमेंबताते,बातचीतकरतेऔरप्रश्नपूछतेहैं।

उच्चारण , हावभावसहितकवितापाठकरना।कविताकोपढ़करदिएगएप्रश्नोंकेउत्तरलिखपाना।

शब्दोंकीसमझ

मेंकवीकाक्यामनकरताहै ,समझतेहुएचर्चाऔरउनपरव्याख्याकरना।

केसहीध्वनिउच्चारणकोसमझना। विद्यार्थी भाषा के शुद्ध रूप को जानकर अपनी भाषा को प्रभावशाली बना सकेंगे

वाची शब्द तथा विशेषण शब्दों का छाँटते है। शब्दों का अर्थग्रहण करते हैं तथा अपने वाक्यों में प्रयोग करते है।

को सुनकर नए शब्दों का वाक्य में प्रयोग करना , कहानी के पत्रों और घटनाओं ,शीर्षक आदि के बारे में बातचीत करना।

सोच को अपने तरीके से अपनी भाषा में व्यक्त करना।

को पढ़ना , पूछे गए प्रश्नों के उत्तर (मौखिक ,सांकेतिक) देना।

और 'ज़' के अंतर को बारीकी से समझना।

में दिए गए विषय पर शब्दों का चुनाव करते हुए वाक्य संरचना करपाते हैं।

में भाषा के शुद्ध रूप को जानकर अपनी भाषा को प्रभावशाली बना सकेंगे |

1.शुद्धउच्चारण

,सहीहावभावऔरलयतालकेसाथकवितापाठकरना।पीपीटीकीमदद
को सुनकर लघु प्रश्नों के उत्तर देना .(स्क्रीन साझा करना)

2.तुकांतशब्दोंकाअभ्यास।

3.घर में और स्कूल में उन पर कौन-कौन अकड़ता है उनका ना

4.आप का मन क्या -क्या करने को करता है ? चित्र कला (कार्टून

5.अक्षर कार्ड को सही क्रम में लगाकर शब्द बनाना

6.रंगीन कागज़ से पतंग बनाना और तरह तरह की मूछें बनवाना-A

7.सब की तरह तुम्हारा क्या करने का करता है?- चर्चा /लिखो-AA

8.दिए गए सहायक शब्दों की मदद से एक लघु कहानी या छोटी स

1.शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ
अभ्यास करना .(स्क्रीन साझा करना)

2. पाठ के पत्रों का नाटकीकरण एवं कहानी के शीर्षक और कहान

3.अपनी क्षेत्र से जुड़ी हुई लोक कथाओं और लोक गीतों के बा

3.नुक्ता वाले शब्दों का सही ध्वनि उच्चारण के साथ अभ्यास।

4.विभिन्न औजारों को दिखाकर नाम पूछना | जैसे – फावड़ा, हथौडा

5 .स्त्रीलिंग और पुल्लिंग को समझते हुए अभ्यास पात्र पुअर कर प

6. वाक्यांशको पूरा करते हुए कहानी को आगे बढ़ाना।-AAC

7 . 'हम किसी से काम नहीं'- आसपास की औरतों और लड़वि

उपलब्धि के बारे में चर्चा।-AAC

8. संज्ञा के उदाहरणों को चुनकर -जानवर ,चीज़ों और नाम के अ

महीना / कालांशों की संख्या	पाठ का नाम	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ
वेधि अगस्त/ 2	मूसकीमज़दूरी (नागालोककथा)	<ul style="list-style-type: none"> ❖ कहानी का पठन ❖ नागा जाती और उनकी लोककथा 	<ul style="list-style-type: none"> ❖ गद्यांशकोपढ़कर ,शिक्षकद्वारापूछेगएप्रश्नोंकेउत्तरदेना ❖ नएशब्दोंकामौखिकऔरलिखितअभ्यास ❖ सुनीहुईरचनाओंकीविषयवास्तु,पत्रोंअवंगठनाओंकेबारेमेंबातचीतकरना। 	<ul style="list-style-type: none"> ❖ लोककथाकीश्रेणीमेंपहलेकक्षामेंइसलोककथाकोपढ़कर ❖ बच्चोंसेसरलप्रश्नबनवाये।नएशब्दोंकोलिखवाना।

सीखने के प्रतिफल	प्रस्तावित ग
<p>विसेकवितासुनना औरनएशब्दोंकेअर्थसमझना।कवितासेसम्बंधितविभिन्नस्थितियोंमेंहुएअपनेअनुभवोंकेबारेमेंबताते,बातचीतकरतेऔरप्रश्नपूछतेहैं।</p> <p>च्चारण , हावभावसहितकवितापाठकरना।कविताकोपढ़करदिगाएप्रश्नोंकेउत्तरलिखपाना।</p> <p>लेशब्दोंकीसमझ</p> <p>ाकोसमझतेहुएअच्छीऔरबुरीआदतोंपरचर्चाऔरउनपरव्याख्याकरना।</p> <p>केसहीध्वनिउच्चारणकोसमझना। विद्यार्थी भाषा के शुद्ध रूप को जानकर अपनी भाषा को प्रभावशाली बना सकेंगे</p> <p>गेसहीक्रममेंलगाकरशिक्षकएवंअपनेसहपाठियोंकेसाथचर्चाकरतेहुएकहानीबनाना।</p>	<ol style="list-style-type: none"> 1. शुद्ध उच्चारण ,सहीहावभावऔरलयतालकेसाथकवितापाठकरना।पीपीटीकीमदद 2. तुर्कांतशब्दोंकाअभ्यास। 3. करो-मतकरो- पाठशालाऔरघरमेंकौनसेऐसेकम्हैजीकरनेचाहिए (लघुनाटककेरूपमेंभीकियाजासकताहै) 4. ऑनलाइनक्लास्सेकेपश्चात्त्व, खलीसमयकोकिसतरहसेआपक्याआपनेकोईनयाशौकयाअच्छीआदतकोशुरूकरनेकाप्रयास 5. खेल-खेलमें- चुनेगाएअक्षरसेशुरूहोनेवालेजानवर, पक्षी, खानेपीने आदिकेसंकेतलेतेहुएनएशब्दबोलनाऔरसूचीमेंलिखना। (शब्दकोष 6. शिक्षकद्वाराशुरूकीगयीकहानीकोचित्रोंकीमददसेबच्चोंद्वारापू <p>AAC</p>

पाठ का नाम	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ
टिपटिपवा	<p>कहानी का पठन</p> <p>वर्षा ऋतू - ' बारिश पानी का सबसे प्रमुख स्रोत है ' (रचनात्मकलेखन)</p> <p>" लगातार बारिश के परिणाम " - क्या , क्यों और कैसे?</p> <p>खूँटे से क्या -क्या बाँधा जाता है?</p> <p>लघु कथा लेखन</p> <p>एकवचन- बहुवचन</p> <p>सर्वनाम</p>	<ul style="list-style-type: none"> ❖ कहानी को सुनकर नए शब्दों का वाक्य में प्रयोग करना , कहानी के पत्रों और घटनाओं ,शीर्षक आदि के बारे में बातचीत करना। ❖ अपनी सोच को अपने तरीके से अपनी भाषा में व्यक्त करना। ❖ पाठ को पढ़ना , पूछे गए प्रश्नों के उत्तर (मौखिक ,सांकेतिक) देना। ❖ आस-पास की आवाज़ों को सुनना और कक्षा में से झाहिर करपाना ❖ स्वेच्छा से शिक्षक द्वारा तय गतिविधि के अंतर्गत वर्तनी के प्रति सचेत होते हुए स्वयं -नियंत्रित लेखन करना ❖ विद्यार्थी भाषा के शुद्ध रूप को जानकर अपनी भाषा को प्रभावशाली बना सकेंगे। 	<ol style="list-style-type: none"> 1.शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का वाचन। पंक्तियों से नए शब्द और शब्दार्थ अभ्यास करना .(स्क्रीन साझा करना) 2. कहानीके पत्रों और उनके परिस्थियों को ध्यान में रखते हुए कौन किससे पत्रों पर चर्चा 3.वर्षा ऋतू पर चर्चा करना एवं उसके बारे में लिखना। 4.बारिश के मौसम में आपका मन किन -किन चीजों के लिए मचलता है?- 5.वर्षा ऋतू के चित्र बनवाये और उसे समझते हुए कक्षा में प्रदर्शित कारवान 6.लगातार बारिश के क्या परिणाम होते है? चर्चा के बाद सरल प्रश्न पूछ सके। बारिश का पानी कहाँ जाता है? कैसे उसे बचाया जाये? बारिश नहीं तो के होगा? आदि- AAC 7.खूँटे से बँधे जानवरों के नाम लिखना 8. अपनी कोई बारिश के मौसम के अनुभव को कविता या कहानी के रूप में लिखना-AAC 9.वचन बदलो और सर्वनाम का अभ्यास

पाठ का नाम	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ
बन्दर - बाँट	<p>कहानी का पठन</p> <p>एक पात्र अभिनय</p> <p>कहानी से नीतिगत सन्देश का चयन</p> <p>माप तोल का महत्व, चीजों का बटवारा</p> <p>क्रिया</p> <p>रचनात्मक लेखन</p>	<ul style="list-style-type: none"> ❖ कहानी को सुनकर, कही जा रही बात, आदिको ध्यान से समझते हुए सुनना और नए शब्दों का वाक्य में प्रयोग करना ❖ कहानी में आये हुए नए शब्दों को सन्दर्भ में समझकर उनका अर्थ सुनिश्चित करते हैं ❖ कहानी के पत्रों और घटनाओं, शीर्षक आदिके बारे में बातचीत करना। अपनी सोच को अपने तरीके से अपनी भाषा में व्यक्त करना। ❖ माप तोल के विषय को गणित के विषय से अथवा अपने रोज के दिनचर्या से जोड़ना ❖ मौखिक और लिखित अभ्यास से भाषा के बारीकियों को समझना और उसका सही रूप में इस्तेमाल करना 	<ol style="list-style-type: none"> 1. शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का वाचन। (पूरे शब्द और शब्दार्थ अभ्यास करना, (स्क्रीन साझा करना) 2. कहानी के पत्रों का एक पात्र अभिनय, अपनी अपनी बात को बोलना - क्या किया और क्या करना चाहिए था? 3. तराजू का माँडल बनवाना और चीजों को बराबर बाँटने के क्रियाकलाप। 3. तराजू के प्रकार, तराजू में तोले जाने वाली चीज़ें, बाट - AAC 4. वज़न ज्यादा या कम - चीजों को तोलना क्यों जरूरी है? कैसे तोला जाता है? किलोग्राम और ग्राम के बट्टे क्या होते हैं? 5. पतालगाए घर के आसपास कौन- कौन तराजू में तोलकर सामन बेचता है? घर पर कौन से सामन किलोग्राम और ग्राम में लिए जाते हैं - वज़न के साथ सूची बनाये 6. अपने पसंदीदा कंवर का मुखौटा बनवाये और उसके बारे में कुछ वाक्य बुलवाना - 7. क्रिया, वाक्य बनाना - खेल खेल में 8. अपनी पूरी दिनचर्या को कामवाले शब्दों के साथ बताये/लिखे और उन शब्दों को कि सीरंग

सं.	महीना / कालांशों की संख्या	पाठ का नाम	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ
गतिविधि	सितम्बर /2	अक्लबड़ीयाभैस	<ul style="list-style-type: none"> ❖ कहानीपठन ❖ नैतिकशिक्षा - बुद्धिशारीरिकशक्तिसेअधिकश्रेष्ठहोतीहै। ❖ अक्लसेजुड़ेहुएमुहावरेऔरकहानियाँ 	<ul style="list-style-type: none"> ❖ गद्यांशकोपढ़कर ,शिक्षकद्वारापूछेगएप्रश्नोंकेउत्तरदेना ❖ नएशब्दोंकामौखिकऔरलिखितअभ्यास ❖ कहानीमेंघटितविषयपात्रों, शीर्षकआदिकेबारेमेंबातचीतकरतेहैं, प्रश्नपूछतेहैं, अपनीप्रतिक्रियाऔरअपनीरायदेतेहैं 	<ul style="list-style-type: none"> ➤ नैतिककथासुनतेहुए ,मुहावरासमझाना ➤ अक्लसेजुड़ीकुछऔरकहानियोंकीखोज ➤ अक्लसेजुड़ेकुछसरलमुहावरेऔरउनकावाक्यमेंप्र

पाठ्यक्रमविभाजन (TERM-2)

सं.	महीना / कालांशों की संख्या	पाठ का नाम	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ
0	अक्टूबर/6	कब आऊँ	कहानी का पठन सप्ताह के सात	<ul style="list-style-type: none"> ❖ कहानीकोसुनकर ,कहीजारहीबातआदिकोध्यानसेसमझतेहुएसुननाऔरनएशब्दोंकावाक्यमेंप्रयोग करना , ❖ कहानी में आये हुए नए शब्दों को सन्दर्भ में समझकर उनका अर्थ सुनिश्चित 	<ol style="list-style-type: none"> 1.शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का वाचन पीपीटी की मदद से नए शब्द और शब्दार्थ अभ्यास करना .(स्क्रीन साझा करना) 2. कहानीकेअनुसारआफिन्तऔरअवंतीजैसेकिरदारोंपरचर्चाकरेऔरकुछवाक्यलि

		<p>दिन</p> <p>रंगों के नाम</p> <p>मुहावरे /कहावतें</p> <p>उपसर्ग और प्रत्यय</p> <p>संज्ञा ,सर्वनाम और क्रिया</p> <p>रचनात्मकलेखन</p>	<p>करते हैं</p> <ul style="list-style-type: none"> ❖ पाठ को पढ़ना , पूछे गए प्रश्नों के उत्तर (मौखिक ,सांकेतिक) देना। ❖ मुहावरों का वाक्यों में प्रयोग ❖ उपसर्ग और प्रत्यय के इस्तेमाल से नए शब्द बनाना ❖ अलग अलग भाषा की बारीकियों (संज्ञा ,सर्वनाम और क्रिया) का उपयोग करना 	<p>।</p> <p>3.कपड़ेरंगनेकीविधिकोदर्शाताएकवीडियो , अलग-अलगरंगोंकेनामलिखेऔरहररंगकीएकचीज़बनाए।</p> <p>4.बच्चोंकीपसंदकेफलों/सब्जियोंकाचित्रबनानेकेलिएकहाजासकताहै।-AAC</p> <p>5. अभिभावकद्वाराकहानीशुरूकरकेछोड़नीहोगी, बच्चेइसअपूर्णकहानीकोखत्मकरेंगे। (कहानीकेअंतपरबच्चोंसेचर्चाकीजासकतीहै।)-AAC</p> <p>6.कहानी से सर्वनाम और नाम वाले शब्द लिखे।</p> <p>7.प्रलेश कार्ड , पीपीटी की मदद से सरल उदाहरण के साथ उपसर्ग एवं प्रत्यय का अभ्यास।</p> <p>8. चित्रों से सही मुहावरा चुनो- खेल खेल में और वाक्य बनाओ</p>
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म	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ						
र	<p>कहानी का पठन</p> <p>बताओ रोटी के कितने नाम</p> <p>अनाजों (आटो) के नाम और उनके दाम</p> <p>हमारे सहायक और उनकी इस्तेमाल की जाने वाली चीज़ें</p> <p>संज्ञा, सर्वनाम और क्रिया</p> <p>रचनात्मक लेखन</p>	<ul style="list-style-type: none"> ❖ कहानी को सुनकर, कही जा रही बात, आदिको ध्यान से समझते हुए सुनना और नए शब्दों का वाक्य में प्रयोग करना, ❖ कहानी में आये हुए नए शब्दों को सन्दर्भ में समझकर उनका अर्थ सुनिश्चित करते हैं ❖ पाठ को पढ़ना, पूछे गए प्रश्नों के उत्तर (मौखिक, सांकेतिक) देना। ❖ कहानी के विभिन्न घटनाओं में अपने अनुभवों को जोड़कर प्रश्न पूछना ❖ स्वेच्छता से शिक्षक द्वारा तय की गई गतिविधियों के अंतर्गत वर्तिनी के प्रति सचेत होते हुए स्वयं नियंत्रित लेखन करना 	<p>1. शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का वाचन। (पीपीटी की मदद से)। (स्क्रीन साझा करना)</p> <p>2. कहानी के किरदारों पर चर्चा और अगर ऐसा कोई आपका दोस्त है तो उसके बारे में कक्षा में बताए।</p> <p>3. बच्चे घर पर रोटी बनाने का मज़ाले और उसकी फोटो / रिकॉर्डिंग शिक्षक को भेजे। पता करे रोटी के</p> <p>4. कुछ अनाजों के नाम दाम और चित्र इकट्ठे करे और कक्षा में दिखाएं।</p> <p>आप कौन से अनाज खाते हो जमा करे और सूची पूरी करे -</p> <table border="1" data-bbox="1142 456 1629 532"> <thead> <tr> <th>नाम</th> <th>वज़न</th> <th>दाम</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>5. अलग - अलग खान-पान की चीज़ों को बनाने की विधि को एक के बाद क्रम में लिखना। (नाम और कक्षा में)</p> <p>6. बच्चे अपने आस-पास काम करने वाले लोगों की सूची अपने बड़ों की मदद से बनाएँ, जैसे- गेहूँ पीसने वाला, जूते की मरम्मत करने वाला आदि। - AAC</p> <p>7. अपने बड़ों से पता करे और कक्षा में बातचीत की पहलें शुरू करके पीसते थे? कौन-कौन सी चीज़ों को पीसते थे?</p>	नाम	वज़न	दाम			
नाम	वज़न	दाम							
म	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ						
	<p>कविता पाठ</p> <p>तुक शब्द</p> <p>रचनात्मक लेखन</p> <p>रेफ़वाले शब्द</p> <p>विलोम शब्द</p>	<ul style="list-style-type: none"> ❖ सही हाव-भाव और उच्चारण के साथ कविता पाठ करना ❖ तुक शब्दों को बताना ❖ नए शब्दों का अभ्यास ❖ वर्तमान समय के अंतर्गत बदलते मौसम में ध्यान में रखें जाने वाली बातें 	<p>1. शुद्ध उच्चारण, सही हाव-भाव और लयताल के साथ कविता पाठ करना। (पीपीटी की मदद से कविता में आए नए शब्द और उनका अर्थ)</p> <p>2. तुक शब्दों का अभ्यास।</p> <p>3. फ्लैश कार्ड या पीपीटी की मदद से कविता में आए रेफ़वाले शब्दों का अभ्यास और साथ ही शिक्षक कुछ नए शब्द</p> <p>4. सर्दियों के मौसम की बातें - सर्दियों की तरह गर्मी एवं बारिश से पहले और बारिश के बाद की तैयारी के बारे में</p> <p>5. वर्तमान कोरोना को नियंत्रण करने के लिए इस बदलते मौसम में किन-किन बातों का ध्यान रखें? - चर्चा</p> <p>6. पीपीटी या फ्लैश कार्ड्स की मदद से विलोम शब्दों का अभ्यास</p>						

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क्रम	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ
रबाघ	<p>कहानी का पठन</p> <p>नए शब्द और उनका वाक्य में प्रयोग</p> <p>घरेलु और हिंसक जानवर</p> <p>मनुष्य और पर्यावरण (जानवरों की आजादी) संज्ञा के प्रकार (व्यक्तिवाचक, जातिवाचक और भाववाचक)</p> <p>जानवरों की आवाज़े कारक (में, ने, से आदि) रचनात्मक लेखन</p>	<ul style="list-style-type: none"> ❖ कहानी को सुनकर , कही जा रही बात, आदिको ध्यान से समझते हुए सुनना और नए शब्दों का वाक्य में प्रयोग करना , ❖ कहानी में आये हुए नए शब्दों को सन्दर्भ में समझकर उनका अर्थ सुनिश्चित करते हैं ❖ पाठ से सम्बन्धित प्रश्नों के उत्तर दे पाना। ❖ चर्चा में भाग लेकर अपनी बात को बताना और समझाना ❖ गांधीजी और मीरा बहन जैसी महान हस्तियों पर प्रकाश डालना ❖ कहानी के घटनाओं को अपने पूर्वज्ञान से जोड़कर अपनी बात सामने रख पाना और उसे लिख कर बताना ❖ सही व्याकरण का ज्ञान-भाषा की बारीकियों की समझ ❖ नक्शा इशारा 	<ol style="list-style-type: none"> 1. शुद्ध उच्चारण के साथ पाठ का पठन, अपने पूर्वज्ञान का ध्यान करते हुए सरल प्रश्नों के उत्तर देना 2. कहानी में आये कठिन शब्दों को लखे और अभ्यास करना 3. महात्मा गाँधीजी और मीरा बहन के योगदान पर प्रकाश डाले - चित्रों या वीडियो के साथ 4. बच्चों से भी उन के बारे में चर्चा करे और उनके जीवन से सम्बन्धित चित्र या लेख का एक सजाया हुआ प्रदर्शन 5. खतरनाक और घरेलु जानवरों के चित्र इकट्ठे करे और आने नाम लिखे , कॉपी में लगाए 6. अपने किसी पसंदीदा जानवर के बारे में लिखे और बच्चों द्वारा अपने मनपसंद जानवरों के चित्रों को पेट या अन्य चीजें बनाने के लिए कला प्रतियोगिता करा जा सके। -AAC 7. जानवरों की आवाज़े - वीडियो की मदद से समझाना 8. खेल खेल में - संज्ञा के प्रकार पीपीटी और कार्यपत्र 9. खेल खेल में - कारक की सही समझ के चित्रों की मदद से करवाएँ 9. क्यों जंगली जानवर जंगल छोड़ गाँव और शहर की तरफ बढ़ रहे हैं ? - चर्चा -AAC वर्तमान में कौन अधिक खतरनाक है - जानवर या मानवीय गतिविधियाँ?? - चर्चा 11. नक्शा इशारा - इंग्लैंड , भारत (उत्तर प्रदेश, उत्तरांचल) को दर्शाना

क्रं. सं.	मही ना / कालां शों की संख्या	पाठ का नाम	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ

पढ़नेकीगति विधि पृष्ठ-100	नवंबर/2	कहानीकीकहानी	गद्यांशकापठन नएशब्द संज्ञाऔरक्रियाशब्दअलगकरे कहानीसुननेऔरसुनानेकीपरंपरा पंचतंत्रकीकहानियाँ	<ul style="list-style-type: none"> ❖ गद्यांशकोपढ़कर, शिक्षकद्वारापूछेगएप्रश्नोंकेउत्तरदेना ❖ नएशब्दोंकामौखिकऔरलिखितअभ्यास ❖ चर्चामेंभागलेकरअपनीबातबतापाना 	<p>1. गद्यांशकोपढ़करसमझाएऔरगतिविधिकेअंतर्गतबच्चोंसेएकछोटीसेप्रश्नोत्तरीबनवाए।</p> <p>2. खेलखेलमें- मेरीप्यारीकिताबें, बच्चेअपनेघरमेंरखीअपनीकिताबोंसेकिसीएककिताबकेबारेमेंकुछवाक्यबोलसकतेहैं (इसकारिकॉर्डिंगशिक्षककोभेजें)</p> <p>3. अपनेबड़ोंसेपुरानेज़मानेमेंकहानियाँकैसेगाकरयानाचकरसुनातेथेइसपरचर्चाकरे -AAC</p> <p>4. अपनीभाषामेंकोईपंचतंत्रकीकहानीकावीडियोबनाए -AAC</p> <p>5. i) कागज़केआविष्कारसेपहलेऔरबाद ii) हमारीअनगिनतभाषाएँ- पीपीटीयावीडियोकीमददसे</p>
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क्रमांकसंख्या	माहअवधि/	पाठ का नाम	मूल अवधारणा	लक्षित अधिगम परिणाम	सुझावित क्रियाकलाप
1.	दिसंबर)12)	जब मुझे साँप ने काटा	पढ़ना बोलना विभिन्न कीटों के जानकारी शब्द भण्डार	<p>बच्चों में कहानी पढ़ने की कला का विकास होगा।</p> <p>2. उनमें मौखिक अभिव्यक्ति का विकास होगा।</p> <p>3. उनके शब्द भण्डार में वृद्धि होगी।</p> <p>4. शब्दों को शुद्ध उच्चारण में बोलेंगे</p> <p>5. नए शब्दों की जानकारी होगी।</p>	<p>1. बच्चे जानवरों के बारे में जानेंगे।</p> <p>2. वे जानवरों की सूची बनायेंगे</p> <p>3. बच्चे रेंगने वाले जानवरों के चित्र देखकर पहचानेंगे और उनके नाम लिखेंगे।</p> <p>4. बच्चे डंक मारने वाले कीड़ों के बारे में जानेंगे।</p>

			सामान्य प्राथमिक चिकित्सा की जानकारी	6. बच्चे प्राथमिक चिकित्सा के बारे में जानकारी।	5. बच्चे योजक शब्दों से वाक्य बनाना सीखेंगे जैसे आगे आगे- 6. बच्चे वाक्य के लिए एक शब्द लिखना सीखेंगे 7. बच्चों को विरामचिह्नों की जानकारी होगी - 8. बच्चे प्राथमिक चिकित्सा बॉक्स बनाएंगे और उसका उपयोग करना सीखेंगे। (AAC)
2.	जनवरी (13)	मिर्च का मज़ा	कविता पाठ शब्द भंडार तुक शब्द सुनना पढ़ना बोलना परिवेशीय जागरूकता	1. उचित लय और सस्वर के साथ कविता का पाठ। 2. शब्द भंडार में वृद्धि अर्थ ग्रहण करके लिखने की क्षमता का विकास। 3. परिवार, मित्र, शिक्षक आदि की भाषा सुनकर समझने की योग्यता। 4. दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करने की योग्यता। 5. लिखित सामग्री को ध्वनियों एवं मात्राओं की शुद्धता के साथ पढ़ना। 6. वर्तनी की शुद्धता सहित सही सही- लिखने की योग्यता का विकास। 7. सीखे गए ज्ञान को परिवेश से जोड़ सकने की जागरूकता। 8. अधिगम का स्वयं के जीवन	1) उचित हाव भाव तथा आरोह अवरोह के साथ कविता का सस्वर वाचन। (2) बिना बोले अपनी बात को अभिनय द्वारा समझाना। 3) पाँच मीठी चीजों के नाम लिखिए। 4) कविता में आए समान तुक वाले शब्द रेखांकित करें। 5) मिलते - जुलते शब्द लिखिए - तबाही - पैसा - ऐसा - सौदा - 5) खाद्य पदार्थों के प्रति समझ विकसित करना। 6) इन चीजों के स्वाद बोलिए। करेला का, बर्फी का, मिर्च का, पकौड़ों का, नींबू का। 7) रसोइघर में प्रयुक्त होने वाले मसालों की सूची बनाओ। (AAC)

				में उपयोग एवं सृजन शक्ति का विकास।	8) विभिन्न प्रकार की वस्तुओं की पहचान की क्षमता। 9) विभिन्न प्रकार के स्वादों का ज्ञान।
		सबसे अच्छा पेड़	पढ़ना बोलना लिखना शब्द भंडार परिवेशीय जागरूकता रचनात्मक अभिव्यक्ति	1) पढ़ने की कुशलता का विकास करना। 2) मौखिक अभिव्यक्ति का विकास करना। 3) शुद्ध लेखन की क्षमता का विकास करना। 4) रचनात्मक अभिव्यक्ति का विकास करना। 5) शब्द भंडार में वृद्धि करना 6) शुद्ध वर्तनी का ज्ञान करवाना। 7) आसपास के पेड़ों की जानकारी देना तथा प्रकृति के प्रति प्रेम जागृत करना। 8) पेड़ों की उपयोगिता के बारे में बताना। 10) परस्पर सहयोग की भावना जागृत करना। 11) रचनात्मक अभिव्यक्ति का विकास करना।	1) उचित हाव भाव तथा उच्चारण के साथ कहानी का सस्वर वाचन – करना। 2) पाठ से सम्बंधित छोटे छोटे प्रश्न पूछना। 3) कहानी को अपने शब्दों में सुनाना। 4) पेड़ों की उपयोगिता पर वाक्य लिखवाना। 5) पाँच गुठली तथा बिना गुठली वाले फलों के नाम लिख कर उनके चित्र कॉपी पर चिपकाना। 6) पर्यायवाची शब्द, विलोम शब्द क्रिया शब्द तथा विशेषण शब्द लिखवाना। 7) पेड़ पौधों की चर्चा करना तथा आसपास लगे वृक्षों को दिखा कर – उनके नाम पूछना एवं बतलाना तथा उनके लाभ के बारे में बतलाना। 8) विभिन्न मौसमों पर चर्चा करना। 9) विभिन्न पेड़ों के चित्र दिखाना तथा उनकी उपयोगिता के बारे में लिखना। 10) समूहों में पाठ का नाटकीय अभिनय करवाना। 11) फूल पत्तों को सुखाकर बधाई कार्ड बनवाना। 12) घर के बगीचे में या घर के आसपास एक पेड़ लगवाना तथा उसके महत्व के बारे में जानकारी देना। (AAC)
3.	फरवरी)12)	पत्तियों का चिड़ियाघर	पढ़ना शब्द भंडार	1) पढ़ने की कुशलता का विकास करना।	1) उचित हाव भाव तथा उच्चारण के साथ कहानी का सस्वर वाचन – करना।

			<p>पत्तों का महत्व , प्रकार तथा उनके उपयोग</p> <p>परिवेशीय जागरूकता</p>	<p>2) नए शब्दों का विकास ।</p> <p>3) पेड़ों का महत्व तथा पत्तों की पहचान।</p> <p>4) मौखिक अभिव्यक्ति तथा अर्थ ग्रहण करने की क्षमता का विकास ।</p> <p>8) प्रकृति की जानकारी ।</p> <p>9) पेड़ पौधों का हमारे जीवन में महत्व ।</p>	<p>2)तुकांत शब्दों का निर्माण जैसे -: संसार, प्रकार.....।</p> <p>3) पत्तों से विभिन्न प्रकार की आकृतियाँ बनवाना जैसे -: गणेश, चूहा,पेड़ आदि।</p> <p>4) पत्तों से बधाई पत्र बनवाना)greeting cards)</p> <p>5) पत्तों को सुखाकर उनका संग्रह करना ।</p> <p>6) विभिन्न पत्तों के नाम जानना ।</p> <p>7)पेड़ पौधों से होने वाले लाभों को नाटक के-माध्यम से बताना।</p>
		<p>नाना - नानी के नाम</p>	<p>पढ़ना</p> <p>शब्द भंडार सम्बन्धों की जानकारी</p> <p>सम्बन्धों का सम्मान,बजुर्गों का सम्मान तथा रिश्तों की गरिमा</p> <p>परिवेशीय जागरूकता</p>	<p>1) उचित आरोह अवरोह के साथ कविता पाठ ।</p> <p>2)रिश्तों की पहचान तथा महत्व ।</p>	<p>1) उचित हाव भाव तथा आरोह अवरोह के साथ कविता का सस्वर वाचन।</p> <p>2) माता पिता पक्ष के रिश्तों की जानकारी जैसे -: नानानानी-, मामामामी-, दादा दादी-, चाचाचाची-</p>

			3) माता पिता के रिश्तेदारों के संबंध की जानकारी । 4) मौसमी फलों की जानकारी पौष्टिक आहार मिठाइयों के नाम जानना	3) घर के सभी सदस्यों के नाम से परिचित करवाना । नाम के साथ संबंध से परिचित करवाना (AAC) 4)कक्षा में दादादादी-,नानानानी की कहानी सुनाना-। दादा दादी नाना नानी के बारे में तुकबंदी से कविता बनाना । 5) गर्मियों में पाए जाने वाले फलों के नाम तथा चित्र बनवाना । 6) पौष्टिक आहारों के बारे में लिखना । 7) मिठाइयों के नाम तथा चित्र बनवाना ।
4.	मार्च (6)	पुनरावृत्ति		

**केन्द्रीय विद्यालय संगठन
पाठ्यक्रम का विभाजन**

कक्षा : चौथी

विषय: हिन्दी

सत्र : 2021-22

क्रमांक	माह /कालांश की संख्या	पाठ का नाम	प्रमुख धारणाएं	अपेक्षित कुशलताएँ	परमर्शित गतिविधियाँ
1	अप्रैल /15	मन के भोले भाले बादल	मौखिक अभिव्यक्ति	कविताका उचित हाव-भाव तथा लयात्मक तरीके से वाचन	उचित हाव भाव तथा लयात्मक तरीके से कविता का वाचन करना तथा विद्यार्थियों द्वारा अनुकरण करना ।

				करना	
			तुक शब्द	कविता में तुकात्मक शब्दों को वर्गीकृत करते हैं	ध्वनी के अनुसार तुकात्मक शब्द की पहचान तथा तुकात्मक शब्दों का मिलान (कार्यपत्रिका)
			योजक चिह्न	योजक चिह्न के उपयोग को जानते हैं	और(जोड़ना), तुलना, भिन्नात्मक संख्याओं में आदि से जुड़े शब्द युग्म के द्वारा अभ्यास करवाना
			आकृतियों की पहचान	बादलोंसे बनने वाली आकृतियों को पहचानते हैं तथा उसकी तुलना अपने आसपास के जीव जन्तुओं से करते हैं	बादलों से बनने वाली आकृतियों को रूई की सहायता से कागज पर बनाते हैं और सम्बन्धित जीव का नाम लिखते हैं AACACTIVITY
			वर्तनी	कविता में आए नए शब्दों के अर्थोंको जानते हैं तथा शुद्ध रूप से उच्चारण करते हैं	चित्रों के माध्यम से नए शब्दों के अर्थों को समझाना तथा बार बार उच्चारण करवाना
			सृजनात्मकलेखन	वाक्य रचना	वर्षा ऋतू का चित्र दिखाकर उस पर पाँच वाक्य लिखना

क्रमांक	माह/कालांशकीसंख्या	पाठकानाम	प्रमुखधारणाएँ	अपेक्षितकुशलताएँ	परमर्शितगतिविधियाँ
2	अप्रैल –मई /9	जैसा सवाल वैसा जवाब	सस्वर पाठ का वाचन करना	कहानी को ध्यानपूर्वक सुनने के पश्चात कहानी का उचित हाव भाव और सही उच्चारण के साथ पठन करना	उचित स्वर हाव-भाव तथा आरोह अवरोह के साथ कहानी का सस्वर वाचनतथा छात्रों द्वारा अनुकरण
			नए शब्द /वर्तनी/ शब्दार्थ	पाठ में नए शब्दों का उच्चारण तथा अर्थों को समझना तथा शुद्धता के साथ उसको लिखना	चित्रों और पीपीटी के माध्यम से नए शब्दों के अर्थों को समझते हैं तथा श्रुतलेख
			व्याकरण	विलोम शब्द , पर्यायवाची शब्द , मुहावरे	छात्रों को विलोम शब्द, पर्यायवाची ,और मुहावरे से संबंधित वीडियो दिखाई जाती है एवं बाद में उसका अभ्यास करने के लिए कार्यपत्रक दिया जाएगा

			एक शब्द के अलग अर्थ	छात्र एक शब्द के विभिन्न अर्थों के बारे में जानते हैं।	पीपीटी के माध्यम से एक शब्द के विभिन्न अर्थों वाले वाक्य छात्र पढ़ते हैं और अपने विचार जोड़ते हैं
			सृजनात्मक लेखन	छात्रों में पहेलियों एवं चुनौतीपूर्ण प्रश्न सर्जन करने का कौशल विकसित करना।	पहेली और चुनौतीपूर्ण प्रश्नों से सम्बन्धित पीपीटी दिखाना और छात्रों को ऐसे चुनौतीपूर्ण प्रश्न की सूची बनाने के लिए उत्साहित एवं प्रेरित करना। AAC ACTIVITY

क्रमांक	माह /कालांश की संख्या	पाठ का नाम	प्रमुख धारणाएं	अपेक्षित कुशलताएँ	परमर्शित गतिविधियाँ
3	जून -12	किरमिच की गेंद	* सस्वर वाचन	कहानी को ध्यानपूर्वक सुनने के पश्चात कहानी का उचित हाव भाव और सही उच्चारण के साथ पठन करना	उचित स्वर हाव-भाव तथा आरोह अवरोह के साथ कहानी का सस्वर वाचन
			*मौखिक अभिव्यक्ति	* घर के अंदर और बाहर खेले जाने वाले खेलों के नाम बताते हैं * विभिन्न प्रकार की गेंदों के नाम जिनका प्रयोग विभिन्न प्रकार के खेलों में होता है	चित्रों और वीडियो के माध्यम से विभिन्न प्रकार के खेलों को दिखाना तथा गेंदों के नाम बताना विभिन्न प्रकार के खेलों में प्रयोग होने वाली विभिन्न प्रकार की गेंदों के नामों की सूची बनाओ AAC ACTIVITY
			* पेड़ और पौधे के अंतर को समझते हैं	* चित्रों और वीडियो के माध्यम से अंतर को समझाना	अपने घर के आस पास दिखने वाले पेड़ और पौधों की सूची बनाओ AAC ACTIVITY
			*वर्तनी / शब्दार्थ	* पाठ में आए विभिन्न प्रकार के शब्द जैसे क्यारियों, घूँस, तिमंजली इमारत, मुंडेर, मोहल्ले, ईमानदारी, हथियाने , स्कूटर आदि के अर्थों को समझते हैं	पीपीटी के द्वारा शब्दों के अर्थों को चित्र द्वारा समझाना तथा शब्दकोश में वृद्धि करना
			व्याकरण	क्रिया शब्द , विलोम शब्द का ज्ञान प्राप्त करना	फ़्लैश कार्ड की सहायता से क्रिया शब्द और विलोम शब्दों का मिलान करवाना
			सृजनात्मक लेखन	अपने विचारों के अनुसार वाक्यों की रचना करने में सक्षम होना	खेलों के महत्त्वपरलेख लिखते हैं

क्रमांक	माह /कालांश की संख्या	पाठ का नाम	प्रमुख धारणाएं	अपेक्षित कुशलताएँ	परमर्शित गतिविधियाँ
4	जुलाई -10	पापा जब बच्चे थे	* सस्वर वाचन	कहानी को ध्यानपूर्वक सुनने के पश्चात कहानी का उचित हाव भाव और सही उच्चारण के साथ पठन करना	उचित स्वर हाव-भाव तथा आरोह अवरोह के साथ कहानी का सस्वर वाचन
			* मौखिक अभिव्यक्ति	* विभिन्न प्रकार के व्यवसायों के नाम बताना * पारिवारिक रिश्तों के नाम बताते हैं	* पीपीटी के माध्यम से विभिन्न प्रकार के व्यवसायों को दिखाना * छात्र फ़्लैश कार्ड की सहायता से पारिवारिक रिश्तों का मिलान करते हैं
			* शब्दावली	अनेक शब्दों के लिए एक शब्द	पीपीटी के माध्यम से अनेक शब्दों के लिए एक शब्द को देखते हैं और समझते हैं तथा कार्यपत्रिका को हल करते हैं
			*वर्तनी / शब्दार्थ	* पाठ में नए शब्दों के अर्थों को समझना तथा शुद्धता के साथ उसको लिखना	फ़्लैश कार्ड की सहायता से अर्थों का मिलान करना तथा श्रुतलेख
			* व्याकरण	* सर्वनाम / विलोम शब्द	छात्रों को सर्वनाम और विलोम शब्द से संबंधित वीडियो दिखाई जाती है एवं बाद में उसका अभ्यास करने के लिए कार्यपत्रक दिया जाएगा
			* सृजनात्मक कार्य	छात्र बड़े होकर क्या बनना चाहते हैं एवं क्यों? इस विषय पर अपने विचार व्यक्त करने के लिए कहा जाएगा	आपको कौन सा व्यवसाय पसंद है और क्यों ? विभिन्न प्रकार के व्यवसायों के नाम लिखो और उनसे सम्बन्धित चित्र चिपकाओ (AAC ACTIVITY)

क्रमांक	माह /कालांश की संख्या	पाठ का नाम	प्रमुख धारणाएं	अपेक्षित कुशलताएँ	परमर्शित गतिविधियाँ
5	अगस्त-10	दोस्त की पोशाक	सस्वर वाचन	पाठ को ध्यान पूर्वक सुनने के पश्चात पाठको पढ़ने में सक्षम होना।	उचित स्वर तथा हाव-भावके साथ पाठ का सस्वर वाचन करना।
			शब्द भंडार	शब्द भंडार को विकसित करना	छात्रों को पाठ में आए नएशब्दों अर्थ बताना एवं दोस्ती की विभिन्न कहानियाँजैसेशेर और चूहा, चींटी और कबूतर
			बोलना	कठपुतली खेल देखेंगे और ध्यान से सुनेंगे।	नसरुद्दीन और जमाल साहब के वार्तालाप को कठपुतली खेल के रूप में प्रस्तुत करना।(AAC)
			पहनावेका ज्ञान	अलग-अलग पहनावेके नाम जानने में सक्षम होना।	विद्यार्थीअपनेराज्ययाअन्यराज्यमेंपहनेजानेवालेपहनावोंकेनामएवंउनकेचित्रसमाचारपत्र,पत्रिकाओंएवंइंटरनेट
			मौखिक अभिव्यक्ति	अपने विचारों को प्रकट करने में सक्षम होना।	अपने पड़ोस या मोहल्ले कीकिसी विशेष घटनाओं को अपने शब्दों में व्यक्त करना।
			वर्तनी/लेखन	संयुक्त अक्षर वाले शब्दों को जानना और मुहावरों का अर्थ जानकर वाक्य	संयुक्तअक्षर वाले शब्द जैसे ल्ल,स्त, क्य, स्वसेबनेशब्दों के उच्चारण पर जोर देना एवं इनकी सूची बनाना। प्लैश कार्ड के द्वारा मुहावरों का उनके अर्थ के साथ विद्यार्थियों से मिलान करवाना।

			में प्रयोग करना।	
		सृजनात्मक लेखन	अपनेमनपसंद पहनावे के बारे में दसलिखना।	अपनी मनपसंद पहनावे का चित्र बनाकर उसके बारे में कोई 10 वाक्य लिखना।

क्रमांक	माह /कालांश की संख्या	पाठ का नाम	प्रमुख धारणाएं	अपेक्षित कुशलताएँ	परमर्शित गतिविधियाँ
6	अगस्त -12	नाव बनाओ नाव बनाओ	सस्वर पठन/वर्तनी तुक शब्द	कविता का उचित हाव-भाव तथा शुद्ध उच्चारण के साथ पठन करना	पीपीटी व वीडियो के माध्यम से स्क्रीन शेयर करके उचित स्वर तथा हाव-भाव के साथ कविता का सस्वर वाचन
			मौखिक अभिव्यक्ति	मौखिक अभिव्यक्ति करने में सक्षम होना	वर्षा से बचने के लिए इस्तेमाल की जाने वाली चीज़ों, मौसम के विभिन्न प्रकारों, कविता के आधार पर नाव नदी के बारे में, जहाज के विभिन्न भागों एवं प्रकारों के बारे में संक्षिप्त चर्चा करना
			जल चक्र	जल चक्र का ज्ञान	वीडियो के माध्यम से जल चक्र को समझाना एवं विद्यार्थियों से जल चक्र का चार्ट बनवाना
			व्याकरण	क्रिया शब्द, विलोम शब्द, पर्यायवाची शब्दों का ज्ञान प्राप्त करना	फ्लैश कार्ड की सहायता से कविता में आए क्रिया शब्द, विलोम शब्द एवं पर्यायवाची शब्दों का मिलान करवाना
			रचनात्मक कार्य	नाव का क्राफ्ट बनाना, नाव बनाने के लिए इस्तेमाल की जाने वाली विभिन्न चीज़ों एवं जल यातायात के साधनों के बारे में समझना	नाव का क्राफ्ट बनाकर उस पर अपनी कोई कविता की रचना करना नाव की सहायता से किए जाने वाले काम, जल यातायात के साधनों एवं नाव बनाने के लिए इस्तेमाल की जाने वाली चीज़ों का विवरण लिखना (AAC) नाव, नदी, गुल्लक, और कैंची का चित्र बनाकर इनके बारे में वाक्यों की रचना करना

क्रमांक	माह /कालांश की संख्या	पाठ का नाम	प्रमुख धारणाएं	अपेक्षित कुशलताएँ	परमर्शित गतिविधियाँ
7	सितम्बर -15	दान का हिसाब	* सस्वर वाचन	कहानी को ध्यानपूर्वक सुनने के पश्चात कहानी का उचित हाव भाव और सही उच्चारण के साथ पठन करना	उचित स्वर हाव-भाव तथा आरोह अवरोह के साथ कहानी का सस्वर वाचन
			अभिनय कला	राजा , मंत्री , सन्यासी एवं साधारण लोगों की भूमिका निभाकर अभिनय करने की क्षमता का विकास	कहानी में आए विभिन्न पात्रों की भूमिका का विद्यार्थियों से नाटकीयकरण करवाना * माता पिता और दोस्त के साथ बाढ़ के प्रभावों के ऊपर चर्चा करके उन्हें अपने शब्दों में लिखना (AAC)
			प्राकृतिक विपदाओं का ज्ञान	विभिन्न प्रकार की प्राकृतिक विपदाओं जैसे अकाल, बाढ़, भूकंप, सुनामी आदि के बारे में जानना	वीडियो के माध्यम से विभिन्न प्रकार की प्राकृतिक विपदाओं का प्रस्तुतीकरण करना एवं इससे बचने के उपायों के ऊपर विद्यार्थियों से संवाद करवाना
			कल्पना शक्ति का विकास	राजा और सन्यासी के ऊपर कल्पना करके अपने अनुसार कहानी का निर्माण करना	राजा और सन्यासी पर अपनी कोई कहानी लिखकर कक्षा में उसका प्रस्तुतीकरण करना (AAC)
			श्रुतलेख	संज्ञा शब्द, विलोम शब्द , विशेषण शब्द और लिंग बदलना आदि चीजों का ज्ञान प्राप्त करना	प्रलेश कार्ड एवं पीपीटी के माध्यम से शब्दों के अर्थ, संज्ञा शब्द , विशेषण शब्द, विलोम शब्द एवं लिंग बदलना आदि का विद्यार्थियों से मिलान करवाना
			सृजनात्मक लेखन	संख्याओं को हिंदी में लिखना	संख्याओं को हिंदी में लिखने की क्षमता का विकास करना
			मुद्राओं का ज्ञान	विभिन्न देशों की मुद्राओं के बारे में ज्ञान प्राप्त करना	विभिन्न देशों की मुद्राओं के बारे में जानना एवं उनके नाम लिखना

क्रमांक	माह /कालांश कीसंख्या	पाठकानाम	प्रमुखधारणाएं	अपेक्षितकुशलताएँ	परमर्शितगतिविधियाँ
8	अक्टूबर - 10	कौन	सस्वरवाचन	कविताकाउचितहाव-भावतथाशुद्धउच्चारणकेसाथपठनकरना।	वीडियोकेमाध्यमसेस्क्रीनशेयरकरकेउचितस्वरतथाहाव-भावकेसाथकविताकासस्वरवाचन।
			मौखिकअभिव्यक्ति	विचारों को व्यक्त करने का अवसर प्रदान करके विद्यार्थियों कीमौखिक अभिव्यक्तिक्षमता का विकासकरना।	विभिन्न प्रकार के जानवरों का चित्र दिखा करके विद्यार्थियों सेपालतू जानवरों एवंजंगली जानवरों का वर्गीकरण करवाना। जंगली जानवर किन जानवरों को कहा जाता है?
			नाटकीयकरण	नाटकीयकरण के द्वारा अभिनय क्षमता का विकास करना।	कविता में आए विभिन्नपात्रों के ऊपर विद्यार्थियों से नाटक करवाना जैसे कबाड़ी, चूहा इत्यादि।
			कलात्मक शक्ति का वर्धन	कलात्मक शक्ति का विकास करना।	वीडियोप्रस्तुतीकरणकेमाध्यमसेविद्यार्थियों सेहाथसेबननेवालीचीजेजैसे- पत्तोंसेदोना, प्लेट, इत्यादिबनवाना।(AAC)
			रचनात्मक अभिव्यक्ति	रचनात्मक अभिव्यक्ति का विकास करना।	घर में पड़ेपुरानेएवं बेकार सामानकाहमक्या-क्या कर सकते हैं? किस तरह के सामान कोफिर से नया बनाया जा सकता है।और कैसे? विद्यार्थी अपनी-अपनी अभिव्यक्ति प्रस्तुत करेंगे।
			सृजनात्मकलेखन	शरारतीजानवरोंकेऊपरलेखलिखना।	घर में बिना बुलाए घुसने वाले शरारती जानवरों की सूची बनाना, और वेघर में घुसकर क्या-क्या शरारत करते हैं? के ऊपर लेख लिखना। (AAC)
			शब्दभंडारमेंवृद्धि	शुद्ध वर्तनी का ज्ञान।	कविता में आए नएशब्दों का विद्यार्थियों से श्रुतलेख लिखवाना।
			व्याकरण	तुकवाले शब्द, संज्ञा शब्द, वचनएवं लिंगशब्दों का ज्ञान।	फ्लैश कार्ड एवं पी.पी.टी के माध्यम से विद्यार्थियों को कविता में आए संज्ञा शब्द, तुक वाले शब्द, वचनएवं लिंग शब्दों के बारे में बताना।

क्रमांक	माह/कालांश की संख्या	पाठकानाम	प्रमुखधारणाएं	अपेक्षितकुशलताएँ	परमर्शितगतिविधियाँ
9	नवम्बर-12	स्वतंत्रता की ओर	सस्वरपठन	शुद्ध उच्चारण एवं धाराप्रवाह के साथ पाठ पढ़ने की क्षमता का विकास।	उचित स्वर तथा हाव-भाव के साथ पाठ का सस्वर वाचन करना।
			ऐतिहासिक चीजों की जानकारी	ऐतिहासिक चीजों एवं घटनाओं की जानकारी प्राप्त करना।	वीडियो के माध्यम से भारत के ऐतिहासिक स्मारकों, घटनास्थलों एवं भारत की स्वतंत्रता के बारे में बताना।
			कल्पना शक्ति का विकास।	पाठ के माध्यम से विद्यार्थियों की कल्पना शक्ति का विकास करना।	सरकार कर क्यों लगाती है? और किन-किन चीजों के ऊपर सरकार हमसे कर लेती है?
			सामान्य ज्ञान में वृद्धि	सामान्य ज्ञान में वृद्धि का विकास करना।	विद्यार्थियों को समूहों में बाँटकर उन्हें प्रश्नोत्तरी तैयार करने का अवसर देना और दोनों समूहों के बीच प्रश्नोत्तरी की प्रतियोगिता करवाना जैसे:- 15 अगस्त और 26 जनवरी के दिन क्या मनाया जाता है? दूध से क्या-क्या चीजें बनाई जाती हैं? इत्यादि। (AAC)
			अर्थ ग्रहण	साबरमती आश्रम एवं दांडी यात्रा (नमक सत्याग्रह) के बारे में जानना।	दांडी यात्रा का वीडियो दिखाते हुए नमक सत्याग्रह का कारण और उनके नतीजों का विद्यार्थियों को ज्ञान प्रदान करना।
			लेखन/वर्तनी	संयुक्ताक्षरों का ज्ञान।	संयुक्ताक्षरों-स्व, च्छ, न्न, श्र, द्ध शब्दों पर जोर देते हुए इनसे बनने वाले शब्दों की सूची

					बनवाना।
			शब्दभंडारमेंवृद्धि	शुद्धवर्तनीकाज्ञान।	संचार के मुख्य साधनों के नाम लिखकर उनके चित्र चिपकाना।
			व्याकरण	अनुस्वार और अनुनासिक शब्दों में अंतर जानना एवं उनकासही इस्तेमाल करना ।	शिक्षक द्वारा अनुस्वार एवं अनुनासिक शब्दोंकेकुछ उदाहरण श्यामपट्ट पर लिखनाएवंउनके सहीउच्चारण पर जोर देना।
			सृजनात्मककार्य	सृजनात्मक क्षमता का विकास करना।	विद्यार्थी महात्मा गांधीके पूरे जीवन काल केचित्रइकट्टा करके कोलॉजबनाएंगे।(AAC)

क्र मां क	माह /का लांश कीसं ख्या	पाठका नाम	प्रमुखधार णाएं	अपेक्षितकुशलताएँ	परमर्शितगतिविधियाँ
10	नवंबर -12	थप्प रोटी थप्प दाल	खेलों के नाम जानना	मनोरंजनकेलिएखेलेजानेवालेखे लोंकेबारेमेंजानना।	पी.पी.टीकेमाध्यमसेमनोरंजनकेलिएखेलेजानेवालेविभिन्नप्रकारकेछोटेएवंबड़ेखेलोंके बारेमेंबताना।
			सस्वर पठन	शुद्ध उच्चारण वउचित विराम चिन्हों के अनुसार कहानी पढ़ना।	शिक्षक द्वारा पाठ का आदर्श पठन करने के पश्चात विद्यार्थियों से पाठ पढ़वाना।
			बोलना	घरेलू एवं मैदानी खेलों के बारे में जानना।	छात्रों से घरेलू एवं मैदानी खेलों के ऊपर चर्चा करवाना।
				अभिनय क्षमता का विकास	विद्यार्थियोंसेकहानीमेंआएविभिन्नपात्रोंसेसंबंधितसंवादयादकरवानाएवंकक्षामें

			नाटकीयकरण	करना।	उनकानाटकीयकरणकरवाना।(AAC)
			रचनात्मक कार्य क्षमता का विकास	रचनात्मक कार्य क्षमता का विकास करना।	वीडियो के द्वारा विद्यार्थियों को घर में पकाए जाने वाले पकवानोंको बनाने की विधियाँबताना। तथा उनसे रसोई घर में पाए जाने वाले सामानों की सूची बनवाना।(AAC)
			लिखना	लेखन क्षमता का विकास।	अपने मनपसंद पकवान को बनाने की विधियोंके ऊपर विद्यार्थियों सेलेख लिखवाना।
			शब्दभंडार मेंवृद्धि	शुद्धवर्तनीकाज्ञान।	कहानी में आए नए शब्दों का बार-बारउच्चारण करना एवं उनके अर्थ को जानना ।
			व्याकरण	नाम वाले एवं काम वाले शब्दों की पहचान करना एवं उनमें अंतर करना।	पाठ में आए नाम वाले शब्दोंएवं काम वाले शब्दों की विद्यार्थियों सेसूची बनवाना।

क्रमांक	माह /कालांश कीसंख्या	पाठकानाम	प्रमुखधारणाएं	अपेक्षितकुशलताएँ	परमर्शितगतिविधियाँ
11	दिसंबर-10	पढ़कूकी सूझ	सस्वर वाचन	उचितस्वरएवंहाव-भावकेसाथकेसाथकविताकासस्वर वाचनकरना।	उचितस्वरएवंआरोह-अवरोहकेसाथकविताकावाचनकरना।
			अभिव्यक्ति का विकास	विचारों को व्यक्त करने की क्षमता का विकास करना।	विद्यार्थी जीवन में शिक्षा के महत्व को जानते हुए शिक्षा के प्रति अपने विचारों को व्यक्त करेंगे।
			वर्तनी	शब्द भंडार में वृद्धि करना।	फ्लैश कार्ड की सहायता से विद्यार्थी कविता में आए नए शब्दों के अर्थ जानेंगे एवंउनका वाक्य में प्रयोग करेंगे ।
			विभिन्न विषयों का ज्ञान।	विभिन्न विषयों के बारे में जानना ।	अध्यापकद्वाराविभिन्नविषयोंके ऊपरविद्यार्थियोंकोसंक्षिप्तज्ञानदेना।जैसेअर्थशास्त्र, तर्कशास्त्र, राजनीतिशास्त्र, समाजशास्त्रइत्यादि।
			पशुओं के	हमारे जीवन में पशुओं के महत्व	अपने आस पास पाए जाने वाले पशुओंकी सूची

			महत्व को जानना	को जानना।	बनाना और उनका किन-किन कामों में इस्तेमाल किया जाता है? उनका पता लगाना।(AAC)
			दैनिक जीवन की गतिविधियों के बारे में जानकारी	दैनिक जीवन में होने वाली गतिविधियों के बारे में जानकारी प्राप्त करना।	विद्यार्थी अपने अभिभावकों, दोस्तों और अन्य स्रोतों की सहायता से जानकारी प्राप्त करेंगे कि पुराने समय में और वर्तमान समय में तेल किन-किन साधनों से निकाला जाता है।(AAC)
			सृजनात्मक कार्य	विभिन्न व्यवसायों के बारे में जानना।	विभिन्न व्यवसायों के नाम लिखकर उनके चित्र चिपकाना।
			व्याकरण	कविता में आए मुहावरों को समझने में सक्षम होना।	पी.पी.टी के माध्यम से विद्यार्थी कविता में आए मुहावरों के अर्थ जानेंगे। जैसे- कोलहू का बैल, दिन रात एक करना, एड़ी चोटी का जोर लगाना इत्यादि।

क्रमांक	माह /कालांश की संख्या	पाठ का नाम	प्रमुख धारणाएं	अपेक्षित कुशलताएँ	परमर्शित गतिविधियाँ
7	जनवरी	सुनीता की पहिया कुर्सी	* सस्वर वाचन	कहानी को ध्यानपूर्वक सुनने के पश्चात कहानी का उचित हाव भाव और सही उच्चारण के साथ पठन करना।	उचित स्वर हाव-भाव तथा आरोह अवरोह के साथ कहानी का सस्वर वाचन।
			प्रतिभाशाली दिव्यांग व्यक्ति	प्रतिभाशाली दिव्यांग व्यक्तियों के बारे में जानते हैं तथा दुनिया में कोई भी कार्य नामुमकिन नहीं है इस सोच के प्रति सकारात्मक दृष्टिकोण विकसित करते हैं।	प्रतिभाशाली दिव्यांग व्यक्तियों की सूची बनाओ और उनके कार्यक्षेत्र की व्याख्या करो। (AAC ACTIVITY)
			शब्दावली	दिव्यांग व्यक्तियों से सम्बन्धित अनेक शब्दों के लिए एक शब्द बताते हैं। जैसे- जो बोल न सके, जो सुन न सके आदि।	शरीर में होने वाले विकार को सूचीबद्ध करना तथा चित्रों के माध्यम से दिखाए गए शारीरिक विकार का नामांकन करना।
			पत्रलेखन	पत्र लेखन के प्रारूप को समझते हैं तथा उसी के आधार पर पत्र लिखते हैं।	पत्र के प्रारूप के माध्यम से छात्रपत्र के विभिन्न भागों जैसे पत्र लिखने वाले का पता तथा पत्र प्राप्तकर्ता का पता आदि के बारे में जानते हैं तथा अपने मित्र को पत्र लिखते हैं।
			श्रुतलेख	पाठ में आए नए शब्दों के अर्थों से परिचित होते हैं तथा उन्हें शुद्धता के साथ लिखते हैं	फ्लैश कार्ड एवं पीपीटी के माध्यम से शब्दों के अर्थों को समझते हैं तथा कठिन शब्दों का

					उच्चारण करते हैं तथा श्रुतलेख द्वारा नए शब्दों को शुद्ध रूप से लिखते हैं।
			व्याकरण	पाठ से सम्बन्धित मुहावरों के अर्थ समझते हैं।	मुहावरे के अर्थ को समझते हैं तथा उन पर व्यक्तिगत रूप से वाक्यों का निर्माण करते हैं।
			पठन	पाठ से सम्बन्धित गद्यांश को पढ़ते हैं तथा सम्बन्धित प्रश्नों के उत्तर देते हैं।	पठित गद्यांश सुनीता.....ले सकती हूँ सम्बन्धित प्रश्न व्याकरण सहित।
			सृजनात्मक लेखन	दिव्यांग व्यक्ति के प्रति दृष्टिकोण	दिव्यांग व्यक्तियों के प्रति अपने विचार प्रकट करो

क्रमांक	माह /कालांश की संख्या	पाठ का नाम	प्रमुख धारणाएं	अपेक्षित कुशलताएँ	परमर्शित गतिविधियाँ
7	जनवरी	हुदहुद	सस्वर वाचन	कहानी को ध्यानपूर्वक सुनने के पश्चात कहानी का उचित हाव भाव और सही उच्चारण के साथ पठन करना।	उचित स्वर हाव-भाव तथा आरोह अवरोह के साथ कहानी का सस्वर वाचन।
			श्रुतलेख	पाठ में आए नए शब्दों के अर्थों से परिचित होते हैं तथा उन्हें शुद्धता के साथ लिखते हैं।	फ्लैश कार्ड एवं पीपीटी के माध्यम से शब्दों के अर्थों को समझते हैं तथा कठिन शब्दों का उच्चारण करते हैं तथा श्रुतलेख द्वारा नए शब्दों को शुद्ध रूप से लिखते हैं।
			विभिन्न प्रकार के पक्षियोंकोपहचानते हैं।	छात्रविभिन्न प्रकार के पक्षियों के नाम जानते हैं तथा अपने आस पास दिखने वाले पक्षियों के नामों को सूचीबद्ध करते हैं। तथा कलगी वाले पक्षियों को अन्य पक्षियों से वर्गीकृत करते हैं।	पीपीटी के माध्यम के माध्यम से कई पक्षियों के नाम तथा उनकी विशेषताएँ बताना। कलगी वाले पक्षियों को अन्य पक्षियों के नाम से वर्गीकृत करते। (AAC ACTIVITY)
			व्याकरण	पाठ से सम्बन्धित विलोम शब्द, पर्यायवाची शब्द, तथा अनेकार्थी शब्दों को पहचानते हैं तथा शुद्धता के साथ उत्तर लिखते हैं	<ul style="list-style-type: none"> चित्रों के द्वारा पर्यायवाची शब्दों तथा विलोम शब्द को समझते हैं। तथा वाक्यों में प्रयोग करते हैं। वाक्य प्रयोग द्वारा एक शब्द के अनेक अर्थ समझते हैं जैसे-पर

					<p>1. चिड़िया के पर बहुत सुंदर हैं।</p> <p>2. वह आया पर कुछ बोला नहीं।</p>
			वर्तनी	अशुद्ध शब्दों को शुद्ध करके लिखते हैं।	पाठ से सम्बन्धित नए शब्दों को पहचानते हैं तथा उन्हें शुद्ध करके लिखते हैं।
			पठन	पाठ से सम्बन्धित गद्यांश को पढ़ते हैं तथा सम्बन्धित प्रश्नों के उत्तर देते हैं।	पठित गद्यांश हुदहुद एकमिठासनहीं होती। सम्बन्धित प्रश्न व्याकरण सहित।
			सृजनात्मक लेखन	हुदहुदपक्षी के बारे में जानते हैं।	हुदहुद पक्षी का चित्र देखकर उसके बारे में अपने विचार प्रकट करो

क्रमांक	माह /कालांश की संख्या	पाठ का नाम	प्रमुख धारणाएं	अपेक्षित कुशलताएँ	परमर्शित गतिविधियाँ
7	फरवरी	मुफ्त ही मुफ्त	सस्वर वाचन	कहानी को ध्यानपूर्वक सुनने के पश्चात कहानी का उचित हाव भाव और सही उच्चारण के साथ पठन करना।	उचित स्वर हाव-भाव तथा आरोह अवरोह के साथ कहानी का सस्वर वाचन।
			श्रुतलेख	पाठ में आए नए शब्दों के अर्थों से परिचित होते हैं तथा उन्हें शुद्धता के साथ लिखते हैं।	फ़्लैश कार्ड एवं पीपीटी के माध्यम से शब्दों के अर्थों को समझते हैं तथा कठिन शब्दों का उच्चारण करते हैं तथा श्रुतलेख द्वारा नए शब्दों को शुद्ध रूप से लिखते हैं।
			व्याकरण	पाठ से सम्बन्धित विशेषण, विलोम शब्द, वचन, लिंग शब्दों को पहचानते हैं	<ul style="list-style-type: none"> वाक्यों में संज्ञा और सर्वनाम शब्दों को पहचानना तथा उनकी विशेषता बताने वाले शब्दों पर गोला लगाना। वचन से सम्बन्धित आ, ई आदि के नियम को ध्यान में रखते हुए एकवचन को बहुवचन में बदलते हैं। जीवित और निर्जीव चीजों को वर्गीकृत करते हुए उनका लिंग निर्धारित करते हैं। (आ और ई की

				मात्राको ध्यान में रखते हुए)	
			शब्दों में उपसर्ग और प्रत्यय को पहचानते हैं	शब्दों में उपसर्ग और प्रत्यय जोड़कर अर्थपूर्ण शब्द बनाते हैं	
		शब्दकोश में वृद्धि	आधे शब्दों का प्रयोग कर उनसे सम्बन्धित शब्द बनाते हैं जैसे स्प, च्च, क्य, त्य आदि	सभी आधे शब्दों का एक उदहारण दिया जाता है जैसे रहस्य, बच्चा, आदि और छात्र इससे सम्बन्धित दो दो उदहारण बनाते हैं	
		पठन	पाठ से सम्बन्धित गद्यांश को पढ़ते हैं तथा सम्बन्धित प्रश्नों के उत्तर देते हैं	पठित गद्यांश एक दिन भीखूभाई नारियल नहीं था। सम्बन्धित प्रश्न व्याकरण सहित	
		लेखन	आवश्यकता अनुसार घर के सामानों की उनकी कीमत के अनुसार सूची बनाते हैं	घर की जरूरत के हिसाब से मंडी में बिकने वाले सामान की उसकी कीमत के अनुसार सूची बनाओ (AAC ACTIVITY)	
		सृजनात्मक लेखन	चित्र को देखकर कहानी लिखते हैं	छात्र चित्र को देखते हैं और अपने शब्दों में कहानी लिखते हैं	
क्रमांक	माह /कालांश की संख्या	पाठ का नाम	प्रमुख धारणाएं	अपेक्षित कुशलताएँ	परमर्शित गतिविधियाँ
	मार्च	पुनरावर्ती कार्य वार्षिक परीक्षा के लिए (REVISION WORK FOR SESSION ENDING EXAM)			

केन्द्रीय विद्यालया संगठन विभाजित पाठ्यक्रम

कक्षा – पांचवीं सत्र – २०२१-२२ विषय – हिंदी

क्रं. सं.	महीना / कालांशों की संख्या	पाठ का नाम	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ

1	अप्रैल / 5	राख की रस्सी	<p>शब्दकोश में वृद्धि</p> <p>लोककथाओं के बारे में जानकारी</p> <p>तिब्बत की संस्कृति के बारे में जानकारी</p> <p>संज्ञा एवं उसके भेद ।</p> <p>रचनात्मक लेखन</p>	<p>कहानी सुनकर उसका अर्थ ग्रहण करना ।</p> <p>दूसरों के साथ वार्तालाप एवं प्रतिक्रिया करने की योग्यता का विकास करना।</p> <p>नए शब्दों को वे अपनी दैनिक घटनाओं से जोड़ कर उपयोग कर सकेंगे।</p> <p>अपने प्रदेश की लोककथाओं के बारे में जानकारी ।</p> <p>छात्र लिखित और मुद्रित सामग्री को पढ़ कर समझना।</p> <p>पाठ में आये संज्ञा शब्दों व उसके भेद समझना।</p> <p>छात्रों में स्वतंत्र एवं मौलिक लेखन क्षमता का विकास ।</p>	<p>1. शिक्षक कहानी सुनाकर विद्यार्थियों में श्रवण कौशल विकसित करेगा और छात्र कहानी सुनकर उसके अर्थ को ग्रहण करेंगे।</p> <p>2. सुझावित विडिओ के माध्यम से कठिन शब्दों (जैसे- हाजिरजवाबी, आपबीती) के चित्र द्वारा तथा उदाहरण के साथ समझाना ।</p> <p>3. अपनी दादी/नानी/नाना/दादायाघर में किसी बड़े से अपने प्रदेश की लोककथा को सुने और कक्षा में चर्चा करना -AAC</p> <p>4. शिक्षक वीडियो एवं पीपीटी द्वारा संज्ञा के बारे में विस्तृत जानकारी देगा ।</p> <p>5. छात्रों द्वारा पाठ में आए संज्ञा शब्दों को चयनित करना ।</p> <p>6. बादशाह अकबर की कहानी या किसी राजा की कहानी की पुस्तक ले कर पढ़ो और उस कहानी से आपको क्या शिक्षा मिली और उस कहानी में कौन-कौन से पात्र शामिल थे उनके नाम लिखो।</p> <p>7. दिए गए चित्र को देखकर कहानी लिखना/पूरी करना । -AAC</p> <p>8. क्या तुम दूसरों की सहायता करते हो? यदि हाँ तो अपने द्वारा किये गये ऐसे दो कार्य लिखो, जो तुमने किसी और की सहायता के लिए किये हों। किसी की सहायता कर के आपको कैसा लगा, वह भी लिखिए । -AAC</p>
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*	अप्रैल / 1	दुनिया की छत	तिब्बत के बारे में जानकारी	तिब्बत के बारे में जानकारी प्राप्त करेंगे तथा उसे मानचित्र में दर्शाएंगे।	1. शिक्षक विडिओ द्वारा तिब्बत के बारे में जानकारी देंगे एवं चर्चा करेंगे। 2. तिब्बत को मानचित्र में दर्शाना। 3. पहाड़ और पठार में अंतर बताना।
2	अप्रैल / 4	फसलों के त्योहार	<p>फसलों से जुड़े त्योहार के बारे में जानकारी</p> <p>भारत की सांस्कृतिक विविधता के बारे में</p> <p>क्रिया शब्द</p> <p>सामूहिक चर्चा</p> <p>लेखन कौशल</p>	<p>दूसरों के साथ वार्तालाप एवं प्रतिक्रिया करने की योग्यता का विकास करना।</p> <p>फसलों से जुड़े विभिन्न त्योहारों की जानकारी प्राप्त करना।</p> <p>भारत के विभिन्न राज्यों की भाषा, खानपान, लोक कला व लोक संगीत की जानकारी करवाना।</p> <p>भाषा के शुद्ध रूप का ज्ञान देना।</p> <p>वर्तनी सम्बन्धी अशुद्धियों को दूर करना।</p> <p>स्वतंत्र एवं मौलिक लेखन क्षमता का विकास</p> <p>क्रिया शब्दों की जानकारी</p>	<p>1. शिक्षक द्वारा विडिओ व पीपीटी के माध्यम से बच्चों को फसलों से जुड़े विभिन्न त्योहारों की जानकारी देना तथा बच्चों के साथ चर्चा करना।</p> <p>2. विभिन्न फसलों से जुड़े त्योहारों के चित्र दिखाना।</p> <p>3. तिल, गुड़, चावल और दूध आदि के उपयोग की जानकारी देना।</p> <p>4. चित्र के माध्यम से किसी एक त्योहार पर चर्चा करना व बच्चों से एक-एक करके वाक्य लिखवाना।</p> <p>5. फसलों की किसी भी एक त्योहार पर अनुच्छेद लेखन --AAC</p> <p>6. शब्दों की सहायता से अनुच्छेद पूरा करना।</p> <p>7. किसी एक खास पकवान को बनाने की विधि लिखना।</p> <p>8. फसलों से जुड़े त्योहारों की जानकारी इकट्ठा करना (चित्र, कविता, कहानी, वीडियो, पोस्टर आदि) -AAC</p> <p>9. अध्यापक बच्चों से काम वाले शब्दों के बारे में चर्चा करेगा।</p> <p>10. पाठ में आए किन्हीं 10 क्रिया शब्दों को ढूँढकर लिखो।</p>

3	जून /5	खिलौनेवाला	<p>तुकांत शब्द</p> <p>विभिन्न प्रदेशों के पारंपरिक खिलौने</p> <p>रामायण कथा</p> <p>पर्यायवाची शब्द</p> <p>विशेषण शब्द</p> <p>संज्ञा से क्रिया शब्द बनाना</p>	<p>काव्य में निहितमुख्य भाव और सन्देश को समझने की क्षमता का विकास।</p> <p>कल्पनाशक्ति का विकास। कविता को सुर और लय के साथ पढ़ना।</p> <p>कविता के भावों को समझकर पूछे गए प्रश्नों के उत्तर लिखना।</p> <p>तुकांत शब्दों का ज्ञान।</p> <p>अपने आसपास घटने वाली घटनाओं पर ध्यान देते हुए उन पर मौखिक रूप से अपनी प्रतिक्रिया व्यक्त करते हैं।</p> <p>लेखन क्षमता का विकास</p> <p>भाषा के शुद्ध रूप का ज्ञान।</p>	<p>1. कविता का सस्वर वाचन करवाना।</p> <p>2. रामायण की संक्षिप्त कहानी सुनाना या बच्चों से खण्डों में सुनना।</p> <p>3. रामायण के मुख्य पात्रों के चित्र दिखाना।</p> <p>कविता की पंक्तियाँ पूरी करवाना।</p> <p>4. बच्चों के खेलों के बारे में जानकारी देना तथा उनके द्वारा खेले जाने वाले खेलों के बारे में चर्चा करना।</p> <p>जैसे – अभी कोरोना काल में आप घर पर कौन-कौन से खेल खेलते हैं ?-AAC</p> <p>5. दशहरे पर एक अनुच्छेद लिखवाना।</p> <p>6. आसपास गली – मोहल्लों में फेरीवालों के बारे में चर्चा करना जैसे- सब्जीवाला, खिलौनेवाला आदि।</p> <p>7. अपनी पसंद के खिलौनों की सूची बनवाना।</p> <p>8. योजक चिह्न व युग्म शब्दों की जानकारी देना।</p> <p>9. तुकांत शब्दों की जानकारी देना तथा पाठ में आए तुकांत शब्दों को छाँटना।</p> <p>10. 'वाला' शब्द लगाकर संज्ञा शब्द बनाना।</p>
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*	जुलाई/2	ईदगाह	<p>रचनाकारों से रूबरू</p>	<p>परिवार, मित्र, शिक्षक आदि की भाषा सुनकर समझने की योग्यता का विकास करना।</p> <p>कहानी सुनकर उसका अर्थ ग्रहण करना।</p> <p>अपनी पाठ्यपुस्तक से इतर रचनाओं को समझते हुए पढ़ते हैं तथा उसके बारे में बताते हैं।</p>	<p>1. शिक्षक कहानी सुनाकर विद्यार्थियों में श्रवण कौशल विकसित करेगा और छात्र कहानी सुनकर उसके अर्थ को ग्रहण करेंगे।</p> <p>2. शिक्षक परिषद द्वारा विकसित प्रेमचंद एवं सुभद्रा कुमारी पर फिल्म दिखा सकते हैं।</p> <p>3. बच्चे विभिन्न रचनाकारों की रचनाएं पढ़ेंगे तथा उसके बारे में बताएंगे। -AAC</p>
4	जुलाई / 5	नन्हा फ़नकार	<p>उर्दू के शब्द</p> <p>एतिहासिक स्थल</p> <p>औजारों के नाम</p> <p>मुहावरे</p>	<p>परिवार, मित्र, शिक्षक आदि की भाषा सुनकर समझने की योग्यता का विकास करना।</p> <p>दूसरों के साथ वार्तालाप एवं प्रतिक्रिया करने की योग्यता का विकास करना</p> <p>लिखित सामग्री को ध्वनियों एवं मात्राओं की शुद्धता के साथ पढ़ना।</p>	<p>1. शुद्ध उच्चारण एवं उचित विराम चिह्नों को ध्यान में रखते हुए पाठ का वाचन।</p> <p>2. शिक्षक द्वारा सुझावित विडिओ से कहानी समझाना तथा चित्रों के माध्यम से नए शब्द समझाना।</p> <p>2. बादशाह अकबर व फतेहपुर सिकरी के विषय में व कहानी के पात्रों के विषय में चर्चा करना।-AAC</p> <p>3. लघु प्रश्न पूछना जैसे – प्र. अकबर कौन था ?</p> <p>4. विभिन्न व्यवसायों के औजारों को दिखाकर नाम पूछना। जैसे –</p>

			<p>वाक्यांश के लिए एक शब्द क्रिया से संज्ञा शब्द बनाना</p>	<p>पाठ को पढ़कर प्रश्नों के उत्तर लिख पाने में छात्र सक्षम होंगे।</p> <p>विद्यार्थियों के शब्दकोश में वृद्धि होगी। नए शब्दों को वे अपनी दैनिक घटनाओं से जोड़ कर उपयोग कर सकेंगे।</p> <p>विद्यार्थी भाषा के शुद्ध रूप को जानकर अपनी भाषा को प्रभावशाली बना सकेंगे।</p>	<p>फावड़ा, हथौड़ा, आरी।</p> <p>5. उर्दू भाषा के शब्दों को छाँटकर लिखवाना। जैसे – फनकार, नक्काशी इत्यादि।</p> <p>6. मुहावरों को छाँटकर अर्थ बताना व वाक्य प्रयोग करना। जैसे – धाक जमाना, उलटे पाँव लौट जाना। -AAC</p> <p>7. वाक्यांश के लिए एक शब्द। जैसे मूर्ति बनाने वाला – मूर्तिकार</p> <p>8. विभिन्न क्रिया शब्दों में 'आव' जोड़कर संज्ञा शब्द बनाना। जैसे कट से कटाव।</p>
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5.	जुलाई / 5	जहाँ चाह वहाँ राह	<p>शब्दकोश में वृद्धि</p> <p>विभिन्न प्रकार की कशीदाकारी</p> <p>रचनात्मक लेखन</p> <p>मुहावरे</p> <p>संज्ञा तथा क्रिया शब्द</p>	<p>धैर्य और ध्यान से सुनना सीखेंगे।</p> <p>नए शब्दों को अपनी दैनिक घटनाओं से जोड़कर उपयोग कर सकेंगे।</p> <p>प्रभावी वाक्य संरचना द्वारा अपनी बात को आत्मविश्वास से कह पाने में सक्षम होंगे।</p> <p>पाठ पढ़ने तथा समझने के बाद छात्र प्रश्नों के उत्तर लिख सकेंगे।</p> <p>पाठ को पढ़ने के बाद इला जैसे किसी अन्य व्यक्तित्व या इला के विषय में कुछ पंक्तियाँ लिख पाने में सक्षम होंगे।</p> <p>बातचीत को प्रभावी बनाने के लिए मुहावरों का उचित उपयोग करेंगे।</p> <p>पाठ में आये संज्ञा तथा क्रिया शब्द छाँटकर लिख सकेंगे।</p>	<p>1. सुझावित वीडियो के माध्यम से कठिन शब्दों (जैसे – साँझ, पिरोई, कढ़ाई, पिटू) के चित्र दिखाकर तथा उदहारण के द्वारा समझाना जैसे – साँप बहुत ही विषैला जीव है।</p> <p>2. शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का वाचन।</p> <p>3. विभिन्न प्रकार की कशीदाकारी के चित्र कुछ दिखाना, उसके उपयोग के बारे में बताना।</p> <p>4. गुजरात तथा सूरत के बारे में चर्चा करना।</p> <p>5. पाठ से संबंधित छोटे – छोटे प्रश्न पूछना, विद्यालय से संबंधित प्रश्न पूछना जैसे – हमें घर में ही क्यों रहना है?, हम स्कूल क्यों नहीं जा रहे? स्कूल क्यों बंद हैं? - AAC</p> <p>6. इला जैसे किसी अन्य व्यक्तित्व (जैसे – अरुणिमा सिन्हा) की कहानी सुनाना, वीडियो दिखाना तथा उनके बारे में लिखने के लिए प्रेरित करना- AAC</p> <p>7. पाठ में आये मुहावरों का प्रयोग कर कुछ नए वाक्य बनाना तथा वार्तालाप में उनका उपयोग करना।</p> <p>ऑनलाइन वीडियो के द्वारा मुहावरों का उपयोग सिखाना।</p> <p>8. पाठ पढ़कर 10 संज्ञा शब्द छाँटकर लिखेंगे तथा क्रिया</p>
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					से संबंधित चित्र देखकर शब्दों का वाक्य प्रयोग लिखेंगे। 9. पुराने समय में उपयोग होने वाले संचार के साधनों के बारे में बात करना।
*	अगस्त/1	पत्र	घर का पता विभिन्न प्रकार के पत्र लेखन	अपने घर तथा अपने नजदीकी रिश्तेदारों का पता जान सकेंगे। मित्र को पत्र लिख सकेंगे	अपने किसी परिवार के सदस्य या मित्र को पत्र लिखना सिखाना -AAC
6.	अगस्त / 5	चिट्ठी का सफ़र	नए शब्दों के ज्ञान से शब्दकोश में वृद्धि विभिन्न संचार के साधन दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करना शब्दों की वर्तनी की शुद्धता पत्र लेखन	लेख के बारे में सुनकर उसका अर्थ ग्रहण करना। नए शब्दों को अपनी दैनिक घटनाओं से जोड़कर उपयोग कर सकेंगे। लिखित सामग्री को ध्वनियों एवं मात्राओं की शुद्धता के साथ पढ़ सकेंगे अपने मित्रों \ रिश्तेदारों के पत्र पढ़ सकेंगे। पाठ पढ़ने तथा समझने के बाद छात्र प्रश्नों के उत्तर लिख सकेंगे। पिनकोड, घर का पता इत्यादि का सही उपयोग कर सकेंगे। अपना पत्र या प्रार्थना पत्र स्वयं लिख सकेंगे।	1. सुझावित वीडियो/पीपीटी के माध्यम से संचार के साधनों से परिचित कराना। 2. शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का वाचन। 3. कुछ शब्दों वाला एक श्रुतलेख लिखवाया जाएगा, जैसे -सन्देश, जरूरत, इकट्ठा, भौगोलिक। 4. प्राचीन काल से अबतक उपयोग में आने वाले संचार के साधनों के बारे में वार्तालाप करना (जैसे - पत्र, ई-मेल, व्हाट्सएप, टेलीविज़न, टेलीफोन मोबाईल आदि)। किन्हीं तीन संचार साधनों का चित्र बनाकर उनके बारे में लिखवाना। 5. पिनकोड, अपने घर का पता आदि के विषय में बताना (वीडियो तथा चित्र के माध्यम से) 6. अपने नजदीकी रिश्तेदारों, मित्रों के पते की सूची तैयार करवाना तथा अपनी एक पत्र पेटिका बनाना। 7. घर में उपलब्ध पुराने पत्र, पोस्ट कार्ड, डाक टिकट एकत्रित करके कोलाज बनाना और उनके बारे में बातचीत करना। 8. अपने मित्र को पत्र लिखना -AAC
7.	अगस्त / 2	डाकिए की कहानी	शब्दकोश में वृद्धि दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करना अपने मन के भावों को प्रकट करेंगे	लेख के बारे में सुनकर उसका अर्थ ग्रहण करना तथा परिवार, मित्र, शिक्षक आदि की भाषा सुनकर समझने की योग्यता। अंग्रेजी के कुछ शब्द जिनका प्रयोग हिंदी में ज्यों का त्यों किया जाता है। विद्यार्थी अपने घर के किसी व्यक्ति के साथ अपनी भेंटवार्ता बनाकर लिख सकेंगे।	1. शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का वाचन -AAC 2. कठिन शब्दों का ऑडियो के माध्यम से श्रुतलेख लिखवाना। जैसे- पैतालीस, बारहवीं, चिट्ठियाँ आदि। 3. पाठ में आये अंग्रेजी के ऐसे शब्दों को छाँटना जिनका प्रयोग हिंदी में ज्यों का त्यों किया जाता है। जैसे - ऑफिस, पोस्टमैन, रजिस्ट्री आदि -AAC 4. कुछ शब्दों वाला एक श्रुतलेख लिखवाया जाएगा, जैसे -सन्देश, जरूरत, इकट्ठा, भौगोलिक।

			स्त्रीलिंग पुल्लिंग शब्दों की वर्तनी की शुद्धता सन्देश भेजना		5. डाकियाडाककेसाथ-साथबैंकभीलायाहै, जाननेकेलिएकोविडियोदिखाएँगे,और वार्तालाप करना । 6. अपने मन के भावों को प्रकट करना –AAC 7. सन्देश भेजने के अन्य तरीकों पर बातचीत । 8. उदाहरणों के द्वारा स्त्रीलिंग – पुल्लिंग को समझते हुए अभ्यास पत्र पूरा करना ।
8.	अगस्त / 5	वे दिन भी क्या दिन थे	कहानी का पठन कंप्यूटर की जानकारी कहानी लिखना सार्थक शब्द बनाना काल और उसके प्रकार डायरी	कहानी को सुनकर नए शब्दों का वाक्य में प्रयोग करना , कहानी के पत्रों और घटनाओं , शीर्षक आदि के बारे में बातचीत करना । कंप्यूटर तथा उसके महत्वपूर्ण भागों के कार्य के बारे में जानेंगे पाठ को पढ़ना , पूछे गए प्रश्नों के उत्तर (मौखिक ,लिखित)देना । अपनी कल्पना से कहानी या कविता लिखते हैं , कहानी को आगे बढ़ाते हैं । कहानी को स्वयं के जीवन से जोड़कर अपने अनुभव को लिखने की कुशलता बिखरे हुए अक्षरों से सार्थक शब्द बना सकेंगे । डायरी में दिनचर्या लिखेंगे	1.कठिन शब्दों का उच्च स्वर में उच्चारण कराना ,शुद्ध उच्चारण एवं विराम चिन्हों को ध्यान में रखते हुए पाठ का वाचन । 2. लॉकडाउन में स्कूल के लंबे समय तक बंद रहने के कारण क्या – क्या परिवर्तन होंगे , इस पर चर्चा करना –AAC 3. पाठ में बताई गयी पढ़ाई की मशीन और वर्तमान में उपयोग की जाने वाली मशीन के बारे में चर्चा । 4.कागज के अविष्कार एवं उससे पहले प्रयोग किए जाने वाले साधनों की चर्चा , उससे सम्बन्धित चित्र दिखाना । जैसे -भोज पत्र तथा पत्रों पर लिखाई । 5.वीडियो तथा उदाहरणों के माध्यम से काल को समझते हुए अभ्यास पत्र पूरा करेंगे । 6. वर्णों को व्यवस्थित करते हुए पाठ में आये कुछ सार्थक शब्द बनायेंगे । 7. अपनी डायरी में खुद से जुड़ी बातें लिखना तथा आपने सुबह से शाम तक क्या-क्या किया लिखेंगे -- AAC 8. आने वाले कल के लिए दैनिक योजना बनाना - AAC
9.	सितम्बर / 5	एक माँ की बेबसी	शब्दकोष में वृद्धि एक – दूसरे की सहायता के लिए प्रेरित करना अपनी माँ के बारे सोचकर भावनाएँ व्यक्त करना ।	माँ के बारे में अपनी भावनाएँ व्यक्त करते हैं । बच्चोंमेंसंवेदनशीलताएवंदूसरेअसहायबच्चोंकीसहायताकीप्रेरणापैदाकरना । कविता के भावों को समझकर पूछे गये प्रश्नों के उत्तर लिखना । दैनिक जीवन में मुहावरों का उपयोग कर सकेंगे । भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा(मौखिक) गढ़ते हैं । अपने आसपास घटने वाली घटनाओं पर ध्यान देते हुए उन पर मौखिक	1.कविता का सस्वर वाचन करवाना । 2.कठिन शब्दों के अर्थ को जानेंगे। जैसे- अटश्य, बेबसी, निहारता, छटपटाहटों, भयभीत, निहारता । 3. कविता की विषयवस्तु , घटनाओं,पात्रों,शीर्षक के बारे में वार्तालाप –AAC 4.माँ के बारे में कोई कविता या पाँच वाक्य लिखेंगे । 5. पाठ से पाँच शब्दों का चयन करके उनकी अंग्रेजी लिखना । - AAC 6.“बे” उपसर्ग से सम्बन्धित आठ शब्द लिखेंगे । जैसे –

			उपसर्ग मुहावरे	रूप से अपनी प्रतिक्रिया व्यक्त करना।	बेबस, बेजान आदि। 7. पीपीटी/वीडियो के द्वारा आँख से सम्बन्धित मुहावरे समझते हुए अभ्यास पत्र पूरा करना। जैसे – आँख का तारा, आँख दिखाना
10.	सितंबर / 5	एक दिन की बादशाहत	शब्दकोश में वृद्धि कहानी का पठन अभिनय कला का विकास उर्दू के शब्द मुहावरे अपने मन के भावों को प्रकट करेंगे सामूहिक चर्चा	कहानी पढ़ने एवं सुनने की क्षमता का विकास। कहानी पढ़कर या सुनकर उसका अर्थ ग्रहण करने की क्षमता का विकास। नए शब्दों को वे अपनी दैनिक घटनाओं से जोड़ कर उपयोग कर सकेंगे। अपनी बात को आत्मविश्वास से कहने की योग्यता का विकास। मुहावरों का अर्थ लिखकर वाक्य बनाने की क्षमता का विकास। विचार अभिव्यक्त करने की योग्यता। स्वतंत्र लेखन कला का ज्ञान होगा। अपने विचारों को शब्दों में पिरोने की कला का विकास। अध्यापकों व गुरुजनों तथा अपनों से बड़ों का सम्मान करने की भावना का विकास। कल्पनाशक्ति का विकास।	1. शिक्षक द्वारा शुद्ध उच्चारण एवं विराम चिह्नों को ध्यान में रखकर पाठ का वाचन करना तथा कहानी के अभिनय की वीडियो दिखाना व निम्न कठिन शब्दों का अर्थ स्पष्ट करता है। (तकरार, पाबन्दी, तरकीब, खिदमद आदि) 2. बच्चों के साथ घर पर होने वाले व्यवहार पर चर्चा करना। 3. बादशाहत क्या होती है सामूहिक चर्चा करना। 4. पाठ से सम्बंधित छोटे-छोटे प्रश्न पूछना व लिखना। 5. पाठ में आने वाली संज्ञा, क्रिया, सर्वनाम व विशेषण शब्दों को छांट कर लिखना। -AAC 6. मुहावरों का अर्थ लिखकर वाक्यों में प्रयोग करवाया जाएगा तथा अन्य शब्दों से भी वाक्य बनवाएँ जाएँगे। जैसेजान मुसीबत में होना। 7. घर पर तुम अपने दादा- दादी, अम्मी-पापा आदि के लिए किन- किन शब्दों का प्रयोग करते हो, लिखने का अभ्यास करवाया जाता है। 8. शिक्षक छात्रों को अपनी से बड़ों के स्वभाव पर कुछ वाक्य लिखने को कहता है। 9. शिक्षक आरिफ़ और सलीम की एक दिन की बादशाहत के कारण घर में क्या बदलाव आया विषय पर छात्रों से चर्चा करता है। 10. शिक्षक छात्रों के साथ 'अगर तुम्हें घर में एक दिन के लिये सारे अधिकार मिल जायें, तो तुम क्या- क्या करोगे?' विषय पर चर्चा करता है। -AAC 11. यदि आपको एक दिन के लिए स्कूल का प्रिंसिपल बना दिया जाए तो तुम क्या-क्या करोगे?

11.	सितम्बर /4	चावल की रोटियाँ	<p>शब्दकोष में वृद्धि</p> <p>अभिनय क्षमता का विकास</p> <p>विभिन्न प्रकार के भोजन बनाना(रोटी ,पापड़)</p> <p>किसी भी पात्र का अभिनय करना</p> <p>संवाद लिखना</p> <p>कारक का ज्ञान</p> <p>मुहावरे</p>	<p>नाटक को कक्षा में पात्रों के अभिनय के साथ प्रस्तुत कर सकेंगे </p> <p>नए शब्दों को समझ सकेंगे </p> <p>विभिन्न प्रकार के भोजन जैसे – रोटी , पापड़ आदि के बारे में जान सकेंगे </p> <p>एक झूठ को छिपाने के लिए हमें अनेक झूठ बोलने पड़ते हैं अतः विद्यार्थी सत्य के महत्व को समझ सकेंगे </p> <p>किसी भी नए नाटक के पात्रों को विद्यालय में किसी विशेष अवसर(स्वतंत्रता दिवस , गणतंत्रता दिवस) पर प्रस्तुत कर सकेंगे </p> <p>वाक्यों में कारक का सही उपयोग कर सकेंगे </p> <p>मुहावरों का दैनिक जीवन में उपयोग कर सकेंगे </p>	<p>1. पाठ में आये नए शब्दों को स्पष्ट करना तथा नाटक के पात्रों से परिचय करवाया जाएगा </p> <p>2.विद्यार्थी कक्षा में पाठ को अभिनय के साथ प्रस्तुत करेंगे </p> <p>3.एक ही चीज के विभिन्न रूपों के अलग -अलग नाम हो सकते हैं उनके बारे में चर्चा की जाएगी जैसे – चावल -धान,भात ,मुरमुरा , चिवड़ा गेहूँ – दलिया , आटा , मैदा , सूजी</p> <p>4.विद्यार्थी वाक्यों में तथा दैनिक जीवन में कारक का सही उपयोग करना </p> <p>5.अपने दोस्तों या माता-पिता के साथ होने वाले संवाद को लिखेंगे – AAC</p> <p>6.क्या कभी आपने कोई चीज या बात दूसरों से छिपाई है या छिपाने की कोशिश की है , उस समय क्या-क्या हुआ था? इस बारे में बच्चों से वार्तालाप किया जाएगा -AAC</p> <p>7.पाठ में आये मुहावरों का अर्थ जानकर उसे अपने वाक्यों में उपयोग करना </p>
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12.	अक्टूबर /4	गुरु और चेला	<p>शब्दकोश में वृद्धि</p> <p>सुर लय के साथ कविता पढ़ना</p> <p>तुकांत शब्द</p>	<p>कविता में आये कुछ नए शब्दों को जान सकेंगे </p> <p>सुर-लय के साथ अभिनय करते हुए आनन्द के साथ कविता का वाचन कर सकेंगे </p>	<p>1.कक्षा में कविता का सुर-लय तथा अभिनय करते हुए आनन्द के साथ वाचन कराया जाएगा तथा नए शब्दों को चित्रों द्वारा एवं वीडिओ के माध्यम से समझाया जाएगा </p> <p>2.विद्यार्थियों से अंधेर नगरी अनबूझ राजा के बारे में चर्चा की जाएगी ,</p> <p>3. बच्चों को न्याय – अन्याय के महत्व को</p>
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		<p>विभिन्न देश और उनकी मुद्राएँ</p> <p>बाजार में अनेक चीजों के दाम का ज्ञान</p> <p>लोकोक्तियाँ</p> <p>किसी गली – मोहल्ले या किसी बाजार का वर्णन</p>	<p>विभिन्न देशों की मुद्राओं के बारे में जान सकेंगे </p> <p>बाजार से अनेक चीजों का दाम पता कार सकेंगे </p> <p>कविता में आये तुकांत शब्दों को लिख सकेंगे </p> <p>लोकोक्तियों का दैनिक जीवन में प्रयोग कर सकेंगे </p> <p>बच्चे गुरु के महत्त्व को जानेंगे </p> <p>किसी गली-मुहल्ले या किसी बाजार का आपने शब्दों में वर्णन कर सकेंगे </p>	<p>समझाते हुए कहानी सुनायी जाएगी </p> <p>4.विद्यार्थियों से कविता में आये तुक वाले शब्द लिखने के लिए कहा जाएगा -AAC</p> <p>5.टके सेर भाजी , टके सेर खाजा के बारे में चर्चा की जाएगी तथा विद्यार्थियों से बाजार से विभिन्न वस्तुओं के दाम पता करने के लिए कहा जाएगा -AAC</p> <p>6. विद्यार्थियों को विभिन्न देश और उनकी मुद्राओं के नाम </p> <p>7. गुरु की भूमिका को दर्शाते हुए “गुरु” के बारे में दो पंक्ति लिखो। जैसे- गुरु गोविन्द दोउ खड़े काके लागु पांव।</p> <p>8.विद्यार्थियों से किसी गली-मुहल्ले या बाजार का वर्णन करने के लिए कहा जाएगा </p> <p>9.पाठ में आने वाली लोकोक्तियों पर चर्चा की जाएगी तथा विद्यार्थी उन्हें अपने वाक्यों में उपयोग करके बताएँगे -AAC</p>
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13.	नवम्बर /4	स्वामी की दादी	<p>शब्दकोश में वृद्धि</p> <p>दूसरों के साथ वार्तालाप करने की योग्यता</p> <p>वर्तनी की शुद्धता सहित सही-सही लिखना</p> <p>सीखे गए ज्ञान को परिवेश से जोड़ना</p> <p>विभिन्न प्रकार की धातुएँ एवं मसाले</p>	<p>शब्दकोश में वृद्धि होगी तथा पाठ को शुद्धता के साथ पढ़ सकेंगे।</p> <p>दूसरों से बात करने की योग्यता का विकास होगा।</p> <p>वर्तनी की शुद्धता के साथ लिख सकेंगे।</p> <p>परिवार ,मित्र ,शिक्षक आदि की भाषा को समझने की योग्यता का विकास।</p> <p>बुजुर्गों के प्रति आदर और सम्मान की भावना का विकास।</p> <p>सीखे गए ज्ञान को परिवेश के साथ जोड़ सकेंगे।</p>	<p>1.विद्यार्थियों को नए शब्दों से परिचित कराया जाएगा तथा विद्यार्थी शुद्धता के साथ पढ़ेंगे।</p> <p>2.बच्चों से उनकी दादा-दादी ,नाना -नानी के बारे में चर्चा की जाएगी -AAC</p> <p>3.बच्चों से दादा -दादी ,नाना -नानी के लिए कार्ड बनवाया जाएगा।</p> <p>4.बच्चों को विभिन्न धातुओं से बनने वाले मैडल और लौंग , इलाइची आदि मसालों के बारे में चित्रों और वीडियो के माध्यम से चर्चा की जाएगी।</p> <p>5.संयुक्त व्यंजन वाले शब्द बनवाना जैसे- स्व-स्वामी - AAC</p> <p>6.पाठ में से व्यक्तिवाचक संज्ञा वाले शब्द लिखवाना - AAC</p> <p>7.विभिन्न प्रकार के पदों के बारे में चर्चा की जाएगी। जैसे – पुलिस अधीक्षक ,मजिस्ट्रेट आदि -AAC</p>
*	नवम्बर /1	कार्टून	मनोरंजक कार्टून कहानियाँ	<p>अनेक कार्टूनों के बारे में जानेंगे।</p> <p>कार्टून के चित्र बना सकेंगे।</p> <p>रचनात्मकता का विकास</p> <p>अपनी भावनाएँ कार्टून चित्रों के माध्यम से बता सकेंगे।</p>	<p>1.विद्यार्थी पाठ में दी गई कहानियाँ पढ़ेंगे और कार्टूनों के चित्र बनाएंगे।</p> <p>2.अखवार में आने वाली कार्टून कहानियाँ पढ़वायी जाएँगी और विद्यार्थी विभिन्न कार्टून चित्रों को कॉपी में चिपकायेंगे -AAC</p> <p>3.बच्चों से उनकी मनपसंद कार्टून कहानियों पर चर्चा की जाएगी -AAC</p>
14.	नवम्बर /5	बाघ आया उस रात	<p>हाव-भाव के साथ कविता पढ़ना</p> <p>शब्दकोश में वृद्धि</p> <p>पशु-पक्षियों की सुरक्षा के</p>	<p>शब्दकोश में वृद्धि होगी</p> <p>बच्चे बाघ के बारे में जानेंगे।</p> <p>“प्रोजेक्ट टाइगर” के बारे में लिख सकेंगे।</p> <p>पशु-पक्षियों और दूसरों की सुरक्षा के प्रति</p>	<p>1.उचित हाव-भाव तथा शब्दों की शुद्धता के साथ कविता को पढ़वाया जाएगा।</p> <p>2.पशु-पक्षियों की सुरक्षा के बारे में चर्चा की जाएगी -AAC</p> <p>3.बच्चों को प्रोजेक्ट टाइगर के बारे में फिल्म दिखाई जाएगी ,बाघ के बारे में चर्चा की जाएगी।</p>

			<p>प्रति जागरूकता</p> <p>अपने आस-पास के जानवरों की सूची</p> <p>वर्तनी की शुद्धता</p> <p>पर्यायवाची शब्द</p> <p>चिड़ियाघर के जानवरों के बारे जानकारी</p> <p>बाघ के विषय में जानकारी</p>	<p>जागरूक होंगे </p> <p>वर्तनी की शुद्धता के साथ लिख सकेंगे </p> <p>चिड़ियाघर के बारे में बता सकेंगे और विभिन्न जानवरों के चित्र बना सकेंगे </p> <p>अपने आस-पास के जानवरों के बारे में चर्चा कर सकेंगे </p> <p>लुप्त हो रही प्रजातियों के बारे में जानेंगे </p> <p>पारिवारिक जिम्मेदारियों के प्रति सजग होंगे </p> <p>सीखे गये ज्ञान को परिवेश के साथ जोड़ सकेंगे </p>	<p>4. बच्चों को जिम – कार्बेट के बारे में वीडियो तथा चित्रों के द्वारा बताया जाएगा </p> <p>5. बाघ संरक्षण के लिए क्या – क्या उपाय किए गए हैं तथा ये उपाय कितने प्रभावकारी रहे प्रोजेक्ट बनाओ </p> <p>6. अपने आस पास के जानवरों की सूची बनवाना -AAC</p> <p>7. लुप्त हो रही प्रजातियों के बारे में वार्तालाप किया जाएगा </p> <p>8. बच्चे तेंदुआ और शेर में अंतर जानेंगे </p>
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15	दिसम्बर / 4	बिशन की दिलेरी	<p>शब्दकोश में वृद्धि</p> <p>कहानी का पठन</p> <p>विलोम शब्द</p> <p>सर्वनाम</p> <p>विभिन्न पत्तियों का उपयोग</p> <p>फर्स्ट एड बॉक्स के बारे में जानकारी</p> <p>पहाड़ी इलाकों से संबंधित जानकारी</p> <p>सामूहिक चर्चा</p>	<p>कहानी पढ़ने एवं सुनने की क्षमता का विकास </p> <p>कहानी पढ़कर या सुनकर उसका अर्थ ग्रहण करने की क्षमता का विकास </p> <p>नए शब्दों को वे अपनी दैनिक घटनाओं से जोड़ कर उपयोग कर सकेंगे </p> <p>अपनी बात को आत्मविश्वास से कहने की योग्यता का विकास </p> <p>कहानी को स्वयं के जीवन से जोड़कर अपने अनुभव को लिखने की कुशलता</p> <p>सीखे गए ज्ञान को परिवेश से जोड़ सकने की जागरूकता</p> <p>पत्तियों से दवाई का उपयोग करने की जानकारी</p> <p>प्राथमिक चिकित्सा बॉक्स के बारे में</p>	<p>1. शिक्षक द्वारा शुद्ध उच्चारण एवं विराम चिह्नों को ध्यान में रखकर पाठ का वाचन करना तथा कहानी के अभिनय की वीडियो दिखाना व निम्न कठिन शब्दों का अर्थ स्पष्ट करता है। (सरसराहट, लडखडाहट, थरथराहट आदि)</p> <p>2. पाठ से सम्बंधित छोटे-छोटे प्रश्न पूछना व लिखना </p> <p>3. अपने घर के आस-पास पाए जाने वाले पाँच पक्षियों के नाम लिखो </p> <p>4. सरसराहट, लडखडाहट, थरथराहट, बडबड़ाहट, चहचहाहट शब्दों से वाक्य बनाओ </p> <p>5. चिड़ियाघर की सैर पर दस वाक्य लिखो </p> <p>6. शिक्षक वीडियो एवं पीपीटी द्वारा सर्वनाम के बारे में विस्तृत जानकारी देगा </p> <p>7. पाठ में आने वाली संज्ञा, क्रिया, सर्वनाम व विशेषण शब्दों को छांट कर लिखना -AAC</p>
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				जानकारी	8. यदि आप बिशन की जगह होते तो आप क्या करते ?-AAC
*	दिसम्बर / 1	रात भर बिलखते चिंघाड़ते रहे	हाथी के बारे में जानकारी शब्दकोश में वृद्धि	परिवार, मित्र, शिक्षक आदि की भाषा सुनकर समझने की योग्यता का विकास करना। नए शब्दों को अपनी दैनिक घटनाओं से जोड़कर उपयोग कर सकेंगे। हाथी के बारे में जानकारी प्राप्त करेंगे।	पाठ से संबंधित प्रश्नों के उत्तर देंगे – हाथियों क झुंड कहाँ रहता था ? धुई किसे कहते हैं ? रेंज ऑफिसर की क्या जिम्मेदारी होती है ? हाथी की कौन-कौन सी बातें आपको मनुष्य के समान लगीं ?
16	जनवरी / 4	पानी रे पानी जल की उपयोगिता व पानी के महत्व को समझना सामूहिक चर्चा	पठन जल चक्र का ज्ञान जल स्त्रोंतों का ज्ञान नारा लेखन जल की उपयोगिता व पानी के महत्व को समझना सामूहिक चर्चा	लेख के बारे में सुनकर उसका अर्थ ग्रहण करना तथा परिवार, मित्र, शिक्षक आदि की भाषा सुनकर समझने की योग्यता। दूसरों के साथ वार्तालाप एवं प्रतिक्रिया करने की योग्यता का विकास करना जल चक्र का ज्ञानहोना। जल स्त्रोंतों का ज्ञान होना। नारा लेखन के द्वारा विद्यार्थियों के शब्द कोष में वृद्धि होना। जल संरक्षण के प्रति प्रेरित होना। मौसम की जानकारी होना जल की उपयोगिता व पानी के महत्व	1. पॉवर पॉइंट प्रेजेंटेशन। द्वारा विभिन्न स्त्रोंतों को दर्शाना (PPT) विडियोकी सहायता से जल चक्र की जानकारी देना। 2. जल संरक्षण के उपायों के बारे में चर्चा करना। 3. जीवन में जल की उपयोगिता या महत्व के कुछ वाक्य लिखवाना। 4. जल संरक्षण व इसके महत्व पर लघु लेख लिखवाना। 5. जल संरक्षण के लिए अपनी सोच के अनुसार दो। दो नारे लिखो- 6. दैनिक जीवन में जल के उपयोगों की सूची बनाओ। 7. जल के महत्व पर पांच वाक्य लिखो। 8. जल चक्र का चित्र बनवाना। 9. जल संरक्षण पर समूह वार्तालाप करवाना।-AAC

				को समझना।	10. अखबार में से जल से संबंधित अनुच्छेदों को काटकर कॉपी में चिपकाओ।-AAC
*	जनवरी / 1	नदी का सफ़र	नदियों के बारे में जानकारी शब्दकोश में वृद्धि	परिवार, मित्र, शिक्षक आदि की भाषा सुनकर समझने की योग्यता का विकास करना। नए शब्दों को अपनी दैनिक घटनाओं से जोड़कर उपयोग कर सकेंगे। नदियों के बारे में जानकारी प्राप्त करेंगे।	1. नए शब्दों के अर्थ को जानेंगे। जैसे- जलप्रपात, मुहाना आदि। 2. नदी की शुरुआत कैसे और कहाँ से होती है ? 3. नदी में पानी कहाँ से आता है ? 4. आस-पास पानी के स्रोत दिखाना पीपीटी के माध्यम से दिखाना। 5. पहाड़ी क्षेत्रों में नदी का बहाव कब तेज होता है ? 6. नदी बड़ी कैसे बनती है ? 7. भारत प्रदेश में बहने वाली प्रमुख नदियों के नाम लिखिए। -AAC
17.	जनवरी / 3	छोटी सी हमारी नदी	नदियों का महत्त्व पर्यावरण की जानकारी तुकांत शब्दों जल प्रदूषण सामूहिक चर्चा सृजनात्मक लेखन	काव्य में निहितमुख्य भाव और सन्देश को समझने की क्षमता का विकास। कल्पनाशक्ति का विकास। कविता को सुर और लय के साथ पढ़ना। कविता के भावों को समझकर पूछे गए प्रश्नों के उत्तर लिखना। तुकांत शब्दों का ज्ञान। अपने आसपास घटने वाली घटनाओं पर ध्यान देते हुए उन पर मौखिक रूप से अपनी प्रतिक्रिया व्यक्त करते हैं। नए शब्दों का शुद्ध उच्चारण करना लेखन क्षमता का विकास- नए शब्दों का प्रयोग करते हुए नदी पर	1. आपके राज्य में बहने वाली प्रमुख नदियों के नाम बताइए। 2. नदी में नाव का अनुभव बताइए। 3. नदी पर लघु कथा लिखिए शब्दों का प्रयोग कीजिए जैसे नदी, नाव, मछली, नहाना, स्वच्छ आदि। -AAC 4. जल संरक्षण व जल प्रदूषण पर चर्चा। 5. शहर या गाँव में सबसे चहल-पहल वाली जगह का चर्चा। -AAC 6. नदियों से हमें क्या लाभ है? 7. तुकांत शब्दों की जानकारी देना तथा पाठ में आए तुकांत शब्दों को छाँटना 8. जल पर कविता गायन।

				लघु कथा लिखना।	
*	फरवरी / 1	जोड़ासांको वाला घर	रवीन्द्रनाथ टैगोर जी के जीवन के बारे में रचनाकारों से रूबरू	लेख के बारे में सुनकर उसका अर्थ ग्रहण करना तथा परिवार, मित्र, शिक्षक आदि की भाषा सुनकर समझने की योग्यता। दूसरों के साथ वार्तालाप एवं प्रतिक्रिया करने की योग्यता का विकास करना अपनी पाठ्यपुस्तक से इतर रचनाओं को समझते हुए पढ़ते हैं तथा उसके बारे में बताते हैं।	1. शिक्षक कहानी सुनाकर विद्यार्थियों में श्रवण कौशल विकसित करेगा और छात्र कहानी सुनकर उसके अर्थ को ग्रहण करेंगे। 2. रवीन्द्रनाथ टैगोर के जीवन पर फिल्म दिखा सकते हैं। 3. बच्चे रवीन्द्रनाथ टैगोर की रचनाएं पढ़ेंगे तथा उसके बारे में बताएं I -AAC
18.	फरवरी / 5	चुनौती हिमालय की	नई जगहों की जानकारी। परस्पर वार्तालाप साहसिक कार्यों की प्रेरणा राज्य व राजधानियों की जानकारी महान व्यक्तित्व की जानकारी	परिवार, मित्र, शिक्षक आदि की भाषा सुन कर समझने की योग्यता। दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करने की योग्यता शब्दों को ध्वनि व मात्राओं की शुद्धता के साथ पढ़ना। वर्तनी को शुद्धता सहित सही-सही लिखने योग्यता का विकास। सीखे गए ज्ञान को परिवेश से जोड़ सकने की जागरूकता। अधिगम का स्वयं के जीवनमें उपयोग एवं सृजन शक्ति का विकास। साहसिक कार्य करने को प्रेरित करना।	शुद्ध उच्चारण के साथ कहानी को पूर्ण हाव-भाव व उतार चढ़ाव के साथ सुनाना। शब्दों का सही उच्चारण करवाना व वाक्य सही वाक्य बनवाना। जवाहर लाल नेहरू के बारे में जानकारी देना। हिमालय पर्वत माला की जानकारी देना। प्राथमिक उपचार -पेटी के बारे में जानना तथा उस में रखी जाने वाली वस्तुओं की सूची बनवाना। विभिन्न पर्वतारोहियों की जानकारी देना व सूची बनवाना तथा चित्र चिपकाना I-AAC लेह लद्दाख को मानचित्र पर ढूँढना। भारत के राज्यों की राजधानियों के नाम लिखो। माउंट एवरेस्ट पर चढ़ने वाले सबसे पहले व्यक्ति कौन

					<p>थे ?</p> <p>माउंट एवरेस्ट पर चढ़ने वाली पहली भारतीय महिला कौन थी ?उसने कब एवरेस्ट पर तिरंगा फहराया ?</p> <p>ज्यों –ज्यों और त्यों –त्यों का प्रयोग करते हुये कोई पाँच वाक्य बनाओ ।</p> <p>नाक से खून बहने पर क्या उपचार करना चाहिए ?</p> <p>अपनी किसी यात्रा के बारे में लिखो। -AAC</p>
*	फरवरी / 1	हम क्या उगाते हैं	<p>पेड़ों का महत्व</p> <p>पर्यावरण के प्रति सजकता</p> <p>सामूहिक चर्चा</p>	<p>काव्य में निहितमुख्य भाव और सन्देश को समझने की क्षमता का विकास ।</p> <p>कल्पनाशक्ति का विकास।</p> <p>कविता को सुर और लय के साथ पढ़ना ।</p> <p>हमारे जीवन में पेड़ों के महत्व के बारे में जानकारी ।</p> <p>अपने पर्यावरण के प्रति सर्वेदनशीलता का विकास ।</p>	<p>पेड़ों का हमारे जीवन में क्या महत्व है?</p> <p>पेड़ों से प्राप्त होने वाली वस्तुओं की सूची बनाओ ।</p> <p>पेड़ों को बचाने के लिए हम क्या-क्या कर सकते हैं? चर्चा करो ।- AAC</p>

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**KENDRIYA VIDYALAYA SANGATHAN
SPLIT OF SYLLABUS**

CLASS: 3

SUBJECT: MATHS

SESSION: 2021-22

S.No.	Month / No. of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
1.	April 5	Where to look from.	<ul style="list-style-type: none"> • Different views of things around us. • Designs on dot grid.(Rangoli) • Mirror halves. /Line of symmetry. 	<ul style="list-style-type: none"> • Identifies different views of objects like Car, book, pencil etc. <ul style="list-style-type: none"> • Is able to draw different designs /Rangolis on dot grid. • Identifies mirror halves and is able to draw line of symmetry. 	<ul style="list-style-type: none"> • Draws /pastes pictures to show different views(top/front/side/back) • Prepares mask of animals using concept of symmetry. (Art integrated learning) • Draws line of symmetry for different shapes /alphabet/numbers and shows mirror halves.
2.	April 7	Fun with numbers.	<ul style="list-style-type: none"> • Concept of century. • Reading and 	<ul style="list-style-type: none"> • Able to read and write 3-digit number upto 999 	<ul style="list-style-type: none"> • Draws different patterns on dot grid. • How many more/less for making century.

			<p>writing number names of 3-digit numbers.</p> <ul style="list-style-type: none"> • Jumping of Numbers (Forward & Backward) 	<ul style="list-style-type: none"> • Forms 3-digit numbers using any 3 given digits. • Able to identifies the correct number in the given sequence 	<ul style="list-style-type: none"> • Forms 3-digit numbers using 3 digits with repeating and without repeating digits. <p>Collect information regarding runs scored by Sunrisers Hyderabad team in recent IPL matches.</p>
	June 4	Fun with Numbers (Cont.)	<ul style="list-style-type: none"> • Expanded Form. 	<ul style="list-style-type: none"> • Writes expanded form for given number. 	<p>Prepare a Model of a snake and write numbers in the jump of 10. (Art integrated learning)</p> <ul style="list-style-type: none"> • Writes expanded form for the given numbers given by the teacher in the form of activity sheet.
3.	July 12	Give and Take	<ul style="list-style-type: none"> • Concept of Money 	<ul style="list-style-type: none"> • Identifies the currencies of different denominations • Able to write the given numbers in a place value chart. 	<ul style="list-style-type: none"> • Take a Hundred rupee note and make a list of things which you can buy from this. • Prepares place value cards of oval/square and triangle and a game of place value played in class.

			<ul style="list-style-type: none"> Place value using place value cards 	<ul style="list-style-type: none"> Adds/subtracts given numbers using a grid. 	<ul style="list-style-type: none"> Addition /Subtraction of given numbers using Grid.
4.	August 6	Long and Short	<ul style="list-style-type: none"> Concept of Numbers Jumping or Skip counting Concept of Simple Addition & Subtraction (2 & 3 digit numbers) Ways of Addition (Upto 3- digits) Word problems based on Application. Mental Maths (Puzzle type problems) 	<ul style="list-style-type: none"> Skips and count using concept of addition and subtraction Able to solve simple problems on Addition and Subtraction adds in different ways to get the same number Solves simple daily life problems using addition & subtraction <p>Solves the puzzle and able to make their own puzzle</p>	<ul style="list-style-type: none"> Skip Counting on the Number grid/ Snake – Ladder game. (Art integrated learning) Addition/ Subtraction of 2/3 digit numbers by placing in columns of Hundreds, Tens and ones. Word problems, Identification of correct operation. Creates a market situation to buy things and add the total amount.
5.	August 6	Shapes and Designs	<ul style="list-style-type: none"> Measurement of different things 	<ul style="list-style-type: none"> Measures length of things using non-standard and Standard units. Recalls different units of length Ex. Kilometer, metre 	<ul style="list-style-type: none"> Puzzle or Mental Quiz Measure the length of thing around like pencil, notebook, pencil box etc. Using non

			<p>using Standard and Non Standard units.</p> <ul style="list-style-type: none"> • Estimation of various units of measurement of Length. <p>Making a Measuring Tape of 1m and using it to measure the height.</p>	<p>and centimetres and learns about relationship in them.</p> <ul style="list-style-type: none"> • Able to use measuring scale/tape to measures lengths/heights of different objects/ persons. 	<p>standard units like fingers, handspans, feet etc.</p> <ul style="list-style-type: none"> • Measurement of length of things around using Standard units like Scale, Measuring tape etc. • Measure the height of all members of family in cms Questions based on the data. • Making 1 m measuring rope. <p>(Art integrated learning) (Make a list of all objects around</p>
6.	September 6	Fun with Give and Take	<ul style="list-style-type: none"> • Basic Shapes • No. of corners and edges in Basic shapes. • Designs using Tangrams. 	<ul style="list-style-type: none"> • Identifies the different 2-D shapes, by paper folding , paper cutting on the dot grid. • Describes 2-D shapes by its number of sides , corners and diagonals. • Makes/Forms different shapes / designs using Tangrams. 	<p>you which are less than 1m and more than 1m in length)</p> <ul style="list-style-type: none"> • Making paper cut outs of different 2-D shapes. <p>(Art integrated learning)</p> <ul style="list-style-type: none"> • Identify the shape and find the number of corners and edges. <p>Finds the number of sides corners and diagonals in the text book / surface of desk.</p>


				<ul style="list-style-type: none"> • Completes given patterns like Floor patterns/Weaving patterns /Tiling patterns. 	<ul style="list-style-type: none"> • Make a game of Tangram using number of shapes.
7.	September 6	Times Goes On...	<p>Floor patterns, weaving patterns and Tiling patterns.</p> <ul style="list-style-type: none"> • Concept of Hundred/Tens/Ones Place values. 	<ul style="list-style-type: none"> • Recognises the place values of numbers upto 999 (3 Digits) • Able to solve simple problems on Addition and Subtraction of three digit numbers with/without regrouping not exceeding 999. 	<p>(Art integrated learning)</p> <ul style="list-style-type: none"> • Make designs using Tangram. • Take one tile and draw your own pattern/ Design. • Number Card game using place values....Pick up the digit and tell its place value. (Play with Parent) • Missing Number game <p>(Art integrated learning)</p>
8.	Oct 8	Who is Heavier?	<ul style="list-style-type: none"> • Concept of Subtraction upto 3 digits. 	<ul style="list-style-type: none"> • Able to read and comprehend the problems based on real life situation and performs accurate fundamental operation. 	<ul style="list-style-type: none"> • Problems based on real life situation.

9.	Oct/Nov 15	How many Times?	<ul style="list-style-type: none"> • Identification of the correct mathematical operation to solve the word problem. • Concept of Time. • Answering questions based on Birth Certificate. • Questions based on Calendar, Time line. <p>Reading time on a clock.</p>	<ul style="list-style-type: none"> • Able to recognise the different aspect of time as morning, evening, Week, month..etc. • Able to reads the given information in Birth certificate correctly. • Identifies a particular day and date on a Calendar. • Draws and makes the model of a clock with moving hands. • Reads time on a clock. • Relates times with various events of the day. • Able to estimates the heavier and lighter objects. 	<ul style="list-style-type: none"> • Story Narration problems • Make a list of your activities that you perform in a day, week, month and year.... • Observes his /her own birth certificate and answers to questions based on that. • Make a Calendar of any Year and Count the number of Sundays in that year. • Makes the model of a clock with moving hands. (Art integrated learning)
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10.	Nov 15	Play with Patterns	<p>Estimates and verifies weights of everyday objects (less than, equal to, or greater than 1kg)</p>	<ul style="list-style-type: none"> • Weighs objects using standard units grams and kilograms using simple balance. • Adds and subtracts measures involving grams & kilograms in daily life situations. 	<ul style="list-style-type: none"> • Reading time on a clock and relating time with different activities /Events in a day. • An activity on Sea –Shaw can be used to explain the concept of Heavier and Lighter objects. • Model of Common Balance and its use in our day to day life. (Art integrated learning) • Make a list of things that you buy in grams and kilograms.
11.	Dec 12	Jugs and Mugs	<ul style="list-style-type: none"> • Compares weights of different objects in standard units (nearest kilogram) • Solves simple 	<ul style="list-style-type: none"> • Able to recognise multiplication as repeated Addition. 	<ul style="list-style-type: none"> • Simple addition and subtraction problem from daily life situation.

			addition and subtraction problems on weight involving standard units	<ul style="list-style-type: none"> • constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situation 	
12.	Dec/Jan 24	Can We Share?	<ul style="list-style-type: none"> • multiplication as repeated addition • Jumping in steps... • Construction of Multiplication Tables. • Multiplication of Two digits by one digit and two digits by two digit numbers. • Simple Word problems based on daily life situations. 	<ul style="list-style-type: none"> • Able to multiply the given numbers correctly and precisely. • Analyses and applies an appropriate number operation in the Situation / context. • Extends patterns in simple shapes. • Identifies the rule in growing patterns and extends them. • Identifies repeating unit in a geometric patterns and complete the same. • Identifies rules in growing number patterns and complete the same. 	<ul style="list-style-type: none"> • Chart of Multiplication tables of 1 to 10 is displayed. Drilling for slow bloomers. • Collection of groups is shown to children on flash cards. Children counts the number of objects in each group and write as repeated addition, thus able to write multiplication fact.($3+3+3=3 \times 4$) • Snake number game for jumping steps can be shown. • Making of Multiplication table using Ice- cream sticks and Bindies. (Wall Hanging). (Art integrated learning) • Multiplication Tree model. • Completion of grid by multiplying the numbers.

13.	Jan 13	Smart Charts.	<ul style="list-style-type: none"> • Simple patterns and Designs. • Growing Patterns • Number patterns • Making Secret Messages involving patterns of alphabets and numerals. • Decoding verbal messages • Concept of measuring capacity using a glass, bottle, buckets and pots. • Concept of standard units of measuring 	<ul style="list-style-type: none"> • Able to recognise and decodes verbal messages involving patterns of alphabets and numerals. • Measures water holding capacity using non-standard units like a mug, a bottle, a pot etc. • Recalls different units of measuring capacities like litres, millilitres and learns about relationship in them. • Able to recognise which container holds more or less water? ❖ Recites Multiplication tables of 1 to 10. 	<ul style="list-style-type: none"> • Basic Designs/Patterns like Curtain, Wall, Grills of a window, Shirt patterns can be shown. • Growing patterns may be shown to them and ask them to complete. • Number pattern chart • Odd/Even Number chart • Explore and make your own secret messages...using Alphabets and Numbers. • Decoding of Secret messages. • Make your own Rangoli design / pattern. <li style="color: red;">(Art integrated learning) • Students may be asked to collect some bottles and a mug, jug, glass, bowl, etc. from their house. They may be asked to make a table and write which of
				❖ Writes Multiplication facts	

14.	Feb 14	Rupees and Paise	<p>capacity like litres and millilitres.</p> <ul style="list-style-type: none"> • Estimation of Capacities...Like which holds more/Less? Comparison of capacities. • Knowledge of Multiplication tables. • Knowledge of repeated Addition.(Multiplication fact) • Concept of Division by distribution or sharing. <p>Concept of division by</p>	<p>for the given collection of groups.</p> <ul style="list-style-type: none"> ❖ Distributes or shares number of objects (like books/marbles/colour pencils/jalebis/laddus etc.)among people/plates/boxes/shelves etc. and writes division fact. ❖ Child can draw and show.  <p>$3 \times 4 = 12$ $12 \div 3 = 4$</p> <ul style="list-style-type: none"> ❖ Correlates repeated subtraction to division. ❖ Able to write division fact for given multiplication and vise-versa. <p>❖ Different collection of objects</p>	<p>these holds more or less than 1 litre.</p> <ul style="list-style-type: none"> • Model of Measuring Jars in standard units like litre and millilitres can be used. (Art integrated learning) • Different pictures like water tank, bucket, jars, pots may be shown to them and ask them to recognise which holds more or less water. <ul style="list-style-type: none"> ❖ Chart of Multiplication tables of 1 to 10 is displayed. Drilling for slow bloomers. ❖ Collection of groups is shown to children on flash cards. Children counts the number of objects in each group and write as repeated addition, thus able to write multiplication fact.($3+3+3= 3 \times 4$) ❖ Video related to division is shown. ❖ Children bring their own objects found at home(ex. Marbles, groundnuts, colour pencils etc.) and distribute it in different plates/bowls/cups etc...equally...one
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			<p>repeated subtraction.</p> <p style="text-align: center;">Correlation between multiplication and division.</p> <ul style="list-style-type: none"> • Introduction to data handling. • Collection of data and grouping. • Observation and Recording of data. • Knowledge of simple Tally marks. <p>Formation of bar charts</p>	<p>/flowers of different colours/ leaves etc are shown.</p> <ul style="list-style-type: none"> ❖ Collects different objects found at home and writes the number of each. ❖ Learns to collect data and group according to colour/shape/number. ❖ Arranges according to number /colour/shape and puts tally marks or smileys or simple drawings. <p>Learns to arrange his recording in the form of Bar chart or tables.</p> <p>Answers in the form of filling the table or blanks by observation of data.</p>	<p>by one...till the child has nothing left in his/her hand. Learns to write the division fact.</p> <p>Ex. He has 12 leaves with him. Each time he distributes 4 leaves. $12 - 4 = 8$ $8 - 4 = 4$ so, he distributes 4 leaves $4 - 4 = 0$ in 3 cups. $12 \div 4 = 3$</p> <p>This can be shown by children by drawing in their classwork / enrichment notebooks. (Art integrated learning)</p> <ul style="list-style-type: none"> ❖ Worksheet is given with collection of objects .Children write the division facts. <p>Worksheet is given with multiplication/ division facts.</p> <p>Due to online mode of teaching, children cannot be instructed to move out of house.</p> <ul style="list-style-type: none"> ❖ So , he/she finds for a floral bedsheet or tablecloths and counts the number/colour of flowers. OR <p>Can draw different coloured flowers randomly and count.</p> <p>Art integrated learning.</p>
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/tables.

- Importance of money and how to store it.
- Counting money and displays fixed amount of money.

- Paper folding activity. Makes a money purse. .

Art integrated learning.

- ❖ Counts and displays the given currency.

- ❖ Adds and subtracts money by placing rupees and paise with the decimal.

- ❖ Observes a virtual shop put up by the teacher. Finds the total cost of items in the shop.

OR

- ❖ Children/Teacher collects different **toys or puppets** found at home and display it like a shop.



Ex. Colour No. of
Flowers

PINK

RED

ORANGE

- ❖ Observes no. and type of vehicles passing across on the road in front of gate. Records the number and finds out maximum and minimum.
- ❖ Records the number of children present and absent by observing the number on the screen during the Google meet.
- ❖ Makes a money purse by paper folding activity.
- ❖ Collects different coins and notes from parents. Traces coins and draws notes.

- Addition and subtraction
- Finds the cost of items in a virtual shop of rupees and paise..
- Making a bill.
- Word Problems




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- ❖ Prepares bill for given items.
- ❖ Experiences related to salary of people, shopping etc. can be shared by teacher and children.
- ❖ Observes a train ticket.
Finding the distance travelled and cost of ticket in between two stations.

- ❖ Children use their own made notes and coins and count them.
- ❖ They display the amount which teacher says. Ex. Rs. 52....So children display:
- ❖ a) one note of Rs. 50 and one 2 rupees coin. Or...b) five 10 rupee notes and two 1 rupee coin.
- ❖ Addition and subtraction is taught by giving sums.
- ❖ ex. Rs 24.50 Rs.35.50
 + Rs.56.50 - Rs.15.00
 _____ _____
 _____ _____
 _____ _____
- ❖ Teacher displays the picture of a virtual shop. Children observe the items (Dolls, toys, stationery etc) in the shop and the tags attached with the cost in rupees/paise.

Teacher names the items and children find the total cost.

They learn to prepare bill for given items in the given format.

					 <p style="text-align: center;">shutterstock.com - 761522128</p> <ul style="list-style-type: none"> ❖ Teacher shares her experiences related to money... shopping, salary of people, cost of train, bus, air tickets etc. ❖ Children solve word problem mentally and then in the notebook. <p>Children observe a train ticket and find the distance travelled and cost of ticket in between two stations.</p>
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CLASS:IV

SESSION:2021-22

SUBJECT:MATHEMATICS

S. NO	MONTH/NO OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1	APRIL/06	BUILDING WITH BRICKS	<ul style="list-style-type: none"> ❖ Different views of objects. ❖ Different wall, floor, jaali, jharokha, arch patterns ❖ Measurement of length, breadth and height of a cuboid/cube ❖ Count number of sides, edges and vertices. ❖ Difference between 2D and 3D figures ❖ Solves problems based on daily life situations. <p>Indian place value chart</p>	<ul style="list-style-type: none"> ❖ Identifies different views of objects. ❖ Observes and appreciates the patterns in old monuments like Golconda fort, Charminar etc., ❖ Creates floor patterns using the given tile. (shape) ❖ Measures the length, breadth and height of a cubical/cuboidal object accurately. ❖ Classifies the given figure into 2D and 3D shape. ❖ Identifies the shape and counts number of edges, sides and vertices ❖ Learns the Indian place value chart and writes the number name for the given numeral and vice 	<ul style="list-style-type: none"> ❖ Draw side, top and front view of a brick/cuboid/cube ❖ PPT of monuments to observe floor, wall, jaali patterns ❖ Observe and draw floor and wall patterns (from their surroundings. Concept of 2-d and 3-d figures, differences between them. ❖ Take a cubical/cuboidal object which is available at home and count number of sides, vertices and edges. ❖ Measuring the length, breadth and height of different things available at home. ❖ Writing number name and numeral using the Indian place value chart. ❖ <u>ART</u>: Drawing skills (wall/floor patterns)

				versa	Makemodelsof3–Dfigures
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KENDRIYA VIDYALAYA SANGATHAN

SPLIT UP SYLLABUS

CLASS:IV

SESSION:2021-22

SUBJECT:MATHEMATICS

S. NO	MONTH/NO OF PERIODS	NAM E OF THE LESSON	KYE CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1	APRI L/06	BUL DIN G	<ul style="list-style-type: none"> ❖ Different viewsof objects. ❖ Differentwall,floor 	<ul style="list-style-type: none"> ❖ Identifiesdifferentviewsofobje cts. ❖ Observes and appreciates 	<ul style="list-style-type: none"> ❖ Drawside,topandfrontview sofabrick/cuboid/cube ❖ PPTofmonumentstoobservefloor ,wall,jaalipatterns

		WIT H BRI CKS	<p>,jaali, jharokha, arch patterns</p> <ul style="list-style-type: none"> ❖ Measurement of length, breadth and height of a cuboid/cube ❖ Count number of sides, edges and vertices. ❖ Difference between 2D and 3D figures ❖ Solves problems based on daily life situations. <p>Indian place value chart</p>	<p>the patterns in old monuments like Golconda fort, Charminar etc.,</p> <ul style="list-style-type: none"> ❖ Creates floor patterns using the given tile. (shape) ❖ Measures the length, breadth and height of a cubical/cuboidal object accurately. ❖ Classifies the given figure into 2D and 3D shape. ❖ Identifies the shape and counts number of edges, sides and vertices ❖ Learns the Indian place value chart and writes the number name for the given numeral and vice versa 	<ul style="list-style-type: none"> ❖ Observe and draw floor and wall patterns (from their surroundings). Concept of 2-D and 3-D figures, differences between them. ❖ Take a cubical/cuboidal object which is available at home and count number of sides, vertices and edges. ❖ Measuring the length, breadth and height of different things available at home. ❖ Writing number name and numeral using the Indian place value chart. ❖ <u>ART</u>: Drawing skills (wall/floor patterns) <p>Makemodelsof3–Dfigures</p>
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2.	APRIL /06	Long and Short	<ul style="list-style-type: none"> ❖ Measuring the length of the object first by estimation and then by actual measure using appropriate unit of measurement ❖ Comparison of length/height ❖ Addition/Subtraction of measurement of length/height ❖ Conversion from meter to centimeter and vice versa ❖ Appropriate usage of units of length 	<ul style="list-style-type: none"> ❖ Find the length first by estimation and then by actual measure with appropriate unit of length ❖ Finds and compares the height of the members of the family ❖ Solves problems involving daily life situations related to the topic ❖ Convert higher units to lower units and vice versa ❖ Uses appropriate units of measure as per the given data 	<ul style="list-style-type: none"> ❖ Ask them to first estimate the length of a pencil/notebook etc., and then by actual measure ❖ Collect the information about the height of members of the family and arrange them from the shortest to the tallest ❖ Problems based on real life situations ❖ 1 metre = 100cm <ul style="list-style-type: none"> ○ 2m 50cm = 250cm ○ 300cm = 3m ❖ Usage of different units of length in different concepts with suitable example ❖ <u>ART</u>: Develop measuring skills
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3	JUNE/04	A trip to Bhopal	<ul style="list-style-type: none"> ❖ Basic fundamental operations ❖ Estimation of time and distance ❖ Number puzzles/ mental maths ❖ Money transactions 	<ul style="list-style-type: none"> ❖ Applies operation of numbers in Daily life ❖ Estimates the time required for a particular event ❖ Solves puzzles and creates his/her own puzzles ❖ Analyses the given data 	<ul style="list-style-type: none"> ❖ Explanation of problems based on Four fundamental operations (AAC) ❖ Calculation of time from a given particular time and concept of one km ❖ Puzzles based on the topic and the method to solve them ❖ Reads the given data based on real life situations related to money transactions and time ❖ ART: Observe and appreciate our heritage ❖ Development of reasoning skills
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4	JULY/08	Tick Tick Tick	<ul style="list-style-type: none"> ❖ Reading time, representing given time in the clock ❖ Duration of time ❖ Timeline ❖ Usage of a.m. / p.m. ❖ 12-hour clock and 24hour clock ❖ Conversion from 12h to 24h clock and vice versa ❖ Manufacturing date and Expiry date 	<ul style="list-style-type: none"> ❖ Reads and represents the given Time correctly ❖ Calculates the duration of time for the given activity ❖ Arranges the given list of events in chronological order ❖ Expresses the time in a.m. / p.m. ❖ Learns to read the time in a 24-hour clock ❖ Writes the given time from 12h to 24hand vice versa ❖ Reads the information given on the product related to Mfg./Exp date 	<ul style="list-style-type: none"> ❖ Brings a clock to the class and explains the concept of reading/representing the given time ❖ Activities based on real life situation ❖ Gives them information about the birthdays of 10of their friends and ask them to arrange in chronological order ❖ Writes a.m. / p.m. for the given activities according to daily life situations ❖ Make a model of a 24-hour clock using material available at home and reading time from it <p data-bbox="1362 992 2066 1057">Convert 12-hour clock time to 24-hour clock time for eg. 1 p.m. = 1300 hours & vice versa</p> <ul style="list-style-type: none"> ❖ Visit the kitchen and note down the Mfg. / Exp date of any 5 food products like Maggi , Boost etc. ❖ ART: Development of drawing skills (draw a clock) ❖ Narration of time line by using a puppet ❖ Development of reasoning skills (Mfg./ Expiry)
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5.	JULY/04	The way the world looks	<ul style="list-style-type: none"> ❖ Visualization of objects from different angles. ❖ Simple Maps and shapes. ❖ Reading a map. ❖ Concept of directions. ❖ Route map. 	<ul style="list-style-type: none"> ❖ Identifies different views of objects. ❖ Reads school map, city map and other maps. ❖ Identifies common directions. ❖ Draws simple route maps 	<ul style="list-style-type: none"> ❖ Draws side, top and front views of different objects ❖ Reading a map and locating the places as per the clues. ❖ Ask children to stand facing the Sun in the morning and then locate common directions. ❖ Draw route map from the classroom to the assembly stage and locate classrooms on the way ❖ <u>ART</u>: Drawing skills (different views) ❖ Self-management (route map)
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6.	AUGUST/07	The Junk seller	<ul style="list-style-type: none"> ❖ Multiplication and multiplication facts. ❖ Multiplication using expanded form. ❖ Check the entries of a bill and make a bill. ❖ Use basic operations to find the total and unit cost in a bill. ❖ Statement sums related to money transactions. 	<ul style="list-style-type: none"> ❖ Writes multiplication facts. ❖ Multiplies 2 and 3 digit numbers using Lattice method & algorithm method. ❖ Creates and solves simple real life situations/problems based on money transactions. ❖ Checks the entries of a bill and makes a bill. ❖ Uses basic operations to find the total. 	<ul style="list-style-type: none"> ❖ Explore and write multiplication facts through various ways like skip counting, extending patterns, etc. ❖ Expand a 2-digit number and multiply. e.g. $23 \times 6 = (20+3) \times 6$ ❖ Solve and create daily life problems using multiplications like: If a pencil costs Rs. 15, what will the cost of 7 pencils be? ❖ Collect bills (from parents), check the entries and see that the amount given is correct ❖ Check the total amount of the bill. ❖ <u>ART</u>: Develop problems involving ability through money transaction
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7.	AUGUST/05	Jugs and Mugs	<ul style="list-style-type: none"> ❖ Knowledge of litres and millilitres. ❖ Things measured in litres and millilitres. ❖ Units for smaller and bigger capacities. ❖ Conversions from ml to L and vice versa. ❖ Statement sums involving daily life situations. 	<ul style="list-style-type: none"> ❖ Estimate the volume of a container. ❖ Understand the concept of capacity. ❖ Measure the capacity of a container ❖ Gains the knowledge of units of capacity and also to convert litres to millilitres and vice versa. ❖ Solves word problems related to capacity 	<ul style="list-style-type: none"> ❖ Measure a pinch, a spoon and a glass of different items. ❖ Comparison of different vessels based on their volumes. ❖ Shows bottles of different capacities and prompts to bring bottles of different capacities and measure their capacities with respect to a particular cup. Now, guide to find the capacities in terms of the cup and compare. ❖ Liquids are measured in ml and L $1000 \text{ ml} = 1\text{L}$ Two 500ml = 1000 ml = 1L. ❖ Prompts to read the question, understand it and identify the basic operation to be performed. ❖ <u>ART</u>: Develop drawing skills (containers of different volumes)
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8.	SEPTEMBER /08	Carts and Wheels	<ul style="list-style-type: none"> ❖ Knowledge of circular objects ❖ Collect objects which are circular in shape like bangles, coins, etc. ❖ Concept of drawing freehand circles, circular objects and with a compass. ❖ Drawing circles using a nail and a rope ❖ Construction of circles using different radii ❖ Draw designs using circles ❖ Elements of a circle ❖ Find the length of the radius if the diameter is given and vice versa 	<ul style="list-style-type: none"> ❖ Understand the concept of curves and circles (basic geometrical shapes) ❖ Draws freehand circles and circles using circular objects ❖ Know the use of a compass and draw circles for the given radii. ❖ Draws designs using circles with a compass. ❖ Locate elements of a circle ❖ Find the centre of a given circle ❖ Calculates the diameter if length of the radius is given ❖ Draw circles using a nail and a rope on the ground 	<ul style="list-style-type: none"> ❖ Identification of basic shapes and round objects from the surroundings ❖ Draw freehand circles and see the accuracy of the circle. Using bangles, coins, etc. draw circles ❖ Ppt showing the construction of circles ❖ Create beautiful designs using circles ❖ Mark the radius, centre and diameter ❖ Paper folding activity to find the centre of a circle ❖ $\text{Diameter} = 2 \times \text{Radius}$ Radius is half of diameter ❖ Relation between the length of the string and size of the circle. If the radius increases, the size of the circle increases ❖ ART: Develop skills of creativity by drawing designs using circles ❖ CRAFT: Paper folding activity to find the centre of the circle
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9.	OCTOBER /NOVEMBER 12	Halves and quarters	<ul style="list-style-type: none"> ❖ Concept of a whole, a half and a quarter ❖ Shaded and unshaded part of a figure in terms of numerals ❖ Shading the given part of a collection ❖ Drawing the other half of the given figure ❖ Usage of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ in our daily life ❖ Problems based on halves and quarters 	<ul style="list-style-type: none"> ❖ Understands the concept of a whole, a half and a quarter ❖ Represents a whole, a half and a quarter through figures ❖ Writes a half and a quarter using numerals ❖ Calculates the halves and quarters in a whole ❖ Colours/shades the given collection as per the data ❖ Uses the concept of halves and quarters in his/her daily life ❖ Identifies a half, a quarter, three-fourths of a whole in a given picture by paper folding 	<ul style="list-style-type: none"> <input type="checkbox"/> Representation of a whole, a half and a quarter through figures and paper folding activity <input type="checkbox"/> Find out the shaded and unshaded part of a figure <input type="checkbox"/> Representation of a half, a quarter and three-fourths using numerals <input type="checkbox"/> Shade a half/a quarter of the given figure <input type="checkbox"/> Find out the cost of $\frac{1}{4}$ kg/$\frac{1}{2}$ kg/$\frac{3}{4}$ kg of vegetables using the given price list <input type="checkbox"/> Draw the other half of the given figure <input type="checkbox"/> Solve problems based on real life situations <input type="checkbox"/> ART: Paper folding activity (a whole/a half/a quarter) <input type="checkbox"/> TOY PUPPETRY: Story of Mintu, Montu and Tittu
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10.	NOVEMBER/08	Play with patterns	<ul style="list-style-type: none"> ❖ Meaning of a pattern ❖ Types of patterns ❖ Magic patterns and magic triangles ❖ Number towers ❖ Patterns with addition ❖ Secret messages ❖ Patterns using tiles 	<ul style="list-style-type: none"> ❖ Understand the meaning of a pattern ❖ Explore the patterns in their surroundings ❖ Observe the pattern, find the rule and continue it ❖ Understand and solve number towers ❖ Learn coding and decoding secret messages ❖ Create patterns on their own 	<ul style="list-style-type: none"> ❖ Show different designs/patterns of a saree/bedsheet and ask them to observe it and draw ❖ Encourage the students to observe a pattern shown by the teacher and identify the rule followed and extend it ❖ Explain different types of patterns with suitable examples ❖ Method of solving number towers ❖ Explain the method of coding and decoding messages ❖ Discuss observation on tiling which they see in their home/on footpath/ floor of various buildings ❖ ART : Skill of creativity (patterns using stickers/stars) ❖ Drawing skills (Rangoli design)
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11.	NOVEMBER/DECEMBER/11	Tables and shares	<ul style="list-style-type: none"> ❖ Arrangement of given collection of things in an array in different ways so that each row should have the same number of things ❖ Division is repeated subtraction/ sharing things equally ❖ Division using number line and long division method ❖ Writing multiplication tables using lower number tables ❖ Writing multiplication facts and division facts ❖ Statement problems based on multiplication and division 	<ul style="list-style-type: none"> ❖ Arrange the given collection of objects in an array ❖ Identifies division as repeated subtraction/ equal distribution of things ❖ Write the division facts for the given multiplication fact and vice versa ❖ Attempts to write multiplication tables using lower number tables ❖ Performs multiplications and divisions accurately ❖ Solves problems based on daily life activities 	<ul style="list-style-type: none"> ❖ Arrange 12 crayons in three different ways so that each row should have the same number and also write the multiplication fact. ❖ Distribute 15 apples equally among 5 of your family members and find how many does each get? Write the related division fact ❖ Explains the method of division using number line and repeated subtraction ❖ Explains the method of writing multiplication tables using lower number tables ❖ Solve problems based on multiplication and division of numbers in their daily life ❖ TOY PUPPETRY: A frog jumps 3 steps at a time starting from 0. Count the jumps he takes to reach 15.
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12.	JANUARY 2022/05	How heavy? How light?	<ul style="list-style-type: none"> ❖ Make a model of a balance, compare weights of different objects. ❖ Different units of measurement ❖ Estimate the weight and verify the actual weight using a balance. ❖ Statements involving Grams and Kilograms. ❖ Expressing heavier weights using combination of lighter weights 	<ul style="list-style-type: none"> ❖ Make the model of a toy balance ❖ Compares the weights of lighter objects which are available like eraser, pencil etc. using the model of a toy balance ❖ Innovates use of weights like using two 250 grams packets instead of 500 gram packet. ❖ Expresses higher units with combination of lower units. ❖ Differentiates things bought in grams and kilograms. 	<ul style="list-style-type: none"> ❖ Make a model of a toy balance using bottle lids, paper cups, used orange peel etc. Using the model students weigh the available objects and compare. ❖ Collect information about height and weight of any five friends and find the tallest and heaviest. <p><u>ART:</u></p> <ul style="list-style-type: none"> ❖ Make model of a balance
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13.	JANUARY/ FEBRAURY 2022/08	Fields and fences	<ul style="list-style-type: none"> ❖ Concept of perimeter of regular and irregular figures ❖ Units of perimeter ❖ Calculation of perimeter of regular figures ❖ Concept of area 	<ul style="list-style-type: none"> ❖ Understand that the boundary (perimeter) is the sum of all the sides of a closed figure. ❖ Use appropriate units ❖ Compute the perimeter ❖ Solve day-to-day life problems related to perimeter ❖ Compare the perimeter of the given figures. ❖ Explore the area and perimeter of simple geometrical shapes 	<ul style="list-style-type: none"> ❖ Find the boundary of a table, book and notebook using the ruler ❖ Explain the method of finding perimeter of irregular figures using the thread. ❖ Compare the perimeter of any two textbooks of their choice ❖ Solve the problems related to daily life <p><u>ART:</u></p> <ul style="list-style-type: none"> ❖ Development of skills of measurement. ❖ Appropriate usage of tools
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14.

FEBRUARY 2022 / 05

Smartcharts

- ❖ Collection of information is data
- ❖ Representation of data using tables, pie charts, pictographs
- ❖ Collection of raw data and draw inferences

- ❖ Represents the collected information in tables, pictographs
- ❖ Draws inferences from the collected data
- ❖ Analyse the data and answer the questions.
- ❖ Conclude the data

- ❖ Collection of information about their (students) favourites sweet or fruit followed by simple questions
 - ❖ Representation of information collected in the form of a pictograph using an appropriate scale
 - ❖ Express the data in a Pie chart
- ART:
- ❖ Develop drawing skills

**KENDRIYA VIDYALAYA SANGATHAN
SPLIT OF SYLLABUS
SUBJECT : MATHEMATICS**

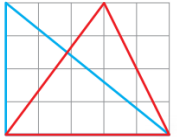

CLASS : V SESSION:2021-22

S.NO	MONTH /NO.OF PERIODS	NAM E OF THE LESS ON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1	APRIL (12)	THE FISH TALE (10)	<p>1. Knowledge about varieties of fishes their names and drawing fish using geometrical shapes.</p> <p>2. Numbers upto crores. Indian & International.</p> <p>3. Manipulating with large numbers.</p> <p>4. Basic fundamental operation on large numbers.</p> <p>5. Solves problems on Speed/time/distance-</p> <p>6. Practice exercise on money transaction.</p>	<p>Learner –</p> <p>*Identifies the different geometrical shapes.</p> <p>*reads and writes numbers bigger than 1000 being used in her/his surroundings.</p> <p>* reads numbers both in Indian and International system.</p> <p>* Understands manipulation of numbers.</p>	<p><u>Drawing Activity</u> - * Make different sea animals using various geometrical shapes only and name them.</p> <p>*Reading of large numbers: Get the context of large numbers from newspapers , internet and ask the student to read the numbers. Some new terminology like Lakh, Crore, etc or Thousands, Million, Trillion, etc. may come to the student's knowledge while reading these numbers. Discuss with them the interrelationship in both the Indian and International system of numeration. For example, <u>1) Activity one - Write and read the number – Find out</u> a) Total population of our country. b) Total no of people who watched latest Olympic games in the stadium.</p> <p>* Is asked to write short form/ expanded form of numbers * Formation of smallest and greatest number using 6 , 7 & 8 digits * Compare numbers (> = <)</p>

				<p>*Applies the four fundamental arithmetic operations in solving problems involving money, mass ,distance , and time using large numbers.</p>	<p>* Recreational Mathematics: Recreational Mathematics is Mathematics that is fun and used as either as a diversion from serious Mathematics or as a way of making serious Mathematics understandable. Puzzles, games, riddles and fun-filled activities can be given for solving.(Source – internet)</p> <p>* Operate (addition and subtractions) large numbers using standard algorithm. This may be identified as extension of algorithm for one more place.</p> <p><u>EVS</u> The student can be engaged in addition and subtraction of numbers from daily life context. For example, <u>1) Activity one -</u> a)Total no. of children studying in KV's all over India. b) Total no. of boys in all KV's . c) To find out the no .of girls from the above collected data (subtraction) <u>2) Activity two -</u> a) Total population of Telanganastate . b) Total no. of people who got vaccinated as on date . c) To find out total no. of people to be vaccinated in Telangana from the collected data.(by subtraction) <u>3) Activity three -</u> a) Total enrolment of their school. b) To find the Total Fee collected from</p>
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					<p>them for one term and for one year using the above information .(Multiplication)</p> <p>4) Activity four - A person donated Rs1,26,000 and another person from the same family donated Rs4,25,000, what is the total amount they both donated? Similarly, if a person wants to buy a car that costs Rs 25,03,756, and he/she has only Rs 18,00,000 the rest he/she has to get loan from a bank. What is the amount he/she will have to have as a loan? *For any problem solving involving operations numbers estimation and verification by actual operation is very important * Likewise problems related to speed distance and time , money transactions etc can also be given to the child based on daily life situations .Example ; to calculate the speed of their school bus , time taken by their father to reach officeso on.</p>
2	APRIL (2) & JUNE (6)	SHAPES & ANGLES (6)	<p>1.Explain the formation of an angle.</p> <p>2.Explains the relationship between the angles and the shape of a polygon.</p> <p>3. Identifies and classifies different types of angles (right angle, acute angle,</p>	<p>Learner –</p> <p>* Understands the concept of a ray, a line, a line segment , open shapes and closed shapes.</p> <p>* Explores idea of angles and shapes from their surroundings.</p> <p>* Understands that change in angle changes the shape of the polygon.</p>	<p>Drawing –</p> <p>* Draws a ray , a line , a line segment , an open shape , a closed shape using a scale and a pencil.</p> <p>* Defining an angle.</p> <p>WE AND ART</p> <p>*Shape depends on the angles.-Make shapes using match sticks, understand that polygon with same sides have different shapes because of different</p>

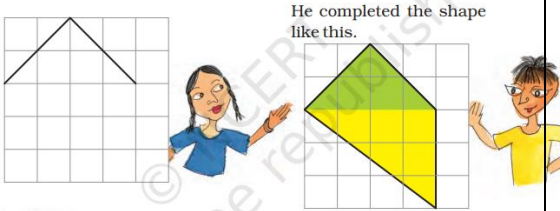
			<p>obtuse angle) and also from the surroundings.</p> <p>4. Estimates and measures angles using a protractor.</p> <p>5. Application of knowledge of angles in their daily life.</p>	<ul style="list-style-type: none"> * Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing. * Develops the skill of drawing angles of the given measurement using a protractor. * Explores the application of knowledge of angles in daily life situations. 	<p>angles.</p> <ul style="list-style-type: none"> * Make 8 triangles using 6 match sticks. (puzzle) * Make an angle tester using card board and drawing pin ,looks for the different angles in and around class/home , like hands of a clock , Angles in names in digital letters ,so on. * Constructing angles of given measurement using Protractor . * Observe bridges and tower [diagonal beams which divide the shapes into triangle], understands that bridge doesn't get dismantled when it is in triangular shape as angle does not change on applying pressure. * Constructing of a safe slide with less angle of inclination. <p><u>GAMES</u></p> <ul style="list-style-type: none"> * Use of angles while playing caroms and so on.
3	JULY (12)	HOW MAN Y SQUA RES? (6)	<p>1. Concept of unit Area and perimeter .</p> <p>2. Finding the area of regular and irregular shapes using graph paper or square grid by counting the no. of squares.</p> <p>3. Finding the perimeter by finding the length of the boundary of the shape.</p> <p>4. Deduces that area of a triangle is half the</p>	<ul style="list-style-type: none"> * Understands the concept of area and perimeter. * Measures area of regular and irregular shapes using 1cm square paper or graph paper. * Understands that area of the surface is equal to the no. of unit squares occupied in a closed region. * Understands that perimeter is the total length of the boundary of the closed shape. 	<ul style="list-style-type: none"> * Defining area and perimeter with some examples. * Finding area and perimeter by placing and tracing the boundaries of regular shaped things on a square grid/graph paper . (counting the no. of squares for area and finding the total length of the boundary for perimeter) * Finding the area of irregular shapes (a leaf or one's palm) by counting squares using graph paper and finding the perimeter of irregular shapes using thread. * Finding out that perimeter is the sum of all sides of the given figures when

			<p>area of the rectangle provided the base of the triangle is the length of the rectangle and height of the triangle is the breadth of the rectangle</p> <p>5. Deduces that objects having equal areas can have different perimeter. 6. Solves real life problems related to area and perimeter .</p>	<p>*Finds out the way to calculate area of the triangle.</p> <p>*Identifies that objects having equal areas can have different perimeter.</p> <p>*Will be able to use the knowledge of area and perimeter in day to day situations .</p>	<p>their dimensions are given.</p> <p>* To find the area of the triangle using a square grid . That area of the triangle is half of the area of rectangle provided the base of the triangle is the length of the rectangle and height of the triangle is the breadth of the rectangle.</p> <p><u>ORIGAMY: PAPER FOLDING</u></p>  <p>Q) Find the area of blue triangle and red triangle.</p>  <p>Q) Children will be asked to find the area of the red triangle (Clue : by adding half the area of orange rectangle and half the area of green triangle).</p> <p>Thinking questions like below should be asked to solve.</p>
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Complete the Shape

Suruchi drew two sides of a shape. She asked Asif to complete the shape with two more sides, so that its area is 10 square cm.



He completed the shape like this.

Refer to page no. 41 , 42 and 43 of NCERT Math - Magic text book class 5)

DRAWING

- * Draw rectangles using 24 unit squares in different ways on a dot grid. Find the area and perimeter and check for their perimeters and write the conclusion.
- * Ask the child to arrange 7 squares in different ways. Then ask which combination would give minimum perimeter and which combination would give maximum perimeter

4	JULY	PARTS AND WHOLE S (8)	<p>1. Represents part of a whole as a fraction.</p> <p>2. Different types of fractions.</p> <p>3. Generate equivalent fractions.</p> <p>4. Conversion of improper fraction to mixed fraction.</p> <p>5. Comparison of fractions with same denominators.</p> <p>6. Finds fractional parts of the given quantities (2/5th of 100 coins) .</p> <p>7. Calculates the whole by looking at the given fractional part.</p> <p>8. Solves real life problems based on fractions.</p>	<p>*Acquires understanding about fractions:</p> <p>a) Identifies fraction as a part of a whole or of a collection</p> <p>b) Understands fraction as a division & expresses a given fraction as $1/2$, $1/4$, $1/5$ soon</p> <p>*Understands the term equivalent fractions</p> <p>*Generates fractions equivalent to a given fraction</p> <p>*Understands different type of fractions- Like/Unlike fractions, Unit fractions, Proper and Improper fractions, mixed fractions.</p> <p>*Compares fractions with same denominator.</p> <p>*Calculates fractional part of a number/quantity.</p> <p>*Solves simple problems related to the</p>	<p>*Draw our national flag. Write fraction for the different colours.</p> <p><u>ART AND WE</u></p> <p>* <u>Making a magic top</u> :Take a cardboard piece. Draw a circle of radius 3 cm and cut it out. Divide the circle into 8 equal parts. Now each part is 1/8th of the circle. Colour 2/8th red, 1/8th orange, 1/8th yellow, etc., as shown. Push a matchstick through the centre of the circle and spin it like a top.</p> <p>*Paper folding activities to show different parts of a whole/equivalent fraction.</p> <p>* Making an equivalent fraction chart.</p> <p>*Use concrete objects such as marbles, sticks, bottle caps etc to show equivalent fractions.</p> <p><u>ORIGAMY</u></p> <p>*After the understanding about equivalent fractions children should be motivated to construct a rule to get equivalent fractions.</p> <p>* Paper folding activity or cutting an apple activity to show various types of fractions.</p> <p>* To write the > or < than symbol for given set of like fractions.</p> <p>* Calculates fraction of a number or quantity using rupees -- like what part of a rupee is 20 paise and so on.</p> <p>* Can make bill of his or her shopping.</p>
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				fractional numbers in our day to day activities.	
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6	AUGUST (12)	DDEEIT MDDKIP IIEE'L BAME? (4)	<p>1. Knowledge of symmetric shapes and their properties. Finding multiples and factors of numbers. Ability to draw L.C.M and</p>	<p>*Understand the basic concept of factors and multiples of numbers and term mirror halves. *Understands the relationship between multiples and factors.</p>	<p>A.R.E Listing the multiples of the given numbers by making a pattern/pictorial grid. GAMES method using water colours. 2. Playing the game using Dhal of the given</p>
			<p>2. Identifies rotational symmetry in 2D shapes.</p> <p>3. Identifies and understands the effect of (i) half a turn; (ii) One-fourth turn; (iii) One-third turn; (iv) One-sixth turn on different objects . 4. Predicts and draws the shapes "how an object would look like after Half turn, One-fourth turn, One-third turn, One- sixth turn".</p>	<p>*Identifies symmetrical and non-symmetrical shapes, alphabets etc. drawing line of symmetry.</p> <p>*Discovers and identifies shapes and numbers which look same or different on rotating at different angles or at different fractions..</p> <p>*Uses knowledge of symmetry in daily life situations and methods to convert asymmetric shapes to symmetric shapes.</p> <p>*Applications of rotational symmetry in our daily life .</p>	<p>picture. *Trace the line of symmetry and colour half of the image.</p> <p>W.E * Making cut-outs of different numbers and letters which would look same and different on rotation at different fractions of a circle.</p> <p>* Solve textual exercise.</p> <p>* Designing of fans for blowing air * Designing of lock for lockers. * Making of windmill to run the turbines for generating electricity .</p>

		<p>YOUR FACTOR (8)</p>	<p>HCF. 3.Connect the concepts of LCM and HCF with real life situations.</p>	<p>*Understands even and odd numbers and sorts out the even and odd numbers that come between the given numbers.</p> <p>*Understands the concept of prime and composite numbers and sorts out the prime and composite numbers that come between the given numbers.</p> <p>*Understands the concept of common multiples and common factors and finding out LCM and HCF. *Finds factors and multiples of a given numbers.</p> <p>*Solves simple problems related to multiples and factors in day today activities.</p>	<p>number grid to list the multiples. 3. Playing factor game. (using bangles , beads , seeds etc) to list out the factors of a particular number. ART 4. Making / drawing factor trees for the given number. * Defining of even and odd numbers 5.Use 10 x 10 grid and colour all the even and odd numbers in 2 different colours.. * Defining of prime and composite numbers. 6.On a 1 to 100 number grid colour multiples of 2 with red, 3 with blue and 4 with yellow. Pick the numbers which have all the three colours(Prime and composite numbers) 7.Write multiples of given numbers and also find out common multiples and then find out LCM of given numbers. 8.List the factors of given two no. and write the common factors in the common region of two intersecting circles and then find HCF of given numbers. . 10.Word problems related to LCM and HCF to solved . 11. A worksheet based on LCM and HCF to be given to children for solving.</p>
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7	SEPTEMBER (12)	CAN YOU SEE THE PATTERN (6)	<p>1.Understanding of pictorial and number patterns. 3. Observing and identifying the rule of the pattern. 2.Ability to create patterns. 3.Apply the knowledge of patterns in daily life .</p>	<p>*Observes and understands the pattern *Recognizes the basic unit which generates the pattern. *Makes patterns with numbers, letters or pictures. * Understands the rule of the pattern for extending the pattern. *Creates own patterns.</p> <p>*Computes the given patterns using four basic operation of mathematics.</p> <p>*Applies the knowledge of patterns to complete a given pattern.</p> <p>* Application of Knowledge of patterns in their daily.</p>	<p>1. Observe the patterns on gift wrappers/cloth/and try to deduce the rule. <u>ART</u> 2. Following a particular rule , children create their own pictorial or number patterns. <u>W.E</u> 3. Make a vegetable block and using colours, print on paper/cloth taking $\frac{1}{4}$, $\frac{1}{2}$turns.(clockwise/anticlockwise)</p> <p><u>Recreational Mathematics.</u> 4. Observe the rule in the given patterns and complete the pattern using the rules. [Magic square, Magic Hexagon, number and number (change in order of number in the addends) Palindromes, Magic calendar etc. 5. Playing a guessing game “ guess the number using the clues given”. 6. Incomplete patterns are given for completion. 7 . Identify the rule and complete growing patterns</p> <p>Observing patterns around us in our daily life activities and understanding their use. Like – <u>AESTHETIC SENSE</u></p> <p>1.Following a specific pattern while standing in the assembly ground. 2.Following a pattern for arranging your books in your bookshelf.</p>
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					<p>3. Following of specific pattern of arrangement of grocery items by your mother in the kitchen.</p> <p>4. Following a pattern while tiling the floor.</p> <p>5. Look at the pattern of planting trees in your school garden.</p>
8	SEPTEMBER	REVISION FOR HALF YEARLY (6)		REVISION FOR HALF YEARLY	<p>Following a pattern will help us locate things easily which saves our time , adds beauty to the work done and help us lead a systematic and disciplined life.</p>

9	OCTOBER (10 DAYS)	MAPPING YOUR WAY	<p>Concept of road map.</p> <p>Locating a place by looking at a map (Reading a map)</p> <p>Understanding the concept of scale for drawing a map on a paper.</p> <p>Finding actual distance when scale is given.</p> <p>Introduction of India map and different states, the directions in which different states are existing.</p> <p>Able to locate a state when direction is given,</p> <p>Finding the actual distance when scale is given.</p>	<p>.To be able to know the four main directions East, West , North and South.</p> <p>To know about directions Right and left</p> <p>To be able to read a map and be able to identify the location of different states</p> <p>.To be able to understand the scale of a map used and find out the actual distance between two Places.</p> <p>To be able to develop the concept of enlarging /reducing the area of given pictures in the Given map.</p> <p>.Able to locate different states in map of India and comprehend the Map.</p> <p>6. Able to understand directions</p> <p>7. ABILITY IN COMPUTATION:</p> <p>Able to find the distance between two places when scale is given.</p>	<p>MUSIC INTEGRATED</p> <p>Introducing the four main directions East, West, North and South through Direction through song.</p> <p>Introducing Left and Right directions through action song.</p> <p>Finding out the actual distance between two places using the Scale given in the map.</p> <p>MATHS LAB ACTIVITY.</p> <p>Drawing the floor plan of the school and locating the different Rooms.</p> <p>ART INTEGRATED (Graph paper activity)</p> <p>Finding out the actual distance between two places using the Scale given in the map.</p> <p>MATHS LAB ACTIVITY.</p> <p>Drawing the floor plan of the school and locating the different Rooms.</p> <p>From different states different school teams are going to attend Republic day parade.</p> <p>Discussion on different cultural heritage like dance ,dresses (Art and culture Integrated)</p>
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10	NOVEMBER (23) DAYS	BOXES AND SKETCHES	<p>Visualisation of 3D shapes and how they can be represented on paper (in 2D).</p> <p>Nets, layout plans of a house, and perspective drawing.</p> <p>Matching mental images of a shape</p> <p>A 3D perspective drawing is called Deep drawing.</p> <p>Different views of 3D objects like model of bridge made with match boxes. The teacher can present more examples regarding this.</p>	<p>. Identifying 2D and 3D objects from their surroundings.</p> <p>2. Making nets of open and closed boxes.</p> <p>3. Identify different nets of different solids.</p> <p>4. Identify the difference between Floor map (2D) and Deep drawing (3D).</p> <p>5. To be able to visualize the net of a box</p> <p>6. To be able to make deep drawings of a cube and house.</p> <p>7. To be able to see the difference between Deep drawings and Floor maps.</p> <p>8. To be able to draw the front, side and top view of objects</p>	<p>Introduction of 2D shapes through a sing song.</p> <p>ART INTEGRATED: Various objects from the surroundings that resemble different geometrical shapes can be presented to students.</p> <p>Naming the things which have flat surfaces. Examples : Plain paper, chart paper, graph sheet</p> <p>Identifying the objects which have 2 Dimensions</p> <p>Introducing 3D shapes with the help of different objects like pencil box, duster, Tiffin box, pencil edge, dice, water bottle, joker's cap and ball.</p> <p>Craft: Making boxes. How to make a sweet box.</p> <p>https://www.youtube.com/watch?v=uvhgW28sKTg</p> <p>https://www.youtube.com/watch?v=ku7wHOM8Vww&index=11&list=PL314</p> <p>https://www.youtube.com/watch?v=k</p>
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				https://www.youtube.com/watch?v=yreZKk0FnIQ	u7wHOM8Vww&index=11&list=PL34
10		*TENTH S AND HUNDR ETHS	<p>*Develops understanding of decimals through fractions with denominator 10 and 100.</p> <p>* Converts a decimal into fraction and vice versa.</p>	<p>*Knows that in a place value chart as we move left each position is 10 times bigger and as we move right ,each position is 10 times smaller and after units place 10 times smaller is tenths place and next place is hundredths place.</p> <p>*Understands decimal representation of fractions with 10 , 100 as denominators.</p>	<p>* The teacher can start the topic with a video using the link below .</p> <p>https://youtu.be/9frz4ODJUc0 - Introduction Music</p> <p>https://youtu.be/psJAM90dyHs - a sing song session to learn about decimals</p> <p>Using a place-value table, the teacher gives them the knowledge of decimal representation of tenths.</p>

*Compares the fractions.
*Computes the decimal figures.

*Reads and writes of decimal numbers.
*Comparison of decimal numbers.
Arranges the numbers in increasing order or decreasing order.

* Writes in expanded form and vice -versa.
*Conversion of decimal to fraction and vice -versa
*Measures of temperature using decimals
*Using decimals in money transaction
*Basic operations involving decimals
- Solves word problems involving decimals

Decimal Place Value Chart				
Tens	Ones	.	tenths	hundredths
2	4	.	6	8

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths
1000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$
3	5	2	8	7	4

Teacher speaks about the rules while reading a decimal number .

Home activity

*Measure the heights of family members. Complete the table given below.

S. N O	NAME	RELATIO NSHIP	HEIGHT UPTO DECIMALS
1			
2			
3			
4			

Write, who is the tallest and who is shortest in your house .

Questions based on decimal numbers can be given like.

- a) Write in words
- b) Write the numeral by giving in words.
- c) Write in expanded form.

<https://youtu.be/vURzsM-bL2g> - to show expanded form

Some more videos to be shown to strengthen the concept and home work based on the activities to be given to students.

<https://youtu.be/b6nmcBB1x50>

<https://youtu.be/dX-xMWAN07Q>

<https://youtu.be/f5GRB6jHPyE>

video to show conversion of fractions to decimals and vice - versa.

<https://youtu.be/hztvQs9Gmd0> conversion

Videos to show addition and subtraction of decimal numbers.

<https://youtu.be/4JTKnVaOHTY>

<https://youtu.be/hpL0Zw6Uxclsubtraction>

*Video showing multiplication of decimals.

<https://youtu.be/kHWnoC-B2bo>

<https://youtu.be/r-RyLITqp0Y>

Bingo game

1) Teachers asks children to make a bingo card giving them some decimal numbers like in the picture shown below . 2) Teacher speaks various sums of decimal numbers related to addition, subtraction and multiplication.

3) She asks the students to find the answer and cut the number if they have in their bingo card.

4) Students whose all numbers are cut first says "Bingo" and he/ she wins the game.

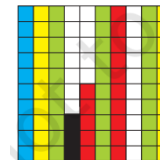
25.98		30.54		76.43
	45.32		90	
28		55.76		49.56

Home assignment activities

*Using a scale measures small pencil, nail etc. and writes them in cm and mm and converts it into cm.

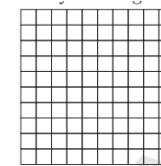
* Collects price tags of objects and tries to understand their way of expressing in Rs and paise.

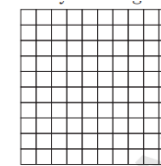
* On a 10x10 grid of graph paper/square ruled paper make design and express the different coloured parts in decimals.



ART

*Make your designs by colouring 0.45 part of this square red.



*Collects  temperature of different places on a particular day and find the difference of temperature in two places from the news paper or TV.

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* **NCERT Text book Problems – class 5**

* A few problems to be solved by the teacher and few to be given as home work.

11	DECEMBER (17 DAYS)	AREA AND ITS BOUNDARY	<ul style="list-style-type: none"> * Understands the concept of area and perimeter. * Derives the formula for finding perimeter and area of a square and rectangle. * Compares the area and perimeter of different rectangles and squares. * Solves simple problems related to area and perimeter 	<ul style="list-style-type: none"> * Defines that the perimeter of a figure is the total distance around the edge of the figure. * Derives the formula for finding perimeter of regular figures * Perimeter of a rectangle is the sum of twice its length and twice its breadth. * Perimeter of a square is 4 times its length. * Defines that the flat space occupied by any two-dimensional figures is called the area. * Derives the formula for finding the area of regular figures. * Finds that the Area of a rectangle is the product of its length and breadth. * Finds that the Area of a square is the square of its side. <ul style="list-style-type: none"> • Applies the formulas and find the area and perimeter of square and rectangle. • Analyses and find the perimeter or area in word stories based on real life situations • Construct figures having same perimeter and analyse their area. 	<p>Teacher shall start the class with the following Example: life situation. That Teacher did a painting and she wants to decorate the border with a satin ribbon. The length of the painting is 55cm and the breadth of the painting is 35cm. What is the length of the ribbon she requires to give the border for the</p> <div data-bbox="1608 555 1998 775" data-label="Image"> </div> <p>painting?</p> <p>Learner is asked to :</p> <p>Drawing skills</p> <ul style="list-style-type: none"> * Draw rectangle (i) 5x6 (ii) 11x3 on a graph paper count the number of sq. Find the area and compare and write which has larger area. * Measure the length and breadth of the given things and find their area and Perimeter. * Paste different shapes cut outs and find their area and perimeter. <p>Suitable videos may be shown https://www.youtube.com/watch?v=qDtv2kLYeY</p>
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<https://www.youtube.com/watch?v=wixL5pf-T1A>
https://www.youtube.com/watch?v=85scoyl_aAks
<https://www.youtube.com/watch?v=hqqtumES-rQ>

ART AND WE

- *Make a birthday/greeting card and find its area and perimeter.
 - *Finding the perimeter and area of their hall , maths text book , cot etc.
 - *Finding the perimeter and area of a given square and rectangle using the dimensions given by the teacher.
- Art and WE**
- *Cover with stamps/tiles cover a stamp of area 4 sq cm on a rectangle of 14x8. Find the area of rectangles by finding number stamps that can be places length and breadth wise.
 - *Problem solving related to perimeter and area of square and rectangle.
 - *Draw two squares (one is double of the other) .Find their perimeter and area and compare too.(Write the conclusion)
 - *Draw different shapes by using a thread of fixed length on a graph paper and write the conclusion. (This shows that objects with same perimeter can have different area).
 - *The learners can be asked to calculate the area and perimeter of the chess board or carom board they play.

	<p>DECEMBER (CONTD)</p>	<p>SMART CHART</p>	<p>Prepares a frequency distribution table based on real life situations. Interpret the data from a given frequency table.</p> <p>Concept of Pie chart. Concept of bar graph. Concept of family tree Use of various diagrams, charts from newspapers and magazines.</p> <p>https://primarykv2tpkm.files.wordpress.com/2016/07/unit-12-smart-chart.pdf</p>	<p>Able to prepare frequency distribution table and able to interpret the data from a given table</p> <p>Able to interpret the data from a given bar graph and pie chart. Able to prepare a family tree of self for 5 generations</p>	<div data-bbox="1554 140 1895 309" data-label="Image"> </div> <p><u>WE AND ORIGAMY</u></p> <p>*Take a drawing sheet and find its area and perimeter. Then cut it into small strips. Join the strips to form a belt and find the area and perimeter. (Same area can have different perimeter.)</p> <p><u>Critical thinking (pentaminos)</u></p> <p>*Make all possible rectangles and squares with the given number of squares. * Problems related to daily life situations can be given for solving. Like Arvind's father loves to walk around the rectangular park everyday, by breathing the fresh air and by watching the bird chirping. He starts from the main gate of the park, walks around the park, and comes back to the same place after completing one round. The length of the park is 85m and the breadth of the park is 52m. What is the total distance he is walking?</p> <p>Use of specific symbols to represent repeated data in a table. Encourage the students to collect information regarding real life situations and represent it in tabular form,</p> <p>Collects information regarding different real life situations like ...</p> <ol style="list-style-type: none"> 1. number of vehicles passing on a road
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					<p>to record the data.</p> <p>2. Students help their parents in different household works.</p> <p>Teacher can collect from news papers and magazines tables and charts regarding real life situation and ask students to interpret the data from it.</p> <p>https://docs.google.com/document/d/16jrhl1wO2idLL_JrbJMT4tJqVbcQMepu/edit</p>
12	JANUARY (24 DAYS)	WAYS TO MULTIPLY AND DIVIDE	<p>.Finding the product and checking(Ability to Compute).</p> <p>.Multiplication by two digit number (problem Solving ability).</p> <p>. Everyday problems(correlation with life).</p> <p>* Concept of division.</p> <p>* Understands that division is repeated subtraction.</p> <p>* Divides a numeral by one or two digit numeral.</p> <p>*Solves problems related to division.</p>	<p>. Can multiply 2 or 3 –digit numbers.</p> <p>. Solves problems related to multiplication in day to day life activities</p> <p>* Understands the concept of division and realises that division is repeated subtraction.</p> <p>* Meaning of division and division symbol</p> <p>* Meaning of terms dividend, divisor and quotient and remainder.</p> <p>* Understands the method of division for finding the quotient, remainder.</p> <p>* Discovers the method to check the correctness of his/ her division done.</p> <p>*Understands about simple unitary method</p>	<p>The teacher</p> <p>Will explain the multiplication by expended notation method</p> <p>Will explain the multiplication by expended notation method</p> <p>Provides practical situation to students</p> <p>* Teacher shall start the topic creating a story or situation like a birthday event for taking an example like you have called 7 friends for your birthday party and you have 14 chocolates to distribute , find out how many will each get ?Ask the child to distribute first one chocolate to each one of them and again distribute till the child has 0 chocolates. Find out how many did each get?</p> <p><u>Correlating and integrating with real life situation.</u></p> <p>Now the child understands that division is repeated subtraction.</p>

Concept of volume of a solid

Able to understand the concept of volume and compare the volumes of different

Subtract a number repeatedly till the result is zero. This is called equal distribution .

How many times we have subtracted? The number of times you have distributed will be the quotient.

DIVISION AS REPEATED SUBTRACTION

Example:1 $14 \div 7 = ?$

$$\begin{array}{r} 14 \\ -7 \leftarrow 1 \\ \hline 7 \\ -7 \leftarrow 2 \\ \hline 0 \end{array}$$

So, $14 \div 7 = 2$

Example 2: $35 \div 5 = ?$

$$\begin{array}{r} 35 \\ -5 \leftarrow 1 \\ \hline 30 \\ -5 \leftarrow 2 \\ \hline 25 \\ -5 \leftarrow 3 \\ \hline 20 \\ -5 \leftarrow 4 \\ \hline 15 \\ -5 \leftarrow 5 \\ \hline 10 \\ -5 \leftarrow 6 \\ \hline 5 \\ -5 \leftarrow 7 \\ \hline 0 \end{array}$$

So, $35 \div 5 = 7$

*

Suitable videos to be shown to children.

	FEBRUARY(6)	HOW BIG HOW HEAVY	<p>Comparing volume of solids of different size and quantity Measuring the volume in l and ml</p> <p>Concept of volume of a unit cube Understands volume of a solid box is space available in it. Measuring the weight of an object using kg and g</p>	<p>objects. Able to find the volume of an object using the concept space occupied by it.</p> <p>Able to find the volume of a solid using 1 cm cube. Able to convert larger units into smaller and vice versa. Able to estimate the weight of an object approximately in non standard units. Able to measure the weight of an object using standard units like kg and g.</p>	<p>Activity to show the amount of water displaced by a solid is its volume ART Integrated Activity: Making a measuring bottle. Making different shapes using 1cm cube and thereby finding its volume. Making different models using 1 cm cube or match box. Finding its volume Students can find out the volume of different vessels in the kitchen with the help of the parents (AAC) https://docs.google.com/document/d/18kcjPFNJzufkAovTk-SMLQBmLriTGwF/edit http://www.learnmathsonline.org/cbse-class-5-maths/how-big-how-heavy-class-5-maths-mcq/</p>
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13	FEBRAU RY(16)		REVISION FOR SEE ORAL TESTING		
14	MARCH		SESSSION ENDING EXAMINATION		

KENDRIYA VIDYALAYA SANGATHAN

SPLIT UP SYLLABUS FOR ONLINE CLASSES – TERM I 2021

CLASS:III

SESSION:2021-22

SUBJECT :EVS

S.N O	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1.	APRIL (12)	Theme : Animals UNIT- 1 POONAM'S DAY OUT 5 periods.	<ol style="list-style-type: none"> 1. Animals in nature. 2. Places where animals live 3. Types of animals Classifies animals based on habits, food, size, movements. 4. Size of animals 5. Classifies the animals based on habitat. 	<ol style="list-style-type: none"> 7. Recognises the different categories of animals. 2. Observes the animals that are found in different habitats. 3. Identifies the movement of animals. 4. Classifies animals basing on their size from smallest to biggest. 5. Classifies of animals basing on their place where they live on a tree. 	<ol style="list-style-type: none"> 1. Watch PPT, Net pictures, Videos of the animals and List the animals that are found in the water, on the water, near the water. 2. Through PPT, Net pictures discuss and List the animals that are found on the tree, on the land, in the desert. 3. Watch the pictures sort & name the crawling, flying, walking, hopping, running Animals. 4. Activity: Students arrange the given animals basing on size from smallest to biggest. 5. Activity: Students name the animals living on the branches, on the leaves on the ground,

			<p>6.Distinguisges and segregate animals as farm ,wild ,water animals birds ,insects etc.</p> <p>7. Explore the basic needs of living organisms.</p>	<p>6 Classifies the animals into Insects, Birds, farm, wild, Water Animals.</p> <p>7. Infers that food ,water ,air ,shelter are basic need for all living things ,</p>	<p>around the tree .</p> <p>6. Through pictures list out any five farm ,wild ,water animals birds ,insects.</p> <p>Art Integrated Learning</p> <p>1. Make an album on animals of five different habitats by drawing pictures</p> <p>ToyIntegrated Learning</p> <p>1. Making cut outs masks of animals.</p> <p>2. .Making models of animals with clay.</p> <p>3. Making animals by finger printing.</p> <p>AACActivity</p> <p>2. Solve puzzles on Animals .</p> <p>AAC Activity</p> <p>2. Do some form of workout like</p>
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					skipping, yoga, free dance, puzzles, indoor games etc., at home.
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S.NO	MONTH/ NO. OF PERI	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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2.	APRIL	<p>Theme : Plants</p> <p>UNIT- 2PLANT FAIRY</p> <p>5 periods.</p>	<p>1. Plants around us.</p> <p>2. Types of plants</p> <p>3. Trees with thick trunk and thin trunk.</p> <p>4. Leaves shape, size , margin and texture.</p> <p>5. Leaves that have smell.</p> <p>6. Objects having patterns of leaves and flowers.</p>	<p>1. Observes and name the different types of Plants.</p> <p>2. Classifies plants into Herb, Shrub, Tree, Climber and Creeper.</p> <p>3. Classifies and name the trees with thick trunk and thin trunk.</p> <p>4. Describes the size, shape, margin, texture of the leaves.</p> <p>5. Identifies the plants basing on the aroma of the leaves and colour of the leaves.</p> <p>6. Identifies the objects which have the patterns of leaves and flowers.</p>	<p>1. Nature walk around their house observe the plants keenly and name them.</p> <p>2. Through PPT ,Net pictures , Videos watch the different types of plants</p> <p>3. Through PPT, Net pictures, watch and Name the trees with thick, thin trunk.</p> <p>4. Activity by doing with real leaves: Classify the leaves basing on their size, shape, margin, texture and name them.</p> <p>5. Activity by doing: Name the leaves which are identified by the smell of the leaves.</p> <p>6. Survey : Teacher shows & Students observe the articles in their house with patterns of leaves and flowers and name them.</p>

			<p>7.Plants which the child has seen and not seen.</p> <p>8. Uses of leaves in the diet.</p> <p>9. Uses of dried leaves.</p> <p>10. Explore the need of Trees.</p>	<p>7. Classifies the plants and trees which they have seen and not seen</p> <p>8. Discuss the uses and benefits of plants in the diet.</p> <p>9. Explains the uses of leaves.</p> <p>Discovers the use of Dried leaves for making compost, greeting cards, plates, decorative articles etc.</p> <p>10. Infer and interpret the importance of trees .</p>	<p>7. Through pictures name the trees seen and not seen.</p> <p>8. Through pictures discuss the uses of leaves in various ways for food, for making medicine, oils, and cosmetics in our daily life</p> <p>AAC Activity</p> <p>9. Writing the uses of leaves in various ways</p> <ul style="list-style-type: none"> • Food , Medicine • Oils , cosmetics • compost pit -manure • making plates <p>10. Speak about uses of trees.</p> <p>Art Integrated Learning</p> <ol style="list-style-type: none"> 1. Rubbings of different leaves and tree trunks of different plants. 2. Making pictures of different animals using leaves. <p>AAC Activity</p> <ol style="list-style-type: none"> 1. Make a Greeting Card or any decorative article using dry
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					leaves.
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S.NO	MONTH/ NO. OF PERI ODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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3.	APRIL JUNE	Theme : Water UNIT- 3WATER 'O' WATER 5 periods.	1. Different sources of water. (Natural, Artificial) 2. Activities done with water & without water. 3. Uses of water 4. Properties of water & importance. 5. Hands on Activity Different forms of water. (Solid, Liquid ,Gas) 6. Storage of water	1. Identifies the different sources of water. 2. Compares and distinguishes the activities done with water and without water. 3. Express the uses of water. 4. Elaborates the properties of water. 5. Explains the three forms of water. 6. Identifies the utensils used for storage of water.	1. Read the text book and underline the water sources mentioned, Through PPT, Net pictures, Videos watch the different sources of water. 2. Through Role play , pictures differentiate the activities done with and without water . 3. Through pictures and class activities discuss the uses of water. 4. Learn by doing : Teacher shows and guides students to take water, touch, feel, taste, put in different vessels to observe shape. 5. Put water in a Refrigerator recognize formation of ice , ➤ .Heat ice observes change into water, water vapour. (under guidance of parents) 6. Discuss about the ways how water is stored in their house. 7. Discussion on the rivers in their town.
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			<p>7. Rivers.</p> <p>8. Reuse of water in different ways according to need.</p>	<p>7. Recognizes the rivers flowing in their town & State.</p> <p>8. Analyzes the problems faced due to scarcity of water.</p>	<p>8. Reuse of water.</p> <p>Art Integrated Learning</p> <ol style="list-style-type: none"> 1. Writing of slogans to save water. 2. Drawing the pictures of containers and sources of water. <p>AAActivity</p> <ol style="list-style-type: none"> 1. Listing the problems faced due to scarcity of water. <p>Toy Integrated Learning</p> <ul style="list-style-type: none"> • Making a bird bath to provide water to birds during summer .
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S.NO	MONTH/ NO. OF PERI ODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
4.	JUNE- JULY (15)	Theme : Family and friends UNIT-4. Our First School (5 periods.)	<p>1. Family and their relationships.</p> <p>2. Observation and comparison among the family members.</p> <p>3. Different types of families.</p> <p>4. Culture, customs and traditions in their houses.</p> <p>5. Interpret the importance of a happy home.</p> <p>6. Family provides the basic needs.</p>	<p>1. Describes the Family members and their relation.</p> <p>2. Identifies the resemblances & differences among members of the family.</p> <p>3. Discuss and classifies the different types of families .</p> <p>4. Explores and express the customs and traditions followed by the family members.</p>	<p>1. Discussion about the members living in their house, their names and their relation.</p> <p>2. During discussion students express whom they resemble, their features, behaviour, movements etc. and how these characters are acquired.</p> <p>3. Through Role play, pictures PPT, watch the different works done in a house by different people.</p> <p>3 . Through PPT, Net pictures, Videos recognise the different types of families.</p> <p>4. Through pictures and class activities discuss the customs traditions followed during festivals and in daily life.</p> <p>5. Through pictures and classroom interactions learn the difference between a house & home.</p>

				<p>5. Describes the difference between a house & home.</p> <p>6. Infers that family plays a very important role in our life.</p> <p>7. Discovers that Family provides the basic needs of love, food, shelter, clothing, companionship & protection.</p>	<p>6. Learn about the importance of a family and a happy home.</p> <p>Art Integrated Learning</p> <ol style="list-style-type: none"> 1. Paste pictures of your family members and mention the work done in your house. 2. Draw or Paste pictures of festivals / customs you celebrate. <p>AAC Activity</p> <p>Draw a family tree, Paste pictures of your family members & write their names.</p>
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S.NO	MONTH/ NO. OF PERI ODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
5.	JULY	Theme : Shelter UNIT-5 . CHHOTU'S HOUSE (5 periods.)	<p>1. Different types of Houses.</p> <p> Comparing different houses.</p> <p>2. Different parts of houses.</p> <p>3. Cleanliness of house</p> <p>4. Disposal of garbage.</p> <p>5. Animals living in our house.</p> <p>6. Decoration of houses on festival & Functions days.</p>	<p>1. Identifies the Basic need of house.</p> <p>2. Describes the different parts of a home and their uses.</p> <p>3. Analyses the different steps in the cleanliness of a house.</p> <p>4. Lists the ways of Disposal of garbage.</p> <p>5. Explores and explains about the uninvited animals in the house.</p> <p>6. Express the different ways and materials used in the Decoration of house.</p>	<p>1. During classroom interaction PPT, pictures, Videos List the List the different types of Houses.</p> <p>2. Discuss and name the different rooms in a house.</p> <p>3. Through pictures and word cards sort & name the different steps in cleaning a house.</p> <p>4. Lists the way of putting dry waste in one and wet kitchen waste in other dustbins</p> <p>5. Survey: Students go around their house and name the animals found in their house.</p> <p>Activity: Observing the pictures, PPT list out the different materials used for decorating their house during festivals and parties.</p> <p>Toy Integrated Learning Make a model of house.</p> <p>Art Integrated Learning</p> <p>2. Draw a picture how you decorate your house on festival day.</p> <p>AAC Activity</p>

				<p>7. Recognizes shelter is a need rather than a want.</p> <p>7. Suggests some ways how to keep their house neat and clean.</p>	<ol style="list-style-type: none">1. Collect pictures of different houses from newspaper.2. Talk about good and clean house.
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S.NO	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
6.	JULY (12)	Theme : Food UNIT-6 FOOD WE EAT 5 periods.	1. Food items eaten. 2. Different types of food items got from plants, animals. 3. Food items eaten according to age. 4. Food items made from Cereals. 5. Food eaten in different parts of India. 6. Importance of food and not to waste it.	1. Lists out the food items eaten for breakfast, lunch and dinner daily. 2. Identifies different types of food items we eat. 3. Express the food eaten by infants young and old. 4. Analyses food items made from different cereals. 5. Explores & describes the Staple food of different states. 6. Discussion on importance of food and not to waste it. 7. Suggests the ways to provide	1. Discussion on the food eaten during breakfast and naming them. Watch the different types of food items eaten for breakfast, lunch, dinner on PPT. 2. Through real objects, PPT, pictures, name the food products got from plants and animals. 3. Discussion on food eaten of different age levels infants, young, adults, old. 4. Survey :Name the food items prepared from Rice, Wheat. AAC Activity 5. Survey: During class interaction with PPT, Students infer the food eaten by people in different states. 6. Listing the importance of food. Toy Integrated Learning Collection of cereals and pulses.

				food to all during this Covid Pandemic.	1. AAC Activity Find out the recipes to prepare two to three items.
S.NO	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES

7.	JULY 6	Theme: Family & Friends, Animals UNIT-7 SAYING WITHOUT SPEAKING	1. Children with disability (Differently abled people). 2. Different expressions of people and animals. 3. Sense organs and their functions. 3. Actions and Expressions of differently abled people use to communicate.	1. Shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings. 2. Identifies the expressions and feeling of the people 3. Recognizes and Identifies the sense organs and its functions. 3. Identifies simple facial expressions.	1. Students observe DIFFERENTIALLY ABLED PEOPLE through PPT , Video and then 2. Name of the disability through pictures. 2. Students present the actions, mudras and bhavs of the above people to understand them. 3. Students watch the visual of the different facial expressions such as sad, happy, angry, depressed, surprised, etc., and then present through dumb charade activity. 4. Students role play a 1 minute Story in pairs without speaking. 5. Art Integrated Learning Draw any two facial expressions. 6. AAC Learn some dance MUDRAS , take atleast 3 pictures and paste in EVS activity book.
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S.N O	MONTH/ NO. OF PERIOD	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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8.	AUGUST 12	Theme: Family & Friends, Animals UNIT-8 FLYING HIGH 4 Periods	1. Exploring the immediate Surrounding to note various Birds. 2. Birds and their habitat as water, trees, ground etc. 3. .Food habits of the birds 4. Types of beaks 5. Size of the birds.	1. Acquires the names of different birds in the immediate surroundings. 2. Identifies the simple features of birds and Express the movement of the birds and places where they live 3 . Explores the eating habits of different types of birds. Recognizes the sounds of birds in the immediate surroundings and name them. 4. Describe the beaks of the birds according to their food habits 6. Compares the birds and identify the size and sort them.	1. Explore the immediate Surrounding, Students name few birds that they have seen, and then name other birds through PPT. 2. Through pictures, children describe the birds. 3. Children sort the birds that eat grains, fish, flesh etc. 4. Students name the birds that have long neck, pointed beak, curved beak. 5. Students arrange the given birds basing on size from smallest to biggest. 1. Art Integrated Learning Draw the pictures of pictures of any two birds. 2. Toy Integrated Learning Making model of bird using paper, cardboard, 6. AAC Collect the feathers of available birds and paste in EVS activity book.

S.NO	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
9.	AUGUST 12	<p>Theme: Family & Friends, Animals</p> <p>UNIT-9</p> <p>ITS RAINING</p> <p>4 Periods</p>	<p>1. Different seasons.</p> <p>2. Changes in the surrounding as per the season.</p> <p>3. Water sources .</p> <p>4. Water cycle</p> <p>5. Saving water ,Water is life.</p> <p>6. Importance of water.</p>	<p>1. Describes need of water for people of different age groups, animals/birds.</p> <p>2. Estimates the availability of water, and use of water at home and surroundings.</p> <p>3. Identifies the different water bodies.</p> <p>4. Discuss about rain, water cycle and rainbow.</p> <p>5. Suggests ways to manage water and avoid the problems faced in Summer season.</p> <p>5. Creates simple activities for demonstrating water cycle.</p> <p>5. Expresses the importance of water in In day to day life.</p>	<p>1. Students observe PPT, Video on sources of water and through pictures sort and name the activities done with water.</p> <p>2. Students name the different sources of water and draw the pictures.</p> <p>3. Through visual of a RAINBOW Children learn the colours of a rainbow.</p> <p>4. Through PPT, pictures discuss about clouds and water cycle.</p> <p>5. Discuss how and where animals and birds get drinking water.</p> <p>Art Integrated Learning</p> <p>1. Draw picture of rainy season and rainbow.</p> <p>AAC</p> <p>1. Draw water cycle and write five sentences</p>

S.NO	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
10.	AUGUST 12	<p>Theme: Family & Friends- Relationships UNIT-10</p> <p>WHAT IS COOKING</p> <p>4 Periods</p>	<p>1. Different types of utensils used in cooking.</p> <p>2. Different fuels used for cooking.</p> <p>3. Methods of cooking.</p> <p>4. To discover food value</p>	<p>1. Identifies the materials used to make utensils.</p> <p>2. Explores the different types of fuels used for cooking.</p> <p>3. Distinguishes the different methods of cooking, which is the best from the health point of an individual.</p> <p>4. Express the nutritive value of the food.</p> <p>5. Describe the importance of eating raw and boiled food than roasting.</p> <p>6. Ensures that every grain is of very important value to us as a drop of water.</p>	<p>1. Students observe PPT, and sort the utensils and name them and the material used in making them.</p> <p>2. Through PPT children name the different types of stoves LPG stove, Oven, Kerosene stove, Biogas plant, Stove with sticks etc.</p> <p>3. Students identify the different ways of cooking like boiling, roasting, steaming, baking etc.</p> <p>4. Students discuss the preparation of Salads. Art Integrated Learning 1. Draw picture of rainy season and rainbow. Toy Integrated Learning Prepare some model of Utensils with clay AAC</p> <p>1. Prepare a fruit chart to learn the food value. 2. Draw or collect pictures of animals which can fly other than birds.</p>

S.NO	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOME	SUGGESTED ACTIVITIES
11.	SEPTEMBER 12	<p>Theme: Travel</p> <p>UNIT-11 FROM HERE TO THERE</p> <p>6 Periods</p>	<ol style="list-style-type: none"> 1. Different types Vehicles. 2. Vehicles used in air, on water and land. 3. Classifying the Vehicles as per number of wheels. 4. Classifying the Vehicles basing on the fuel used. 5. Vehicles used for Emergency purpose. 	<ol style="list-style-type: none"> 1. Identifies the different modes of transport according to distance. 2. Differentiates the mode of transport in earlier days, at present and in future. 3. Classifies the Vehicles on the number of wheels and fuel used. 4. Explains the vehicles used in emergency services. 5. Infers the importance of wheel, Vehicles. 	<ol style="list-style-type: none"> 1. Students watch PPT and name the ways and means of Transport. Roadways, Airways, Waterways. 2. Discuss the Vehicles used in past and at present. 3. Name the vehicles with two, three, four and six wheels. 4. Students match the vehicles which are used for Emergency. Word card and the picture, Such as tricycle, ambulance, fire engine, postal van, pushing cart. 5. Students group the vehicles according to the fuel used after watching video and PPT. 6. Classify the vehicles based on the number of wheels through PPT. <ul style="list-style-type: none"> Art Integrated Learning 1. Draw and color the pictures of vehicles. Toy Integrated Learning Make models of vehicles. AAC 1. Speak about Emergency Vehicles .

S.NO	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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12.	SEPTEMBER 12	Theme: Family & Friends- Animals UNIT-12 WORK WE DO	1. Occupations of different people around us. 2. People and places of work. 3. School going children and children at work. 4. Work done by different family members. 5. Child Labour.	1. Explores about different people doing different types of work. 2. Identifies the sharing of work at home. 3. Develops awareness about the rights of the children. 4. Explains about people and place of work. 5. Differentiates the work done by the members in a family. 6. Examines and tabulate the working time and leisure time of different people. 7. Defines how different people help us in our daily life. 8. Differentiates school going children and children at work.	1. Students speak about their parent's occupation and what they want to become. 2. Students match the picture card, word card of Occupations and how they help us in maintaining Health and Safety. 3. Watch a video on child labour and discuss the ways of our Government is striving to abolish it forever. 4. Short talk on the topics: School going children and Children who go for work. 5. Discussion on difficulties faced by people without jobs. Art Integrated Learning 1. Draw 3 pictures of public places and write 3 sentences about them. AAC 1. Speak with your near and dear and note the working time and Leisure time of different people. 2. Write five sentences about Child's Rights and Protection.
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S.N O	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
13.	October (12)	Theme : Relationships UNIT- 13 Sharing our feelings 5 periods.	<p>1. Importance of Sense organs.</p> <p>2. Different types of disabilities of a person. Blind, Deaf, Dumb, Lame.</p> <p>3. Ways to overcome the disabilities.</p> <p>4. Braille Script</p> <p>5. Occupations</p> <p>4. Great Achievements of physically disabled people in their life. Ex .Helen Keller.</p>	<p>1. Identifies the five Sense organs.</p> <p>2. Observes and recognizes the qualities possessed by physically disabled people.</p> <p>3. Identifies the disabilities of people.</p> <p>4. Analyses the problems of physically disabled people in their life and ways to overcome them.</p> <p>5. Describes about Braille script and its uses.</p> <p>6. Classifies the different types of disability and the difficulties faced.</p> <p>7. Classifies the different occupations of people.</p> <p>8. Discuss about the people who were physically disabled but achieved great success in life.</p>	<p>1. Name the Sense organs and its functions</p> <p>2. Watch PPT, Net pictures, Videos of physically disabled people.</p> <p>3. List the disability.</p> <p>4. Discuss and List how Challenged people solve their problem.</p> <p>5. Through Role play, pictures name the different Occupations.</p> <p style="text-align: center;">PROJECTS</p> <p>3. List the Problems faced by deaf ,dumb ,lame and blind .</p> <p style="text-align: center;">AAC Activity</p> <p>1. Making working model of Braille script. 2. Make survey on problems faced by old People.</p>

S.NO	MONTH/ NO. OFFER PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
14	October	<p>Theme : FOOD</p> <p>UNIT- 14</p> <p>THE STORY OF FOOD</p> <p>5 periods.</p>	<p>1. Comparison of Two Families.</p> <p>2. Role played by parents, family members in daily activities like cooking, cleaning, buying vegetables etc.</p> <p>3. Way of Living .</p> <p>4. Food from plants Fruits ,Vegetables Cereals,Pulses,medicines.</p> <p>5.Root ,Stem, Leaf and Flower Vegetables .</p> <p>6. Food from Animals Honey, fish, milk, eggs Meat.</p> <p>6. Medicinal and nutritive value of food & how it</p>	<p>1. Compares two families and the express how they share their work.</p> <p>4. Identifies the role played by parents, family members in daily activities like cooking, washing, cleaning, buying vegetables etc.</p> <p>5. Describes different eating practices followed in the family.</p> <p>6. Describes different types of food.</p> <p>7. Classifies and differentiates between animal and plant products.</p> <p>8. To learn about different parts of plants eaten as food.</p> <p>9. Discovers the nutritive value of food items.</p>	<p>3. Through PPT,Net pictures, Videos watch the different types of families and how they share the work.</p> <p>4. Dramatize the way how they share the work in their house.</p> <p>5. List out the eating practice in their house.</p> <p>6. Activity Students sort the food items got from plants and animals.</p> <p>7. List the food items that are Flowers, Roots, stem, seeds and Leaves.</p> <p>8. Art Integrated Learning</p> <p>Draw any five vegetables that grow below the soil and above soil and write its nutritive value .</p> <p>5. PROJECT:Name some Medicinal plants and its use.</p> <p>6. AAC Activity :</p>

			protects us.	10. Classifies the medicinal products used in our daily life.	Make models of any five fruits and vegetables with clay.
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S.No	MONTH/ NO. OF PERI ODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
15	November	Theme : WORK AND PLAY UNIT-3	1. Types of Pots 2. Materials needed to make a pot are	9. Observes different types of pots in their surroundings.	1. Discussion on Pot which students saw in their house. 2. Through PPT, Net pictures,

		<p>MAKING POTS</p> <p>4 periods.</p>	<p>Clay, Potter wheel water.</p> <p>3.Types of soil</p> <p>4.Pots made with stone , glass ,clay .</p> <p>5. Different steps in making a pot.</p> <p>*.Digging clay from the clay pit * Drying and sieving the clay *.making pot *.drying the pot *Drying the pot in the sun *burning in a kiln *Decorating pot with colours</p> <p>6. Uses of pots</p> <p>7. Other Materials made with clay.</p> <p>8. Problems faced by potters.</p>	<p>10. Identifies different materials used in making a pot.</p> <p>3. Classify the different types of soil</p> <p>4. Compares the pots made with clay, stone, glass.</p> <p>5. Describe the process of making pots .</p> <p>*. Identifies the need of burning pots in a Kiln</p> <p>6.Express the uses of pots in the past and at present days.</p> <p>7. Identifies various types of materials like dolls ,toys jars ,cups Flower vase ,flower pots ,bowls decorative Articles made with clay</p> <p>8 .Analyzing the difficulties faced by Potters.</p>	<p>Videos watch the different materials used to make a pot.</p> <p>3. Watch the materials and name the types of soil.</p> <p>4. Through PPT, videos discuss the process of making a pot.</p> <p>5. Art Integrated Learning Students draw pot with and decorate it.</p> <p>AAActivity</p> <p>2. Listing the problems faced by potters.</p> <p>3. Make dolls, toys jars, cups Flower vase, flower pots, bowls with clay.</p>
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S.N O	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
16.	November	Theme : WORK AND PLAY UNIT-16. GAMES WE PLAY (4 periods.)	1. Traditional Games. 2. Indoor Games 3. Outdoor games 4. Games played with Ball Ex: Football , Throw ball , Cricket , Basketball etc 5. Rules and Benefits of Games. 6. Sports Personalities. 9. National and International games	1. Observes and names the different games they play. 2. Classifies the games into indoor and outdoor games. 3. Identifies the games which are played with ball. 4. Discuss the rules to be followed in games. 5. Analyzing the benefits of playing games which develops fitness of the body 6. Develops awareness in field of sports and games. 7. Appreciate and speak about the talent, hard work of the sport personalities who won medals in National and International games.	1. Discussion about the games the students play. 2. Through pictures PPT, watch and discuss about games played inside the room and that played outside. 3. Through activities and playing games learn the rules and benefits of games. 4. Through PPT, Net pictures, Videos recognise the different types games played in National and International level. 5. Through pictures learn about players who won medals. 6. Art Integrated Learning Draw the pictures of any five indoor and outdoor games AAC Activity 7. Collect the pictures of Sport personalities. Toy Related Learning 8. Make the model of sport

				8. Describes the importance of team spirit.	material like bat, ball with clay.
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S.NO	MONTH/ NO. OFFER PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
17.	NOVEMBER	THEME : WORK AND PLAY UNIT-5. HERE COMES A LETTER (5 periods.)	<p>1. Letter as important means of Communication</p> <p>2. Different types of Communications.</p> <p>3. Letters, Telephone, Television, Newspaper, Internet, Radio etc.</p> <p>4. Journey of Letter.</p> <p>5. Merits and demerits of Internets and mobiles.</p> <p>6. Important Phone numbers used in Emergency.</p> <p>7. Home address and pin code and telephone number.</p>	<p>1. Observes Letter as means of communication.</p> <p>2. Lists the different types of letters.</p> <p>3. Identifies the different methods to communicate.</p> <p>4. Analyses the journey of a Letter from writing to reaching a letter.</p> <p>5. Explains the merits and demerits of Phones and internet.</p> <p>6. Learns about home address pin code and important Telephone number.</p> <p>7. Explains the oldest, cheapest, fastest and latest means of</p>	<p>1. During classroom interaction PPT, pictures, Videos List the different types of communications.</p> <p>2. Discuss and name the different types of Letters.</p> <p>3. Through pictures and word cards sort discuss the Journey of a Letter.</p> <p>4. Through activities learn to write a letter with address.</p> <p>4. Survey: Students collect the important Telephone numbers used in Emergency.</p> <p>6. Art Integrated Learning: Draw the pictures of a Post box and 4 types of letters.</p> <p>Toy integrated Learning</p> <p>7. Make the model a Postbox</p> <p>AAActivity</p>

				<p>Communication.</p> <p>8. Analyzing the difficulties faced by people in olden days for Communication.</p>	<p>1. Collect different types of stamps.</p>
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S.NO	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
19.	December	<p>THEME: ANIMALS</p> <p>UNIT-19</p> <p>OUR FRIENDS - ANIMALS</p> <p>5 periods</p>	<ol style="list-style-type: none"> Animals in the surroundings. Animals their food, shelter and behaviour. Uses of Animals. *Animals that carry the load, give milk, eggs, meat, honey etc. Harmful Animals Difficulties faced by Animals and birds. 	<ol style="list-style-type: none"> Observes different types of animals in their surroundings. Identifies the needs, food habits and shelter of animals. Analyze the behaviour of animals. Explains the useful animals in our daily life. Describes about harmful animals Identifies the interdependence of animals, and living things. Analyzing the difficulties faced by birds, animals during Summer and due to increase in Population. Makes a Poster with Slogan on how to protect Animals. 	<ol style="list-style-type: none"> Students observe different Animals in Nature through PPT and Pictures. Discussion on the habitat of Animals their food habits through Pictures and videos. Role play on the behaviour of Animals. Students watch the pictures and list out the uses of Animals. Discussion on harmful animals. Survey on care taken for animals. 6. AAC 1. Prepare a bird bath. 2. List the care taken for animals in Zoo. Art Integrated Learning 1 Draw the pictures of farm, Wild, Water and Desert Animals (any two) Toy Integrated Learning 1 Make some animals with Clay 2 Make puppet show of animals.

S.N O	MONTH/ NO. OF PERIOD S	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
20.	January 12	THEME: WATER UNIT-20 DROP BY DROP 4 Periods	<p>1. Availability of water in different places.</p> <p>2. Problems faced by people to get water.</p> <p>3. Uses of water.</p> <p>4. Different ways to save / Reuse of water.</p> <p>5. Water problem in Rajasthan.</p> <p>6. Methods of collecting rain water by making Tanka, Percolation pits etc.</p> <p>14. Mapping.</p> <p>15. Slogan Writing on saving water.</p>	<p>1. Observes and name the different sources of water</p> <p>2. Identifies the problems faced by people due to the scarcity of water.</p> <p>3. Describes the uses of water.</p> <p>4. Suggests different ways to save water and reuse of water.</p> <p>5. Discuss the problems faced in Rajasthan due to scarcity of water.</p> <p>6. Identifies the different ways of collecting water- Like Rain Harvesting by Tanka etc....</p> <p>7. Locate the states and places on Map which receives less rainfall.</p> <p>8. Makes Posters, Slogans on saving water.</p>	<p>6. Students observe PPT , Videos and Net pictures on sources of Water and how people struggle to get water.</p> <p>7. Through pictures, children discuss the problems due to water scarcity.</p> <p>8. Discussion on uses of water.</p> <p>9. Students locate the states which receives less rainfall.</p> <p>10. Students discuss different ways of reuse of water.</p> <p>Art Related Activity</p> <p>3. Draw, colour or paste the pictures related to people struggling to get drinking water.</p> <p>4. Make a model of Tanka using paper, cardboard.</p> <p>6. AAC</p> <p>Locate places which receive less rainfall on India map.</p>

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S.NO	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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21.	<p>January</p>	<p>Theme: Family & Friends.</p> <p>UNIT-21</p> <p>FAMILIES CAN BE DIFFERENT</p> <p>4 Periods</p>	<ol style="list-style-type: none"> 1. Different types of families. 2. Family members in a family. 3. Physical features among family members. 4. Relationships in the family 5. Importance of joint family. 6. merits and demerits of different families. 	<ol style="list-style-type: none"> 1. Identifies the different types of families in their surroundings. 2. Describes the different members in their family. 3. Explains the similarity and differences among the siblings/ twins in the family 4. Analyzes the relationships in the family. 5. Infers the importance of joint Family. 6. Discuss the merits and demerits of different families. 7. Suggests ways to develop good relations in families. 	<ol style="list-style-type: none"> 1. Students observe PPT, Videos discuss different types of Families and members of the family. 2. Students discuss similarity and differences among the siblings/twins in terms of physical traits . 5. Discuss the way they share work and enjoy the relationships in living together in a Joint family 4. Discuss the importance, traditions, culture followed in the different families. <p>Art Integrated Learning.</p> <ol style="list-style-type: none"> 2. Prepare their Family tree paste the photos of their family members and write names. <p style="text-align: right;">AAC</p>
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S.NO	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
					3. Collect the pictures of different types of families.

22.	January	Theme: UNIT-22 LEFT RIGHT 4 Periods	<p>1. Different Directions.</p> <p>2 . Symbols and Landmarks.</p> <p>3. Importance of Landmarks.</p>	<p>1. Identifies the various directions.</p> <p>2. .Ensure the various directions and concept of left, right</p> <p>3. Identifies the various Signs and Symbols.</p> <p>4. Explores and learn to locate a place using symbols and landmarks.</p> <p>5. Explains to travel to different places using simple route maps</p> <p>6. Express importance of landmarks to locate a place.</p> <p>7. Describes about direction in which sun rises and sets.</p> <p>8.Analyzing difficulties faced by People during travel and how this Road map and signs help them .</p>	<p>1. During Activities Students observe the pictures locate directions</p> <p>2.Students locate the things on the Left side and Right side .</p> <p>3.Through Pictures Students discuss about the signs of thePark, hospital , Market ,Hotel ,shop, well ,Danger , Left turn, Right Turn etc.</p> <p>6. Students through activities learn to locate places.</p> <p>Art Integrated Learning</p> <p>7. Draw the different Signs and Symbols which they see on the road.</p> <p>AAC</p> <p>6.Draw road map from your Home to home using different symbols.</p> <p>Toy Integrated Learning</p> <p>2. Prepare 3D models of Signs and Symbols .</p>
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S.NO	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
23.	February 12	<p>Theme: Things we make and do</p> <p>UNIT-23 A BEAUTIFUL CLOTH</p> <p>4 Periods</p>	<p>1. Clothes as Basic need.</p> <p>2. Different types of Clothes worn by people.</p> <p>3. Different materials to make cloth.</p> <p>*Natural fiber -Cotton, Silk, Wool.</p> <p>*Artificial fiber – Nylon, Rayon, Polyester, Netted, Terelyene.</p> <p>4. Clothes worn according to season. *Summer –Cotton *Winter –Woollen</p> <p>5. Various Steps in making clothes .</p> <p>8. Clothes are made on Machines and on Handlooms</p>	<p>1. Observes and identifies the need of clothes.</p> <p>2. Identifies the type of clothes worn by men, women and children.</p> <p>3. Develops awareness about the different materials used in preparing clothes.</p> <p>4.Explains about the source of materials used in making cloth.</p> <p>5. Identifies the change in clothing according to seasons.</p> <p>6.Examines the various step involved in making clothes.</p> <p>7. Defines about various Handicrafts in making different types of clothes.</p>	<p>1. Discussion on Need of clothes according to climate.</p> <p>2. Students observe PPT, Videos discuss different types of clothes worn by people.</p> <p>3.Students watch the different materials of cloth and name them.</p> <p>3. Watch videos and discuss the sources of cloth materials.</p> <p>4.Discussion on Clothes worn according to season .</p> <p>5 Through PPT discuss the process of making clothes.</p> <p>Art Integrated Learning</p> <p>2. Make a handkerchief with vegetable printing using the Turmeric, beetroot, extract from leaves and flowers etc.</p> <p>AAC</p> <p>1. Paper weaving.</p>

S.NO	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES

24.	February 12	Theme: Things we make and do UNIT-24 WEB OF LIFE 4 Periods	1. Living and Non-living things 2. Animals in Nature. 3.Types of animals basing on food they eat. Herbivore, Carnivore ,Omnivore 4.Interdependence in nature 6. Food Chain. 7. Food Web 8. Importance of interdependence in nature.	1. Explains the living and nonliving components of nature. 2. Observes and name the animals. 3. Identifies the food eaten by animals. 4.Classifies the animals based on the food they eat. 5. Identifies the dependence of organisms on each other. 6. Identifies the food chain and food web. 7. Examines how animals become prey to other in nature. (food web) 8. Infers the importance of things and their interdependence in nature .	1. Discussion on things in nature. 2. Students observe PPT, Videos discuss about herbivores, carnivores and omnivores. 3.Students watch the different Things and sort them into living and nonliving things. 3. Watch videos and discuss how animals depend on each other. 4. Through PPT discuss the process Food chain and food web. Art Integrated Learning 1.Draw a web of things you need to live 2.Draw a food chain. AAC 1. Collect pictures of plant eating and flesh eating animals and paste them in the scrapbook.
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KENDRIYA VIDYALAYA SANGATHAN
SPLIT UP OF SYLLABUS (2021-22)

CLASS: IV

SUBJECT: EVS

Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1.	APRIL (4 PERIODS)	GOING TO SCHOOL Theme: Travel	<p>a. Different landforms in various parts of India.</p> <p>b. Modes of transport used by children to go to school in these areas.</p> <p>c. Working of a trolley and types of bridges.</p> <p>d. Locating places in the map of India.</p>	<p>Observes the different landforms in various parts of the country</p> <p>Identifies different modes of transport used by children in these areas</p> <p>Differentiates between a Bamboo bridge and a Cement bridge.</p> <p>Locates places in the political map of India</p> <p>Voices opinions about punishments in schools</p>	<p>1. Discussion of different landforms such as hilly, plain, watery, rocky, snowy etc. through flash cards or PPT</p> <p>2. PPT on different transports such as vallam, trolley, camel cart, buffalo cart, jugad, bicycle.</p> <p>3. Explanation of the working of a pulley, cement bridge, bamboo bridge etc. Creates model of bridges, pulley etc (AIL) using waste materials</p> <p style="padding-left: 40px;">Map Pointing: Locating places such as Telangana, Kerala, Gujarat, Rajasthan, Uttarakhand, Assam, Ladakh etc.</p> <p>4. Voice's opinion through discussions on punishments given in</p>

Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
				e. Punishments/ Dream school	schools, with parents as well as teachers (AAC)

2.	APRIL (4 PERIODS)	EAR TO EAR Theme: Family and friends (Animals)	<p>a. Some animals have visible external ears, and some do not have.</p> <p>b. Different animals have different shapes/sizes of ears.</p> <p>c. Colour of skin and pattern varies from animal to animal.</p> <p>d. Some animals give birth to young ones and some animals</p>	<p>Observes and identifies animals based on the shape/size of their ears Creates masks of animals highlighting their ears</p> <p>Classifies animals into those whose ears we can see and those whose ears we cannot see</p> <p>Recognizes animals by the pattern and colour of their skin/hair on their body</p> <p>Draws inference that animals whose ears can be seen and have hair their body, give birth to young ones</p> <p>Suggest ways of protecting the endangered animals/wild animals</p>	<p>1. Observe the ears of animals(Page 10) and match it to the right animal. Drawing/making masks a few animals focussing on their ears.</p> <p>Children may prepare a chart and draw/ or paste pictures of animals with big ears, small ears, no visible ears. Compare these animals and enlist the similarities and dissimilarities among them. (AAC)</p> <p>2. Divide the given set of animals into two groups based on the visibility of their ears(TIL)</p> <p>3. A quiz or a game through PPT for the identification of animals based on their patterns</p> <p>4. Based on the information collected in the tabular column(Page no. 15), conclusions to be drawn if the animal would give birth to young ones or lay eggs.</p>
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lay eggs.

e. Care for pets and protection of animals in the wild

5. Discussion followed by a project work on any endangered animal

Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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3.	APRIL	A DAY WITH NANDU	a. Habit, habitat and	Observes and explores the elephants for their	1. A comprehensive PPT on the life and habits of elephants	
	(4 PERIODS)	Theme: Family and friends) Animals	<p>uses of elephants</p> <p>b. Animals living in groups and alone, its advantages/ disadvantages too</p> <p>c. Cruelty on animals</p>	<p>simple observable physical features (appearance, movement, places of living, food habits, needs)</p> <p>Explains the herd/group behaviour in animals</p> <p>Creates a collage of elephants to depict a Herd</p> <p>Asks questions and discusses why some animals/people like to live alone and some animals/people like to live in a group</p> <p>Voice's opinions and suggests ways for preventing cruelty on animals</p> <p>Visits(virtual) of a few wildlife sanctuaries that lodges a dense population of elephants, in India</p>	<p>2. Making a collage of a herd of elephants. Write a few facts about the elephant herd(AIL)</p> <p>3. Listing of collective nouns used for a group of animals such as Herd, School, Pack, Colony etc.</p> <p>4. Discussion on advantages and disadvantages of living in a group and living alone with parents, grandparents and teachers (AAC)</p> <p>5. A virtual skit/dialogue where each child pretends to be an animal on whom cruelty is carried on. A discussion can be undertaken after that.(AIL)</p> <p>6. Children may create an Animal Book, carrying pictures and facts of certain animals in danger of disappearance (AAC)</p> <p>7. A video of a few wildlife sanctuaries where elephants are seen, can be played to the students</p>	

Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
4.	JUNE (4 PERIODS)	THE STORY OF AMRITA Theme: Family and friends (Animals and plants)	a) Plants and animals in desert areas. b) Importance of trees and animals. c) Decline in number of birds d) Rajasthan and it's culture. Map work.	Observes and explores the different plants and animals found in the deserts. Discusses the importance of plants and animals. Suggests ways to take care of different living beings. Records the observation made regarding the culture of Rajasthan.	1) Video of story of Amrita can be shown to children. Watching ppt on plants and animals in the desert areas. Followed by discussion. 2) Discussion on uses of trees in their surroundings. Slogan writing. 3) Video on sparrows followed by discussion on reason for its extinction. 4) Watching video of Rajasthan. Discussion on culture related to Rajasthan and locating Rajasthan and the neighbouring states in the political map of India. <u>AAC (Protecting Natural resources)</u> • Children may collect data on price and consumption of petrol/diesel over the last five years and present their results pictorially/ graphically.

Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
5.	JULY (3 PERIODS)	ANITA AND THE HONEYBEES Theme: Family and friends (Animals)	Right to education – RTE act 2009 Insects living in groups. Types of bees Bee keeping.	Realizes the importance of education and equal opportunity to all Explains the herd/group behavior in animals. Identifies the different types of bees and their roles in the bee hive. Describes different skilled work (Role of different institutions in daily life)	Watching video on Anita the girl star followed by discussion on importance of education. Discussion on insects in their surroundings that live in groups. Name them and paste the pictures. Video on bee keeping. Discussion on various works done by different kinds of bees. <u>AAC:</u> • Are there any people who lost their jobs during this pandemic? Find out how are they supporting their families?

• Collect the news items on this and suggest some ways how to help such people.

Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
6.	JULY (3 PERIODS)	OMANA'S JOURNEY Theme: Travel	People working in the railway station and in trains Travel plan Map work	Knows about various persons like ticket checker, guard, coolie, driver etc. and their roles. Designs a travel plan. Identifies the different places on a political map.	Discussion on need for a train journey, how to book ticket(online, in the reservation counter etc).List the people who work in the railway station and in trains. Prepare a travel plan to a place you would like to visit. (Place, mode of transports used, local cuisine, luggage to be carried, safety etc) Prepare a travel album by pasting pictures of the places you will be visiting in your travel.(AIL) Each student is given a starting point(station) and a destination (student can choose) Then they mark the route of their journey in the political map by highlighting the places or states they cross to reach their destination. <u>AAC:</u> Describe in your own words about a train journey with your parents.

Sl.No.	MONTH/NO. OF	NAME OF	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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	PERIODS	THE LESSON			
7.	JULY (3 PERIODS)	FROM THE WINDOW Theme: Travel	<p>a. Landforms of Goa, Karnataka and Kerala</p> <p>b. Level crossing, its need, rules to be followed</p> <p>c. Vehicles that run on petrol and on diesel</p> <p>d. Bridges and tunnels that are seen during a train journey</p> <p>e. Food, dressing, lifestyle etc of the people of states such as Gujarat, Maharashtra, Goa, Karnataka and Kerala</p> <p>f. Names used to</p>	<p>Compares the landforms of Goa, Karnataka and Kerala</p> <p>Enquires, thinks critically and reflects on smoke(air) pollution caused by vehicles on the road, at the signals, level crossing etc Classifies vehicles based on the fuel they use</p> <p>Creates models of bridges, tunnels and level crossing using waste materials at home Imagines and draws/writes/speaks about</p> <p>a) what is seen under a bridge while crossing a bridge/just coming out of a tunnel b) how travel would have been affected if there were no tunnels and bridges</p> <p>Finds out about life and lifestyle of people of the states such as Gujarat, Maharashtra, Goa, Karnataka and Kerala Identifies relationship with and among family members in extended family. Follows the trail of the train from Gujarat to Kerala on the political map of India</p>	<ol style="list-style-type: none"> 1. A video depicting the landforms, soil, water, trees etc of Goa, Karnataka and Kerala 2. A PPT depicting a scene at a level crossing, vehicles across it followed by a discussion on rules to be followed at the level crossing 3. Discussion followed by making models of level crossing, bridges and tunnels (AIL) 4. Children may collect data on price and consumption of petrol/diesel over the last five years and present their results pictorially/ graphically. (AAC) 5. A State to be allotted to each child to collect information about its people, dressing, food, languages etc (among Gujarat, Maharashtra, Goa, Karnataka and Kerala) 6. Online introduction of extended family members using the language spoken at home. (AAC) 7. Map work: Follow the train from

			<p>address members of the extended family</p> <p>g. Locating places, the train passed through, in the map of India</p>	<p>Gujarat to Kerala, also pointing at places such as Madgaon,, Udipi, Kozhikode, Kottayam etc. May also learn the capitals of Gujarat, Maharashtra, Goa, Karnataka and Kerala</p>
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Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
8.	JULY (3 PERIODS)	<p>REACHING GRANDMOTHER'S HOUSE</p> <p>Theme: Travel</p>	<p>a. Journey from Valiyamma's house to Ammumma's village – autorickshaw, bus, ferry etc</p> <p>b. Island is a piece of land surrounded by water on all sides.</p> <p>c. Places where one needs to buy tickets</p> <p>d. Reading a railway ticket and a railway</p>	<p>Share's observations of the journey through drawings</p> <p>Reasons out on the usage of ferry and boats in some parts of kerala</p> <p>Lists places where one needs to buy ticket to enter</p> <p>Gathers information required for a train journey by reading the railway ticket</p>	<p>1. Depict omana's journey pictorially from Valiyamma's house to Ammumma's house. Video of a ferry and an island can also be shown</p> <p>2. Listing the places where one buys ticket to enter such as buses, trains, aeroplanes, theatres, circus, fun world etc</p> <p>3. Reading a railway ticket to understand</p>

			timetable	Infers required details about different trains, their timing, distances covered etc by going through a Train timetable	<p>the details of the journey such as date, train number, berth number, fare, distance etc</p> <p>4. At home activity: Going through a Railway timetable to check different information</p> <p>5. Children can spend time talking to their elders on types of journeys taken then and now, places where their relatives stay etc</p> <p>(AAC)</p>
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Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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9.	AUGUST (4 PERIODS)	CHANGING FAMILIES Theme: Family & friends (Relationship)	<p>Changes that happen in a family over a period of time such as arrival of a baby, a wedding, family members moving out due to transfer, new job etc</p> <p>Roles and responsibilities of family members</p> <p>Families, then and now</p> <p>Education of women members, now and then</p> <p>Child marriage: Reasons , adverse effects and ways to lessen child marriage , Laws by Govt</p>	<p>Explains the changes in the family due to o birth, marriage, transfer, etc</p> <p>Conducts a survey (telephonically) to understand the changes that happened in the families of your friends, neighbours, relatives etc</p> <p>Compares the family tree of oneself and that of the grandmother</p> <p>Voice's opinion on issues like girl education, child marriage etc</p>	<ol style="list-style-type: none"> 1. Brainstorm the changes that happen in a family 2. Discusss the roles and responsibilities of family members 3. Telephonic survey to be carried out to gather information on changes that have taken places in the family of friends, relatives and neighbours, and fill in the tabular columns 4. Draw your family tree and compare it with that of your grandmother when she was of your age (AIL) Also draw an extended family tree of your maternal and paternal side. Talk to your grandparents and parents about how different are your family tree from the family tree of their childhood (AAC) 5. Discussion on child marriage, drop-out of girl students from school as well as laws on Child marriage
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Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
10.	AUGUST (4 PERIODS)	HU TU TU Theme: Work and play	Game of Kabaddi Team spirit Discrimination and biases	Participates in different indoor and outdoor games. Recognizes the need to follow the rules of the game. Voices opinion on issues observed / experienced in, family / school / neighborhood	1) Classify games into indoor and outdoor activities(AIL) Video on the game of kabaddi followed by discussion. 2) Kho Kho – another team game involving touch (Name some games where it is very important to touch the players) 3) Discussion on rules involved in the game of kabaddi and the need to follow rules. (Relate to rules to be followed in various places- school, road, etc.) 4) Video on the three sister – Jwala, Heera and Leela who played kabaddi during the period when girls were not allowed to play the game. (Many times, girls do not get equal opportunities in games – discuss) <u>AAC:</u> Children may play different games liketreasure hunt with their siblings, parents orelders, involving rules for finding the objectwith suitable clues and directions. Also play a few traditional games

Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
11.	AUGUST (4 PERIODS)	THE VALLEY OF FLOWERS Theme: Family and friends (Plants)	The world of flowers Parts of flowers Uses of flowers Madhubani painting Map reading skill	Observes and explores the immediate surroundings, i.e., home, school and neighborhood for different flowers Identifies different parts of flowers Recognizes the different uses of flower. Identifies a Madhubani painting and also gathers information about it. Locates the different places famous for flowers on the map of India.	Watch video on valley of flowers. Nature walk: collect different fallen flowers. Record their colour and paste in scrap book.(AIL) Draw, identify and understand the parts of a flower. Differentiate between a bud and flowers. PPT on uses of flowers. Children to collect different types of flower pictures and name its use. Displays Madhubani painting online, or children can show it if they have it at home. Try drawing the characters in Madhubani painting. Discuss about colours that can be prepared at home (AIL) Locate Uttarakhand, U.P. Maharashtra and Kerala on the map of India, the places famous for flowers ACTIVITY

					Know the technique to dry flowers and use it to make pretty cards.(AAC)
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Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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13.	SEPTEMBER (4 PERIODS)	A RIVER'S TALE Theme: Water	<p>a. Origin and end of a river</p> <p>b. Water pollution in a river, lake etc. – causes, it's effect on plants and animals, prevention and control</p> <p>c. Floods – reasons and effects</p> <p>d. Properties of water – soluble and insoluble substances</p> <p>e. Purification of water at home</p>	<p>Observes the course of river and identifies the changes it undergoes during its journey</p> <p>Suggests ways for preventing/reducing water pollution</p> <p>Explains the causes of floods and its immediate effects</p> <p>Records observation of activities conducted to test the solubility of substances in water</p> <p>Explains the process of ways of water purification at home</p>	<ol style="list-style-type: none"> 1. A PPT/Picture composition of the river (page no. 106) 2. Listing down the causes and preventing methods to reduce water pollution 3. A video on Floods can be played to understand the causes and damages it gives rise to 4. Do the activity at home and record its observations on things that dissolve in water and those that do not dissolve in water. Relate it to impurities found in water and the harm it can cause 5. Discuss the different ways by which we clean water at home,
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before drinking it (AAC)

Sl.No.	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
14.	SEPTEMBER (4 PERIODS)	BASVA'S FARM Theme: Work and play	Growing a crop, types of crops grown in the child's locality Steps in growing any crop Agricultural tools	Discovers that different crops are grown in different region depending on climate conditions and type of soil. Identifies the various steps involved in growing a crop Identifies different agricultural tools, their local names, and purposes. Suggests ways to grow crops organically	1) Video on different crops grown in different parts of our country. Talk to your grandparents and find out what crop was grown in their hometown. Mention Rabi and Kharif crops 2)Video on steps in farming. Sequencing the pictures of the different steps in farming to grow crops. 3)Visit to the garden and see the gardener at work and find out the usage of various implements. 4)Making models of various agricultural implements.(AIL) 5)Discusses the harms of growing crops using pesticides and chemical fertilizers, with parents and grandparents. Also discuss methods to grow crops organically(AAC)

KENDRIYA VIDYALAYA SANGATHAN
SPLIT UP OF SYLLABUS (2021-22)

CLASS: IV

TERM 2

SUBJECT: EVS

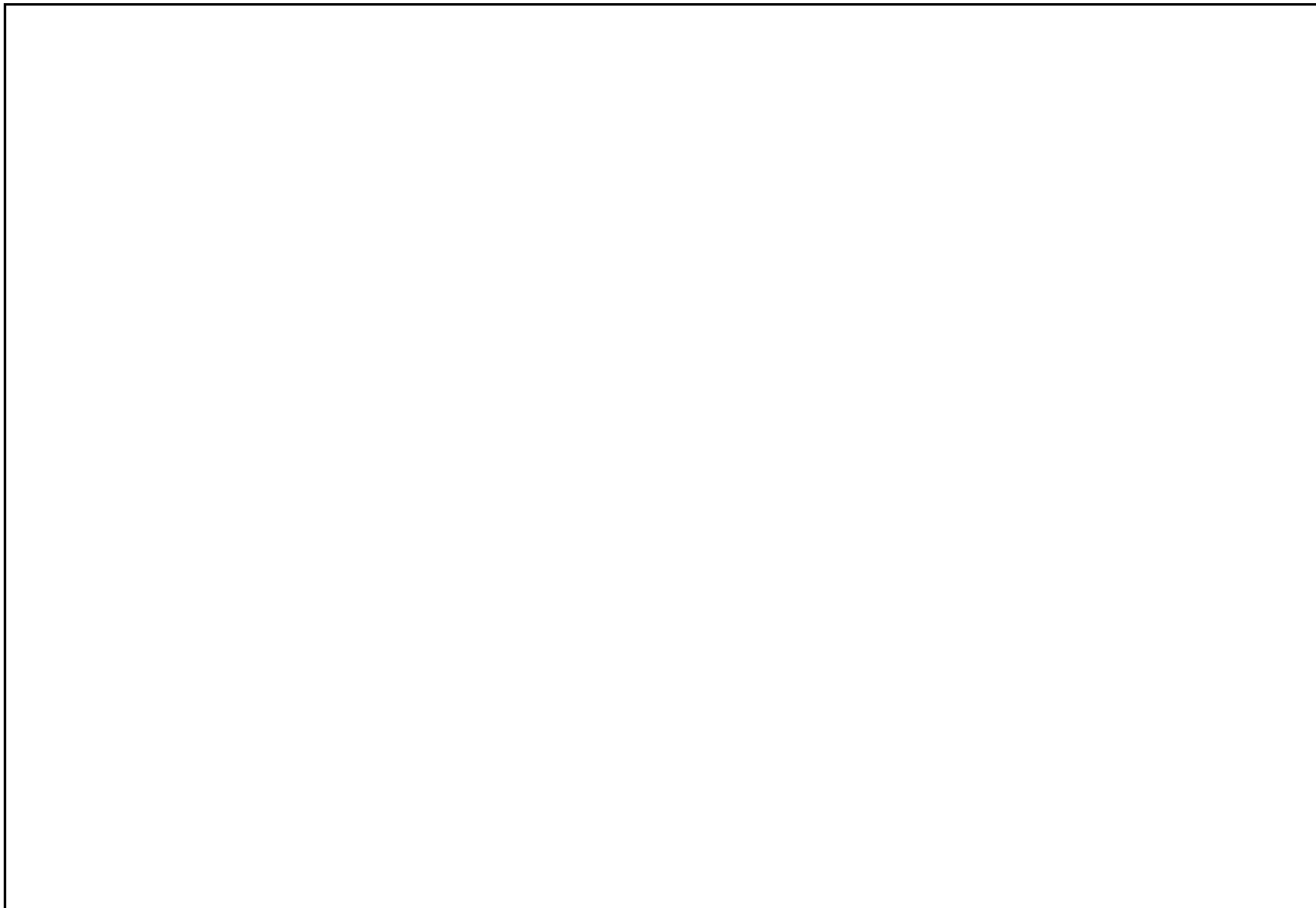
S.NO	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
15	OCTOBER (3 periods)	FROM MARKET TO HOME Theme: Food	Routine life of a vegetable seller Vegetables – It's colour, size, texture, seeds, taste etc Vegetables and fruits that stay fresh for a long time Interviewing a vegetable seller Fun with vegetables	Describes the different activities done by the vegetable seller and his family everyday Sorts the vegetables based on it's colour, size, texture, taste and the number of seeds it has Classifies vegetables and fruits that can stay fresh for a long time Gathers information and presents reports of an interview with a vegetable seller	Teacher displays the various activities of the vegetable vendor. Students reads out the activities in order. Cut, paste and colour a few vegetables (AIL) Collect poems/one-liners related to some vegetables Explains the reasons why some vegetables/fruits remain Methods of identifying spoilt vegetables Visits a nearby market and talks to a vegetable seller (AAC) Art work using seeds of vegetables (AIL) Nature walk. A visit to the bird sanctuary. Video of bird sanctuary.

Birds and it's identification

S.NO	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
16	OCTOBER (3 periods)	A BUSY MONTH Theme: Shelter	Different types of nests Uses of beak and feet Nature of city life	Observes the common birds in the neighbourhood. Identifies different kinds of nests made by different kinds of birds Relates the shape of the beak of the bird to the type of food it eats Infers the shape and size of the feet of the bird to it's specific function	Puppets of birds shown to children. (TIL) Draws and colour the birds found in your neighbourhood (AIL) Video of nesting of different birds. Choose a bird you like. Find out more about it-appearance, food, nesting, eggs, it's enemies etc Matching birds and the food it eats Draws the feet of different birds and writes down how it differs in it's function (AIL) Find out from the old people who do not have teeth, the kind of food they cannot eat (AAC) Video on metropolitan cities followed by discussion. A ppt on different kinds of buildings in cities

			Rural and urban places		and villages to be shown, followed by discussion
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			<p>Children's panchayat in Karnataka</p> <p>Identifies the different reasons for shortage for drinking water.</p> <p>Suggests various ways to save water for future.</p> <p>Enquires from parents and elders at home about Bhima Sangh</p>	<p>(AAC)</p>
		<p>Types of roots- taproots and fibrous roots</p>		<p>Pull out a dried plant or a weed from the garden and observe the different parts and roots.</p> <p>Observe the video/PPT on different types of roots.</p> <p>Draw and name them</p> <p>Experiment to show root absorbs water and minerals from the soil using Balsam plant , 2 beakers, water, colour to mix with water.</p> <p>Discussion on roots of trees on roadside and how they depend on rain.</p>
		<p>Functions of roots</p>		<p>Display of vegetables such as root vegetables such as onion, beets, sweet potato, turnip, radish, garlic etc.</p> <p>Colorful display of Root salad. Using onion, beets, potato etc for creating designs. (AIL)</p> <p>Discussion with parents on Law against cutting trees on roadside. And also trees which cannot be cut</p>
		<p>Edible roots</p>		



18	NOVEMBER (4 PERIODS)	<p>TOO MUCH WATER, TOO LITTLE WATER</p> <p>Theme: Water</p>	<p>Preparation of ORS</p> <p>Purification of water</p> <p>Water wastage and shortage</p>	<p>Identifies the different ways by which the drinking water gets contaminated</p> <p>Lists the water borne disease, it's causes and symptoms</p> <p>Prepares instant ORS at home</p> <p>Suggests ways by which water can be purified</p>	<p>ORS preparation can be demonstrated, it's use and need. Display of ORS available in the medical shops too, how to consume it etc</p> <p>Demonstration of different methods by which impurities in water can be removed. A PPT too can be shown</p> <p>Poster making to spread the awareness to keep the drinking water places clean and identify the water borne diseases (AIL)</p> <p>Students to discuss on the newspaper clippings on how water is wasted</p> <p>Makes posters to spread the message to save water. (AIL)</p> <p>Reads the article on how the children of a village in Karnataka forms a children's Panchayat to handle water shortages</p>
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19	NOVEMBER (4 PERIODS)	ABDUL	A mention of aerial prop roots of	Observes the different types of roots we find in plant.	without Government approval (AAC) A virtual party: food, dressing, games, songs and dances to be
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20	NOVEMBER (4 PERIODS)	EATING TOGETHER Theme: Food	Organizing a class party Information on Bihu and other harvest festivals of India Mid-day meal- Every child's right Life in a boarding school	Organizes and manages a class party Recognizes the various occasions when people come together and eat Gathers information about Bihu and different harvest festivals celebrated in different parts of India Understands the need for Mid-day meal for the school going children Understands the life in a Boarding School.	Video of Gurudwara in Amritsar and Nanded. Rules to be followed in a gurudwara etc Naming a few other places of worship Introduction of terms such as Langar, Kadha Prasad, Ardaasetc Video on a Langar, preparation of Kadha Prasad Drawing pictures of Kadhai, Tawa etc (AIL) Students to be given various situations and they need to come out with a solution for the disputing matters. These situations can be discussed at home and feedback can be heard in the class (AAC)
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			Gurudwara-sikhs worship here		
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21	DECEMBER (5 PERIODS)	FOOD AND FUN Theme: Food	<p>Langar related activities in a Gurudwara</p> <p>Discussions on :</p> <p>a)watching TV at home</p> <p>b)Gender discrimination on playing and returning home late</p> <p>c)A lesson on honesty</p> <p>d)Doing away with caste barriers</p>	<p>Observes the various rituals in Gurudwara</p> <p>Identifies the different activities associated with Langar at Gurudwara</p> <p>Voices opinion and reflects on various issues such as discrimination based on</p>	<p>Showing videos on moral values</p> <p>Dramatization of each of the short stories given in the lesson</p> <p>Discussion in the class on Good touch and Bad touch followed by video on it. Informing children on how to go about when faced with a situation like this</p> <p>Preparation of posters (AIL)</p> <p>Locating Pochampalli in the map of India</p> <p>Watching PPT and video on weaving of a pochampalli and an ikat sari. Paper weaving (AIL)</p> <p>Display of a Pochampally bedsheet, curtain, dupatta, dress material etc</p>
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			Hierarchy in the family		A discussion to be carried out to understand the reasons in decline of Pochampalli craft
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22	DECEMBER (4 PERIODS)	THE WORLD IN MY HOME	Good and bad touch	caste, gender, hierarchy in the family, values such as honesty, telling truth etc	Watch the video /PPT on handicrafts/ handlooms of India. Virtual display of the above.
		Theme: Family and Friends			Meet an artisan. Collect the information and present it in the class (AAC)
			Pochampalli, it's location and it's weave		Locating Abu Dhabi in the Map of world
			Steps involved in weaving	Discovers the difference between good touch and bad touch.	Shows video on geographical features, climate, food, dressing, types of buildings, language spoken, vehicles used, trees and plants of Abu Dhabi Collage on Abu Dhabi (AIL)
			A craft in danger	Reports the situation to the appropriate person.	
			Handicrafts and handlooms of different states of India	Prepares posters to spread the awareness of various issues	A PPT quiz can be organized on Currencies of different countries. Also finds out the value of various currencies with respect to the Indian currency. Display of various denomination of Indian currencies.
				Locates Pochampalli in the map of India.	

23	JANUARY (4 PERIODS)	<p style="text-align: center;">POCHAMPALLI</p> <p style="text-align: center;">Theme: Things we make and do</p>	<p>Different professions such as weaver, ironsmith, carpenter, potter etc</p> <p>Information on Abu Dhabi</p> <p>Comparison of Abu Dhabi with the place that you live in</p> <p>Currency and coin – Various denomination</p> <p>Currency of different countries</p> <p>People work in Middle east countries</p> <p>Different spices</p>	<p>Identifies the steps involved in weaving of a pochampalli sari.</p> <p>Explores the different products of a Pochampalli weave</p> <p>Deduces the reasons on why the Pochampalli craft is in the danger</p> <p>Observes and identifies the handlooms and handicrafts of different states of India.</p> <p>Interviews to collect information of different artisans</p> <p>Gathers information on various aspects of Abu Dhabi</p>	<p>Discussion on jobs available in the Middle eastern countries with relatives and family members (AAC)</p> <p>To collect spices, pack them in small polythene zip pouches, display on charts, and name them Draw, colour and name a few common spices(AIL)</p> <p>Various spices to be put in cups and identify them through, smell, touch.(To be conducted at home, with parents), explain it's uses</p> <p>Map work Play / drama enacted in class telling where each spice talks about why it is the best spice (AIL)</p> <p>Listing the spices required to make garam masala (AAC)</p> <p>Discusses with grandparents on the spices used in their kitchen when they were young (AAC)</p>
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			available in markets /commonly used in kitchen		
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24	JANUARY (4 PERIODS)	HOME AND ABROAD Theme: Travel	Medicinal values of the spices States and spices Preparation of a dish (Potato chaat or anything else) and garam masala Inclusion of women in the Defence forces, taking Lieutenant commander Waheeda as an example Three divisions of the Indian Armed Forces – Indian Army, Indian Navy and Indian Air Force	Compares Abu Dhabi with the place that one lives in Identifies the currencies of different countries as well as different denominations of the Indian currencies Reasons out as to why people especially from Kerala go to Abu Dhabi to work Identifies the	Virtual interview of a woman officer in the Armed Forces Discussion on the different jobs performed by the three forces, their uniform etc. Watch the parade of republic day celebrations at NewDelhi (AAC) Mock the interview of Wahida by students To watch movies on women achievers Newspaper clippings on women achievers-A collage (AIL) Virtual survey of school and other places and find about the various
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				spices by its shape, colour, aroma and taste	
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25	JANUARY (4PERIODS)	SPICY RIDDLES Theme: Food	<p>Women in real life who have achieved something unusual</p> <p>Understanding physical disabilities (Specific to Chuskit)</p> <p>Equipments and physical infrastructure required to overcome the disability</p> <p>Extending help to people with disabilities</p> <p>Right to education of children with special needs</p>	<p>Understands the medicinal values of various spices</p> <p>Locates the states known for its spices</p> <p>Writes a recipe of a dish they like to eat/ create</p> <p>Interviews and interacts with</p>	<p>facilities.</p> <p>Display of names and pictures of various equipments used by differently abled people</p> <p>Make models used by differently abled people (AIL) Students to narrate various incidents when they have helped somebody</p> <p>Discussion on inclusive rights of the child. Shows examples of children with special needs studying and working along with others (AAC)</p>
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				women in the Armed Forces	
26	FEBRUARY (3 PERIODS)	DEFENCE OFFICER: WAHEEDA Theme: Family & friends Sub Theme: Work & Play	Inclusion of women in the Defence forces, taking Lieutenant commander Waheeda as an example Three divisions of the Indian Armed Forces – Indian Army, Indian Navy and Indian Air Force Women in real life who have achieved something unusual	Interviews and interacts with women in the Armed Forces Understands the divisions within the Armed forces of India Identifies the qualities required to become a defence officer. Recognizes and appreciates the women achievers in different fields	Virtual interview of a woman officer in the Armed Forces Discussion on the different jobs performed by the three forces, their uniform etc. Watch the parade of republic day celebrations at NewDelhi (AAC) Mock the interview of Wahida by students To watch movies on women achievers Newspaper clippings on women achievers-A collage (AIL)

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27	FEBRUARY (4 PERIODS)	CHUSKIT GOES TO SCHOOL Theme: Family and friends	Understanding physical disabilities (Specific to Chuskit)	Observes and names the facilities available at various places for the physically handicapped	Virtual survey of school and other places and find about the various facilities.
			Equipments and physical infrastructure required to overcome the disability	Identifies the various equipments used by differently abled people	Display of names and pictures of various equipments used by differently abled people
			Extending help to people with disabilities	Participates actively and undertakes initiatives of care, share, empathy and leadership by working together in groups	Make models used by differently abled people (AIL) Students to narrate various incidents when they have helped somebody
			Right to education of children with special needs	Voices opinion on issues observed/ experienced in, family/ school/ neighbourhood, on child rights (schooling) and inclusion of children with special needs	Discussion on inclusive rights of the child. Shows examples of children with special needs studying and working along with others (AAC)

KENDRIYA VIDYALAYA SANGATHAN
SPLIT UP OF SYLLABUS

CLASS: V

SESSION: 2021-22

SUBJECT: EVS

S.No	Month/ No.of Periods	Name of the Lesson	Key Concepts	Learning Outcomes	Suggested Activities
1	April (12)	1.Super Senses Theme: Family and Friends Sub theme: Animals (7 periods)	Sense organs Sense of sight, smell, hearing etc. in animals Comparison with human beings- activities such as eating, sleeping etc. Good and bad smell Sleeping hours of animals Sloth and its features	Explains the super senses and unusual features (sight,smell, hear, sleep, sound, etc.) of animals and their responses to sound, food etc. Identifies the ways in which animals recognize their friends. Recognizes good smell and bad smell Draws the sleeping hours of animals in a 24-hour clock Describes the sloth and its way of living.	1. Power point presentation on super senses in animals like tiger, dog etc. 2. Activity on super sense of smell in ants. 3. Mention some unique trait(special ability) about each family member – AAC activity 4. Name the things whose smell you like and whose smell you do not like. (page 4 in Text book) 5. Draw the sleeping hours of animals(AIL) 6. Write about sloth after watching a

		<p>2. A Snake Charmer's Story</p> <p>Theme: Family and Friends</p> <p>Sub theme: Animals</p> <p>(5 periods)</p>	<p>Protection of wild life and selling of animal parts</p> <p>Sensing features of tigers and threats faced by them</p> <p>Communities dependent on animals and their independence</p> <p>Kalbeliyas culture and tradition.</p> <p>Poisonous snakes found in India</p>	<p>Identifies the animals poached for their body parts</p> <p>Describes the various threats to the animals like destruction of forests for roads, dams, human settlements, forest fires, etc.</p> <p>Locates the famous national parks in India.</p> <p>Describes the relationship and interdependence between snake charmers and snakes.</p> <p>Explains about Kalbeliyas and their culture.</p> <p>Classifies the snakes into poisonous and non-poisonous snakes.</p>	<p>video on sloth.</p> <p>Art Integration * Make a poster on "save wild life"</p> <p>7. Discuss about the animals which are killed for selling their various parts.</p> <p>8. Discussion on threats to the animals by showing suitable Videos</p> <p>9. Map work on famous National parks</p> <p>1. List the people who depend on animals like snake charmers or their livelihood.</p> <p>2. PPT and videos on kalbeliyas culture and tradition</p> <p>3. Survey in the neighbourhood on people who keep animals – AAC activity</p> <p>4. Discuss about the poisonous snakes found in India through PPT</p>
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2	June (6)	3. From Tasting to Digesting Theme: Food (6 periods)	Snakes – farmer’s friend Snake bite and its treatment Hunters restricted to smaller spaces First aid Sense organ of taste and its uses Areas of different taste buds on tongue Different parts of digestive system Process of	Defines the role of snakes in balancing the ecosystem. Observes and explains about the snake bites and mode of treatment given. Discusses the laws made by Government for animal protection Explains the importance of first aid and first aid box. Identifies the taste organ and its various functions. Interprets about taste buds and areas of taste. Identifies the different parts of digestive system and understands the role of various organs in digestion.	Art Integration * Draw the poisonous snakes found in India. 5. Why snakes are called farmer’s friend? - Through video. 6. Video on snake bite and its treatment. 7. Discussion on Steps taken by Government to protect animals through PPT 8. Make a first aid kit and list the items included in it. 9. How you and your family members are helping animals during the lockdown – make a collage or short video – AAC activity . 1. PPT on tongue and its functions. Art Integration * Draw the structure of tongue and marking the different taste regions.
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3	July (12)	<p>4. Mangoes Round the Year</p> <p>Theme: Food</p> <p>(4 periods)</p>	<p>digestion</p> <p>Balanced diet and its necessity</p> <p>Role of glucose drip and ORS</p> <p>Good food and good health</p> <p>Proper food – Every child's right</p> <p>Food spoilage and its causes</p> <p>Foods that spoil quickly and that stay for long time</p> <p>Bread mould investigation</p>	<p>Draws the importance of balanced diet and its necessity for a healthy lifestyle.</p> <p>Explains the use of Glucose drip and its importance in our daily life.</p> <p>Understands the relation between good food and good health.</p> <p>Understands that Proper food is Every child's right</p> <p>Observes and explains with examples about the food spoilage and its causes like temperature, moisture, microorganisms etc.</p> <p>Differentiates the food items that can get spoilt in short / long period.</p> <p>Records observations and experiences by doing Experiment on bread and presents his findings.</p>	<p>2. PPT and Videos on process of digestion – List the various organs involved in digestion and its function.</p> <p>3. Speaks about necessity of balanced diet by preparing a chart.</p> <p>4. Discussion about Glucose drip and its importance with a visual clip.</p> <p>5. Write kinds of food which can help in building immunity during this Pandemic and which foods need to be avoided? Find out - AAC activity</p> <p>6. Talk with your grandparents and find out their daily diet when they were of your age and compare it with that of yours. Find out which is the best and why? – AAC activity</p> <p>1. Find out the reasons for spoilage of food after watching the PPT</p> <p>2. List the food items that can get spoilt in</p> <ul style="list-style-type: none"> ○ 2-3 days ○ a week ○ one month
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			Items made from ripe/ unripe mangoes	Classifies the food items prepared from ripe and unripe mangoes.	3. Bread mould investigation and recording the changes every day that are seen on it.
			Techniques of food preservation	Understands the techniques involved in preservation of different food items – drying, freezing, sweetening, oiling,pickling, boiling etc.	4. List the items that are prepared from ripe and unripe mangoes 5. List the different preservation techniques with examples – PPT
			Mamidi tandra preparation	Describes the steps involved in preparation of Mamidi tandra.	6. Write the recipe of a pickle/jam with the help of mother – AAC activity
			Reading the information given on the pack	Understands how to read the information on a pack while buying anything from the market.	7. Write the steps involved in mamidi tandra preparation – Video or PPT
			Preventing wastage of food	Suggests ways to avoid wastage of food.	8. Reads the information from a pack and writes down the manufacturing date, cost, weight, expiry date, contents etc.
		5. Seeds and Seeds			
		Theme: Family and Friends	Types of seeds	Groups the seeds based on their shape, colour , texture etc.	9. Write the importance of food and Suggest ways to reduce wastage of food after watching video on children who die out of hunger every day.
		Sub theme: Plants	Parts of a seed	Identifies the parts of a seed after they sprout.	1. Collect some seeds and classify them into pulses, cereals, Oil giving, spices etc. ThroughPPT
		(4 periods)	Germination of	Records the observations in the process of	Art Integration

			seeds	germination of a seed.	* Draw and label the parts of a seed – PPT
			Conditions required for germination	Experiments to determine the conditions needed for germination of a seed.	2. Grow a plant and record the changes in the process of germination. Draw the stages of germination.
			Dispersal of seeds and its agents	Explores the surroundings and critically thinks on how seeds reach from one place to another through water, air, animals, hooks etc.	3. An activity with dry chana in three different bowls(one under water, second wrapped in damp cloth and other as it is) record the changes in the seeds – AAC activity .
			Plants came from other country	Identifies the Plants that came to our country from distant countries.	4. How the seeds travel and reach different places - Videos and PPT on dispersal of seeds
		6. Every Drop Counts	Insectivorous plants	Explains about the insectivorous plant like Pitcher plant.	5. List the plants that came from far to our country
		Theme: Water	Velcro discovery	Appreciates and understands the idea of Velcro came to George Mestral	6. Draw and explain about Pitcher plant –Video on how it traps insects
		(4 periods)	Sources of water	Identifies different sources of water.	7. Write about the amazing discovery of George Mestral.
			Traditional	Describes the water arrangements in	1. Identification of different sources of water from ppt. 2. Find out from grandparents from where they got water for their house

4	August (12)	<p>7. Experiments with water</p> <p>Theme: Water</p> <p>(4 periods)</p>	<p>sources of water in Rajasthan - lakes, johads, stepwells</p> <p>Rain water harvesting</p> <p>Location on the map</p> <p>Unequal distribution of water</p> <p>Conservation of water</p> <p>Floating & sinking</p>	<p>Rajasthan in earlier times.</p> <p>Recognizes the need of collecting and storing rain water for drinking and domestic purposes.</p> <p>Locates Jaisalmer and Uzbekistan on India/World map.</p> <p>Voices opinion on unequal distribution of water.</p> <p>Suggests ways to manage / save water. Describes how water seeps into the ground.</p> <p>Writes slogan / creates poster</p> <p>Experiments and records observations in a table.</p>	<p>when they were young and draw the picture of that water source – AAC activity</p> <p>3. Watching the ppt/video of Ghadsisar lake, johads and stepwells of Rajasthan, appreciate the techniques of water arrangements of past.</p> <p>4. Watching the visuals of tanka, discuss how tanka is made in a house / community to collect rain water.</p> <p>5. Map work – Locate Jaisalmer, Uzbekistan on map.</p> <p>6. Share with the class how they get water in their house and express their views on unequal distribution of water.</p> <p>7. List different ways to conserve water in their house, locality, village etc. Percolation pit, bore well recharge Discuss about Water man of India, Dr. Rajendra Singh and his NGO - TBS</p> <p>Art Integration * Writing slogans or Making a poster on 'Save water'.</p> <p>9. Find out from elders what are the customs/festivals related to water – AAC activity</p> <p>1. Collect different objects, put them</p>
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		<p>8. A Treat for Mosquitoes</p> <p>Theme: Water</p> <p>(4 periods)</p>	<p>Dead sea</p> <p>Solubility</p> <p>Evaporation, Condensation</p> <p>Blood reports</p>	<p>Explains why things float on Dead sea.</p> <p>Classifies the given things into soluble and insoluble in water.</p> <p>Lists out the ways to dissolve the things quickly in water.</p> <p>Defines the processes - evaporation and condensation.</p> <p>Discovers the facts – why things float / sink in water, why puris puff up in hot oil etc.</p> <p>Explains the process of salt making, separating soluble & insoluble things from water.</p> <p>Reads the clinical blood reports</p>	<p>one by one in a bucket filled with water, observe what happens and note down in their notebook.</p> <p>2. Watching the video – Dead sea Activity – Making an egg float on water by adding salt.</p> <p>3. Put the things in water, try to dissolve them in water and group them into soluble and insoluble – AAC activity</p> <p>4. Perform the activities – Crushing the things into smaller particles/powder, stirring with a spoon, heating the solution in the presence of parent – AAC activity</p> <p>5. Demonstrate with the help of vapouriser.</p> <p>6. Watch the visuals and discuss the reasons. Discussion about density, Archimedes' Principle</p> <p>7. Discussion on how salt is made by farmers from sea water, salt law, Dandi March, separating insoluble and soluble things from water with the help of ppt/videos.</p> <p>8. Make salt from salt solution – AAC activity</p>
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			Symptoms	Identifies the symptoms of malaria and anaemia.	1. Screen sharing - blood reports of a malaria patient / anaemia patient and discuss on it.
			Foods rich in iron	Lists the foods that are rich in iron.	2. Students can have their haemoglobin checked and share it with the class.
			Diseases spread by mosquitoes and flies	Identifies the diseases spread by mosquitoes / flies.	3. Discussion on symptoms, cause of disease with the help of ppt. Share their experiences / observations.
			Diseases - Preventive measures	Suggests ways to prevent the spread of malaria and other diseases.	4. ppt on iron rich foods. Make a chart of iron-rich foods.
				Creates poster	5. Name the diseases, which organisms spread and how they are spread. Quiz
			Mosquito larvae in puddles	Observes the mosquito larvae with hand lens.	6. Share with the class what measures they take to prevent mosquitoes.
			Indian Scientists	Identifies some famous Indian Scientists.	Art Integration * Make a Poster to create awareness about malaria.
					7. Collect stagnant water from pits in a bottle and observe the mosquito larvae.
					8. Collect the pictures of famous Indian

5	September (12)	<p>9. Up You Go</p> <p>Theme: Travel</p> <p>(4 periods)</p>	<p>Adventurous activities</p> <p>Land forms</p> <p>Location on the map</p>	<p>Observes and identifies different adventurous activities.</p> <p>Identifies the different land forms.</p> <p>Locates Uttarakhand, Uttarkashi and seven north-eastern states on India map.</p> <p>Identifies the tools used in mountaineering.</p>	<p>scientists, paste in a scrap book and write about their discoveries. Share the stories of their discoveries in the class – AAC activity</p> <p>9. Read vaccination card to know about different vaccinations and related diseases – AAC activity</p> <p>10. Write the symptoms of COVID, causing organism, how it spreads, precautions to be taken, COVID vaccines developed by India – AAC activity</p> <p>1. Watching ppt / video, identify the different adventurous activities.</p> <p>2. Watch the ppt/video and identify the mountains, peak, valley, glacier etc.</p> <p>3. Map work – Locate Uttarakhand, Uttarkashi, Arunachal Pradesh, Nagaland, Manipur, Tripura, Meghalaya, Mizoram and Assam on India map.</p> <p>4. Screen sharing – ppt on tools used while climbing mountains.</p>
		<p>10. Walls Tell Stories</p> <p>Theme: Travel</p> <p>(5 periods)</p>	<p>Mountaineering tools</p> <p>Highest peaks in the Himalayas, women in mountaineering</p>	<p>Identifies the highest peaks in Himalayas, Indian women who climbed Mt. Everest.</p>	

		<p>11. Sunita in Space</p> <p>Theme: Travel</p> <p>(7 periods)</p>	<p>Historical monuments</p> <p>Golconda fort</p> <p>Map of Golconda fort</p> <p>Sources of history, importance of preserving them</p> <p>War & Peace</p> <p>Earth - shape</p> <p>Globe – model</p>	<p>Identifies famous historical monuments of India.</p> <p>Observes and appreciates the architectural wonders of Golconda fort.</p> <p>Describes the measures taken for the safety of the fort and water arrangements in the fort.</p> <p>Identifies the signs, directions and location of places in the fort.</p> <p>Explores the practices and techniques of past, life in those times with the help of available sources.</p> <p>Voices opinion on the importance of peace.</p> <p>Observes and describes the shape of the earth.</p> <p>Identifies continents and oceans, countries</p>	<p>5. Watch the visuals of Mt. Everest, K2, Kanchenjunga, Nanda Devi and Indian women who climbed Mt. Everest, Tenzing Norgay & Edmund Hillary.</p> <p>6. Collect information about the famous Institutes of Mountaineering in India, their location – AAC activity</p> <p>1. Watch the ppt on famous historical monuments of India.</p> <p>2. Virtual tour of Golconda fort, photographs of fort</p> <p>3. Discussion with the help of ppt/video - Bastions, water wheel</p> <p>4. Read the map of Golconda fort and answer the questions.</p> <p>5. Discuss about the different sources of history like monuments, maps, books, paintings, inscriptions, coins, excavated things etc with the help of ppt and ways to preserve them.</p> <p>6. Share the information on wars between countries, weapons used, destruction caused and express their views on it.</p>
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6	October		of the earth	on globe.	7. Take the virtual tour of any two historical monuments of India and make a report on it – AAC activity
			Location on map	Locates neighbouring states of the state they live in, neighbouring countries of India, continents and oceans on map.	1. Watching the photograph/video of the earth seen from space.
			Astronauts inside a Space ship	Discovers the fact that there is no gravitational pull in space.	2. Screen sharing – 3D globe to observe earth's shape, land, water, countries etc. on earth.
			Gravitational pull	Explains why things are stable on the earth unlike in space ship.	3. Map work – Locate neighbouring states of the state they live in, neighbouring countries of India, Continents and Oceans on map.
			Indian Astronauts	Identifies Indian/ Indian origin astronauts.	4. Watching the video of Sunita Williams inside a space ship discuss why she is floating, her hair is standing up etc.
			Night sky, celestial objects	Observes the night sky, phases of the moon, shooting stars etc.	5. Do simple activities like jumping high, throwing ball into the air etc. to understand the concept of earth's pull.
		artificial satellites	Distinguishes between natural and artificial satellites.	6. Watching the photographs of astronauts discuss about the training they get to go into space, space organisations etc.	
					7. Discussion on celestial bodies with the help of ppt. Solar system, Solar & Lunar eclipse

7	November (12)	<p>13. A Shelter so High</p> <p>Theme: Shelter</p> <p>(4 periods)</p>	<p>Petroleum and its products</p> <p>Uses of petroleum products</p> <p>Ways to save petrol</p> <p>Oil fields in India</p> <p>Different regions , different houses as well as languages</p>	<p>the earth.</p> <p>Understands that petrol, diesel, L.P.G, etc are all different forms of petroleum and lists their uses.</p> <p>Makes a poster with slogan on how to save fuel.</p> <p>Locates the states where the oil fields and refineries are there in our country.</p> <p>Establishes the link between need/requirements, materials used and climate of a place for deciding the type of shelter as well as food habits, living conditions, languages in different regions .</p>	<p>3. PPT on renewable and non renewable sources of energy</p> <p>4. Video on formation and separation of Petroleum</p> <p>5. Writes the various uses of petroleum products. Reads the Bar Chart and answers the question given.(118 in TB)</p> <p>6. Make a slogan on “SAVE FUEL” after watching the video on situations where it is being wasted in our day to day life. Art Integration Make a poster on “SAVE FUEL ”</p> <p>7. Find out the states where oil wells and refineries exist in India.</p> <p>1. PPT on living conditions of people in different states that Gaurav Jani</p>
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		<p>14. When the Earth Shook!</p> <p>Theme: Shelter</p> <p>(4 periods)</p>	<p>Changthang and Changpas</p> <p>The world famous pashmina</p> <p>Different states and their capitals</p> <p>Natural calamities</p> <p>Causes and</p>	<p>Explains the living conditions of tribes in Leh and Ladakh.</p> <p>Gains the knowledge about the difficulties faced by weavers in weaving the world famous pashmina shawls .</p> <p>Marks the states in India map that one comes across while travelling from Mumbai to Ladakh.</p> <p>Lists the various natural calamities like earthquake, floods, etc.</p> <p>Understands the causes and effects of an earthquake. And also the Preventive</p>	<p>travelled.</p> <p>Art Integration Children will Observe and draw the pictures of different types of houses .</p> <p>* Why do we make different kinds of houses in different places?</p> <p>*Make different kinds of houses that are found in the video(AIL)</p> <p>2. Write a paragraph on Changpas after watching the video on changpas.</p> <p>Toy Integration *Make the models of Rebo and Lekha using the available materials at home.</p> <p>3. Find facts and writes about Pashmina wool after watching Video about special goats and Pashmina shawl</p> <p>Games Integration 4. Children will mark the states that Gaurav Jani passed through on a map provided. They will use paper flags to show the route.</p>
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		<p>15. Blow Hot Blow Cold</p> <p>Theme: Family and Friends</p> <p>Subtheme: Work and Play</p> <p>(4 periods)</p>	<p>effects of an earthquake</p> <p>Difficulties faced by people during disasters</p> <p>Government and other people who help in such times</p> <p>Warning about the disasters</p> <p>Do's and don'ts during an earthquake</p> <p>Air and its composition</p>	<p>measures taken if there is a warning about such disasters.</p> <p>Describes the problems and damage faced by people during the unexpected disaster time.</p> <p>Discuss the various people /institutions that are involved in relief work.</p> <p>Voices opinions on observed or experienced happenings like disasters.</p> <p>Suggest ways to manage emergency situations and protecting resources</p> <p>Explains air is a mixture of gases that surrounds the earth.</p> <p>Draws conclusion from the changes in the size of chest while breathing and heart</p>	<p>Art Integration</p> <p>1. Collect pictures and news paper clippings and make an album on different natural calamities</p> <p>AAC activity</p> <p>2. Find out the causes and effects of an earthquake. - Mock drill if there is an earthquake</p> <p>3. Writes a report on the Bhuj incident in Gujarat with pictures.</p> <p>4. Find out the names of organizations that extend help during natural calamity eg. address and the phone numbers of fire station, near by hospital, ambulance, police station.</p> <p>5. Sharing of personal experiences of any Natural Disaster like Cyclone/Earthquake.</p> <p>Games Integration</p> <p>6. Children will practice the Fire Drill and Earthquake Drill in school.</p>
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			<p>Breathing process and heart beat</p> <p>Use of stethoscope</p> <p>Hot and cold air</p> <p>Air coming out of mouth can be cold or hot as compared to temperature outside</p> <p>Musical instruments that</p>	<p>beat.</p> <p>Makes the model of stethoscope and explains its working .</p> <p>Compares the properties of hot air and cold air.</p> <p>Make inferences from the activities done to observe the effect of air blown from mouth and records the observations</p> <p>Observes Wind Instruments and understand how they create musical sounds.(Flute/Been).They will further differentiate between these and other instruments</p>	<p>* Use of basic things available around for first aid</p> <p>1. PPT on Air is a mixture of gases, followed by discussion.</p> <p>AAC activity</p> <p>2. YOGA: Do Anulom , Vilom kapal bharti at your home and find the difference in breathing before and after doing yoga.</p> <p>Games Integration</p> <p>Jump 5, 10 times and find the difference in breathing and heartbeat before and after jumping.</p> <p>Toy/Puppet integration -</p> <p>3.Prepare a model of stethoscope and explain its use.</p> <p>Toy Integration</p> <p>4. Make a paper snake & paper whistle and find the flow of hot and cold air flow.(pg 146 in TB)</p> <p>5. Write your experiences and reason for it after blowing air on the following</p> <p>* Hot Tea Spectacles</p>
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8	December (8)	<p>16. Who will do this Work?</p> <p>Theme: Family and Friends</p> <p>Subtheme: Work and Play</p> <p>(4 periods)</p>	<p>make sound by blowing air</p> <p>Different kinds of jobs</p> <p>Professions liked and disliked by the people</p> <p>Menial job and its importance</p> <p>Mahatma Gandhi and his fight against untouchability</p>	<p>Explains the roles and functions of different people in daily life.</p> <p>Describes the professions liked and disliked by the people</p> <p>Explains what are menial jobs and dignity of labour</p> <p>Story Telling (Gandhiji and BR Ambedkar) to understand 'No work is small.'</p>	<p>Handkerchief Stopwatch etc</p> <p>6. List the musical instruments and classify them into- played by blowing air and played by hand.</p> <p>Art Integration Make a model of musical instrument with the material available.</p> <p>1. PPT on different kinds of jobs which people do. List different jobs that people do for you – Categorize which work is seen dirty and what work is seen as clean.</p> <p>2. Role play by children on different professions followed by discussion on liked and disliked professions.</p> <p>3. Discussion on people who need to do menial job.</p> <p>AAC activity Children will conduct an 'Interview with the workers' around their house to understand their roles and dreams.</p>
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		<p>17. Across the Wall</p> <p>Theme: Family and Friends</p> <p>Subtheme: Work and Play</p> <p>(4 periods)</p>	<p>Dr. Bhim Rao Ambedkar and his contribution for our country</p> <p>Other Social evils</p> <p>Individual and Team games</p> <p>Basketball game</p> <p>Local games</p>	<p>Explains the contribution of Dr. B R Ambedkar to Indian constitution.</p> <p>Voices opinions on observed practices (Child Labour etc)</p> <p>Lists different Individual and Team games.</p> <p>Explains the rules to play basketball.</p> <p>Observes, identifies and plays local games.</p>	<p>4.Videos on Mahatma Gandhi and other social reformers in fighting against untouchability followed by discussion.</p> <p>Music Integration Children sing Gandhiji's favourite song (vaishnav jan tho ...)</p> <p>Art Integration Collect and paste the pictures of B.R Ambedkar.</p> <p>5.Reads story about Dr. B Ambedkar and shares their feelings after reading.</p> <p>6.Discussion on other Social Evils and Social Reformers and Use of newspapers to identify similar situations relevant to current times and suggesting reforms.</p> <p>1. Name the different Team games. 2. Visuals / ppt on different games to identify and classify them into individual and team games.</p>
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9	January (12)	<p>18. No Place for Us?</p> <p>Theme: Family and Friends</p> <p>Subtheme: Relationships</p> <p>(4 periods)</p>	<p>Gender discrimination</p> <p>Women achievers in sports</p> <p>Team spirit, leadership qualities</p> <p>Reasons for displacement of people</p> <p>Problems faced by the people who</p>	<p>Voices opinion on equal opportunities for girls in every field.</p> <p>Identifies the famous women sports personalities of India and World.</p> <p>Understands the importance of team spirit while playing to win the game.</p> <p>Identifies the reasons for the displacement of people.</p> <p>Understands the problems they face and voices opinion on happenings in the society – displacement of people</p>	<p>3. Watch the video of basketball match.</p> <p>Games Integration * Write a few lines on game basketball.</p> <p>AAC activity</p> <p>* Find out from elders different local games and learn to play these games.</p> <p>4. Discussion on inequality in society basing on gender, social status, caste etc.</p> <p>5. Debate on ‘Should games for boys and girls be different?’</p> <p>6. ppt on famous women sports personalities.</p> <p>Art Integration * Make a scrap book of famous women players of India and their achievements.</p> <p>6. Share their experiences of playing a team game.</p>
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		<p>19. A Seed tells a Farmer's Story</p> <p>Theme: Food</p> <p>(4 periods)</p>	<p>aredisplaced</p> <p>Major rivers and dams</p> <p>Village life and City life</p> <p>Location on Map</p> <p>Crops in their area</p>	<p>Lists out major rivers of India and dams built on them.</p> <p>Differentiates between village life and city life.</p> <p>Locates rivers on India map.</p> <p>Observes and identifies the crops grown in their area.</p>	<p>1. Discussion on different reasons for the displacement of people in the name of development like – building dams, extension of high ways, mining, establishment of factories etc.</p> <p>2. Discussion on the problems people face when they are displaced like – land, shelter, earning livelihood etc.</p> <p>3. Talk to people in their area who came on displacement.</p> <p>4. ppt on dams of India Discuss about the uses of dams AAC activity * Collect information about major dams in India, on which rivers they are built, location etc.</p> <p>5. Speak about the life of people in villages and cities.</p> <p>Art Integration * Draw the picture of village scene and city scene</p> <p>6. Locate rivers Ganges, Yamuna, Godavari, Krishna, Cauvery etc, on map.</p>
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			<p>Festivals related to farming</p> <p>Modern and traditional way of farming</p> <p>Organic & inorganic farming</p>	<p>Lists out different festivals related to farming in India.</p> <p>Differentiates and compares the changes in agricultural practices over the years.</p> <p>Understands the need of shifting of inorganic farming to organic farming.</p> <p>Discusses about the difficulties farmers face starting from sowing the seeds to selling the yield in the market.</p>	<p>1. Name the crops grown in their area – cotton, tobacco, chilly etc</p> <p>Art Integration * Draw the pictures of crops grown in Punjab, Andhra Pradesh</p> <p>AAC activity * Find out from grandparents which crops were grown in olden days.</p> <p>2. ppt / visuals on harvest festivals</p> <p>3. Students share their experiences of celebrating festivals like Pongal, Lohri, Onam, Baisakhi, Bihu etc.</p> <p>3. Discussion on changes in farming in ploughing, irrigation, crops grown, seeds used, tools used, use of manures, fertilizers, pesticides etc.</p> <p>4. Discussion on hazards due to over use of fertilizers, pesticides etc. and organic farming, vermi composting.</p>
		20. Whose Forests?	Hardships faced by	Explains the steps involved in the journey of a bajra seed from a field to plate.	<p>AAC activity * Talk to a farmer about the agricultural practices he follows.</p>

		<p>Theme: Family and Friends</p> <p>Subtheme: Plants (4 periods)</p>	<p>farmers</p> <p>Journey of a bajra seed</p> <p>Life style of adivasis</p> <p>Uses of forests Inter dependence</p> <p>Deforestation,</p>	<p>Understands the relationship between adivasis and forests.</p> <p>Explains the salient features of Right to Forest act 2007</p> <p>Explains how important forests are for the existence of humans and other animals..</p> <p>Voices opinion on exploitation of natural resources – forests.</p>	<p>* Prepare compost from kitchen waste, fallen leaves (with the help of elders).</p> <p>5. News paper clippings to discuss the unfavourable climatic conditions for farming, non availability of seeds on subsidy, untimely rains, struggling to get good price for the crop etc.</p> <p>6. Observe the pictures of bajra seed's journey and put them in sequence.</p> <p>1. Discussion on dependence of adivasis on forests and their role in protecting the forests.</p> <p>AAC activity * Find out the names of different Tribes of India and collect information about them.</p> <p>2. Discuss about Right to Forest act 2007</p> <p>Story Telling * Children narrate the story of Suryamani in their own words.</p>
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10	February (8)	<p>21. Like Father, Like Daughter</p> <p>Theme: Family and Friends</p> <p>Subtheme: Relationships</p> <p>(4 periods)</p>	<p>its effect on environment / life</p> <p>Conservation of forests</p> <p>Jhoom farming</p> <p>Location on Map</p> <p>Traits</p>	<p>Realizes the need to conserve forests and to grow trees.</p> <p>Writes slogans and creates posters.</p> <p>Describes how jhoom farming is done in the mountains of Mizoram.</p> <p>Locates north east states on map.</p> <p>Observes and understands that we get some traits at birth from our family members and relatives.</p> <p>Identifies similarities and dissimilarities between twins.</p> <p>Identifies the traits which we acquire from</p>	<p>3. List out different uses of forests.</p> <p>4. Debate on the need of building dams, mining projects etc. by destroying the forests and the problems associated with this.</p> <p>Discussion on Vanmahotsav, Jungle Bachao, Chipko Movement.</p> <p>Art Integration</p> <p>* Slogan writing on 'Save Forests', 'Save Trees'</p> <p>* Poster making on 'Deforestation'</p> <p>Visuals / video on jhoom farming and discussion on advantages and disadvantages of it.</p> <p>7. Locate seven sisters of India – Arunachal Pradesh, Assam, Nagaland, Manipur, Mizoram, Meghalaya and Tripura in map.</p> <p>1. Observe and identify the different traits in them and other family members. Tabulate the traits and from</p>
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		<p>22. On the Move Again</p> <p>Theme: Family and Friends</p> <p>Subtheme: Relationships</p> <p>(4 periods)</p>	<p>Twins</p> <p>Traits from environment</p> <p>Hereditary diseases & diseases caused by viruses / germs</p> <p>Mendel's experiments on Pea plants</p> <p>Seasonal Migration</p>	<p>surroundings.</p> <p>Differentiates the diseases into hereditary and non hereditary.</p> <p>Understands and gets inspired by the process of scientific experimentation of Mendel and his perseverance.</p> <p>Understands the necessity for some people to migrate seasonally to cities/other states in search of work.</p> <p>Identifies the different problems the migrants face in the place where they go</p>	<p>whom they got those – AAC activity</p> <p>Art Integration</p> <p>* Draw the picture of their family tree</p> <p>2. Discussion on identical and unidentical twins. Children share their experiences of getting confused in identifying twins.</p> <p>3. Discussion on different environmental traits – music, games, language etc.</p> <p>4. ppt on hereditary diseases like haemophilia, diabetes, colour blindness etc.</p> <p>5. Share what they know about disease 'Polio' and 'Pulse Polio Programme'.</p> <p>AAC activity</p> <p>* Find out from their parents which vaccines they got and against which diseases. Their vaccination card may be shown to the class.</p> <p>6. Visuals of Gregor Johann Mendel</p>
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			<p>Problems of migrated families</p>	<p>and becomes aware of the facilities provided by government to these.</p> <p>Voices opinion on the problems of migrants and suggests ways for providing a better life for them in new place.</p> <p>Knows about the issues related to borrowing money, loans, debts, agents and recognizes the importance of saving money. Explains the role and functions of Bank, Panchayat, Cooperative societies in daily life.</p> <p>Identifies the crops in which season they are grown.</p>	<p>and discuss about his experiments and achievements in genetics.</p> <p>1. Newspaper cuttings / visuals from net Discussion on the reasons for seasonal migration of some people from villages to cities or other states – no work in fields due to no rains.</p> <p>2. Discussion on problems of seasonal migrants - particularly 'Education of their children'. Discuss about the Social Welfare Schools run by the government, RTE Act-2009, SSA – provide education facilities for migrant children. Apart from these, many NGSs, social workers come forward to help these children.</p> <p>3. Visuals/Newspaper cuttings of migrants going back to their native places during lock down due to pandemic.</p> <p>AAC activity * Talk to watchman in your apartment or maid servant in your house about</p>
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			<p>Rabi and Kharif crops</p> <p>Irrigation methods</p>	<p>Describes the various irrigation methods they have observed in their area.</p>	<p>the problems they faced when they came here.</p> <p>4. Discussion on issues related to borrowing money, loans, debts and people/organizations which lend money by giving examples from day to day life.</p> <p>5. ppt / visuals from net Monsoon crops (Kharif) – paddy, maize, cotton etc. Winter crops (Rabi) – wheat, gram, peas, mustard etc.</p> <p>6. ppt / video on different irrigation methods – canal, tank, tube well, water wheel for lifting water, drip irrigation, sprinklers etc.</p> <p>Art Integration * Draw the pictures of various irrigation methods.</p>
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