

# KENDRIYA VIDYALAYA SANGATHAN



तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन

## ASSESSMENT STRUCTURE

CLASS - I & II

SESSION- 2021-22(ONLINE MODE)

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## STRUCTURE OF ASSESSMENT

### CLASS -I & II

CLASS I	CLASS II
TOTAL NO OF CYCLES -6 (In current academic session due to delay)	TOTAL NO OF CYCLES - 8

## GRADING SYSTEM (A five-point Scale)

PERCENTAGE RANGE	GRADE		GRADE POINT
90-100	A+	Outstanding	5
75-89	A	Excellent	4
56-74	B+	Very Good	3
35-55	B	Good	2
00-34	C	Scope for Improvement	1

# STRUCTURE OF ASSESSMENT IN DETAIL

## CLASS I

TERM I		TERM II			
CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4	CYCLE 5	CYCLE 6
40 MARKS	40 MARKS	40 MARKS	40 MARKS	40 MARKS	40 MARKS

## CLASS II

TERM I				TERM II			
CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4	CYCLE 5	CYCLE 6	CYCLE 7	CYCLE 8
40 MARKS	40 MARKS	40 MARKS	40 MARKS	40 MARKS	40 MARKS	40 MARKS	40 MARKS

ORAL (CLASSROOM PARTICIAPTION/ QUIZ/INTERACTION/COVERSATION ETC) - 10

PRESENTATIONS/PROJECTS-10

WRITTEN WORK (WORKSHEETS, CW/HW/ ASSIGNMENTS/SLIP TESTS)-20

*NOTE: FOR CLASSES I & II CCE WILL BE ADOPTED IN LETTER AND SPIRIT. THERE ARE NO CHANGES IN SCHEME OF ASSESSMENT.CHANGES ARE ONLY IN THE TOOLS (ONLINE MODE) USED FOR ASSESSMENT. MARKS GIVEN IS ONLY SUGGESTIVE.*



## EXTRACT FROM CCE SCHEME OF ASSESSMENT

### For classes I and II

- I. There is no formal examination for Classes I and II. The teacher will evaluate the students through continuous and comprehensive evaluation [CCE]. The testing can be done simultaneously while teaching or separately.
- II. Most of the time the students will not be aware that they are being tested.
- III. There will be minimum 8 cycles of CCE.
- IV. One cycle of CCE means that all the students of the class are tested in all the competencies.
- V. They should obtain at least 'C' grade. If a child gets 'D' grade in some competencies, the teacher should repeat the cycle.
- VI. It is therefore recommended that tentatively 10 cycles of CCE should be planned in advance, so as to ensure that at least 8 cycles are completed by all the students securing at least Grade C in all the competencies by March.

### SUBJECT - LANGUAGE

COMPETENCIES	TECHNIQUE	TOOLS	RESOURCES
LISTENING	ORAL	ONLINE LIVE WORKSHEETS GOOGLE FORMS ONLINE QUIZ ONLINE- CLASSROOM OBSERVATION WHATSAPP	NCERT TEXTBOOKS DIKSHA E-PATSHALA SWAYAM PRABHA YOUTUBE EDUCATIONAL VIDEOS
SPEAKING	ORAL		
READING COMPREHENSION	LOUD READING -ORAL RC- WRITTEN		
SPELLING	WRITTEN		
HANDWRITING	WRITTEN		

### SUBJECT -MATHS

COMPETENCIES	TECHNIQUE	TOOLS	RESOURCES
FNC	ORAL& WRITTEN	GOOGLE FORMS GOOGLE CLASSROOM PARTICIPATION WHATSAPP GOOGLE DRIVE	NCERT TEXTBOOKS DIKSHA E-PATSHALA SWAYAM PRABHA YOUTUBE EDUCATIONAL
UBC	ORAL& WRITTEN		
AC	ORAL& WRITTEN		
PSA	ORAL& WRITTEN		

		ONLINE ORAL LIVE -WORKSHEET	VIDEOS
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**SUBJECT EVS**

COMPETENCIES	TECHNIQUE	TOOLS	RESOURCES
OBSERVATION	ORAL & WRITTEN	GOOGLE FORMS	NCERT TEXTBOOKS
IDENTIFICATION & CLASSIFICATION	ORAL & WRITTEN	GOOGLE CLASSROOM PARTICIPATION	DIKSHA E-PATSHALA
DISCOVERY OF FACTS	ORAL & WRITTEN	WHATSAPP GOOGLE DRIVE ONLINE ORAL LIVE -WORKSHEET	SWAYAM PRABHA YOUTUBE EDUCATIONAL VIDEOS

*THE COMPETENCIES & TARGETED LEARNING OUTCOMES IN FOUNDATIONAL LANGUAGE AND LITERACY SKILLS AND NUMERACY SKILLS IN THE STUDENTS OF CLASSES I & II AS ENVISAGED IN CHAPTER 2 OF NIPUN BHARAT DOCUMENT ARE TO BE ACHIEVED THROUGH COMPETENCY-BASED EDUCATION AND THESE ARE TO BE ATTAINED BY EACH CHILD BY THE END OF THE YEAR.*

## SUGGESTED ACTIVITIES

### LANGUAGES- ENGLISH & HINDI

TEACHER MUST REFER TO CHAPTER 2 ON 'UNDERSTANDING FOUNDATIONAL LANGUAGE AND LITERACY' OF NIPUN BHARAT DOCUMENT RELEASED ON 5TH JULY BY THE MINISTRY OF EDUCATION WHEREIN THE TARGETED COMPETENCIES AS WELL AS THE PEDAGOGICAL INTERVENTION STRATEGIES HAVE BEEN LISTED OUT.

- Listening skill
  - Listening Poem
  - Small stories.
  - Interaction
- Speaking skill
  - Self-Introduction
  - Poem Recitation
  - Small Story Telling
  - Dramatization
  - Drawing on Story
  - Quiz
  - Sports Integrated
  - Antakshari
  - Tongue Twister
  - Interview
  - News Reading
- Reading-
  - Passage Reading
  - Story Reading
  - Newspaper reading
  - Poster reading

Reading comprehension  
Reading and answering oral questions  
Reading and writing answers to the given questions
- Writing:
  - Cross Word Puzzle
  - Poem Writing
  - Word Formation
  - Objective and subjective answers

- Hosting

## MATHEMATICS

*Teacher must refer to chapter 3 on 'Foundational Numeracy and Mathematical Skills' of NIPUN Bharat document released on 5th July by the Ministry of Education wherein the targeted competencies as well as the pedagogical intervention strategies have been listed out.*

- FNC (Odd number, even number, natural number.)
- UBC (Addition, Subtraction, multiplication)
- AC (Riddles, puzzle, Sudoku, mental maths, Vedic maths, use of unitary method)
- PSA (Problems related to basic formulas with further extension to solve numerically on given situations)
- Project
- Survey CCT Based
- Demonstration
- Drawing
- Quiz
- Puzzle
- Experiment

## ENVIRONMENTAL STUDIES

- Observation
- Discussion
- Expression
- Explanation
- Classification
- Touch and Find
- Project making assignment
- Clay Modelling
- Prepare Scrap Book
- Pasting Picture
- Drawing
- Quiz
- Puzzle
- Collage Making
- Role Play
- Slogan Writing
- Plantation
- Survey CCT Based

## LAT

1. LAT will be conducted at the end of every lesson or once in a month (covering all key concepts taught from every lesson dealt in the month)
2. LAT is meant for diagnosis; to ascertain if the student has achieved the learning goals, and for further remediation
3. LAT must not be evaluated and included in the allotment of marks
4. LAT will be conducted based on subject specific competencies
5. LAT can be conducted as oral or written test

## SOME SUGGESTED ORAL ACTIVITIES

### LANGUAGE -ENGLISH / HINDI

- Poem Recitation
- Story Telling
- Self-Introduction
- Quiz
- Interview
- Conversation

### EVS -

- Explanation

- Interview
- Quiz
- Questioning

**MATHEMATICS -**

- Table Recitation
- Counting Numbers
- After/Before Number
- Quiz
- Phonics Activities



## RESOURCES

1. NIPUN BHARAT Document

[https://dse.education.gov.in/sites/default/files/NIPUN\\_BHARAT\\_GUIDE\\_LINES\\_EN.pdf](https://dse.education.gov.in/sites/default/files/NIPUN_BHARAT_GUIDE_LINES_EN.pdf)

2. Back to Basics

<https://drive.google.com/drive/folders/1v92nc25oMEGMJh5IEHtSS4u7I5Zgaj38>

3. Skills in Environmental Studies

[https://ncert.nic.in/dee/pdf/Skills\\_in\\_%20Environmental\\_Studies.pdf](https://ncert.nic.in/dee/pdf/Skills_in_%20Environmental_Studies.pdf)

4. Toy theatre for maths game activity

<https://toytheater.com/category/math-games/>

5. live worksheet

<https://www.liveworksheets.com/>

6. link for zietmysore for worksheet

<https://zietmysoreprt.wordpress.com/>

7. NCERT Sakshat and web audio for primary classes

<https://allenglishresources.wordpress.com/ncert-sakshat-and-web-audio-resources-for-english/>

8. NCERT BOOKS

<https://ncert.nic.in/textbook.php>

9. SwayamPrabha

<https://www.swayamprabha.gov.in/>

10. Joyful learning CBSE manuals.

[http://cbseacademic.nic.in/web\\_material/Manuals/handbook-joyful.pdf](http://cbseacademic.nic.in/web_material/Manuals/handbook-joyful.pdf)

11. Teaching instructions.

<https://epathshala.nic.in/process.php?id=teachers&type=Teaching-Instructions&ln=en>

12. Diksha learning website.

[Home \(diksha.gov.in\)](https://diksha.gov.in)

13. Quiz Applications.

- Kahoot Application:

<https://kahoot.com/>

- Quizizz :

[Quizizz – The world's most engaging learning platform](#)



## 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 SANGATHAN**

**SPLIT UP OF SYLLABUS**

CLASS : I

SESSION : 2021 – 22

SUBJECT : ENGLISH

S.N O	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1.	JULY/ 12	<b>SCHOOL READINESS PROGRAMME</b>	Conversation  Discussion  Recitation  Creativity -Drawing  Story telling  Readiness Demonstration  .	Talks about self/ in English/ home language.  Listens to greetings and polite forms of expression and responds. Recites poems / rhymes with actions.  Draws/scribbles in response to poems and stories. Names familiar objects seen in pictures. Responds orally( in any language including sign language) to comprehension questions Associates colours with pictures. Carries out simple instructions.  <b>Precautions and safety measures for Covid 19</b>	1.Talk about self ( one to one interaction and also through sample videos.) 2. Virtual tour of the Vidyalaya. 2. Narrate stories through pictures , puppets and videos.. <a href="https://www.youtube.com/watch?v=zE8Rx9Y9Ok">https://www.youtube.com/watch?v=zE8Rx9Y9Ok</a> 3. Sings/recites collectively poems/rhymes/ songs with action. <b>Art integrated</b> 4. Draw /colour a given picture by watching a demo. 5. Join / trace the dots and colour. 6. Thumb printing. <a href="https://www.youtube.com/watch?v=CdnWcBCS9Zw">https://www.youtube.com/watch?v=CdnWcBCS9Zw</a> 7. Vegetable printing. <a href="https://www.youtube.com/watch?v=K0SbQKiAoCE">https://www.youtube.com/watch?v=K0SbQKiAoCE</a> 8. Thread painting. 9. Spray paint a given picture 10. Make a collage. 11. Match colours with objects/pictures.

2.	AUGUST/ 12	<b>UNIT 1 - A HAPPY CHILD &amp; THE THREE LITTLE PIGS</b>	Auditory discrimination  Sequential thinking Phonics  Writing	Recognizes sounds.  Recognizes letters and their sounds.  Differentiates between small and capital letters.	12. Make clay models of objects giving their name and colour. <a href="https://www.youtube.com/watch?v=82yIPwlm8Vg">https://www.youtube.com/watch?v=82yIPwlm8Vg</a> 13. Name common objects when pictures are shown. 14. Make letters of the alphabet using straw, seeds, sticks etc. 15. Sounds of animals, different bells and so on. 16. Sequence daily routine activities / events in a story narrated. 17. Recite the sounds of the letters following the rhyme and also in isolation. 18. <b>Videos on safety during the pandemic.</b> 19. Writing small and capital letters <a href="https://www.youtube.com/watch?v=iTF0AhQjU0k">https://www.youtube.com/watch?v=iTF0AhQjU0k</a>  1. Recitation , new words, rhyming words, screen sharing. <a href="https://www.youtube.com/watch?v=up_yL6J4hCs">https://www.youtube.com/watch?v=up_yL6J4hCs</a> 2. Comprehension questions - Watching a video, /ppt and opposites. <a href="https://drive.google.com/file/d/1LcPAPt6Kg1yJOUM8ZuXl2PG-VsVt4Xrm/view?usp=sharing">https://drive.google.com/file/d/1LcPAPt6Kg1yJOUM8ZuXl2PG-VsVt4Xrm/view?usp=sharing</a>  <b>Art integrated</b>
Recitation Rhyming words	Recites poems / rhymes with actions.	Comprehension questions Opposites	Responds orally to comprehension questions	Describing	Associates colours with pictures.







		<p><b>MANGO</b></p>	<p>n questions</p> <p>Describing words</p> <p>Recognising fruits and vegetables</p> <p>Spelling</p>	<p>Uses simple adjectives related to colour.</p> <p>Names familiar fruits and vegetables in pictures.</p> <p>Writes simple words like fan, leg, sat, bun etc.</p> <p>Identifies characters and sequence of a story</p> <p>Draws/scribbles in response to poems and stories.</p> <p><u>Text Book link</u>  <a href="https://diksha.gov.in/play/collection/do_3131034749967728641957?contentType=TextBook">https://diksha.gov.in/play/collection/do_3131034749967728641957?contentType=TextBook</a></p> <p>Recites poems / rhymes with actions.</p>	<p>3. Video on birds, and talking about the size, colour and sounds of some known birds.  <a href="https://www.youtube.com/watch?v=xw-S3Gj2J1o">https://www.youtube.com/watch?v=xw-S3Gj2J1o</a></p> <p>4. Matching the fruit /vegetable to its tree  <a href="https://www.youtube.com/watch?v=WM_NWlrQ_-A">https://www.youtube.com/watch?v=WM_NWlrQ_-A</a></p> <p>5. Phonics -Vowel sounds video  <a href="https://www.youtube.com/watch?v=LtY037TN6Fo">https://www.youtube.com/watch?v=LtY037TN6Fo</a></p> <p><b><u>Performance Art integrated</u></b></p> <p>6. Role play  <b><u>Art integrated</u></b></p> <p>7. Draw and colour a parrot  <a href="https://www.youtube.com/watch?v=DLgb2qJw9Uk">https://www.youtube.com/watch?v=DLgb2qJw9Uk</a></p> <p><b><u>AAC activity</u></b></p> <p>The parent may tell a folk story in mother tongue, with questions in between to ensure that learner has understood; The theme to be on love and care for animals/birds/ living creatures. The same may be repeated after a few days, introducing English words and phrases.</p> <p>1. Recitation, new words, rhyming words, screen sharing with power point presentation</p>
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5.	NOVEMBER/ 12	<b>UNIT 5 MERRY -GO- ROUND &amp; CIRCLE</b>	<p>Recitation Rhyming words Prepositions</p> <p>Comprehension questions</p> <p>Singular-Plural</p> <p>Shapes</p> <p>Phonics</p>	<p>Uses prepositions like in, on etc</p> <p>Responds orally to comprehension questions</p> <p>Talks about a fair and things seen in a fair.</p> <p>Identifying shapes</p> <p>Produces words with “ou” blends like around, round, sound etc..</p> <p>Draws in response to poems and stories</p> <p><u>Text book link</u> <a href="https://drive.google.com/file/d/1LTkuhyn4BrXc9qaX-fu_AgHH7nYWASzL/view">https://drive.google.com/file/d/1LTkuhyn4BrXc9qaX-fu_AgHH7nYWASzL/view</a></p>	<p>and video. <a href="https://www.youtube.com/watch?v=Ebnra7c2aNk&amp;t=81s">https://www.youtube.com/watch?v=Ebnra7c2aNk&amp;t=81s</a></p> <p>2. Comprehension questions. <a href="https://www.youtube.com/watch?v=K8fqjADnUhw">https://www.youtube.com/watch?v=K8fqjADnUhw</a></p> <p>3. PPT on a fair, the various things seen there. <a href="https://drive.google.com/open?id=1oYGLJVbRkJO-BCCWmpxF9Az-2mXw05Om">https://drive.google.com/open?id=1oYGLJVbRkJO-BCCWmpxF9Az-2mXw05Om</a></p> <p><b><u>Music integrated</u></b></p> <p>4. Video and Blocks of different shapes are shown <a href="https://www.youtube.com/watch?v=w6eTDfkvPmo">https://www.youtube.com/watch?v=w6eTDfkvPmo</a></p> <p>5. Video on “ou” sounds <a href="https://youtu.be/T7i9kdU-v4Q">https://youtu.be/T7i9kdU-v4Q</a></p> <p><b><u>Art integrated</u></b></p> <p>6. Drawing a circle and objects and things that are in the shape of a circle. <a href="https://www.youtube.com/watch?v=dhiy00COsWQ&amp;t=33s">https://www.youtube.com/watch?v=dhiy00COsWQ&amp;t=33s</a></p> <p><b><u>AAC activity</u></b> The parent may draw small pictures or show picture of dog, hen, cat, pig, ant, and so on. The first and the last letters of the word may be provided if need be, and gradually learners may be encouraged to write complete words.</p>
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		<p><b>UNIT 6</b>  <b>IF I WERE AN</b>  <b>APPLE</b>  <b>&amp; OUR TREE</b>  <b>MURALI'S</b>  <b>MANGO TREE</b></p>	<p>Recitation  Rhyiming words  Comprehension questions  Prepositions  Phonics  Speaking</p>	<p>Recites poems / rhymes with actions.</p> <p>Responds orally to comprehension questions</p> <p>Uses simple prepositions like in, on, under</p> <p>Names familiar fruits and vegetables in pictures.</p> <p>Draws in response to poems and stories.</p> <p><u>Text book link</u>  <a href="https://www.youtube.com/watch?v=Pn3atb_T2L8">https://www.youtube.com/watch?v=Pn3atb_T2L8</a></p>	<p>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p>2. Comprehension questions.</p> <p>3. Importance of trees -song  <a href="https://www.youtube.com/watch?v=z9aJpn9x8_w">https://www.youtube.com/watch?v=z9aJpn9x8_w</a></p> <p>4. PPT of the poem  <a href="https://drive.google.com/file/d/1_Iv2ZpeYuF1181zy9gXRmVbJ09UFuXOB/view">https://drive.google.com/file/d/1_Iv2ZpeYuF1181zy9gXRmVbJ09UFuXOB/view</a></p> <p>5. Reading the textbook by sharing the screen.</p> <p>6. Video of the story and asking questions.  <b>Performance Art integrated</b></p> <p>7. Speaking about a fruit dressed like it.</p> <p>7. Sentence making beginning with, If I were...</p> <p>8. Listing things found on trees.  <b>Art integrated</b></p> <p>9. Draws and colours fruits.</p> <p>10. Making Fruits with clay  <a href="https://www.youtube.com/watch?v=o29xueUwAUk&amp;t=7s">https://www.youtube.com/watch?v=o29xueUwAUk&amp;t=7s</a></p> <p><b>AAC activity</b>  Since students are at home, real objects may be used instead of/ along with pictures; such as banana, apple, grape, leaf, bird etc. Learners may be encouraged to name the object as well as the colour. The parent may also talk about different</p>
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6.	DECEMBER/ 9	<b>UNIT 7 A KITE &amp; SUNDARI</b>	<p>Recitation Rhyming words Comprehension questions Sequencing</p> <p>Phonics</p> <p>Sound words</p> <p>Spelling</p>	<p>Recites poems / rhymes with actions.</p> <p>Responds orally to comprehension questions</p> <p>Identifies characters and sequence of a story</p> <p>Produces words with “oo” sound.</p> <p><u>Text book link</u> <a href="https://diksha.gov.in/play/collection/do_3131034749967728641957?contentType=TextBook">https://diksha.gov.in/play/collection/do_3131034749967728641957?contentType=TextBook</a></p> <p>Associates words with pictures.</p> <p>Draws in response to poems and stories.</p>	<p>kinds of leaves: on the banana tree, grapevine, apple tree etc.</p> <p>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video. 2. Comprehension questions.</p> <p>3. Sequencing a picture story. <a href="https://www.youtube.com/watch?v=LxC9bgtPfWQ">https://www.youtube.com/watch?v=LxC9bgtPfWQ</a> <a href="https://www.youtube.com/watch?v=FpnAqdukzLM">https://www.youtube.com/watch?v=FpnAqdukzLM</a></p> <p>4. Listing things that fly in the sky</p> <p>5. Video on “oo” sound words <a href="https://www.youtube.com/watch?v=6xKSI-ATOE">https://www.youtube.com/watch?v=6xKSI-ATOE</a></p> <p><b><u>Music integrated</u></b></p> <p>6. Short play way of recitation of the rhyme 1, 2, 3, 4, 5, once I caught a fish alive with sound words -Whoosh, Woof, Shoo, Blow etc. 7. Spell words using picture clues.</p> <p><b><u>Art integrated</u></b></p> <p>8. Drawing Day and Night sky, a kite etc.. <a href="https://www.youtube.com/watch?v=sCY7cuPb0bw">https://www.youtube.com/watch?v=sCY7cuPb0bw</a></p>
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7.	JANUARY/12	<b>UNIT-8</b> <b>THE LITTLE</b> <b>TURTLE</b> <b>THE TIGER</b> <b>AND THE</b> <b>MOSQUITO</b>	Recitation Rhyming words Opposites Reading the lesson Spellings Speaking Picture reading	1. Recites poem with actions. 2. Responds orally to comprehension questions related to story and poem. 3. Identifies characters and sequence of a story and asks questions about the story. 4. carries out simple instructions such as Crawl , hide , stand etc 5. Talks about self /situations/ pictures in English. 6. Gets phonemic awareness .  <u>Text book link</u> <a href="https://drive.google.com/file/d/1U4tpxpw7_KDfiGRQDJIfO9txDqrbH8rp/view">https://drive.google.com/file/d/1U4tpxpw7_KDfiGRQDJIfO9txDqrbH8rp/view</a>	<u><b>AAC activity</b></u> Making a kite using newspaper available at home and experiencing the joy of flying it with the help of your parent <a href="https://www.youtube.com/watch?v=dpbR-kZmfEQ">https://www.youtube.com/watch?v=dpbR-kZmfEQ</a>  1. Recitation, new words, rhyming words, screen sharing with power point presentation and video. <a href="https://www.youtube.com/watch?v=BJgeUx9XVWI">https://www.youtube.com/watch?v=BJgeUx9XVWI</a> 2. Comprehension questions based on the poem. 3. Reading the text book by sharing the screen . 4. Showing picturisation of the story in you tube. 5. Dramatization of the lesson by wearing masks . 6. Picture reading by sharing the picture card. 7. Lesson video. <a href="https://www.youtube.com/watch?v=NmRHAXE2qpc&amp;list=PL4G8rJ0lwSQ4B7-B_hxlb3xm9F2ql02zD&amp;index=29">https://www.youtube.com/watch?v=NmRHAXE2qpc&amp;list=PL4G8rJ0lwSQ4B7-B_hxlb3xm9F2ql02zD&amp;index=29</a>  <b>Craft integrated:</b> Making a mask of a tiger <a href="https://www.youtube.com/watch?v=k5DCt0UiroY">https://www.youtube.com/watch?v=k5DCt0UiroY</a>
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		<p><b>UNIT – 9</b> <b>CLOUDS</b> <b>ANANDI' S</b> <b>RAINBOW</b></p>	<p>Recitation</p> <p>Rhyming words</p> <p>Reading the lesson</p> <p>Recognizing the odd one out.</p> <p>Pronunciation</p> <p>Spelling.</p> <p>Writing</p> <p>Myself</p> <p>Usage of “am” and “have”</p>	<p>1. Recites poem with actions.</p> <p>2. Responds orally to comprehension questions related to story and poem.</p> <p>3. Recognizes different colours of Rainbow .</p> <p>4. Recognizes letters and their sounds A-Z differentiates between small and capital letters .</p> <p>5. Writes about self .</p> <p>6. Uses “am “ and “have“ Properly</p> <p><u>Text book link</u> <a href="https://drive.google.com/file/d/1rEm7kURQoahpAO8Tqs_2b4uKGOPUZK4f/view">https://drive.google.com/file/d/1rEm7kURQoahpAO8Tqs_2b4uKGOPUZK4f/view</a></p>	<p><b>Performance art</b> :Dramatization by wearing masks</p> <p><b>SUGGESTED AAC</b> : Child will make a tortoise using a coconutshell by taking help from a family member. <a href="https://youtu.be/FNQhTeEf8D4">https://youtu.be/FNQhTeEf8D4</a></p> <p>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p>2. Comprehension questions based on the poem.</p> <p>3. Reading the text book by sharing the screen</p> <p>4. Word web</p> <p>5. A youtube link on rainbow <a href="http://www.youtube.com/watch?v=tRNy2i75tCc">http://www.youtube.com/watch?v=tRNy2i75tCc</a></p> <p>6. More poems on rain and clouds .</p> <p>7. DIKSHA LINK <a href="https://diksha.gov.in/play/collection/do3131034749967728641957?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313189">https://diksha.gov.in/play/collection/do3131034749967728641957?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313189</a></p>
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8.	FEBRUARY/ 8	<b>UNIT –10 FLYING MAN &amp; THE TAILOR AND HIS FRIEND</b>	<p>Recitation</p> <p>Rhyming words</p> <p>Reading the lesson</p> <p>different professions</p> <p>Value of friendship</p> <p>Writing</p> <p>Hand writing</p>	<ol style="list-style-type: none"> <li>1. Recites poem with actions.</li> <li>2. Responds orally to comprehension questions related to story and poem.</li> <li>3. Recognizing different professions</li> <li>4.Values friendship.</li> <li>5. Role play.</li> <li>6. Writes simple sentences individually.</li> <li>7.Improves handwriting</li> </ol> <p><u>Text book link</u> <a href="https://drive.google.com/file/d/17KkwXzFeOnCDAUkEMWGSREnzNt_KrbqS/view">https://drive.google.com/file/d/17KkwXzFeOnCDAUkEMWGSREnzNt_KrbqS/view</a></p>	<p><a href="https://www.youtube.com/watch?v=YCtdtr0TdBw">5546369228801137</a></p> <p>8.<b>ART INTEGRATED</b> : Draw a rainbow and colour it . <a href="https://www.youtube.com/watch?v=YCtdtr0TdBw">https://www.youtube.com/watch?v=YCtdtr0TdBw</a></p> <ol style="list-style-type: none"> <li>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</li> <li>2. Comprehension questions based on the poem.</li> <li>3. Reading the text book by sharing the screen.</li> <li>4.PPT LINK <a href="https://drive.google.com/open?id=1WVrthOePlzmxrubbyDlevq3j7QGugaEv">https://drive.google.com/open?id=1WVrthOePlzmxrubbyDlevq3j7QGugaEv</a></li> <li>5.What they see in the sky during day and night. <a href="https://www.youtube.com/results?sp=mAEB&amp;search_query=things+you+see+in+the+night+sky">https://www.youtube.com/results?sp=mAEB&amp;search_query=things+you+see+in+the+night+sky</a></li> <li>6.Make a friendship band writing the name (of your friend) on it. <a href="https://www.youtube.com/watch?v=Pn3atb_T2L8">https://www.youtube.com/watch?v=Pn3atb_T2L8</a></li> </ol>
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					<p>7. <b>Performance art</b> :Role play</p> <p>8. <b>AAC</b>activityTheme – Linguistic Diversity</p> <p>Role play Each child will be asked to dress up as a community helpers and speak a few lines about themselves. <a href="https://www.youtube.com/watch?v=eA2bTRSii5M">https://www.youtube.com/watch?v=eA2bTRSii5M</a></p>
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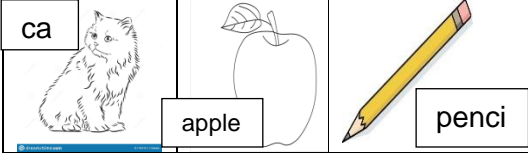
**KENDRIYA VIDYALAYA SANGATHAN  
SPLIT OF SYLLABUS  
SESSION: 2021-22**

**CLASS: II**

**SUBJECT ENGLISH**

S N O	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPT	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1	<b>APRIL, MAY UNIT-1&amp;2 (14)</b>	FIRST DAY AT SCHOOL (POEM)	<p>Recitation Rhyming words</p> <p>Spelling</p> <p>Reading Comprehension</p> <p>-ing words</p> <p>Word building</p> <p>Naming words</p> <p>Self-expression about online class</p>	<p>➤ Listens for information about the child's feelings on his first day at school. Listens to the new words and sentences. Shows enthusiasm to listen to the poems</p> <p>➤ Writes the new words– wonder, drawing, stares, Gran, puppy, first related to the poem.</p> <p>➤ Reads the poem and comprehends it.</p> <p>➤ Uses -ing words in speech and writing Constructs sentences to describe pictures using the correct -ing words.</p> <p>➤ Builds vocabulary by making new words using the letters from a given word</p> <p>➤ Identifies and names the naming words</p>	<p>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p>2. Missing letters / Jumbled words.</p> <p>3. Ordinal Numbers <b>MATHEMATICS</b></p> <p>4. Comprehension questions.</p> <p>5. -ing words - power point, drawing and writing the action words seeing the stick diagram, completing the sentence using -ing words. <b>ART</b></p> <p>6. Word building -making new words from a given word.</p> <p>7. Naming/ writing the things in the school bag/ in the room. Underlining the naming words in a sentence.</p> <p><b>Teacher asks students to imagine and write how they felt on their first day of online class– AAC activity</b></p>

			<ul style="list-style-type: none"> <li>➤ Expresses verbally/ written form his/her experience on his/ her first day of online class.(happy/ sad/ excited, what is the thing they liked the most)</li> </ul>	
	HALDI'S ADVENTURE	<p>Loud Reading</p> <p>Reading Comprehension</p> <p>Punctuation</p> <p>Positional words</p> <p>Past tense</p> <p>Phonics and word building</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> <li>➤ Identifies characters- Haldi and Smiley, and sequences events in the story.</li> <li>➤ Reads the lesson and comprehends it. Responds to the textual questions.</li> <li>➤ Uses capital letters, question mark and full stop to punctuate the given sentence.</li> <li>➤ Uses before / after to fill in the blanks. A child's daily routine - illustrates events using before / after</li> <li>➤ Recognises and identifies words ending with -ed in the lesson.</li> <li>➤ Spells the picture word and writes the first letter of each picture. Finally joins the first letter of each picture and form a new word.</li> </ul> <p>Eg</p>	<p>1. Power point presentation, video – new words and meanings. Reading the text by sharing the screen.</p> <p>2. Comprehension questions, reference to context and loud reading by the students.</p> <p>3. Punctuating the sentences-ppt &amp; written work</p> <p>4.Using before, after</p> <p>5. Underlining -ed words in the lesson  <b>Identify the picture and spell the word, Then, write the first letter of the word.</b>  <b>Finally join the first letter of each picture and form a new word</b></p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">ART</div> <p><b>The Paddling Pool -AAC activity</b>  <b>Draw picture and write a few sentences using pronouns about the picture ( clues are written by asking the students the things seen</b></p>

					<b>in the picture).</b>
				<p>Final word – Cap</p> <ul style="list-style-type: none"> <li>➤ Listens to the poem, draws picture , names the objects and writes creatively using the clues.</li> </ul>	
2		I AM LUCKY ( POEM)	<p>Recitation Rhyming words</p> <p>Vocabulary</p> <p>Reading Comprehension</p> <p>Can / cannot</p> <p>Word building</p> <p>Phrase “If I were”</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> <li>➤ Listens to the new words and sentences. Shows enthusiasm to listen to the poems.</li> <li>➤ Draws and writes new words- butterfly, myna, fish, kangaroo, octopus related to the poem.</li> <li>➤ Reads the poem and comprehends it.</li> <li>➤ Uses can/ cannot in speech and writing E.g.: I can dance but I cannot sing.</li> <li>➤ Makes new words</li> <li>➤ Expresses verbally/ written form using “If I were.....</li> </ul>	<p>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p style="text-align: center;"><b>PUPPET</b></p> <p>Draw the pictures of animals and name them.</p> <p style="text-align: center;"><b>ART</b></p> <p>2. Comprehension questions.</p> <p>3. -can / cannot - power point, Making sentences using can, cannot</p> <p>4. Word building -making new words by adding -ful.</p> <p><b>Teacher asks students to imagine and write using the phrase “ If I were .....</b></p> <p><b>Listen to the poem, draw a picture of an octopus and write the things it loves to do.– AAC activity</b></p>



				<ul style="list-style-type: none"> <li>➤ Listens to the poem and writes few sentences about the things the OCTOPUS loves to do.</li> </ul>	
	<b>JUNE UNIT-2 (5)</b>	I WANT	<p>Loud Reading</p> <p>Spelling</p> <p>Speaking/ writing about favourite animal/ bird</p> <p>Reading Comprehension</p> <p>Collective nouns</p> <p>Creative writing</p>	<ul style="list-style-type: none"> <li>➤ Identifies characters- Little Monkey, wise woman, giraffe, elephant, and zebra and sequences events in the story.</li> <li>➤ Writes the new words – wonder, drawing, stares, Gran, puppy related to the poem.</li> <li>➤ Speaks about his/her favourite animal/ bird using hints.</li> <li>➤ Reads the lesson and comprehends it.</li> <li>➤ Responds to the textual questions.</li> <li>➤ Uses collective nouns for groups of animals.</li> <li>➤ Completes the story.</li> </ul>	<ol style="list-style-type: none"> <li>1. Power point presentation, video – new words and meanings. Reading the text by sharing the screen. <b>PUPPET</b></li> <li>2. Missing letters / Jumbled words.</li> <li>3. Pictures of animals/ birds with hints.</li> <li>4. Comprehension questions and loud reading by the students.</li> <li>5. Ppt on collective nouns for animals, Naming the collection of animals.</li> <li><b>6. What would you do if you had a magic wand? AAC activity</b> <b>My name is _____</b> <b>I live in _____</b> <b>If I had a magic wand I would</b></li> </ol>
3	<b>JULY UNIT-3 (12)</b>	A SMILE (POEM)	<p>Recitation</p> <p>Rhyming words</p> <p>Spelling</p> <p>Reading</p>	<ul style="list-style-type: none"> <li>➤ Listens to the new words and sentences. Shows enthusiasm to listen to the poems.</li> <li>➤ Writes the new words – wrinkles, secret, hiding, smile related to the poem.</li> </ul>	<ol style="list-style-type: none"> <li>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</li> <li>2. Jumbled words / Missing letters</li> <li>3. Comprehension questions.</li> </ol>

			<p>Comprehension</p> <p>Silent letters</p> <p>Phonics(Quiz)</p> <p>Self-expression about an experience which made them cry/ laugh</p>	<ul style="list-style-type: none"> <li>➤ Reads the poem and comprehends it.</li> <li>➤ Identifies silent letters in each word.</li> <li>➤ Listens for clues and names the thing. E.g.: It is red coloured fruit, starts with letter "a"</li> <li>➤ Narrates an incident which made him/her cry/ laugh</li> </ul>	<p>4. silent letters - power point, Encircling the silent letters in the given words.</p> <p>5. Quiz -ppt.</p> <p><b>5. Teacher asks students to narrate an experience which made them cry/ laugh – AAC activity</b></p>
	THE WIND AND THE SUN	<p>Loud reading</p> <p>Speaking</p> <p>Reading Comprehension</p> <p>Listening</p> <p>Phonics</p> <p>Grammar</p> <p>Verbs</p>	<ul style="list-style-type: none"> <li>➤ Identifies characters-man, wind and the sun.</li> <li>➤ Dramatises of the story.</li> <li>➤ Listens to the sentence and tells 'Who said to whom?'</li> <li>➤ Listens and writes simple sentences from the story.</li> <li>➤ Pronounces the Sounds while using 'w' and 'v' in a word.</li> </ul>	<p>1. Reading the text by sharing the screen. Video related to the story.</p> <p>2. Allots the children the roles to be played. Make mask and enact the role. (Dramatisation)</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;"> <p><b>CRAFT</b> .....</p> </div> <p>2. Who said it? To whom?</p> <p>3. The teacher picks any 5 sentences from the story. The child listens and writes it.</p> <p>4. children to write and say aloud 5 words with 'w' and 'v'. Ex: <b>w</b>all,<b>w</b>ake,<b>v</b>an, <b>v</b>et.</p> <p>5. Rhyming / opposite word from the story.</p> <p>6. Encircle the verbs in the story</p>	

			<b>Role Play</b>	<ul style="list-style-type: none"> <li>➤ Identifies the Opposites / Rhyming words from the story.</li> <li>➤ Searches and identifies - ing words and Past tense of the verbs given in the story. Writes them in the correct form.</li> <li>➤ Enacts as Sun, Wind, and flowers</li> </ul>	<p>(The teacher can ask the child to search and circle the words that is being read – Verbs only. Fill in the blanks using the correct form of verbs given.</p> <p><b>Roles are allotted to the children, and they make masks speak a few lines as one of the characters. - AACactivity</b></p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">CRAFT</div>
4	<b>AUGUST</b> UNIT-4  (12)	RAIN (POEM)	<p>Listening / Speaking</p> <p>Reading comprehension Rhyming Words</p> <p>Naming words(Nouns)</p> <p>Handwriting</p> <p>Word Building</p>	<ul style="list-style-type: none"> <li>➤ Listens and Recites the poem.</li> <li>➤ Identifies the different sounds of rain.</li> <li>➤ Reads the poem and comprehends it.</li> <li>➤ Identifies the things that live in water and draw them.</li> </ul>	<ol style="list-style-type: none"> <li>1. listen to the poem and recites with proper modulation and intonation.</li> <li>2. Power Point depicting fields, sea, ship,Rain and umbrella.</li> <li>3.different sounds ofrain - audio</li> <li>4. read aloud the poem and writethe rhyming words.</li> <li>5. The teacher encourages the children to draw and name the different things they see in the water</li> </ol> <div style="border: 1px solid black; padding: 2px; display: inline-block;">ART</div> <ol style="list-style-type: none"> <li>6.The childrenwrite the poem with proper punctuation.</li> <li>7.The children identify pictures to</li> </ol>

			<p>Vocabulary</p> <p>Creative writing</p> <ul style="list-style-type: none"> <li>➤ Writes the poem in cursive writing.</li> <li>➤ Solves the Puzzles depicted through pictures.</li> <li>➤ Vocabulary building with same ending words. ( own / ot / ay / in )</li> <li>➤ Differentiates the terms ( pond, Lake, sea, river and ocean)</li> <li>➤ Writes or Talks about ‘a Rainy day’</li> </ul>	<p>solve the crossword puzzle.</p> <p>8. write similar ending words pairing with their parent .( <b>in chat box of classroom</b> )</p> <p>9.The teacher gives the image of the Lake / Pond / River / Sea for children to differentiate the water bodies and their observations.</p> <p><b>Make a video or stick pictures and write about “Rainy day”. AAC Activity</b></p>
	STORM IN THE GARDEN	<p>Reading</p> <p>Reading Comprehension</p> <p>Prepositions</p> <p>Vocabulary</p> <p>Onomatopoeia words</p>	<ul style="list-style-type: none"> <li>➤ Reads aloud</li> <li>➤ Comprehends the story.</li> <li>➤ Orally answers to questions related to Where?Who ? Why? and writes them.</li> <li>➤ Uses position words in speech and writing.</li> <li>➤ Identifies the sounds heard and names it.</li> </ul>	<ol style="list-style-type: none"> <li>1. Reading the lesson.</li> <li>2. Comprehension questions, reference to context and loud reading by the students.</li> <li>3. Power point on prepositions – in, on, over, under, behind, near. Draw the picture and write the position of the object. <b>ART</b></li> <li>4. Audio sounds of bell, door, whistle , thunder,chirping of birds, pouringrain, ambulance etc.</li> <li>5. The children find the sound words associated with the sound</li> </ol>

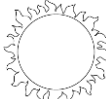

			<p>Word Building &amp; Vocabulary ea / ie / ai / ee / ou words</p> <p>Handwriting</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> <li>➤ Finds the words(sound symbolism) associated with the sound.</li> <li>➤ Pronounces and writes words with ea / ie / ai / ee / ou</li> <li>➤ Identifies the new words with pictures.</li> <li>➤ Watches the video or the teacher writing and writes neatly in cursive.</li> <li>➤ Sings more stanzas on the things they would like to do on one fine day in the garden.</li> <li>➤ Draws and writes about the snail and ant.</li> </ul>	<p>a) Sway, Sway -wind b) Zzzak! Zzzak! c) Gadaam! Gudoom!</p> <p>6.Children to search words with ea / ie / ai / ee / ou from the lesson. Example: great , friend , snail , cloud, tree, heard , cried, rain , through , feel</p> <p>7. Pictures of New words through picture (Ppt) <span style="border: 1px solid black; padding: 2px;">ART</span></p> <p>8. write neatly in cursive writing.</p> <p><b>9. Page:67. add more stanzas by changing the action words. – AAC</b> <span style="border: 1px solid black; padding: 2px;">MUSIC</span></p> <p><b>10. Draw and write a few lines about a snail / an ant.</b> <span style="border: 1px solid black; padding: 2px;">ART</span></p>
5	<b>SEPTEMBER</b> UNIT-5 (12)	ZOO MANNERS (POEM)	<p>Speaking</p> <p>Reading Comprehension</p> <p>Listening</p> <p>Phonics</p>	<ul style="list-style-type: none"> <li>➤ Recites the poem.</li> <li>➤ Reads and comprehends.</li> </ul>	<p>1. Listen and Recite the poem. Talk about their favourite animal.</p> <p>2.Comprehension questions.</p> <p>3. Listen and tick or circle the word that is uttered. Ex : bat , bit , but , bet</p>

			<p>Listens to the pronunciation of the word and circle the correct one.</p> <ul style="list-style-type: none"> <li>➤ Identifies the Animal Sounds.</li> </ul>	<p>4. Listen to the audio and identify the sounds of the animals.</p> <p>5. Find more words with: cr- <b>crow</b> cl - <b>clown</b> ize – <b>size</b> ,ump – <b>bump</b></p> <p>6. Rhyming words in the poem.</p> <p>7. Usage of <b>This</b> and <b>That</b>- video Exercises related are practiced.</p> <p>8. Draw pictures of animals or birds they have seen in the zoo and writes their names. <input type="text" value="ART"/></p> <p>9. <b>Look the picture and fill in the blanks with the picture word.(Picture reading)- AAC Activity</b></p>
		Vocabulary		
		Grammar	<ul style="list-style-type: none"> <li>➤ Words with similar sound as in ( bump / crow / cloud / prize )</li> </ul>	
		Picture Reading	<ul style="list-style-type: none"> <li>➤ Writes the Rhyming words.</li> <li>➤ Writes the sentences with ‘This ‘ and ‘That’.</li> <li>➤ Draws pictures of animals seen in a zoo.</li> <li>➤ Writes the story using the Nouns seen in the picture and completes the given composition.</li> </ul>	
	FUNNY BUNNY	Reading	<ul style="list-style-type: none"> <li>➤ Reads aloud.</li> </ul>	<p>1. Narrating story using puppets/ masks of animals.</p> <p><input type="text" value="PUPPET"/></p> <p>Reading the story aloud.</p> <p>2. Comprehension questions related to the story.</p>
		Reading Comprehension	<ul style="list-style-type: none"> <li>➤ Reads and comprehends.</li> </ul>	

			<p>Writing</p> <p>Vocabulary</p> <p>Word building</p> <p>Phonics</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> <li>➤ Listens and tells ‘Who said to whom?’</li> <li>➤ Rearranges the given words as sentences from the lesson and writes.</li> <li>➤ Constructs meaningful sentences using the opposites of the word given.</li> <li>➤ Writes the Rhyming words.</li> <li>➤ Identifies odd ones in the set of words.</li> <li>➤ Sees the pictures and narrates/ writes the story.</li> </ul>	<p>3. Reference to context: Who said? To whom?</p> <p>4. Jumbled words as sentences from the story to be rearranged in correct sequence.</p> <p>5. The teacher displays a word on the screen and a child is asked to make a sentence using its opposite.</p> <p>6. Change the first letter of each word and make another rhyming word.</p> <p>7. Encircle the odd one in the given set of words: Ex: cot bat rot not but cut put hut</p> <p><b>8. Pictures story.( P No. 87) – AAC Activity</b></p>
6	<b>OCTOBER UNIT-6 (10)</b>	<b>MR. NOBODY (POEM)</b>	<p>Recitation</p> <p>Rhyming words</p> <p>Spelling</p> <p>Reading Comprehension</p>	<ul style="list-style-type: none"> <li>➤ Listens for information about a kid who is present in every body’s house doing all kinds of mischief but not admitting. Listens to the new words and sentences. Shows enthusiasm to listen to the poem.</li> <li>Writes the new words – quiet, mischief, everybody, agree nobody related to the poem.</li> <li>➤ Reads the poem and comprehends it.</li> </ul>	<p>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p>2. Missing letters / Jumbled words.</p> <p>3. Comprehension questions.</p> <p>4. Fill in the blanks using vowels.</p>

			<p>Vowel sound words</p> <p>Personal titles</p> <p>Indefinite pronouns: some-, any-, no-, every</p> <p>Self-expression about pranks played by them.</p> <p>Listening and writing</p> <p>Creative writing</p>	<ul style="list-style-type: none"> <li>➤ Uses a, e, i, o, u to complete a word. Differentiates between long and short vowel sounds. e.g. back, bake; can, cane; tap, tape; Tim, time; bed, bead; cut, cute</li> <li>➤ Uses abbreviations to shorten a word. Understand that an abbreviation starts with a capital letter and ends with a period.</li> <li>➤ Makes new words using “no”, “some” and “every”.</li> <li>➤ Uses Indefinite pronouns: some-, any-, no-, every in speech and writing.</li> <li>➤ Expresses verbally/ written form about the pranks / tricks they played on someone.</li> <li>➤ Draws picture of Mr. Nobody by listening to the instructions and describes the picture.</li> <li>➤ Describes what they already know about families by sharing relevant details and facts about their family.</li> </ul>	<p>Encircle the words having long vowel sound.</p> <p>5. Worksheet on abbreviation for titles, names of months, names of days</p> <p>6. Fill in the blanks using nobody, anybody somebody and everybody.</p> <p>7. Teacher asks students to share the pranks / tricks they played on someone.</p> <p>8. Listen and draw the picture. Name him as Mr. Nobody. Now describe him using suitable words.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;"> <p style="text-align: center; margin: 0;"><b>ART</b> INTEGRATED</p> </div> <p><b>Paste pictures of family members and write their names using Mr./Mrs. Write a few sentences about your family.– AAC activity</b></p>
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		<p><b>CURLYLOCKS AND THE THREE BEARS</b></p>	<p>Loud Reading</p> <p>Reading Comprehension</p> <p>Spelling</p> <p>Homophones</p> <p>Positional words</p> <p>Adjectives</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> <li>➤ Identifies characters- Curlylocks, Papa Bear, Mama Bear, Baby Bear and sequences events in the story.</li> <li>➤ Reads the lesson and comprehends it. Responds to the textual questions.</li> <li>➤ Writes the new words – curly, cottage, bowl, porridge, hungry related to the lesson</li> <li>➤ Identifies, pronounces, and illustrates common homophones to strengthen skills and understanding.</li> <li>➤ Uses in/ on / near/ under/ beside in speech and writing</li> <li>➤ Recognises and identifies describing words in the lesson.</li> <li>➤ Learns about adjectives and how they are used to describe nouns.</li> </ul>	<ol style="list-style-type: none"> <li>1. Power point presentation, video – new words and meanings. Reading the text by sharing the screen.</li> <li>2. Comprehension questions, reference to context and loud reading by the students.</li> <li>3. Missing letters / Jumbled words.</li> <li>4. Choose the correct word-ppt &amp; written work</li> <li>5. See the pictures and write the position words.</li> <li>6. Write the words that describe Curlylocks and the Bears.</li> </ol> <p>Circles the words that best describe the picture. e.g.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">hot, cold, small, big,</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;">hard, lovely, soft, ugly</div> </div> <p><b>7. Uses adjectives related to size, shape, colour to describe an object.- AAC activity</b></p>
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				<ul style="list-style-type: none"> <li>➤ Uses adjectives to produce their own piece of creative writing.</li> </ul>	
7	<b>NOVEMBER</b> UNIT-7 (13)	ON MY BLACKBOARD I CAN DRAW (POEM)	<p>Recitation Rhyming words</p> <p>Spelling</p> <p>Reading Comprehension</p> <p>similes</p> <p>Word building Vocabulary</p> <p>Opposites</p> <p>Self-expression on different rooms in a house.</p> <p>Fun activity</p>	<ul style="list-style-type: none"> <li>➤ Listens for information about the things the narrator can draw. Listens to the new words and sentences. Shows enthusiasm to listen to the poems</li> <li>➤ Writes the new words – gates, wide, lead, chimney, marigolds, straight related to the poem.</li> <li>➤ Reads the poem and comprehends it. Names the things that are mentioned in the poem, their number and colour.</li> <li>➤ Understands that similes are words used to compare two things using words “like” and “as”</li> <li>➤ Gains understanding of the terms singular, plural and learns spellings of words ending with -s, -es, -ies, -ves.</li> <li>➤ Gains new vocabulary and comprehends basic concepts of opposites in word pairs.</li> <li>➤ Listens actively to colour the picture and then expresses orally/ written form</li> </ul>	<ol style="list-style-type: none"> <li>1. Recitation, new words, rhyming words, screen sharing with power point presentation and video.</li> <li>2. Missing letters / Jumbled words.</li> <li>3. Comprehension questions.</li> <li>4. Use the pictures as clues and fill in the blanks. <b>ART</b></li> <li>5. Power point on singular, plural Writing the words with pictures. <b>ART</b></li> <li>6. Flash cards or simple outline drawings to illustrate the opposites.</li> <li>7. Listen to the instruction and colour the things in the room. Now describe the room in your own words.</li> <li>8. <b>Record a conversation on different rooms in your house and things generally kept in it.-AAC activity.</b></li> </ol>

			<p>about the picture drawn.</p> <ul style="list-style-type: none"> <li>➤ Communicates effectively about different rooms in a house.</li> </ul>	
	MAKE IT SHORTER	<p>Loud Reading</p> <p>Reading Comprehension</p> <p>Spelling</p> <p>Speaking</p> <p>Comparative Degree</p> <p>Listening</p> <p>Creative Writing</p> <p>Fun activity</p>	<ul style="list-style-type: none"> <li>➤ Identifies characters- Akbar, Birbal, minister and sequences events in the story.</li> <li>➤ Reads the lesson and comprehends it. Responds to the textual questions.</li> <li>➤ Writes the new words – order, rub, puzzle, erase, court, touch, minister related to the lesson</li> <li>➤ Describes the connection between the illustrations and words in the form of a story.</li> <li>➤ Adds -er to the adjective to form comparative form of the word.</li> <li>➤ Use comparative degree in speech and writing.</li> <li>➤ Listens and draws</li> <li>➤ Observes and narrates/ writes an incident.</li> </ul>	<ol style="list-style-type: none"> <li>1. Power point presentation, video – new words and meanings. Reading the text by sharing the screen.</li> <li>2. Comprehension questions and loud reading by the students.</li> <li>3. Missing letters / Jumbled words.</li> <li>4. Narrating the story ‘Mouse and the pencil’.</li> <li>5. Flash cards of animals, birds, flowers etc. for teaching comparative degree. Worksheet on comparative degree.</li> <li>6. Listen and draw. <span style="border: 1px solid black; padding: 2px;">ART</span> e.g. Rajat is taller than Raju.</li> <li>7. Describe an incident that happened in your neighbourhood.</li> <li><b>8. Make a pencil cap using waste material.- AAC activity.</b></li> </ol>

				➤ Makes a pencil cap.	
	<b>DECEMBER</b> UNIT-8 (9)	I AM THE MUSIC MAN (POEM)	Recitation	➤ Listens for information about the musician who loves to play piano and drum. Listens to the new words and sentences. Shows enthusiasm to listen to the poems	1. Recitation, new words, screen sharing with power point presentation and video. <div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>MUSIC</b></div>
			Spelling	➤ Writes the new words – music man, far away, play, piano, drum, boom related to the poem.	2. Missing letters / Jumbled words.
			Reading Comprehension	➤ Reads the poem and comprehends it.	3. Comprehension questions and loud reading by the students.
			Phonics	➤ Distinguishes between “b” and “v” and “v” and “w” sounds and writes the correct word.  Develops awareness of word stress	4. Dictation  Listen and write the word.
			Sentence building	➤ Identifies and writes irregular plural forms.	5. Power Point Presentation on irregular plurals. Change these words from singular to plural.
			Vocabulary	➤ Uses words in the substitution table and forms meaningful sentences.	6. Make meaningful sentences from the table.
			Self-expression	➤ Identifies and names the musical instruments.	7. Listen to the sound and name and group the musical instrument. PowerPoint Presentation on musical

			<ul style="list-style-type: none"> <li>➤ Groups the musical instruments as - instruments struck with fingers, string instruments, and wind instruments.</li> </ul> <p>Expresses verbally/ written form his/her interest in learning the art form.</p>	<p>instruments.</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">MUSIC</div> <p><b>8. If given a chance, which art form would you learn- music, dance, drawing, puppet / toy making, karate. Explain the reason in a few sentences- AAC activity.</b></p>
	THE MUMBAI MUSICIANS	<p>Loud Reading</p> <ul style="list-style-type: none"> <li>➤ Identifies characters- Goopu- the donkey, Doopu- the dog, Furry- the cat, and Cuckoo- the cock, and sequences events in the story.</li> </ul> <p>Reading Comprehension</p> <ul style="list-style-type: none"> <li>➤ Reads the lesson and comprehends it. Responds to the textual questions.</li> </ul> <p>Spelling</p> <p>Phonics</p> <ul style="list-style-type: none"> <li>➤ Writes the new words – tired, musician, peeped, delicious, ghosts, scare related to the lesson</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>➤ Distinguishes between long and short vowel sounds and groups them.</li> </ul>	<p>1.Narrating the story using toys.</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">TOY</div> <p>Power point presentation, video – new words and meanings. Reading the text by sharing the screen.</p> <p>2.Comprehension questions and loud reading by the students.</p> <p>3.Missing letters / Jumbled words.</p> <p>4. Flash card of words./Jamborard Group the words under Short “e” words, long “e” words Short “i” words, long “i” words</p> <p>5. PowerPoint presentation, video on</p>	

			<p>Word building</p> <p>Creative Writing</p>	<ul style="list-style-type: none"> <li>➤ Understands that we can change the gender in a sentence - <ul style="list-style-type: none"> <li>a) by using different word. (Examples: husband/wife, lord/lady, sir/madam, uncle/aunt, son/daughter)</li> <li>b) By a different ending. (Examples: actor/actress, lion/lioness, tiger/tigress, host/hostess)</li> <li>c) By forming compound words. (Examples: gentleman/gentlewoman, grandfather/grandmother,</li> </ul> </li> <li>➤ understands what a compound word is and identifies, divides, and makes compound words.</li> <li>➤ Names the animals that can be kept and home and writes about his/ her favourite animal.</li> </ul>	<p>genders.</p> <p>Write the opposite gender for each underlined word in the sentence.</p> <p>6.PowerPoint presentation, video on Compound words. Make new words by joining two words.</p> <p><b>7.Draw and write a paragraph on “My favourite animal”. AAC activity.</b></p>
	<p><b>JANUARY</b> UNIT-9 (12)</p>	<p>GRANNY, GRANNY PLEASE COMB MY HAIR (POEM)</p>	<p>Recitation Rhyming words</p> <p>Spelling</p> <p>Reading Comprehension</p>	<ul style="list-style-type: none"> <li>➤ Listens for information about a young girl and her grandmother. Listens to the new words and sentences.</li> <li>➤ Writes the new words – care, cushion, knees, gentle, breeze, world, nice related to the poem.</li> </ul>	<p>1. Reciting the poem using toys/ puppets</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">TOY INTEGRATED</div> <p>2. Recitation, new words, screen sharing with power point presentation.</p> <p>3. Comprehension questions and loud reading by the students.</p>

			<p>Word building</p> <p>Grammar</p> <p>Self-expression</p> <p>Fun Time</p>	<ul style="list-style-type: none"> <li>➤ Reads the poem and comprehends it.</li> <li>➤ Builds vocabulary by making new words using the letters from a given word</li> <li>➤ Identifies and replaces the names of people with pronoun.</li> <li>➤ Expresses verbally/ written form about the picture</li> <li>➤ Honors the contributions of their grandparents</li> <li>➤ Learns the importance of writing Thank you message and sending cards.</li> </ul>	<p>4. Make new words using the letters from a given word.</p> <p>5. PowerPoint Presentation on Pronouns Replace the names in the sentences by using – I , he, she, it, my , you</p> <p>6. Writes a paragraph about the picture using the given hints - A picnic. Speak few sentences about grandparents.</p> <p><b>7. Make a card with thank you message for your grandparents.- AAC activity.</b></p> <div data-bbox="1503 776 1772 833" style="border: 1px solid black; padding: 2px; width: fit-content;">ART</div>
		<p>THE MAGIC PORRIDGE POT</p>	<p>Loud Reading</p> <p>Reading Comprehension</p>	<ul style="list-style-type: none"> <li>➤ Identifies characters- Tara, mother and the old woman, and sequences events in the story.</li> <li>➤ Reads the lesson and comprehends it. Responds to the textual questions.</li> </ul>	<p>1. Narrating the story using puppets/ toys.</p> <div data-bbox="1520 1206 1789 1263" style="border: 1px solid black; padding: 2px; width: fit-content;">TOY</div> <p>Power point presentation, video – new words and meanings. Reading the text by sharing the screen.</p> <p>2. Comprehension questions and loud reading by the students.</p>

			<p>Grammar</p> <p>Phonics</p> <p>Word building</p> <p>Speaking</p> <p>Fun time</p>	<ul style="list-style-type: none"> <li>➤ Chooses the proper type of article- a/ an/ the, for a given noun to fill in the blanks.</li> <li>➤ Identifies words having short “o” and long “ o” sounds.</li> <li>➤ Identifies the letter -sound relationship and forms words that begin with the letter.</li> <li>➤ Improves communicative efficiency.</li> <li>➤ Understands the techniques and skills necessary for the preparation of porridge.</li> </ul>	<p>3.PowerPoint Presentation on “ Articles” Choose the right article to fill in the blanks.</p> <p>4.Group the words under short “o” and long “o” sounds. e.g. pot, cook, soon, moon</p> <p>5.Show a letter card, students will make the sound that the letter makes and make words starting with it.</p> <p>6.Speak about the “The qualities that make a good friend.”</p> <p><b>7.Take the help of your mother or an older person and make a video on making porridge. AAC activity.</b></p>
	<b>FEBRUARY</b> UNIT-10 (14)	STRANGE TALK (POEM)	<p>Recitation</p> <p>Rhyming words</p> <p>Spelling</p> <p>Reading Comprehension</p> <p>Framing questions</p>	<ul style="list-style-type: none"> <li>➤ Listens for information about our animal friends.</li> <li>➤ Recites the poem with correct pronunciation, intonation, tone, thus building a phonemic awareness.</li> <li>➤ Writes the new words – instead, lack, sty, kennel, row, meant related to the poem.</li> <li>➤ Reads the poem and comprehends it.</li> </ul>	<p>1.Recitation of poem using toys/ puppets.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">TOY</div> <p>Recitation, new words, rhyming words, screen sharing with power point presentation and video.</p> <p>2.Missing letters / Jumbled words.</p> <p>3. Comprehension questions and loud reading by the students.</p> <p>4.Complete the blanks with question</p>



			<p>Grammar</p> <p>Vocabulary</p> <p>Fun Time</p>	<ul style="list-style-type: none"> <li>➤ Asks and answer questions.</li> <li>➤ Understands that What is used for object/idea/action, Where for place, When for time/ period, Which-things/information, Who- person /people, Why-reason, How- manner/ method</li> <li>➤ Uses is, are, have , has, had in speech and writing.</li> <li>➤ Learns new vocabulary words, uses them correctly in a sentence, and understands their meaning in the text.</li> </ul> <p>Expresses verbally/ written form about the webbed feet which allows the water animals to walk through water easily and catch prey.</p>	<p>words.</p> <p>5.Fill in the blanks with is, are, have., has, had.</p> <p>6.Choose the correct word and complete the sentence.</p> <p><b>7.Parents interact with the children on the special kind of feet that the water animals have. Learners are encouraged draw and to guess the name of water birds that have webbed feet.- AAC activity</b></p>
	THE GRASSHOPPER AND THE ANT	<p>Loud Reading</p> <p>Reading Comprehension</p> <p>Spelling</p>	<ul style="list-style-type: none"> <li>➤ Identifies characters- the ant and the grasshopper and sequences events in the story.</li> <li>➤ Reads the lesson and comprehends it. Responds to the textual questions.</li> <li>➤ Writes the new words –hardworking,</li> </ul>	<p>Narrates the story using toys/ puppets</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">TOY/ PUPPET</div> <p>Power point presentation, video – new words and meanings. Reading the text by sharing the screen.</p> <p>2. Comprehension questions and loud reading by the students.</p> <p>3.Missing letters / Jumbled words.</p>	

			<p>Word Building</p> <p>Vocabulary</p> <p>Pronouns</p> <p>Creative Writing</p>	<p>arrived, starve, slammed, neighbour, related to the lesson.</p> <p>➤ Identifies synonyms in the text.</p> <p>Demonstrate understanding of synonyms in active learning.</p> <p>➤ Recalls the words about seasons.</p> <p>➤ Uses the correct pronouns in sentences.</p> <p>➤ Identifies and names the seasons, their occurrence at different times in the year and different activities performed in different seasons</p>	<p>4.Circle the words that mean the same.</p> <p>9. Write the words that come to your mind when you hear summer, winter.</p> <p>10. Rewrite the sentences using he/ she/it/ they.</p> <p><b>Draw the picture of your favourite season and write a few sentences about it.- AAC activity</b></p>
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**केंद्रीय विद्यालय संगठन**  
**विभाजित पाठ्यक्रम, सत्र :2021-22**  
**कक्षा ,पहली -विषय : हिंदी**

क्रम संख्या	माह कालांश/	पाठ	मुख्य अवधारणाएँ	लक्षित अधिगम परिणाम	सुझावित गतिविधियाँ
	जून / जुलाई १५	विद्यालय तत्परता कार्यक्रम )SRP(	<ul style="list-style-type: none"> <li>* अपने विद्यालय के बारे में परिचय ।</li> <li>*अध्यापकों व छात्रों का ,छात्रों-परस्पर परिचय।</li> <li>* विभिन्न क्रियाकलापों के माध्यम से छात्रों को स्कूल वातावरण में सहज महसूस करवाना व स्कूल के प्रति रूचि बढ़ाना ।</li> <li>*विभिन्न क्रियाकलापों के माध्यम से वर्णों व मात्राओं की पहचान ।</li> <li>* विभिन्न क्रियाकलापों द्वारा परिवार - पशु , फल व सब्जियों, रंगों आदि के बारे में , पक्षियों बताना एवं करके सीखने का अनुभव प्रदान करना।</li> <li>*नैतिक मूल्यों का विकास ।</li> </ul>	<ul style="list-style-type: none"> <li>*छात्रों द्वारा अपनी भाषा में अपना परिचय एवं बातचीत ।</li> <li>* विभिन्न क्रियाकलापों के माध्यम से पशुफलों रंगों आदि के , पक्षियों-विषय में जानकारी।</li> <li>* अक्षरों के वर्गीकरणके माध्यम ( बनावट में व उच्चारण में भिन्नता ) से वर्णों की पहचान व अंतर कर पाना।</li> <li>* मात्राओं की पहचान ।</li> </ul>	<p>१ बच्चों को विद्यालय परिवेश की जानकारी देना। ( परिस्थितियों अनुसार ) विद्यालय भ्रमण</p> <p>२बच्चों से उनका परिचय लेना व उनके परिवार नापसंद पर बातचीत-उनकी पसंद।</p> <p>३ऑडियो आदि के माध्यम से आनंदमय वातावरण कविताओं और बाल गीतों का कक्षा में पाठ व अ</p> <p>४नैतिक मूल्यों से सम्बंधित कहानियों ( अध्यापक अनुशासन व अन्य नैतिक मूल्य पर चर्चा-द्वारा ब</p> <p>५प्रलेश कार्ड्स द्वारा हिंदी वर्णमाला एवं धनियों पहचान।</p> <p>६) कोलाज़ वर्क .Fruits and vegetables)फि Animals )चित्र , पक्षियों के मुखौटे-पशुओं, वेजि ) बनाना व रंग भरनाFamily tree etc. , अपन लोंगो के हाथों की छाप लेना )HandPrint (, पे IFinger puppet / Ice cream Stick pup परिवार एवं छोटे परिवार के बारे में बताना व उन</p>

१.	अगस्त १०१२/	झूला	<ul style="list-style-type: none"> <li>*कविता वाचन</li> <li>*हिंदी वर्णमाला के विभिन्न वर्णों व उनसे सम्बंधित शब्दों की पहचान।</li> <li>*ऊ की मात्रा के शब्द</li> <li>*पारस्परिक मूल्यों का विकास।</li> </ul>	<ul style="list-style-type: none"> <li>*वर्णमाला के अक्षरों की आकृति व ध्वनि को पहचानना।</li> <li>* झूले के सम्बन्ध में अपने अनुभव साँझा करना।</li> <li>* अपने बड़ों से सावन के झूले से सम्बंधित अन्य गीत व कविता का अन्तर्द लेना।</li> <li>* झूले के लिए इस्तेमाल होने वाली विभिन्न चीजों पर अपनी राय व प्रतिक्रिया व्यक्त करना।</li> </ul>	<p>१ वीडियो के माध्यम से स्क्रीन साँझा कर टी.पी.पी. वाचन ऊ की मात्रा के शब्दों का उच्चारण व लेखन।</p> <p>२ अक्षरों का उनसे सम्बंधित शब्दों से मिलान।</p> <p>३ अपनी पसंद के झूले का चित्र बनाकर रंग भरना।</p> <p>४ पार्क का चित्र देखकर उसमें होने वाली गतिविधियाँ लिखना।</p> <p>५ किन चीजों - घर में झूलने के लिए किन चीजों का इस्तेमाल हो सकता है।</p> <p>बोलने के अवसर प्रदान करना।</p> <p><b>अपने घर के बड़ों से उनके समय में खेले जाने वाले खेलों के नाम लिखना।</b></p> <p><b>झूले से सम्बंधित गीतों पर बातचीत करना।</b></p>
२.		आम की कहानी	<ul style="list-style-type: none"> <li>*चित्र वर्णन</li> <li>*कहानी वाचन</li> <li>*फलों के नाम व उनके रंग की जानकारी</li> <li>*कलात्मक एकीकृत क्रियाकलाप द्वारा कलात्मक विकास।</li> </ul>	<ul style="list-style-type: none"> <li>*पाठ्य पुस्तक में दिए गए चित्र के सूक्ष्म व प्रत्यक्ष पहलुओं का बारीकी से अवलोकन।</li> <li>*चित्र में क्रमानुसार घटनाओं और पात्रों को एक संदर्भ या कहानी के रूप में देखकर सराहना।</li> <li>*सीखे हुये ज्ञान का सन्दर्भ अनुसार प्रयोग।</li> </ul>	<p>१ चित्र देखकर उसमें दी हुई चीजों व पात्रों का आकार और रंग आधार पर अनुमान लगाना।</p> <p>२ क्रमानुसार दिए गए चित्रों के आधार पर कहानी लिखना।</p> <p>३ विभिन्न फलों व उनके वृक्षों पर आधारित चित्रों को रंग भरना।</p> <p>४ पगड़ी आदि के चित्र बनाकर उनके नाम लिखना।</p> <p>५) चिकनी मिट्टी.CLAY से अपनी पसंद के फलों का चित्र बनाना।</p> <p><b>घर में या अन्य पुस्तकों में दिए गए चित्रों पर चर्चा - AACActivity.</b></p> <p><b>अपने बड़ों से पूछना कि क्या उन्होंने कभी पेड़ तोड़ा है व किसकी मदद से और उस पर उनका क्या प्रतिक्रिया रही।</b></p> <p><b>अपने बड़ों की मदद से एक पौधा लगाया व उसकी देखभाल करना।</b></p> <p><b>-AACActivity</b></p>
३.		आम की टोकरी	<ul style="list-style-type: none"> <li>*कविता कंठस्थ करना</li> <li>* कविता में प्रयोग हुये हिंदी वर्णमाला के वर्णों व</li> <li>*ओ की और ई की मात्रा प्रयुक्त शब्दों की पहचान।</li> <li>* अभिन्यात्मक कला का</li> </ul>	<ul style="list-style-type: none"> <li>*कविता में शब्दों वाक्यों को देखकर और उनकी ध्वनियों को / समझकर उनकी पहचान करते हैं, सुनकर।</li> <li>* भाषा में निहित शब्दों के साथ खेलने का आनंद लेते हैं, जैसे आम, ठूसना, पूछना, चूसना / नाम, दाम।</li> <li>* अलग अलग चीजों का अपने अनुभव के आधार पर अभिनय-।</li> </ul>	<p>१ वीडियो के माध्यम से स्क्रीन साँझा करते हुये कविता वाचन, सुनना।</p> <p>२ ओ व ई की मात्रा के शब्दों का उच्चारण व लेखन।</p> <p>३ आम की टोकरी का आम सहित चित्र बनाना।</p> <p>४ टी.पी.पी / आम से बनने वाली चीजों के चित्र।</p>

			विकास ।		<b>*अलग चीजों को बेचने या अन्य व्यवसायों जैसे आदि का अभिनय व संवाद । -AACActivity</b>
४ .		<b>पत्ते ही पत्ते</b>	<ul style="list-style-type: none"> <li>* एक से दस तक हिंदी में गिनती ।</li> <li>* पत्तों के आकार रंग/ बनावट / रचना /।</li> <li>* ए व ऐ की मात्रा वाले शब्द ।</li> <li>* कलात्मक विकास</li> <li>* यातायात के विभिन्न साधनों व उनके पहियों की संख्या की जानकारी ।</li> <li>* एक अनेक -</li> <li>* प्राकृतिक मूल्यों का विकास ।</li> </ul>	<ul style="list-style-type: none"> <li>* अपनी अथवा स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं कहानी सुनकर जानकारी के लिए प्रश्न पूछते हैं व निजी अनुभवों को , साझा करते हैं।</li> <li>* अलगअलग पत्तों का समानता व विभिन्नता के आधार पर - वर्गीकरण। जैसे मुलायम छोटे आदि/लम्बे/खुरदरे /।</li> <li>* अपने घर स्कूल, आसपास के लोगो द्वारा प्रयोग किये जाने वाहनों के नाम ।</li> </ul>	<ul style="list-style-type: none"> <li>१ पाठ पढ़कर पाठ में प्रयुक्त शब्दों का चिह्न व लेखना।</li> <li>२ बिस्कुट आदि के / चम्मच/ स्ट्रॉ -घर में उपलब्ध माध्यम से गिनती सीखना व लिखना। ) ES PL(</li> <li>३ /रंग/विभिन्न आकार .के पत्तों को पीटी द्वारा या दिखाकर उनमे अंतर पहचाना।</li> <li>४ तरह के पत्ते चिपकाकर पशुओं की आवृत्ति या डिज़ाइन बनाना।</li> <li>५ खिलौनों के माध्यम से यातायात के साधनों की महत्वा।</li> <li>६ अनेक -एक .</li> </ul> <p><b>*आजकल स्कूल न जाने के कारण )कोरोना व जानना। -AACActivity</b></p> <p><b>*पत्ते का पटाखा</b></p>
५	<b>सितम्बर १०१२/</b>	<b>पकौड़ी</b>	<ul style="list-style-type: none"> <li>* कविता वाचन ।</li> <li>* तुक वाले शब्द ।</li> <li>* इऐ की मात्रा , ए,ऊ, उ ,ई , वाले शब्द।</li> <li>* स्वस्थ / पोषक भोजन का महत्व ।</li> </ul>	<ul style="list-style-type: none"> <li>* कविता सुनना व उसमे प्रयुक्त शब्दों वाक्यों को समझकर अपनी , प्रतिक्रिया देना।</li> <li>* अपनी पसंद की खाने की चीज़ का चित्र द्वारा प्रदर्शन व उसका नाम लिखना ।</li> </ul>	<ul style="list-style-type: none"> <li>१ वीडियो द्वारा काव्य पठन / टी.पी.पी.।</li> <li>२ फ़्लैश कार्ड के माध्यम से तुक वाले शब्दों बताना।</li> <li>३ कविता . में आए विभिन्न मात्रा वाले शब्दों का उच्चारण।</li> <li>४ अपनी पसंद व नापसंद की चीज़ों के चित्र बनाना।</li> <li>४ पाठ से सम्बन्धित बहुविकल्पी प्रश्न .।</li> </ul> <p><b>) कठपुतली शो *PuppetShowके माध्यम से स्वस्थ भोजन के बारे में व कोरोना से बचने के बताना। - AACActivity</b></p>

६		<b>छुक-छुक गाड़ी</b>	<ul style="list-style-type: none"> <li>*कविता वाचन</li> <li>* वर्णों की पहचान व लेखन</li> <li>*रंगों की पहचान</li> <li>*चित्र वर्णन</li> </ul>	<ul style="list-style-type: none"> <li>*छात्र छुकछुक गाड़ी कविता को सुनकर उसकी भाषा समझ पाएँगे - और कविता का वाचन कर पाएँगे।</li> <li>*चित्रों के माध्यम से रेलयात्रा के दौरान आने वाले दृश्य व स्थानों का ज्ञान ।</li> <li>* यातायात के अन्य साधनों का ज्ञान प्राप्त करेंगे ।</li> <li>* अलग अलग वाहनों को उनकी आवाजों से पहचानना ।</li> <li>*छात्र घ , इ , थ , च , ज, ओ आदि अक्षरों को दोहराएँगे तथा वर्तनी की शुद्धता सहित सही सही लिखना सीखेंगे । -</li> </ul>	<ol style="list-style-type: none"> <li>१. पी.पी.टी व विडियो के माध्यम से स्क्रीन शो वाचन।</li> <li>२ .अध्यापिकारेलगाड़ीकेसफरमेंआनेवालेदी, श खेतआदिसेअवगतकराएगी।</li> <li>३.अपनेपरिवारकेसदस्योंसेछात्र यातायात के साधन की जानकारी प्राप्त करेंगे।</li> <li>४.अध्यापिकारंगों की जानकारीदेना ।</li> <li>५.छात्रों रेल गाड़ी को पहचानकर रेल गाड़ी का चित्र भरेंगे।</li> <li>६. जल, थल व वायु यातायात के साधनों के चित्र कापी में चिपकाएंगे।</li> </ol> <p><b>* स्कूल में आकर पढ़ना और घर पर पढ़ने के दौरान ) दोनों प्रकार के अनुभवों पर चर्चा करने के लिए क्यों ज़रूरी है - बच्चों से पूछना</b></p>
७		<b>रसोईघर</b>	<ul style="list-style-type: none"> <li>*कविता वाचन</li> <li>*कविता का अभिनय</li> <li>* वर्णों की पहचान</li> <li>*रसोईघर से परिचय</li> </ul>	<ul style="list-style-type: none"> <li>कविता.*वाचन।</li> <li>*छात्रों में कविता के भाव को समझने की योग्यता का विकास ।</li> <li>* रसोईघर की चीज़ों से परिचित होना ।</li> <li>*ज और ज़ का सही उच्चारण</li> </ul>	<ol style="list-style-type: none"> <li>१.पी.पी.टी व विडियो के माध्यम से स्क्रीन शो के साथ कविता का सस्वर वाचन ।</li> <li>२.पी.पी.टी के माध्यम से कविता में आवाजों के क्रिय सेकना, तलना आदि का चित्र दिखाना और उसे जाकर देखना ।</li> <li>३. ज और ज़ के दो- दो शब्द लिखना</li> <li>४ कैंची ओर चाकू से काटने वाली चीज़ों के चित्र सूची बनाना</li> <li>५रसोईघर में प्रयोग होने वाली चीज़ों के चित्र बनाना</li> <li>६. चिकनी मिट्टी ( clay) से विभिन्न बर्तनों बनाना</li> </ol> <p><b>* अपने रसोईघर में जाकर उपलब्ध चीज़ों के चित्र बनाने</b></p> <p><b>दादी / माँ से लेनाII- AACactivity</b></p>
८.	<b>अक्टूबर</b>	<b>चूहों !</b>	<ul style="list-style-type: none"> <li>*कविता वाचना</li> </ul>	<ul style="list-style-type: none"> <li>* कविता का अभिनय के साथ आनंद लेना ।</li> </ul>	<ol style="list-style-type: none"> <li>१. किताब को स्क्रीन पर शोयकरके अभिनय</li> </ol>

	८९	म्याऊँ सो रही है ।	<ul style="list-style-type: none"> <li>*कविता का अभिनय</li> <li>* वर्णों की पहचान / लेखन</li> <li>*द, उ, ल से शब्द सीखना ।</li> <li>*विभिन्न जानवरों के बारे में जानकारी।</li> <li>*अभिन्यात्मककलाकाविकास ।</li> </ul>	<ul style="list-style-type: none"> <li>*जानवरों का अभिनय करना ।</li> <li>* सरल तरीके से जानवरों के चित्र बनाना ।</li> <li>* द, उ, ल से शब्द लिखना ।</li> <li>* घर के आस पास रहनेवाले जानवरों के सूची बनाना-।</li> </ul>	<ul style="list-style-type: none"> <li>कावाचन ।</li> <li>२. कविता का उचित लय व हाव -भाव के साथ</li> <li>३. जानवरों का अभिनय करना व उनकी आवाज</li> <li>४. अपने परिवार के सदस्यों से चूहा और बिल</li> <li>कविता सुनना ।</li> <li>५. ३ अंक या / रुमाल से चूहे का चित्र बनाना</li> <li>६कवितामेंआएविभिन्नमात्रावाले शब्दों का उच्चारण</li> <li>७ तुक वाले शब्दों का लेखन .।</li> <li><b>*घर के बड़ों की मदद से जानवरों के मुख बनाना और जानवरों का अभिनय करना।</b></li> </ul>
९		बंदर और गिलहरी ।	<ul style="list-style-type: none"> <li>* कहानी पठन।</li> <li>* कहानी पर अपनेविचारव्यक्तकरना ।</li> <li>*उछल- कूद करने वाले तथा न करने वाले जानवरों के नाम ।</li> <li>*कलात्मकविकास</li> </ul>	<ul style="list-style-type: none"> <li>*छात्रभाषाकोसुनकरसमझनेमेंसक्षमहोंगेएवंअपनेविचारव्यक्तकरपाएंगे ।</li> <li>* विभिन्न प्रकार के जानवर,केनामजाननेमेंसक्षमहोंगे ।</li> <li>*नएशब्दोंकोसुनकरबोलनाएवंनएशब्दों/वाक्योंकोबोलकरबतापायेंगे।</li> <li>*छात्र लिखितसामग्रीकोध्वनियोंएवंमात्राओंकीशुद्धताकेसाथपढ़नेमेंसक्षमहोंगे । तथाशब्दोंकाशुद्धउच्चारणकरपाएंगे ।</li> </ul>	<ul style="list-style-type: none"> <li>१. वीडियोद्वाराविभिन्नप्रकारकेजानवरोंकीजानकारीकी कहानी सुनवाना ।</li> <li>२पी .पी.टी / चित्र / मॉडलदिखाकर जानवरों की लम्बीएवंछोटीपूँछवालेजानवर, उछल-कूदकरनेवालेजानवर,पेड़पररहनेवालेपशुपक्षी आदि का चित्र बनाना ।</li> <li>३ कठिनशब्दोंकाशुद्धउच्चारण और लेखन ।</li> <li>४ एकीमात्रावालेशब्दों .का वीडियो द्वाराअभिनय करना ।</li> <li>५ बहुविकल्पी प्रश्न उत्तर .।</li> <li><b>पाठ्य पुस्तक के अतिरिक्त अन्य पुस्तकों या पत्रों से चित्र दिखाकर अपने शब्दों में कहानी बताने व पढ़ने व</b></li> <li><b>AAActivity</b></li> </ul>
१०	नवम्बर १०१/२	पगड़ी	<ul style="list-style-type: none"> <li>*सस्वर कविता वाचन</li> <li>*स्वच्छता का महत्त्व समझना ।</li> <li>*तुक वाले शब्द</li> </ul>	<ul style="list-style-type: none"> <li>*कविता सुनना व उसमें प्रयुक्तशब्दों का वाक्य के संदर्भ में अर्थ जानना ।</li> <li>*दैनिक स्वच्छता का महत्त्व जानेंगे ।</li> <li>*पगड़ी ओर टोपी में अंतर समझना ।</li> </ul>	<ul style="list-style-type: none"> <li>१ .पी टी.पी./ विडियो द्वारा काव्य पठन ।</li> <li>२ फ्लैश कार्ड के माध्यम से तुक वाले शब्दों का बताना</li> <li>३-रंग .बिरंगी पगड़ी के चित्र एकट्टा करना और अंश चिपकाना।</li> <li>४ .कागज, बर्तन,कपड़े आदि चीजों को साफ करना</li> <li>५अपने घर के बड़ों की सहायता से पगड़ी बनाने व पगड़ी व टोपी में अंतर समझना।</li> </ul>

					<b>साफ़*-सफ़ाईऔरस्वच्छतासेरहनेकेतरोंकोकेसेबातचीतकरना।-AACActivity</b>
११		<b>पतंग</b>	<ul style="list-style-type: none"> <li>*कविता वाचन</li> <li>*अनुस्वार वाले शब्द</li> <li>*तुकात्मक शब्द</li> <li>*कलात्मक विकास</li> </ul>	<ul style="list-style-type: none"> <li>* कविता सुनकर उसके बारे में बातचीत करना प्रश्न ,अपनी राय देना , पूछना व अपने निजी अनुभव साँझा करना।</li> <li>* कविता में शब्दों , वाक्यों को देखकर उनकी ध्वनियों को सुनकर/ समझकर उनकी पहचान करना।</li> <li>*पतंग बनाना व आसमान में उड़ने वाली चीज़ों के नाम बताना ।</li> </ul>	<ul style="list-style-type: none"> <li>१.वीडियो के माध्यम से स्क्रीन शेयर करके कविता सुनना व वाचन ।</li> <li>२.अनुस्वार वाले शब्दों का उच्चारण व लेखन ।</li> <li>३.तुक वाले शब्दों का चयन व लेखन</li> <li>४.रंगीन कागज़ से पतंग बनाना ।</li> <li>५.आसमान में उड़ने वाली चीज़ों के चित्र बनाकर नाम बताना</li> </ul> <p><b>*त्योहारों पर पतंग उड़ाने के अपने अनुभव लिखना व चित्र बनाना</b> <b>- पतंग से जुड़ी अन्य कोई कविता या गीत *AACActivity</b></p>
१२		<b>गेंद और बल्ला</b>	<ul style="list-style-type: none"> <li>*कहानी पठन</li> <li>*कहानी का अपनी भाषा में वाचन ।</li> <li>*खेलों के महत्व पर चर्चा ।</li> <li>*घर के अंदर व बाहर खेले जाने वाले खेल ।</li> <li>*विलोम शब्द</li> </ul>	<ul style="list-style-type: none"> <li>*हिंदी वर्णमाला के अक्षरों की आकृति व ध्वनि को पहचानकर कहानी पठन ।</li> <li>*अपने अनुभव एवं अनुमान के आधार पर कहानी आगे बढ़ाना ।</li> <li>*चित्र देखकर खेलों का अनुमान व उनपर चर्चा ।</li> <li>*विभिन्न खेलों के लिए आवश्यक सामग्री की जानकारी ।</li> <li>जैसे – क्रिकेट – गेंद बल्ला,</li> </ul>	<ul style="list-style-type: none"> <li>१.कहानी पठन व अपने शब्दों में वाचन ।</li> <li>२.पीटी या फ़्लैश कार्ड्स के माध्यम से घर के अंदर व बाहर खेले जाने वाले खेलों के बारे में पूछना व सूची बनवाना ।</li> <li>३.पाठ में आये विलोम शब्द लिखना । जैसे – पास – बास – उदास</li> <li>४.जिन खेलों में एक चीज़ को दूसरी से मासुम बनाया जाता है लिखना।</li> </ul> <p><b>व्यक्तिगत व सामूहिक खेलों पर चर्चा ।</b> <b>कोरोना के कारण खेले जाने वाले खेलों में अंतर लिखना</b> <b>खेलों के महत्व पर चर्चा*।-AACActivities</b></p>
१३		<b>बंदर गया खेत में भाग</b>	<ul style="list-style-type: none"> <li>*कविता पठन व वाचन</li> <li>*तुकात्मक शब्द</li> <li>*टोपी व पगड़ी के चित्र बनाना ।</li> <li>*अभिनयात्मक कला का विकास</li> </ul>	<ul style="list-style-type: none"> <li>*कविता को सुनकर अपनी बात कहना व अपने निजी अनुभव साँझा करना ।</li> <li>*भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनंद लेते हैं ।</li> <li>जैसे – चट्टर बद्धर आदि, खट्टर, मट्टर ,।</li> </ul>	<ul style="list-style-type: none"> <li>१.वीडियो के माध्यम से कविता सुनना एवं वाचन ।</li> <li>२.विभिन्न पशुओं के मुखौटे बनाकर उनका नाम बताना ।</li> <li>३.संयुक्ताक्षर वाले शब्दों का उच्चारण व लेखन ।</li> <li>४.तुक वाले शब्दों का चयन एवं लेखन।</li> </ul> <p><b>शाकाहारी व मांसाहारी जानवरों पर चर्चा *</b> <b>*पौष्टिक भोजन के नाम लिखना एवं उनके महत्व लिखना</b> <b>AACActivity</b></p>
१४	<b>दिसंबर ८९/</b>	<b>एक बुढ़िया</b>	<ul style="list-style-type: none"> <li>*कविता वाचन</li> <li>*वरली शैली में चित्र बनाना</li> <li>*नाम वाले व काम वाले शब्द</li> <li>*विलोम शब्द</li> </ul>	<ul style="list-style-type: none"> <li>*कविता में दिए चित्रों से होने वाली गतिविधियों व घटनाओं का अनुमान लगाना व अपनी राय प्रकट करना ।</li> <li>*चित्र में घट रही घटनाओं और पात्रों को एक कहानी के सूत्र में देखना ।</li> <li>*घर में कौन सदस्य क्या क्या-</li> </ul>	<ul style="list-style-type: none"> <li>१.वीडियो के माध्यम से कविता सुनना एवं वाचन ।</li> <li>२.कविता में आए नाम वाले व काम वाले शब्दों व वाक्यों को देखकर उनकी पहचान करना ।</li> <li>३.विलोम शब्द को फ़्लैश कार्ड्स के माध्यम से लिखना ।</li> <li>४.घटनाओं का क्रमानुसार लेखन ।।</li> </ul>



			करते हैं पर चर्चा। *अपने घर के बुजुर्गों के बारे में बातचीत।	*घर के बड़े बुजुर्गों द्वारा दिन भर की जाने वाली गतिविधियों पर चर्चा। *वरली शैली में अपनी पसंद से कोई चित्र बनाना। <b>AAActivity.</b>
१५		<b>में भी</b>	*कहानी पठन *अनेक शब्दों के लिए एक शब्द *अभिनयात्मक कला का विकास *वैज्ञानिक मूल्यों का विकास	*चित्र देखकर अलग अलग घटित हो रही घटनाओं को समझते हैं। *प्रिंट सामग्री को ध्वनि एवं मात्राओं की शुद्धता के साथ पढ़ते हैं। *डूबने व तैरने वाली चीजों के विषय में परीक्षण प्रयोग द्वारा जानना।
१६		<b>लालू और पीलू</b>	*कहानी पठन *कठिन शब्द *रंगों के नाम एवं पहचान *विभिन्न स्वाद वाली जैसे खट्टातीखा आदि, कड़वा, मीठा, चीजों के नाम जानना।	*कहानी सुनकर कहानी के पात्रों पर अपनी राय व्यक्त करना। *चित्र द्वारा रंगों के नाम दर्शाना। *पाठ में प्रयुक्त शब्दों के माध्यम से वाक्य निर्माण करना

१. ध्वनि एवं मात्राओं की शुद्धता के साथ कहानी पढ़ना।  
२. पीटी या फ्लैश कार्ड्स के माध्यम से पशुओं एवं पक्षियों के नामों की जानकारी साँझा करना।  
३. अनेक शब्दों के लिए एक शब्द।  
४. डूबने व तैरने वाली चीजों की सूची बनाना।  
\*अपना या अपने परिवार के किसी सदस्य का नाम बताना।  
प्रयोग द्वारा डूबने व तैरने वाली चीजों का पता लगाना।  
**AAcactivity**

१. अभिनय के साथ कहानी वाचन।  
२. विभिन्न रंगों के कागज काटकर पुस्तिका में चित्र बनाना।  
आकार बनाकर उनमें अलग अलग रंग भरना।  
३. विभिन्न स्वाद वाली चीजों की सूची बनाना।  
४. उत्तर-कहानी से सम्बंधित लघु प्रश्न।  
\*बच्चों को रंग बताकर उस रंग की चीजें घर में ढूँढना।  
खेल खेलाना।  
\*विभिन्न चीजों को चखकर उनका स्वाद वर्गीकरण करना। - **AAActivities**

१७	जनवरी १०१/२	चकई के चक्दुम	<ul style="list-style-type: none"> <li>*कविता वाचन</li> <li>*तुकात्मक शब्द</li> <li>*चित्र पठन</li> <li>*कलात्मक विकास</li> </ul>	<ul style="list-style-type: none"> <li>*कविता में वरली शैली में दिए गए चित्र में होने वाली गतिविधियों का अनुमान लगाना ।</li> <li>*भाषा में निहित ध्वनियों एवं शब्दों के साथ खेलने का आनंद लेना ।</li> <li>*यातायात के साधनों की जानकारी ।</li> </ul>	<ul style="list-style-type: none"> <li>१.वीडियो के माध्यम कविता सुनना एवं वाचन</li> <li>२.कविता की पंक्तियाँ पूरी करना ।</li> <li>३.तुक वाले शब्दों का उच्चारण एवं लेखना</li> <li>४.कागज़ की नाव बनवाना ।</li> <li>५ यातायात के साधनों के चित्र बनाना ।</li> <li>*अपने घर के बड़ों की सहायता से चित्रों के माध्यम से कहानी प्रस्तुत करना एवं अभिनय करना ।-A</li> </ul>
१९		चार चने	<ul style="list-style-type: none"> <li>*कविता का सस्वर वाचन</li> <li>*हिन्दी में गिनती बोलना व लिख पाना ।</li> <li>*तुक वाले शब्दों का ज्ञान ।</li> <li>*जानवरों की बोली जानना</li> <li>*पैसे का मूल्य समझना ।</li> <li>*अभिनयात्मक कला का विकास ।</li> </ul>	<ul style="list-style-type: none"> <li>*उचित लय के साथ कविता का सस्वर पाठ ।</li> <li>*ज और .ज वाले शब्द लिखना और सही उच्चारण करना ।</li> <li>*चने खाने वाले जानवरों के नाम लिखना, उनके चित्र चिपकाना ।</li> <li>*अभिनय के माध्यम से क्रिया शब्द की जानकारी ।</li> <li>*अनाज और दाल का अंतर पहचानना ।</li> </ul>	<ul style="list-style-type: none"> <li>१ स्क्रीन साझा करते हुए कविता को सुनना और</li> <li>२ कुछ जानवरों की आवाजें सुनकर उनका अभिनय</li> <li>३ हिन्दी में गिनती सीखकर बोलना ।</li> <li>४ घोडा ,तोता और चूहा के चित्र बना कर रंग भरना</li> <li>५ ज शब्दों का उच्चारण सीखना. फ्लैश कार्ड के माध्यम से</li> <li>६ चने खाने वाले जानवरों के नाम बताना और चित्र चिपकाना</li> <li>*अपने रसोईघर से परिवार के सदस्यों की सहायता से अनाज,चने व दालें लाकर दिखाना व उनका चित्र बनाना</li> <li><b>AAC-activity(</b></li> </ul>
२०		भगदड़	<ul style="list-style-type: none"> <li>*कविता का स्वस्वर वाचन</li> <li>*सयुंक्ताक्षर शब्दों का ज्ञान</li> <li>*मधुबनी कला का ज्ञान ।</li> <li>*कविता में आए जानवरों के बारे में चर्चा ।</li> <li>*भगदड़ का अर्थ समझना</li> </ul>	<ul style="list-style-type: none"> <li>* कविता सुनकर उसके बारे में बातचीत करना प्रश्न ,अपनी राय देना , पूछना व अपने निजी अनुभव साँझा करना।</li> <li>*मधुबनीशैली में कुछ आसान चित्र बनाना ।</li> <li>*पालतू जानवरों के चित्र देखकर नाम बता पाना ।</li> <li>*सयुंक्ताक्षर शब्द लिखना ।</li> <li>* लिंग पहचान ।</li> <li>*मिलान करना – किसने क्या , किया ।</li> </ul>	<ul style="list-style-type: none"> <li>१ . स्क्रीन शेयर करके कविता को सुनना व सस्वर वाचन</li> <li>२ .सयुंक्ताक्षरवाले शब्दों का उच्चारण व कविता में लिखना</li> <li>३कविता में आ .ए जानवरों के बारे में चर्चा , उसका चित्र चिपकाना ।</li> <li>४- स्त्रीलिंग . पुल्लिंग शब्द लिखना (बुढ़िया -जैतू)</li> <li>५ .कविता में आएशब्द के आधारपरतुकांतशब्द बनाना (मधुबनी ) शैली में कुछ आसान चित्र youtube पर देखकर</li> <li>माध्यम से देखकर बनाना और आनंद लेना ।-A</li> </ul>

२१	फरवरी १०१२/ पर	हलीम चला चाँद पर	<ul style="list-style-type: none"> <li>*कहानी पठन</li> <li>*कहानी का अपनी भाषा में वाचन ।</li> <li>*धरती और आसमान पर दिखाई देने वाली चीजों में अंतर ।</li> <li>*आसमान में दिखाई देने वाली चीजों की जानकारी ।</li> <li>*नए शब्द</li> <li>* यातायात के साधनों की जानकारी ।</li> </ul>	<ul style="list-style-type: none"> <li>*कहानी सुनना , समझना और पढ़ना ।</li> <li>*आसमान में नज़र आने वाली चीजों के नाम ।</li> <li>*कारखाने में बनाए जाने वाले चीजों के कुछ नाम बोलना ।</li> <li>*सूरज और चाँद से संबंधित जानकारी ।</li> <li>*किन किन - चीजों से डरते हैं ?- चर्चा</li> </ul>	<ul style="list-style-type: none"> <li>१ .कहानी पठन व अपने शब्दों में वाचन</li> <li>२ रॉकेट , सूरज, चाँद और तारे के चित्र बनाकर</li> <li>३ कारखाने में बनी चीजों के नाम लिखते हैं ।</li> <li>४ धरती और / टी के माध्यम से सूरज और चाँद आसमान में अंतर समझना।</li> <li>५ आसमान में उड़ने वाली चीजों के चित्र बनाकर</li> <li>६- चाँद के बढ़ते घटते रूप के चित्र बनाना ।</li> <li>)चित्र बनाने में बच्चे आनंद लेते हैं । उनसे सीखकार</li> <li>विभिन्न समय पर कराएं।</li> <li>सूरज और चाँद के बारे में अधिक जानकारी त</li> <li>activity )</li> </ul>
२२		हाथी चल्लम चल्लम	<ul style="list-style-type: none"> <li>*सस्वर कविता वाचन।</li> <li>*सयुंक्ताक्षर ज्ञान</li> <li>* कठिन शब्द</li> <li>*हाथी के अलग अलग अंगों के नाम जानना ।</li> </ul>	<ul style="list-style-type: none"> <li>*कविता का अभिनय के साथ आनंद लेना ।</li> <li>*हाथी का चित्र बनाकर उसके बारे में लिखना ।</li> <li>*किन – किन जानवरों की सवारी करते हैं ? जानकारी हासिल करना व अपने अनुभव साँझा करना ।</li> <li>*सयुंक्ताक्षर शब्द सीखना ।</li> </ul>	<ul style="list-style-type: none"> <li>१ .किताब को स्क्रीन पर शेयर करके अभिनय के स</li> <li>का वाचन।</li> <li>२ .कठिन शब्दों का सही उच्चारण करना जैसे- चल्लम चल्लम -, हल्लम – हल्लम , फट्टर फट्टर -</li> <li>३ हाथी के बारे में कुछ वाक्य बोलना ।</li> <li>४ टी द्वारा विभिन्न सवारी करने वाले जानवरों के चित्र और बातचीत करना।</li> <li>५ हाथी से सम्बंधित कुछ बाल गीत सुना-ना।</li> <li>हाथी का )मुखौटा पहनकर हाथी के बारे में</li> <li>- गीत सीखना-बाल / AAC activity (</li> </ul>

२३		सात पूंछ का चूहा	<ul style="list-style-type: none"> <li>*कहानी पठन</li> <li>*कठिन शब्द</li> <li>*उल्टी गिनती</li> <li>*मद्दगारों के बारे में जानकारी</li> <li>*चंद्रबिन्दु वाले शब्द</li> </ul>	<ul style="list-style-type: none"> <li>*कहानी को ध्यान से सुनना और वर्णन करना  </li> <li>*उल्टी गिनती बोल पाना  </li> <li>*नटखट चूहे की शरारतों को अपनी भाषा में बताना  </li> <li>*कठिन शब्दों का सही उच्चारण सीखना  </li> <li>*प्रश्नों के उत्तर देना  </li> </ul>	<p>१. उचित हावभाव एवं अभिनय के माध्यम से कहानी के शब्दों में सुनाना।</p> <p>२. कहानी पढ़ कर समझते हुए उल्टी गिनती बोलना।</p> <p>३. हमारे कुछ मददगारों के नाम और उनके काम लिखना।</p> <p>४. चूहे का चित्र बनाकर उसपर ५ वाक्य लिखना।</p> <p>५. कहानी से चंद्रबिन्दु वाले शब्द छाँट कर लिखना।</p> <p><b>परिवार) के सदस्यों से कोरोना के समय हमारे परिवार वालों के बारे में जानकारी लेना और चर्चा करना।</b></p> <p><b>activity(</b></p>	<p>कहानी के शब्दों में सुनाना।</p> <p>कहानी पढ़ कर समझते हुए उल्टी गिनती बोलना।</p> <p>हमारे कुछ मददगारों के नाम और उनके काम लिखना।</p> <p>चूहे का चित्र बनाकर उसपर ५ वाक्य लिखना।</p> <p>कहानी से चंद्रबिन्दु वाले शब्द छाँट कर लिखना।</p> <p>परिवार) के सदस्यों से कोरोना के समय हमारे परिवार वालों के बारे में जानकारी लेना और चर्चा करना।</p> <p>activity(</p>
२४	मार्च	पुनरावृत्ति				

**केन्द्रीय विद्यालय संगठन**  
**पाठ्यक्रम विभाजन (सत्र 2021-22)**  
**कक्षा: दूसरी** **विषय: हिन्दी**

क्र. सं.	माह/ कालांश	पाठ	मुख्य बिन्दु	अधिगम परिणाम	सुझावित गतिविधियाँ
1	अप्रैल कालांश 6	ऊँट चला	कविता गायन नए शब्द-अर्थ तुक वाले शब्द ऊँट और रेगिस्तान चीजों की तुलना 'ब' से शब्द बोझ ढोने वाले जानवरों के नाम	1. कविता सुनकर समझते हुए प्रतिक्रिया करते हैं। 2. कविता का हाव-भाव तथा लय के साथ गायन करते हैं। 3. ऊँट और रेगिस्तान के बारे में एक दूसरों के साथ वार्तालाप करते हैं। 4. काव्य रचना / नए शब्दों को ध्यानपूर्वक ध्वनियों एवं मात्राओं कई शुद्धता के साथ पढ़ते हैं। 5. वर्तनी की शुद्धता के साथ जानवरों के नाम लिखते हैं।	1. कविता गायन, नए शब्द, तुक वाले शब्द पी.पी.टी एवं वीडियो द्वारा। 2. ऊँट के बारे में जानकारी चित्र द्वारा (पी.पी.टी) एवं पाँच वाक्य लिखना। 3. चीजों की तुलना क्रियाकलाप द्वारा। 4. बोझ ढोने वाले जानवरों के नाम पी.पी.टी द्वारा। <b>AAC:</b> 'ब' अक्षर से शब्द पाठ से ढूंढो और अन्य शब्द बताओ।
2	अप्रैल कालांश 7	भालू ने खेती फुटबॉल	पाठ बोधन नए शब्द-अर्थ प्रश्नोत्तर गेंद से खेले जाने वाले खेल सर्दी का मौसम (ठंड से बचाव के उपाय) जंगली जानवरों के नाम।	1. एक दूसरों के साथ वार्तालाप करते हैं। 2. ध्वनियों एवं मात्राओं कई शुद्धता के साथ पढ़ते हैं। 3. गेंद से खेले जाने वाले खेल की सूची बनाते हैं। 4. जंगली जानवरों के नाम बताते हैं। 5. सर्दी के मौसम के बारे में एक दूसरों के साथ वार्तालाप करते हैं।	1. पी.पी.टी द्वारा नए शब्द अर्थ और <b>PDFsharing</b> /वीडियो द्वारा पाठ का पठन। 2. विद्यार्थियों द्वारा पढ़ना एवं प्रश्नोत्तर। 3. गेंद से खेले जाने वाले खेल की जानकारी पी.पी.टी/ वीडियो द्वारा। 4. ठंड से बचाव के उपाय बातचीत। <b>AAC:</b> पाँच जंगली जानवरों के चित्र चिपकाकर नाम लिखो।
3	जून कालांश 5	म्याऊँ - म्याऊँ	कविता गायन नए शब्द-अर्थ वाक्य बनाओ नुकीली चीजों के नाम एवं चित्र।	1. कविता को हाव भाव तथा आरोह अवरोह के साथ बोलते हैं। 2. कविता में निहित तुक वाले शब्द बताते हैं। 3. आस पास पाए जाने वाले पालतू जानवरों को पहचानते हैं।	1. कविता गायन, नए शब्द, तुक वाले शब्द पी.पी.टी एवं वीडियो द्वारा। 2. विद्यार्थियों द्वारा कविता पाठ एवं चर्चा। 3. दिए शब्द से वाक्य बनाओ। <b>AAC:</b> नुकीली चीजों के नाम एवं चित्र बनाना।
4	जुलाई	अधिक बलवान	पाठ बोधन	1. कहानी को सुनकर उसके बारे में	1. पी.पी.टी द्वारा नए शब्द अर्थ और

	<b>कालांश 7</b>	<b>कौन</b>	नए शब्द-अर्थ प्रश्नोत्तर शब्दों बनाओ समान अर्थ वाले शब्द गर्मी से बचाव के उपाय	बातचीतकरते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं। 2. कहानी को अपने शब्दों में सुनाते हैं। 3. पाठ / नए शब्दों को ध्यानपूर्वक ध्वनियों एवं मात्राओं कई शुद्धता के साथ पढ़ते हैं। 4. गर्मी के मौसम के बारे में अनभुवों कोसाझा करते हैं।	<b>PDFsharing</b> वीडियो द्वारा पाठ का पठन। 2. विद्यार्थियों द्वारा पढ़ना एवं प्रश्नोत्तर। 3. विद्यार्थियों द्वारा पाठ का नाटकीकरण। 4. समान अर्थ वाले शब्द। 5. गर्मी से बचाव के उपाय बातचीत। <b>AAC:</b> शब्दों का खेल – शब्द में आए अक्षर से शब्द बनाओ  जैसे – 'कमलककड़ी' आदि।
<b>5</b>	<b>जुलाई कालांश 6</b>	<b>दोस्त की मदद</b>	कहानी का वर्णन व नैतिक शिक्षा। । दोस्त विषय पर कविता कहानी / । अपने शब्दों में कहानी का वर्णन। । जल तथा थल पर रहने वाले जीव जन्तु। मुलायमऔर कड़ी चीजोंकीजानकारी।	1. बच्चों द्वारा स्वरचित या कहीं से पढ़ी गई या सुनी गईकविता / कहानी की प्रस्तुति। 2. चित्र द्वारा कहानी निर्माण। । 3.कौन सी चीजें पानी में डालने पर मुलायम हो जाएंगी और कौन सी चीजों पर कोई असर नहीं होगा। 4. किताब लघु नैतिक शिक्षा पर आधारित / कहानियों कि किताब को पढ़ने का प्रयास	1. जल तथा थल पर रहने वाले जीव जन्तुओं के बारे में चर्चा करना। 2. चित्र दिखाकर कहानी सुनाना। 3. पशु, पक्षियों से संबंधित कहानी दिखाना। 4. एक – अनेक अभ्यास। 5. कौन सी चीजें पानी में डालने पर मुलायम हो जाएंगी और कौन सी चीजें नहीं। 4. पानी और जमीन पर रहने वाले जीव-जन्तुओं के चित्र चिपकाना। <b>AAC :</b> अपने दोस्तों केनाम लिखेंऔरउनकेनामों केआगे लिखें कि वेउनकेसाथ क्या काम करना पसंद करेंगे ?
<b>6</b>	<b>अगस्त कालांश 10</b>	<b>बहुत हुआ काले मेघा पानी दे, सावन का गीत</b>	उचित लय तथा भाव पूर्ण ढंग से कविता पठन करना। विभिन्न ऋतुओंकी जानकारी जल चक्र की प्रकिया की जानकारी। वर्षा ऋतु में मनाये जाने वाले त्योहारों की जानकारी	1. कविता को उचित ताल और हाव- भाव के साथ पढ़ना। 2. वर्षा ऋतुओं में पहने जाने वाले कपड़ों के चित्र बनाना व उनके नाम लिखना। 3. यू-ट्यूब पर जल चक्र दिखाना व चर्चा करना। 4. कैलेंडर देख कर वर्षा ऋतु में मनाये जाने वाले त्योहारों के नाम बताना।	1. बारिश का चित्र बनाकर रंग भरना। 2.कैलेंडर देख कर विभिन्न माह में मनाये जाने वाले त्योहारों के नामों की सूची बनाना। 3. विभिन्न ऋतुओं में पहने जाने वाले कपड़ों के चित्र बनाना व उनके नाम लिखना। <b>AAC:</b> ऋतुओं का पोस्टर बनाना।
<b>7</b>	<b>सितंबर कालांश 8</b>	<b>मेरी किताब</b>	पढ़ने का अभ्यास का महत्व समझेंगे किताबों के प्रति उत्सुकता 'एक शब्द'	1. सही उच्चारण के साथ पढ़ना। 2. बच्चों में पढ़ने की रूचि बढ़ाना। 3. नाप -तोल के बारे में जानकारी जैसे :फीता, मीटर, वजन आदि 4. 'अनेक के लिए एक शब्द' का ज्ञान।	1. . बच्चों को पुस्तकालय दिखाना (यु-ट्यूब /PPT/प्रलैशकार्ड के द्वारा) 2. बच्चे अपनी मन पसंद किताबों के नाम लिखेंगे। 3. लम्बाई व वजन के नाप-तोल का वीडियो। 4. बताइए उस स्थान को क्या कहते हैं #-

					जहाँ खाना पकाया जाता है जहाँ पुस्तकें रखी एवं पढ़ी जाती हैं # <b>AAC:</b> घर पर या इंटरनेट पर उपलब्ध लघु कहानियों को पढ़ने व स्वयं के शब्दों में बोलने का प्रयास करना।
8	अक्टूबर कलांश 8	तितली और कली	कविता गायन तुक वाले शब्द अच्छी महक, बुरी महक फूलों के नाम रंगों के नाम	1. कविता उचित सुर तथा लय के साथ गाना। 2. वर्तनीकीशुद्धता के साथ लिखने की क्षमता का विकास। 3. अच्छी महक, बुरी महक की जानकारी। 4. फूलों के नाम लिखना। 5. रंगों को पहचान कर नाम लिखना। 6. पौधे के विभिन्न भागों का ज्ञान प्राप्त करना।	1. कविता गायन वीडियो द्वारा। तुक वाले शब्द लिखिए: कली, बात, डाल, बोलो, तितली। 2. अच्छी महक, बुरी महक वाली चीजों की सूची बनाओ। 3. वस्तुओं के रंगों को पहचान कर नाम लिखते हैं। 4. फूलों के नाम लिखो। 5. ऑरिगेमी : रंगीन कागज से तितली बनाना। <b>AAC:</b> इन्द्रधनुष का चित्र बनाकर रंग भरते हैं तथा रंगों के नाम लिखते हैं।
9	नवंबर कलांश 6	बुलबुल	पाठ बोधन नए शब्द-अर्थ प्रश्नोत्तर पहेली पक्षियों के नाम समूह के लिए एक नाम	1. पाठ को सही उच्चारण के साथ पाठ पढ़ना। 2. बुलबुल को पहचानना एवं उसके बारे में चर्चा। 3. कलगी वाले पक्षियों के नाम। समूह के लिए एक नाम।	1. PDF sharing / वीडियो द्वारा पाठ का पठन। 2. पी.पी.टी द्वारा नए शब्द अर्थ। 3. बुलबुल संबंधित वीडियो एवं उसके रंग रूप और आवाज पर चर्चा। 4. बुलबुल के बारे में पाँच वाक्य बोलो। 5. कलगी वाले पक्षियों के नाम की सूची बनाओ। 6. पशु पक्षी संबंधित पहेलियाँ। 7. समूह के लिए एक नाम दो। <b>AAC:</b> पाँच पक्षियों के चित्र चिपकाकर नाम लिखो।
10	नवंबर कलांश 7	मीठी सारंगी	कहानी का वर्णन व नैतिक शिक्षा वाद्य यंत्र के नाम एवं वर्गीकरण तरह-तरह के स्वाद अनुस्वार व अनुनासिक	1. कहानी को सुनकर उसके बारे में बातचीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं। 2. कहानी को अपने शब्दों में सुनाते हैं। 3. पाठ / नए शब्दों को ध्यानपूर्वक ध्वनियों एवं मात्राओं की शुद्धता के साथ पढ़ते हैं।	1. PDF sharing / वीडियो द्वारा पाठ का पठन। 2. विभिन्न वाद्य यंत्रों के चित्र / वीडियो दिखाना तथा चर्चा। 3. तार वाले एवं थाप वाले वाद्य यंत्रों की सूची बनाना। 4. विभिन्न अवसरों पर बजाए जाने वाले बाजे

				<p>4. वाद्य यंत्र के बारे में जानकारी    5. तरह-तरह के स्वाद की जानकारी    6. अनुस्वार व अनुनासिक का ज्ञान  </p>	<p>पर चर्चा    5. खाने पीने वाले चीजों की स्वाद के अनुसार सूचीबनाना    6. अनुस्वार व अनुनासिक शब्दों का अभ्यास    <b>AAC:</b>अपनेतरीकेसेअलगअलगचीज़ों सेबाजा - बनाएँऔर बाजा बजाएँ</p>
11	दिसम्बर कलांश 7	टेसू राजा बीच बाज़ार टेसू	<p>कविता गायन  तुक वाले शब्द  गिनत – अनगिनत  समूह के लिए एक नाम  नुक्ता वाले शब्द  टेसू उत्सव के बारे में जानकारी</p>	<p>1. कविता उचित सुर तथा लय के साथ गाते है    2. कविता सुनकर मन में उभरे संदेह व कठिन पंक्तियों पर चर्चा करते है    3. गिनत – अनगिनत पर चर्चा करते है    4. रचना को ध्यानपूर्वक ध्वनियों एवं मात्राओं कई शुद्धता के साथ पढ़ते हैऔर आनन्द लेते है    5. टेसू उत्सव के बारे में जानकारी  </p>	<p>1. कविता गायन वीडियो द्वारा   2. नए शब्द, तुक वाले शब्द  3 . गिनत व अनगिनत चीजों पर सूची बनाना    4. शब्दों को क्रम में लगा कर वाक्य बनाना    5 .किसके नाम बताना    ज और ज़ के पाँच – पाँच शब्द बनाओ   6. टेसू उत्सव के बारे में वीडियो, लोकगीत एवं चर्चा    <b>AAC:</b>टेसू का मॉडल बनाना  </p>
12	जनवरी कालांश 10	बस के नीचे बाघ तेंदुए की खबर बाघ का बच्चा	<p>पाठ बोधन  नए शब्द अर्थ –  प्रश्नोत्तर  शब्द बनाओ  विपरीत अर्थ वाले शब्द  जानवरों के बच्चों पर चर्चा</p>	<p>1.सही उच्चारण के साथ पाठ का वाचन    2.Yद्वारा पाठ का आनंदमयी ढंग से outube   प्रस्तुतीकरण  3.विभिन्न जानवरों तथा उनके बच्चों पर चर्चा    4.जंगली तथा पालतू जानवरों के बीच अंतर स्पष्ट करना    5. बाघ का बच्चा कविता का उचित ताल और लय के साथ गायन  </p>	<p>1.बस तथा अन्य वाहनों का चित्र दिखाना    2. विभिन्न जानवरों के निवास स्थान तथा जीवन पर चर्चा    3. जंगली जानवरों तथा पालतू जानवरों में विभेद करने के लिए पाँच पंक्तियाँ लिखना    4. इन जानवरों के बच्चों को क्या कहेंगे? जैसे - कुत्ता, बिल्ली, मुर्गी, बाघ आदि    5. गोंडी शैली में किसी जानवर का चित्र बनाकर रंग भरो    <b>AAC:</b>"SAVE TIGERS"  विषय पर पोस्टर का निर्माण  </p>
13	जनवरी कालांश 6	सूरज जल्दी आना जी !	<p>कविता गायन  नए शब्द अर्थ –  वाक्य बनाओ  मौसमों के नाम एवं चित्र दिखाना  नुक्ता वाले शब्द</p>	<p>1.कविता को उचित हाव भाव तथा लय के साथ गाते हैं    2.कविता में आये तुकबंदी वाले शब्दों को पहचानते हैं    3. सर्दी व बरसात के मौसम पर अपने , गर्मी ,   विचार प्रस्तुत करते हैं  4.सर्दी तथा गर्मी में पहने जाने वाली पोशाकों के नाम बताते हैं  </p>	<p>.1PPT द्वारा विभिन्न मौसमों का प्रस्तुतीकरण एवं चर्चा    2. गर्मी तथा बरसात के ,सर्दी" मौसम में आप क्या क्या करते हैं?" इस विषय पर चर्चा    3. अलग अलग मौसम में पहने जाने वाली पोशाकों के चित्र दिखाना    4. अलग शब्द छाँटो    5. फ और फ़ से पाँच शब्द लिखो  </p>



					<b>AAC:</b> सर्दी के मौसम में की जाने वाली क्रियाओं की सूची बनाना।
14	फरवरी कालांश 6	नटखट चूहा	पाठ बोधन नए शब्द अर्थ – प्रश्नोत्तर किसके पास जाओगे समान अर्थ वाले शब्द एक - अनेक औजारों के नाम टोपी तथा पगड़ी के चित्र दिखाना ।	1.कहानी को सही उच्चारण के साथ पढ़ते हैं तथा कहानी में आये नए शब्दों के अर्थ बताते हैं। 2. कहानी को अपने अपने शब्दों में सुनाते हैं तथा राजा रानी की अन्य कहानियाँ भी सुनाते हैं। 3. विभिन्न मात्राओं को पहचानते हैं तथा शब्दों में उनका प्रयोग करते हैं।	1.द्वारा कहानी का चित्रमयी YOUTUBE   प्रस्तुतीकरण करना 2. दर्जी डॉक्टर तथा अन्य लोगो पर ,मोची ,चर्चा करना जो हमारी मदद करते हैं। 3. सिर पर पहनी जाने वाली पोशाकों के नाम बताते हैं जैसे   टोपी आदि , पगड़ी – 4. एक - अनेक अभ्यास   5. हमारे मददगार लोगों के नाम एवं उनके औज़ार   <b>AAC:</b> "रेफ र "का प्रयोग करना सीखना जैसे   गर्मी आदि तथा शब्द बनाना ,दर्जी
15	फरवरी कालांश 6	एक्की दोक्की	पाठ बोधन नए शब्दों का अर्थ ज्ञान नाम वाले शब्द एवं काम वाले शब्द सहायता का भाव विकसित करना	1. कहानी को शुद्ध उच्चारण के साथ तथा भावपूर्वक पढ़ना। 2. कहानी में आई दोनों लडकियों के व्यवहार पर चर्चा करना। 3. पेड़ पौधों से प्राप्त होने वाली वस्तुओं के –   विषय में जानना 4. एक से अनेक या एकवचन से बहुवचन बनाना। 5. नाम वाले शब्द एवं काम वाले शब्द।	1. पेड़पौधों तथा झाड़ियों से प्राप्त होने वाली ,   वस्तुओं की सूची बनाना 5 किन्ही 2. मेहँदी किस प्रकार बनाई जाती है इस पर चर्चा करना। 3. किन्ही दूध देने वाले जानवरों के नाम 5   लिखना 4. पाठ से नाम वाले शब्द एवं काम वाले शब्दछाँट कर लिखना। <b>AAC:</b> बच्चो को उनकी स्वयं की सुनी हुई कोई भी कहानी अपने शब्दों में लिखने के लिए देना।
16	मार्च	पुनरावृत्ति			

KENDRIYA VIDYALAYA SANGATHAN

SPLIT OF SYLLABUS CLASS: I

SESSION: 2021-22

SUBJECT MATHS

S. No.	MONTH/NO OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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1.	JULY 10 PERIODS	SCHOOL READINESS PROGRAMME	<ul style="list-style-type: none"> <li>• To make the children familiar with the surroundings.</li> <li>• To develop a sense of fondness and belongingness.</li> <li>• To develop awareness of themselves and feel good about who they are.</li> <li>• To inculcate in them the habit of school routine and get to know about the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with surroundings.</li> <li>• Feel comfortable in a new environment.</li> <li>• Learn to mix with other students, build confidence, develop Observation/identification, self-expansion</li> <li>• Enjoy joyful learning</li> <li>• Learn the importance of punctuality.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of teachers and children.</li> <li>• Virtual Tour of the Vidyalaya.</li> <li>• Morning Assembly and Vidyalaya Prayer. (Audioplay).</li> <li>• Reciting rhymes/songs/poems.</li> <li>• Activity sheets. Colouring. Film Shows.</li> </ul>
	AUGUST 13 PERIODS	SHAPES AND SPACE (5)	AAC <ul style="list-style-type: none"> <li>• Spatial relationship (position of the objects)</li> <li>• uses spatial concepts like inside/outside,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the spatial relationship of the objects.</li> <li>• Read the words used for the different positions of the objects.</li> <li>• Related Vocabulary development</li> </ul>	<ul style="list-style-type: none"> <li>• Sing-song session Shapes shapes we are shapes we would.....</li> <li>• Drawing and colouring. (Activity sheet on different shapes)</li> </ul>

			<p>above/below, top/bottom and far/near etc. c.</p> <ul style="list-style-type: none"> <li>Identify and draw things which are near-far, inside-outside, above-below etc. Compare the size of the objects. (smaller-bigger, taller -shorter, Small -smaller – smallest) etc</li> <li>Sort, and describe the objects on the basis of shapes</li> <li>Sort 2-D shapes such as flat objects made of card, etc. Sorting according to shapes.</li> <li>Objects that roll and slide - solid objects round sided and flat ones.</li> </ul> <p>One-to-one correspondence As many as</p>	<ul style="list-style-type: none"> <li>Identify the basic shapes and learn the names of the shapes.</li> <li>Observe the shapes of the things in their surroundings and name them.</li> <li>Draw various shapes. (Sun, moon and stars.)</li> <li>Learn the vocabulary related to shapes.</li> <li>Round and solid objects roll and flat objects slide.</li> </ul> <ul style="list-style-type: none"> <li>Draw lines for the one-to-one correspondence to understand as many as.</li> </ul>
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		<p><b>NUMBERS FROM ONE TO NINE(5)</b></p>	<ul style="list-style-type: none"> <li>• Learn the numbers and the Number Names</li> <li>• Comparison of numbers/objects</li> <li>• Problem solving ability will be developed.</li> <li>• Concept of 'Zero'</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write numbers and number names</li> <li>• Vocabulary development (more/less)</li> <li>• Counts the numbers correctly.</li> <li>• Write the numbers; "just before", "in between" and "just after" Ascending/ descending order.</li> <li>• Can do forward and back counting.</li> <li>• Know the value of Zero.</li> </ul>	<ul style="list-style-type: none"> <li>• Use number cards with the number of dots.</li> <li>• Identify the number and draw the required objects.</li> <li>• Oral exercise for the number names.</li> <li>• Rhyme <b>Ten little ducks went out one day....</b></li> <li>• <b>A number card with 0 and no dots.</b></li> <li>• <b>Related Activity/Work sheets will be prepared and sent to the children in WhatsApp to complete the same in the class workbook.</b></li> </ul>
		<p><b>ADDITION(3)</b></p>	<ul style="list-style-type: none"> <li>• Additions bringing together/joining.</li> <li>• facts up to nine using concrete objects.</li> <li>• Introduction of the vocabulary say more, in all, altogether etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the terms related to addition: add, join, altogether, total and plus (+)</li> <li>• Do additions with the help of pictures and numerically. Construct addition facts using pictures and numerically.</li> <li>• Count the number from the bigger number in</li> </ul>	<ul style="list-style-type: none"> <li>• Showing different number of fruits in different baskets, ask children how many fruits are there altogether.</li> <li>• Addition Facts: With concrete objects to make, say 5, in as many ways as one can. Same activity may be repeated with different numbers.</li> <li>• Commutative property of Addition: Help children understand and learn the commutative aspect of addition using concrete objects.</li> <li>• Zero in addition: Put 5 flowers in the vase where there were 2</li> </ul>

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			<ul style="list-style-type: none"> <li>• Commutative property in addition</li> <li>• Zero in addition.</li> <li>• Addition using only numbers.</li> <li>• Solves day-to-day problems related to addition of numbers up to 9</li> </ul>	<p>forward way.</p> <ul style="list-style-type: none"> <li>• Know the value of Zero.</li> <li>• Able to develop problem solving ability by forward counting.</li> </ul>	<p>are there now? <math>2+5=7</math>  Now put another 5 flowers in a vase without any flowers and ask how many flowers does it have now? <math>0+5=5</math></p> <ul style="list-style-type: none"> <li>• Speak out any two numbers and say what does 3 and 5 make?</li> <li>• Encourage them and make them understand that how addition is useful in our daily life situations.</li> <li>• Present problems orally to a child and ask them to solve.  In a garden there are 3 orange trees and 5 mango trees. How many trees are there in all?</li> </ul>
<b>SEPTEMBER 13 PERIODS</b>	<b>ADDITION CONTD (2) SUBTRACTION (3)</b>	<ul style="list-style-type: none"> <li>• Subtracts numbers using 1 to 9  Subtraction taking away</li> <li>• Introduction of vocabulary related to subtraction say take away, how many more/less, left etc</li> <li>• Zero in subtraction</li> <li>• Solves day-to-</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the vocabulary: take away, remove, left, remaining and minus (-)</li> <li>• Do subtraction with the help of pictures and numericals.</li> <li>• Learn the value of Zero is nothing (NO) in subtraction.</li> <li>• Subtract two numbers without using concrete objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect some objects say pebbles, marbles, pencils, beads, ice-cream sticks, Leaves etc. (only 9).  There are 9 marbles in a bowl. Ask the student to take 4 marbles from the bowl and find out how many are left?</li> <li>• There are 9 marbles with you. Your brother has taken all the 9 marbles from you how many marbles are you left with?</li> </ul> <p>To solve the abstract problems <math>7-3=4</math>  There are 6 birds on a tree. 2 birds flew away how many are left?</p>	

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3.		<p><b>NUMBERS TENTOTWENTY (5)</b></p>	<p>numbers 1 to 9</p> <ul style="list-style-type: none"> <li>• Knowledge of numbers upto 20.</li> <li>• Computes, compares and tries to manipulate the numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write numbers and number names upto 20</li> <li>• Compare the numbers up to 20.</li> <li>• Forward/backward counting.</li> <li>• Identify the biggest, smallest.</li> <li>• Write numbers: missing numbers, "just after", "just before", "in between."</li> <li>• Ascending/descending order.</li> <li>• Learn the place and place value of the digits.</li> <li>• Read and write number in forward and backward order.</li> </ul>	<ul style="list-style-type: none"> <li>• Use concrete objects to count up to 20.</li> <li>• Use play money for making amounts of 20.</li> <li>• Ask the children to keep 20 ice-cream sticks, make a bundle of 10 sticks with a rubber band and the remaining ten sticks loose. Now ask one child to show 13 sticks without opening the bundle.</li> <li>• <b>Related Activity/Work sheets will be prepared and sent to the children in WhatsApp to complete the same in the class workbook.</b></li> </ul>
		<p><b>TIME(3)</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of terms related to time.</li> <li>• Understands the sequence of the activities that are performed at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Gets familiar with morning, noon, evening, night terms.</li> <li>• Attempts to tell the activities of the day in sequence.</li> <li>• vocabulary and real-life experiences.</li> <li>• Can differentiate shorter and longer</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about changes that occur in nature in the morning, noon, evening and night.</li> <li>• Children talk about the activities performed by them every-day in a sequence.</li> <li>• Discusses the sequence of activities that are repeated to make poori/roti/idli/dosa.</li> <li>• Estimates and tells which activity takes more time?</li> </ul>

			<ul style="list-style-type: none"> <li>Estimates the time taken for different activities.</li> </ul> <p>Number of days in week Number of months in a year.</p>	<p>duration of different activities performed by his family members and others.</p> <ul style="list-style-type: none"> <li>Learn the week days and months of the year.</li> </ul>	<ul style="list-style-type: none"> <li>*Going to school by bicycle or by scooter</li> <li>*Eating or drinking milk</li> <li>*Filling a pot or filling a tumbler.</li> </ul> <p>Singing session (weekdays/months)</p>
<b>TERM - 2 OCTOBER 4 PERIODS</b>	<b>MEASUREMENT (4)</b>	<ul style="list-style-type: none"> <li>Understand the different terms related to measurement.</li> <li>To identify the given objects using appropriate terms.</li> <li>Measure the objects with the hand span, fingers, foot span etc.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the terms long/short, tall/short, thick/thin, heavy/light, and differentiate and identify/represent them through pictures.</li> <li>Understand the idea of length and distance.</li> <li>Attempts to tell the length of the TV, table, book, mobile phone, length of the room with fingers, hand-span and foot-span.</li> </ul>	<ul style="list-style-type: none"> <li>Previous knowledge will be tested by showing concrete objects to differentiate them.</li> <li>To measure how long is a rope, and how far are the two trees in the park?</li> <li>Measure the length of the frock, skirt, book... With the hand span and the length of the room by the foot span.</li> </ul>	
<b>NOVEMBER- 12</b>	<b>NUMBERSTWENTY-ONE TO FIFTY(8)</b>	<ul style="list-style-type: none"> <li>Knowledge of numbers up to 50.</li> <li>Compares, compares and tries to</li> </ul>	<ul style="list-style-type: none"> <li>Read and write numbers and number names up to 50</li> <li>Compare the number up to 50.</li> <li>Forward/backward counting.</li> </ul>	<p><b>Art integration</b></p> <p>Use concrete objects like beads or ice-cream sticks to count up to 50.</p> <ul style="list-style-type: none"> <li>Use play money for making amounts of ₹50.</li> <li>Ask the children to keep 50 ice-cream sticks, make a bundle of 10 sticks with a rubber band and some (ten) sticks loose. Now ask one child to show 33, 26, 47 sticks without opening the bundles.</li> <li>Related Activity/Work sheets will be prepared and sent to the children in WhatsApp</li> </ul>	

			<p>manipulate the numbers.</p> <ul style="list-style-type: none"><li>• Place and place value</li></ul>	<ul style="list-style-type: none"><li>• Identify the biggest, smallest.</li><li>• Write numbers: missing</li></ul>	<p>complete the</p>
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				<p>numbers, “just after”, “just before”, “in between.”</p> <ul style="list-style-type: none"> <li>• Ascending/descending order.</li> <li>• Learn the place and place value of the digits.</li> <li>• Read and write numbers in forward and backward order.</li> </ul>	<p>same in the class workbook.</p> <p><b>Music integrated Numbers song</b></p> <p><a href="https://www.youtube.com/watch?v=xmRvecRHrKcNumbers%20Song%201%20to%2050%20 %20Learn%20Counting%20Numbers%20 %203DNurseryRhymesForKidsbyFarmees-YouTube">https://www.youtube.com/watch?v=xmRvecRHrKcNumbers Song 1 to 50   Learn Counting Numbers   3DNursery RhymesForKidsbyFarmees-YouTube</a></p>
		<b>DATA HANDLING (4)</b>	<p>To represent the given information using picture and symbols</p>	<p>Students would be able to collect and record information in his/her own way.</p> <p>Students would be able to give their own views on their recorded information and discuss with others.</p> <p>Students would be able to solve problems in their real-life situations related to data handling.</p>	<p>Write the names of the family members and find out the greatest number of letters and the name with the least number of letters.</p> <p>List out five vegetables they like the most and find out the greatest number of letters and the name with the least number of letters in the names of the vegetables.</p>
<b>DECEMBER 10 PERIODS</b>	<b>PATTERNS (4)</b>	<p>Learning to observe relationships to find connections - to make deductions, generalization and prediction.</p> <p>Enhances thinking ability</p>	<p>Students would be able to identify the pattern right from school to home.</p> <p>Students would be able to recognise the pattern in pictures, shapes, numbers, alphabets, colours</p>	<p><b>Art Integrated</b></p> <p>Create patterns using basic shapes involving colour concepts.</p> <p>Repetition of the given sequence</p> <p>Growing patterns of the shapes</p> <p>Number sequence</p> <p>Growing pattern (by one number and skip counting by 2, 3, 4, 5, 10,)</p>	

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			<p>problemsolvingability.</p>	<p>patterns. Students would be able to understand the basic rule of creating a pattern and can extend this sequence.</p> <p>Students would be able to create patterns of their own.</p>	<p>Pattern involving forward and backward counting. <b>Music Integrated</b> <a href="https://www.youtube.com/watch?v=mEO721PAjxl">https://www.youtube.com/watch?v=mEO721PAjxl</a></p>
		<p><b>NUMBERS 50 TO HUNDRED (6)</b></p>	<p>Knowledge of numbers up to 100.</p> <ul style="list-style-type: none"> <li>• Computes, compares and tries to manipulate the numbers.</li> <li>• Place and place value</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write numbers and number names up to 100</li> <li>• Compare the numbers up to 100.</li> <li>• Forward/backward counting.</li> <li>• Identify the biggest, smallest.</li> <li>• Write numbers: missing numbers, “just after”, “just before”, “in between.”</li> <li>• Ascending/descending order.</li> <li>• Learn the place and place value of the digits.</li> </ul>	<ul style="list-style-type: none"> <li>• Use concrete objects like beads or ice-cream sticks to count up to 100.</li> <li>• Use play money for making amounts of ₹100.</li> <li>• Ask the children to keep 100 ice-cream sticks, make a bundle of 10 sticks with a rubber band and some (ten) sticks loose. Now ask one child to show 93, 76, 67 sticks without opening the bundles.</li> <li>• Related Activity/Work sheets will be prepared and sent to the children in WhatsApp to complete the same in the classwork book.</li> </ul> <p><b>Music Integrated</b> <a href="https://www.youtube.com/watch?v=B5iAW-jnkPw">https://www.youtube.com/watch?v=B5iAW-jnkPw</a></p>
				<ul style="list-style-type: none"> <li>• Read and write numbers in forward and backward order.</li> </ul>	

<p><b>JANUARY1 2PERIODS</b></p>	<p><b>MONEY(4)</b></p>	<p>Introducecoinsand currencynotes. Sorting out all the coinsfrom the givencollection. (₹1, ₹2, ₹5)To read the price tag onapacket of chips,</p>	<p>Demonstrates use ofnumbers in identifyingmoney.  Appreciatesandusesth emoneyin day-to-day</p>	<p>Identifythevalueofthegivendenominationcoins andcurrency notesand writethevalue. Make the given amount using differentcombinations of the coins(for ₹2, ₹3, ₹4, ₹5, ₹6)Make the given amount using differentcombinationsofthe₹10notes(for₹20, ₹30₹40,</p>
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			<p>maggichoccos,biscuits etc. To find out the total value of the collection.(coins/notes) Make a given amount by using coins/notes of different denominations.</p>	<p>buying and selling situations.  Attempts to make use of small amounts of money by using 3-4 play notes of different denominations in different ways. Describes ways to find balance amount of a given amount after the purchase of given item. Estimates/approximates the money obtained in balance in such buying situations.</p>	<p>₹50.....₹100) Guess the price of the given item.(water colours,clay packets,pencil box.Pack of pencil scrayon etc.)  <a href="#">Moneysongforkids</a> <a href="#"> Indianmoneysong Indiancurrency WATRstar-YouTube</a></p>
		<b>HOWMANY(6) CCE(2)</b>	<ul style="list-style-type: none"> <li>• Knowledge of numbers.</li> <li>• Computes, compares and tries to manipulate the numbers.</li> <li>• Place and place value</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the place and place value of the digits. Write the numbers for the given collection (tens and ones) Compare the numbers.</li> <li>• Identify the biggest, smallest. Compute the value of a given item. (in terms of money)</li> </ul>	<p>Identify the place and place value of the digits of the given number. Draw collection of tens and ones and write the number. Write the biggest and the smallest number from the given list. Find out the cost of the items?<a href="https://www.youtube.com/watch?v=a4FXI4zb3E4">https://www.youtube.com/watch?v=a4FXI4zb3E4</a></p>
<b>FEBRUARY</b>	<b>REVISION CCE</b>				



KENDRIYA VIDYALAYA SANGATHAN  
UPSYLLABUS FOR THE YEAR 2021-22

CLASS: II

SUBJECT: MATHEMATICS

S.N O	MONTH/NO OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1.	April (08)	What is long, what is round?	<p>1. Observation of objects in their surroundings and comparing with 3D shapes.</p> <p>2. Discussion on the texture of the objects and classifying them into smooth or rough.</p> <p>3. Knowledge about edges, corners and faces of different objects.</p> <p>4. Rolling and sliding objects.</p> <p>5. Long and round things.</p> <p>6. Things with flat surfaces can be stacked one over another but things with round surface cannot.</p>	<p>1. Identifies the objects shown and compares with basic 3D shapes such as cone, cuboid, cube and sphere by their names.</p> <p>2. Classify things as smooth and rough.</p> <p>3. Identification of edges, corners and faces of different 3D objects.</p> <p>4. Identification of things that roll, slide and both roll and slide.</p>	<p>Different things will be shown. Students will classify similar looking things.</p> <p>* Children are blindfolded and are asked to feel the objects by touch in a group and classify them into smooth and rough objects.</p> <p>* Children are asked to draw few things having smooth surface and rough surface. Sharing video from Diksha.</p> <p>* Children are shown different geometrical 3-D shapes to make them understand properties like edge, corner and face of an object. (cube, cuboid, cone, cylinder)</p> <p>* Here teacher demonstrates how different objects prop up on the improvised ramp made by the teacher. Before demonstration a guessing game is played. Children are asked to guess if the shown object would roll or slide or do both.</p>

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observe what goes on when the teacher demonstrates their movement on the slide. Objects like ball, toy car, pencil, eraser, beads, building block, coins, bottle caps, crayons, etc. They are asked to record their observations in the table given below.

S. No.	Name of the object	Guess: will roll/slide/both	Actual finding: rolls/slides/both
1	ball		
2	beads		
3	coin		



5. Understands about long and round objects.

\* Different types of objects are displayed on the table and children are asked to classify them into flat surface objects and round surface objects. They are asked to fill up the table given below.

Flat surface objects	Round surface objects

Youtube video on the same is shown.

				6. Properties of long and round surface objects.	<p><b><u>Activity to show that long and round objects cannot be stacked one over the other.</u></b></p> <p>* Teacher asks children to make a tower with their colour pencils and with their notebooks and write their conclusion. Children understand that making tower with flat surface objects is possible and not with curved surface.</p>
2	April(04) June(04)	Counting Groups	<p>Counts, recognizes, reads and writes numerals for numbers upto 99.</p> <p>Before/after/between numbers More or less, guess</p> <p>Encircle the correct answer.</p> <p>Counting in Groups/Pairs Ordinal Numbers</p>	<p>* Reads and writes numeral for numbers upto 99.</p> <p>* Writes 2-digit numbers correctly.</p> <p>* Uses place value in writing and comparing two-digit numbers.</p> <p>* Arranging the numbers in increasing/decreasing order.</p> <p>* Form the greatest and smallest two-digit numbers.</p>	<p>* A video involving numbers upto 9 is shown to children for understanding reading and writing of numerals</p> <p>* Children are asked to list out items found around them which are found in 20's, 30's, 40's ....so on. For example they have in 20's....Etc.</p> <p>* Place values of ones and tens are discussed.</p> <p>* Worksheet for solving is given.</p> <p>* teacher displays objects in two groups. One group having more and one having less. Children identify more and less collection.</p> <p>* A set of numerals are given for arranging them in increasing or decreasing order.</p> <p>* Children are asked to make biggest and smallest number from the given digits</p>

				<p>*Guesses correctly the total number of items placed in different groups without counting actually.          *Understands the strategy of counting in groups.</p> <p>*Differentiates cardinal numbers and ordinal numbers.</p>	<p>.(The digits can be repeated also.)          *arrangement of different objects in groups of 2's or 3's or 4's can be done and shown to children and children asked to tell the count without actually counting the objects.          They discover the strategy of skip counting to find the total. For example: Find the total no. of cherries.</p>  <p>Find the total no. of shoes.</p>  <p>Practice exercises from Diksha.</p> <p>Story of the big carrot will be shared. PowerPoint Presentation.</p> <p>Youtube video on ordinal and cardinal numbers will be shown.</p> <p>Worksheet on the same will be given for solving.</p>
3	July (06)	How much can you carry?	<ol style="list-style-type: none"> <li>1. Measurement of Weight.</li> <li>2. Comparing heavier and lighter objects.</li> <li>3. Comparing the weights of</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the concept of the term "weight" of an object.</li> <li>2. To be able to compare the objects as heavier/lighter.</li> <li>3. Understand that the heavier</li> </ol>	<p>Listening to donkey and salt story through Youtube and asking some comprehension questions related to weight</p> <p>*Holding things in hands and feeling the weight.</p>

			<p>different things on a simple balance/see-saw.</p> <p>4. Weight of different objects and their sizes.</p> <p>5. Ability to lift the weights by different people/animals.</p>	<p>things will go down on a see-saw/balance.</p> <p>4. To understand that weight of the objects does not depend upon their sizes.</p> <p>5. To be able to guess the weight of an object and verify.</p>	<p>*Improvising a see-saw (simple balance) using the ruler and comparing the weight of two objects.</p> <p>With help of parents, making the model of a beam balance.</p> <p>*Discussing and sharing the experiences of children while they observed different balances for weighing objects.</p> <p>*Placing a big size plastic ball and small size iron ball on the two pans of a simple balance.</p> <p>*Carrying different things in hands by children, how much their parents can hold, discussion on animals that carry loads and sharing a video on it.</p>
4	July /06	COUNTING IN TENS	<p>Concept of counting in tens Counting collection of given objects grouping them in tens (28=20+8)</p> <p>Place value of two-digit numbers (ones and tens)</p> <p>Apply alternate strategy for addition and subtraction of numbers.</p> <p>Use of concrete objects for representing numbers</p>	<p>To be able to represent a two-digit number in place value chart.</p> <p>Apply the understanding of place value of numbers in grouping and recognizing them.</p> <p>To be able to group the given collection into bundles of tens and ones and also to form the number correctly.</p> <p>Able to break the given number into tens and ones. Develop alternate strategies for addition and subtraction.</p>	<p>Writing the given two-digit number in expanded form. Write expanded form for any 10 numbers for practice (not exceeding 99).</p> <p>A Power Point Presentation for the story of the chickens and the clever fox from DIKSHA.</p> <p>*Children will be provided with a collection of things (biscuits, ice cream sticks, marbles, matchsticks) and they will be able to group them into tens and ones. (example 48 flowers, make a garland of ten flowers 40+8)</p>

					<p>*AVideooncountingintensfromDIKS HA. Practiceexercisesfromtextbook page27. Makeagoodguess.Textbook exercisepage28. Arrangementoftenbindisin differentpatterns. ARTINTEGRATEDPROJECT. Paste/draw10bindisindifferent ways.Writingtenas 5+5,3+4+3etc., Activityfrompagenumber29</p> <p>Worksheet Moreactivitysheetswillbeprovidedb ythe teacher to reinforce theconcept. PowerPointPresentationfromDiksh aon 'makinggroups.</p>
5	Augu st(06)	Patterns	<p>Designsonwalls,grills,tiles andsaris,shawlsandbed sheets. Patterns withgeometricalshapes.Patt ernswithnumbers.</p> <p>Develop mathematicalthinking,art and craft,drawing Creatingpatterns oftheirchoice.</p>	<p>1. Tobeabletoobserveandidentify the patterns in designs in hisimmediatesurrounding.</p> <p>2. To be able to understandrulefollowedin a givenpatternandextendedf urther.</p>	<p>Give opportunities to thechildrentoobservediffer entpatterns and designs on theclothes/saris/curtains,e tc.,andotherthingsathome likeiron grills, tiles, window,doorgrills,etc. *Showingavideoonyo gapyramidwherepatt ernisformed. *Encouraging children to play blockpatterngamesandonlinepatte rngames.</p> <p>*Incompletepatternsaredisplayeda nd children are asked to identify theruleand completethepattern.</p>

				<p>3. To be able to understand and identify number patterns</p> <p>4. Recognizing the basic units of generating patterns.</p> <p>5. Creating block pattern by stamping thumbprints, leafprints, vegetable prints etc.</p>	<p>*Encourage children to make/extend number patterns. Discuss with them various other possible number patterns.</p> <p>*Paper folding and cutting activity where the children will be able to see the formation of pattern.</p> <p>*Pattern parade song will be shared from Youtube.</p> <p>*Showing different designs and helping the children to verbalize their experience of observing patterns that they have, by asking questions like do you think that some design are being repeated in this design.</p> <p>*Encourage the child to make different patterns/ drawings by stamping using ladyfinger, potato, thread or with other stamps.</p> <p>*Children make different kinds of patterns using leaves, flowers, spoons, matchsticks like putting one vertically and other horizontally, two upward, then two downward, etc</p> <p>*Children will match the correct pattern by observing the picture.</p> <p>*Completing the design by drawing pattern.</p> <p>Dikshalink, mentioned in AAC.</p>
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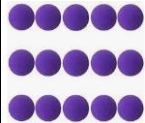
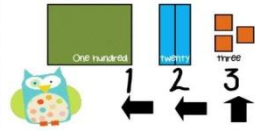


6	August(06)	Footprints	<p>Tracinghandandfoot of Different membersinthefamily.</p> <p>Footprintsofanimals.</p> <p>Identification ofgeometricalshapesbytracingtheobjects.</p> <p>Drawingpictureswithgeometric alshapes.</p> <p>Thingslookdifferentfromdiffere ntsides</p>	<p>1. To be able to trace and identifythehandandfootofselfandp arents.</p> <p>2.knowaboutthefootprints ofAnimals.</p> <p>3.To be able to identify theGeometricalshapesthatrese mblesbytracingdifferentobjects .</p> <p>4. To Identify and count thedifferentGeometricalshape sinagivenpicture.</p> <p>5.To visualize things from differentsidesandunderstandthed ifferences.</p>	<p>*Tracingofhandandfootofdifferentfa milymembers.</p> <p>* Youtubevideorelatedtothe conceptwillbeshared</p> <p>* Worksheet ofmatching footprintswithanimals.</p> <p>* Childrencantakethefootprintsof different toy animals on a tray ofsand.</p> <p>*Childrenwilltracedifferentobjectsli kebottlecap,bangle,eraser,asliceof bread.....andidentifythemwiththe basicshapes.</p> <p>* Children will make their owndrawingbyusingdifferentsh apes.</p> <p>* Childrenwillidentifyandcountt he shapes in Tarini's picturegivenintextbooks.</p> <p>*Related activity sheet will beshared.Completethemissingp art/ incompletepictures.</p>
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7	September(06)	Jugs and mugs	<p>Concept of capacity/volume. Learning to make an estimation. Comparison of capacities.</p> <p>Utility of water in our day to day life and to save water</p>	<p>*Measures and expresses the capacity of a container using non-standard units such as cups, glasses, Jars, bowl etc. Estimation (by looking at the sizes of the containers) and measure capacities of containers using non-standard units like cup/glass etc.</p>	<p>Engage children in making lemonade. To count the number of drops in a lemon, in half a lemon in two lemons.... and in the spoon.</p> <p>*Asking questions like if for one glass, one lemon is needed how many lemons are needed for six glasses.</p> <p>*Child first makes and estimate and then checks correctness of his/her estimate by filling different size bottles with the same cup or glass and find how many cups/glasses fill their bottle.</p>
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				<p>*Compares the capacities of given containers and arrange in increasing or decreasing order.</p> <p>Compares capacities of bigger containers with smaller containers and writes the conclusion.</p>	<p>Activity1</p> <p>* Draw and circle the picture of the vessel which can hold more water.</p> <p>Activity2</p> <p>*Arrange the given picture of containers in increasing order of their capacities.</p> <p>Activity to find out how many times bigger/smaller:</p> <p>*Child fills water in a bigger container with a small container and draws conclusion as to how many times the capacity is bigger or smaller in relation with the other.</p> <p>* Video on The story of the thirsty crow will be shown from Diksha.</p> <p>* Asking the children to count how much water (in mugs or buckets) is used in their house for each of the activities like bathing, washing clothes, washing utensils, drinking, etc., and note the observations and encourage them to save water.</p>
	September	6	REVISION		

8	October(15)	Tens and Ones	<ul style="list-style-type: none"> <li>• Ten is equal to 10 ones</li> <li>• Number names</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and writes numbers in tens and ones</li> <li>• Counts and recognizes the number</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses real objects like pencil, ice-cream stick, crayon etc. to make bundles of tens and ones.</li> <li>• Money game.</li> <li>• To make given amount using coins and notes (One-rupee coins and 10-rupee notes)</li> </ul>
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			<ul style="list-style-type: none"> <li>• Applies the strategy for addition</li> <li>• Writing number in tens and ones</li> </ul>	<ul style="list-style-type: none"> <li>• Groups the given cards in tens and ones to form the number correctly.</li> <li>• Solves problems related to today-today life situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses cards  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">10</span> to represent the number.</li> <li>• There are ___ balls. If you make a pack of tens, then there will be tens and ___ ones.</li> </ul>  <ul style="list-style-type: none"> <li>• Games related to tens and ones. A toy shop</li> <li>• Worksheet</li> <li>• Art Integration- Draw or paste notes and coins</li> <li>• Music- Place value poem <ul style="list-style-type: none"> <li>Place Value Poem</li> <li>The ones are on the right</li> <li>The tens are next in line</li> <li>Move one more to the left</li> <li>For the hundreds every time!</li> </ul>  </li> <li>• Toy-Ball, toy currency</li> </ul>
9	November (15)	My Funday	<ul style="list-style-type: none"> <li>• Days of week. Months in a year</li> </ul>	<ul style="list-style-type: none"> <li>• Gets familiar with days of the week and months.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will provide the students a breakfast chart. Then he/she will prepare some questions related to the chart. Ex: On Tuesday eat __. Grid of Alphabets are given.</li> </ul>

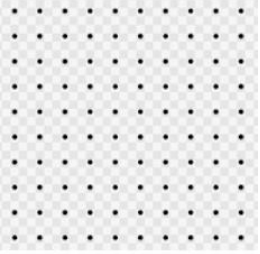
P	U	R	I	H
X	V	A	D	A
Y	B	A	L	L
R	O	T	I	W
S	D	O	S	A


			<ul style="list-style-type: none"> <li>• Fruits, festival etc. month-wise.</li> <li>• Timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes seasonal fruits, vegetables, festivals, flowers, food etc. month-wise.</li> <li>• Reads the time table and prepares the timetable for him/her.</li> <li>• Identifies the order of months in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Frames some questions given in the example and encircle the names of the months in a table. Ex: a) The king of the fruits comes in the month of _____ b) We celebrate Christmas festival in the month of _____.</li> <li>• Reads the timetable in class and will prepare a timetable.</li> <li>• Activity</li> <li>• Draw what you like to do in your favorite month.</li> <li>• Calendar activity- See the calendar and answer long and short months, different seasons.</li> <li>• Counting of months on Knuckles</li> <li>• Worksheet</li> <li>• Art Integration- Draw fruits and vegetables</li> <li>• Paste pictures of festivals/fruits/vegetables of different seasons</li> <li>• Music- Seasons song.</li> </ul>

					<div data-bbox="1577 172 1976 545" style="border: 1px solid black; padding: 5px;"> <p><b>The Seasons Song</b> Tune of "This Old Man"</p> <p>Winter, Spring Summer, Fall There are seasons, four in all! Look outside and you will see, it is _____, yes-siree!</p> </div>
					<ul style="list-style-type: none"> <li>• Toy-Plastic fruits and vegetables</li> </ul>
10	November (10)	Add our points	<ul style="list-style-type: none"> <li>• Numbers and ways of addition.</li> <li>• Addition of two-digit number with one-digit number</li> <li>• Addition of two-digit number with two-digit number</li> <li>• Addition with number line and money notes</li> </ul>	<ul style="list-style-type: none"> <li>• Add two-digit numbers by one digit or two-digit.</li> <li>• Add the numbers mentally.</li> <li>• Solves problems related to addition in daily life situation.</li> <li>• Explore the ways of equal grouping and adding.</li> </ul>	<ul style="list-style-type: none"> <li>• Bat and ball activity Students will toss the ball with the bat until it falls down. They count number of times they have tossed the ball. Each student will get two chances. Then they will add. <ul style="list-style-type: none"> <li>• Ex: <math>15+7=</math> <input style="width: 40px; height: 15px; border: 1px solid orange;" type="text"/></li> <li>• Snake and ladder game Adding of numbers using number grid chart (1-100). The board has numbers from 1 to 99. Toss a coin. Two students will play. Head-move 10 steps. Tail-move 1 step. <ul style="list-style-type: none"> <li>• Shopping game- Addition of notes and coins.</li> </ul> </li> <li>• Students will explore the ways of equal grouping and simple methods of addition using number line. (Draw number line on ground, by jumping.)</li> <li>• Worksheet</li> </ul> </li> </ul>

					<ul style="list-style-type: none"> <li>• ArtIntegration-Drawing a Snakeandwritingnumbersupto100</li> <li>• Music-Beessong. <u>3</u> Bees and <u>2</u> Bees  <u>3</u> bees and <u>2</u> bees, that make Flying in and out of the hive, Buzz, buzz, buzz, What do you see? Lots of honey for you and me!</li> <li>• Toy-Bat,ball,toycurrency</li> </ul>
11	December (09)	Lines and Lines	<ul style="list-style-type: none"> <li>• Differenttypesoflines</li> <li>• Standinglines</li> <li>• Slantinglines</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizesthebasiclines.</li> <li>• Classifies standing line,sleepingline,curvedline</li> <li>• Makesdesignswithlines,curves,dots</li> </ul>	<ul style="list-style-type: none"> <li>• Few objects like scale, coin,matchstick,bottlecap etc.aregiventostudents.The studentwill look at the object he/sheusesanddrawsthem.</li> <li>• Matchstickgame.Usingmatch sticks make numbers andstanding letters. Classify theminto standing lineletters/numbers. Slanting lineletters/numbers, Sleeping lineletters/numbers</li> <li>• Worksheet</li> <li>• Art Integration- Makeobjects/designsbyjoining dots.</li> </ul>



						
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			<ul style="list-style-type: none"> <li>• Sleeping lines</li> <li>• Curved lines</li>   <li>• Fun with matchsticks</li> <li>• Line pictures</li> <li>• Dancing lines</li> </ul>	<ul style="list-style-type: none"> <li>• Draws different lines.</li> <li>• Solves problems related to today's life activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing pictures with different kinds of lines.</li> <li>• Find out different lines in the following picture.</li> </ul>  <ul style="list-style-type: none"> <li>• Toy-Scale, coin</li> <li>• Music-Classical dance</li> </ul>
12	January (15)	Give and Take	<ul style="list-style-type: none"> <li>• Addition and subtraction by writing the number in tens and ones.</li> <li>• Word problems</li> </ul>	<ul style="list-style-type: none"> <li>• Add two-digit numbers</li> <li>• Subtract two-digit numbers</li> <li>• Solve word problems</li> <li>• Calculate the quiz question orally (mental-maths)</li> </ul>	<ul style="list-style-type: none"> <li>• Beads, match sticks, pebbles, buttons etc. are given to students. They will make groups of tens and ones and will do the addition of two-digit number with two-digit number.</li> <li>• Use of puppets for creating interest to practice subtraction (Breaking into tens and ones)</li> <li>• A mock shop arranged in the class for buying and selling. Addition and subtraction take place.</li> <li>• Conducting quiz related to verbal sums using number cards and picture cards.</li> <li>• Worksheet</li> <li>• Art Integration - Drawing of beads</li> </ul>

					<ul style="list-style-type: none"> <li>• Toy-Beads,toycurrency</li> </ul>
13	January(08)	The Longest Step	<ul style="list-style-type: none"> <li>• Measurement by non-standard units like fingers,handspan</li> </ul>	<ul style="list-style-type: none"> <li>• Measures different length of things by fingers,handspan and foot</li> <li>• Knows about the things which can be measured by hands pan and fingers.</li> <li>• Represents the instructions in picture form.</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring of things in classroom like blackboard, table by fingers,handspan.</li> <li>• Measuring classroom using foot.</li> <li>• Measuring different body parts of a child with the help of fingers,handspan and comparing the measurement with his friends</li> <li>• Measure and draw. Students will measure and draw in any direction from the given reference object.Ex: Draw a tree from pond.(pond is the reference object)</li> <li>• Worksheet</li> <li>• Art Integration-Draw the foot steps of a baby, woman, man, animal etc.</li> <li>• Story of Rabbit and Tortoise (use puppet)</li> </ul>
14	February(18)	Birds Come Birds Go	<ul style="list-style-type: none"> <li>• Addition of two-digit numbers</li> <li>• Subtraction of two-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Adds and subtracts two-digit numbers.</li> <li>• Adds and subtracts by breaking the number</li> </ul>	<ul style="list-style-type: none"> <li>• Deers in forest-story (use puppet). Ppt showing group of animals (deers) running from one place to another. Again one more group of deers joined them. Let us see how many deers are there (in large group) Narrate a story and ask questions on addition and subtraction.</li> <li>• Addition and subtraction of two-digit numbers using 10X10 grid</li> </ul>

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				<ul style="list-style-type: none"> <li>• Solves word problems</li> </ul>	<ul style="list-style-type: none"> <li>• Game-Passing the parcel game. Put some two-digit number cards in a box. Play a number song and pass the box among the students. When the song stops the student holding the box picks up two number cards from the box and will add and subtract the two-digit numbers</li> <li>• Solves word problems from their daily life on addition and subtraction</li> <li>• Art Integration- Draw the trees in the school showing different types of leaves</li> <li>• Music- Number song</li> <li>• Worksheet</li> <li>• Toy-Box</li> </ul>
15	February (05)	How many Pony tails?	<ul style="list-style-type: none"> <li>• Counts and writes</li> </ul>	<ul style="list-style-type: none"> <li>• Counts the number of similar objects and makes a table</li> <li>• Counts the letters</li> <li>• Interacts with one another in small groups and collects information and fills the data in tabular form.</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of objects like pencils, pens, erasers, leaves etc. in class and grouping them</li> <li>• Letters in names. Name starting with A. Name starting with S. Name starting with R. Group them and write numbers and answer the questions.</li> <li>• Answer the questions based on pictorial representation of data.</li> </ul>
16	March		REVISION		

**KENDRIYA VIDYALAYA SANGATHAN**  
**SPLIT UP SYLLABUS -2021-2022**  
**EVS (Term 1)**

**Class: 1**

**MONTH/NO. OF PERIODS: JULY /12**

**SCHOOL READINESS PROGRAMME.**

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> To ensure a smooth transition from the home environment to a learning Atmosphere.</li> <li><input type="checkbox"/> To make the students familiar with the surroundings.</li> <li><input type="checkbox"/> To inculcate in them the habit of school routine and get to know the School environment.</li> <li><input type="checkbox"/> To initiate the child into formal school system.</li> <li><input type="checkbox"/> To develop a sense of fondness and belongingness.</li> <li><input type="checkbox"/> To develop acceptable interpersonal social behaviour towards their peers, Teachers and elders.</li> <li><input type="checkbox"/> To develop a sense of personal cleanliness and public conveniences.</li> <li><input type="checkbox"/> To build 'self-esteem'.</li> <li><input type="checkbox"/> To be able to develop awareness of themselves and feel good about who they are.</li> <li><input type="checkbox"/> To develop interest in group activities</li> </ul>	<p><b>Literacy Skills include</b>            Using conversations and words to communicate            Reading Writing Listening            Using Digital technologies</p> <p><b>Numeracy Skills include:</b>            Recognising numbers are used to count            Using mathematical language            Identifying maths in everyday life</p> <p><b>Creative Skills include:</b>            Exploring expressive, artistic and creative abilities            Learning through art, music and movement</p> <p><b>Self-Identity Skills include:</b>            Having care, empathy and respect            Becoming autonomous and independent            Being confident and communicative            Understanding oneself and a sense of security</p>	<ul style="list-style-type: none"> <li>➤ Welcoming the tiny tots</li> <li>➤ Ice breaking session- Self introduction by students (telephonically)</li> <li>➤ Speaking about their home,parents,likes dislikes</li> <li>➤ Strokes/alphabets,numbers-writing</li> <li>➤ Virtual campus tour</li> <li>➤ Picture book reading</li> <li>➤ Listening to friends, teachers' stories, rhymes</li> <li>➤ Identification of colours and shapes,size</li> <li>➤ Identification of fruits, flowers,vegetables,trees,birds,animals</li> <li>➤ Tracing numbers</li> <li>➤ Count and write</li> <li>➤ Drawing</li> <li>➤ Thumb printing</li> <li>➤ Tearing and pasting activity</li> <li>➤ Vegetable Printing</li> <li>➤ Paper folding activity</li> <li>➤ Sing Song sessions</li> </ul>

<b>SNO.</b>	<b>Month/No.of periods</b>	<b>Name of the</b>	<b>Key Concepts</b>	<b>Learning Outcomes</b>	<b>Suggested Activities</b>
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		<b>lesson</b>			
1.	August 4 Periods	MY Family Theme- I and My Surroundings	<p>What is a family</p> <p>Family members</p> <p>Types of family.</p> <p>Family members and the relationship they share.</p> <p>Role of family members</p>	<p>Recognizes the family members</p> <p>Identifies the type of family they live in. Classifies the family according to the number of members</p> <p>Describes relationship among family members and tells relationship they share with each other.</p> <p>Describes role of family members Imbibes values like love, sharing and caring respect for family members.</p> <p>Creates drawing related to the topic.</p>	<p>Singing Rhymes related to Family like Father finger ..... <b>Music Integrated Learning</b></p> <p>In a virtual class children are asked to introduce their family members to their class ( <b>AAC</b> ) <b>OR</b> Show their family photo and speak.</p> <p>PowerPoint/video on types of family. Speak to their elders and find out how many members were there in their times, how they used to help and care for each other ( <b>AAC</b> )</p> <p>Draw a family tree paste pictures of their family members and write the relationship you share with them. <b>Art Integrated Learning</b></p> <p>Role play--Children speak about how the familymembers help each other at home and how they care for each other, time they spend together playing games- <b>GIL</b></p> <p>Making greeting cards.<b>Art Intgrated Learning</b> Drawing match stick figures of their family and different types of family <b>Art Intgrated Learning.</b></p>

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2	August 4 Periods	Our Body Theme : I and My Surroundings	<p>Different parts of the body.</p> <p>Functions of the body parts.</p> <p>Sense Organs</p> <p>Personal Hygiene. <a href="https://youtu.be/szEzGwsdwmq">https://youtu.be/szEzGwsdwmq</a></p>	<p>Observes the different parts of the body and names them</p> <p>Identifies the functions of different body parts.</p> <p>Identifies and names the five sense organs</p> <p>Explains the need to keep oneself clean</p> <p>Creates drawing related to the topic.</p>	<p>Singing rhymes on parts of the body like Hands on your hip... Where is thumbkin-----<b>Music Integrated Learning.</b></p> <p>Children point to their external body parts and name them. Count the number—Maths integrated</p> <p>Ppts on functions of body parts, speaking about the uses of each body part on showing a picture card.</p> <p>The child is asked to point to each sense organ in his/her body and tell how it helps them.</p> <p>Singing rhymes related to personal hygiene. (Brush, brush, brush our teeth.....) <b>Music Integrated Learning</b></p> <p>Speak to the elders at home and find out what things they used for brushing the teeth , washing hair etc ( AAC )</p> <p>Draws the The sense organs, draws the face <b>Art Integrated Learning</b></p> <p>Collects --different items they use to keep themselves clean and speaks</p>
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SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
3	August 4 Periods	<b>Our Food</b>  Theme: Our Basic needs	*Importance of one of the basic needs food .  *Sources of food.  *Types of food  Healthy food habits.  *Wastage of food	Explains the need of food for life.  Identifies different sources from where we get food.  Classifies the food items into plant and animal source.  Differentiates between healthy food and junk food.  . Develops healthy eating habits and explains why we must not waste food  Creates drawing /models of food items	Singing the rhymes related to food like rail meinchananana hoi re .... on hand wash with actions – <b>Music Integrated Learning.</b>  Interactive session wherein questions like what would happen if they do not eat for a long time etc are put forth  Source of food – different food items like, vegetables, curry, rice roti are brought to the class, and they show them to their friends. They name them and tell its source. (plant or animal) Speak to the elders at home and find out food items which can be eaten raw and food that can be cooked, find out the vessels, and method of cooking in their time ( <b>AAC</b> )  PPT /video on healthy and junk food  PPT /video on healthy eating habit  Make clay models of fruits and vegetables. Draws fruits and vegetables --- <b>Art Integrated Learning</b>

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SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
4	September  4 periods	<b>Water</b>  Theme : Our Basic Needs	Importance of basic need water  *Sources of water  Uses of water  *Clean water  *Save water.	Describes need of water for all living things.  Recognizes the different sources of water.  Recalls the activities they do at home using water.  Identifies the different vessels they use to store waater at home  Explains the need to drink clean water. and the need to save water. (conservation)  Creates drawing models related to the topic.	Singing Rhymes related to water - <b>Music Integrated Learning</b>  PowerPoint on sources of water Speak to the elders at home and find out from where and how they used to get water <b>(AAC)</b>  Children list out the various activities in which they use water from morning to night. PowerPoint/video on uses of water.  Children show the vessels they use to store water at home which holds more /less- <b>Maths integrated Learning</b>  PowerPoint on polluted water and clean water. Speak to the elders at home and find out the methods they used to keep the water clean. <b>(AAC)</b> Children are asked to speak how they can save /stop wastage of water at home  Draw different sources of water. Making posters on saving water. <b>Art Integrated Learning</b> Making models of vessels used to store water. — <b>Toy Integrated</b>

SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
5	September  4 periods	<b>Seasons &amp; Clothes</b>  Theme : Our Basic Needs	Different seasons  Things we use in different seasons  Food we eat in different seasons  Clothes we wear in different seasons.  Different types of lothes./uniform Materials used to make clothes  Need to wear clean clothes.	Recognizes the different seasons.  Identifies the objects they use to protect them in different seasons. Creates drawing of things used in different seasons.  Observes that few food items are got only in a particular season Observes that the clothes we wear depend on the season  Identifies and names the different type of clothes we wear  Explains the need to wear clean clothes suggests ways to keep them clean  Creates drawing of different clothes	Singing Rhymes like I hear Thunder,...Rain ... <b>Music Integrated Learning</b>  Powerpoint on seasons. Objects like umbrella raincoat ,etc are shown and children identify the season they use them. Draws/paste pictures of items used in different seasons. Draws and names the food items they get in different seasons. <b>Art Integrated Learning</b> Powerpoint on different types of clothes. Children speak with their elders at home what kind of clothes they used to wear, the material used( <b>AAC</b> ) Children bring different clothes to the class show and name them identify the material with which it is madeSweater-wool Children speak to their elders and find out the uniform of different people <b>(AAC)</b> Children speak on how they keep their clothes clean , things they use to clean clothes .

					Draw your favourite dress. Draw and name the clothes worn in winter, rainy seasons – <b>Art Integrated Learning</b> .
SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
6	September  4 periods	Shelter  Theme : Our Basic Needs	Need for shelter  Types of houses  Materials used for making a house  Rooms in a house	Describes the need for a house Observes that houses are different.  Identifies the different types of houses and names them.  Recognizes the materials used to build a house. Differentiates between pucca and kuchcha house  Identifies the various rooms in a house and the work they do there  Explains the need to keep the house and surroundings clean.	Classroom discussion (simple questions related to the topic) Children are asked to observe the houses around them. later share their observations in the class. Powerpoint on different types of houses is shown. Materials like brick, cement, hay etc used to build a house are shown. Picture cards/powerpoint of pucca and kuchcha house is shown, the differences between the two houses is elicited Speak to their elders and find out what type of houses they lived, the materials used in their time <b>(AAC)</b> Children are asked to make a video of the different rooms in their house and tell what they do. Speak to their elders and find out how many rooms they had in their house, did they have separate rooms for sleeping, bathing etc. <b>(AAC)</b> . Pictures of a clean and unclean house is shown and children are asked to speak on which house they would like to live and why. Speak to their elders and find out

				Cleanliness of house	Creates drawing / models of different houses	what things they used to keep the house and surroundings clean. <b>(AAC)</b> Makes a model of hut /igloofrom waste materials, Paper folding activiy. <b>Toy Integrated Learning</b> Draws a house using shapes – Maths Integrated Learning.
SNO.	Month/No .of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities	
7.	<b>October 6</b>	Animals Theme : The Living World	Different kinds of animals.  Food they eat  How animals help us? Care of animals	Observes that animals are different  Classifies animals  Explains how animals are useful to them  Creates models of animals	Singing rhymes related to the topic like Old Mc Donald, Ding dong bell, Baa baa Black Sheep Pussy cat.... with actions. <b>Music Integrated Learning</b>  Discussion on different animals they see around them. Children observe picture cards /video of different kinds of animals name them and identify their habitat. Group animals as wild, domestic, pet animalsetc  Asking questions like do animals need food, what animals eat and eliciting answers from their day to day observations. Classifying animals from a group into grass –eating, flesh eating.  Children list out how animals help them /are useful and respond to questions like how they will take care of their pet, speak on how they need to behave towards animals. <b>AAC-</b> speaks with their grandparents and finds out how animals were helpful in their day to day life  Drawing animals using shapes – Maths Integrated Learning. Making clay models, paper folding activities on animals – <b>Toy Integrated Learning.</b>  <a href="https://www.youtube.com/watch?v=rTe7Mr2lx70&amp;list=PLBD389FBDD2503A1D&amp;index=11">https://www.youtube.com/watch?v=rTe7Mr2lx70&amp;list=PLBD389FBDD2503A1D&amp;index=11</a> <a href="https://youtu.be/x2-LEEPCRRg">https://youtu.be/x2-LEEPCRRg</a>	

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				Creates drawing related to the topic,	
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SNO.	Month /No : of periods	KEY CONCEPTS	Learning Outcomes	SUGGESTED ACTIVITIES
9	November  12	Time to play  Health ,Hygiene& Exercise	<p>Different Games</p> <p>Types of Games</p> <p>Classifies the game as Indoor /Outdoor</p> <p>Explains the need to keep oneself clean</p> <p>Explains the need to keep the surroundings clean</p> <p>Identifies the things used for Personal hygiene and Cleanliness of surroundings'</p> <p>Describes the rules to be followed in the present</p>	<p>Discussion on the different games they play with their friends and family.</p> <p>Picture card of different games are shown; children name the game.</p> <p>From a collection of picture cards on games children identify the game and classify it as Indoor /Outdoor games. Speak to their elders at home and find out the different games they used to play in olden times. Collect the play things and speak on it – <b>Toy Integrated Learning</b> .</p> <p>Singing rhymes related to the topic like. Brush brush .... , Wash your hands. bits of paper .... with actions. <b>Music Integrated Learning</b></p> <p>Discussion on the need to keep oneself and the surroundings clean. Asking questions on how to keep the body clean. A picture card on clean and dirty surroundings is shown to the children and they are asked to speak on the difference between the two and suggest ways to keep their home and surroundings clean.</p> <p>Children show the things they use for personal hygiene and speak on them.</p> <p>– children speak to their elders and finds out the things used to keep their house clean.<b>AAC</b></p> <p>A brain storming session on the present pandemic</p>

			<p>situation</p> <p>Creates drawing related to the topic.</p>	<p>situation - the different rules we need to follow to be safe is elicited from the children .- Role play .Draw two things used to clean your body. used to clean your house.<b>Art Integrated Learning</b></p> <p><a href="https://www.youtube.com/watch?v=gO4dOfni0mM">https://www.youtube.com/watch?v=gO4dOfni0mM</a> <a href="https://youtu.be/zuXCx0dPzkE">https://youtu.be/zuXCx0dPzkE</a></p>
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SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
10	<b>December</b> <b>12</b>	<b>Our Helpers.</b>  Theme : People Around Us	<p>People who help us in our daily life.</p> <p>Respecting them</p>	<p>Identifies the different people who help us in our daily life.</p> <p>Identifies the tools used by the different helpers,</p> <p>Recognizes their work and appreciates them.</p> <p>Creates drawing/ models related to the topic</p>	<p>Singing rhymes related to the topic like My father is a doctor doc doc.... <b>Music Integrated Learning</b></p> <p>Interactive Session –on the various people who help us at home, school other places.</p> <p><b>Video</b> is shown related to the topic and answers elicited to questions based on it. (Name the person what work they do for us.) Virtual Role Play What would you like to become when you grow up- paste a picture and write few lines? Real objects / picture cards used by helpers will be shown.</p> <p>Make Thank You cards for the people who help you like Auto driver, policeman, , maid, milkman, <b>Art Integrated Learning</b></p> <p>Making a model of stethoscope , and other tools used by the helpers, show and speak- <b>Toy Integration</b></p> <p><a href="https://www.youtube.com/watch?v=fA7nr-mqBbQ">https://www.youtube.com/watch?v=fA7nr-mqBbQ</a></p>

SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
11	January 6	<b>Places of Worship</b>  Theme: Places Around Us	Different Places of Worship	Observes that people of different faith have different places of worship and holy book.	Discussion on the different faith and places of worship.  Virtual prayer by children of different faiths. And holy books.  Making models of different Places of worship and speaking on it virtually – <b>Toy Integrated Learning</b>
12.	January 6	<b>Festivals</b>	Different festivals  Types of Festivals	Recognizes the different festivals  Identifies the different festivals.  Classifies into Religious and National Festivals.	Singing rhymes related to Festivals like Diwali Re <b>Music Integrated Learning</b>  Interactive session on different festivals they celebrate,  Video/ PPT/picture card on festivals is shown  Children classify the festivals as religious and National. (picture cards used)  – speak with your elders at home and collect information on the reason behind the celebration of your favourite festival. <b>AAC</b>  <a href="https://www.youtube.com/watch?v=tNbTRfw6Qqk">https://www.youtube.com/watch?v=tNbTRfw6Qqk</a> <a href="https://youtu.be/_A0HU07GYHo">https://youtu.be/_A0HU07GYHo</a>

SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
13	February 6	<b>Means of Transport</b>  Theme : Travel	Why we need to travel?  Different Means of transport  Animals used as Means of Transport	Explains the need to travel  Classifies the different means of transport  Classifies the different means of transport on the number of wheels.  Identifies the animals that are used for carrying people and goods  Creates drawing related to the topic.	Singing rhymes related to vehicles like the wheels of the bus ....with actions. <b>Music Integrated Learning</b>  Children are asked to list out different vehicles they have seen how they would come to school, how their parents go to work. -answering questions like why they need vehicles from their day to day experience with the help of their parents. <b>AAC</b> Children are asked to observe video on different vehicles, name the vehicle classify as Land, Water or Air transport and paste pictures in their EVS scrap book. Virtual exhibition on toy vehicles Children show and speak on – type of transport, number of wheels, its purpose. Toy Integrated Learning. Children are asked to list out the animals which are used to carry people and loads and paste pictures In their scrap book. <b>AAC</b> - speak to their elders and collect information on the different modes of transport in olden days. Draw a two wheeler, four wheelers, many wheeler, no wheeler Making a model of train, from matchboxes,bus, car from unused cardboard boxes, - <b>Toy Integrated Learning</b> <a href="https://www.youtube.com/watch?v=RBwfRDo1h5Y">https://www.youtube.com/watch?v=RBwfRDo1h5Y</a> <a href="https://youtu.be/q4mNxzoT0II">https://youtu.be/q4mNxzoT0II</a>

SNO.	Month/No.of periods	Name of the lesson	Key Concepts	Learning Outcomes	Suggested Activities
14	February 6	<b>Road Safety</b> Theme: Things we make and do	Why we need to follow Road safety rules.  Road Safety Rules Basic Road Safety Symbols	Recognizes the importance of Road Safety.  explains few simple road safety rules.  Identifies few simple road safety symbols  Creates drawing related to the topic	Singing rhymes related to Road Safety like stop says the red light .... with actions. <b>Music Integrated Learning</b>  An interactive Session Why we need to obey road safety rules is discussed and answers elicited from their day to day life experiences.  Video on road safety rules is shown  Video/Ppt / picture cards on on basic road safety symbols is shown children name the symbol and identify its purpose.  Draw zebracrossing. <b>Art Integrated Learning</b> Makes a model of Traffic Light and speaks on it. – <b>Toy Integrated Learning</b> <a href="https://www.youtube.com/watch?v=DBu3JlauqTA">https://www.youtube.com/watch?v=DBu3JlauqTA</a>



KENDRIYA VIDYALAYA SANGATHAN  
SPLIT OF SYLLABUS  
SESSION:2021-22

CLASS:II

SUBJECT:EVS

Sr. No	MONTH/ NO.OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
1.	APRIL/ MAY  (06)	<b>Theme - Family and Friends:  My family</b>	<p>What is a family?</p> <p>Diversity in family types: Smallfamily, Large family; Joint/Nuclearfamily/Extended family.</p> <p>Need/importance of family members.Living together in a family</p> <p>Relationshipbetween familymembers. Names ofrelations</p> <p>Work done by family members.</p>	<p>Recognizes and relates to his/her family members.</p> <p>Classifies the families into different types depending on the number of members.</p> <p>Arrangesthe members of a family in order of hierarchy. (Pictorialrepresentation)</p> <p>Enquiresabout the members of extended family and how they are related.</p> <p>Describes role of family members.</p> <p>Records the routine activities in</p>	<p>Rhymes related to family (Finger family) Children can bring photograph or draw a picture of their family and speak about their family members.</p> <p>Discussion on different types of family- nuclear family, joint family, extended familywith the helpof PPT or video Children can speak about the number of members in their family and what type of family he/she belongs to. <b>(Integrated with English &amp; Maths)</b></p> <p>Draw their familytree (Three generations) Paste photos of familymembers in the tree and name them.(Art integrated learning)</p> <p>Find out about family relations from adults. <b>(AAC activity)</b> Name their extended family members and write the relation/ what they call them.</p> <p>Observe the activities done by their family members and listout the work done by the members in their family.</p> <p>Enlist the works they do in a day starting from the time they</p>

2.	(06)	<p><b>Theme - Family and Friends:</b></p> <p><b>OUR BODY</b></p>	<p>Daily routine of the child</p> <p>Love, care and belongingness in a family.</p> <p>Parts of our body and their Functions.</p> <p>Five sense organs and their functions.</p> <p>Body postures</p> <p>Fit and Healthy body</p>	<p>daily life.</p> <p>Sequences activities in daily life.</p> <p>Designs /creates medium to express love towards their family members.</p> <p>Identifies the body parts and describes their functions.</p> <p>Examines how the five Sense organs are useful to provide information.</p> <p>Explains and follows the correct body postures in his/her daily life.</p> <p>Suggests ways to keep our body fit and healthy.</p>	<p>wake up till the time they go to bed. <b>(Integrated with Maths-Time)</b></p> <p>Playing indoor games with family members during this pandemic.<b>(Integrated with Games – AAC activity)</b></p> <p>Record a voice message or write a message for their family members. Design a greeting card for family members on special occasions like Birth days, Wedding Anniversaries, Mother’s Day, Father’s Day etc.<b>(Art integrated learning)</b></p> <p>Rhyme time-Two little hands... Identification of body parts by showing a video. Discuss their functions.</p> <p>Speak about sense organs and their importance. Blindfold activity games on sense organs with the help of their parents. <b>(AAC activity)</b> Draw/paste pictures of Sense organs and write their uses.<b>(Art integrated learning)</b></p> <p>Demonstrate the correct posture - how we should sit, stand and walk. Children can be encouraged to show the correct postures as the teacher calls out.</p> <p>Discuss and show a few activities we should do to keep our body healthy and fit.</p> <p>Children can do some physical activities (Fit India), take photos/ videos and share in the class.<b>(Integrated with games)</b></p>
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3.	<p><b>JUNE/ JULY</b></p> <p><b>(06)</b></p>	<p><b>Theme: Food</b></p> <p><b>FOOD</b></p>	<p>Cleanliness of bodyparts Personalhygiene</p> <p>Importance offood</p> <p>Types of food items- Energy giving, Body building and Protective food.</p> <p>Food from plants and animals.</p>	<p>Suggests ways for good hygiene.</p> <p>Creates slogans to express his/her view.</p> <p>Identifies the food items and describes their need.</p> <p>Classifies the food items into energy giving, body building and protective food.</p> <p>Creates own food chart and explains the importance of nutritive &amp;hygienic food.</p> <p>Identifies and classifies food items into those obtained from plants and from animals.</p> <p>Differentiates between vegetables</p>	<p>Rhymes like—Brush, brush, brush your..... Ways to keep ourbody healthy. Draw/Pastepictures of comb, brush, soap etc</p> <p>Slogans on healthybody.</p> <p>Picture cards/food items can be shown for identification. Paste/draw pictures of different food itemsand name them. Discussion on need of food items.</p> <p>Video on different types of food items can be shown. Introduce the terms energy giving, body building and protective food. Children can collect food items under each category and present to the class during meet. Draw/paste food items under each type of food items.</p> <p>Each child can make their own food chart for one week and discuss about the importance of eating proper food.<b>(Integrated with Maths-Time)</b></p> <p>List out food items they eat regularly. Classify these items into plant and animal products Make clay models of fruits and vegetables.<b>(Art integrated learning)</b> Riddles/Role play on fruits and vegetables.<b>(Integrated with English)</b></p> <p>Paste/ draw pictures offooditems that can be eaten raw/ cooked / both raw and cooked. Make lemon juice, Fruit/vegsalad.<b>(AAC activity)</b></p>
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4.	(07)	<p><b>Theme: Water</b></p> <p><b>WATER</b></p>	<p>Cooked food items/ Raw food items</p> <p>Good eating habits</p> <p>Uses of water</p> <p>Sources of water- Natural &amp; Man made</p> <p>Forms of water</p>	<p>which can be eaten raw or cooked or both raw and cooked.</p> <p>Suggests healthy/ hygienic food habits.</p> <p>Explains and gives examples of activities that require water. (Uses of water)</p> <p>Sequences the activities in daily life</p> <p>Differentiates between natural and manmade sources of water.</p> <p>Identifies and defines the three forms of water</p>	<p>Rhymes on healthy food habits Discuss about good food habits. Write five good food/eating habits.</p> <p>Brainstorming session-Activities they carry out in a day. Classify the activities into those that require water and those that don't require water. Ask your parent and name two dishes that are prepared using water and two that don't require water. <b>(AAC activity)</b></p> <p>Children can list out activities they do using water from Morning to evening. <b>(Integrated with Maths-Time)</b></p> <p>Watch Video on sources of water. Based on the video draw sources of water -- natural as well as manmade and classify them. <b>(Art integrated learning)</b></p> <p>Cubes of ice, water and Vaporizer (water vapour) can be shown to understand the three forms of water. Introduce the terms solid, liquid and gas. Followed by video on forms of water.</p> <p>Children can carry out simple experiments to understand the properties of water. Each child can have--</p>
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			Examines/ compares and gives the physical properties of water.	1) A glass of water and a glass of fruit juice – to observe colour, taste & smell 2) A glass of water and a transparent bottlefull of water—to observe shape.
		Physical properties of water		Find out the containers used to store water in their house and. Draw/Paste pictures of Water storage containers used in their house. <b>(Art integrated learning)</b>
		Storage of water	Explores/ identifies/ draws pictures of containers used to store water.	Demonstrate ways in which water is getting dirty. Tub of water— Give bath to a toy, wash a piece of cloth, drop dust particles in water.
		Clean and dirty water	Suggests ways in which we can keep drinking water clean.	Picture cards can be shown to understand the ways in which we waste water at home and around. Teacher can show picture cards of Save and Wastewater. Children will divide /sort the cards under the headings of ----- Save water and Wastewater (Teacher can put them under the right heading on the blackboard)
		Methods of saving water/Judicious use of water	Realises the importance of water and uses it Judiciously.	
		Fun time		
			Estimate the amount of water consumed.	List out the ways in which you can “save water”. Collect data of their family members regarding glasses of water they drink in a day. <b>(AAC activity)</b> Blowing colourful water bubbles. Switch off and on the fan to feel air or use their notebook as

5.	(05)	<b>AIR</b>	<p>Concept of air-- wind, breeze, storm</p> <p>Uses of air and its importance.</p> <p>Properties of air</p> <p>Fresh/Dirty or polluted air</p>	<p>Fun with colours</p> <p>Defines wind, breeze and storm.</p> <p>Describes the uses of air.</p> <p>Examines/Explains the properties of air.</p> <p>Suggests ways to keep air clean.</p>	<p>fan to feel air. Wind, breeze and storm – video watch</p> <p>Watch Video on uses of air. Balloon, ball, tyres etc. List different uses and importance of air. Breathing exercises</p> <p>Children can do simple experiments with the help of their parents (<b>AAC activity</b>)</p> <p>Air occupies space - Flat and Inflated balloon. Air has weight – Above two balloons on a balance (<b>Integrated with Maths– Measurement</b>). Air is necessary for burning- Two burning candles. One candle can be covered with a glass tumbler.</p> <p>Compare two pictures of clean air and polluted air. Discuss and list ways to keep air clean.</p> <p>Brainstorming to elicit the idea of students with regard to clothes. Watch video – Why we wear clothes?</p>						
6.	<b>AUGUST</b> (06)	<b>CLOTHES</b>	<p>Need of clothes</p> <p>Types of clothing (summer, winter, rainy)</p>	<p>Explains the need of wearing clothes.</p> <p>Differentiates the clothing items based on seasons.</p>	<p>Collection of clothing items can be put up. Children/teacher can pick up an item, children will name it and tell when we wear it .(season) Record their observations-(Art integrated learning)</p> <table border="1" data-bbox="1370 1236 2161 1364"> <thead> <tr> <th data-bbox="1370 1236 1594 1300">Picture</th> <th data-bbox="1594 1236 1870 1300">Name</th> <th data-bbox="1870 1236 2161 1300">Purpose(season)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1370 1300 1594 1364"></td> <td data-bbox="1594 1300 1870 1364"></td> <td data-bbox="1870 1300 2161 1364"></td> </tr> </tbody> </table> <p>Discussion on materials used to make different type of clothes</p>	Picture	Name	Purpose(season)			
Picture	Name	Purpose(season)									

7	(07)	<p><b>Theme- Shelter</b></p> <p><b>SHELTER</b></p>	<p>Material used to make clothes- Natural and synthetic fibers.</p> <p>Indian traditional clothes</p> <p>Uniform - Concept and examples</p> <p>Wear clean clothes</p> <p>Concept of House and Home</p>	<p>Identifies the materials used for making clothes they wear regularly.</p> <p>Knows about the dresses worn by people in different states of India.</p> <p>Identifies the uniform worn by different professions.</p> <p>Suggests ways to keep their clothes clean.</p> <p>Differentiates between a house and a home</p> <p>Explains the need of a house for all living things.</p>	<p>and the source of these materials. Plants----- Cotton, Jute Animals ---- Silk from Silkworm Wool from Sheep Synthetic fibers – polyester, Nylon Collect clothing items made of different materials.</p> <p>Paste pictures Indian traditional clothes worn in different states. Children can dress up in their traditional attire on a specified day.</p> <p>Initiate discussion -what children wear to school? Talk to their parents and collect pictures of different uniforms used in different professions. <b>(AAC activity)</b></p> <p>Discussion -Washing and drying clothes in sunlight. Ironing of clothes (uniform). Storing/preserving clothes to use when required. <b>(AAC activity)</b></p> <p>Show picture of a tent and a Bungalow/Apartment to know the difference between a house and a home.</p> <p>Tent is a house. I don't live in it. Apartment – My home. I live with my parents.</p> <p>Watch a video to know the need of a house- protection from heat, cold, wind, animals, thieves etc.</p> <p>Brainstorming for ideas to develop concept map. Draw a concept map. <b>(Art integrated learning)</b>. Watch video on - Types of houses. Paste/ draw pictures of different types of houses.</p> <p>Collage of animals and their habitats can be shown. Children recognize the animals and their habitats. List the animals and their houses.</p>
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					<p>Discussion – Materials used in construction of different types of houses. Collect a few of them</p> <p>List the materials required for making different types of houses.</p> <p>Initiate discussion with their parent’s profession and lead to construction with the help of a picture.</p>
		Need of houses (Animals, Human beings)	Recognizes the different types of houses.		
		Types of house-- pucca and kuchcha	Identifies and describes the different habitats that animals live in.		Children can be asked to collect materials used to clean the house and exhibit.
		Animal habitats	Explains why materials vary for different houses		Discuss on the need to keep the house clean especially during Covid situation.
		Material used for houses	Identifies the various professions involved in construction of a house.		
		People who help in construction of a house	Relates cleanliness to good health.		Children can draw their own house and its parts using Geometrical shapes. <b>(Integrated with Maths)</b> They should speak about how the drawing helps show their thoughts, feelings, and ideas about their home. Write a few sentences about their home. <b>(Integrated with English)</b>
		Ways/ materials needed to keep our house neat and clean.	Illustrates their house using geometrical shapes.		Children can use their imagination and creativity to design a dream house. <b>(Art integrated learning)</b>
			Creates a house of his/her choice		Children can be asked to name a few plants they have seen. Weed can be shown to identify the parts of a plant. Draw and label the parts of a plant. <b>(Art integrated learning)</b>  Watch video on functions of parts of a plant. Tabulate the



8.	September  (06)	<b>Theme:</b> <b>Family and Friends</b> <b>Sub theme- Plants</b> <b>PLANTS</b>	Parts of a house	Develops understanding about natural environment and list the names of plants.  Records observations about parts of a plant and their functions in a table	data:		
			My dream house.		<table border="1"> <thead> <tr> <th>Part of plant (drawing)</th> <th>Name</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Part of plant (drawing)	Name
Part of plant (drawing)	Name	Function					
			Observation -- Parts of a plant	Compares and classifies plants according to their size and nature of stem.	List the plants they have seen. Classify them as- big/small Thick stem/thin stem; Strong stem/Weak stem Teacher can introduce the words- trees, shrub, herbs, climbers, creepers by showing live examples or pictures. Write the characteristics of each of these types and draw a few examples.		
			Functions of parts of plants		Draw a root, stem, leaves, fruit and seed that we eat. Collect information from your parents about edible oils obtained from seeds- Mustard oil, Sunflower oil, Groundnut oil etc <b>(AAC activity)</b> Speak to your parents and gather information about the uses of different parts of Neem and Coconut trees. <b>(AAC activity)</b>		
			Types of plants (trees, shrub, herbs, climbers, creepers )	Identifies uses of plants and plant products in daily life.	Growing a plant in a flowerpot and watering it daily. Slogans based on 'Save Trees'.  Tracing leaf patterns Collect fallen leaves and prepare a Herbarium.		
			Importance and uses of plants		Guess the animal rhyme can be sung. Children can guess the names of animals with the help of clues. List out a few animals which they are familiar with. Name the biggest and smallest animals from their list.		

9.	(06)	<p><b>Theme: Family and Friends</b></p> <p><b>Sub theme- Animals</b></p> <p><b>ANIMALS</b></p>	<p>Care of plants</p> <p>Fun time</p> <p>Rhyme time- Identification of animals.</p> <p>Pet animals, Domestic animals, wild animals</p> <p>Food habits- plant eating and flesh eating or eating both.</p> <p>Animals and their young ones</p>	<p>Develops the habit of caring and protecting plants.</p> <p>Identifies diversity in leaf shapes.</p> <p>lists the names of animals based on their life experiences.</p> <p>Identifies and classifies the animals into pet, domestic and wild animals</p> <p>Differentiates between herbivores, carnivores and omnivores with the help of examples.</p> <p>Identifies animals and their young ones by their images and names.</p> <p>Identifies the animal with its sound</p>	<p>Pictures/video clips of animals can be shown and classify them into various categories-Domestic, pet and wild.</p> <p>Children can list out food items they eat and classify into plant products and animal products. (spiral teaching) Similarly animals also differ in their food habits i.e. Plant eating, Flesh eating and eating both. Discuss about it.</p> <p>watch video/ppt on animals and their young ones. Riddles-- clues describing the baby can be given and children match with its parent. Eg "My little baby hatches from an egg, it walks on two feet, and it has feathers." Chick --- Hen</p> <p>Id MacDonald ....song can be played. Children will list out the farm animals in the song and the sound they make. Listen to audio on sounds of animals and identify the animal by its sound. Make sound of different animals. List the animals and their calls.</p> <p>Match animals and animal products.(food). Riddles related to uses of animals with the help of clues. Eg. I help the farmer; I draw carts too. Who am I?</p> <p>Children who have pets at home can share their experiences with their pets and how they take care of them. Picture reading – Picture cards of people taking care of animals can be shown and children can tell their observations. <b>(Integrated with English)</b></p> <p>Make finger puppets/masks of animals. <b>(Puppet integrated learning)</b></p>
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10.	OCTOBER  (08)	<b>Theme:</b> <b>Work and play</b> <b>HEALTH,</b> <b>HYGIENE</b> <b>AND</b> <b>EXERCISE</b>	<p>Animals and their sounds</p> <p>Use of animals</p> <p>Care of animals</p> <p>Fun time</p>	<p>Describes the uses of animals.</p> <p>Develops love and care for animals.</p> <p>Fun with puppets (Enact like an animal)</p> <p>Explains why personal hygiene is important</p> <p>Identifies the personal hygiene practices and their contribution to a healthy body</p>	<p>Singing rhymes related to the topic like This is the way we brush our teeth, wash hands etc. Incorporate the actions associated with each hygienic practice. Discuss hygiene with students and make a list of the things they do every day to keep the body clean and healthy.</p> <p>Draw the pictures of different things we use to keep our body clean. <b>(Art integrated learning)</b></p> <p>Explains the importance of each hygiene practice to our health. Ex: The role of hand washing in the prevention of the spread of germs.</p> <p>Rhyme Bits of paper, bits of paper. A picture card showing clean and dirty surroundings is shown to the children and they are asked to speak on the difference between the two and suggest ways to keep their home and surroundings clean.</p>
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			<p>Personal Hygiene and its importance</p> <p>Cleanliness of surroundings</p> <p>Importance of exercise/ physical activities</p> <p>Importance of games</p> <p>Types of games</p>	<p>Describes the rules to be followed in the present situation</p> <p>Explains the need to keep the surroundings clean</p> <p>Identifies ways to be physically active everyday</p> <p>Explains the importance of sports and games in our life.</p> <p>Identifies different games and the material required to play</p> <p>Classifies into indoor and outdoor games</p>	<p>Talk about importance of exercise/physical activity in building strong muscles and bones and giving you energy. A Brain storming session on different activities/exercises that keep us physically active every day. Slogan writing.</p> <p>Speak about different games they play at home, school, playground etc and how they help us to be healthy. Children are encouraged to watch videos on Yoga suggested under International Day of Yoga, practice them regularly and post self - recorded videos of the same. Children are asked to watch videos on activities suggested under <b>“Fit India”</b> practice them regularly and post self- recorded videos of the same.</p> <p>Discuss about different games and materials required to play the game with the help of a PPT or Video. Find out from your grandparents about different games they played when they are of your age. <b>(AAC activity)</b> Observe video on Indoor and Outdoor Games and respond to questions related to it. Collect the pictures of famous sports personalities of India.</p> <p>A brief discussion to introduce the topic</p>
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11.	NOVEMBER (06)	PLACES AROUND US  PLACES OF WORSHIP	Different Places of Worship  Holy books of different religions  Importance of worship	Identifies the different places of worship and the religion associated with.  Identifies and name holy books and symbols of different religions.  Learns to respect other religions  Identifies different festivals.  Classifies into Religious National and Harvest Festivals.  Describes why these festivals are	Children observe a video on places of worship and encouraged to share their experiences and knowledge. Name the places of worship of different religions.  Find out and write the names of holy books of different religions. Visuals of symbols of different religions. Draw the symbols of different religions. <b>(Art integrated learning)</b> Learn and sing different prayers in the class. <b>(Art integrated learning)</b> Collect a message from each religion and read in the class. <b>(AAC)</b> Do s and don't at the places of worship.  Observe the Video and name different festivals of India. Find the names of the festivals in the grid. Draw any festival and colour it. <b>(Art integrated learning)</b>  Discuss about religious, national and harvest festivals and their importance with the help of PPT. Classify the festivals as Religious, National and Harvest Festivals. Discuss why, when and how these festivals are celebrated.
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12.	(06)	OUR FESTIVALS		celebrated	
13.	DECEMBER (08)	Theme: Things we make and do OUR HELPERS	Types of Festivals  Importance of Festivals  Community helpers/ Occupation—meaning	Identifies different types of helpers.    Explains how these jobs benefit the community.  Relates the occupation with its workplace.  Identifiesthe tools used by the community helpers.	Collect information on the specific details of any one festival. <b>(AAC activity)</b> Draw our national flag and colour. <b>(Art integrated learning)</b> Make a rangoli.  Teacher can create/narrate a story/situations to get the community helper they would look out for. For example.A leg of your study table is broken. Who will you call for help? Cut outs of helperscan be used for identification. Songs on different community helpers. <b>(Art integrated learning)</b> Children can speak about themselves: I am a student. <b>(Integrated with English)</b> .I want to be a _____.  Find out from their Grandparents or elders in the family about the various occupations they are involved in. <b>(AAC activity)</b>  Dumb charade game to guess the work done by the community helper. <b>Riddles</b> - for example:

			<p>Work/service rendered by different community helpers.</p> <p>Different occupations and their workplaces.</p> <p>Tools used by people in different occupations.</p> <p>Summary of what the child has learnt.</p>	<p>Summarizes the different types of helpers and explains how these jobs benefit the community.</p> <p>Applies knowledge and solves the problem</p> <p>Relates hats with the community helper.</p> <p>Identifies the three modes of transport (land, water and air)</p>	<p>I take care of people's health by giving them medicines. I work in a hospital. Who am I?</p> <p>Pictures of workplaces and occupations can be shown, and students will find out who fits in the particular workplace. <b>(Art integrated learning)</b></p> <p>Guessing game: Models/pictures of tools used by community helpers can be shown and students will guess the helper. Draw tools used by different community helpers. <b>(Art integrated learning)</b></p> <p>List out 10 of them and write the help/ service they provide. or Make a word web of it. First level – Our helpers. The next level in blue will include the type of helper. Third level will describe the service they provide. Fourth level can be of tools used by them.</p> <p>Watch Video clip of a person suffering from Covid-19. Children will list the community helpers we can reach out ---- Doctor, Nurse etc.</p>
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14.	<p><b>JANUARY</b> <b>(07)</b></p>	<p><b>Theme: Travel</b> <b>MEANS OF TRANSPORT</b></p>	<p>Our helpers during the present pandemic situation.</p> <p>Fun time</p> <p>Means/ Modes of Transport – Land, water and air</p> <p>Uses of means of transport</p> <p>Number of wheels in a</p>	<p>Categorizes the different types of transportation into the correct mode.(whether it flies in the air, moves on road or moves on water</p> <p>Explains the use of means of transport and communication.</p> <p>Observes and identifies the two three, four wheeler vehicles.</p> <p>Recognizes the vehicles which require fuel and those that don't require fuel.</p> <p>Distinguishes between the vehicles we use and the vehicles used for emergency services.</p>	<p>Make Hats used by the community helpers with a newspaper.<b>(Art integrated learning)</b></p> <p>Sing rhyme “Wheels of a bus...”. We can also add “Planes in the sky” or “Ships on the sea” to understand that people can get from one place to another through land, air or above water.<b>(Art integrated learning)</b></p> <p>Children can exhibit the toy vehicles they have. Others can speak on what is needed for that means of transport. Each child takes turn to show his/her toy. <b>(Toy integrated learning)</b></p> <p>List the vehicles under three categories – Land transport, Air transport and Water transport.</p> <p>Watch a video on Means/ Modes of transport.Discuss about the vehicles that run on road, fly in the sky. Paste/draw the pictures of means of transport- Land, air and water transport.<b>(Art integrated learning)</b></p> <p>A toy vehicle with all the wheels removed can be used to introduce and understand the importance of Wheel. Count the number of wheels in the toy they have/picture of vehicles. <b>(Toy integrated learning).</b> Classify the vehicles as 2 wheelers, 3 wheelers, 4 wheelers, more than 4 wheels and no wheels.</p> <p>(Inegrated with Maths) Identifies and names the slowest and the fastest means of transport.</p> <p>Children can be encouraged to speak about their bicycle and how it moves. Similar vehicles like Bullock cart, Tonga etc(pictures) can be shown to identify vehicles that run without</p>
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15.	(04)	<p><b>Theme:Travel ROAD SAFETY</b></p>	<p>vehicle.</p> <p>Fuels used in vehicles</p> <p>Emergency services- Ambulance, Police, Fire brigade.</p> <p>Yoga</p>	<p>Relates means of transport to Yoga.</p> <p>Describes the problems traffic may cause on roads</p> <p>Explains the importance of following safety rules when on road</p> <p>Identifies traffic lights(what each colour stands for) and safety rule while crossing a road.</p> <p>Interprets the road signs and follows the rules.</p>	<p>fuel. Find out from their parents about the-- Fuel used in the vehicle they own other fuels that can be used in vehicles. Vehicles used in olden days. <b>(AAC activity)</b> Narrate a situation /picture of an accident and discuss about the people we should call. Telephone numbers of Emergency service can be given. Draw the symbols found on vehicles used for emergency services. <b>(Art integrated learning)</b></p> <p>Discuss about the means used for various purposes. Try out the Yoga exercises with the help of your parents, to display means of transport. <b>(AAC activity) --Integrated with Games.</b> <a href="#">Transport- Yoga exercises</a></p> <p>Learn poem onsafety rules--- Think, stop, look, and listen while crossing the road. This can be introduced with proper gestures. Guess the vehicle—Listen to the vehicle sounds and identify the vehicle. (Careful listening before crossing the road)</p> <p>Discuss about the dangers that traffic presents and that they should always be careful near the road and hold hands of an adult.</p> <p>Pictures/Images of walking on the footpath, crossing the road may be used to show the importance of footpath and crossing road with the help of elders.</p> <p>Draw and paint posters of people on footpath, holding hands of elders, vehicles etc. <b>(Art integrated learning)</b></p> <p>Teacher can show model/ picture of traffic lights, Zebra crossing and discuss about it. Draw the picture of traffic light and color it. <b>(Art integrated learning)</b></p>
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16.	<p style="text-align: center;"><b>FEBRUARY</b> <b>(12)</b></p>	<p style="text-align: center;"><b>Theme: Travel</b></p> <p style="text-align: center;"><b>MEANS OF COMMUNICATION</b></p>	<p>Road safety- problems that may arise.</p> <p>Traffic lights and road safety</p> <p>Road signs and road rules</p>	<p>Explains the word communication as a means to express ideas or thoughts.</p> <p>Identifies the different means of communication</p> <p>Distinguishes between Individual and Mass communication</p> <p>Describes the journey of a letter.</p> <p>Designs a card of his/her choice. Enquires and finds out the means of communication used in olden days.</p>	<p>Interaction about the signs they have seen on the road. Models of some common road signs like STOP,NO PA SCHOOL ZONE etc.</p> <p>List out some Road rules to be followed. Find out from your parent's rules to be followed at home. <b>(AAC activity).</b></p> <p>Brainstorming and general discussion— to introduce communication. Create situations like- You are absent to class. How will you get the notes? Children will come out with multiple ideas leading to communication.</p> <p>Models/toys/pictures of different means of communication can be shown to identify and name them. List them.<b>(Toy integrated learning)</b></p> <p>Classify the means they have listed into Types of communication— Individual communication and Mass communication Watch video on types of communication.</p>
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		<p>Communication - meaning</p> <p>Different means of communication</p> <p>Types of communication— One to one(individual) One to many (Mass)</p> <p>Journey of a letter.</p> <p>Creativity</p> <p>Means of communication in olden days.</p> <p>Modern means of communication</p> <p>Uses of media during this pandemic</p>	<p>Distinguishes between the ancient and modern means of communication.</p> <p>Expresses views about the uses of Media during the present pandemic.</p> <p>Demonstrates the use of phone and phone etiquettes (manners).</p> <p>Designs /creates medium to express love towards their friends and family members.</p>	<p>Draw pictures of different means of communication (<b>Art integrated learning</b>).</p> <p>Watch video on the journey of a letter. Discuss about the slowest and fastest means of communication.</p> <p>Make an envelope and Greeting card. (<b>Art integrated learning</b>)</p> <p>Find out from the elders in the family about the ways in which messages were sent in olden days. (<b>AAC activity</b>)</p> <p>Discussion on the modern means of communication and social media in comparison to the olden days. Draw the symbols of WhatsApp, You Tube etc.</p> <p>Brainstorming session on the use of means of Mass communication(media) during this present pandemic.</p> <p>Make a toy telephone with Disposable cups and string. Have dialogue(English) with their family members. Record it as audio or video and present in the class. Discuss about the language used in the audio/video. (<b>Integrated with English</b>)</p> <p>Record a voice message or write a message to a friend orfamily member.Design a greeting card for a friend or family members on special occasions like Birth days and send through WhatsApp or mail it.</p>
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Dialogue using toy telephone

Messaging to friends or family members during this pandemic.

# KENDRIYA VIDYALAYA SANGATHAN



## ASSESSMENT STRUCTURE (PROPOSED)

CLASS – III to V

SESSION- 2021-22

(FOR ASSESSMENT IN ONLINE MODE)

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## 2.0 Structure of Assessment (Class 3 to 5)

1st Term					2nd Term									
Subject Enrichment Activities	Notebook Submission	Periodic Test 1		Mid Term Examination (Mid Term Examination) (MDP& Oral - to be continuously assessed during first term)	Total	Subject Enrichment Activities	Notebook Submission	Periodic Test 2		SEE (MDP& Oral- to be continuously assessed during second term)	Total			
5	5	10		80	100	5	5	10		80	100			
One Subject Per Month Upto 4 Months	Monthly Once	Oral	Pen Paper Test	MDP	Oral	Pen Paper Test*	One Subject Per Month Upto 4 Months	Monthly Once	Oral	Pen Paper Test*	MDP	Oral	Pen Paper Test	
		(10)	(30)	(20)	(20)	(40)			(10)	(30)	(20)	(20)	(40)	100

- If the tests are to be held through online mode, these may be conducted as suggested under techniques & tools or through any other means as found suitable by the school under given situation.

## 3.0 Subject Enrichment Activities

Subject Enrichment Activities		Techniques /Methods	Tools	Resources	Remarks
Frequency	1 per subject /One term	<ul style="list-style-type: none"> <li>➤ It must be time bound</li> <li>➤ GroupWise questions to be prepared according to the level of the students.</li> <li>➤ Presentation of the Topic</li> </ul>	<ul style="list-style-type: none"> <li>➤ Google Classrooms</li> <li>➤ Whatsapp</li> <li>➤ Kahoot</li> <li>➤ Quizizz</li> <li>➤ Live Worksheet</li> <li>➤ Hot Potatoes</li> <li>➤ Eclipse</li> </ul>	<ul style="list-style-type: none"> <li>➤ Text books</li> <li>➤ Internet</li> <li>➤ Diksha</li> <li>➤ E-Pathsala</li> <li>➤ National Digital Library</li> <li>➤ Youtube</li> <li>➤ Swayamprabha</li> </ul>	Subject Enrichment Activities to be taken up once in a month by any of the four subjects. There will be 4 Subject Enrichment Activities in 4 months during one term E.g.- June*- SEA for English July- SEA for Hindi August- SEA for Math September- SEA for EVS *In current session, the teachers can work out the schedule as per local situation.
Duration	Term wise 1 per subject				
Total Marks	20				
Weightage	5				
Type of test	Based on competency				
Total test to be taken	04X01 = 4 per term				



## 3.1 Suggested Activities

Language	Mathematics	EVS
<ol style="list-style-type: none"> <li>1. Compose a poem</li> <li>2. Video summaries</li> <li>3. Dramatization</li> <li>4. Role play</li> <li>5. Craft or drawing related to the topic</li> <li>6. Thematic application test</li> <li>7. Radio Talk</li> <li>8. Commentary</li> <li>9. Reporting of events</li> <li>10. Class magazine</li> <li>11. Designing of advertisement</li> </ol> <p>Note: The targeted competencies &amp; learning outcomes in Foundational Language and Literacy skills in the students of class III as envisaged in chapter 2 of NIPUN Bharat document are to be achieved through competency-based education and these are to be ensured by the end of the year in each child.</p>	<p>Math lab activities as per CBSE/KVS throughout the year</p> <p>Note: The targeted competencies &amp; learning outcomes in Foundational Numeracy skills in the students of class III as envisaged in chapter 3 of NIPUN Bharat document are to be achieved through competency-based education and these are to be ensured by the end of the year in each child.</p>	<ol style="list-style-type: none"> <li>1. Project</li> <li>2. Quiz</li> <li>3. Surveys and case studies</li> <li>4. Science magazine</li> <li>5. Role play</li> <li>6. Field trip / excursion</li> <li>7. Awareness programmes ( spread of communicable diseases , disaster management)</li> <li>8. Identification of plants in school campus and designing of herbal garden</li> <li>9. Preparation of herbarium</li> <li>10. Map work</li> <li>11. Debate</li> <li>12. Collection of outdated coins, stamps etc.</li> <li>13. Interview</li> </ol>

## 2.2 Rubrics

Language	Mathematics	EVS
<b>Written Assignment</b> <ol style="list-style-type: none"> <li>1. Regularity</li> <li>2. Neatness</li> <li>3. Presentation</li> <li>4. Correctness</li> </ol>	<b>Written Assignment</b> <ol style="list-style-type: none"> <li>1. Regularity</li> <li>2. Neatness</li> <li>3. Presentation</li> <li>4. Correctness</li> </ol>	<b>Written Assignment</b> <ol style="list-style-type: none"> <li>1. Regularity</li> <li>2. Neatness</li> <li>3. Presentation</li> <li>4. Correctness</li> </ol>
<b>Listening Comprehension</b> <ol style="list-style-type: none"> <li>1. Expression</li> <li>2. Concept</li> <li>3. Attentiveness</li> <li>4. Grammar</li> </ol>	<b>Group Project</b> <ol style="list-style-type: none"> <li>1. Inquisitiveness</li> <li>2. Observation Skills</li> <li>3. Application of Knowledge</li> <li>4. Computing Skills</li> </ol>	<b>Group Project</b> <ol style="list-style-type: none"> <li>1. Inquisitiveness</li> <li>2. Observation Skills</li> <li>3. Application of Knowledge</li> <li>4. Computing Skills</li> </ol>
<b>Conversation/Dialogue</b> <ol style="list-style-type: none"> <li>1. Verbal Expression</li> <li>2. Pronunciation</li> <li>3. Fluency</li> <li>4. Participation</li> </ol>	<b>Math Lab</b> <ol style="list-style-type: none"> <li>1. Identifying a problem</li> <li>2. Observation Skills</li> <li>3. Testing</li> <li>4. Analysis and Interpretation</li> </ol>	<b>MCQ</b> <ol style="list-style-type: none"> <li>1. Concept</li> <li>2. Reasoning</li> <li>3. Alternatives</li> <li>4. Interest</li> </ol>
<b>OralQuiz/Story Telling/Project</b> <ol style="list-style-type: none"> <li>1. Thinking Skills</li> <li>2. Observation</li> <li>3. Time Management</li> <li>4. Application of Knowledge</li> </ol>	<b>Oral-Quiz/Estimation/Data Handling/Puzzles</b> <ol style="list-style-type: none"> <li>1. Thinking Skills</li> <li>2. Alertness</li> <li>3. Time Management</li> <li>4. Application of Knowledge</li> </ol>	<b>OralQuiz/Presentation of Current Topic/Surveys</b> <ol style="list-style-type: none"> <li>1. Thinking Skills</li> <li>2. Alertness</li> <li>3. Time Management</li> <li>4. Application of Knowledge</li> </ol>

## 3.0- Notebook Submission

Notebook Submission		Techniques /Methods	Tools	Resources	Remarks
Frequency	Once in Month	<ul style="list-style-type: none"> <li>• Pen paper assignment</li> <li>• Survey Report</li> <li>• Collections</li> <li>• File</li> <li>• Album</li> <li>• Log Book</li> </ul>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Whatsapp</li> <li>• Google Drive</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Internet</li> <li>• Diksha</li> <li>• E Pathshala</li> <li>• National Library</li> <li>• Youtube</li> <li>• Swayamprabha</li> </ul> Digital	The Students have to submit their work once in a month per Subjects. Note: Notebook correction once in a month. CW Copy will be checked online and HW copy will be checked online/ offline. But for low achievers, copies will be checked offline twice a month.
Duration	4 months				
Total Marks	20				
Weightage	5				
Type of test	Checking of Home Work				
Frequency	1X4= 4				

### 3.1 Rubrics for Notebook Submission

RUBRICS	MARKS
1. Regularity	5
2. Neatness	5
3. Presentation	5
4. Correctness	5
5. Content	5

## 4.0 Periodic Test

Periodic Test		Techniques /Methods	Tools	Resources	Remarks
Periodicity (1st fortnight of August and January)	One in one term	Google form links to be shared to the students in a scheduled time period.	Google forms Audio/ videos Google classroom	<ol style="list-style-type: none"> <li>1. Text books</li> <li>2. Internet</li> <li>3. Diksha</li> <li>4. E Pathshala</li> <li>5. National Digital Library</li> </ol>	<p>Oral = 10 marks Written = 30 Marks (MCQ = 10 Marks in Google Form &amp; Written = 20 marks in Google Classroom. On demand tests may also be planned, if possible to extend a greater degree of flexibility to the students with limited devices. The schools may also consider to introduce some element of OTBA in languages, in conduct of these 40 marks test wherever found feasible by designing competency based questions.</p>
Duration	1 ½ hours				
Total Marks	40 (10 marks oral & 30 marks written)				
Weightage	10				
Type of test	Objective, VSA, SA				
Total test to be taken	01 in one term Periodic Test 1 will test the syllabus taught from 1st April to 31st July and PT-2 will test the syllabus taught from 1st October to 31st Dec.				

## 4.1 Periodic Test for Language Subject (40)

Oral 10 Marks		Written 30 Marks	
Reading (3)	Newspaper, Article, Magazine, Textbook, Notice etc.	Reading Comprehension CCT (10)	Seen / Unseen passage, CCT based questions VSA 1(10)
Speaking (4)	Topic can be given, Group discussion, Interview, Extempore, Narration, Picture composition (TAT)	Prose/ Poetry (5)	Extended text questions SA 2(2) VSA 1 (1)
Listening (3)	Audio video may be given and questions will be asked	Grammar (5)	Extended text questions VSA 1(5)
		Creative Writing (5)	TAT, Situation based , Complete the story, Dialogue completion etc. LA 5(1)
		Spelling (5)	Dictation, One word, Jumble word, complete the words, choose the correct word, identify the picture VSA 1(5)

**Note :** Question should be based on the understanding of the child or open ended questions.

## 4.2 Periodic Test for Mathematics (40)

Oral 10 Marks		Written 30 Marks		Pen Paper Test
UBC (4)	Question based on concept and knowledge	CONCEPT (10)	KNOWLEDGE(5)	VSA 1(2)
			UNDERSTANDING(5)	SA 2 (2) LA 4(1)
AC (3)	Based on calculation	AC (10)		VSA 1(3) SA 2 (1)
PSA (3)	Based on day to day life	PSA (10)		VSA 1(2) SA 2 (2) LA 4(1)

## 4.3 Periodic Test for Environmental studies (40)

Oral 10 Marks		Written 30 marks	
Observation and Reporting (4)	Map Reading, Picture description , Spot the difference	Observation and Reporting (10)	Extended text questions based on Pictures
Identification and Classification (3)	Show and tell	Identification and Classification (10)	MCQs, questions based on Classify
Discovery of Facts (3)	Demonstrate any activity	Discovery of Facts (10)	Extended Text questions

## 5.0 Mid Term Examination and Session Ending Examination.

(All assessment under MDP/Oral may be conducted continuously in first term and second term before the Final written examination- as it is expected to be in the form of Formative Assessment.)

Mid Term Examination				Session Ending Examination			
MDP (20)	Oral (20)	Pen Paper Test* (40)	Total Marks 80	MDP (20)	Oral (20)	Pen Paper Test* (40)	Total Marks 80

- If the tests are to be held through online mode, these may be conducted as suggested under techniques & tools or through any other means as found suitable by the school under given situation.

## 5.1 Multidisciplinary Project

Multidisciplinary project		Techniques / Methods	Tools	Resources	Remarks
Frequency	Once in a year.	<ul style="list-style-type: none"> <li>● PPT</li> <li>● Pen paper assignment</li> <li>● Videos/ Audio</li> <li>● Survey Report</li> <li>● Collections</li> <li>● File</li> <li>● Album</li> <li>● Log Book</li> </ul>	<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Whatsapp</li> <li>● Google Drive</li> </ul>	Text books Internet Diksha E Pathshala National Digital Library Youtube Swayamprabha Art integrated project (CBSE)	The Students have to complete any one Multidisciplinary project during a session that will be assessed two times before Mid-term and SEE.
Duration	Mid Term Review before Mid Term Exams (Half Yearly and finally before session ending exams)				
Total Marks	10 ( in each term)				
Weightage	10 ( in each term)				
Type	One Project having components of all subjects with integration of Art also wherever possible)				
Total test to be taken	01 in entire session				



## Suggested Topics for Multidisciplinary Projects:-

Topic	Rubrics	Remarks
Food, Shelter, Clothing, Forest, Water Air, Environment, Family etc.	<ol style="list-style-type: none"><li>1. Creativity</li><li>2. Presentation</li><li>3. Content</li><li>4. Authenticity</li><li>5. Time bound</li></ol>	<ul style="list-style-type: none"><li>● 2 marks for each rubrics</li><li>● The topic will be same for all four subjects</li><li>● All four subject teachers may be checking dividing the class in four groups.</li></ul>

**Note: Autonomy should be given to the child for the selection of topic. One exemplar for each class is given however, the teacher will have autonomy to decide as to whether it is to be given individually or in group. The assessment rubrics is suggestive only. The nature of the project should be such that it engages the child with interest in multidisciplinary activities. The class teachers may be the Nodal teacher for assigning the project out of the lists and models developed by the team of teachers teaching a particular class. The review may be done periodically to ensure that it is a continuous ongoing process and not a term end review. The assessment will be done two times; once before the mid-term to see the progress and finally before the SEE. One exemplar of MDP for each class is given as annexure for reference only.**

## 5.2 Oral

### Sub- Hindi/English Oral

Oral 10 Marks	Language
Speaking (5)	Topic can be given, Group discussion, Interview, Extempore, Narration, Picture composition
Listening (5)	Audio video may be given and questions will be asked

### Sub- Mathematics Oral

Oral 10 Marks	Mathematics Subject
CONCEPT (4)	Question based on concept and knowledge
AC (3)	Based on calculation
PSA (3)	Based on day to day life

### Sub- EVS Oral

Oral 10 Marks	EVS Subject
Observation and Reporting (3)	Map Reading, Picture description , Spot the difference
Identification and Classification (4)	Show and tell
Discovery of Facts (3)	Demonstrate any activity related to concept



## 6.1 Mid Term Examination/SEE for Language Subjects (Written)

Written 40 Marks	TYPES OF QUESTIONS	VALUE POINTS
Reading Comprehension (5)	Unseen passage	VSA 1(5)
Prose/ Poetry (5)	Extended text questions	SA 2 (2) VSA 1 (1)
Grammar (10)	Extended text questions	VSA 1(10)
Creative Writing (5)	TAT, Situation based , Complete the story, Dialogue completion etc	LA 5(1)
Spelling (5)	Dictation, One word, Jumble word, complete the words, choose the correct word, identify the picture	VSA 1(5)
Handwriting (5)	Rewrite the given passage	LA 5(1)
Vocabulary (5)	Synonyms, Antonyms, one word for the given phrase, describing words, rhyming words, etc.	VSA 1 (5)

## 6.2 Mid Term Examination/SEE for Mathematics

Written 40 Marks		Pen Paper Test
CONCEPT (20)	KNOWLEDGE(10)	VSA 1(2) SA 2 (2) LA 4(1)
	UNDERSTANDING(10)	VSA 1(2) SA 2 (2) LA 4(1)
AC (10)		VSA 1(2) SA 2 (2) LA 4(1)
PSA (10)		VSA 1(2) SA 2 (2) LA 4(1)

## 6.3 Mid Term Examination/SEE for EVS

Written 40 marks	Pen Paper Test
Observation and Reporting (10)	Objective questions 1 (10)
Identification and Classification (15)	VSA 1(5)
	SA 2 (3)
	LA 4(1)
Discovery of Facts (15)	VSA 1(5)
	SA 2 (3)
	LA 4(1)

## 7.0 Re-sources

- a) **NIPUN BHARAT Document**[https://dsel.education.gov.in/sites/default/files/NIPUN\\_BHARAT\\_GUIDELINES\\_EN.pdf](https://dsel.education.gov.in/sites/default/files/NIPUN_BHARAT_GUIDELINES_EN.pdf)
- b) **Back to Basics**  
<https://drive.google.com/drive/folders/1v92nc25oMEGMJh5IEHtSS4u7l5Zgaj38>
- c) **Maths Lab Activity**  
<https://www.vivadigital.in/subjects/mathematics/maths-lab-activity-1/9789387486447>
- d) **Question Sets**  
[https://drive.google.com/file/d/1ORQGq0\\_bK9LbHfc7E65z1ApiOXbSxJ/view?usp=sharing](https://drive.google.com/file/d/1ORQGq0_bK9LbHfc7E65z1ApiOXbSxJ/view?usp=sharing)
- e) **Subject wise source book on assessment** <https://epathshala.nic.in/process.php?id=teachers&type=Teaching-Instructions&ln=en>
- f) **Art Integrated Project**  
[http://cbseacademic.nic.in/web\\_material/Circulars/2020/33\\_Circular\\_2020.pdf](http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf)
- g) **Joyful Learning Handbook**  
[http://cbseacademic.nic.in/web\\_material/Manuals/handbook-joyful.pdf](http://cbseacademic.nic.in/web_material/Manuals/handbook-joyful.pdf)
- h) **Experiential Learning**  
[http://cbseacademic.nic.in/web\\_material/Circulars/2021/16\\_Circular\\_2021.pdf](http://cbseacademic.nic.in/web_material/Circulars/2021/16_Circular_2021.pdf)
- g) **Multidisciplinary project:**  
<https://drive.google.com/file/d/1AngFFM04JS4iio4ES8HBdUXqC64ndaen/view?usp=sharing>



## 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 too. 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	<b>GOOD MORNING</b>	<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;"><b>AAC ACTIVIY</b></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;"><b>MUSIC INTEGRATION</b></p> <p><a href="https://youtu.be/YtP0Z8xV6Z4">https://youtu.be/YtP0Z8xV6Z4</a></p> <p style="text-align: center;"><b>TOY INTEGRATION</b></p> <p>Makes animals and puppets using paper or clay</p> <p style="text-align: center;"><b>ART INTEGRATION</b></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;"><b>AAC ACTIVITY</b></p> <ol style="list-style-type: none"> <li>1. Prepare a list of different trees you find in a garden.</li> <li>2. Describe any tree in a few lines.</li> </ol> <p style="text-align: center;"><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/YtP0Z8xV6Z4">https://youtu.be/YtP0Z8xV6Z4</a></p> <p style="text-align: center;"><b>TOY INTEGRATION</b> Make a stick puppet of a fairy.</p> <p style="text-align: center;"><b>ART INTEGRATION</b> 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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	<b>JUNE / 4 PERIODS</b>			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><b>AAC ACTIVITY</b> Make a paper bird and describe it.</p> <p><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/NvSna5S6Oul">https://youtu.be/NvSna5S6Oul</a></p> <p><b>TOY INTEGRATION</b> Make a stick paper bird.</p> <p><b>ART INTEGRATION</b> Draw the birds Robin &amp; Jay.</p>

4.	<b>JUNE / 5 PERIODS</b>	<b>NINA AND THE BABY</b>	READING	Reads with correct pronunciation, pause and	Read aloud. Answer the questions.
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		<b>SPARROWS</b>	<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><b>AAC ACTIVITY</b></p> <ol style="list-style-type: none"> <li>1. Survey online and write a few sentences on the National bird of India and the Telangana State bird.</li> <li>2. Discuss with parents why Sparrows are becoming less and not to be seen.</li> </ol> <p><b>MUSIC INTEGRATION</b>  <a href="https://youtu.be/wV0uDN-qT3k">https://youtu.be/wV0uDN-qT3k</a></p> <p><b>TOY INTEGRATION</b>  Make a nest with eggs in it.</p> <p><b>ART INTEGRATION</b>  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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	<b>PERIODS</b>		<p>READING</p> <p>VOCABULARY &amp; 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><b>AAC ACTIVITY</b> Survey online and draw the Silver Oak Tree and write a few lines about it.</p> <p><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/N7flqILB1eU">https://youtu.be/N7flqILB1eU</a></p> <p><b>TOY INTEGRATION</b> Using puppets tell a story related to a tree.</p> <p><b>ART INTEGRATION</b> 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><b>AAC ACTIVITY</b> Distinguish vegetables which can be eaten raw and which must be cooked &amp; eaten.</p> <p><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/RE5tvaveVak">https://youtu.be/RE5tvaveVak</a></p> <p><b>TOY INTEGRATION</b> Clay modelling of vegetables.</p> <p><b>ART INTEGRATION</b> 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><b>AAC ACTIVITY</b></p> <ol style="list-style-type: none"> <li>List the various things you find around a beach.</li> <li>Name a few water animals.</li> <li>Paste a few water animals.</li> </ol> <p><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/j0dqandgZ-E">https://youtu.be/j0dqandgZ-E</a></p> <p><b>TOY INTEGRATION</b> Make designs with the shells of dry fruit pista.</p> <p><b>ART INTEGRATION</b> Draw a scene at the beach.</p>

8.	AUGUST / 6 PERIODS	A LITTLE FISH STORY	<p>READING</p> <p>SPEAKING</p> <p>VOCABULARY</p>	<p>Reads the story with correct intonation, voice modulation and comprehends the story.</p> <p>Speaks about a fish – its body shapes, fins, tail – the habitat.</p>	<p>Reads the text. Answers the questions asked.</p> <p>Speaks on fish – describes its body shape, fins, tail.</p> <p>Identifies new words, learns the past tense, uses in making</p>
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			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><b>AAC ACTIVITY</b></p> <p>1. Draw a fish. 2. Make a school of fish using 1-2 paper plates. 3. Observe an Aquarium.</p> <p><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/KQQ9MjKogc">https://youtu.be/KQQ9MjKogc</a></p> <p><b>TOY INTEGRATION</b> Make a stick paper fish.</p> <p><b>ART INTEGRATION</b> 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><b>AAC ACTIVITY</b></p> <ol style="list-style-type: none"> <li>1. Draw a bunch of balloons.</li> <li>2. Paste a photograph of your birthday party.</li> <li>3. Use colour papers and make a "Bunch of Balloons."</li> </ol> <p><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/Zalu32TWX64">https://youtu.be/Zalu32TWX64</a></p> <p><b>TOY INTEGRATION</b></p> <ol style="list-style-type: none"> <li>1. Make a bunch of balloons.</li> <li>2. Make a stick puppet as a balloon man.</li> </ol> <p><b>ART INTEGRATION</b> 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 - <b>ORIGAMI</b></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;"><b>AAC ACTIVITY</b></p> <ol style="list-style-type: none"> <li>Using colour papers make different colours of butterflies.</li> <li>Visit your courtyard and note if any insect or butterfly sits in your garden. Note the various places it sits.</li> </ol> <p style="text-align: center;"><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/6hLD3ngEg8g">https://youtu.be/6hLD3ngEg8g</a></p> <p style="text-align: center;"><b>TOY INTEGRATION</b> Make a paper butterfly “<b>ORIGAMI</b>”.</p> <p style="text-align: center;"><b>ART INTEGRATION</b> 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. <a href="https://youtu.be/sr92biy0zb0">https://youtu.be/sr92biy0zb0</a></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><b>SPEAKING</b></p> <p>Identifies the rhyming words.</p> <p><b>WRITING</b></p> <p>Speaks a few lines on the journey they had.</p> <p><b>CREATIVE WRITING</b></p> <p>Writes answers meaningfully.</p> <p><b>SKILL</b></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;"><b>AAC ACTIVITY</b></p> <ol style="list-style-type: none"> <li>1. Make a train using shoe boxes or match boxes.</li> <li>2. Paste 2 vehicles each which come under land, air and water transport.</li> <li>3. Discuss on the various types of trains.</li> </ol> <p style="text-align: center;"><b>MUSIC INTEGRATION</b></p> <p><a href="https://youtu.be/qcbJcd7w5hw">https://youtu.be/qcbJcd7w5hw</a></p> <p style="text-align: center;"><b>TOY INTEGRATION</b></p> <p>Make a train using shoe boxes or match boxes.</p> <p style="text-align: center;"><b>ART INTEGRATION</b></p> <p>Draw a picture of a train which is moving on the mountains and crossing the rivers.</p>
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<b>12.</b>	<b>OCTOBER / 5 PERIODS</b>	<b>THE STORY OF THE ROAD</b>	<p><b>READING</b></p> <p>Reads with correct intonation, voice modulation and comprehends the story.</p> <p><b>SPEAKING</b></p> <p>Speaks about the daily routine which takes place in the neighbourhood.</p> <p><b>VOCABULARY</b></p> <p>Identifies new words, meanings and makes meaningful sentences using can and cannot.</p> <p><b>WRITING</b></p> <p>Writes simple sentences and answers the questions.</p> <p><b>GRAMMAR</b></p> <p>Identifies various sounds</p>	<p>Reads the text.</p> <p>Answers the questions.</p> <p><a href="https://youtu.be/GFXHYZntkL4">https://youtu.be/GFXHYZntkL4</a></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><b>AAC ACTIVITY</b></p> <p>1. Discuss the traffic rules to be followed.</p> <p><b>MUSIC INTEGRATION</b>  <a href="https://youtu.be/f78LzJEY03Q">https://youtu.be/f78LzJEY03Q</a></p> <p><b>TOY INTEGRATION</b>          Make a vegetable cart or a vehicle.</p> <p><b>ART INTEGRATION</b>          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.  <a href="https://youtu.be/sSIIDNtseYk">https://youtu.be/sSIIDNtseYk</a></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><b>AAC ACTIVITY</b></p> <ol style="list-style-type: none"> <li>1. Discuss with parents on how to love and take care of pets.</li> <li>2. Discuss the various breeds of dogs.</li> </ol> <p><b>MUSIC INTEGRATION</b> Learns the song "Old Macdonald had a farm."</p> <p><b>TOY INTEGRATION</b> Make a puppy using soft cotton or a sponge.</p> <p><b>ART INTEGRATION</b></p> <ol style="list-style-type: none"> <li>1. Draw a puppy using numerals.</li> <li>2. Make a puppy using <b>ORIGAMI</b>.</li> </ol>
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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. <a href="https://youtu.be/176hBnxKGlc">https://youtu.be/176hBnxKGlc</a></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><b>AAC ACTIVITY</b></p>
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				Draws a Tiger and a Cub.	<p>1. Discuss the wild animals.</p> <p>2. Differentiates wild, domestic and pet animals.</p> <p><b>MUSIC INTEGRATION</b> Learns the song "Old Macdonald had a farm."</p> <p><b>TOY INTEGRATION</b> Using clay makes various animals.</p> <p><b>ART INTEGRATION</b> 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. <a href="https://youtu.be/HwliXjEBzik">https://youtu.be/HwliXjEBzik</a>
			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><b>CREATIVE WRITING</b></p> <p>Write a letter to your grandfather expressing your happiness for the gift sent by him.</p> <p><b>SKILL</b></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;"><b>AAC ACTIVITY</b></p> <p>1. Make a post box. 2. Make an envelope or gift cover 3. Paste pictures of our helpers.</p> <p style="text-align: center;"><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/xw-8LyW1fi0">https://youtu.be/xw-8LyW1fi0</a></p> <p style="text-align: center;"><b>TOY INTEGRATION</b> Make a post box or a mailbox.</p> <p style="text-align: center;"><b>ART INTEGRATION</b> Draw a post box.</p>
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<b>16.</b>	<b>DECEMBER / 5 PERIODS</b>	<b>MY SILLY SISTER</b>	<p><b>READING</b></p> <p>Reads with proper pronunciation and intonation. Reads with Comprehension.</p> <p><b>SPEAKING</b></p> <p>Speaks on the given topic.</p> <p><b>VOCABULARY</b></p> <p>Learns new words and makes use of it in their daily speech. Makes sentences of their own with the words.</p> <p><b>GRAMMAR</b></p> <p>Distinguishes between adjective and adverb. Identifies Gender, Number Picks out the opposite words and synonyms.</p> <p><b>WRITING</b></p> <p>Writes simple answers to the questions.</p> <p><b>CREATIVE WRITING</b></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. 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.  <b>AAC ACTIVITY</b> Write a paragraph on how you help your sibling using the clues given.  <b>MUSIC INTEGRATION</b> <a href="https://youtu.be/Xhcwck0aldU">https://youtu.be/Xhcwck0aldU</a>  <b>ART INTEGRATION</b> 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><b>AAC ACTIVITY</b> Discuss with your parents what you want to be.</p> <p><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/DA8DF6VdX3E">https://youtu.be/DA8DF6VdX3E</a></p> <p><b>TOY INTEGRATION</b> Make a stick paper puppet of the profession you like.</p> <p><b>ART INTEGRATION</b> 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><b>AAC ACTIVITY</b> Identify the different signs of the sign language.</p> <p><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/HqjYoUbmAPs">https://youtu.be/HqjYoUbmAPs</a></p>
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					<p><b>TOY INTEGRATION</b> Make finger puppets of your family.</p> <p><b>ART INTEGRATION</b> 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><b>AAC ACTIVITY</b> Using toys to tell an animal story.</p> <p><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/nQLWJQqBm44">https://youtu.be/nQLWJQqBm44</a></p> <p><b>TOY INTEGRATION</b> Makes animal cut outs.</p> <p><b>ART INTEGRATION</b> Draw 4 favourite animals.</p>
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20.	FEBRUARY / 6 PERIODS	THE SHIP OF THE DESERT	<p>READING</p> <p>DRAMATISATION</p> <p>VOCABULARY</p> <p>GRAMMAR</p> <p>WRITING</p> <p>PICTURE COMPOSITION</p> <p>SKILL</p>	<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><b>AAC ACTIVITY</b> Use puppets to tell a short story</p> <p><b>MUSIC INTEGRATION</b> <a href="https://youtu.be/dAh7VDrPZkw">https://youtu.be/dAh7VDrPZkw</a></p> <p><b>TOY INTEGRATION</b> Make a stick paper puppet.</p> <p><b>ART INTEGRATION</b></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 <b>LESSON ALARM CLOCK.</b>	1. KEY POINTS lesson to comprehend	LEARNING OUTCOMES To be able to speak about their daily routine and interact with	<b>AAC ACTIVITIES:</b> 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 <b>WAKE UP!</b>	<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><b>SUGGESTED ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>1. Watching videos depicting beauty of nature followed by listening to poem and making animals and birds sounds.</li> <li>2. Poem recitation, new words and rhyming words.</li> <li>3. Joining sentences using “and” and “but”.</li> <li>4. Students may be asked for words associated with TIME to create a word chain. (AAC)</li> <li>5. Discussion on daily routine and how it has changed now a days. Writing 5-6 sentences for the same. (AAC)</li> <li>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.</li> </ol> <p><b>ART INTEGRATED LEARNING:</b> Draw the clock and name the parts.</p> <p><b>MUSIC INTEGRATED LEARNING:</b> Recite the poem with rhyme and rhythm.</p> <p><b>TOY INTEGRATED LEARNING:</b> 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.
			<b>2. New words and their meanings</b>		<b>2. Students are asked for words associated with TIME to create a word chain.</b>
<b>UNIT-2</b>	<b>JUNE</b> 3 periods	<b>POEM 2</b> <b>NOSES</b>	* Recitation 3. Phonics  4. Language items:  * Usage of <b>was &amp; were</b>	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	1. Poem recitation, new words and rhyming words. 4. Reading the lesson aloud.  <u>Answer worksheet.</u> 5. Using the dictionary or using pictures to find the meanings. 6. Spelling activity, writes, takes good care of hygiene such as washing hands, brushing teeth, etc. 6. Pronunciation practice.
			* <b>Prepositions</b>	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 <b>THE LITTLE FIR TREE</b>	*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.	<b>ART ACTIVITIES:</b> 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.
					<b>ART INTEGRATED LEARNING:</b> Draw different shapes of noses. <b>MUSIC INTEGRATED LEARNING:</b> Close their one nostril and sing the poem <b>TOY INTEGRATION LEARNING:</b> Show funny noses of their dolls and teddy



			<b>Games</b>	<b>Identify different games</b>  <b>Can elaborate about his/her favourite game.</b>	<b>used to play, and discuss about the learner's favourite game.</b>  <b>4. The learner may be asked to classify games into indoor/ outdoor and list them. (AAC)</b>
<b>UNIT-3</b>	<b>JULY</b>  <b>5 periods</b>	<b>LESSON-3</b> <b>NASRUDDIN'S</b> <b>AIM</b>	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.	<b>AAC ACTIVITIES:</b> <b>1.</b> The teacher provides information about a local /National sports person followed by discussion on the qualities to become a successful sports person. <b>2.</b> The learner will be encouraged to look up certain terms related to sports in the dictionary to develop vocabulary. <b>3.</b> 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).	<b>ART INTEGRATED LEARNING:</b> 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. <b>MUSIC INTEGRATED LEARNING:</b> <b>RHYMES</b> -eg; fire in the mountain ..... <b>TOY INTEGRATED LEARNING:</b> 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 <b>WHY?</b>	* 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. <b>Developing curiosity:</b> students to ask questions in taking aim to hit the target. <b>ART INTEGRATED LEARNING:</b> Draw a bow and arrow. <b>MUSIC INTEGRATED LEARNING:</b> Play some music to mark any sports events that you have heard. <b>TOY INTEGRATED LEARNING:</b> Make a bow , arrow and the quiver and learn to take aim . (in the open only)

			<p>* Self-expression</p> <p>* Identification</p>	<p>Exchange ideas with peer.</p> <p>Make a list of things which can float and sink in water</p>	<p>Ask children to use new words to form new sentences such as curious, sink, etc.</p> <p>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.</p>
UNIT-4	AUGUST 6 periods	LESSON-4 ALICE IN WONDERLAND	<p>1. Reading the lesson and picture comprehension</p> <p>2. New words &amp; their meanings: scamper , hurried , popped , whiskers , disappeared</p> <p>3. Language items: * Opposites</p>	<p>Responds to simple instructions. Reads the jumble words and makes them meaningful.</p> <p>To be able to describe the given picture in 5 to 6 sentences. (Picture composition).</p> <p>Use punctuation marks appropriately.</p>	<p><b>AAC ACTIVITIES:</b></p> <p>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</p> <p>Show them a picture by screen sharing with a complete discussion about it. Then giving them a picture to describe in 5-6 lines</p> <p>2. Watch the video on Alice In Wonderland and narrate the story.</p> <p><b>ART INTEGRATED LEARNING:</b></p> <p>Draw the objects which float / sink.</p> <p>3. Use punctuation marks appropriately and re-write the sentences.</p> <p><b>MUSIC INTEGRATED LEARNING:</b></p> <p>Sing the poem with rhyme and rhythm.</p> <p><b>TOY INTEGRATED LEARNING:</b></p> <p>Eg: Ball/bat – play and tell whether they sink or float-Guessing Game.</p>

			<ul style="list-style-type: none"> <li>* Adjectives</li> <li>* Punctuation</li> <li>*Creative writing.</li> </ul>	<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><b>ART INTEGRATED LEARNING:</b> Draw a beautiful and colourful garden .</p> <p><b>MUSIC INTEGRATED LEARNING:</b> Imagine yourself in the garden and sing a song or rhyme on nature.</p> <p><b>TOY INTEGRATED LEARNING:</b> Make paper rabbit and name its parts.</p>
UNIT-4	AUGUST 6 periods	LESSON-4 <b>ALICE IN WONDERLAND</b>	<p>1. Reading the lesson and comprehend</p> <p>2. New words &amp; their meanings: scamper , hurried , popped , whiskers , disappeared</p> <p>3. Language items:</p> <ul style="list-style-type: none"> <li>* Opposites</li> <li>* Adjectives</li> <li>* Punctuation</li> <li>*Creative writing.</li> </ul>	<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><b>AAC ACTIVITIES:</b></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><b>ART INTEGRATED LEARNING:</b> Draw a beautiful and colourful garden .</p> <p><b>MUSIC INTEGRATED LEARNING:</b> Imagine yourself in the garden and sing a song or rhyme on nature.</p> <p><b>TOY INTEGRATED LEARNING:</b> Make paper rabbit and name its parts.</p>

UNIT-5	SEPTEMBER 6 periods	<b>POEM-5</b> <b>DON'T BE AFRAID OF THE DARK</b>	<b>Recitation</b>  *Identification of sounds  *Homophones	<b>Child- Recites poem with appropriate expressions and intonation</b>  <b>Finds rhyming words from poem and makes more rhyming words.</b>  <b>Identifies sounds by listening to an audio.</b>  <b>Chooses correct homophones for the proper context.</b>  <b>Joins words to form compound words.</b>  <b>To be able to write sentences on the picture of day and night.</b>	<b>1. Poem recitation, new words and rhyming words.</b>  <b>2. Activity of Finding rhyming words and making as many more rhyming words.</b> <b>MUSIC INTEGRATED LEARNING:</b> <b>3. Playing an audio and asking children to guess the sounds (i.e. sound of bird, cock, dog, doorbell, etc.)</b>  <b>4. Giving them some words in a column and some words in another. They will match them to obtain appropriate compound words.</b>  <b>5. Showing them pictures of day and night. Children will speak whatever they observe in them and then write 5-6 sentences.</b> <b>ART INTEGRATED LEARNING:</b> <b>Draw night and day sky and colour</b> <b>TOY INTEGRATED LEARNING:</b> <b>Name the games which they are scared to play at night and give reasons.</b>
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UNIT-5	SEPTEMBER 6 periods	LESSON-5 <b>HELEN KELLER</b>	<p>1.Role play &amp; 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>* <b>Adverbs of frequency.</b>  * 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><b>AAC ACTIVITIES:</b></p> <p><b>1.</b>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><b>2.</b>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><b>3.</b> Listen to the story , read the lesson, narrate and answer the textual questions.</p> <p><b>4.</b> Combine the sentences using "but"</p> <p><b>5.</b> Adverbs of frequency video:</p> <p><b>6.</b>Answer questions about themselves using adverbs of frequency.</p> <p><b>ART INTEGRATED LEARNING:</b>  Make mudras with fingers.</p> <p><b>MUSIC INTEGRATED LEARNING:</b>  Whistle / clap in a rhythmic way to convey messages.</p> <p><b>TOY INTEGRATED LEARNING:</b>  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 <b>THE DONKEY &amp; I HAD A LITTLE PONY</b>	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. <b>ART INTEGRATION:</b> 8. Making mask of their favourite animal (Art integration) <b>TOY INTEGRATION:</b> Children will be encouraged to play role of their favourite animal by wearing mask and speaking 2 -3 sentences. <b>MUSIC INTEGRATED LEARNING:</b> Tongue-twisters
UNIT -6	OCTOBER 6 periods	LESSON-6 <b>THE MILKMAN'S COW</b>	1. Reading the lesson to comprehend 2. Occupations 3. New words - phonics- word meanings 4. <b>Language items:</b> 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. <a href="#">Answer worksheet.</a> <b>ART INTEGRATED LEARNING:</b> Draw a cow sitting in the middle of the road and people helping it to move and yourself offering a sheaf of grass. <b>MUSIC INTEGRATED LEARNING:</b> Sing a song to make the cow move. <b>TOY INTEGRATED LEARNING:</b> Make measures of liquids. Litre, 500ml,100ml, containers using paper. <b>AAC ACTIVITY</b> Tug of war game.
UNIT-7	NOVEMBER 4 periods	POEM 7 <b>HIAWATHA</b>	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) <b>TOY INTEGRATION:</b> 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><b>ART INTEGRATION</b></p> <p>8. Children may be asked to draw imaginary friends like wind, water, trees, grass etc.</p> <p><b>MUSIC INTEGRATION:</b></p> <p>Children sing songs/rhymes on birds.</p>
UNIT-7	NOVEMBER 8 periods	LESSON-7 <b>THE SCHOLAR'S MOTHER TONGUE</b>	<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><b>ART INTEGRATED LEARNING:</b> Draw the picture of Birbal tickling the Scholar's ears with a feather..</p> <p><b>MUSIC INTEGRATED LEARNING:</b> Sing a song in your mother tongue.</p> <p><b>TOY INTEGRATED LEARNING:</b> 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 <b>A WATERING RHYME</b>	<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"> <li>Poem recitation, new words and rhyming words.</li> <li>Children may be encouraged to express their views on "importance of plants".</li> <li>The parent may provide clues to the learner, to enable him/ her to arrive at an answer of one word. (AC)</li> </ul> <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><b>ART INTEGRATED LEARNING:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>MUSIC INTEGRATED LEARNING</b></p> <p>Make paper flowers and trees.</p>

					<p><b>TOY INTEGRATED LEARNING:</b> By holding in their hands sing the rhyme.</p>
UNIT-8	DECEMBER 7 periods	LESSON- 8 <b>THE GIVING TREE</b>	<p>Reading the lesson to comprehend.</p> <p>2.New words and their meanings of:</p> <p>3.<b>Language items:</b> 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><b>ART INTEGRATED LEARNING:</b> Draw the old man sitting on the stump of the tree and colour it.</p> <p><b>MUSIC INTEGRATED LEARNING:</b> Sing a song on the nature.</p> <p><b>TOY INTEGRATED LEARNING:</b> Make a tree and how it helps us- using card board</p>
UNIT-9	JANUARY,2022 3 periods	POEM:9 <b>BOOKS</b>	<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><b>AAC:</b></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><b>ART INTEGRATED LEARNING:</b></p> <p>❖ Children may be shown some pictures to give them a describing word.</p> <p><b>MUSIC INTEGRATED LEARNING:</b> Sing poems with rhyme and rhythm.</p> <p><b>TOY INTEGRATED LEARNING:</b> Tell a story using your toys.</p>
UNIT-9	JANUARY 6 periods	LESSON-9 <b>GOING TO BUY A BOOK</b>	<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><b>Language Items:</b> 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><b>ART INTEGRATED LEARNING:</b> Making bookmarks Covering of books.</p> <p><b>TOY INTEGRATED LEARNING:</b> Make a book on wheels.</p> <p><b>MUSIC INTEGRATED LEARNING:</b> Choose rhymes from their favourite collection of books.</p>
UNIT-10	JANUARY 3 Periods	POEM-10 <b>THE NAUGHTY BOY</b>	<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"> <li>❖ Poem recitation, new words and rhyming words.</li> <li>❖ Students may be encouraged to share their experience with a naughtiest child. Teacher may throw light on good behaviour.</li> <li>❖ Children may be given some big words like "Pinocchio" and asked to find different words out of their spellings like pin, no, etc.</li> <li>❖ A word game may be organized in which teacher shows a word and children forms and write a new word by adding 'ness'.</li> </ul> <p><b>ART INTEGRATED LEARNING:</b> A discussion on nationality of different nations along with drawing flags of different nations.</p> <p><b>MUSIC INTEGRATED LEARNING:</b> Sing their favourite songs</p> <p><b>TOY INTEGRATED LEARNING:</b> Imitate your toy or a puppet.</p>
UNIT-10	FEBRUARY 6 periods	LESSON-10 <b>PINOCCHIO</b>	<p>1. Reading the lesson to comprehend</p> <p>2. New words &amp; their meanings:</p> <p>3. <b>Language items:</b> 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 <b>Ventriloquism</b>.</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><b>ART INTEGRATED LEARNING:</b> Draw a beautiful and colourful Puppet and name it.</p> <p><b>MUSIC INTEGRATED LEARNING:</b> Sing songs while the puppets are made to dance.</p> <p><b>TOY INTEGRATED LEARNING:</b> Make puppets and exhibit in the class.</p>

<b>FEBRUARY 6 PERIODS</b>	<b>REVISION FOR SEE</b>
<b>MARCH</b>	<b>SESSION ENDING EXAMINATION</b>

**KENDRIYA VIDYALAYA SANGATHAN**  
**SPLIT OF SYLLABUS**

**CLASS : V**

**SESSION:2021-22**

**SUBJECT : ENGLISH**

<b>S. NO</b>	<b>MONTH/ NO. OF PERIOD S</b>	<b>NAME OF THE LESSON</b>	<b>KEY CONCEPTS</b>	<b>LEARNING OUTCOMES</b>	<b>SUGGESTED ACTIVITIES</b>
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				<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	<b>JUNE ( 4 )</b>	<b>TEAMWORK</b>	<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><b>1. List out any five activities that you do with family members. ( AAC )</b></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><b>Art Integration: Draw a picture of any team game and speak /write about it in five sentences.</b></p> <p><b>Music Integration : Form groups and Learn Vidyalaya Geet</b></p>

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3.	<b>JULY (12)</b>	<b>FLYING TOGETHER</b>	<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"> <li>1. After listening to the teacher, the students read out the lesson with proper stress, pause and intonation.</li> <li>2. Students understand the gist of the lesson and answer the questions of comprehension.</li> <li>3. Find the true and false statements of the lesson.</li> <li>4. Narrate stories based on a set of proverbs (eg. Unity is strength) ( AAC )</li> <li>5. Speaks about himself pairs.</li> <li>6. PPT/Videos on preposition.</li> <li>7. Find out the opposites for a set of adjectives from the lesson.</li> <li>8. Eg: wise X foolish</li> </ol> <p><b>Art Integration: Draw a flock of birds and write a slogan.</b></p> <p><b>Music Integration: Listen to the sounds of birds and identify them.</b><a href="https://youtu.be/f9PcFCgCW2s">https://youtu.be/f9PcFCgCW2s</a></p>
		<b>SHADOW</b>	<p>Theme: Adventures and fear of unknown Recitation</p> <p>Writing</p> <p>Speaking &amp; 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"> <li>1. Students recite the poem individually and try to memorize</li> <li>2. Students write about the shape and actions of the shadows.</li> <li>3. Students pick out the rhyming words from the poem.</li> <li>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.</li> <li>5. Fill in the blank relative pronouns in the given exercise ( which, that, whose, etc,)</li> </ol> <p><b>AAC/ Art Integration: Draw your hand on a large sheet .Mark the names of fingers.</b></p>

				<p><b>Write 2 actions each you do with each fingers.</b></p> <p><b>Music Integration : Act and recite the poem</b></p>
<b>ROBINSON CRUSOE</b>	<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)</p> <p>Uses joining words (conjunctions)</p> <p>Dictionary work</p>	<p><b>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)</b></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><b>Art Integration: Draw the footprint of your sibling. Frame two questions on it.</b></p> <p><b>Music integration: Enjoy this nursery rhyme on footprints.</b>  <a href="https://youtu.be/PZRhOKEottA">https://youtu.be/PZRhOKEottA</a></p>	

4	<b>AUGUST</b>  (12)	<b>CRYING</b>	<p>Over coming Fears (AAC)</p> <p>Develop phonics</p> <p>Speaking</p> <p>Vocabulary</p> <p>Creative Writing</p>	<p>Correct pronunciation of words with phonics</p> <p>Thinking and speaking</p> <p>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><b>3. Narrate/ write about an incident that you have experienced during the Covid 19 pandemic ( AAC )</b></p> <p><b>Music integration: Listen to the poem and sing it like a song.</b>  <a href="https://youtu.be/1q4bq4kIDFU">https://youtu.be/1q4bq4kIDFU</a></p> <p><b>Art Integration : Draw pictures showing different emotions</b></p>
		<b>MY ELDER BROTHER</b>	<p>Understanding the feelings.</p> <p>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.  <b>AAC : Read a story written by Munshi Premchand</b>  <b>Art Integration : Draw a caricature of Munna and write about him.</b>
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5	<b>SEPTEMBER</b>  <b>(12)</b>	<b>THE LAZY FROG</b>	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"> <li>1. After recitation, students pick out the rhyming words.</li> <li>2. The students find out the meanings of the new words.</li> <li>3. The students complete the sentences with reference to the poem</li> <li>4. They write about their likes and dislikes</li> </ol> <p><b>AAC : Tell a story/ incident to your friends about the importance of value of time.</b></p> <p><b>Art Integration : Make a paper frog .</b></p>
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	<b>RIP VAN WINKLE</b>	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"> <li>1. They listen to the story, imagine creatively and narrate the happenings in the village during the absence of Rip Van Winkle.</li> <li>2. They search the meanings for the active vocabulary and encircle the correct meaning for a set of closed meaning words.</li> <li>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</li> </ol> <p><b>Art Integration: Draw a picture of Rip Van and write about him in five sentences.</b></p> <p><b>AAC : Read another story written by Washington Irving</b></p>
<b>6</b>	October (12)	<b>Class Discussion</b>	<p>Awareness about different kinds of personalities</p> <p>Speaking/Conversation</p> <p>Vocabulary</p> <p>Writing</p> <p>Learn how to take part in a discussion by expressing his/her views/ideas</p> <p>Use of new words to describe positive qualities Learn to write a notice based on who/where/when/what</p>	<p><b>AAC:</b></p> <ol style="list-style-type: none"> <li>1. Students will have a group discussion among family members and view their opinions on following topics. <ol style="list-style-type: none"> <li>a) How they coped with pandemic</li> <li>b) Take part in class discussion and express their views about different national festivals that we celebrate.</li> </ol> </li> <li>1. Describe the nature of your friends</li> <li>2. Observe your family members and speak about their characteristics</li> <li>3. Plan about virtual Grandparents day meet and write a notice</li> </ol>
		<b>The Talkative Barber</b>	<p>Art of storytelling and narration/ Speaking</p> <p>Understanding and enjoying humour/ listening</p> <p>Word Building/ Vocabulary Writing</p> <p>Reading</p> <p>Listen to the narration and understand the art of storytelling through modulation and expression</p> <p>Comprehend and enjoy the humour and gist given in the story Learn to make antonyms using prefixes.</p> <p>Write comprehension</p>	<ol style="list-style-type: none"> <li>1. Listen to the story narrated by teacher /audio <a href="https://ciet.nic.in/audio_files/gradeV/MariGoldAudioFiles/U6L1.mp3">https://ciet.nic.in/audio_files/gradeV/MariGoldAudioFiles/U6L1.mp3</a></li> <li>2. Read a story from Panchatantra /Arabian Nights and narrate to your siblings/parents.</li> <li>3. Live worksheets based on antonyms with prefixes (www. livewrksheets.com)</li> </ol> <p>Read the story silently and complete comprehension based questions ( MCQ through Google form )</p> <p><b>Art Integration: Draw different faces of barber's brothers as explained by him to the sultan. Write their names.</b></p>

			comprehension	based questions	<b>AAC : Read another story from Arabian Nights.</b>
7	November ( 12 )	<b>Topsy-turvy Land</b>	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. <b>AAC : Write a few sentences describing how you keep your house in order.</b>  <b>Art Integration : Imagine a topsy turvy scene and draw it.</b>
		<b>Gulliver's Travels</b>	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.  <b>AAC: 1. Make a list of five biographies and five autobiographies.</b>  <b>Toy making: Make a puppet of Gulliver with available materials at home.</b>
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 <a href="https://youtu.be/vbj92brm2QI">https://youtu.be/vbj92brm2QI</a>



		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. <b>Art integrated activity: Draw a picture of any sea animal and write a paragraph about it.</b> Worksheet on Rhyming words and Opposites will be given. Live worksheets on articles will be given for practice. <b>AAC : Make a list of your actions that make others happy/ unhappy ( example : Respecting elders Watching too much TV )</b>
9	January (12 )	<b>Sing a song of people</b>	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. <b>Music Integrated : Listen to the poem and sing in your own unique way</b> <a href="https://youtu.be/yey7Fkxt4WM">https://youtu.be/yey7Fkxt4WM</a>
		<b>Around the World</b>	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><a href="https://youtu.be/CK0yQEfmJyc">https://youtu.be/CK0yQEfmJyc</a></p> <p><a href="https://www.liveworksheets.com/vz964910nj">https://www.liveworksheets.com/vz964910nj</a></p> <p><b>AAC: Which country would you like to visit when you grow up? Discuss with your parents and write a few lines about that country.</b></p> <p><b>Art Integrated Activity: Draw the flag of that country</b></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><a href="https://www.liveworksheets.com/hy1317495">https://www.liveworksheets.com/hy1317495</a></p> <p><a href="#">SP</a></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><b>AAC: Children identify Manipur on the map and write a few sentences about it.</b></p> <p>Worksheets based on tenses will be given.</p> <p>Children will identify words/verbs based on actions and words</p> <p><b>Art Integration : Draw the picture of Sanatombi and write a few sentences</b></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	<b>कक्कू</b>	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"> <li>❖ 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</li> <li>❖ सही उच्चारण , हावभाव सहित कविता पाठ करना। कविता को पढ़ कर दिए गए प्रश्नों के उत्तर लिख पाना।</li> <li>❖ तुकवाले शब्दों की समझ</li> <li>❖ विद्यार्थी भाषा के शुद्ध रूप को जान कर अपनी भाषा को प्रभावशाली बना सकेंगे ) संज्ञा)</li> <li>❖ अपनी सोच को अपने तरीके से अपनी भाषा में व्यक्त करना।</li> </ul>

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

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

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"> <li>❖ गद्यांश को पढ़कर शिक्षक द्वारा पूछे गए प्रश्नों के उत्तर देना</li> <li>❖ नए शब्दों का मौखिक और लिखित अभ्यास</li> <li>❖ सुनी हुई कहानी के पत्रों एवं घटनाओं के बारे में बातचीत करना।</li> </ul>	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।

सौच 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 ,चीजों 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"> <li>❖ कहानी का पठन</li> <li>❖ नागा जाती और उनकी लोककथा</li> </ul>	<ul style="list-style-type: none"> <li>❖ गद्यांशकोपढ़कर ,शिक्षकद्वारापूछेगएप्रश्नोंकेउत्तरदेना</li> <li>❖ नएशब्दोंकामौखिकऔरलिखितअभ्यास</li> <li>❖ सुनीहुईरचनाओंकीविषयवास्तु,पत्रोंअवंगठनाओंकेबारेमेंबातचीतकरना।</li> </ul>	<ul style="list-style-type: none"> <li>❖ लोककथाकीश्रेणीमेंपहलेकक्षामेंइसलोककथाकोपढ़कर</li> <li>❖ बच्चोंसेसरलप्रश्नबनवाये।नएशब्दोंकोलिखवाना।</li> </ul>

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"> <li>1. शुद्ध उच्चारण ,सहीहावभावऔरलयतालकेसाथकवितापाठकरना।पीपीटीकीमदद</li> <li>2. तुर्कांतशब्दोंकाअभ्यास।</li> <li>3. करो-मतकरो- पाठशालाऔरघरमेंकौनसेऐसेकम्हैजीकरनेचाहिए (लघुनाटककेरूपमेंभीकियाजासकताहै)</li> <li>4. ऑनलाइनक्लास्सेकेपश्चात्त्व, खलीसमयकोकिसतरहसेआपक्याआपनेकोईनयाशौकयाअच्छीआदतकोशुरूकरनेकाप्रयास</li> <li>5. खेल-खेलमें- चुनेगाएअक्षरसेशुरूहोनेवालेजानवर, पक्षी, खानेपीने आदिकेसंकेतलेतेहुएनएशब्दबोलनाऔरसूचीमेंलिखना। (शब्दकोष</li> <li>6. शिक्षकद्वाराशुरूकीगयीकहानीकोचित्रोंकीमददसेबच्चोंद्वारापू</li> </ol> <p><b>AAC</b></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"> <li>❖ कहानी को सुनकर नए शब्दों का वाक्य में प्रयोग करना , कहानी के पत्रों और घटनाओं , शीर्षक आदि के बारे में बातचीत करना।</li> <li>❖ अपनी सोच को अपने तरीके से अपनी भाषा में व्यक्त करना।</li> <li>❖ पाठ को पढ़ना , पूछे गए प्रश्नों के उत्तर (मौखिक ,सांकेतिक ) देना।</li> <li>❖ आस-पास की आवाज़ों को सुनना और कक्षा में से झाहिर करपाना</li> <li>❖ स्वेच्छा से शिक्षक द्वारा तय गतिविधि के अंतर्गत वर्तनी के प्रति सचेत होते हुए स्वयं -नियंत्रित लेखन करना</li> <li>❖ विद्यार्थी भाषा के शुद्ध रूप को जानकर अपनी भाषा को प्रभावशाली बना सकेंगे।</li> </ul>	<ol style="list-style-type: none"> <li>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 )</li> <li>2. कहानीके पत्रों और उनके परिस्थियों को ध्यान में रखते हुए कौन किससे पत्रों पर चर्चा</li> <li>3.वर्षा ऋतू पर चर्चा करना एवं उसके बारे में लिखना।</li> <li>4.बारिश के मौसम में आपका मन किन -किन चीजों के लिए मचलता है?-</li> <li>5.वर्षा ऋतू के चित्र बनवाये और उसे समझते हुए कक्षा में प्रदर्शित कारवान</li> <li>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</li> <li>7.खूँटे से बँधे जानवरों के नाम लिखना</li> <li>8. अपनी कोई बारिश के मौसम के अनुभव को कविता या कहानी के रूप में बोलना-AAC</li> <li>9.वचन बदलो और सर्वनाम का अभ्यास</li> </ol>



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

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"> <li>❖ कहानीपठन</li> <li>❖ नैतिकशिक्षा - बुद्धिशारीरिकशक्तिसेअधिकश्रेष्ठहोतीहै।</li> <li>❖ अक्लसेजुड़ेहुएमुहावरेऔरकहानियाँ</li> </ul>	<ul style="list-style-type: none"> <li>❖ गद्यांशकोपढ़कर ,शिक्षकद्वारापूछेगएप्रश्नोंकेउत्तरदेना</li> <li>❖ नएशब्दोंकामौखिकऔरलिखितअभ्यास</li> <li>❖ कहानीमेंघटितविषयपात्रों, शीर्षकआदिकेबारेमेंबातचीतकरतेहैं, प्रश्नपूछतेहैं, अपनीप्रतिक्रियाऔरअपनीरायदेतेहैं</li> </ul>	<ul style="list-style-type: none"> <li>➤ नैतिककथासुनतेहुए ,मुहावरासमझाना</li> <li>➤ अक्लसेजुड़ीकुछऔरकहानियोंकीखोज</li> <li>➤ अक्लसेजुड़ेकुछसरलमुहावरेऔरउनकावाक्यमेंप्र</li> </ul>

## 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"> <li>❖ कहानीकोसुनकर ,कहीजारहीबातआदिकोध्यानसेसमझतेहुएसुननाऔरनएशब्दोंकावाक्यमेंप्रयोग करना ,</li> <li>❖ कहानी में आये हुए नए शब्दों को सन्दर्भ में समझकर उनका अर्थ सुनिश्चित</li> </ul>	<ol style="list-style-type: none"> <li>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 )</li> <li>2. कहानीकेअनुसारआफिन्तऔरअवंतीजैसेकिरदारोंपरचर्चाकरेऔरकुछवाक्यलि</li> </ol>

		<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"> <li>❖ पाठ को पढ़ना , पूछे गए प्रश्नों के उत्तर (मौखिक ,सांकेतिक ) देना।</li> <li>❖ मुहावरों का वाक्यों में प्रयोग</li> <li>❖ उपसर्ग और प्रत्यय के इस्तेमाल से नए शब्द बनाना</li> <li>❖ अलग अलग भाषा की बारीकियों (संज्ञा ,सर्वनाम और क्रिया ) का उपयोग करना</li> </ul>	<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- <b>खेल खेल में</b> और वाक्य बनाओ</p>
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प्रश्न	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"> <li>❖ कहानी को सुनकर, कही जा रही बात, आदिको ध्यान से समझते हुए सुनना और नए शब्दों का वाक्य में प्रयोग करना,</li> <li>❖ कहानी में आये हुए नए शब्दों को सन्दर्भ में समझकर उनका अर्थ सुनिश्चित करते हैं</li> <li>❖ पाठ को पढ़ना, पूछे गए प्रश्नों के उत्तर (मौखिक, सांकेतिक) देना।</li> <li>❖ कहानी के विभिन्न घटनाओं में अपने अनुभवों को जोड़कर प्रश्न पूछना</li> <li>❖ स्वेच्छता से शिक्षक द्वारा तय की गई गतिविधियों के अंतर्गत वर्तिनी के प्रति सचेत होते हुए स्वयं नियंत्रित लेखन कर पाना</li> </ul>	<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 आनाज 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, बाल काटने वाला, जूते की मरम्मत करने वाला आदि। - AAC</p> <p>7. अपने बड़ों से पता करे और कक्षा में बातये की पहले गेहूँ कैसे पीसते थे? कौन-कौन सी चीज़ों को पीसते थे?</p>	नाम	वज़न	दाम			
नाम	वज़न	दाम							
प्रश्न	मुख्य धारणाएं	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ						
र	<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"> <li>❖ सही हाव-भाव और उच्चारण के साथ कविता पाठ करना</li> <li>❖ तुक शब्दों को बताना</li> <li>❖ नए शब्दों का अभ्यास</li> <li>❖ वर्तमान समय के अंतर्गत बदलते मौसम में ध्यान में रखें जाने वाली बातें</li> </ul>	<p>1. शुद्ध उच्चारण, सही हाव-भाव और लयताल के साथ कविता पाठ करना। पीपीटी की मदद के कविता में आए नए शब्द और उनका अर्थ समझना।</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 शब्दों का अभ्यास।</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 बातें।</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"> <li>❖ कहानी को सुनकर ,कही जा रही बात, आदिको ध्यान से समझते हुए सुनना और नए शब्दों का वाक्य में प्रयोग करना ,</li> <li>❖ कहानी में आये हुए नए शब्दों को सन्दर्भ में समझकर उनका अर्थ सुनिश्चित करते हैं</li> <li>❖ पाठ से सम्बन्धित प्रश्नों के उत्तर दे पाना।</li> <li>❖ चर्चा में भाग लेकर अपनी बात को बताना और समझाना</li> <li>❖ गांधीजी और मीरा बहन जैसी महान हस्तियों पर प्रकाश डालना</li> <li>❖ कहानी के घटनाओं को अपने पूर्वज्ञान से जोड़कर अपनी बात सामने रख पाना और उसे लिख कर बताना</li> <li>❖ सही व्याकरण का ज्ञान-भाषा की बारीकियों की समझ</li> <li>❖ नक्शा इशारा</li> </ul>	<ol style="list-style-type: none"> <li>1. शुद्ध उच्चारण के साथ पाठ का पठन, अपने पूर्वज्ञान का ध्यान रखते हुए सरल प्रश्नों के उत्तर देना</li> <li>2. कहानी में आये कठिन शब्दों को लखे और अभ्यास करना</li> <li>3. महात्मा गाँधीजी और मीरा बहन के योगदान पर प्रकाश डाले - चित्रों या वीडियो के साथ</li> <li>4. बच्चों से भी उन के बारे में चर्चा करे और उनके जीवन से सम्बन्धित चित्र या लेख का एक सजाया</li> <li>5. खतरनाक और घरेलु जानवरों के चित्र इकट्ठे करे और आने नाम लिखे , कॉपी में लगाए</li> <li>6. अपने किसी पसंदीदा जानवर के बारे में लिखे और बच्चों द्वारा अपने मनपसंद जानवर का चित्र बनाकर पेट या अन्य चीजें बनाने के लिए कहा जा सकता है। -AAC</li> <li>7. जानवरों की आवाज़े - वीडियो की मदद से समझाना</li> <li>8. खेल खेल में - संज्ञा के प्रकार पीपीटी और कार्यपत्र</li> <li>9. खेल खेल में - कारक की सही समझ के चित्रों की मदद से करवाएँ</li> <li>9. क्यों जंगली जानवर जंगल छोड़ गाँव और शहर की तरफ बढ़ रहे हैं? - चर्चा -AAC</li> <li>वर्तमान में कौन अधिक खतरनाक है - जानवर या मानवीय गतिविधियाँ?? - चर्चा</li> <li>11. नक्शा इशारा - इंग्लैंड , भारत (उत्तर प्रदेश, उत्तरांचल ) को दर्शाना</li> </ol>

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

पढ़नेकीगति विधि पृष्ठ-100	नवंबर/2	<b>कहानीकीकहानी</b>	गद्यांशकापठन नएशब्द संज्ञाऔरक्रियाशब्दअलगकरे कहानीसुननेऔरसुनानेकीपरंपरा पंचतंत्रकीकहानियाँ	<ul style="list-style-type: none"> <li>❖ गद्यांशकोपढ़कर, शिक्षकद्वारापूछेगएप्रश्नोंकेउत्तरदेना</li> <li>❖ नएशब्दोंकामौखिकऔरलिखितअभ्यास</li> <li>❖ चर्चामेंभागलेकरअपनीबातबतापाना</li> </ul>	<p>1. गद्यांशकोपढ़करसमझाएऔरगतिविधिकेअंतर्गतबच्चोंसेएकछोटीसेप्रश्नोत्तरीबनवाए।</p> <p>2. खेलखेलमें- मेरीप्यारीकिताबें, बच्चेअपनेघरमेंरखीअपनीकिताबोंसेकिसीएककिताबकेबारेमेंकुछवाक्यबोलसकतेहैं ( इसकारिकॉर्डिंगशिक्षककोभेजें )</p> <p>3. अपनेबड़ोंसेपुरानेजमानेमेंकहानियाँकैसेगाकरयानाचकरसुनातेथेइसपरचर्चाकरे -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)	<b>जब मुझे साँप ने काटा</b>	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)	<b>मिर्च का मज़ा</b>	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।
		<b>सबसे अच्छा पेड़</b>	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)	<b>पत्तियों का चिड़ियाघर</b>	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><b>नाना - नानी के नाम</b></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। <b>AAC ACTIVITY</b>

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	<b>अपने घर के आस पास दिखने वाले पेड़ और पौधों की सूची बनाओ  </b> <b>AAC ACTIVITY</b>
			*वर्तनी / शब्दार्थ	* पाठ में आए विभिन्न प्रकार के शब्द जैसे क्यारियों, घूस, 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	<b>आपको कौन सा व्यवसाय पसंद है और क्यों ? विभिन्न प्रकार के व्यवसायों के नाम लिखो और उनसे सम्बन्धित चित्र चिपकाओ (AAC ACTIVITY)</b>

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।	<b>नसरुद्दीन और जमाल साहब के वार्तालाप को कठपुतली खेल के रूप में प्रस्तुत करना।(AAC)</b>
			पहनावेका ज्ञान	अलग-अलग पहनावेके नाम जानने में सक्षम होना।	<b>विद्यार्थीअपनेराज्ययाअन्यराज्यमेंपहनेजानेवालेपहनावोंकेनामएवंउनकेचित्रसमाचारपत्र,पत्रिकाओंएवंइंटरनेट</b>
			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   <b>* माता पिता और दोस्त के साथ बाढ़ के प्रभावों के ऊपर चर्चा करके उन्हें अपने शब्दों में लिखना   (AAC)</b>
			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	<b>राजा और सन्यासी पर अपनी कोई कहानी लिखकर कक्षा में उसका प्रस्तुतीकरण करना (AAC)</b>
			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।	<b>वीडियोप्रस्तुतीकरणकेमाध्यमसेविद्यार्थियों सेहाथसेबननेवालीचीजेजैसे- पत्तोंसेदोना, प्लेट, इत्यादिबनवाना।(AAC)</b>
			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।	<b>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)</b>
			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।	<b>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)</b>
			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।	<b>विद्यार्थी महात्मा गांधीके पूरे जीवन काल केचित्रइकट्टा करके कोलॉजबनाएंगे।(AAC)</b>

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	<b>विद्यार्थियोंसेकहानीमेंआएविभिन्नपात्रोंसेसंबंधितसंवादयादकरवानाएवंकक्षामें</b>

			नाटकीयकरण	करना।	<b>उनकानाटकीयकरणकरवाना।(AAC)</b>
			रचनात्मक कार्य क्षमता का विकास	रचनात्मक कार्य क्षमता का विकास करना।	<b>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)</b>
			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	<b>अपने आस पास पाए जाने वाले पशुओंकी सूची</b>

			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"> <li>चित्रों के द्वारा पर्यायवाची शब्दों तथा विलोम शब्द को समझते हैं। तथा वाक्यों में प्रयोग करते हैं।</li> <li>वाक्य प्रयोग द्वारा एक शब्द के अनेक अर्थ समझते हैं जैसे-पर</li> </ul>



					<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 एक .....मिठासनहीं 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"> <li>वाक्यों में संज्ञा और सर्वनाम शब्दों को पहचानना तथा उनकी विशेषता बताने वाले शब्दों पर गोला लगाना।</li> <li>वचन से सम्बन्धित आ, ई आदि के नियम को ध्यान में रखते हुए एकवचन को बहुवचन में बदलते हैं।</li> <li>जीवित और निर्जीव चीजों को वर्गीकृत करते हुए उनका लिंग निर्धारित करते हैं। (आ और ई की</li> </ul>

				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><b>3. अपनी दादी/नानी/नाना/दादायाघर में किसी बड़े से अपने प्रदेश की लोककथा को सुने और कक्षा में चर्चा करना -AAC</b></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 पढो और उस कहानी से आपको क्या शिक्षा मिली और उस कहानी में कौन-कौन से पात्र शामिल थे उनके नाम लिखो।</p> <p><b>7. दिए गए चित्र को देखकर कहानी लिखना/पूरी करना । -AAC</b></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. <b>फसलों की किसी भी एक त्योहार पर अनुच्छेद लेखन</b> --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. <b>फसलों से जुड़े त्योहारों की जानकारी इकट्ठा करना (चित्र, कविता, कहानी, वीडियो, पोस्टर आदि) -AAC</b></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><b>4. बच्चों के खेलों के बारे में जानकारी देना तथा उनके द्वारा खेले जाने वाले खेलों के बारे में चर्चा करना।</b></p> <p><b>जैसे – अभी कोरोना काल में आप घर पर कौन-कौन से खेल खेलते हैं ?-AAC</b></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><b>3. बच्चे विभिन्न रचनाकारों की रचनाएं पढ़ेंगे तथा उसके बारे में बताएंगे। -AAC</b></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><b>2. बादशाह अकबर व फतेहपुर सिकरी के विषय में व कहानी के पात्रों के विषय में चर्चा करना।-AAC</b></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><b>6. मुहावरों को छाँटकर अर्थ बताना व वाक्य प्रयोग करना। जैसे – धाक जमाना, उलटे पाँव लौट जाना। -AAC</b></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><b>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</b></p> <p><b>6. इला जैसे किसी अन्य व्यक्तित्व (जैसे – अरुणिमा सिन्हा) की कहानी सुनाना, वीडियो दिखाना तथा उनके बारे में लिखने के लिए प्रेरित करना- AAC</b></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	<b>अपने किसी परिवार के सदस्य या मित्र को पत्र लिखना सिखाना -AAC</b>
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. <b>अपने मित्र को पत्र लिखना -AAC</b>
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. <b>शुद्ध उच्चारण एवं उचित विराम चिन्हों को ध्यान में रखते हुए पाठ का वाचन -AAC</b> 2. कठिन शब्दों का ऑडियो के माध्यम से श्रुतलेख लिखवाना। जैसे- पैतालीस, बारहवीं, चिट्ठियाँ आदि। 3. <b>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</b> 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. <b>अपने मन के भावों को प्रकट करना –AAC</b> 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. <b>लॉकडाउन में स्कूल के लंबे समय तक बंद रहने के कारण क्या – क्या परिवर्तन होंगे , इस पर चर्चा करना –AAC</b> 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. <b>अपनी डायरी में खुद से जुड़ी बातें लिखना तथा आपने सुबह से शाम तक क्या-क्या किया लिखेंगे -- AAC</b> 8. <b>आने वाले कल के लिए दैनिक योजना बनाना - AAC</b>
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. <b>कविता की विषयवस्तु , घटनाओं,पात्रों,शीर्षक के बारे में वार्तालाप –AAC</b> 4.माँ के बारे में कोई कविता या पाँच वाक्य लिखेंगे । 5. <b>पाठ से पाँच शब्दों का चयन करके उनकी अंग्रेजी लिखना । - AAC</b> 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।	बेबस, बेजान आदि। 7. पीपीटी/वीडियो के द्वारा आँख से सम्बन्धित मुहावरे समझते हुए अभ्यास पत्र पूरा करना। जैसे – आँख का तारा, आँख दिखाना 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. <b>पाठ में आने वाली संज्ञा, क्रिया, सर्वनाम व विशेषण शब्दों को छांट कर लिखना। -AAC</b> 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><b>6.अपने आस पास के जानवरो की सूची बनवाना -AAC</b></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 घटनाओ 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 शिक्षकवीडियोएवं पीपीटी द्वारासर्वनाम केबारेमेंविस्तृतजानकारीदेगा  </p> <p><b>7. पाठ में आने वाली संज्ञा, क्रिया,सर्वनाम व विशेषण शब्दों को छांट कर लिखना   -AAC</b></p>
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				जानकारी	<b>8. यदि आप बिशन की जगह होते तो आप क्या करते ?-AAC</b>
*	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। <b>9. जल संरक्षण पर समूह वार्तालाप करवाना।-AAC</b>

				को समझना।	<b>10. अखबार में से जल से संबंधित अनुच्छेदों को काटकर कॉपी में चिपकाओ।-AAC</b>
*	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 ? <b>7. भारत प्रदेश में बहने वाली प्रमुख नदियों के नाम लिखिए। -AAC</b>
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। <b>3. नदी पर लघु कथा लिखिए शब्दों का प्रयोग कीजिए जैसे नदी, नाव, मछली, नहाना, स्वच्छ आदि। -AAC</b> 4. जल संरक्षण व जल प्रदूषण पर चर्चा। <b>5. शहर या गाँव में सबसे चहल-पहल वाली जगह का चर्चा। -AAC</b> 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. <b>बच्चे रवीन्द्रनाथ टैगोर की रचनाएं पढ़ेंगे तथा उसके बारे में बताएं।</b> <b>I -AAC</b>
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 जीवन में 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।  <b>विभिन्न पर्वतारोहियों की जानकारी देना व सूची बनवाना तथा चित्र चिपकाना। -AAC</b>  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><b>अपनी किसी यात्रा के बारे में लिखो। -AAC</b></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><b>पेड़ों को बचाने के लिए हम क्या-क्या कर सकते हैं? चर्चा करो ।- AAC</b></p>

*	मार्च		पुनरावृत्ति कार्य		
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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"> <li>• Different views of things around us.</li> <li>• Designs on dot grid.(Rangoli)</li> <li>• Mirror halves. /Line of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies different views of objects like Car, book, pencil etc.               <ul style="list-style-type: none"> <li>• Is able to draw different designs /Rangolis on dot grid.</li> <li>• Identifies mirror halves and is able to draw line of symmetry.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draws /pastes pictures to show different views(top/front/side/back)</li> <li>• Prepares mask of animals using concept of symmetry. (Art integrated learning)</li> <li>• Draws line of symmetry for different shapes /alphabet/numbers and shows mirror halves.</li> </ul>
2.	April 7	Fun with numbers.	<ul style="list-style-type: none"> <li>• Concept of century.</li> <li>• Reading and</li> </ul>	<ul style="list-style-type: none"> <li>• Able to read and write 3-digit number upto 999</li> </ul>	<ul style="list-style-type: none"> <li>• Draws different patterns on dot grid.</li> <li>• How many more/less for making century.</li> </ul>

			<p>writing number names of 3-digit numbers.</p> <ul style="list-style-type: none"> <li>• Jumping of Numbers (Forward &amp; Backward)</li> </ul>	<ul style="list-style-type: none"> <li>• Forms 3-digit numbers using any 3 given digits.</li> <li>• Able to identifies the correct number in the given sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Forms 3-digit numbers using 3 digits with repeating and without repeating digits.</li> </ul> <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"> <li>• Expanded Form.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes expanded form for given number.</li> </ul>	<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"> <li>• Writes expanded form for the given numbers given by the teacher in the form of activity sheet.</li> </ul>
3.	July 12	Give and Take	<ul style="list-style-type: none"> <li>• Concept of Money</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the currencies of different denominations</li> <li>• Able to write the given numbers in a place value chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Take a Hundred rupee note and make a list of things which you can buy from this.</li> <li>• Prepares place value cards of oval/square and triangle and a game of place value played in class.</li> </ul>

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

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

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


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



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

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

14.	Feb 14	Rupees and Paise	<p>capacity like litres and millilitres.</p> <ul style="list-style-type: none"> <li>• Estimation of Capacities...Like which holds more/Less?  Comparison of capacities.</li> <li>• Knowledge of Multiplication tables.</li> <li>• Knowledge of repeated Addition.(Multiplication fact)</li> <li>• Concept of Division by distribution or sharing.</li> </ul> <p>Concept of division by</p>	<p>for the given collection of groups.</p> <ul style="list-style-type: none"> <li>❖ Distributes or shares number of objects (like books/marbles/colour pencils/jalebis/laddus etc.)among people/plates/boxes/shelves etc. and writes division fact.</li> <li>❖ Child can draw and show.</li> </ul>  <p><math>3 \times 4 = 12</math>                  <math>12 \div 3 = 4</math></p> <ul style="list-style-type: none"> <li>❖ Correlates repeated subtraction to division.</li> <li>❖ Able to write division fact for given multiplication and vise-versa.</li> </ul> <p>❖ Different collection of objects</p>	<p>these holds more or less than 1 litre.</p> <ul style="list-style-type: none"> <li>• Model of Measuring Jars in standard units like litre and millilitres can be used.  <b>(Art integrated learning)</b></li> <li>• Different pictures like water tank, bucket, jars, pots may be shown to them and ask them to recognise which holds more or less water.</li> </ul> <ul style="list-style-type: none"> <li>❖ Chart of Multiplication tables of 1 to 10 is displayed. Drilling for slow bloomers.</li> <li>❖ 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.(<math>3+3+3= 3 \times 4</math>)</li> <li>❖ Video related to division is shown.</li> <li>❖ 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</li> </ul>
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			<p>repeated subtraction.</p> <p>Correlation between multiplication and division.</p> <ul style="list-style-type: none"> <li>• Introduction to data handling.</li> <li>• Collection of data and grouping.</li> <li>• Observation and Recording of data.</li> <li>• Knowledge of simple Tally marks.</li> </ul> <p>Formation of bar charts</p>	<p>/flowers of different colours/ leaves etc are shown.</p> <ul style="list-style-type: none"> <li>❖ Collects different objects found at home and writes the number of each.</li> <li>❖ Learns to collect data and group according to colour/shape/number.</li> <li>❖ Arranges according to number /colour/shape and puts tally marks or smileys or simple drawings.</li> </ul> <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.</p> <p><math>12 - 4 = 8</math></p> <p><math>8 - 4 = 4</math> so, he distributes 4 leaves</p> <p><math>4 - 4 = 0</math> in 3 cups. <math>12 \div 4 = 3</math></p> <p>This can be shown by children by drawing in their classwork / enrichment notebooks. (<b>Art integrated learning</b>)</p> <ul style="list-style-type: none"> <li>❖ Worksheet is given with collection of objects .Children write the division facts.</li> </ul> <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"> <li>❖ So , he/she finds for a floral bedsheet or tablecloths and counts the number/colour of flowers. OR</li> </ul> <p>Can draw different coloured flowers randomly and count.</p> <p><b>Art integrated learning.</b></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"> <li>❖ <b>Teacher shares her experiences related to money... shopping, salary of people, cost of train, bus, air tickets etc.</b></li> <li>❖ <b>Children solve word problem mentally and then in the notebook.</b></li> </ul> <p><b>Children observe a train ticket and find the distance travelled and cost of ticket in between two stations.</b></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"> <li>❖ Different views of objects.</li> <li>❖ Different wall, floor, jaali, jharokha, arch patterns</li> <li>❖ Measurement of length, breadth and height of a cuboid/cube</li> <li>❖ Count number of sides, edges and vertices.</li> <li>❖ Difference between 2D and 3D figures</li> <li>❖ Solves problems based on daily life situations.</li> </ul> <p>Indian place value chart</p>	<ul style="list-style-type: none"> <li>❖ Identifies different views of objects.</li> <li>❖ Observes and appreciates the patterns in old monuments like Golconda fort, Charminar etc.,</li> <li>❖ Creates floor patterns using the given tile. (shape)</li> <li>❖ Measures the length, breadth and height of a cubical/cuboidal object accurately.</li> <li>❖ Classifies the given figure into 2D and 3D shape.</li> <li>❖ Identifies the shape and counts number of edges, sides and vertices</li> <li>❖ Learns the Indian place value chart and writes the number name for the given numeral and vice</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw side, top and front view of a brick/cuboid/cube</li> <li>❖ PPT of monuments to observe floor, wall, jaali patterns</li> <li>❖ Observe and draw floor and wall patterns (from their surroundings. Concept of 2-d and 3-d figures, differences between them.</li> <li>❖ Take a cubical/cuboidal object which is available at home and count number of sides, vertices and edges.</li> <li>❖ Measuring the length, breadth and height of different things available at home.</li> <li>❖ Writing number name and numeral using the Indian place value chart.</li> <li>❖ <u>ART</u>: Drawing skills (wall/floor patterns)</li> </ul>



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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"> <li>❖ Different viewsof objects.</li> <li>❖ Differentwall,floor</li> </ul>	<ul style="list-style-type: none"> <li>❖ Identifiesdifferentviewsofobje cts.</li> <li>❖ Observes and appreciates</li> </ul>	<ul style="list-style-type: none"> <li>❖ Drawside,topandfrontview sofabrick/cuboid/cube</li> <li>❖ PPTofmonumentstoobservefloor ,wall,jaalipatterns</li> </ul>

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

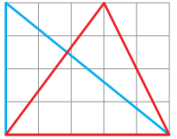

**CLASS : V      SESSION:2021-22**

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 &amp; 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><b><u>Drawing Activity</u></b> - * Make different sea animals using various geometrical shapes only and name them.</p> <p><b>*Reading of large numbers:</b> 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, <b><u>1) Activity one - Write and read the number – Find out</u></b> 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 &amp; 8 digits * Compare numbers ( &gt; = &lt; )</p>

				<p>*Applies the four fundamental arithmetic operations in solving problems involving money, mass ,distance , and time using large numbers.</p>	<p><b>* Recreational Mathematics:</b>  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><b><u>EVS</u></b>  The student can be engaged in addition and subtraction of numbers from daily life context.  For example,  <b><u>1) Activity one -</u></b> 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)  <b><u>2) Activity two -</u></b>  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)  <b><u>3) Activity three -</u></b>  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) <b>Activity four -</b>  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?  <b>*For any problem solving involving operations numbers estimation and verification by actual operation is very important</b>  * 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 office .....so 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><b>Drawing –</b></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><b>WE AND ART</b></p> <p>*<b>Shape depends on the angles.</b>-Make shapes using match sticks, understand that polygon with same sides have different shapes because of different</p>

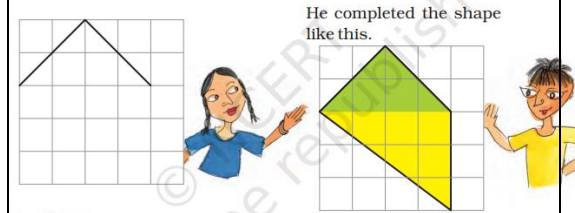
			<p>obtuse angle) and also from the surroundings.</p> <p>4. Estimates and measures angles using a protractor.</p> <p>5. Application of knowledge of angles in their daily life.</p>	<ul style="list-style-type: none"> <li>* Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing.</li> <li>* Develops the skill of drawing angles of the given measurement using a protractor.</li> <li>* Explores the application of knowledge of angles in daily life situations.</li> </ul>	<p>angles.</p> <ul style="list-style-type: none"> <li>* Make 8 triangles using 6 match sticks. ( puzzle)</li> <li>* 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.</li> <li>* Constructing angles of given measurement using Protractor .</li> <li>* 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.</li> <li>* Constructing of a safe slide with less angle of inclination.</li> </ul> <p><b><u>GAMES</u></b></p> <ul style="list-style-type: none"> <li>* Use of angles while playing caroms and so on.</li> </ul>
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"> <li>* Understands the concept of area and perimeter.</li> <li>* Measures area of regular and irregular shapes using 1cm square paper or graph paper.</li> <li>* Understands that area of the surface is equal to the no. of unit squares occupied in a closed region.</li> <li>* Understands that perimeter is the total length of the boundary of the closed shape.</li> </ul>	<ul style="list-style-type: none"> <li>* Defining area and perimeter with some examples.</li> <li>* 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)</li> <li>* 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.</li> <li>* Finding out that perimeter is the sum of all sides of the given figures when</li> </ul>

			<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><b><u>ORIGAMY: PAPER FOLDING</u></b></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.



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 &amp; expresses a given fraction as <math>1/2</math> , <math>1/4</math> , <math>1/5</math> 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><b><u>ART AND WE</u></b></p> <p>* <b><u>Making a magic top</u></b> :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><b><u>ORIGAMY</u></b></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 &gt; or &lt; 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><b>A.R.E</b> Listing the multiples of the given numbers by making a pattern/pictorial grid. <b>GAMES</b> method using water colours. 2. <b>Playing the game using Dhalra</b> of a 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><b>W.E</b> * 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. <b>ART</b> 4. Making / drawing factor trees for the given number. <b>* Defining of even and odd numbers</b> 5.Use 10 x 10 grid and colour all the even and odd numbers in 2 different colours..  <b>* Defining of prime and composite numbers.</b> 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 <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>turns.(clockwise/anticlockwise)</p> <p><b><u>Recreational Mathematics.</u></b>  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 –  <b><u>AESTHETIC SENSE</u></b></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><b>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.</b></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><b>MUSIC INTEGRATED</b></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><b>MATHS LAB ACTIVITY.</b></p> <p>Drawing the floor plan of the school and locating the different Rooms.</p> <p><b>ART INTEGRATED (Graph paper activity)</b></p> <p>Finding out the actual distance between two places using the Scale given in the map.</p> <p><b>MATHS LAB ACTIVITY.</b></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 <b>different cultural heritage like dance ,dresses (Art and culture Integrated)</b></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 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. <a href="https://www.youtube.com/watch?v=uvhgW28sKTg">https://www.youtube.com/watch?v=uvhgW28sKTg</a> <a href="https://www.youtube.com/watch?v=ku7wHOM8Vww&amp;index=11&amp;list=PL314">https://www.youtube.com/watch?v=ku7wHOM8Vww&amp;index=11&amp;list=PL314</a> <a href="https://www.youtube.com/watch?v=k">https://www.youtube.com/watch?v=k</a></p>
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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><a href="https://youtu.be/9frz4ODJUc0">https://youtu.be/9frz4ODJUc0</a> - Introduction <b>Music</b></p> <p><a href="https://youtu.be/psJAM90dyHs">https://youtu.be/psJAM90dyHs</a> - 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.

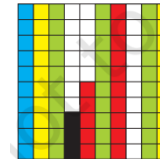
<b>25.98</b>		<b>30.54</b>		<b>76.43</b>
	<b>45.32</b>		<b>90</b>	
<b>28</b>		<b>55.76</b>		<b>49.56</b>

**Home assignment activities**

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

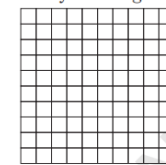
\* Collects price tags of objects and tries to understand their way of expressing in Rs and paise.

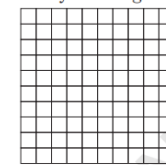
\* On a 10x10 grid of graph paper/square ruled paper make design and express the different coloured parts in decimals.



**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"> <li>* Understands the concept of area and perimeter.</li> <li>* Derives the formula for finding perimeter and area of a square and rectangle.</li> <li>* Compares the area and perimeter of different rectangles and squares.</li> <li>* Solves simple problems related to area and perimeter</li> </ul>	<ul style="list-style-type: none"> <li>* Defines that the perimeter of a figure is the total distance around the edge of the figure.</li> <li>* Derives the formula for finding perimeter of regular figures</li> <li>* Perimeter of a rectangle is the sum of twice its length and twice its breadth.</li> <li>* Perimeter of a square is 4 times its length.</li> <li>* Defines that the flat space occupied by any two-dimensional figures is called the area.</li> <li>* Derives the formula for finding the area of regular figures.</li> <li>* Finds that the Area of a rectangle is the product of its length and breadth.</li> <li>* Finds that the Area of a square is the square of its side.</li> <li>• Applies the formulas and find the area and perimeter of square and rectangle.</li> <li>• Analyses and find the perimeter or area in word stories based on real life situations .</li> <li>• Construct figures having same perimeter and analyse their area.</li> </ul>	<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><b>Drawing skills</b></p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* Measure the length and breadth of the given things and find their area and Perimeter.</li> <li>* Paste different shapes cut outs and find their area and perimeter.</li> </ul> <p>Suitable videos may be shown  <a href="https://www.youtube.com/watch?v=qDtv2kLYeY">https://www.youtube.com/watch?v=qDtv2kLYeY</a></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=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><a href="https://primarykv2tpkm.files.wordpress.com/2016/07/unit-12-smart-chart.pdf">https://primarykv2tpkm.files.wordpress.com/2016/07/unit-12-smart-chart.pdf</a></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><b><u>WE AND ORIGAMY</u></b></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><b><u>Critical thinking (pentaminos)</u></b></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 ... 1. number of vehicles passing on a road</p>
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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><a href="https://docs.google.com/document/d/16jrhlwO2idLL_JrbJMT4tJqVbcQMepu/edit">https://docs.google.com/document/d/16jrhlwO2idLL_JrbJMT4tJqVbcQMepu/edit</a></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>* <b>Teacher</b> 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><b><u>Correlating and integrating with real life situation.</u></b></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 <b>ART Integrated Activity: Making a measuring bottle.</b> 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) <a href="https://docs.google.com/document/d/18kcjPFNJzufkAovTk-SMLQBmLriTGwF/edit">https://docs.google.com/document/d/18kcjPFNJzufkAovTk-SMLQBmLriTGwF/edit</a> <a href="http://www.learnmathsonline.org/cbse-class-5-maths/how-big-how-heavy-class-5-maths-mcq/">http://www.learnmathsonline.org/cbse-class-5-maths/how-big-how-heavy-class-5-maths-mcq/</a></p>
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13	FEBRAU RY( 16)		<b>REVISION FOR SEE ORAL TESTING</b>		
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"> <li>1. Animals in nature.</li> <li>2. Places where animals live</li> <li>3. Types of animals Classifies animals based on habits, food, size, movements.</li> <li>4. Size of animals</li> <li>5. Classifies the animals based on habitat.</li> </ol>	<ol style="list-style-type: none"> <li>7. Recognises the different categories of animals.</li> <li>2. Observes the animals that are found in different habitats.</li> <li>3. Identifies the movement of animals.</li> <li>4. Classifies animals basing on their <b>size</b> from smallest to biggest.</li> <li>5. Classifies of animals basing on their <b>place where they live on a tree.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Watch <b>PPT, Net pictures, Videos</b> of the animals and List the animals that are found in the water, on the water, near the water.</li> <li>2. <b>Through PPT, Net pictures</b> discuss and List the animals that are found on the tree, on the land, in the desert.</li> <li>3. Watch the pictures sort &amp; name the crawling, flying, walking, hopping, running Animals.</li> <li>4. <b>Activity:</b> Students arrange the given animals basing on size from smallest to biggest.</li> <li>5. Activity: Students name the animals living on the branches, on the leaves on the ground,</li> </ol>

			<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><b>Art Integrated Learning</b></p> <p>1. Make an album on animals of five different habitats by drawing pictures</p> <p><b>ToyIntegrated Learning</b></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><b>AACActivity</b></p> <p>2. Solve puzzles on Animals .</p> <p><b>AAC Activity</b></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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<b>S.NO</b>	<b>MONTH/ NO. OF PERI</b>	<b>NAME OF THE LESSON</b>	<b>KEY CONCEPTS</b>	<b>LEARNING OUTCOMES</b>	<b>SUGGESTED ACTIVITIES</b>
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	ODS				
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 <b>PPT ,Net pictures , Videos</b> watch the different types of plants</p> <p>3. <b>Through PPT, Net pictures, watch and</b> Name the trees with thick, thin trunk.</p> <p>4. <b>Activity by doing with real leaves:</b> 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. <b>Survey :</b> Teacher shows &amp; Students observe the articles in their house with <b>patterns of leaves</b> 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><b>AAC Activity</b></p> <p>9. Writing the uses of leaves in various ways</p> <ul style="list-style-type: none"> <li>• Food , Medicine</li> <li>• Oils , cosmetics</li> <li>• compost pit -manure</li> <li>• making plates</li> </ul> <p>10. Speak about uses of trees.</p> <p><b>Art Integrated Learning</b></p> <ol style="list-style-type: none"> <li>1. Rubbings of different leaves and tree trunks of different plants.</li> <li>2. Making pictures of different animals using leaves.</li> </ol> <p><b>AAC Activity</b></p> <ol style="list-style-type: none"> <li>1. Make a Greeting Card or any decorative article using dry</li> </ol>
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					leaves.
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<b>S.NO</b>	<b>MONTH/ NO. OF PERI ODS</b>	<b>NAME OF THE LESSON</b>	<b>KEY CONCEPTS</b>	<b>LEARNING OUTCOMES</b>	<b>SUGGESTED ACTIVITIES</b>
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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 <b>PPT, Net pictures, Videos</b> 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. <b>Learn by doing</b> : 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 &amp; State.</p> <p>8. Analyzes the problems faced due to scarcity of water.</p>	<p>8. Reuse of water.</p> <p><b>Art Integrated Learning</b></p> <ol style="list-style-type: none"> <li>1. Writing of slogans to save water.</li> <li>2. Drawing the pictures of containers and sources of water.</li> </ol> <p><b>AAActivity</b></p> <ol style="list-style-type: none"> <li>1. Listing the problems faced due to scarcity of water.</li> </ol> <p><b>Toy Integrated Learning</b></p> <ul style="list-style-type: none"> <li>• Making a bird bath to provide water to birds during summer .</li> </ul>
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S.NO	MONTH/ NO. OF PERI ODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
4.	<b>JUNE- JULY</b>  (15)	Theme : Family and friends  <b>UNIT-4.</b> Our First School  <b>(5 periods.)</b>	<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 &amp; 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 <b>PPT</b>, watch the different works done in a house by different people.</p> <p>3 . Through <b>PPT, Net pictures, Videos</b> 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 &amp; home.</p>

				<p>5. Describes the difference between a house &amp; 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 &amp; protection.</p>	<p>6. Learn about the importance of a family and a happy home.</p> <p><b>Art Integrated Learning</b></p> <ol style="list-style-type: none"> <li>1. Paste pictures of your family members and mention the work done in your house.</li> <li>2. Draw or Paste pictures of festivals / customs you celebrate.</li> </ol> <p><b>AAC Activity</b></p> <p>Draw a family tree, Paste pictures of your family members &amp; 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  <b>UNIT-5 . CHHOTU'S HOUSE</b>  (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 &amp; 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><b>1. During classroom interaction PPT, pictures, Videos</b> 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 &amp; 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. <b>Survey:</b> Students go around their house and name the animals found in their house.</p> <p><b>Activity:</b> Observing the pictures, PPT list out the different materials used for decorating their house during festivals and parties.</p> <p><b>Toy Integrated Learning</b> Make a model of house.</p> <p><b>Art Integrated Learning</b></p> <p>2. Draw a picture how you decorate your house on festival day.</p> <p><b>AAC Activity</b></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"><li>1. Collect pictures of different houses from newspaper.</li><li>2. Talk about good and clean house.</li></ol>
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				food to all during this Covid Pandemic.	1. <b>AAC Activity Find</b> out the recipes to prepare two to three items.
<b>S.NO</b>	<b>MONTH/NO. OF PERIODS</b>	<b>NAME OF THE LESSON</b>	<b>KEY CONCEPTS</b>	<b>LEARNING OUTCOMES</b>	<b>SUGGESTED ACTIVITIES</b>

7.	JULY 6	<b>Theme: Family &amp; Friends, Animals</b>  <b>UNIT-7</b>  <b>SAYING WITHOUT SPEAKING</b>	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. <b>Art Integrated Learning</b> Draw any two facial expressions. 6. <b>AAC</b> 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.	<b>AUGUST 12</b>	<b>Theme: Family &amp; Friends, Animals</b>  <b>UNIT-8</b>  <b>FLYING HIGH 4 Periods</b>	<p>1. Exploring the immediate Surrounding to note various Birds.</p> <p>2. Birds and their habitat as water, trees, ground etc.</p> <p>3. .Food habits of the birds</p> <p>4. Types of beaks</p> <p>5.Size of the birds.</p>	<p>1. Acquires the names of different birds in the immediate surroundings.</p> <p>2. Identifies the simple features of birds and Express the movement of the birds and places where they live</p> <p>3 . Explores the eating habits of different types of birds.Recognizes the sounds of birds in the immediate surroundings and name them.</p> <p>4.Describe the beaks of the birds according to their food habits</p> <p>6. Compares the birds and identify the size and sort them.</p>	<p>1. Explore the immediate Surrounding, Students name few birds that they have seen, and then name other birds through PPT.</p> <p>2. Through pictures, children describe the birds.</p> <p>3. Children sort the birds that eat grains, fish, flesh etc.</p> <p>4. Students name the birds that have long neck, pointed beak, curved beak.</p> <p>5. Students arrange the given birds basing on size from smallest to biggest.</p> <p>1. <b>Art Integrated Learning</b> Draw the pictures of pictures of any two birds.</p> <p>2. <b>Toy Integrated Learning</b>Making model of bird using paper, cardboard,</p> <p><b>6. AAC</b> Collect the feathers of available birds and paste in EVS activity book.</p>

S.NO	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
9.	AUGUST 12	<p><b>Theme: Family &amp; Friends, Animals</b></p> <p><b>UNIT-9</b></p> <p><b>ITS RAINING</b></p> <p><b>4 Periods</b></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><b>Art Integrated Learning</b></p> <p>1. Draw picture of rainy season and rainbow.</p> <p><b>AAC</b></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><b>Theme: Family &amp; Friends- Relationships UNIT-10</b></p> <p><b>WHAT IS COOKING</b></p> <p><b>4 Periods</b></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. <b>Art Integrated Learning</b> 1. Draw picture of rainy season and rainbow. <b>Toy Integrated Learning</b> Prepare some model of Utensils with clay <b>AAC</b></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><b>Theme: Travel</b></p> <p><b>UNIT-11 FROM HERE TO THERE</b></p> <p><b>6 Periods</b></p>	<ol style="list-style-type: none"> <li>1. Different types Vehicles.</li> <li>2. Vehicles used in air, on water and land.</li> <li>3. Classifying the Vehicles as per number of wheels.</li> <li>4. Classifying the Vehicles basing on the fuel used.</li> <li>5. Vehicles used for Emergency purpose.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifies the different modes of transport according to distance.</li> <li>2. Differentiates the mode of transport in earlier days, at present and in future.</li> <li>3. Classifies the Vehicles on the number of wheels and fuel used.</li> <li>4. Explains the vehicles used in emergency services.</li> <li>5. Infers the importance of wheel, Vehicles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students watch PPT and name the ways and means of Transport. Roadways, Airways, Waterways.</li> <li>2. Discuss the Vehicles used in past and at present.</li> <li>3. Name the vehicles with two, three, four and six wheels.</li> <li>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.</li> <li>5. Students group the vehicles according to the fuel used after watching video and PPT.</li> <li>6. Classify the vehicles based on the number of wheels through PPT. <ul style="list-style-type: none"> <li><b>Art Integrated Learning</b></li> <li>1. Draw and color the pictures of vehicles.</li> <li><b>Toy Integrated Learning</b></li> <li>Make models of vehicles.</li> <li><b>AAC</b></li> <li>1. Speak about Emergency Vehicles .</li> </ul> </li> </ol>

S.NO	MONTH/ NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
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12.	<b>SEPTEME R 12</b>	<b>Theme: Family &amp; Friends- Animals</b>  <b>UNIT-12</b>  <b>WORK WE DO</b>	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. <b>Art Integrated Learning</b> 1. Draw 3 pictures of public places and write 3 sentences about them. <b>AAC</b> 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 <b>Sharing our feelings</b>  5 periods.	1. Importance of Sense organs.  2. Different types of disabilities of a person. Blind, Deaf, Dumb, Lame.  3. Ways to overcome the disabilities.  4. Braille Script  5. Occupations  4. Great Achievements of physically disabled people in their life. Ex .Helen Keller.	1. Identifies the five Sense organs.  2. Observes and recognizes the qualities possessed by physically disabled people.  3. Identifies the disabilities of people.  4. Analyses the problems of physically disabled people in their life and ways to overcome them.  5. Describes about Braille script and its uses.  6. Classifies the different types of disability and the difficulties faced.  7. Classifies the different occupations of people.  8. Discuss about the people who were physically disabled but achieved great success in life.	1. Name the Sense organs and its functions  2. Watch PPT, Net pictures, Videos of physically disabled people.  3. List the disability.  4. Discuss and List how Challenged people solve their problem.  5. Through Role play, pictures name the different Occupations.  <b>PROJECTS</b>  3. List the Problems faced by deaf ,dumb ,lame and blind .  <b>AAC Activity</b>  1. Making working model of Braille script. 2. Make survey on problems faced by old People.

S.NO	MONTH/ NO. OF PERI ODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
14	October	<p><b>Theme :</b> <b>FOOD</b></p> <p><b>UNIT- 14</b></p> <p><b>THE STORY OF FOOD</b></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 &amp; 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 <b>PPT,Net pictures, Videos</b> 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. <b>Activity</b> 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. <b>Art Integrated Learning</b></p> <p>Draw any five vegetables that grow below the soil and above soil and write its nutritive value .</p> <p>5. <b>PROJECT:</b>Name some Medicinal plants and its use.</p> <p>6. <b>AAC Activity :</b></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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<b>S.No</b>	<b>MONTH/ NO. OF PERI ODS</b>	<b>NAME OF THE LESSON</b>	<b>KEY CONCEPTS</b>	<b>LEARNING OUTCOMES</b>	<b>SUGGESTED ACTIVITIES</b>
15	November	Theme : <b>WORK AND PLAY</b>  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><b>MAKING POTS</b></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><b>5. Art Integrated Learning</b>  Students draw pot with and decorate it.</p> <p><b>AAActivity</b></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 : <b>WORK AND PLAY</b>  <b>UNIT-16.</b> <b>GAMES WE PLAY</b>  <b>(4 periods.)</b>	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. <b>Art Integrated Learning</b> Draw the pictures of any five indoor and outdoor games  <b>AA</b> Activity  7. Collect the pictures of Sport personalities. <b>Toy Related Learning</b> 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 : <b>WORK AND PLAY</b>  UNIT-5.  <b>HERE COMES A LETTER</b>  (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. <b>Survey:</b> Students collect the important Telephone numbers used in Emergency.</p> <p>6. <b>Art Integrated Learning:</b> Draw the pictures of a Post box and 4 types of letters.</p> <p><b>Toy integrated Learning</b></p> <p>7. Make the model a Postbox</p> <p><b>AAActivity</b></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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<b>S.N O</b>	<b>MONTH/ NO. OFPERIO DS</b>	<b>NAME OF THELESSON</b>	<b>KEYCONCEPTS</b>	<b>LEARNINGOUTCOMES</b>	<b>SUGGESTEDACTIVITIES</b>
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S.NO	MONTH/NO. OF PERIODS	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
19.	December	<p><b>THEME: ANIMALS</b></p> <p><b>UNIT-19</b></p> <p><b>OUR FRIENDS - ANIMALS</b></p> <p><b>5 periods</b></p>	<ol style="list-style-type: none"> <li>Animals in the surroundings.</li> <li>Animals their food, shelter and behaviour.</li> <li>Uses of Animals. *Animals that carry the load, give milk, eggs, meat, honey etc.</li> <li>Harmful Animals</li> <li>Difficulties faced by Animals and birds.</li> </ol>	<ol style="list-style-type: none"> <li>Observes different types of animals in their surroundings.</li> <li>Identifies the needs, food habits and shelter of animals.</li> <li>Analyze the behaviour of animals.</li> <li>Explains the useful animals in our daily life.</li> <li>Describes about harmful animals</li> <li>Identifies the interdependence of animals, and living things.</li> <li>Analyzing the difficulties faced by birds, animals during Summer and due to increase in Population.</li> <li>Makes a Poster with Slogan on how to protect Animals.</li> </ol>	<ol style="list-style-type: none"> <li>Students observe different Animals in Nature through PPT and Pictures.</li> <li>Discussion on the habitat of Animals their food habits through Pictures and videos.</li> <li>Role play on the behaviour of Animals.</li> <li>Students watch the pictures and list out the uses of Animals.</li> <li>Discussion on harmful animals.</li> <li><b>Survey</b> on care taken for animals. <b>6. AAC</b> 1. Prepare a bird bath. 2. List the care taken for animals in Zoo. <b>Art Integrated Learning</b> <b>1</b> Draw the pictures of farm, Wild, Water and Desert Animals (any two) <b>Toy Integrated Learning</b> 1 Make some animals with Clay 2 Make puppet show of animals.</li> </ol>

S.N O	MONTH/ NO. OF PERIOD S	NAME OF THE LESSON	KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
20.	January  12	<b>THEME:</b> <b>WATER</b>  <b>UNIT-20</b>  <b>DROP BY DROP</b>  <b>4 Periods</b>	<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><b>Art Related Activity</b></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><b>6. AAC</b></p> <p>Locate places which receive less rainfall on India map.</p>

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

22.	January	<b>Theme:</b>  <b>UNIT-22</b>  <b>LEFT RIGHT</b>  <b>4 Periods</b>	<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><b>2. .Ensure the various directions and concept of left, right</b></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 <b>route maps</b></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><b>Art Integrated Learning</b></p> <p>7. Draw the different Signs and Symbols which they see on the road.</p> <p><b>AAC</b></p> <p>6.Draw road map from your Home to home using different symbols.</p> <p><b>Toy Integrated Learning</b></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><b>Theme:</b> <b>Things we make and do</b></p> <p><b>UNIT-23</b> <b>A</b> <b>BEAUTIFUL CLOTH</b></p> <p><b>4 Periods</b></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><b>Art Integrated Learning</b></p> <p><b>2. Make a handkerchief with vegetable printing</b> using the Turmeric, beetroot, extract from leaves and flowers etc.</p> <p><b>AAC</b></p> <p><b>1. Paper weaving.</b></p>

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

24.	February 12	<b>Theme: Things we make and do</b>  <b>UNIT-24</b>  <b>WEB OF LIFE</b>  <b>4 Periods</b>	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.  <b>Art Integrated Learning</b> 1.Draw a web of things you need to live 2.Draw a food chain. <b>AAC</b> 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</u> (Protecting Natural resources)  • 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)	<b>ANITA AND THE HONEYBEES</b>  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"> <li>1. A video depicting the landforms, soil, water, trees etc of Goa, Karnataka and Kerala</li> <li>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</li> <li>3. Discussion followed by making models of level crossing, bridges and tunnels (AIL)</li> <li>4. Children may collect data on price and consumption of petrol/diesel over the last fiveyears and present their results pictorially/ graphically. (AAC)</li> <li>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)</li> <li>6. Online introduction of extended family members using the language spoken at home. (AAC)</li> <li>7. Map work: Follow the train from</li> </ol>

			<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><b>REACHING GRANDMOTHER'S HOUSE</b></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)	<b>CHANGING FAMILIES</b>  Theme: Family & friends (Relationship)	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  Roles and responsibilities of family members  Families, then and now  Education of women members, now and then  Child marriage: Reasons , adverse effects and ways to lessen child marriage , Laws by Govt	Explains the changes in the family due to o birth, marriage, transfer, etc  Conducts a survey (telephonically) to understand the changes that happened in the families of your friends, neighbours, relatives etc  Compares the family tree of oneself and that of the grandmother  Voice's opinion on issues like girl education, child marriage etc	<ol style="list-style-type: none"> <li>1. Brainstorm the changes that happen in a family</li> <li>2. Discusss the roles and responsibilities of family members</li> <li>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</li> <li>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)</li> <li>5. Discussion on child marriage, drop-out of girl students from school as well as laws on Child marriage</li> </ol>
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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"> <li>1. A PPT/Picture composition of the river (page no. 106)</li> <li>2. Listing down the causes and preventing methods to reduce water pollution</li> <li>3. A video on Floods can be played to understand the causes and damages it gives rise to</li> <li>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</li> <li>5. Discuss the different ways by which we clean water at home,</li> </ol>
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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)	<b>BASVA'S FARM</b>  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 <b>(AIL)</b> 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 <b>(AAC)</b>  Art work using seeds of vegetables <b>(AIL)</b>  Nature walk. A visit to the bird sanctuary. Video of bird sanctuary.

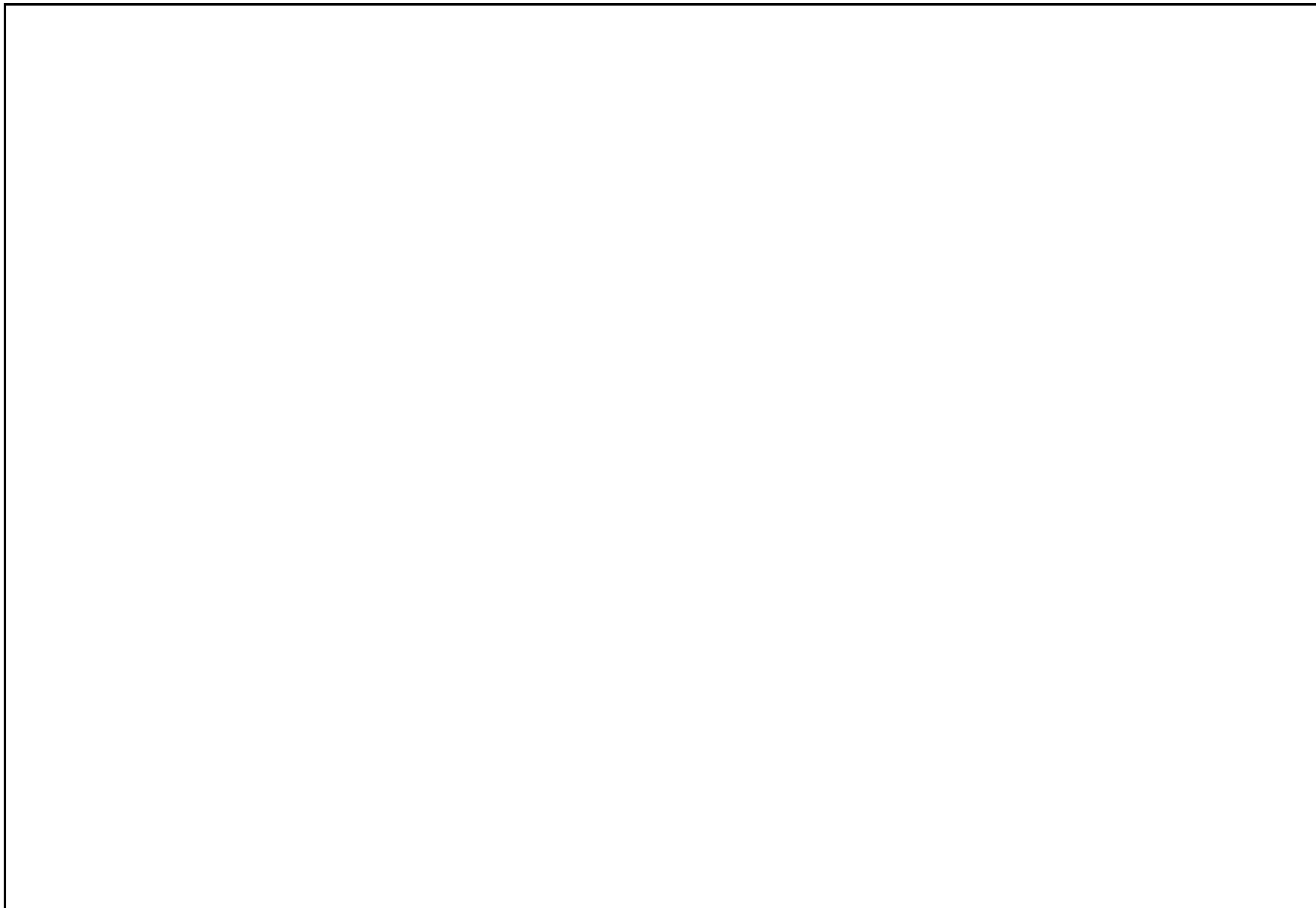
**Birds and it's identification**

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

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



18	NOVEMBER (4 PERIODS)	<p><b>TOO MUCH WATER, TOO LITTLE WATER</b></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 <b>(AIL)</b></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. <b>(AIL)</b></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	<b>NOVEMBER (4 PERIODS)</b>	<b>ABDUL</b>	<b>A mention of aerial prop roots of</b>	<b>Observes the different types of roots we find in plant.</b>	<b>without Government approval (AAC)</b>  <b>A virtual party: food, dressing, games, songs and dances to be</b>
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20	NOVEMBER (4 PERIODS)	<b>EATING TOGETHER</b>  <b>Theme: Food</b>	<b>Organizing a class party</b>  <b>Information on Bihu and other harvest festivals of India</b>  <b>Mid-day meal- Every child's right</b> <b>Life in a boarding school</b>	<b>Organizes and manages a class party</b>  <b>Recognizes the various occasions when people come together and eat</b>  <b>Gathers information about Bihu and different harvest festivals celebrated in different parts of India</b>  <b>Understands the need for Mid-day meal for the school going children</b> <b>Understands the life in a Boarding School.</b>	<b>Video of Gurudwara in Amritsar and Nanded. Rules to be followed in a gurudwara etc</b>  <b>Naming a few other places of worship</b> <b>Introduction of terms such as Langar, Kadha Prasad, Ardaasetc</b>  <b>Video on a Langar, preparation of Kadha Prasad</b>  <b>Drawing pictures of Kadhai, Tawa etc (AIL)</b>  <b>Students to be given various situations and they need to come out with a solution for the disputing matters.</b>  <b>These situations can be discussed at home and feedback can be heard in the class (AAC)</b>
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			Gurudwara-sikhs worship here		
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21	<b>DECEMBER (5 PERIODS)</b>	<b>FOOD AND FUN</b> 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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			<b>Hierarchy in the family</b>		<b>A discussion to be carried out to understand the reasons in decline of Pochampalli craft</b>
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22	<b>DECEMBER (4 PERIODS)</b>	<b>THE WORLD IN MY HOME</b>	<b>Good and bad touch</b>	<b>caste, gender, hierarchy in the family, values such as honesty, telling truth etc</b>	<b>Watch the video /PPT on handicrafts/ handlooms of India. Virtual display of the above.</b>
		<b>Theme: Family and Friends</b>			<b>Meet an artisan. Collect the information and present it in the class (AAC)</b>
			<b>Pochampalli, it's location and it's weave</b>		<b>Locating Abu Dhabi in the Map of world</b>
			<b>Steps involved in weaving</b>	<b>Discovers the difference between good touch and bad touch.</b>	<b>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)</b>
			<b>A craft in danger</b>	<b>Reports the situation to the appropriate person.</b>	
				<b>Prepares posters to spread the awareness of various issues</b>	<b>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.</b>
			<b>Handicrafts and handlooms of different states of India</b>	<b>Locates Pochampalli in the map of India.</b>	

23	<b>JANUARY (4 PERIODS)</b>	<b>POCHAMPALLI</b>  <b>Theme: Things we make and do</b>	<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 <b>(AAC)</b></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<b>(AIL)</b></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 <b>(AIL)</b></p> <p>Listing the spices required to make garam masala <b>(AAC)</b></p> <p>Discusses with grandparents on the spices used in their kitchen when they were young <b>(AAC)</b></p>
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			<b>available in markets /commonly used in kitchen</b>		
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24	<b>JANUARY (4 PERIODS)</b>	<b>HOME AND ABROAD</b>  <b>Theme: Travel</b>	<b>Medicinal values of the spices</b>  <b>States and spices</b>  <b>Preparation of a dish (Potato chaat or anything else) and garam masala</b>  <b>Inclusion of women in the Defence forces, taking Lieutenant commander Waheeda as an example</b>  <b>Three divisions of the Indian Armed Forces – Indian Army, Indian Navy and Indian Air Force</b>	<b>Compares Abu Dhabi with the place that one lives in</b>  <b>Identifies the currencies of different countries as well as different denominations of the Indian currencies</b>  <b>Reasons out as to why people especially from Kerala go to Abu Dhabi to work</b>  <b>Identifies the</b>	<b>Virtual interview of a woman officer in the Armed Forces</b>  <b>Discussion on the different jobs performed by the three forces, their uniform etc.</b>  <b>Watch the parade of republic day celebrations at NewDelhi (AAC)</b>  <b>Mock the interview of Wahida by students</b>  <b>To watch movies on women achievers</b>  <b>Newspaper clippings on women achievers-A collage (AIL)</b>  <b>Virtual survey of school and other places and find about the various</b>
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				spices by its shape, colour, aroma and taste	
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25	<b>JANUARY (4PERIODS)</b>	<b>SPICY RIDDLES</b>  Theme: Food	<p><b>Women in real life who have achieved something unusual</b></p> <p><b>Understanding physical disabilities (Specific to Chuskit)</b></p> <p><b>Equipments and physical infrastructure required to overcome the disability</b></p> <p><b>Extending help to people with disabilities</b></p> <p><b>Right to education of children with special needs</b></p>	<p><b>Understands the medicinal values of various spices</b></p> <p><b>Locates the states known for its spices</b></p> <p><b>Writes a recipe of a dish they like to eat/ create</b></p> <p><b>Interviews and interacts with</b></p>	<p><b>facilities.</b></p> <p><b>Display of names and pictures of various equipments used by differently abled people</b></p> <p><b>Make models used by differently abled people (AIL)</b> Students to narrate various incidents when they have helped somebody</p> <p><b>Discussion on inclusive rights of the child. Shows examples of children with special needs studying and working along with others (AAC)</b></p>
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				women in the Armed Forces	
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26	<b>FEBRUARY (3 PERIODS)</b>	<b>DEFENCE OFFICER: WAHEEDA</b>  <b>Theme: Family &amp; friends</b>  <b>Sub Theme: Work &amp; Play</b>	<b>Inclusion of women in the Defence forces, taking Lieutenant commander Waheeda as an example</b>  <b>Three divisions of the Indian Armed Forces – Indian Army, Indian Navy and Indian Air Force</b>  <b>Women in real life who have achieved something unusual</b>	<b>Interviews and interacts with women in the Armed Forces</b>  <b>Understands the divisions within the Armed forces of India</b>  <b>Identifies the qualities required to become a defence officer.</b>  <b>Recognizes and appreciates the women achievers in different fields</b>	<b>Virtual interview of a woman officer in the Armed Forces</b>  <b>Discussion on the different jobs performed by the three forces, their uniform etc.</b>  <b>Watch the parade of republic day celebrations at NewDelhi (AAC)</b>  <b>Mock the interview of Wahida by students</b>  <b>To watch movies on women achievers</b>  <b>Newspaper clippings on women achievers-A collage (AIL)</b>
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27	<b>FEBRUARY (4 PERIODS)</b>	<b>CHUSKIT GOES TO SCHOOL</b> Theme: Family and friends	<p><b>Understanding physical disabilities (Specific to Chuskit)</b></p> <p><b>Equipments and physical infrastructure required to overcome the disability</b></p> <p><b>Extending help to people with disabilities</b></p> <p><b>Right to education of children with special needs</b></p>	<p><b>Observes and names the facilities available at various places for the physically handicapped</b></p> <p><b>Identifies the various equipments used by differently abled people</b></p> <p><b>Participates actively and undertakes initiatives of care, share, empathy and leadership by working together in groups</b></p> <p><b>Voices opinion on issues observed/ experienced in, family/ school/ neighbourhood, on child rights (schooling) and inclusion of children with special needs</b></p>	<p><b>Virtual survey of school and other places and find about the various facilities.</b></p> <p><b>Display of names and pictures of various equipments used by differently abled people</b></p> <p><b>Make models used by differently abled people (AIL)</b> Students to narrate various incidents when they have helped somebody</p> <p><b>Discussion on inclusive rights of the child. Shows examples of children with special needs studying and working along with others (AAC)</b></p>
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**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)	<b>1.Super Senses</b>  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 – <b>AAC activity</b>  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><b>2. A Snake Charmer's Story</b></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><b>Art Integration</b> * 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 – <b>AAC activity</b></p> <p>4. Discuss about the poisonous snakes found in India through PPT</p>
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2	June (6)	<b>3. From Tasting to Digesting</b>  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.	<b>Art Integration</b> * 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 – <b>AAC activity</b> .  1. PPT on tongue and its functions.  <b>Art Integration</b> * Draw the structure of tongue and marking the different taste regions.
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3	July (12)	<p><b>4. Mangoes Round the Year</b></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"> <li>○ 2-3 days</li> <li>○ a week</li> <li>○ one month</li> </ul>
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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.
		<b>5. Seeds and Seeds</b>			
		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	<b>Art Integration</b>

			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 – <b>AAC activity</b> .
			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
		<b>6. Every Drop Counts</b>	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><b>7. Experiments with water</b></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 &amp; 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 – <b>AAC activity</b></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><b>Art Integration</b> * Writing slogans or Making a poster on 'Save water'.</p> <p>9. Find out from elders what are the customs/festivals related to water – <b>AAC activity</b></p> <p>1. Collect different objects, put them</p>
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		<p><b>8. A Treat for Mosquitoes</b></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 &amp; 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.	<b>Art Integration</b> * 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><b>9. Up You Go</b></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><b>10. Walls Tell Stories</b></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><b>11. Sunita in Space</b></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 &amp; 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 &amp; 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		<p>of the earth</p> <p>Location on map</p> <p>Astronauts inside a Space ship</p> <p>Gravitational pull</p> <p>Indian Astronauts</p> <p>Night sky, celestial objects</p> <p>artificial satellites</p>	<p>on globe.</p> <p>Locates neighbouring states of the state they live in, neighbouring countries of India, continents and oceans on map.</p> <p>Discovers the fact that there is no gravitational pull in space.</p> <p>Explains why things are stable on the earth unlike in space ship.</p> <p>Identifies Indian/ Indian origin astronauts.</p> <p>Observes the night sky, phases of the moon, shooting stars etc.</p> <p>Distinguishes between natural and artificial satellites.</p>	<p>7. Take the virtual tour of any two historical monuments of India and make a report on it – AAC activity</p> <p>1. Watching the photograph/video of the earth seen from space.</p> <p>2. Screen sharing – 3D globe to observe earth's shape, land, water, countries etc. on earth.</p> <p>3. Map work – Locate neighbouring states of the state they live in, neighbouring countries of India, Continents and Oceans on map.</p> <p>4. Watching the video of Sunita Williams inside a space ship discuss why she is floating, her hair is standing up etc.</p> <p>5. Do simple activities like jumping high, throwing ball into the air etc. to understand the concept of earth's pull.</p> <p>6. Watching the photographs of astronauts discuss about the training they get to go into space, space organisations etc.</p> <p>7. Discussion on celestial bodies with the help of ppt. Solar system, Solar &amp; Lunar eclipse</p>
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7	November (12)	<p><b>13. A Shelter so High</b></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. <b>Art Integration</b> 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><b>14. When the Earth Shook!</b></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><b>Art Integration</b> 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><b>Toy Integration</b> *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><b>Games Integration</b> 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><b>15. Blow Hot Blow Cold</b></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><b>Art Integration</b></p> <p>1. Collect pictures and news paper clippings and make an album on different natural calamities</p> <p><b>AAC activity</b></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><b>Games Integration</b></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><b>AAC activity</b></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><b>Games Integration</b></p> <p>Jump 5, 10 times and find the difference in breathing and heartbeat before and after jumping.</p> <p><b>Toy/Puppet integration -</b></p> <p>3.Prepare a model of stethoscope and explain its use.</p> <p><b>Toy Integration</b></p> <p>4. Make a paper snake &amp; 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><b>16. Who will do this Work?</b></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 B.R. 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><b>Art Integration</b> 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><b>AAC activity</b> Children will conduct an 'Interview with the workers' around their house to understand their roles and dreams.</p>
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		<p><b>17. Across the Wall</b></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><b>Music Integration</b> Children sing Gandhiji's favourite song (vaishnav jan tho ...)</p> <p><b>Art Integration</b> 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><b>18. No Place for Us?</b></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><b>Games Integration</b> * Write a few lines on game basketball.</p> <p><b>AAC activity</b></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><b>Art Integration</b> * 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>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 <b>AAC activity</b> * 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><b>Art Integration</b> * Draw the picture of village scene and city scene</p> <p>6. Locate rivers Ganges, Yamuna, Godavari, Krishna, Cauvery etc, on map.</p>
		<p><b>19. A Seed tells a Farmer's Story</b></p> <p>Theme: Food</p> <p>(4 periods)</p>		

			<p>Festivals related to farming</p> <p>Modern and traditional way of farming</p> <p>Organic &amp; 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><b>Art Integration</b> * Draw the pictures of crops grown in Punjab, Andhra Pradesh</p> <p><b>AAC activity</b> * 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>
		<b>20. Whose Forests?</b>	Hardships faced by	Explains the steps involved in the journey of a bajra seed from a field to plate.	<p><b>AAC activity</b> * 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><b>AAC activity</b> * 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><b>Story Telling</b> * Children narrate the story of Suryamani in their own words.</p>
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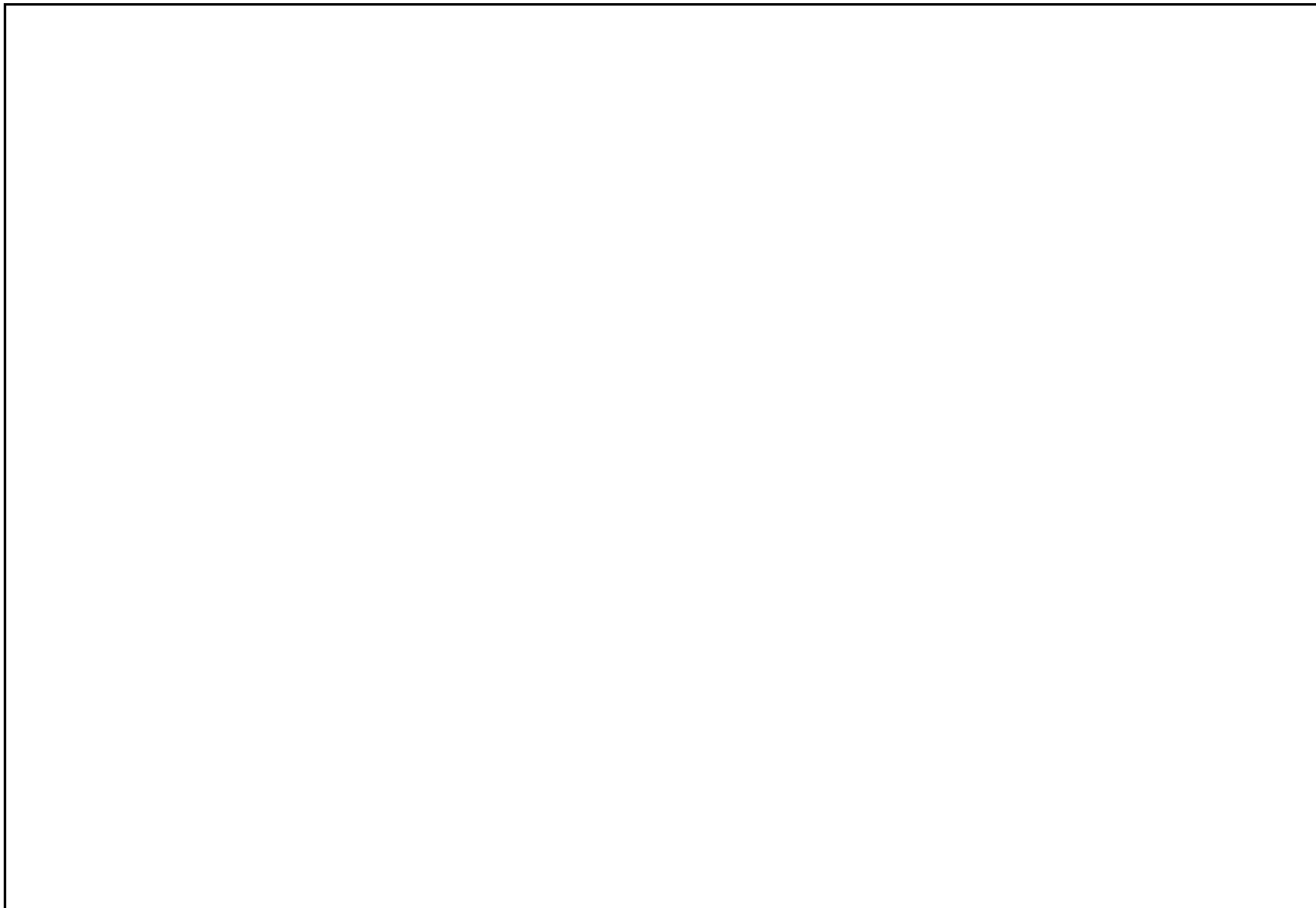
10	February (8)	<p><b>21. Like Father, Like Daughter</b></p> <p>Theme: Family and Friends</p> <p>Subtheme: Relationships</p> <p>(4 periods)</p>	<p>its effect on environment / life</p> <p>Conservation of forests</p> <p>Jhoom farming</p> <p>Location on Map</p> <p>Traits</p>	<p>Realizes the need to conserve 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><b>Art Integration</b></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><b>22. On the Move Again</b></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 &amp; 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 – <b>AAC activity</b></p> <p><b>Art Integration</b></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><b>AAC activity</b></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><b>AAC activity</b> * 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><b>Art Integration</b>  * Draw the pictures of various irrigation methods.</p>
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**KENDRIYA VIDYALAYA SANGATHAN**

**CLASS - III SUGGESTED LIST OF MULTI-DISCIPLINARY PROJECTS (20)**

S.No.	Name of the Project	Textual (Gen.)	Additional info.	Subjects integrated with	Source of information	Criteria (10M)
1	<b>Book marks –</b> (5)Road safety rules(individual) Video	General	Need for observation of safety rules	EVS- travelling Art/Craft- designing book marks Languages	Eng.Text EVS text Internet Interaction with family and friends	Creativity- 3M Communication skills-4m Content – 3M
2	<b>Model of an Aquarium-</b> video (individual)	General	How fish breathe-special reference to dolphins and whales	Craft - Math-varieties EVS- where they are found, how they breathe	Eng. Text Internet	Creativity-3M Content- 3M Oral Accuracy -2M Fluency -2M
3	<b>Bouquet</b> of natural or artificial flowers-video presentation (individual)	General	Uses of flowers The forms they are available Social and economic worth .	Math – prices EVS – uses of flowers Craft- making & arranging in a bouquet Language- presentation	Eng. Text, Interaction with, family& community	Creativity -2M Oral/written Content -4M Accuracy-2M Fluency – 2M
4	<b>Friendship salad-</b> Video presentation (individual)	Textual	What is the nutritive value -How many of each item used	Math- Types and number of fruits/vegetables used Art – presentation Lang- communication	Eng. Text Interaction with family and teacher	Communication skills – Content-3M Fluency-2M Accuracy-2M  Presentation – 3m

5	<b>Bird collage</b> Video presentation (individual)	Textual	Your favourite bird -why should they be taken care of and how What can be done to save birds	EVS – surroundings Math – Number of body parts Art /Craft – Drawing and making Language- presentation	EVS-text Eng text Interaction with family internet	Content-3M Fluency – 2M Accuracy-2M Oral/written  Creativity-3M
6	<b>Food pyramid-</b> video (individual)	General	Four main components of food-balanced diet  nutritive value  how many servings of each	EVS- Food we eat Math- No. of servings Art/craft – presentation Lang.,- oral/written presentation	Eng. Text EVS text Interaction with family internet	Presentation (C+F+A) 4M Critical analysis-3M Creativity 3M
7	<b>Album-</b> five animals from different habitats Video (individual)	Textual	explore their basic needs	EVS- animal habitation Craft/Art- drawing and presentation Language- presentation	EVS text Eng. Text Internet Interaction with family	Creativity -3M Oral/written Content -3M Accuracy-2M Fluency – 2M
8	<b>Stick puppets–</b> five (community helpers) (video) (individual)	Textual	How each of them serves the community and the need to respect them	Languages., presentation- EVS info. Art/Craft	EVS text Eng. Text Internet Interaction with the helpers/adults in the family	Creativity-4M Oral/written presentation- (C+F+A) 2+2+2

9	<b>Food wheel-</b> different parts of plant eaten as food-video (individual)video	Textual	Uses of plants and the need to grow more plants and make compost	Lang.,- presentation EVS-plant life Art/Craft – creativity Mathematics- comparison of rates	EVS text Eng. Text Internet Interaction with family	Creativity-2M Oral/written presentation- (C+F+A) 2+2+2 Critical analysis-2M
10	<b>Secret SMS</b> (pair)	Textual	Speak on the different ways to communicate with a hearing/visual impaired.  Which departments use code language.	Mathematics- decoding patterns EVS- Braille script	Eng. Text Internet Interaction with family	Creativity-2M Oral/written presentation- (C+F+A) 2+2+2 Critical analysis-2M
11.	<b>Mask making- Who am I?</b> video (individual)	General	Complete information on Body structure, habitation, food habits	EVS- info animals Mathematics- number of body parts Craft – mask making Lang., presentation	Eng. Text EVS text Interaction with parents and teachers internet	Content-3M Fluency – 2M Accuracy-2M Oral/written  Creativity-3M
12	<b>National Flag</b>	General	Importance of national symbols	EVS Languages Mathematics -	Internet Interaction with parents	Creativity-3M Content-3m Fluency-2m



					and teachers	Accuracy-2m
13.	<b>Envelope making-</b> video individual	General	Utility of an envelope  Where available	Languages- Mathematics- Craft-	Internet Interaction	Creativity-3M Communication skills- Content-3M Fluency-2M Accuracy-2M
14	<b>My First Letter</b> Individual video	General	Different modes of communication  Advantages/Disadvantages of letter writing	Languages Craft Mathematics	Eng. Text internet	Content-3M Fluency-3M Accuracy -2M Creativity 2M
15	<b>Scrap Book</b> (indoor and outdoor games) <b>Video (individual)</b>	General	Importance of games and sports. ( <b>fivepoints</b> ) favourite game	Languages Mathematics EVS Art/craft	Internet Interaction with family and friends	Content-3M Fluency-3M Accuracy -2M Creativity 2M
16	<b>Comic strips</b> Video(individual)	General		Art/Craft  Languages	Story books  Fables Panchatantra Language texts	Content-2M Fluency-2M Accuracy -2M Creativity 4M
17	<b>Flash cards</b> (modes of transport-land, water,air) Individual video presentation	Textual	When was the wheel invented? How has it changed man's life?	Languages EVS Mathematics WE	GK books Internet Interaction with family and friends.	Creativity and presentation-3M Content-3M Fluency-2M Accuracy -2M
18	<b>Calendar (Individual)</b>	General	Create a calendar Of your birth month. Collect information of your friends and relatives who	EVS Languages	Mathematics text Internet	Content—4M Accuracy-3M Written presentation-

			celebrate their birthdays in the same month. Mark the dates of important days in this month and write the sequence of events.			3M
19	<b>Shopping (Individual)</b>	General	Prepare a bill for the items purchased from online store and find the total. Compare the prices of the items of different brands and quality.	EVS Languages Art	Mathematics text Online shopping stores Internet	Content—4M Accuracy-3M presentation-3M
20	<b>Time to investigate (Large groups)</b>	General	Make a list of names of ten children from your class and arrange them in alphabetical order. Find out special names from this list that have the same pattern. Make a list of 10 more names with similar pattern.	EVS Languages- palindromes Art	Mathematics text English text Internet	Content—4M Accuracy-3M Written presentation-3M

KENDRIYA VIDYALAYA SANGATHAN  
SUGGESTED LIST OF MULTIDICIPLINARY PROJECTS



CLASS-4

SR NO	NAME OF THE PROJECT	TEXTUAL/ GENERAL	ADDITIONAL INFORMATION REQUIRED	SUBJECTS INTEGRATED WITH DETAILS	SOURCES OF INFO	CRITERIA FOR ASSESSMENT
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1.	My Voice	General	<p>Theme-To make the child aware of his/her own thoughts. Giving <b>children a voice</b> to promote self-esteem and self-worth. By giving <b>children a voice</b> through choice, opinion, feelings and emotions. <b>Children</b> can develop and learn that <b>they are important</b> and valued. Feeling valued plays, a large <b>role</b> in how a <b>child</b> learns</p> <p><b>MATERIALREQUIRED:</b></p> <ol style="list-style-type: none"> <li>1. Scrapbook</li> <li>2. Marker, Gliter pen, pencil</li> <li>3. Glue</li> <li>4. Etc.</li> </ol>	<p><b>Project-</b> Choose any topic of your choice and make scrapbook.</p> <p>Topics (My journey to some place, my lockdown time, my life, my routine, my family, corona a pandemic, my hero, my favorite (pet/food/color/friend, subject etc.)</p> <p><b>Any other topic of your choice (you are free to choose your own topic)</b></p> <ul style="list-style-type: none"> <li>• Paste picture</li> <li>• Write your own thoughts about the topic you choose. (Hindi and English both)</li> <li>• Draw pictures to support your thought</li> <li>• Write your own poem/story related to the topic.</li> <li>• Cover it with beautiful paper.</li> </ul> <div style="display: flex; justify-content: space-around;">   </div> <p>1.EVS: Child will choose the topic from his/her surroundings, he/she will think, observe, the present surroundings which help them to be aware of their environment.</p> <p>2.Language- (Hindi-English) Writing his/her own thought will help him/her to enhance language proficiency and creating his/her own poems will help him to understand and know different words (rhyming words, opposite words) will learn to construct the sentences. (Hindi/English)</p> <p>3.Math - Draw picture which support your project. Drawing pictures need different shapes, lines, which help him in practicing geometrical shapes.</p>	<p><a href="https://youtu.be/Yp-EFTfMzZo">https://youtu.be/Yp-EFTfMzZo</a></p>	<ol style="list-style-type: none"> <li>1.Content, Knowledge</li> <li>2.Creativity</li> <li>3.Research</li> <li>4.Critical thinking</li> <li>5.Fluency</li> </ol>
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				4. Art craft- To support this/her thoughts child will draw picture and also make his scrap book beautiful. 5. Craft-Covering the scrap book needs crafting skill.		
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2.	Food and Nutrition	Textual (Eating together, food and fun, spicy riddles)	<p><b>THEME- To aware the child about healthy lifestyle.</b></p> <p><b>Food and nutrition</b> are the way that we get fuel, providing energy for our bodies. A healthy <b>diet</b> throughout life promotes healthy outcomes, supports normal growth, development and ageing, helps to maintain a healthy body weight, and reduces the risk of chronic disease leading to overall health and well-being.</p> <p><b>MATERIAL REQUIRED:</b></p> <ul style="list-style-type: none"> <li>➤ 1.A4 Sheets</li> <li>➤ 2.Marker, glitter pen, pencil</li> <li>➤ Glue</li> <li>➤ Biscuit packets</li> <li>➤ Clay</li> <li>➤ Pictures to support your project</li> <li>➤ Folder (collecting your project sheets)</li> </ul> 	<p><b>Project-</b>Make your own weekly healthy meal Plan, write one story if we eat only junk food, Sing one poem on healthy life style.</p> <p>1.EVS-Making your own healthy weekly meal plan (Containing all nutrients)</p> <p>2.MATHS- Take 2 biscuit packets of different brands. Note down the following contents on the packets of both the brands. a) Carbohydrates b) Proteins c) Fats d) Sugar Paste the empty packets of these biscuits. Also represent these nutrients through Bar graph</p>  <p>3.LANGUAGE-(HINDI AND ENGLISH) Write a dialogue between a nutritionist and a school going child on the harmful effects on junk food. <b>EXAMPLE.</b> (how to create dialogue)</p> <p>NUTRITIONIST: Hello Rajesh, how are you? Rajesh: Hi, I am fine. NUTRITIONIST: What are you doing? having lunch? and what are you eating? # Rajesh: Pizza, oh! and this is not a lunch. This is just a snack. NUTRITIONIST: Pizza with a lot of cheese? Rajesh, whenever I see you, you often eat either junk food or having soft drinks!  (Imagine you need to go to nutritionist what are the questions you can ask and what could be expected answers you will get, above</p>	<p>Your NCERT textbook. You tube link(can help in making project)songs1 <a href="https://youtu.be/5dR22hbln6w">https://youtu.be/5dR22hbln6w</a>  2.<a href="https://youtu.be/p_0sdXy6Yf4">https://youtu.be/p_0sdXy6Yf4</a>  (healthy plate)<a href="https://youtu.be/GmhxMMJ2Pw">https://youtu.be/GmhxMMJ2Pw</a></p>	<p>1. Content ,knowledge 1.Creativity 2.Research 3. Critical thinking</p>
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				example will help you create your own)		
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				<p><b>4.MUSIC-sing one song /poem on food/health food/any other related to the topic (your own choice) make video.</b></p> <p><b>5.Art-craft-(1) Draw your favorite food platter.</b> <b>(2) Make two food items with clay and tag in your projects sheet.</b></p>		
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3.	My safety my responsibility	general	<p><b>Theme-to make the child aware of “our responsibility” on road.</b></p> <p><b>Road safety is an important part of everyday life. Across the nation, people use roads and sidewalks to get to work, school, stores and home.</b></p>  <p><b>MATERIALREQUIRED:</b></p> <ol style="list-style-type: none"> <li>1. A4Sheets</li> <li>2. Marker, glitter pen, pencil</li> <li>3. Glue</li> <li>4. Clay</li> <li>5. Pictures to support your project</li> <li>6. Folder (collecting your project sheets)</li> </ol>	<p><b>Project: TRAFFIC SAFETY</b></p>  <ol style="list-style-type: none"> <li>1.EVS-a) Write the importance of traffic rules in our life. b) Make a list of some traffic rules you will follow while coming to the school.</li> <li>2.MATHS: Traffic safety there are many traffic signs which you come across daily in your life. Using a traffic safety chart select few traffic signs which are exclusively made using mathematical shapes and symbols. Draw/paste relevant pictures.</li> <li>3.LANGUAGE: HINDI/ENGLISH Traffic Safety-Write a paragraph on 'Importance of Traffic rules in our life''</li> <li>4.ART-Draw pictures of traffic signals.</li> <li>5.Craft-Make one collage painting of non-polluted means of transport.</li> <li>6.MUSIC-Sing one poem on Traffic safety.</li> </ol>	<p>Linkforhelp <a href="https://youtu.be/PpEWVxNj2xo">https://youtu.be/PpEWVxNj2xo</a></p> <p>poem: <a href="https://youtu.be/h6IeYi_rZ64">https://youtu.be/h6IeYi_rZ64</a></p>	<ol style="list-style-type: none"> <li>1. Content knowledge</li> <li>2. Creativity</li> <li>3. Research</li> <li>4. Critical thinking</li> <li>5. fluency</li> </ol>
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4	<p>YES! I am A great “organizer”</p>	<p>General and include chapter of EVS: -Eating together -Food and fun</p>	<p><b>THEME-</b> To make the child a good planner and in organizing events which develop problem solving skills, critical thinking and enhance creativity.</p>  <p>Events bring people together for a common purpose. It develops many skills like:</p> <p><b>Organizational Skills. Communication. Problem solving Critical thinking</b></p> <p><b>MATERIALREQUIRED:</b></p> <ol style="list-style-type: none"> <li>1. A4Sheets</li> <li>2. Marker, glitter pen pencil</li> <li>3.Glue</li> <li>4.Items (that you need of celebration)</li> </ol>	<p><b>Project: Planning and organize celebration of any festival, birthday any ritual puja at home.</b></p>  <p><b>1.EVS: Find and write down different event that is celebrated at your home. Make a list and discuss with your siblings, choose which event you want to organize and give a beautiful surprise to your parents.</b></p> <p><b>2.Language: Write down the item needed make list while writing use punctuation rules. i.e. (first letter of the word must be capital, using full stop or other sign of punctuation) while discussing and listing down events and things needed for celebrating their language proficiency will enhance.</b></p> <p><b>3. Maths: Make list of items needed. i.e(Decoration things, food items, music system or etc)</b></p>  <p><b>Make list of things to be purchased with price. Count total amount that is needed.</b></p>	<p><a href="https://youtu.be/AAYQBNZUGkk">https://youtu.be/AAYQBNZUGkk</a></p>	<p>Content knowledge</p> <ol style="list-style-type: none"> <li>1.Creativity</li> <li>2.Research</li> <li>3.Critical thinking</li> <li>4.Fluency</li> </ol>
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				<p><b>4.Music-singing and performing dance</b></p> <p><b>5.Art-craft-making invitation cards of parents.</b></p>		
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**6.Physical education-while drawing and crafting the fine motor skills will be strengthened.**

**Record video, and take pictures of the whole event and paste in project file.**

**Note:(After the program you must clean the place and pay gratitude to everyone who helped you)**



5.	Mindfulness activities and Immunity booster yoga	general	<p><b>Theme: To build awareness about sound body &amp; sound soul. Also promotes “Fit India movement”</b></p>  <p><b>MATERIAL REQUIRED:</b></p> <ol style="list-style-type: none"> <li>1. A4 Sheets</li> <li>2. Marker, glitter pen pencil</li> <li>3. Glue</li> <li>4. folder</li> </ol>	 <p><b>Project-Write importance of yoga in our life specifically in the pandemic situation &amp; perform any five yoga (link has been given, picture also be given) prepare one poem on “healthy mind healthy soul”.</b></p> <ol style="list-style-type: none"> <li>1. EVS-Write one paragraph on “how yoga is useful for us”</li> </ol> <p><b>Child will get awareness about his/her surroundings and knowledge of importance of how a healthy life style is important of us.</b></p> <ol style="list-style-type: none"> <li>2. Math- Count your breath while performing yoga. Note down and make list of it.</li> </ol>	<p><a href="https://youtu.be/XRIFzsFCN0">https://youtu.be/XRIFzsFCN0</a> (Immunity booster yoga)</p> <p><a href="https://youtu.be/w2KOHAqqKA">https://youtu.be/w2KOHAqqKA</a> A (relax and calm yoga for children)</p> <p><a href="https://youtu.be/csqwU9RZOC4">https://youtu.be/csqwU9RZOC4</a> (how to keep mind and body healthy)</p>	<ol style="list-style-type: none"> <li>1. Content knowledge</li> <li>2. Creativity</li> <li>3. Research</li> <li>4. Critical thinking</li> <li>5. Fluency</li> </ol>
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**How Many Breaths?**

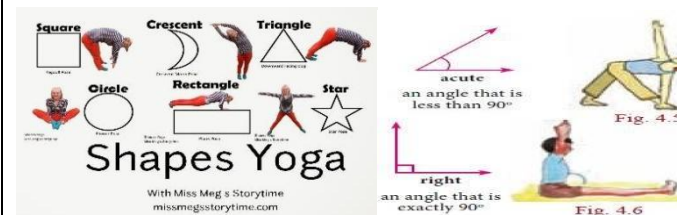
What You Need:  
 • A digital timer  
 • A green/yellow Pasipala

Living things need oxygen to help them live and grow! You take in oxygen, spread it to your body parts, and get rid of the extra. When your green/yellow Pasipala is in your chest, you breathe in. Put your green/yellow Pasipala in your chest, and count the number of times your chest rises and falls. Write the number on your sheet.

Time	Number of Breaths
3 seconds	.....
5 seconds	.....
7 seconds	.....
9 seconds	.....
11 seconds	.....
13 seconds	.....

e.g: Above sheet is example of how to count and write, it can be extended up to 60sec.

Make list of which shapes of geometry is used in your asana



(While performing yoga, he will get to know about different shapes and angles as most of the yoga requires certain shapes and angles. i.e (acute angle, right angle etc)

3. Language- (Hindi/English both)

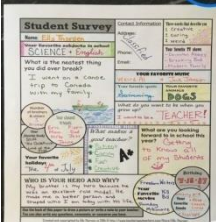
Speak up- speech on “how yoga is useful for us”

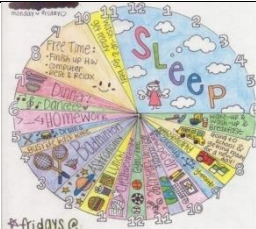
While performance his/her fluency and command over language will improve. It will also enhance his /her language proficiency.

4. Art-Child will draw five asana poses in project file.


5. Music-sing poem on healthy body healthy mind.


Note:(Record video and take pictures of your project and paste in project file)


6	<p>SURVEY PALMPHLET (INDIVIDUAL)</p>	<p>GENERAL</p>	<p><b>KNOWLEDGE ABOUT SELF, FAMILY, FRIENDS AND SOCIETY.</b></p> <p><b>HINTS:</b>  <b>MATHS: CHILDREN WRITE PHONE NUMBERS, HOUSE NO, DATE OF BIRTH OF FAMILY MEMBERS, AREA PIN CODE, ANNIVERSARY DATES, FESTIVAL DATES ETC. THEY CAN DIVIDE THE SURVEY PALMPHLET AS GIVEN IN THE SAMPLE PICTURE.</b></p> <p><b>LANGUAGE: SIMPLE SENTENCES ABOUT FAMILY MEMBERS AND THEIR PROFESSIONS, LIKES AND DISLIKES ETC.</b></p> <p><b>ART: DRAWING PICTURES OF FAMILY MEMBERS, HOUSE, GARDEN, FRIENDS ETC.</b></p> <p><b>EVS: FAMILY HISTORY AND IMPORTANT DATES OF CELEBRATIONS, FESTIVALS, ABOUT FRIENDS, RELATIVES ETC.</b></p> <p><b>CRAFT: DECORATION WORK FOR PRESENTATION OF SURVEY PALMPHLET.          SELF MADE SHORT VIDEOS ALSO ALLOWED.</b></p>	 <p>(SAMPLE PICTURE)</p> <p><b>STUDENTS WILL LEARN MATHEMATICS WHILE WRITING THE NUMBER OF FAMILY MEMBERS AND GEOMETRY WHILE DIVIDING THE PALMPHLET IN TO DIFFERENT SHAPES. THEY WILL LEARN LANGUAGE SKILLS WHILE DESCRIBING ABOUT FAMILY MEMBERS, FRIENDS AND RELATIVES. ART CAN BE LEARNT WHILE DRAWING THE PICTURES OF FAMILY MEMBERS AND FRIENDS. EVS CAN BE LEARNT WHILE KNOWING ABOUT FAMILY, FRIENDS RELATIVES AND THE IMPORTANT OCCASSIONS IN THEIR LIVES. CRAFT WORK CAN BE LEARNT WHILE DECORATING THE SURVEY PALMPHLET.</b></p>	<p>SELF, FAMILY, FRIENDS, RELATIVES</p>	<p>ACCURACY , RESEARCH CRITICAL AND ANALYTICAL THINKING, COMMUNICATIVE SKILL</p>
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7	<p>DAILY LIFE ACTIVITIES CLOCK (INDIVIDUAL)</p>	<p>TEXTUAL</p>	<p><b>JUDICIOUS USAGE OF TIME FOR BETTERMENT OF SELF</b></p> <p><b>HINTS:</b>  <b>MATHS: CIRCLE, DIVISION OF THE ACTIVITY CLOCK ACCORDING TO TIME SPENT ON DIFFERENT ACTIVITIES.</b></p> <p><b>ART: COLOURING DIFFERENT ACTIVITIES IN DIFFERENT COLOURS.</b></p> <p><b>LANGUAGE: WORDS AND SIMPLE SENTENCES TO DESCRIBE THE ACTIVITIES ONE DOES.</b></p> <p><b>CRAFT: PREPARATION OF HANDS OF THE CLOCK AND DECOATION OF THE ACTIVITY CLOCK</b></p> <p><b>MUSIC: SONGS ABOUT CLOCK, MUSICAL NOTES A CLOCK PRODUCES CAN BE PRESENTED.</b></p> <p><b>SELF MADE SHORT VIDEOS ALSO ALLOWED.</b></p>	 <p>(SAMPLE PICTURE)</p> <p><b>STUDENTS WILL LEARN MATHEMATICS WHILE WRITING NUMBERS IN THE CLOCK AND GEOMETRY WHILE DIVIDING THE CLOCK AS PER WORK IN TO DIFFERENT PARTS.THEY WILL LEARN LANGUAGE SKILLS (VERBS) WHILE DESCRIBING ABOUT THEIR ACTIVITIES. ART CAN BE LEARNT WHILE DRAWING THE CLOCK PICTURE. EVS CAN BE LEARNT WHILE WRITING ABOUT DIFFEENT ACTVTITIES.CRAFT WORK CAN BE LEARNT WHILE PREPARING THE HANDS OF THE CLOCK AND DECORATING THE CLOCK.MUSIC CAN BE LEARNT WHILE DESCRIBING ABOUT THE SOUND OF A CLOCK.</b></p>	<p>SELF EXPERIENCES, TEXT BOOK, INTERNET RESOURCES</p>	<p>KNOWLEDGE, CRITICAL AND ANALYTICAL THINKING PLANNING</p>
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8	<p>GOOD DEED TREE  (INDIVIDUAL)</p>	<p>TEXTUAL</p>	<p><b>AWARENESS OF DOING GOOD TO OTHERS AND LEARNING THE VALUES</b></p> <p><b>HINTS:</b></p> <p><b>ART: A TREE CAN BE DRAWN WITH BRANCHES BUT WITHOUT LEAVES.</b></p> <p><b>MATHS: NUMBER OF GOOD DEEDS LIKE HELPING FAMILY MEMBERS, GRAND PARENTS, AND CLEANLINESS IN A DAY, WEEK, AND MONTH CAN BE PRESENTED.</b></p> <p><b>LANGUAGE /VALUE EDUCATION: STUDENTS CAN WRITE OR SPEAK THE GOOD DEEDS DONE BY THEM .AND THEY CAN LEARN AND FIND OUT THE RESULTS OF DOING GOOD TO OTHERS.</b></p> <p><b>CRAFT: FOR EACH GOOD DEED A LEAF WILL BE ADDED TO THE TREE AFTER WRITING THE DEED ON THE LEAF.</b></p> <p><b>SELF MADE SHORT VIDEOS ALSO ALLOWED.</b></p>	<div data-bbox="1223 190 1464 389" data-label="Image"> </div> <p>(SAMPLE PICTURE)</p> <p><b>STUDENTS WILL LEARN ART WHILE DRAWING THE TREE.THEY WILL LEARN LANGUAGE SKILLS WHILE DESCRIBING ABOUT THE GOOD DEEDS THEY HAD DONE. CRAFT CAN BE LEARNT WHILE DECORATING THE GOOD DEED TREE. EVS CAN BE LEARNT WHILE DRAWING DIFFERENT PARTS OF THE TREE. MUSIC CAN BE LEARNT WHILE SINGING ABOUT GOOD DEEDS .VALUE EDUCATION CAN BE LEARNT AS CHILDREN CAN DIFFERENTIATE BETWEEN GOOD AND BAD DEEDS.</b></p>	<p>SELF EXPERIENCES</p>	<p>CRITICAL AND ANALYTICAL THINKING COMMUNICATIVE SKILL,</p>
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9	<p>VOCABULARY JAR</p> <p>(INDIVIDUAL)</p>	<p>GENERAL</p>	<p><b>DEVELOPING NEW LEARNING OPPORTUNITIES IN A CONSTRUCTIVE MANNER</b></p> <p><b>HINTS:</b></p> <p><b>CRAFT: STUDENTS WILL COLLECT FROM THEIR HOME AN UNUTILISED JAR /BOWL/BASKET TO PREPARE A VOCABULARY JAR AND DECORATE IT NEATLY.</b></p> <p><b>MATHS: STUDENTS WILL UTILISE THE LOCKDOWN TIME BY COLLECTING NUMBEROF NEW WORDS ON DAILY BASIS FROM DIFFERENT SOURCES.</b></p> <p><b>LANGUAGE: THE COLLECTION OF NEW WORDS WILL HELP THEM TO DEVELOP WORD POWER AND WILL TRY TO LEARN THEIR USAGE.</b></p> <p><b>EVS: RE-UTILISATION OF LEFT OVER ITEMS CAN BE DONE BY STUDENTS FOR A VOCABULARY JAR.</b></p> <p><b>SELF MADE SHORT VIDEOS ALSO ALLOWED.</b></p>	 <p>(SAMPLE PICTURE)</p> <p><b>STUDENTS WILL LEARN MATHEMATICS WHILE WRITING THE NUMBER OF WORDS THEY COLLECTED IN A DAY. CRAFT WORK CAN BE LEARNT WHILE DECORATING THE VOCABULARY JAR.THEY WILL LEARN LANGUAGE SKILLS WHILE DESCRIBING THE USAGE OF THOSE NEW WORDS. EVS CAN BE LEARNT WHILE RE-UTILISING THE ITEMS AVAILABLE IN THEIR HOME.</b></p>	<p>SELF EXPERIENCES, TEXT BOOKS, DICTIONARY, MAGAZINES, NEWSPAPERS</p>	<p>COMMUNICATIVE SKILL, RESEARCH CRITICAL AND ANALYTICAL THINKING</p>
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<p>10</p>	<p>POEM OF OPPOSITES  (INDIVIDUAL)</p>	<p>GENERAL</p>	<p><b>DEVELOPMENT OF CREATIVE THINKING SKILLS</b></p> <p><b>HINTS:</b></p> <p><b>MATHS: FIRST COLLECTION OF NUMBER OF OPPOSITE WORDS FROM DIFFERENT SOURCES.</b></p> <p><b>LANGUAGE: TRY TO USE THE PAIRS OF OPPOSITES FOR A SMALL MEANINGFUL POEM.</b></p> <p><b>ART: SMALL PICTURES CAN BE DRAWN ALONG WITH THE OPPOSITE WORDS.</b></p> <p><b>CRAFT: DECORATION OF THE WORK CAN BE DONE FOR BEAUTIFUL PRESENTATION.</b></p> <p><b>SELF MADE SHORT VIDEOS ALSO ALLOWED.</b></p>	<p><b>We Are Opposites</b></p>  <p>(SAMPLE PICTURE)</p> <p><b>STUDENTS WILL LEARN MATHEMATICS WHILE WRITING THE NUMBER OF OPPOSITE WORDS. THEY WILL LEARN LANGUAGE SKILLS WHILE WRITING THE POEM USING OPPOSITE WORDS. MUSIC CAN BE LEARNT WHILE RECITING THE POEM WITH IMITATION. ART CAN BE LEARNT WHILE DRAWING THE WORD PICTURES. CRAFT WORK CAN BE LEARNT WHILE DECORATING THE POETIC WORK. EVS CAN BE LEARNT WHILE USING THE OPPOSITE WORDS RELATED TO NATURE.</b></p>	<p>TEXT BOOK,  MAGAZINES,  YOU TUBE SOURCES, INTERNET,</p>	<p>CONTENT,  KNOWLEDGE,  COMMUNICATIVE SKILLS</p>
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11	My birth day calendar.	Time	<p><b>Make the calendar of the month in which your birth day come and list the special day's list.</b>  <b>Write five lines of the special day's any other festival in that month.</b></p>  <p style="text-align: center;">or</p>	<p><b>Language subjects:</b></p> <ol style="list-style-type: none"> <li><b>1.Hindi</b></li> <li><b>2. English</b></li> </ol> <p><b>Students write the details of the festival or special days.</b></p> <ol style="list-style-type: none"> <li><b>3. EVS: students can write about earth day, environment day, maker Sankranthi, or festivals related to farming.</b></li> <li><b>4.Maths</b></li> </ol>	<p>Home calendar. Internet.</p> <p>YouTube, Wikipedia</p>	<p>Creativity Content knowledge</p>
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12	My routine	Time	<p><b>Make your daily routine. Consider following points:</b></p> <ol style="list-style-type: none"> <li>1. <b>Wake up time:</b></li> <li>2. <b>Taking bath:</b> How much water your take to bath? From where the water come from? Is water filtered? How can you save the water?</li> <li>3. <b>Break fast:</b> Which items do you eat? Who does make these items? Which materials are used to make them? Is the food safe? Where the food was cooked?</li> <li>4. <b>Study time:</b></li> <li>5. <b>Watching tv:</b> Which tv channel do you watch? How much time do you watch the tv? Which TV programme do you like?</li> <li>6. <b>Lunch time</b></li> <li>7. <b>Dinner time</b></li> <li>8. <b>Playing time:</b></li> <li>9. <b>Hobbies</b></li> <li>10. <b>Sleeping time</b></li> </ol> 	<p><b>Language subjects</b></p> <ol style="list-style-type: none"> <li>1. <b>English</b></li> <li>2. <b>Hindi</b></li> </ol> <p><b>Students write the answers of questions in Hindi or English.</b></p> <ol style="list-style-type: none"> <li>3. <b>EVS: students write about water and food safety.</b></li> <li>4. <b>Math</b></li> </ol>	Family member and Internet	Content knowledge. Creativity.
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13	Sweet home sweet family	Measure ment	<p><b>List your family member:</b>  <b>Measure the height of each family member.</b>  <b>List the habits of each family member.</b>  <b>Is their any resemblance among family member? Like eyes, nose, habits, hobbies.</b>  <b>Find why this is?</b>  <b>List the amount of water and food taken by each family member.</b></p> 	<p><b>Language:</b>  <b>1. Hindi</b>  <b>2. English</b>  <b>Students will use English and Hindi language to write the information.</b>  <b>3. EVS: students will observe the characteristics passes from parent to child.</b>  <b>4. Maths :</b></p>	Family members. internet	Creativity Critical analysis.
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14	My art	Fractions	<p><b>Take four color papers:</b>  <b>Red, green, yellow orange</b>  <b>Make round shape of each color paper.</b>  <b>Divide each circle in four equal parts:</b>  <b>Write and read each part.</b>  <b>Make flower from pasting each color paper part.</b>  <b>Find the rules of traffic for each color and write the rules.</b></p> 	<p><b>Language:</b>  <b>Students will write the information in</b>  <b>1.Hindi</b>  <b>2.English</b>  <b>3.EVS: students will write about traffic rules.</b>  <b>4. Math:</b>  <b>5. Art: students will make designs.</b></p>	Internet	Creativity.
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15	My prints	Patterns	<p>Take any three things like leaf of any tree, tip of bottle, button of shirts.</p> <p>Write the information of that things in 10 lines.</p> <p>Ex. If you take leaf then mention the name of the tree, which things are required to grow tree? How can you save the trees? If you take button then where did it made? How did it make? Which things are required to make it?</p> <p>Now take different water color and take print of each thing on paper and make a beautiful designs.</p>		<p><b>Language:</b> Students will write the information in</p> <ol style="list-style-type: none"> <li>1.Hindi</li> <li>2.English</li> <li>3.EVS: Students collect the information of tree and other things.</li> <li>4.Maths</li> </ol>	Internet	Creativity Critical analysis
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16	गेंद और खेल	पाठ्यक्रम	<p>कई प्रकार के गेंदों और उससे खेले जाने वाले खेल के बारे में जानकारी प्राप्त करके फ़ाइल बनाना</p> <p><b>Materials required</b> <b>Scrapbook</b> मार्केर्स पेंसिल गेंद</p>	<p>गणित गेंदों के आकार</p> <p>चित्रकला चित्र बनाना</p> <p><b>W.E</b> चित्र चिपकाना संगीत खेलों के गाने खेलकूद स्वस्थ</p>	इंटरनेट यूट्यूब Videos	<p>विषयज्ञान</p> <p>सज़ावट</p> <p>सृजनात्मक</p> <p>शुद्धता</p>
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17	कोविड19 (कोरोना) के बारे में फ़ाइल बनाना	साधारण ज्ञान	कोरोना बीमारी के बारे में जानकारी वाइरस का चित्र बनाकर उसके बारे में कुछ वाक्य लिखो सुरक्षा के नियम पहला और दूसरा चरण में अंतर भारत में कितने लोग संक्रमित हुए ?	चित्रकला  विज्ञान  सामाजिक  ज्ञान  गणित	इंटरनेट  वीडिओस्यू- ट्यूब  खबरकागज़  <a href="https://youtu.be/n8OsjDbVxoc">https://youtu.be/n8OsjDbVxoc</a>	विषयवस्तु  रचनात्मक कार्य  यथार्थता
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18	चित्रमय मुहावरे व्याकरण	पाठ्यपुस्त क	दस मुहावरे एकट्ठा करो जैसे ईद का चाँद दिया तले अँधेरा  उनके चित्र बनाकर मुहावरा लिखो या चित्र चिपकाओ	<b>WE</b> चित्र चिपकाना  चित्रकला चित्र बनाकर समझना  गणित	<a href="https://youtu.be/9brLg8U7wnE">https://youtu.be/9brLg8U7wnE</a>	सृजनात्मक सटीकता  विषयज्ञा न
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19	बड़े होकर क्या बनना चाहते हो?	पाठ्यपुस्तक	आप बड़े होकर क्या बनना चाहोगे जैसे डॉक्टर सैनिक पायलट <b>etc</b>	<b>EVS</b> —हमारे मददगार <b>Language-</b> दोनों हिन्दी और अंग्रेजी में नाम जानना	इंटरनेट यू ट्यूब	भाषाज्ञान चिंतन शक्ति सृजनात्मक प्रस्तुतीकरण संप्रेषण Resources
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20	तरह तरह के बादल (स्क्रेप बूक)	पाठ्यक्रम	बादलों के बारे में ज्ञान आसमान में बादलों को अपनी कल्पना से किसी भी चीजों जैसे जानवर कार्टून परी वगैरह कैसे महसूस होता है लिखो	गणित (आकार) पर्यावरण अध्ययन  बारिश और बादल के संबंध  चित्रकला बादलों के चित्र		विषय ज्ञान यथार्थता चिंतन RESOURCES
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# KENDRIYA VIDYALAYA SANGATHAN



## ASSESSMENT STRUCTURE (PROPOSED)

CLASS – VI to VIII

SESSION- 2021-22

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# 1.0 Structure of Assessment

1st Term								2nd Term									
Subject Enrichment Activities (5)	Notebook Submission (5)	Periodic Test 1 (10)		Mid Term Examination ( Half Yearly) (MDP, LD & CCT- to be continuously assessed during first term) (80)				Total (100)	Subject Enrichment Activities (5)	Notebook Submission (5)	Periodic Test 2 (10)		SEE ( MDP, LD & CCT- to be continuously assessed during second term) (80)				Total (100)
One Subject Per Month Up to 4 Months	Monthly Once	Oral (10)	Pen Paper Test (30)	MDP (15)	Learner's Diary (Reflective practices) (10)	CCT (15)	Pen Paper Test Writ Ten* (40)	100	One Subject Per Month Up to 4 Months	Monthly Once	Oral (10)	Pen Paper Test (30)	MDP (15)	Learner's Diary (Reflective practices) (10)	CCT (15)	Pen Paper Test Writ Ten* (40)	100

**\*If the tests are to be held through online mode, these may be conducted as suggested under techniques & tools or through any other means as found suitable by the school under given situation.**

## 2.0 Subject Enrichment Activities

Subject Enrichment Activities		Techniques /Methods	Tools	Resources	Remarks
Frequency	1 per subject / One term	<ul style="list-style-type: none"> <li>➤ It must be time bound.</li> <li>➤ GroupWise questions to be prepared according to the level of the students.</li> <li>➤ Presentation of the Topic</li> </ul>	<ul style="list-style-type: none"> <li>➤ Google Classrooms</li> <li>➤ Whats-app</li> <li>➤ Kahoot</li> <li>➤ Quizizz</li> <li>➤ Live Worksheet</li> <li>➤ Hot Potatoes</li> <li>➤ Eclipse</li> </ul>	<ul style="list-style-type: none"> <li>● Text books</li> <li>● Internet</li> <li>● Diksha</li> <li>● E-Pathshala</li> <li>● National Digital Library</li> <li>● You-tube</li> <li>● Swayamprabha</li> </ul>	Subject Enrichment Activities to be taken up once in a term in all subjects. There will be 06 Subject Enrichment Activities during one term.
Duration	01 x 04 Month				
Total Marks	20				
Weightage	5				
Type of test	Based on competency				
Total Activities to be taken	06 X 01 = 06 per term				

## 2.1 Suggested Activities:

Language	Mathematics	Science	Social Science
<ol style="list-style-type: none"> <li>1. Compose a poem</li> <li>2. Video summaries</li> <li>3. Dramatization</li> <li>4. Role play</li> <li>5. Craft or drawing related to the topic</li> <li>6. Thematic application test</li> <li>7. Radio Talk</li> <li>8. Commentary</li> <li>9. Reporting of events</li> <li>10. Class magazine</li> <li>11. Designing of advertisement</li> <li>12. Extended learning activities based on NCERT Text books</li> <li>13. Making of hands on experience videos based on activities suggested in AAC BY CBSE</li> </ol>	<p>4 Math lab activities as per CBSE/KVS throughout the year</p>	<ol style="list-style-type: none"> <li>1. Project and case studies</li> <li>2. Quiz</li> <li>3. Surveys</li> <li>4. Science magazine</li> <li>5. Role play</li> <li>6. Field trip/excursion</li> <li>7. Awareness programmes (spread of communicable diseases , reproductive health)</li> <li>8. Identification of plants in school campus and designing of herbal garden</li> <li>9. Preparation of herbarium</li> <li>10. Model making</li> <li>11. Seminars</li> <li>12. Extended learning activities based on NCERT Text books</li> <li>13. Making of hands on experience videos based on activities suggested in AAC BY CBSE</li> <li>14. Participation in Olympiads, clubs, NCSC, INSPIRE, EXHIBITIONS etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Project 2. Quiz 3. Surveys and case studies</li> <li>2. Field trip/excursion</li> <li>3. Awareness programmes (spread of communicable diseases, disaster management)</li> <li>4. Map work</li> <li>5. Collection of outdated coins, stamps etc.</li> <li>6. Debate</li> <li>7. Interview</li> <li>8. Model making</li> <li>9. Extended learning activities based on NCERT Text books</li> <li>10. Making of hands-on experience videos based on activities suggested in AAC BY CBSE</li> <li>11. Involvement in environment awareness Programmes</li> <li>12. Participation in Green Olympiad &amp; EBSB programme</li> </ol>



## 2.2 Rubrics

Language	Mathematics	Science & Social Science
<b>Written Assignment</b> <ol style="list-style-type: none"> <li>1. Regularity</li> <li>2. Neatness</li> <li>3. Presentation</li> <li>4. Correctness</li> </ol>	<b>Written Assignment</b> <ol style="list-style-type: none"> <li>1. Regularity</li> <li>2. Neatness</li> <li>3. Presentation</li> <li>4. Correctness</li> </ol>	<b>Written Assignment</b> <ol style="list-style-type: none"> <li>1. Regularity</li> <li>2. Neatness</li> <li>3. Presentation</li> <li>4. Correctness</li> </ol>
<b>Listening Comprehension</b> <ol style="list-style-type: none"> <li>1. Comprehension</li> <li>2. Expression</li> <li>3. Attentiveness</li> <li>4. Grammar</li> </ol>	<b>Group Project</b> <ol style="list-style-type: none"> <li>1. Inquisitiveness</li> <li>2. Observation Skills</li> <li>3. Application of Knowledge</li> <li>4. Computing Skills</li> </ol>	<b>Group Project</b> <ol style="list-style-type: none"> <li>1. Inquisitiveness</li> <li>2. Observation Skills</li> <li>3. Application of Knowledge</li> <li>4. Computing Skills</li> </ol>
<b>Conversation/Dialogue</b> <ol style="list-style-type: none"> <li>1. Verbal Expression</li> <li>2. Pronunciation</li> <li>3. Fluency</li> <li>4. Participation</li> </ol>	<b>Math Lab</b> <ol style="list-style-type: none"> <li>1. Identifying a problem</li> <li>2. Observation Skills</li> <li>3. Testing</li> <li>4. Analysis and Interpretation</li> </ol>	<b>MCQ</b> <ol style="list-style-type: none"> <li>1. Concept</li> <li>2. Reasoning</li> <li>3. Alternatives</li> <li>4. Interest</li> </ol>
<b>OralQuiz/Story Telling/Project</b> <ol style="list-style-type: none"> <li>1. Thinking Skills</li> <li>2. Observation</li> <li>3. Time Management</li> <li>4. Application of Knowledge</li> </ol>	<b>Oral-Quiz/Estimation/Data Handling/Puzzles</b> <ol style="list-style-type: none"> <li>1. Thinking Skills</li> <li>2. Alertness</li> <li>3. Time Management</li> <li>4. Application of Knowledge</li> </ol>	<b>OralQuiz/Presentation of Current Topic/Surveys/ Project</b> <ol style="list-style-type: none"> <li>1. Thinking Skills</li> <li>2. Alertness</li> <li>3. Time Management</li> <li>4. Application of Knowledge</li> </ol>

## 3.0- Notebook Submission

Notebook Submission		Techniques /Methods	Tools	Resources	Remarks
Frequency	Once in Month	<ul style="list-style-type: none"> <li>● Pen paper assignment</li> <li>● Survey Report</li> <li>● Collections</li> <li>● File</li> <li>● Album</li> <li>● Log Book</li> <li>● Portfolio</li> <li>● Journals</li> </ul>	<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Whatsapp</li> <li>● Google Drive</li> </ul>	<ul style="list-style-type: none"> <li>● Text books</li> <li>● Internet</li> <li>● Diksha</li> <li>● E Pathshala</li> <li>● National Digital Library</li> <li>● Youtube</li> <li>● Swayamprabha</li> </ul>	<p>The Students have to submit their work once in a month per Subjects.</p> <p>Note: Notebook correction once in a month. CW Copy will be checked online and HW copy will be checked online/ offline. But for low achievers, copies will be checked offline twice a month.</p>
Duration	4 months				
Total Marks	20				
Weightage	5				
Type of test	Checking of Home Work				
Total test to be taken	1X4= 4				

### 3.1 Rubrics for Notebook Submission

HEAD	MARKS
1. Regularity& punctuality	5
2. Neatness	5
3. Presentation	5
4. Correctness& Accuracy	5
5. Content& Creativity	5

## 4.0 Periodic Test

Periodic Test		Techniques /Methods	Tools	Resources	Remarks
Periodicity (1st fortnight of August and January)	One in one term	Google form links to be shared to the students in a scheduled time period.	Google forms	1. Text books 2. Internet 3. Diksha 4. E Pathsala 5. National Digital Library	PT 1 will be of 40 marks out of which 10 marks will be of oral and 30 marks will be in written test. On demand tests may also be planned, if possible to extend a greater degree of flexibility to the students with limited devices. The schools may also consider to introduce some element of OTBA in languages, in conduct of these 40 marks test wherever found feasible by designing competency based questions
Duration	1 ½ hours		Audio/ videos		
Total Marks	40 10 marks oral 30 marks written		Google classroom		
Weightage	10				
Type of test	Objective, VSA, SA				
Total test to be taken	01 in one term Periodic Test 1 will test the syllabus taught up to 31st July and PT-2 will test the syllabus taught from 1st October to 31st Dec.				

### 4.1 Periodic Test for Language Subject (40)

Oral 10 Marks		Written 30 Marks	
Reading (2)	Newspaper, Article, Magazine, Textbook, Notice etc.	Reading Comprehension CCT (10)	Unseen passage and poem, CCT based questions
Speaking (5)	Topic can be given, Group discussion, Interview, Extempore, Narration, Picture composition (TAT)	Prose/ Poetry (10)	Extended text questions
Listening (3)	Audio video may be given and questions will be asked	Grammar (5)	Extended text questions
		Creative Writing (5)	TAT, Situation based, Letter writing, advertisement, Complete the story, Dialogue completion etc.

**Note:** Question should be based on the understanding of the child or open ended questions.

## 4.2 Periodic Test for Mathematics (40)

Oral 10 Marks	Types of Questions	Written 30 Marks	Pen Paper Test
FNC (3)	Questions based on Number theory	FNC (5)	Objective questions 1 (5)
UBC (3)	Question based on knowledge and understanding	UBC (5)	VSA1 (5)
AC (2)	Based on calculation in involving direct formula	AC (10)	SA 2 (5)
PSA (2)	Textual word problem.	PSA (10)	LA 5(2)

## 4.3 Periodic Test for Science (40)

Oral 10 Marks		Written 30 marks	
Observation and Reporting (5)	Based on day to day phenomenon related to daily life.	Observation and Reporting (10)	Extended text questions based on Pictures
Identification and Classification (2)	Based on activities related to the lesson/unit.	Identification and Classification (10)	MCQs from the text and questions from exemplary problems of NCERT.
Discovery of Facts (3)	Demonstrate any activity related to concept & tell me why.	Discovery of Facts (10)	Extended Text questions

## 4.4 Periodic Test for Social Science (40)

Oral 10 Marks		Written 30 marks	
Observation and Reporting (3)	Map Reading, Picture description, Spot the difference	Observation and Reporting (10)	Extended text questions based on Pictures, Maps, and Data based on text.
Identification and Classification (3)	Show and tell	Identification and Classification (10)	MCQs, questions based on CCT.
Discovery of Facts (4)	Demonstrate any activity related to concept	Discovery of Facts (10)	Extended Text questions

## 5.0 Mid Term Examination and Session Ending Examination.

(All assessment under CCT/MDP/LD may be conducted continuously in first term and second term before the Final written examination.)

Mid Term Examination					Session Ending Examination				
1	2	3	4	5	1	2	3	4	5
MDP (15)	Learner's Diary (Reflective practices)  (10)	CCT  (15)	Pen Paper Test*  (40)	Total Marks  80	MDP  (15)	Learner's Diary (Reflective practices)  (10)	CCT  (15)	Pen Paper Test*  (40)	Total Marks  80

\*If the tests are to be held through online mode, these may be conducted as suggested under techniques & tools or through any other means as found suitable by the school under given situation.



## 5.1 LAT (Learners' Achievement Test based on Learning Outcome)

LAT		Techniques /Methods	Tools	Resources	Remarks
Frequency	02 in a term	Online MCQs  Links to be shared to the students in a scheduled time period.	Google Forms	<ul style="list-style-type: none"> <li>● Text books</li> <li>● Internet</li> <li>● Diksha</li> <li>● E Pathshala</li> <li>● National Digital Library</li> <li>● Youtube</li> <li>● Swayamprabha</li> </ul>	<p>The students should be informed well in advance about the schedule of the LAT.</p> <p>Minimum 2 LAT to be conducted per subject in one term except in the month of PT and Term End Test.</p> <p>Note- LAT to be conducted on the basis of Chapters Covered during last Month.</p>
Duration	40 minutes				
Total Marks	2 X20 = 40 Marks				
Type of test	Objective type (extension on text)				

**NOTE 1:- LAT (Learners Assessment Test) WILL BE CONDUCTED AS PER THE PLAN TO BE PREPARED BY THE TEACHERS AS A SHORT DURATION TEST BY FOLLOWING THE INSTRUCTIONS GIVEN IN THE BOOK ON “BACK TO BASICS” AVAILABLE IN ALL THE LIBRARIES. LAT PROVIDES AN INPUT TO THE TEACHER TO ASCERTAIN THE EXTENT OF LEARNING IN CONTINUUM HAS TAKEN PLACE IN RESPECT OF THE INDIVIDUAL STUDENT. THE DETAILS ABOUT THE LAT HAS BEEN PROVIDED IN S.NO. (b) UNDER RESOURCES.**

## 5.2 Multidisciplinary Project

Interdisciplinary project		Techniques/ Methods	Tools	Resources	Remarks
Frequency	Once in a year.	<ul style="list-style-type: none"> <li>● PPT</li> <li>● Pen paper assignment</li> <li>● Videos/ Audio</li> <li>● Survey Report</li> <li>● Collections</li> <li>● File</li> <li>● Album</li> <li>● Log Book</li> </ul>	<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Whatsapp</li> <li>● Google Drive</li> </ul>	<ul style="list-style-type: none"> <li>● Text books</li> <li>● Internet</li> <li>● Diksha</li> <li>● E Pathshala</li> <li>● National Digital Library</li> <li>● Youtube</li> <li>● Swayamprabha</li> </ul>	The Students have to complete any one Interdisciplinary project during the session which will be assessed at mid-term level as well.
Duration	Mid Term Review before Mid Term Exams (Half Yearly and finally before session ending exams)				
Total Marks	10 ( in each term)				
Weightage	10 ( in each term)				
Type	Once in a year.				
Total	01 in one term				



## Suggested Topics for Multidisciplinary Projects

Topic	Rubrics	Remarks
Food, Shelter, Clothing, Forest, Water Air, Environment, Family etc.	<ol style="list-style-type: none"><li>1. Ideas and content</li><li>2. Organization and Presentation</li><li>3. Originality in observation and reflective thinking</li><li>4. Language and structure</li><li>5. Appropriacy to topic</li></ol>	<ul style="list-style-type: none"><li>● 2 marks for each rubrics</li><li>● The topic will be same for all subjects.</li><li>● All the subject teachers will evaluate the project dividing the class into different groups. Class teacher has to coordinate.</li></ul>

**Note:** Autonomy should be given to the child for the selection of topic. One exemplar for each class is given however, the teacher will have autonomy to decide as to whether it is to be given individually or in group. The assessment rubrics is suggestive only. The nature of the project should be such that it engages the child with interest in multidisciplinary activities. The class teachers may be the Nodal teacher for assigning the project out of the lists and models developed by the team of

teachers teaching a particular class. The review may be done periodically to ensure that it is a continuous ongoing process and not a term end review. The assessment will be done two times; once before the mid-term to see the progress and finally before the SEE. One exemplar of MDP for each class is given as annexure for reference only.

### 5.3 Learner's Diary on reflective practices

In order to promote the habit of reading and writing through reflection among children on regular basis, it would be appropriate to incorporate it in the assessment scheme itself. In classes VI to VIII, after completion of the topic, the child will write in his diary(separate for each subject in the form of a note-book)the following brief under three different heads:

- **What I learnt:** Under this head, He/she will write independently what he/she has learnt from the lesson that has just been completed. It will not be a very big composition, but may be a few sentences only based on his/ her own reflection.
- **What I found challenging:** The child may express freely in a few sentences the challenges/ problems that he/she encountered in the lesson/ topic taught.
- **What I found interesting:** The child will express freely about the interesting things that he/ she found/observed in the lesson/ experiment etc.

### Suggestive Rubrics

HEAD	MARKS	Periodicity
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1. Describing Experience	2	The students will be assessed once in each term. The number of times the students has to submit the diary in each term will be decided by the concerned Subject Teacher.
2. Insight	2	
3. Collaboration	2	
4. Writing Quality	2	
5. Connection with Real Life	2	

## 5.4 CCT

CCT		Techniques /Methods	Tools	Resources	Remarks
Frequency	Once in a term	<ul style="list-style-type: none"> <li>• Critical Thinking (5)</li> <li>• Creativity (5)</li> <li>• Accuracy (5)</li> <li>• Problem solving (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Whatsapp</li> <li>• Google Form</li> </ul>	CCT to be conducted from the Question Series provided by KVS. The link has been provided in the last slide.	Subjects where CCT based questions are not provided by KVS the teacher concerned may prepare questions by consulting the existing Master Trainers of RL, ML & SL of their vidyalaya.
Duration	30 Minutes				
Total Marks	20				
Weightage	10				
Type of test	Based on Question Series provided by KVS.				
Total test to be taken	01 in one term				

## 6.0 Mid Term Examination / Session Ending Exam

Mid Term Examination / Session Ending Exam		Techniques /Methods	Tools	Resources	Remarks
Periodicity (Last week September/2 <sup>nd</sup> week of March)	Once in a term	Online Test  Links to be shared to the students in a scheduled time period.	Google forms    Google Classroom/ Whatsapp	<ol style="list-style-type: none"> <li>1. Text books</li> <li>2. Internet</li> <li>3. Diksha</li> <li>4. E- Pathshala</li> <li>5. National Digital Library</li> <li>6. Youtube</li> <li>7. Swayam - prabha</li> </ol>	<p>Question paper to be prepared on the basis of competencies covering the syllabus upto Term End.</p> <p>Transparency should be maintained in all respect. Multiple set of question papers may be prepared based on strength of the class, so that examination will be conducted in a staggered timing and the teacher will have a close view of every student. The camera may be on during examination to the extent possible depending upon the feasibility in school specific situations. The schools may also plan 'on demand' exams schedule, if it may be considered feasible to give greater degree of flexibility in terms of timings to students not having full time</p>
Duration	2 hours				
Total Marks	40				
Weightage	40				
Type of test	Objective, VSA, SA, LA				
Total test to be taken	01 in one term				

					<p>access to device.</p> <p>In languages, the subject teachers may also plan to introduce some element of OTBA, if find suitable by designing the competency based questions during online/ offline exams in mid-term as well as SEE.</p>
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## 6.1 Mid Term Examination /SEE for Language Subjects (Written)

Written 40 Marks		
Reading Comprehension (10)	Seen passage/Unseen passage	VSA 1(10)
Prose/ Poetry (10)	Extended text questions	SA 2 (5)
Grammar (10)	Extended text questions	VSA 1(10)
Creative Writing (5)	TAT, Situation based, Complete the story, Dialogue completion etc.	LA 5(1)
Spelling (5)	One word, Jumble word, complete the words, choose the correct word, identify the picture	VSA 1(5)

## 6.2 Mid Term Examination /SEE for Mathematics Subject

Written 40 Marks	Pen Paper Test
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Formation of Number Correctly (10)	Objective questions 1 (10)
Understanding Basic Concept (10)	Objective questions/MCQ 1 (10)
Ability to Compete (10)	VSA 1(3) SA 2(2) LA 3(1)
Problem Solving Ability (10)	VSA 1(3) SA 2(2) LA 3(1)

### 6.3 Mid Term Examination /SEE for Science

Written 40 marks	Pen Paper Test
Observation and Reporting (10)	Objective questions 1 (10)
Identification and Classification (10)	VSA 1(5) SA 2 (3) LA 4(1)
Discovery of Facts (10)	VSA 1(5) SA 2 (3) LA 4(1)



Application and skill-based question including drawing and labeling (10)	SA 2(3) LA 4(1)
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## 6.4 Mid Term Examination /SEE for Social Science

Written 40 marks	Pen Paper Test
Observation and Reporting (10)	Objective questions 1 (10)
Identification and Classification (10)	VSA 1(5) SA 2 (3) LA 4(1)
Discovery of Facts (10)	VSA 1(5) SA 2 (3) LA 4(1)

Application and skill based question including drawing and labeling & Map work (10)	SA 2(3) LA 4(1)
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## 7.0 Resources

**a) Back to Basics**

<https://drive.google.com/drive/folders/1v92nc25oMEGMJh5IEHtSS4u7l5Zgaj38>

**b) Maths Lab Activity**

<https://www.vivadigital.in/subjects/mathematics/maths-lab-activity-1/9789387486447>

**c) Subject wise source book on assessment**

<https://epathshala.nic.in/process.php?id=teachers&type=Teaching-Instructions&ln=en>

**d) Art Integrated Project**

[http://cbseacademic.nic.in/web\\_material/Circulars/2020/33\\_Circular\\_2020.pdf](http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf)



e) Joyful Learning Handbook [http://cbseacademic.nic.in/web\\_material/Manuals/handbook-joyful.pdf](http://cbseacademic.nic.in/web_material/Manuals/handbook-joyful.pdf)

f) Experiential Learning

[http://cbseacademic.nic.in/web\\_material/Circulars/2021/16\\_Circular\\_2021.pdf](http://cbseacademic.nic.in/web_material/Circulars/2021/16_Circular_2021.pdf)

g) Multidisciplinary project:

<https://drive.google.com/file/d/1AngFFM04JS4iio4ES8HBdUXqC64ndaen/view?usp=sharing>



तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन

**Kendriya Vidyalaya Sangathan**

***Split up of Syllabus***

**Session 2021-22**

**Class VI-VIII**



## From the Desk of Commissioner

Dear Teachers

In recent past we have witnessed unprecedented disruption in education due to the prevailing pandemic situation. Closure of Vidyalayas hampered students' learning. However, the crisis 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 challenges to continue the uninterrupted journey of learning. The **online teaching** and various other ways and methods to make learning interesting and joyful is the biggest achievement of our teachers and Principals 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 suitable strategies 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 Vidyalayas 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 in near future. Some of the learning of pandemic time is bound to continue to guide and shape our future course of education.

The **Split-up of Syllabus** is an important tool in the hands of teachers to plan and execute the teaching-learning activities and assessment throughout the academic year. In Kendriya Vidyalayas now we are optimistically looking beyond the pandemic phase. We are hopeful that any time soon our students will be able to come to Vidyalayas. Although the Split-up of Syllabus has been planned in such a manner that it could address the need



of online and offline classes. I am sharing some of the key areas for the consideration of our Principals and Teachers:

**(a) Ensure Covid Protocols in KVs:**

We need to maintain the physical distancing and implement public health measures (SOPs), such as the use of masks and frequent handwashing etc till this pandemic is completely wiped out. Any laxity may cost us dear.

**(b) Strengthening Digital Connectivity:**

Our classrooms and labs must be adequately equipped for teachers to teach their lessons effectively through online mode as well. Therefore, the digital infrastructure at Vidyalaya level has to be improved in terms of internet speed, procurement of devices like graphics pads, cameras, tablets etc. Similarly, the poor students who are not getting the proper connectivity and devices to continue their studies may be provided with alternatives. We may also approach the corporates and philanthropic institutions for support. Besides safety and security of cyber space is another area for which our teachers must be trained and our students should be guided properly.

**(c) Innovative Practices based on the Recommendations of New Education Policy 2020:**

New Education Policy 2020 lays emphasis on learner centered practices where debates, open ended discussions, exploration of the natural surroundings and experimentation have been given due weightage. Therefore, the split-up of syllabus has been prepared keeping in mind the progressive methods to be used in teaching learning process. Each teacher has to strive for making her lessons experiential and joyful by integrating lessons with sports, music and art. **Inter disciplinary approach** also needs to be given due scope while teaching various subjects so that CCT skills are developed seamlessly in day to day curricular transactions.

**(d) Assignments for Students**

Over a period of time the assessment strategies have undergone significant changes. The **CCT (Creative and Critical Thinking)** based assessment and **case studies** have been given due prominence in assessment of



students even at Senior Secondary levels. Similarly, the importance of **oral tests** has been found very effective specially in primary and middle classes. It is needless to say that formative assessment is very crucial to prepare our students for summative assessment. The Split-up of syllabus and Assessment Structure has given ample indications and suggestions for utilising innovative methods of assessment to suit the present requirements.

Recently, the online tests have been conducted in order to assess the Learning Outcomes of the students. However, it has been suggested that we should go for test which also judges the analytical writing abilities of the students besides objective questions. We need to encourage '**School Based Assessment**' through open book test, question formation test and MCQs to mention a few. Similarly, for overall assessment of the child which includes curricular and co-curricular activities; 360-degree model assessment as envisaged in NEP 2020 should be planned for academic year 2021-22.

#### **(e) Preparation of Portfolio of Students to track their Progress.**

The **Portfolio** of the students provides very crucial information about their gradual progress. It also provides a clear trajectory of the achievement of their learning outcomes. The Project-Works done by the students or a group of students provide crucial information about their abilities to learn and co-operate with their peer groups. This may assist teachers to plan their teaching learning methodologies appropriately. Under the Portfolio method, we can use work done by students such as notebooks, class work, home work, his area of interest, his general behaviour and performance in transforming our Vidyalayas into learning schools.

#### **(f) Use of Resources**

Our teachers are very fortunate as they have vast ocean of resources which were not available to their predecessors. To mention a few, I would like to emphasize: -

- (i) Alternative Academic Calendar (NCERT), Syllabus and Curriculum framework 2005 (NCERT).
- (ii) Teachers Resource Book by NCERT - <https://ncert.nic.in>



- (iii) DIKSHA Portal – <https://diksha.gov.in>
- (iv) Online Labs – <https://olabs.edu.in> – Online Labs have also been developed by CDAC. Similarly, Amrita Vishwavidyapitham.
- (v) CBSE documents – <https://cbse.nic.in>
- (vi) Handbook on Experimental learning – <http://cbseacademic.nic.in>
- (vii) Guidelines on Art Integration – <http://cbseacademic.nic.in>
- (viii) Handbook on Joyful Learning - <http://cbseacademic.nic.in>
- (ix) Programme Fit India – Fitness Protocols – <https://fitindia.gov.in>

### (g) Use of other ICT Resources

There are various models and tools which can be used by our teachers to give impetus to the learning. Here, I would like to mention the **Geo-zebra platform** to teach mathematical concepts very effectively. Some of our teachers have also been trained to use this platform. Many concepts and TLOs mentioned in the Split-up of syllabus can be taught very effectively through this tool. Below mentioned are a few tools which can be used by teachers to make their teaching effective such as: -

**TopWorksheets** – Exercises can be converted into interactive worksheets and shared with students instantly. Students get instant feedback when they finish the worksheet.

**Quizziz** - Teachers may create pre-made quizzes. Live mode can be used in class, and students can do home assignments independently.

**QUILL** - It is a platform that has a set of tools for teaching writing, vocabulary, and grammar and includes over 400 exercises.

**SpellQuiz** - Helps students learn phonics. It contains English spelling lessons as well as fun quizzes and word games.









# CLASS : VI



**CLASS : VI**  
**SUBJECT : ENGLISH**



SR NO	NAME OF THE CHAPTER	NO OF PERIODS	MONTH	TLO	SUGGESTIVE ACTIVITIES	RESOURCES	ASSESSMENT
1.	WHO DID PATRICK'S HOMEWORK?	4	APRIL	1. Learners would be able to develop Problem Solving Skills. 2. Learner's vocabulary would be enriched. 3. Skills Focused LSRW	1. This story has a lot of rhyming words as a poem does. Write some part of it like a poem. 2. Word Attack. 3. Write dialogues from the story. 4. Dictation	<a href="https://www.macmillandictionary.com/">https://www.macmillandictionary.com/</a> <a href="https://diksha.gov.in/play/collecion/do_31310347507664486411406">https://diksha.gov.in/play/collecion/do_31310347507664486411406</a>	Google Forms MCQ/Oral Presentation/Quiz/Google Classroom
2.	A HOUSE, A HOME	3	APRIL	1. Learners would be able to differentiate between House and Home. 2. Recitation of the poem with correct stress and intonation.	1. Draw a colourful sketch of your own House. 2. Make a list of things that you find in your house.	Practice questions from Diksha App <a href="https://diksha.gov.in/play/collecion/do_31310347507664486411406">https://diksha.gov.in/play/collecion/do_31310347507664486411406</a>	Google Forms MCQ/Oral Presentation/Quiz/Google Classroom/Collecting Information
3.	A TALE OF TWO BIRDS (SUPPLEMENTARY)	3	APRIL	1. To develop understanding that a company of good people matters a lot in shaping our character. 2. Use of imagination and creativity while narrating a story. 3. To promote habit of reading silently.	1. Write a story on 'Avoid Bad Company'. 2. Summarise the chapter in your own words.	<a href="https://diksha.gov.in/play/collecion/do_3131034750789222401965">https://diksha.gov.in/play/collecion/do_3131034750789222401965</a>	True/False Difficult Words-Meanings MCQ/Class Test
4.	NOTICE( LOST AND FOUND )	3	APRIL	1. Understanding the usage of notice writing.	1. You have lost a wallet in the Cricket Ground of the	<a href="https://www.cbseamplepapers.info/cbse/notice-">https://www.cbseamplepapers.info/cbse/notice-</a>	Collecting information/reading from the



				2. To use Present Tense and Future Time Reference correctly.	school. Write a notice explaining the features of the wallet and the reward.	<a href="#">writing-for-class-6</a>	magazines / newspapers.
5.	BRIDGE COURSE	10	APRIL & MAY	1. Practising the grammar course and applying it in real life.	1. Solving the given exercises.	For Reference: Back To Basics	MCQ/ Google forms/Oral test
6.	HOW THE DOG FOUND HIMSELF A NEW MASTER!	5		1. Relates idea with personal experience. 2. Learner's vocabulary would be enriched. 3. Skills focused LSRW	1. Make the noun using- ness, ty, y 2. Spell check 3. MCQ based Reading Passage.	<a href="https://ncert.nic.in/textbook.php">https://ncert.nic.in/textbook.php</a> <a href="https://diksha.gov.in/play/collecion/do_31310347507664486411406">https://diksha.gov.in/play/collecion/do_31310347507664486411406</a>	Viva/MCQ,
7.	THE FRIENDLY MONGOOSE (SUPPLEMENTARY)	3	JUNE	1. Learner will know about pet and their nature. 2. Learner's vocabulary would be enriched 3. To promote habit of reading silently.	1. Draw or paste a picture of Mongoose. 2. Write a paragraph on 'My Pet'. 3. Staging a play based on the story.	<a href="https://diksha.gov.in/play/collecion/do_3131034750789222401965">https://diksha.gov.in/play/collecion/do_3131034750789222401965</a>	Oral Questions/Match the following/MCQ
8.	PARAGRAPH WRITING	2	JUNE	1. Understanding the topic and use of appropriate vocabulary. 2. Writing a few sentences on a topic in coherent manner.	Example : Write a paragraph on 1. Importance of Trees 2. Importance of Newspaper 3. Books- Man's Best Friend		Collecting information/ Written tests/ practice papers
9.	GRAMMAR (NOUN FORMS)	3	JUNE	1. Proper usage of noun and its forms.	1. Filling up the correct form of the noun in the sentences. 2. Usage of correct nouns in forming sentences.	<a href="https://in.ixl.com/english/class-vi">https://in.ixl.com/english/class-vi</a>	MCQs /Oral Test/ Google Forms
10.	THE KITE	2	JULY	1. Word search 2. Recitation	1. List out the action words in the poem. 2. Draw or make a kite with the help of origami sheet and	<a href="https://diksha.gov.in/play/collecion/do_31310347507664486411406">https://diksha.gov.in/play/collecion/do_31310347507664486411406</a> <a href="#">Cambridge Free English</a>	MCQs /Oral Test/ Google Forms



				3. To make learners enjoy and comprehend a simple poem like this.	paste it in your notebook.	<a href="#">Dictionary and Thesaurus</a>	
11.	TARO'S REWARD	4	JULY	1. Learners would be able to learn good values in life and respect for the elders. 2. Skills focused LSRW	1. Paste pictures of different waterfalls . 2. Role Play	<a href="https://diksha.gov.in/play/collecion/do_31310347507664486411406">https://diksha.gov.in/play/collecion/do_31310347507664486411406</a>	Google Forms MCQ/ OralTest/Quiz/Google Classroom
12.	THE QUARREL	2	JULY	1. Recitation of the poem with correct stress and pronunciation. 2. Instil the aesthetic value of the poem. 3. Understanding the main idea of the poem.	1. Share the recent quarrel that you had with your elder brother, sister or friend. How did you resolve it? 2. A scene can be written with dialogues and enacted.	<a href="https://diksha.gov.in/play/collecion/do_312796455225753600116705?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31279572_2644701184110640">https://diksha.gov.in/play/collecion/do_312796455225753600116705?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31279572_2644701184110640</a>	Oral Questions/MCQ
13	AN INDIAN-AMERICAN WOMAN IN SPACE: KALPANA CHAWLA	5	JULY	1. Learner would be able to think about the career options. 2. Vocabulary enrichment. 3. Skills focused LSRW	1. Write a paragraph on 'The Aim of my life'. 2. Identify phrasal verbs and use them in sentences.	<a href="https://diksha.gov.in/play/collecion/do_31310347507664486411406">https://diksha.gov.in/play/collecion/do_31310347507664486411406</a>	Fill in the blanks/Oral Questions/MCQ
14.	THE SHEPHERD'S TREASURE (SUPPLEMENT	3	JULY	1. Learner would be able to learn the lesson of honesty, kindness from the shepherd's life.	1. What have you learnt from the story? Write five points. 2. Create a short story taking inspiration from the chapter, 'The Shepherd's Treasure'.	<a href="https://diksha.gov.in/play/collecion/do_3131034750789222401965">https://diksha.gov.in/play/collecion/do_3131034750789222401965</a>	Class Test/MCQ/Match the following



	ARY)			2. Narrating the story with real life situations. 3. To promote habit of reading silently.			
15.	WRITING : MESSAGE WRITING	4	JULY	1. Learners will be able to write the message coherently and use the pronouns, verbs effectively.	1. Ms. Sharma had called and dropped a message for your mother for the upcoming birthday party. Write a message in not more than 50 words for your mother as you have to go to play.	<a href="https://www.cbse-samplepapers.info/cbse/message-writing-for-class-6#:~:text=Message%20Writing%20for%20Class%206%20CBSE%20Practice%20Examples.,May%20I%20know%20who%20is%20on%20the%20line%3F">https://www.cbse-samplepapers.info/cbse/message-writing-for-class-6#:~:text=Message%20Writing%20for%20Class%206%20CBSE%20Practice%20Examples.,May%20I%20know%20who%20is%20on%20the%20line%3F</a>	Writing tests/ Practice paper
16.	LETTER WRITING : FORMAL : LEAVE APPLICATION	4	JULY	1. Understanding the usage of formal language and vocabulary.  2. Learning and practising format.	1. Example: Write an application to the Principal of your school requesting for one day leave as you are not well.	PPT, Self-created or other Online resources based on CBSE prescribed syllabus	Writing tests/ Practice paper
<b>PERIODIC TEST-1 IN THE FIRST FORTNIGHT OF AUGUST</b>							
17.	BEAUTY	2	AUGUST	1. Developing understanding on various aspects of beauty. 2. Instil the aesthetic values of the poem.	1. Mention five things that you think are beautiful. 2. Write some other phrases on Beauty as given in the poem.	<a href="https://diksha.gov.in/ncert/play/content/do_3132118709529722881228?contentType=Resource">https://diksha.gov.in/ncert/play/content/do_3132118709529722881228?contentType=Resource</a> <a href="https://diksha.gov.in/play/content/do_312795698712649728110300?contentType=ExplanationResource">https://diksha.gov.in/play/content/do_312795698712649728110300?contentType=ExplanationResource</a>	Oral Questions/Google form Test



18.	A DIFFERENT KIND OF SCHOOL	4	AUGUST	1. Reads and participates in activities in English such as role play, group discussion. 2. Learning the value of empathy. 3. Writing Slogans.	1. Speaking: Discuss: Regular Schooling versus Home Schooling. 2. My Ideas to Improve Lives of Differently-Abled. 3. Conducting interview.	<a href="https://diksha.gov.in/play/collec tion/do_31310347507664486411406">https://diksha.gov.in/play/collec tion/do_31310347507664486411406</a>	Google Forms MCQ/Oral Test/Fill in the blanks
19.	WHERE DO ALL THE TEACHERS GO?	2	AUGUST	1. Loud recitation of the poem with stress and intonation. 2. Learner would be able to know the real meaning of the poem.	1. Write a paragraph on 'My Favourite Teacher'. 2. Role Play. Imagine you are a teacher. Share your ideas what kind of changes would you require in school.	<a href="https://diksha.gov.in/ncert/pl ay/content/do_313065560207933440114447?contentT ype=LearningActivity">https://diksha.gov.in/ncert/pl ay/content/do_313065560207933440114447?contentT ype=LearningActivity</a>	Google Forms MCQ/Oral Test/Fill in the blanks
20.	THE OLD CLOCK SHOP (SUPPLEMENTARY)	3	AUGUST	1. Remembering and retelling the story. 2. Creating own version of the story. 3. To promote habit of reading silently.	1. Comprehension Passage based on compassionate stories.	<a href="https://diksha.gov.in/play/collec tion/do_3131034750789222401965">https://diksha.gov.in/play/collec tion/do_3131034750789222401965</a>	Google Forms MCQ/Oral Test/Fill in the blanks
21	GRAMMAR : VERB FORMS	6	AUGUST	1. Usage of correct form of verb.	1. Filling up the right form of the verb in the sentences.	<a href="https://in.ixl.com/english/clas s-vi">https://in.ixl.com/english/clas s-vi</a>	MCQs / Oral Questions
<b>MIDTERM EXAMINATION IN THE LAST WEEK OF SEPTEMBER</b>							
22.	TANSEN (SUPPLEMENTARY)	3	SEPTEMBER	1. Story telling 2. Vocabulary enrichment 3. To promote habit of reading silently.	1. Narrate a story from Akbar Birbal series with a moral. 3. Write a character sketch of Tansen.	<a href="https://diksha.gov.in/play/collec tion/do_313103475078922401965">https://diksha.gov.in/play/collec tion/do_313103475078922401965</a>	MCQ/Difficult word Meaning/Oral Questions
23.	THE WONDERFUL	2	SEPTEMBER	1. Learner would try to improve their vocabulary	1. Find and write five wonderful words according to	<a href="https://www.bing.com/videos /search?q=the+wonderful+w">https://www.bing.com/videos /search?q=the+wonderful+w</a>	Google Forms MCQ/Oral Presentation



	WORDS			as the poem focuses on the new words, ideas. 2. Instil the aesthetic values of the poem.	you.	<a href="https://www.cbse.gov.in/ords&amp;docid=607991331416776474&amp;mid=9CD8F5834EE99F9087FBF9CD8F5834EE9F9087FBF&amp;view=detail&amp;FORM=VIRE">ords&amp;docid=607991331416776474&amp;mid=9CD8F5834EE99F9087FBF9CD8F5834EE9F9087FBF&amp;view=detail&amp;FORM=VIRE</a>	
24.	WRITING : STORY WRITING	3	SEPTEMBER	1. Usage of Past Tense and vocabulary words.	1. Write a short story on the basis of clues given.		Writing tests/ Practice papers
25.	INTEGRATED GRAMMAR (EDITING, GAP FILLING, SENTENCE REORDERING)	4	SEPTEMBER	1. Understanding the right way to edit the incorrect sentences . 2. Using the words and verbs at right places in the sentence formation.	1. Find the incorrect words and edit the sentences. 2. Re-order words to make meaningful sentences.	<a href="https://www.cbsetuts.com/cbse-class-6-english-grammar-editing-taskerror-correction/">https://www.cbsetuts.com/cbse-class-6-english-grammar-editing-taskerror-correction/</a>	MCQS/ Google forms
26.	SYNONYMS , ANTONYMS	3	SEPTEMBER	1. Enriching vocabulary. 2. Using similar/ opposite words in real life .	1. Matching the correct synonyms and antonyms with each other.		MCQS/ Google forms
27.	WHO I AM	3	OCTOBER	1.Nominalization 2. Listening and speaking about your goal in life. 3. Speaking about one's strengths and weaknesses.	1.Quiz 2.Compare and Contrast different kinds of skills they possess.	<a href="https://diksha.gov.in/play/collection/do_31310347507664486411406">https://diksha.gov.in/play/collection/do_31310347507664486411406</a>	Google Forms MCQ/Oral Test/Fill in the blanks
28.	FAIR PLAY	4	OCTOBER	1. Learning Team Work/Collaboration. 2. Appreciating the value of fair play. 3. Skills focused LSRW	1. Role Play : Organize a class panchayat in real life situation. 2. Write and speak appropriate dialogues of a village panchayat in a classroom setting.	<a href="https://www.youtube.com/watch?v=G3FOCFjWA-c">https://www.youtube.com/watch?v=G3FOCFjWA-c</a> <a href="https://diksha.gov.in/play/collection/do_31310347507664486411406">https://diksha.gov.in/play/collection/do_31310347507664486411406</a>	True/False/ MCQ/Oral Test
29.	THE MONKEY	2	OCTO	1. Learner will be able to	1. Write a short story based	<a href="https://www.youtube.com/wa">https://www.youtube.com/wa</a>	MCQ/Difficult Words-





	AND THE CROCODILE (SUPPLEMENTARY)		BER	differentiate between the good and bad person. 2. To promote habit of reading silently.	on the friendship and betrayal, taking inspiration from the chapter. 2.Narrate some tales from the Panchtantra.	<a href="https://dikhsha.gov.in/play/collection/do_3131034750789222401965">tch?v=Zt2QDB4hfUQ https://dikhsha.gov.in/play/collection/do_3131034750789222401965</a>	Meanings/Oral Questions
30	SYNONYMS , ANTONYMS	2	NOVEMBER	1. Using opposite words in real life . 2. Preparing the right vocabulary for same words.	Matching the correct synonyms and antonyms with each other.		Oral Test
31	NOTICE( LOST AND FOUND )	3	NOVEMBER	1. Understanding the usage of notice writing. 2. To use Present Tense and Future Time Reference correctly.	1. You have lost a wallet in the Cricket Ground of the school. Write a notice explaining the features of the wallet and the reward.	<a href="https://www.cbseamplepapers.info/cbse/notice-writing-for-class-6">https://www.cbseamplepapers.info/cbse/notice-writing-for-class-6</a>	1 Collecting information/ reading from the magazines / newspapers. 2 Writing notice for School Notice Board (Lost/Found)
32	A GAME OF CHANCE	5	NOVEMBER	1. Narrating and recreating experience. 2. Writing a piece of extended composition. 3. Skills focused LSRW.	1. Suppose you are Rasheed. Describe your visit to the fair. 2. Name the list of things that you think are lucky for you. 3.Organise a puppet show	<a href="https://dikhsha.gov.in/play/collection/do_31310347507664486411406">https://dikhsha.gov.in/play/collection/do_31310347507664486411406</a>	Google Forms MCQ/Oral Test/Fill in the blanks
33	VOCATION	3	NOVEMBER	1. Learning life's lessons through nature. 2. Learner will be able to know about different professions.	1. Name the different works done by the people in your neighbourhood and draw/paste pictures also. 2.Identify different vocations, spell and describe them	<a href="https://www.youtube.com/watch?v=hX7p6Lo6Vug">https://www.youtube.com/watch?v=hX7p6Lo6Vug</a> <a href="https://dikhsha.gov.in/play/collection/do_31310347507664486411406">https://dikhsha.gov.in/play/collection/do_31310347507664486411406</a>	Referene To Context (VSA or MCQ)
34	WHAT IF	3	NOVE	1. Learner would be able to tackle the real life	1. Write a poem of six lines taking inspiration from the	<a href="https://www.youtube.com/watch?v=8Covp4AN_k">https://www.youtube.com/watch?v=8Covp4AN_k</a> <a href="https://dikhsha.gov.in/play/coll">https://dikhsha.gov.in/play/coll</a>	Oral Questions, MCQ



			MBER	fears. 2. To comprehend the moral given through the poem.	poem. 2. In groups discuss, share some more what ifs that you experience in your day to day life.	<a href="https://www.diksha.gov.in/play/collection/do_31310347507664486411406">action/do_31310347507664486411406</a>	
35	GRAMMAR (ARTICLE)	2	NOVE MBER	1. To enable learners understand the difference between the usage of a,an,the.	Filling the blanks with a,an,the.	<a href="https://in.ixl.com/english/class-vi">https://in.ixl.com/english/class-vi</a>	MCQs / Fill ups
36	THE WONDER CALLED SLEEP	3	NOVE MBER	1. Learners will understand the importance of sleep. 2. Learner's vocabulary will be enriched. 3. To promote habit of reading silently.	1. Write a paragraph on 'Importance of Sleep'. 2. Describe briefly the beautiful dream you ever had.	<a href="https://www.diksha.gov.in/play/collection/do_3131034750789222401965">https://www.diksha.gov.in/play/collection/do_3131034750789222401965</a>	MCQs/Fill in the blanks/True/False
37	DESERT ANIMALS	4	DECE MBER	1. Developing Understanding of desert life and desert animals. 2. Learner will connect to real life situations 3. Skills Focused LSRW.	1. Draw or paste the picture of Snake, Mongoose, Camel. 2. Imagine you are journeying through desert . Write a couple of paragraphs describing what you heard and saw.	<a href="https://www.youtube.com/watch?v=Nvnn182Wb5A">https://www.youtube.com/watch?v=Nvnn182Wb5A</a> <a href="https://www.diksha.gov.in/play/collection/do_31310347507664486411406">https://www.diksha.gov.in/play/collection/do_31310347507664486411406</a>	True/False, Fill in the blanks, MCQ/Oral Questions
38.	A PACT WITH THE SUN (SUPPLEMENTARY)	3	DECE MBER	1. Nutrition facts from General Science text book will be incorporated and recalled and incorporated. 2. Skills Focused LSRW	1. Write a paragraph on 'Healthy mind lives in a Healthy Body'. 2. Make a collage on Balanced Diet.	<a href="https://www.diksha.gov.in/play/collection/do_3131034750789222401965">https://www.diksha.gov.in/play/collection/do_3131034750789222401965</a>	MCQ True/False/Group Discussion
39	LETTER WRITING : FORMAL AND	4	DECE MBER	1. Usage of grammar and	1. Example: Write an application to the Principal of your school	PPT, Self-created or other	<u>Practice Papers/Written Tests</u>





44.	WRITING – MESSAGE, PARAGRAPH STORY WRITING	5	JANUARY	1. To enable the learners write grammatically correct sentences and use vocabulary appropriately.	Sufficient practice of message writing, paragraph writing and story writing to be done.		Writing short story based on the given inputs.  Write messages and paragraphs on different topics using meaningful sentences.
45.	UNSEEN PASSAGES	5	FEBRUARY	1. Comprehending passage and its central idea.	1. Students will find correct answers of the questions.	<a href="https://www.learnbse.in/unseen-passage-for-class-6/">https://www.learnbse.in/unseen-passage-for-class-6/</a>	MCQs / Google forms
46.	INTEGRATED GRAMMAR (EDITING, GAP FILLING, SENTENCE REORDERING)	4	FEBRUARY	1. Understanding the right way to edit the incorrect sentences . 2. Using the right words and verbs in the sentence formation.	1. Find the incorrect words and edit the sentences. 2. Re-order words to make meaningful sentences.	<a href="https://www.cbsetuts.com/cbse-class-6-english-grammar-editing-taskerror-correction/">https://www.cbsetuts.com/cbse-class-6-english-grammar-editing-taskerror-correction/</a>	MCQS/ Google forms
47.	GRAMMAR ( ADVERBS )	3	FEBRUARY	1. Usage of adverbs.	1. Filling up the blank spaces with correct adverbs.	<a href="https://in.ixl.com/english/class-vi">https://in.ixl.com/english/class-vi</a>	MCQs/ Google forms
48.	REVISION	14	FEBRUARY	To enable learners recall, revise, practice for SSE.	Revision of chapters and drilling of grammar items. Practice of writing section.		MCQs/ True false/ Fill in the blanks.
<b>SESSION ENDING EXAMINATION IN THE SECOND WEEK OF MARCH</b>							



**कक्षा – 6**  
**विषय –हिंदी**



क्रम संख्या	पाठ का नाम	कालांश	मास	सीखने के प्रतिफल	क्रिया कलाप /परियोजना कार्य	संसाधन	मूल्याङ्कन
1	वह चिड़िया जो  बचपन  अवधपुरी में राम  पत्र लेखन	21	अप्रैल	<p>कविता की रसानुभूति (सौंदर्य-बोध)की क्षमता का विकास।</p> <p>पशु-पक्षियों एवं प्रकृति के प्रति संवेदना जागृत करना।</p> <p>परिवार के अन्य सदस्यों के बचपन से अपने बचपन के अनुभवों की तुलना कर सकेंगे।</p> <p>धार्मिक ग्रंथों से परिचित होना, रामायण के पात्रों एवं कथा से परिचित होना।</p> <p>जीवन में धर्म एवं कर्म की उपयोगिता के महत्त्व को जान पाना।</p> <p>पत्रों के प्रकार –</p> <p>औपचारिक / अनौपचारिक पत्रों के विषय में जानेंगे।</p>	<p>अपने आस-पास पाए जाने वाले किन्हीं पाँच पक्षियों के विषय में जानकारी (चित्र सहित) एकत्रित करो और चिपकाओ।</p> <p>वन संरक्षण के लिए आप क्या- क्या कदम उठायेंगे ?</p> <p>अपने बचपन की किसी विशेष घटना को लिखिए।</p> <p>घर में आप कौन -कौन से काम खुद करते हो, उनकी सूची बनाएँ।</p> <p>दूरदर्शन पर दिखाए जा रहे रामायण धारावाहिक को देखने के लिए प्रेरित करना।</p> <p>भारत के मानचित्र पर अयोध्या नगरी का पता लगाना।</p> <p>अपने मित्रों, भाई बहन को पत्र लिखना।</p> <p>प्रार्थना-पत्र लिखना।</p>	<p><a href="https://youtu.be/XG-eSC8jItY">https://youtu.be/XG-eSC8jItY</a></p> <p><a href="https://www.youtube.com/watch?v=8Sn1WX9tHpU">https://www.youtube.com/watch?v=8Sn1WX9tHpU</a></p> <p><a href="https://youtu.be/AAj27elzQek">https://youtu.be/AAj27elzQek</a></p> <p><a href="https://youtu.be/baPrRyjt0rQ">https://youtu.be/baPrRyjt0rQ</a></p> <p><a href="https://youtu.be/DvyLp9rtmJk">https://youtu.be/DvyLp9rtmJk</a></p>	<ol style="list-style-type: none"><li>1. वस्तुपरक प्रश्नोत्तरी परीक्षा</li><li>2. मौखिक परीक्षा</li><li>3. कार्य पत्रक</li><li>4. गूगल फॉर्म</li><li>5. कक्षा परीक्षा</li></ol>
2	नादान दोस्त	15	मई - जून	<p>परिवार के अनुभवों को साझा करना।</p>	<p>पक्षियों के नाम और उनके विषय में जानकारी एकत्रित करके लिखना।</p>	<p><a href="https://youtu.be/Jxaq0wJnBwc">https://youtu.be/Jxaq0wJnBwc</a></p>	<ol style="list-style-type: none"><li>1. वस्तुपरक प्रश्नोत्तरी परीक्षा</li></ol>



	जंगल और जनकपुर  चाँद से थोड़ी- सी गप्पें		मित्रता के महत्त्व को समझना    पर्यावरण एवं पक्षियों के बारे में जागरूकता    भारत में पाए जाने वाले पक्षियों की जानकारी    धार्मिक ग्रंथों से परिचित होना, रामायण के पात्रों एवं कथा से परिचित होना    जीवन में धर्म एवं कर्म की उपयोगिता के महत्त्व को जान पाना    पृथ्वी एवं चन्द्रमा के घूर्णन एवं विचलन के वैज्ञानिक तथ्यों का ज्ञान	दूरदर्शन पर दिखाए जा रहे रामायण धारावाहिक को देखने के लिए प्रेरित करना    यदि आप पेड़, सड़क, तारे या फूल से गप्पें लगाएँगे तो क्या लिखेंगे चित्र सहित लिखिए    चाँद से संबंधित कविता का संकलन कीजिए   (चित्र सहित )	<a href="https://youtu.be/kkjP7bgPbGs">https://youtu.be/kkjP7bgPbGs</a>	2. मौखिक परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. कक्षा परीक्षा	
3	दो वरदान  राम का वनगमन  अनुच्छेद लेखन  अक्षरों का महत्त्व	25	जुलाई	धार्मिक ग्रंथों से परिचित होना, रामायण के पात्रों एवं कथा से परिचित होना  जीवन में धर्म एवं कर्म की उपयोगिता के महत्त्व को जान पाना    अक्षरों की खोज की जानकारी    भाषा और लिपि के महत्त्व को जानना	राम के वन जाने पर अयोध्या वासियों के भावों को अपने शब्दों में लिखिए    विभिन्न भाषाओं की लिपि लिखना    सांकेतिक भाषा में बात करना    अन्तरिक्ष के विषय में जानकारी के लिए इसरो के वीडियो दिखाना    मंगल ग्रह के विषय में जानकारी एकत्रित करें    सौर मंडल के अन्य ग्रहों के नाम लिखकर उनके बारे	<a href="https://youtu.be/fB85nxbGG5g">https://youtu.be/fB85nxbGG5g</a>  <a href="https://youtu.be/juMZxbpVNcw">https://youtu.be/juMZxbpVNcw</a>  <a href="https://youtu.be/c5sAwdSIBQw">https://youtu.be/c5sAwdSIBQw</a>	1. वस्तुपरक प्रश्नोत्तरी परीक्षा 2. मौखिक परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. कक्षा परीक्षा



	पार नज़र के			ग्रहों और उपग्रहों की जानकारी   भारत के स्पेस सेंटर (इसरो) के विषय में जानकारी	में जानना	<a href="https://youtu.be/iJZtKj07U5Q">https://youtu.be/iJZtKj07U5Q</a>	
<b>I PERIODIC TEST IN THE FIRST FORTNIGHT OF AUGUST/प्रथम आवधिक परीक्षण</b>							
4	चित्रकूट में भरत  साथी हाथ बढ़ाना  ऐसे-ऐसे  टिकट अलबम  संवाद लेखन	24	अगस्त	धार्मिक ग्रंथों से परिचित होना, रामायण के पात्रों एवं कथा से परिचित होना  जीवन में धर्म एवं कर्म की उपयोगिता के महत्व को जान पाना    साहिर लुधियानवी जी द्वारा रचित इस गीत को 'नया दौर' छायाचित्र में लिया गया है    उसकी धुन को सुनकर बच्चे गीत को सीखेंगे और मिलजुलकर काम करने के महत्व को जानेंगे    संवाद शैली का ज्ञान    बाल मनोविज्ञान का ज्ञान    विभिन्न देशों की टिकटों का ज्ञान व संकलन की रुचि	भरत मिलाप का वर्णन अपने शब्दों में करें    गीत का वीडियो सुनकर व देखकर लयबद्ध तरीके से गीत याद करें    एकांकी का नाटकीकरण    पाठ में आए सभी पात्रों के नाम व उनकी एक-एक विशेषता लिखिए    किन्ही चार देशों की टिकटों को एकत्रित कर अपनी पुस्तिका में चिपकाएँ    पुरानी वस्तुओं का संकलन करना ज्ञानवर्धक व रुचिकर होता है कैसे ?  परीक्षा पर चर्चा करते हुए एक संवाद लिखो	<a href="https://youtu.be/hFCrs3qytFw">https://youtu.be/hFCrs3qytFw</a>  <a href="https://youtu.be/Jes13K9_m9">https://youtu.be/Jes13K9_m9</a>  <a href="https://youtu.be/fumXiUB6qpc">https://youtu.be/fumXiUB6qpc</a>  <a href="https://youtu.be/zhrCn1TyuRk">https://youtu.be/zhrCn1TyuRk</a>  <a href="https://www.youtube.com/watch?v=MsrUoFGG_3M">https://www.youtube.com/watch?v=MsrUoFGG_3M</a>  <a href="https://youtu.be/pMdpYOH2sGE">https://youtu.be/pMdpYOH2sGE</a>	1. वस्तुपरक प्रश्नोत्तरी परीक्षा 2. मौखिक परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. कक्षा परीक्षा





				आपसी बातचीत को लिखित माध्यम से व्यक्त करने का ज्ञान			
5	झाँसी की रानी  दंडक वन में दस वर्ष  अपठित गद्यांश	25	सितम्बर	कविता के भावानुकूल सस्वर पाठ (गेयता) के कौशलों का विकास    कविता की रसानुभूति , सौंदर्य-बोध की क्षमता का विकास    देशभक्ति की भावना का विकास    धार्मिक ग्रंथों से परिचित होना, रामायण के पात्रों एवं कथा से परिचित होना  जीवन में धर्म एवं कर्म की उपयोगिता के महत्व को जान पाना	झाँसी की रानी के जीवन के बारे में जानना    स्वंत्रता-सेनानियों द्वारा स्वतंत्रता प्राप्ति के लिए किए गए संघर्षों के बारे में चर्चा    दूरदर्शन पर दिखाए जा रहे रामायण धारावाहिक को देखने के लिए प्रेरित करना    भारत के मानचित्र पर अयोध्या नगरी का पता लगाना	<a href="https://www.youtube.com/watch?v=8r5WieLMfpc">https://www.youtube.com/watch?v=8r5WieLMfpc</a>	1. मौखिक परीक्षा 2. कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा
<b>I TERM ENDING EXAM IN THE LAST WEEK OF SEPTEMBER/प्रथम सावधिक परीक्षा</b>							
6	जो देखकर भी नहीं देखते	16	अक्टूबर	प्रकृति की भाषा से परिचित कराना    प्राचीन भारतीय संस्कृति का ज्ञान करना    रोचक कहानियों के माध्यम से	किसी दृष्टिहीन व्यक्ति का चित्र लगाकर उनके जीवन के विषय में लिखें	<a href="https://www.youtube.com/watch?v=su6CCcFTzt8">https://www.youtube.com/watch?v=su6CCcFTzt8</a>  <a href="https://youtu.be/pQWJHPuDcw">https://youtu.be/pQWJHPuDcw</a>	1. मौखिक परीक्षा 2. कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म



	सोने का हिरण  सीता की खोज		हिन्दी भाषा के ज्ञान में वृद्धि। प्रकृति एवं मानव के परस्पर सामंजस्य को विकसित करना। भाषा कौशल और अभिव्यक्ति का विकास। धार्मिक ग्रंथों से परिचित होना, रामायण के पात्रों एवं कथा से परिचित होना।	आँख बंद करके कुछ चीजों को छूकर उन्हें पहचाने।  दूरदर्शन पर दिखाए जा रहे रामायण धारावाहिक को देखने के लिए प्रेरित करना।	<a href="https://youtu.be/CxtGVtkNu2s">https://youtu.be/CxtGVtkNu2s</a>	5. वस्तुपरक प्रश्नोत्तरी परीक्षा
7	मैं सबसे छोटी होऊँ  संसार पुस्तक है  लंका में हनुमान  राम और सुग्रीव	21 नवम्बर	वर्तनी की शुद्धता के साथ उचित लेखन-अभ्यास। बाल मनोविज्ञान के बारे में ज्ञान। मातृ प्रेम के प्रति लगाव का अनुभव। पुस्तकों को पढ़ने की रूचि जागृत करना। पत्रों के महत्त्व का ज्ञान। भारत के पड़ोसी देशों के बारे में ज्ञान कराना।	पारिवारिक संबंधों का चित्र सहित वर्णन। माँ और बेटी के बीच फास्ट फूड से सम्बन्धित बातचीत को संवाद के रूप में लिखें। अपनी प्रिय पुस्तक पर अनुच्छेद लिखें। अपने प्रियजन को पत्र लिखें। भारत के पड़ोसी देशों के नाम लिखें। भारत के पड़ोसी देशों के संबंधों पर लेख लिखें।	<a href="https://www.youtube.com/watch?v=2NDzom8tJXo">https://www.youtube.com/watch?v=2NDzom8tJXo</a>  <a href="https://youtu.be/HBPYjEDZb1o">https://youtu.be/HBPYjEDZb1o</a>	1. मौखिक परीक्षा 2. कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा



8	लोकगीत  लंका विजय	16	दिसम्बर	गीत-संगीत के विविध रूपों की जानकारी देना । भारतीय संस्कृति का ज्ञान । सीखे गए ज्ञान को परिवेश से जोड़ सकने की जागरूकता । युद्ध में विजय के महत्त्व का ज्ञान कराना ।	आपके क्षेत्र में मनाये जाने वाले रीती-रिवाजों की सूची बनाएँ [(जन्म /विवाह )] अपने-अपने प्रदेश का कोई एक लोकगीत सुनाओ । युद्धों से होने वाली हानि के बारे में लिखें । क्या हमें किसी से लड़ाई करनी चाहिए ? अपने विचार लिखें ।	<a href="https://www.youtube.com/watch?v=cXlBxEt4IA">https://www.youtube.com/watch?v=cXlBxEt4IA</a>	1.मौखिक परीक्षा 2-कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5.वस्तुपरक प्रश्नोत्तरी परीक्षा
<b>II PERIODIC TEST IN THE SECOND FORTNIGHT OF JANUARY /द्वितीय आवधिक परीक्षण</b>							
9	नौकर  वन के मार्ग में	20	जनवरी	गांधी जी के जीवन का ज्ञान । अपने से कामजोर लोगों के प्रति सहानुभूति का विकास । कठिन परिस्थितियों में भी साहस रखने की मनोवृत्ति । वन के मार्ग की कठिनाइयों का ज्ञान कराना । प्राचीन भारतीय संस्कृति का ज्ञान करना ।	महात्मा गांधी जी पर अनुच्छेद लिखें । महात्मा गांधी जी के आश्रम का वर्णन अपने शब्दों में करो ।  वन संरक्षण के उपाय लिखिए ।	<a href="https://youtube.be/wV1Ryz-aOAO">https://youtube.be/wV1Ryz-aOAO</a> <a href="https://youtube.be/ZrcpaCPXt8I">https://youtube.be/ZrcpaCPXt8I</a>	1.मौखिक परीक्षा 2-कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म
10	साँस –साँस में	23	फ़रवरी	बाँस प्रयोग के विविध रूपों की	भारत के मानचित्र में बाँस का उत्पाद	<a href="https://youtube.be/iCd-PIOWajM">https://youtube.be/iCd-PIOWajM</a>	1.मौखिक परीक्षा



बाँस राम का राज्याभिषेक सत्रांत परीक्षा के लिए पुनरावृत्ति		जानकारी देना   ग्रामीण जीवन की झलक प्रस्तुत करना   हस्त उद्योग के बारे में जानकारी देना	करने वाले प्रदेशों को दर्शाए   अपने आसपास सबसे अधिक पाए जाने वाले पेड़ों के नाम लिखकर पेड़ों से होने वाले लाभ लिखिए   राम के राज्याभिषेक का वर्णन अपने शब्दों में करें	2-कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा
<b>SESSION ENDING EXAMINATION IN MARCH / सत्रांत परीक्षा</b>				



**CLASS –VI**  
**SUBJECT – SANSKRIT**



S. No.	Name of chapter	No. of Periods	Month	LEARNING OUTCOMES	Suggested Teaching learning activities planned for achieving the TLO using suitable resources (To be guided by parents with the help of teachers)	Resources	Assessment tools to be used
1	शब्दपरिचय:-I (अकारान्त पुल्लिङ्गः)	4	अप्रैल	1. संस्कृत के शब्दों का उच्चारण करना। 2. संस्कृत वर्णों का संयोजन करना। 3. संस्कृत पदों का वर्ण-विच्छेद करना। 4. चित्र देख कर अकारान्तपुल्लिङ्ग शब्द-ज्ञान करना। 5. संज्ञा, सर्वनाम एवं क्रियापदों का ज्ञान। 6. पुलिङ्ग शब्द एवं वचन ज्ञान।	1. संस्कृत शब्दों का वर्ण संयोजन। 2. वाक्य रचना अभ्यास।	एनसीईआरटी ओफिसियल यूट्यूब चैनल <a href="https://youtu.be/VxYj0e1SEYc">https://youtu.be/VxYj0e1SEYc</a>	1. वस्तुपरक प्रश्नोत्तरी परीक्षा। 2. मौखिक परीक्षा। 3. कार्य पत्रक। 4. गूगल फॉर्म। 5. कक्षा परीक्षा।
2	शब्दपरिचय:-II (आकारान्त स्त्रीलिङ्गः)	4+3	अप्रैल	1. संस्कृत के शब्दों का उच्चारण करना। 2. संस्कृत वर्णों को संयोजन करना। 3. संस्कृत पदों का विच्छेद करना। 4. वाक्य रचना अभ्यास करना। 5. चित्र देख कर आकारान्त स्त्रीलिङ्गः ज्ञान होना। 6. संज्ञा सर्वनाम एवं क्रियापदों का ज्ञान।	1. संस्कृत शब्दों का वर्ण संयोजन। 2. वाक्य रचना अभ्यास।	एनसीईआरटी ओफिसियल यूट्यूब चैनल <a href="https://youtu.be/G65GBjZ8nyg">https://youtu.be/G65GBjZ8nyg</a>	1. कार्य पत्रक। 2. मौखिक परीक्षा। 3. कक्षा परीक्षा। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
3	शब्दपरिचय:-III (नपुंसकलिङ्गः)	5+3	मई/जून	1. संस्कृत के शब्दों का उच्चारण करना। 2. संस्कृत वर्णों को संयोजन करना। 3. संस्कृत पदों का विच्छेद करना। 4. वाक्य रचना अभ्यास करना। 5. चित्र देख कर नपुंसकलिङ्गः शब्दज्ञान करना। 6. संज्ञा सर्वनाम एवं क्रियापदों का ज्ञान।	1. संस्कृत शब्दों का वर्ण संयोजन। 2. वाक्य रचना अभ्यास।	➤ दीक्षा ऐप ➤ ऑनलाइन ई संसाधन	1. मौखिक परीक्षा। 2. कक्षा परीक्षा। 3. कार्य पत्रक। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
4	विद्यालयः, सर्वनाम, पदपरिचय	4+2	जुलाई	1. संस्कृत के शब्दों का उच्चारण करना। 2. वाचन, श्रवण, लेखन एवं चिंतन कौशल का विकास करना। 3. भाषा-भण्डार में वृद्धि। 4. पठन एवं कठिन शब्दार्थ ग्रहण। 5. संस्कृत के सरल वाक्यों की योग्यता का विकास होना।	1. विद्यालय से संबंधित संस्कृत-वाक्यों का निर्माण करना। 2. विद्यालय से संबंधित संस्कृत-शब्दों का संग्रह करना।	एनसीईआरटी ओफिसियल यूट्यूब चैनल ➤ <a href="https://youtu.be/NigNw36gzWY">https://youtu.be/NigNw36gzWY</a>	1. कक्षा-परीक्षा। 2. मौखिक-परीक्षा। 3. कार्य पत्रक। 4. गूगल फॉर्म। 5. वस्तुपरक-प्रश्नोत्तरी परीक्षा।
5	वृक्षाः, चतुर्थी विभक्तिः	5+2	जुलाई	1. वर्तनीकी शुद्धता के साथ उचित लेखन-अभ्यास। 2. विभक्ति एवं वचन का ज्ञान होना। 3. वृक्षों के बारे में जानकारी प्राप्त कर सकना। 4. अपने आस-पास होने वाले परिवर्तनों से शिक्षा ग्रहण करना। 5. प्रकृति एवं मानव के परस्पर सामंजस्य को विकसित करना।	1. वृक्षों से संबंधित संस्कृत वाक्यों का निर्माण करना। 2. अपने आस-पास पाए जाने वाले वृक्षों के नाम संस्कृत भाषा में लिखें।	➤ दीक्षा ऐप ➤ ऑनलाइन ई संसाधन <a href="https://www.youtube.com/watch?v=0yi_qSIC7d8">https://www.youtube.com/watch?v=0yi_qSIC7d8</a>	1. वस्तुपरक-प्रश्नोत्तरी परीक्षा। 2. मौखिक परीक्षा। 3. कार्य पत्रक। 4. गूगल फॉर्म। 5. कक्षा परीक्षा।



				6. व्याकरण (नवीन शब्द निर्माण) की प्रतिपुष्टि। 7. श्लोकों का उचित गतियति लय और भावके साथ उच्चारण करना।			
<b>I PERIODIC TEST IN THE FIRST FORTNIGHT OF AUGUST/प्रथम आवधिक परीक्षण</b>							
6	समुद्रतटः , चित्रवर्णनम्	5+4 +2	अगस्त	1 प्राकृतिक संपदा का ज्ञान होना। 2 समुद्र के विषय में जानकारी का होना। 3 उच्चारण एवं भाव अवबोधन का ज्ञान होना। 4 वर्तनी की शुद्धता सहित सही-सही लिखने की योग्यता का विकास। 5 सीखे गए ज्ञान को परिवेश से जोड़ सकने की जागरूकता कारक बोध।	1. प्रसिद्ध समुद्री तटों के नाम संस्कृत भाषा में लिखें। 2. समुद्र तट से संबंधित संस्कृत शब्दों का संग्रह करना।	➤ दीक्षा ऐप ➤ ऑन लाइन ई संसाधन <a href="https://www.youtube.com/watch?v=u0_mPRPtg-g">https://www.youtube.com/watch?v=u0_mPRPtg-g</a>	1. कार्य पत्रक। 2. मौखिक परीक्षा। 3. कक्षा परीक्षा। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
7	बकस्य प्रतीकारः लट् लकारः	4+2 +6	सितम्बर	1 मित्रता का अर्थबोध होना। 2 संस्कृत शब्दों का ज्ञान होना। 3 मिल-जुल कर काम करने और सहयोगपूर्ण व्यवहार के परिवेश का निर्माण। 4 सीखे गए ज्ञान को परिवेश से जोड़ सकने की जागरूकता। 5. सृजन शक्ति का विकास। 6. व्यवहार कौशल का ज्ञान। 7. अव्यय पदों का ज्ञान। 8. सृजन शक्ति का विकास।	1. अपने प्रिय मित्रों के नाम संस्कृत भाषा में लिखें। 2. मित्रता से संबंधित संस्कृत वाक्य का निर्माण करें।	एनसीईआरटी ऑफिसियल यूट्यूब चैनल <a href="https://youtu.be/FBuV5T7EtQ4">https://youtu.be/FBuV5T7EtQ4</a>	1. मौखिक परीक्षा। 2. कक्षा परीक्षा। 3. कार्य पत्रक। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
<b>I TERM ENDING EXAM IN THE LAST WEEK OF SEPTEMBER/प्रथम सावधिक परीक्षा</b>							
8	अष्टमः पाठः - सूक्ति स्तवकः	3	अक्तूबर	1. संस्कृत-पद्यांशानां वाचन-कौशलस्य अभिवृद्धिः । 2. .सस्वरवाचनम् एवं गायन- कौशलस्य प्राप्तिः । 3. विभक्ति- बोधः , क्रियापद-बोधः । 4 श्लोकांश-मेलनम्	अन्तर्जाले(Online)पाठ-प्रवचनार्थ PPT-इत्यादिक सिद्ध इकृत्वा प्रदर्शयते। 1. आदर्शवाचनम् – शुद्ध-उच्चारण-बोधनम्। 2. पदविभागः -पद्यांशस्य-अर्थान्वयः । 3. विशेषार्थ-विवरणद्वारा आशयकथनम्। 4. श्लोकाधारित-प्रश्नाः-समाधानं च। 5. समानार्थक-विलोमार्थक-पदानां बोधनं लेखनञ्च।	➤ दीक्षा ऐप ➤ ऑनलाइन ई संसाधन <a href="https://www.youtube.com/watch?v=OBL2UBQcdZ0">https://www.youtube.com/watch?v=OBL2UBQcdZ0</a>	1. श्लोकांशानां लेखनम् कुर्वन्तु। 2. अन्वयार्थ-लेखनम्। 3. समानार्थक/ विलोमार्थक-पदानां च लेखनार्थं प्रश्नाः/ मौखिक-रूपेणापि कर्तुं शक्यते।
9	1 क्रीडास्पर्धा 2 लृट् लकार परिचयः ।	3+1	नवंबर	1. दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करने की योग्यता। 2. छात्र समस्यासमाधान एवं नेतृत्वक्षमता का विकास। 3 वर्तनी की शुद्धता एवं उचित प्रयोग का ज्ञान।	1. विभिन्न क्रीडा स्पर्धाओं के नाम संस्कृत भाषा में लिखें। 2. क्रीडा स्पर्धा से संबंधित संस्कृत वाक्यों का निर्माण करना।	➤ दीक्षा ऐप ➤ ऑनलाइन ई संसाधन <a href="https://www.youtube.com/">https://www.youtube.com/</a>	1. मौखिक परीक्षा। 2. कक्षा परीक्षा। 3. कार्य पत्रक। 4. गूगल फॉर्म।



				4 सीखे गए ज्ञान को परिवेश से जोड़सकने की जागरूकता।		<a href="https://www.youtube.com/watch?v=OBL2UBQcDZo">watch?v=OBL2UBQcDZo</a>	5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
10	कृषिकाः कर्मवीराः	3	नवंबर	1. संस्कृत-पद्यांशानां वाचन-कौशलस्य अभिवृद्धिः । 2 पद्यांशाधारित-प्रश्नाः समाधानं च । 3 श्लोकानां हिन्दी- अर्थ-बोधः । 4विभक्ति बोधः , लकार बोधः , क्रियापद- बोधः,अव्ययपद अवबोधः । 5 षट् -ऋतूनाम् -बोधः । 6 कृषक कार्य-अवबोधः । 7 कृषक- जीवन -बोधः ।	अन्तर्जाले(Online)पाठ-प्रवचनार्थं PPT-इत्यादिकं सिद्धइकृत्वा प्रदर्श्यते। 1.आदर्शवाचनम् -शुद्ध-उच्चारण-बोधनम्। 2. पदविभागः-पद्यांशस्य-अर्थान्वयः । 3.विशेषार्थ-विवरण-द्वारा आशयकथनम्। 4. श्लोकाधारित-प्रश्नाः-समाधानं च । 5. समानार्थक-विलोमार्थक-पदानां बोधनं लेखनञ्च।	➤ दीक्षा ऐप ➤ ऑनलाइन ई संसाधन <a href="https://www.youtube.com/watch?v=OBL2UBQcDZo">https://www.youtube.com/watch?v=OBL2UBQcDZo</a>	1 श्लोकांशानां लेखनम् कुर्वन्तु। 2. अन्वयार्थ-लेखनम्। 3.समानार्थक/विलोमार्थक-पदानां च लेखनार्थं प्रश्नाः/मौखिक-रूपेणापि कर्तुं शक्यते।
11	1 पुष्पोत्सवः	3+2 +3+ 3	दिसम्बर	1 प्राकृतिक वस्तुओं से सृजनात्मकता का विकास करना। 2. सभी धर्मोंके प्रति श्रद्धा की भावना । 3. विभिन्न पुष्पों के बारे में जानकारी होना । 4. वर्तनी की शुद्धता एवं उचित प्रयोग का ज्ञान । 5.सीखे गए ज्ञान को परिवेश से जोड़ सकने की जागरूकता ।	1. विभिन्न पुष्पों के नाम संस्कृत भाषा में लिखना । 2. पुष्पों से बनने वाली वस्तुओं के नाम संस्कृत में लिखना ।	➤ दीक्षा ऐप ➤ ऑनलाइन ई <a href="https://www.youtube.com/watch?v=Ynn76t9HROE">https://www.youtube.com/watch?v=Ynn76t9HROE</a>	1. मौखिक परीक्षा। 2. कक्षा परीक्षा। 3. कार्य पत्रक। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
<b>II PERIODIC TEST IN THE SECOND FORTNIGHT OF JANUARY/ द्वितीय आवधिक परीक्षण</b>							
12	2 दशमः त्वम् असि 3.संख्यावाचक 4. सीसीटी-		जनवरी	1. अधिकरण कारक का बोधा 2.संख्यावाची शब्दों का ज्ञान। 3.आत्मज्ञान का बोधा	1. 100 तक की गिनती संस्कृत में लिखना। 2. 10 तक गिनती का संस्कृत वाक्यों में प्रयोग करना।	➤ दीक्षा ऐप ➤ संस्कृत-पाठ्यपुस्तकस्य परिशिष्टम्।	1. मौखिक परीक्षा। 2. कक्षा परीक्षा। 3. कार्य पत्रक। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
13	1 विमानयानं रचयामः, 2 उकारान्त पुल्लिङ्ग शब्दानि	6+2 +1	जनवरी	1. वाचन, श्रवण, लेखन एवं चिंतन कौशल का विकास। 2. भाषा-भण्डार में वृद्धिः । 3. पठन एवं कठिन शब्दार्थ ग्रहण। 4. वर्तनी की शुद्धता के साथ उचित लेखन-अभ्यास कविता का उचित गति, यति, लय और भाव के साथ उच्चारण करना। 5. कल्पना शक्ति का प्रयोग करना।	1.आदर्शवाचनम् -शुद्ध-उच्चारण-बोधनम्। 2. वाक्यांशानां सामान्यार्थविवरणम् । 3.विशेषार्थ-विवरणद्वाराआशयकथनम्।	➤ दीक्षा ऐप ➤ ऑनलाइन ई संसाधन <a href="https://www.youtube.com/watch?v=AcvNCP0sXk">https://www.youtube.com/watch?v=AcvNCP0sXk</a>	1. मौखिक परीक्षा। 2. कक्षा परीक्षा। 3. कार्य पत्रक। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
14	चतुर्दशः पाठः - अहह आः च		फरवरी	1. कथा वाचन माध्यमेन अर्थावगमने समर्थाः भवेयुः ॥ 2. सरल-संस्कृत-पदप्रयोगद्वारा सम्भाषणं कर्तुं समर्थाः	अन्तर्जाले(Online)पाठ-प्रवचनार्थं PPT-इत्यादिकं सिद्धइकृत्वा प्रदर्श्यते।	➤ संस्कृत कथासाहित्यम्। ➤ दीक्षा ऐप	1. घटनानुसारम् प्रश्नाः लेखयितुं दीयते।





				भवेयुः। 3. गद्यांश-आधारित-प्रश्नाः-समाधानं च।	1. आदर्शवाचनम् –शुद्ध-उच्चारण-बोधनम्। 2. वाक्यांशानां सामान्य अर्थविवरणम्। 3. विशेषार्थ-विवरणद्वारा आशयकथनम्।		2. गद्यांश- आधारिताः प्रश्नाः लेखितुं दीयते। 3. अव्ययपद-प्रयोगः। 4. पदानाम् उचित-अर्थ लेखनम्। 5. पर्यायपद –मेलनम्।
15	मातुलचन्द्र !	3+2 +3	फरवरी	1. बालमनोविज्ञान की अनुभूति। 2. वाचन, श्रवण, लेखन एवं चिंतन कौशल का विकास। 3. भाषा-भण्डार में वृद्धि। 4. पठन एवं कठिन शब्दार्थ ग्रहण। 5. चंद्रमा और अन्य ग्रहों में रुचि उत्पन्न करना। 6. वर्तनी की शुद्धता के साथ उचित लेखन-अभ्यास। 7. कविता का उचित गति, यति, लय और भाव के साथ उच्चारण करना। 8. कल्पना शक्ति का प्रयोग करना।	1. सभी ग्रहों के नाम संस्कृत में लिखना। 2. चंद्रमा के बारे में संस्कृत वाक्य बनाना।	➤ दीक्षा ऐप ➤ ऑनलाइन ई संसाधन ➤ <a href="https://www.youtube.com/watch?v=TngewZk7l3s">https://www.youtube.com/watch?v=TngewZk7l3s</a>	1. मौखिक परीक्षा। 2. कक्षा परीक्षा। 3. कार्य पत्रक। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
13	पुनरावृत्ति:	12	फरवरी एवं मार्च	वार्षिक परीक्षा हेतु पाठों की पुनरावृत्ति।	पाठाभ्यास की पुनरावृत्ति	➤	
<b>SESSION ENDING EXAMINATION IN MARCH / सत्रांत परीक्षा</b>							



**CLASS VI**  
**SUBJECT : MATHEMATICS**



S. NO	CHAPTER NAME	PERIODS	MONTH	LEARNING OUTCOMES	SUGGESTIVE ACTIVITIES	RESOURCES	ASSESSMENT
1	CH.1: KNOWING OUR NUMBERS	10+1 (CCT)	APRIL/ MAY/ JUNE	<ul style="list-style-type: none"><li>• Understands different numbering systems and differentiate between number and numeral</li><li>• Knowledge of Roman numbers</li><li>• <b>knowledge of estimation</b></li><li>• <b>understanding of word problems.</b></li></ul>	<ol style="list-style-type: none"><li>1) Take the population Sensex data of 1971, 1981, 1991, 2001 and 2011 and write in the Indian system of numeration and international system of numeration.</li><li>2) Show relation between Indian system of numeration and international system of numeration.</li><li>3) <b>Estimation of given numbers to the nearest place value (100 or 1000)</b></li></ol>	<p>NCERT Mathematics Textbook (class VI) &amp; Mathematics Exemplar</p> <p>* E-resource a) Knowing our numbers –</p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/57df7fb416b51c25f0978146">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/57df7fb416b51c25f0978146</a></p> <p><a href="https://diksha.gov.in/play/content/do-3130837535359713281716?referrer=utm_">https://diksha.gov.in/play/content/do-3130837535359713281716?referrer=utm_</a></p>	Google form, Google Classroom app, Quiz, Viva, Class test, oral Test, Individual task, Group task





3	<p>CH3: PLAYING WITH NUMBERS</p> <p>CCT</p>	<p>14+2 (CCT)</p>	<p>JULY</p>	<ul style="list-style-type: none"> <li>• Understand different types of classification of numbers</li> <li>• Visualise the factors and multiples of a number similarity and difference between them (factor tree).</li> <li>• Uses different divisibility rules to find factors of a number.</li> <li>• Understand the concept of the use of LCM and HCF of numbers.</li> <li>• Develops his strategy to identify the appropriate situation to use the concept of LCM and HCF.</li> </ul>	<p>1). Find Prime numbers between 1 to 100 by Eratosthenes sieve's method.</p> <p>2). To find the H.C.F of two given numbers by paper cutting and pasting</p> <p>3) Finding factors of numbers by using the factor tree.</p> <p>4) Write numbers from 1 to 100 and classify them as prime, composite, odd and even numbers</p>	<p>E- resource</p> <p>*Playing with numbers -</p> <p><a href="https://nroer.gov.in/582eac4f16b51c01da6b87dc/page/55b23f2d81fccb054b6be2a0">https://nroer.gov.in/582eac4f16b51c01da6b87dc/page/55b23f2d81fccb054b6be2a0</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347508104396811408?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307452802802483219413">https://diksha.gov.in/play/collection/do_31310347508104396811408?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307452802802483219413</a></p>	<p>Google form, Google Classroom app, Quiz, Viva, Class test, oral Test, Individual task, Group task.</p>
4	<p>CH.4: BASIC GEOMETRICAL IDEAS</p>	<p>10+2 (CCT)</p>	<p>JULY</p>	<ul style="list-style-type: none"> <li>• Understand the basics of geometry and define them.</li> <li>• Visualise the geometrical ideas and explain the properties.</li> <li>• Understand the shapes and journalise that a closed figure divides the surface into three parts.</li> </ul>	<p>1). Form various curves by paper folding and identify open curves and closed curves.</p> <p>2). Form a polygon (Triangle and Quadrilateral) with</p> <p>(i) 5 matchsticks</p>	<p>E-resource</p> <p>Basic geometrical ideas –</p> <p><a href="https://nroer.gov.in/582eac4f16b51c01da6b87dc/file/55b23f4081fccb054b6be3a7">https://nroer.gov.in/582eac4f16b51c01da6b87dc/file/55b23f4081fccb054b6be3a7</a></p>	<p>Google form, Google Classroom app, Quiz, Viva, Class test, oral Test, Individual task, Group</p>





		(CCT)	AUGUST	directions	cardboard and observe the angles formed by Minute and Hour Hand when it goes from  1. 12-6 2. 3-6 3. 3-9 4. 12-3	<a href="https://diksha.gov.in/play/content/do_31305910308991_79521858?referrer=utm_source%3Dmobile%26utm_campaign%Dshare_content">https://diksha.gov.in/play/content/do_31305910308991_79521858?referrer=utm_source%3Dmobile%26utm_campaign%Dshare_content</a>  <a href="https://diksha.gov.in/play/content/do_31307884761281331219760?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_31307884761281331219760?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>	
6	CH 6: INTEGERS	9+2 (CCT)	AUGUST	<ul style="list-style-type: none"> <li>Understands and expands the number family from natural numbers to integer through whole numbers.</li> <li>learn the importance and necessity of integers to solve the problem.</li> <li><b>Addition and Subtraction of integers on Number Line</b></li> <li>Applies the properties of integers</li> </ul>	<p>1) To Perform addition and subtraction of integers using different coloured buttons/counters.</p> <p>2). Create a 4 x 4 magic square where each row, column and diagonal add to -7.</p>	<p>E-resource</p> <p>Integers –</p> <p><a href="https://diksha.gov.in/play/collection/do_31310347508104396811408?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;conte">https://diksha.gov.in/play/collection/do_31310347508104396811408?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;conte</a></p>	<p>Google form, Google Classroom app, Quiz, Viva, Class test, oral Test, Individual task, Group task</p>







8	CH 8: DECIMALS	8+2 (CCT)	SEPTEMBER	<ul style="list-style-type: none"><li>• Extends and includes decimals in the number family and understands place value system.</li><li>• Represent decimals on the number line and visualise decimals</li><li>• Convert fractions into decimals and vice versa and smaller unit into larger using decimals</li><li>• Apply basic operations on decimals and computes properly</li><li>• Link with day-to-day basis word problems and find solutions.</li></ul>	(1) To Represent decimal numbers 0.25, 0.5, 0.68 etc. using 10 x 10 grid  (2) Addition and subtraction of decimals using grid paper  (3) Representation of Various Decimals on the number line	<b>E-resources:</b> <b>Decimals</b>  <a href="https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307453015701094419168">https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307453015701094419168</a>	Google form, Google Classroom app, Quiz, Viva, Class test, oral Test, Individual task, Group task
9	CH 9: DATA HANDLING  CCT	8+2 (CCT)	OCTOBER	<ul style="list-style-type: none"><li>• Learn why and how data should be organised</li><li>• Organising the data using Tally marks and makes a frequency distribution table</li><li>• explore, identify, and represent data as a bar graph</li><li>• Capable of analysing and interpreting data from bar graphs</li><li>• Application of data handling (Bar Graph/Pictograph) in day-to-day</li></ul>	1) Collect data related to marks obtained in different subjects in your last class and show the whole process of collection, organisation, representation, and analysis of data.  (2) Prepare a bar graph for class wise enrolment in your school.	<b>E-resources:</b> <b>Data Handling</b>  <a href="https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307884827300659217854">https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307884827300659217854</a>	Google form, Google Classroom app, Quiz, Viva, Class test, oral Test, Individual task, Group task



				life		<a href="https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313078848322478080111698">https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313078848322478080111698</a>	
10	CH 10: MENSURATION  CCT	8+2 (CCT)	NOVEMBER	<ul style="list-style-type: none"><li>• Understands the concept of perimeter and area.</li><li>• Skilled to derive the formula for perimeter and area of rectangle and square</li><li>• Feels competent to find his way and strategies for calculating perimeter and area</li><li>• Get ready to apply the concept for solving day-to-day based problems</li><li>• Able to explain the relationship between the perimeter and area of a geometrical figure.</li></ul>	<p>1). Trace shapes of leaves, flower petals and other such objects on graph paper and find their area by counting squares.</p> <p>2). Find the perimeter and area of different objects of your class like books, blackboards, notebooks etc.</p> <p><b>(3) Compute the Area and Perimeter of your study room.</b></p>	E RESOURCES: -  YOUTUBE, DIKSHA APP, NCERT EXEMPLAR, KVS BLOG.	Google form, Google Classroom app, Quiz, Viva, Class test, oral Test, Individual task, Group task





	SYMMETRY  CCT	(CCT)	Y	and nature  <ul style="list-style-type: none"> <li>• Competent to justify the symmetry in the shapes</li> <li>• Skilled to draw symmetrical shapes and lines of symmetry</li> <li>• Capable of completing the figure to show symmetry in his way.</li> </ul>	of symmetry of the following shapes by paper folding.  (i) equilateral triangle (ii) isosceles triangle (iii) rectangle (iv) square  2). Draw different shapes from surrounding and draw the line of symmetry by paper folding.  <b>3) Make an album containing different symmetrical objects</b>	YOUTUBE, DIKSHA APP, NCERT EXEMPLAR, KVS BLOG.	Google Classroom app, Quiz, Viva, Class test, oral Test, Individual task, Group
14	CH 14: PRACTICAL GEOMETRY  CCT	10+2 (CCT)	FEBRUARY	<ul style="list-style-type: none"> <li>• Gets familiar with geometrical apparatus</li> <li>• Skilled to draw, construct and verify the Parallel Lines, angles, bisectors etc.</li> <li>• Feels competent to draw and construct circles with and without compasses</li> <li>• Capable to make a copy of angles</li> </ul>	1) To Obtain angle bisector of an angle by paper folding  2) Draw a perpendicular to a line from a point not on it by paper folding.  3) Show, construct and measure the following angles  1. 15 2. 30 3. 60	E RESOURCES: -  YOUTUBE, DIKSHA APP, NCERT EXEMPLAR, KVS BLOG..	Google form, Google Classroom app, Quiz, Viva, Class test, oral Test, Individual task, Group



				without tracing or measurement • Capable of drawing special angles neatly and accurately	4. 90 5. 120 6. 180		
15	REVISION CCT	15	FEBRUARY				
<b>SESSION ENDING EXAMINATION IN MARCH</b>							
<i>Mathematics laboratory-manual</i> • <u>Activities for VI to VIII(01 - 93) and Projects</u> Link:- <a href="https://ncert.nic.in/science-laboratory-manual.php">https://ncert.nic.in/science-laboratory-manual.php</a>							



**CLASS VI**  
**SUBJECT : SCIENCE**









4	SORTING MATERIALS INTO GROUPS.	6+1(CCT)	JULY	<p>1.Enabling students to classify different types of objects depending upon the type of materials they are made from.</p> <p>2.Enabling students to classify materials according to their properties.</p>	<p>1. Sorting buttons, pencils of different sizes/colours, balls of different sizes/colours.</p> <p>2. Students are made to perform activity to identify substances as soluble, insoluble/ miscible/ immiscible in water.</p> <p>3. Students group objects around them on the basis of transparency.</p>	<ul style="list-style-type: none"><li>● NCERT textbook</li><li>● Resources from teachers</li><li>● DIKSHA app</li><li>● KVS BLOG</li><li>● YOUTUBE videos.</li><li>● Resources from home.</li></ul>	<p>1.Quizzes</p> <p>2. MCQs IN Google form including Assertion Reason type questions, true/ false, fill ups etc.</p> <p>3.Picture based questions</p> <p>4. Activity based oral test</p>
5	SEPARATION OF SUBSTANCES	7+1(CCT)	JULY	<p>1.Understanding the need and basis of various methods of separation of substances</p> <p>2.Enabling students to apply the studied knowledge in daily life situations .</p>	<p>1.Students perform an activity to show sedimentation, decantation, sieving, winnowing, filtration done in homes</p> <p>2. Perform activity to separate sand and salt in</p>	<ul style="list-style-type: none"><li>● NCERT textbook</li><li>● Resources from teachers</li><li>● DIKSHA app</li><li>● KVS BLOG</li><li>● YOUTUBE videos.</li><li>● Resources from home.</li></ul>	<p>1. Find the methods of separation from word maze.</p> <p>2.Pictorial identification</p> <p>3.MCQs , Assertion reason type questions and CCT based questions</p>



6	CHANGES AROUND US	6+1(CCT)	JULY	<p>1.Enable the students to recognize the various changes around us.</p> <p>2.Understanding the various changes around us and classify them as reversible and irreversible</p>	<p>1.Identification of types of changes and classify them as reversible and irreversible.</p> <p>2.Burning a candle and observing the change.</p> <p>3.List changes in your daily life and identify the changes that can be reversed and changes that can not be reversed.</p>	<ul style="list-style-type: none"> <li>● NCERT textbook</li> <li>● Resources from teachers</li> <li>● DIKSHA app</li> <li>● KVS BLOG</li> <li>● YOUTUBE videos.</li> <li>● Resources from home.</li> </ul>	<p>1. Pictorial identification</p> <p>2.MCQs , Assertion reason type questions and CCT based questions.</p> <p>3.Quiz</p> <p>4.Oral testing.</p>
<b>I PERIODIC TEST IN THE FIRST FORTNIGHT OF AUGUST</b>							
7	GETTING TO KNOW PLANTS	8+1(CCT)	AUGUST	<p>1. Identifying the various categories of plants.</p> <p>2. Identifying and differentiating plant parts.</p> <p>3. Identifying different types of venation in leaves .</p> <p>4. Identifying different types of root systems found in plants.</p> <p>5. Correlation of venation with the root system.</p> <p>6. Identifying the reproductive part of the plant and studying its various parts.</p>	<p>1. Visit a garden and identify the plants as herb, shrub and tree.</p> <p>2. Students should collect one specimen each of different types of venation and root system and find the relation between them and paste the same in herbarium file.</p> <p>3. Collect the various types of flowers in your surroundings and identify their various parts.</p> <p>4. Preparing herbarium file and pasting types of flowers</p>	<ul style="list-style-type: none"> <li>● NCERT textbook</li> <li>● Resources from teachers</li> <li>● DIKSHA app</li> <li>● KVS BLOG</li> <li>● YOUTUBE videos.</li> <li>● Resources from home.</li> </ul>	<p>1. Puzzles</p> <p>2. Oral tests</p> <p>3. Pictorial identification</p> <p>4. MCQs, Assertion reason type questions and CCT based questions.</p> <p>5. Project on making Herbarium</p>
8	BODY MOVEME	6+1(CCT)	AUGUST	1.Enable the students to differentiate between	1 Showing human skeleton	● NCERT textbook	1.Puzzles



	NTS			<p>bones and cartilage</p> <p>2. Identify and understand the type of joints and their movements in the body.</p> <p>3. Identification of gait of animals.</p>	<p>2. Students can get X-rays and the structure of bones can be studied.</p> <p>3. Making models of joints by using cardboard puppets and strings</p> <p>4. To show the gait of different animals through youtube videos.</p>	<ul style="list-style-type: none"> <li>● Resources from teachers</li> <li>● DIKSHA app</li> <li>● KVS BLOG</li> <li>● YOUTUBE</li> </ul> <p>videos.</p> <p>Resources from home.</p>	<p>2.Oral tests</p> <p>3.Pictorial identification</p> <p>4.MCQs , Assertion reason type questions and CCT based questions.</p>
<b>FIRST TERM END EXAMINATION IN THE LAST WEEK OF SEPTEMBER</b>							
9	THE LIVING ORGANISMS AND THEIR SURROUNDINGS	8+1(CCT)	SEPTEMBER	<p>1. Identification of different types of habitats</p> <p>2. Identification of different components of environment</p> <p>3. Understanding/identifying various adaptations to survive in its habitat</p> <p>4. Understanding and knowing various characteristics shown by living organisms.</p>	<p>1. Picture activity- animals and their habitats.</p> <p>2. Role play- predator and prey.</p> <p>3. Making models of habitats like desert, aquarium and mountainous regions.</p> <p>4. Making a scrapbook on animals and their adaptations.</p>	<ul style="list-style-type: none"> <li>● NCERT textbook</li> <li>● Resources from teachers</li> <li>● DIKSHA app</li> <li>● KVS BLOG</li> <li>● YOUTUBE</li> </ul> <p>videos.</p> <p>● Resources from home.</p>	<p>1. Puzzles</p> <p>2. Oral tests</p> <p>3. Pictorial identification</p> <p>4. MCQs , Assertion reason type questions and CCT based questions.</p>
10	MOTION AND MEASUREMENT OF DISTANCE	8+1(CCT)	SEPTEMBER	<p>1. Understanding the progress and development in transport with time.</p> <p>2. Understanding the need of standard units for</p>	<p>1. Students can narrate a family trip during vacations and identify modes of transport.</p> <p>2. Discussion with</p>	<ul style="list-style-type: none"> <li>● NCERT textbook</li> <li>● Resources from teachers</li> <li>● DIKSHA app</li> <li>● KVS BLOG</li> </ul>	<p>1. Puzzles</p> <p>2. Oral tests</p> <p>3. Pictorial identification</p>





12	ELECTRICITY AND CIRCUITS	8+1(CCT)	NOVEMBER	<ol style="list-style-type: none"> <li>1. Understanding the basic structure and working of an electric cell.</li> <li>2. Understanding the structure of an electric bulb, identifying the poles on it and understanding the basics of an electric circuit,</li> <li>3. Understanding the working and importance of an electric switch.</li> <li>4. Identifying the conductors and insulators and understanding their uses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a diagram of an electric cell on your notebook labelling the terminals on it.</li> <li>2. Make an electric circuit using an electric cell, bulb, switch and wires.</li> <li>3. Experiment – making a simple electric circuit and testing conductivity of different materials using a simple electric circuit.</li> <li>4. Simple toys making using cell/battery</li> </ol>	<ul style="list-style-type: none"> <li>● NCERT textbook</li> <li>● Resources from teachers</li> <li>● DIKSHA app</li> <li>● KVS BLOG</li> <li>● YOUTUBE videos.</li> </ul> <p>Resources from home.</p>	<ol style="list-style-type: none"> <li>1. Project to make a conduction tester.</li> <li>2. Practical assessment - Teacher will make a set up in classroom of an incomplete circuit or jumbled circuit (can take help from LA Physics). Student have to complete the circuit.</li> <li>3. MCQs, Assertion reason type questions and CCT based questions.</li> </ol>
13	FUN WITH MAGNET	6+1(CCT)	NOVEMBER	<ol style="list-style-type: none"> <li>1. Identifying the magnetic and non magnetic materials and understanding the difference between the two.</li> <li>2. Finding the poles of a magnet.</li> <li>3. Understanding the working of a compass and the principle behind it.</li> <li>4. understanding the</li> </ol>	<ol style="list-style-type: none"> <li>1. Classify magnetic and non magnetic substances with the help of a magnet and activity to show the poles with the help of iron filings and a bar magnet.</li> <li>2. Fun activity showing hanging needle at the bottom of a thermocol cup</li> <li>3. Make a natural compass with help of a cork, water bowl and paper pin/making</li> </ol>	<ul style="list-style-type: none"> <li>● NCERT textbook</li> <li>● Resources from teachers</li> <li>● DIKSHA app</li> <li>● KVS BLOG</li> <li>● YOUTUBE videos.</li> </ul> <p>Resources from home.</p>	<ol style="list-style-type: none"> <li>1. Puzzles</li> <li>2. Oral tests</li> <li>3. Pictorial identification</li> <li>4. MCQs, Assertion reason type questions and CCT based questions.</li> <li>5. Fill ups</li> <li>6. True False</li> </ol>



				phenomenon of repulsion and attraction in the same and opposite poles of a magnet.	simple magnetic toys 4. Make the needle a temporary magnet and record the procedure in a notebook. 5. Take two toy mini buses and tie bar magnets on them longitudinally. Now bring them closer on the same marked road. Note the readings in the notebook.		
14	WATER	5+1(CCT)	DECEMBER	<p>1. Knowing and identifying the sources of water.</p> <p>2. Understanding the water cycle and replenishment of water to land, cloud formation and rain.</p> <p>3. Understanding the concepts of floods and droughts.</p> <p>4. Understanding the concept of rain water harvesting.</p> <p>5. Understanding the importance of water and the need to conserve</p>	<p>1. Collect data about the local sources of water and paste their pictures in your notebook.</p> <p>2. Make a poster or chart of the water cycle and display it in class.</p> <p>3. Collect information about the floods and droughts that occurred in the last 5 years, their after effects and paste their pictures in note books.</p> <p>4. Prepare a model (plastic or thermocol) of rain water harvesting or make a chart of methods of rainwater</p>	<ul style="list-style-type: none"> <li>● NCERT textbook</li> <li>● Resources from teachers</li> <li>● DIKSHA app</li> <li>● KVS BLOG</li> <li>● YOUTUBE videos.</li> <li>● Resources from home.</li> </ul>	<p>1. Identify the source of water from the given pictures.</p> <p>2. Questionnaire on water cycle; regarding evaporation, transpiration, condensation.</p> <p>3. Assign an assessment project to students to collect information about the floods and droughts in India that occurred in the last 5 years with pictures and award grades/marks.</p> <p>6. MCQs , Assertion</p>







16	GARBAGE IN, GARBAGE OUT	10+1(CCT)	JANUARY	<p>1. Identifying and understanding the problem of garbage and its solutions.</p> <p>2. Knowing the technique of vermicomposting and its advantages.</p> <p>3. Knowing and understanding the principle of 3Rs i.e. Reduce, Reuse and Recycle.</p> <p>4. Understanding the uses, disuses, problems and benefits of using plastic</p>	<p>1. Collect pictures of methods of garbage disposal and paste on your notebook</p> <p>2. Make a vermicompost at home to dispose of biodegradable substances.</p> <p>3. Assign a project to make any article of use with discarded, non usable objects available at home.</p> <p>4. Organize a debate in class on the topic "plastic boon or curse"</p> <p>5. Making articles from paper mache.</p>	<ul style="list-style-type: none"><li>● NCERT textbook</li><li>● Resources from teachers</li><li>● DIKSHA app</li><li>● KVS BLOG</li><li>● YOUTUBE videos.</li><li>● Resources from home.</li></ul>	<p>1. Puzzles</p> <p>2. Oral tests</p> <p>3. Pictorial identification</p> <p>4. MCQs , Assertion reason type questions and CCT based questions.</p> <p>5. Fill ups</p> <p>6. True False</p>
17	REVISION	18	FEBRUARY				

**SESSION ENDING EXAMINATION IN MARCH**





**CLASS – VI**  
**SUBJECT – SOCIAL SCIENCE**





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3	<b>Understanding diversity</b>  <b>Civics L - 1</b> Meaning of Diversity, Diversity in India	3		Appreciate various forms of diversity.  Develops sensitivity towards pluralism & interdependence.	Make a list of the festivals that might have been celebrated by the two boys.  Term based Questions  Write two harmful effects of discrimination	<a href="https://diksha.gov.in/play/content/do_3130837641890611201721?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_3130837641890611201721?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>	Class Test, Oral Test, MCQ, Google Form True or False
4	<b>Globe : latitudes and longitudes</b>  <b>Geo L - 2</b>  Important parallels, Heat zones, longitudes	3	<b>MAY/ JUNE</b>	Identifies the location of heat zones on globe.  Knows about latitudes and longitudes and their importance.	Draw a diagram of the globe showing the Earth's axis, the Equator, Tropics of Cancer and Capricorn, Arctic Circle and Arctic Circle.  Picture based question on Heat zones –  One word ans eg miniature model of the Earth	<a href="https://diksha.gov.in/play/collection/do_31310347509796864011284?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31309282401950105611253">https://diksha.gov.in/play/collection/do_31310347509796864011284?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31309282401950105611253</a>	True and False, short type questions, Google Form



5	<p><b>From the gathering to growing food</b></p> <p><b>His L – 2</b></p> <p>Beginning of farming and herding, settled life.</p>	3	JULY	<p>Appreciate the diversity of early domestication.</p> <p>Understand strategies for analyzing these.</p>	<p>List the cereals that you eat and from that which cereals are matching with the cereals that earliest men grew.</p> <p>Write about the Cave art and where in India did we find cave art.</p> <p>Difference between Paleolithic and Neolithic ages.</p> <p>Map work showing Bhimbetka, Mehargarh, Burzahom and Hunsgi</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31310214976589004811184">https://diksha.gov.in/play/collection/do_31310347509336473611046?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31310214976589004811184</a></p>	MCQ, Short questions ,Google Form
6	<p><b>Diversity and discrimination.</b></p> <p><b>Civics L – 2</b></p> <p>Stereotypes, inequality and discrimination</p>	3	JULY	<p>Express divergent views with respect of gender discrimination and positive attitude towards person with disability.</p>	<p>Give two examples of discrimination you can find in your surroundings or society.</p> <p>Write at least four stereotypes you can find related with the girls in our society.</p> <p>Term based questions</p> <p>Write two harmful effects of discrimination.</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131142900876984321447">https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131142900876984321447</a></p>	MCQ, Short questions ,Google Form
7	<p><b>In the earliest cities</b></p> <p><b>History L - 3</b></p> <p>The story of</p>	3		<p>Appreciate the diversity of early domestication.</p> <p>Identify the material culture generated by people in relatively stable</p>	<p>Locating the places in the map where earliest cities emerged.</p> <p>Students can read out the theme and mark different terms/concept like city, citadel, ruler, scribe, craft</p>	<p><a href="https://youtu.be/b2niOcGHZDg">https://youtu.be/b2niOcGHZDg</a></p> <p>( PRASAR BHARATI)</p>	Match the columns, short type of questions, Google Form













	<b>earth Geo L - 5</b>  Lithosphere, Hydrosphere, Atmosphere, Biosphere		<b>NOV</b>	Understands the inter relationship between various landforms and human settlement.	Europe, Asia, Antarctica, South America, Australia, Pacific, Atlantic ocean, Ural Mountains, Isthmus of Panama.  Poster Making: Students will be given the topic global warming.  They will be asked to prepare to show either causes or consequences of the topic	<a href="https://do_31310347509_796864011284?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31311848567188684_811760">do_31310347509_796864011284?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31311848567188684_811760</a>  <a href="https://diksha.gov.in/play/collection/do_31310347509_796864011284?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31311856252543795_21976">https://diksha.gov.in/play/collection/do_31310347509_796864011284?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31311856252543795_21976</a>	questions
<b>18</b>	<b>Vital Villages Thriving Towns History L – 9</b>	<b>3</b>		Demonstrate the variety of early Urban Centres – Coastal towns, Capitals, Religious Centres	Presentations – Group and Individual  Picture based activities on Sanchi Stupa		Oral Test Quiz Google Forms











	<b>Wildlife Geoy L – 8</b>  Weather Climate Monsoon Different Seasons – winter, summer & rainy  Seasons of retreating monsoons			India  Apporeciates the biodiversity of the country	paste in all scrap book  On the map, locate tropic of Cancer, different forest areas and Wildlife sanctuaries  Name major physical divisions of India		Class Test, Oral Test, MCQs & Google Form
28	<b>Urban livelihoods</b>  <b>Civics L - 9</b> Work in Street, Market, Factory workshop area, Office	4	FEB	Understanding the different ways of living, work & activities.  Shows interest in finding the problem faced by people.	Would you say that domestic workers like housemaids are also casual workers? Why?  Fill in the following data of at least five types of shop or office provided by people and their services in the markets which you visit frequently.  Debate citylife is more comfortable than village life	<a href="https://diksha.gov.in/play/collection/do_31310347510_328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3132175787834081281739">https://diksha.gov.in/play/collection/do_31310347510_328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3132175787834081281739</a>	True or False, Short questions Class Test, Oral Test, MCQ, Google Form
	REVISION		FEBRUARY				
<b>SESSION ENDING EXAMINATION IN MARCH / सत्रांत परीक्षा</b>							





**CLASS – VII**  
**SUBJECT – ENGLISH**





S N O.	CHAPTER NAME	NO OF PERIODS	MONTH	TLO	SUGGESTIVE ACTIVITIES	RESOURCES	ASSESSMENT
1.	Three Questions	5	April	<p>1. Student discusses, in pairs/ groups, excerpts, dialogues etc. and reads aloud in class.</p> <p>2. Understands the story along with different sentence structures used in it.</p> <p>3. Thinks critically and relates the lesson learnt to real life situations.</p> <p>4. Refers dictionary in order to find meanings /spelling.</p>	<p>The students may be given an input wherein they see help being extended in any form and asked to find out the answers to the given questions.</p> <p>The students will be asked to use their observations for a classroom discussion on the theme 'Being Human'.</p>	<p><a href="#">Sub - English I The Three Questions - YouTube</a></p>	<p>Any one of the following. Oral Classroom Discussions through Google Meet, Quizzes-Multiple Choice Questions through Google Forms.</p>
2.	The Tiny Teacher (Supplementary)	5		<p>1. Enhances the reading skill.</p> <p>2. Writes answers to inferential questions based on the text read.</p> <p>3. Learns the art of Discussion and Debate.</p>	<p>Suggestive topics for Discussion:</p> <p>-Ants are friends of humans.</p> <p>-Ants are more hard working than humans.</p> <p>-Poisonous insects and animals are useless and should be killed.</p>	<p><a href="https://diksha.gov.in/play/collection/do_3131034751160156161922?contentId=do_3129911221128724481196">https://diksha.gov.in/play/collection/do_3131034751160156161922?contentId=do_3129911221128724481196</a></p> <p><a href="https://ciet.nic.in/pages.php?id=AnAlienHand&amp;ln=en">https://ciet.nic.in/pages.php?id=AnAlienHand&amp;ln=en</a></p>	<p>Any one or two of the following :</p> <p>Oral Class Discussions through Google Meet, Quizzes-Multiple Choice Questions through Google Forms, Descriptive</p>



					-Ants are more civilised than humans.		Tests, Projects.
3.	Poem: The Squirrel	3		1.Recites poems / songs in groups and individually with appropriate pause, intonation and pronunciation. 2. Convert poem into story and vice versa.	1.Compose a story on squirrel and present it along with colourful pictures of squirrel. 2. Collecting information on – ‘Role of animals in producing new plants’	<a href="https://diksha.gov.in/play/collection/do_3131034751141642241730?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308520146098585612719">https://diksha.gov.in/play/collection/do_3131034751141642241730?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308520146098585612719</a>	Oral Class Discussions through Google Meet, Quizzes.
4.	Prose: A Gift of Chappals	5		1. Writes story from dialogues and dialogues from story. 2. Identifies details, characters, main idea and sequence of ideas and events in textual/nontextual material	Students will be asked to write a diary on topics such as an incident when they were disrespectful and disobedient to someone.	Sample paper questions related to real life experience.	Quizzes-Multiple Choice Questions through Google Forms, Descriptive Tests
5.	Writing Notice (Lost and Found)	4		1. Responds to information from notice board, railway time table etc. 2. Acquires basic knowledge about the format & content. 3.Masters the skill of writing Notices for different occasions 4.Understanding the use	Write a notice for school notice board on the topics such as ‘Lost a library book’ And ‘A water bottle found in the School Campus’	<a href="https://diksha.gov.in/play/collection/do_3130051589575884801100?contentId=do_312994498323030016190">https://diksha.gov.in/play/collection/do_3130051589575884801100?contentId=do_312994498323030016190</a>  Questions from sample paper based on clues & pictures.	Discussion/PPT/Google Meet



				of correct vocabulary.			
6.	Message Writing	3	May & June	1. Acquires basic knowledge about the format & content. 2. Masters the skill of writing 'Messages.' 3. Understands the use of correct vocabulary.	1. Write message on the topics designed by the teacher.  2. Role play	Newspaper images and Internet graphics/memes and JPEG or GIF images can be given as visual clues.	Discussion/PPT/Google Meet
7.	Application	3		1. Acquires basic knowledge about the format & content. 2. Masters the skill of writing applications. 3. Understands the use of correct vocabulary for formal writing.	Write an application to the Principal of your school for the change of section.	Questions from sample paper based on clues & pictures.	Discussion/PPT/Google Meet
8	Reported Speech	5		1. Applies the concepts of grammar to convert direct speech into indirect and vice versa.	1. Write dialogues and convert in reported speech	Listening to audios and converting them from direct to indirect.	Dialogues to convert into reported speech.
9	The Rebel	2		1. Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.	1. Activity: Tongue twister The students will be asked to create a tongue twister with the word 'Rebel'.	<a href="https://diksha.gov.in/play/collection/do_3131034751141642241730?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131425086717788161157">https://diksha.gov.in/play/collection/do_3131034751141642241730?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131425086717788161157</a>  <a href="https://ciet.nic.in/pages.php?id=AnAlienHand&amp;ln=en">https://ciet.nic.in/pages.php?id=AnAlienHand&amp;ln=en</a>	1. Oral Classroom Discussions through Google Meet, 2. Quizzes- Multiple Choice Questions through Google Forms.



10	Gopal And The Hilsa Fish	5	July	<ol style="list-style-type: none"><li>1. Reads a variety of texts for pleasure.</li><li>2. Creates dialogues from a story and a story from dialogues.</li></ol>	The teacher will give clues of situations to the students in the class. They will be asked to prepare a comic strip at home based on the situation mentioned in their slip.	<a href="https://diksha.gov.in/play/collection/do_3131034751141642241730?contentId=do_3131296500907868161522">https://diksha.gov.in/play/collection/do_3131034751141642241730?contentId=do_3131296500907868161522</a>	<ol style="list-style-type: none"><li>1.Oral Classroom Discussions through Google Meet</li></ol> <ol style="list-style-type: none"><li>Quizzes</li><li>Multiple Choice Questions through Google Forms.</li></ol>
11	Poem : The Shed	4		<ol style="list-style-type: none"><li>1. Writes rhyming words and describe a shed in their own words.</li><li>2. Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.</li></ol>	In villages, there are houses having sheds used for various purposes. Identify such sheds and describe them. Use pictures, if required.	<a href="https://diksha.gov.in/play/collection/do_3131034751141642241730?contentId=do_31312964575543296012171">https://diksha.gov.in/play/collection/do_3131034751141642241730?contentId=do_31312964575543296012171</a>	<ol style="list-style-type: none"><li>Quizzes-.Multiple Choice Questions.</li></ol>
12	Bringing up Kari (Supplementary)	5		<ol style="list-style-type: none"><li>1. Reads for pleasure</li><li>2. Answers questions orally and in writing on a variety of texts.</li><li>3. Finds meanings /spelling of words while reading and writing</li></ol>	<ol style="list-style-type: none"><li>1.Create your own poem on "Elephants".</li><li>2.Collect pictures of elephants doing different activities.</li></ol>	<a href="https://diksha.gov.in/play/collection/do_3131034751160156161922?contentId=do_313079724790865920112066">https://diksha.gov.in/play/collection/do_3131034751160156161922?contentId=do_313079724790865920112066</a> <a href="https://ciet.nic.in/pages.php?id=AnAlienHand&amp;In=en">https://ciet.nic.in/pages.php?id=AnAlienHand&amp;In=en</a>	<ol style="list-style-type: none"><li>1.Oral Classroom Discussions through Google Meet.</li></ol>
13	The Desert (Supplementary)	5		<ol style="list-style-type: none"><li>1. Gets to know facts about deserts.</li><li>2. Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.</li></ol>	There are many fables about the desert, including Aesop’s fable of “Truth and the Traveller.” Share a few fables with the class and have students make up their own fables.	<a href="https://diksha.gov.in/play/collection/do_3131034751160156161922?contentId=do_3131007003590737921899">https://diksha.gov.in/play/collection/do_3131034751160156161922?contentId=do_3131007003590737921899</a> <a href="https://ciet.nic.in/pages.php?id=AnAlienHand&amp;In=en">https://ciet.nic.in/pages.php?id=AnAlienHand&amp;In=en</a>	<ol style="list-style-type: none"><li>Quizzes-.Multiple Choice Questions through Google Forms,</li><li>Descriptive Tests, Projects</li></ol>



14	Story Writing	5		1.Learns the nuances of Story Writing and development of plot 2. Enhances Creativity	1.Create a story board 2. Write a creative story	Reference books, practice papers.	Story with hints to elaborate
<b>I PERIODIC TEST IN THE FIRST FORTNIGHT OF AUGUST</b>							
15	The Cop And The Anthem(Supplementary)	4	August	1 Improves reading skills 2. Enjoys the pleasure of reading on one's own. 3. Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.	1.Make a chart with pictures from magazines related to police officers and their work. 2.Design a certificate and medal for a cop who does outstanding work. 3.Find 3 words to describe good police officers.	Real life experiences/ any moral story  <a href="https://ciet.nic.in/pages.php?id=AnAlienHand&amp;ln=en">https://ciet.nic.in/pages.php?id=AnAlienHand&amp;ln=en</a>	Oral Classroom Discussions through Google Meet, Quizzes- .Multiple Choice
16	The Ashes That Made Trees Bloom	4		1. Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.	The students may be asked to interview a person who, according to them, is very kind. They have to frame a questionnaire and get the answers.	Listening to the audios designed by the teacher	Projects
17	Paragraph- Description of a place	2		1.Writes coherent and unified paragraph with a topic, sentence, support and concluding sentence;	1.Writing a paragraph with the given inputs.	Worksheet /pdf of paragraph writing format and examples	Paragraph question



				2. Produces appropriate vocabulary and correct word forms; 3. Uses language as an effective tool of communication.			
18	Tenses	4		1. Constructs meaningful sentences with a sense of grammatical accuracy. 2. Uses present, past, and future tenses with appropriate time markers.	1. Write a story in past tense. 2. Write an account of your visit to a place keeping in mind the proper tense to be used.	<a href="https://diksha.gov.in/play/content/do_31327269123887104016038">https://diksha.gov.in/play/content/do_31327269123887104016038</a>  Tense chart	1. Fill ups 2. Change the tenses in the sentences designed by the teacher.
19	Role Play	3		1. Understands characters 2. Learns dramatisation 3. Learns dialogue writing 4. Imbibes team work	1. Enact a role from your Textbook	NCERT TEXTBOOK OFFLINE AND ONLINE ( <a href="http://www.ncert.in">www.ncert.in</a> )  Verbal/visual cues Topics of students' interest	1. Speaking practice
20	Reading Comprehension	2		1. Actively and critically thinks about what is happening in a text while reading it, in order to generate questions.  2. Answers their own and their peers' questions by connecting ideas, using background knowledge and further research	CCT type Questions for practice	Reference books	Questions for test



21	Listening	3		<ol style="list-style-type: none"><li>1. Responds to different kinds of instructions/requests/direct ions.</li><li>2. Identifies main ideas. distinguishes more important ideas from less important ones.</li><li>3. Learns strategies to take clear notes.</li><li>4. Identifies words and/or phrases related to the topic.</li><li>5. Draws inferences relying on the context.</li></ol>	Listen to the Audio and answer the questions	Listening to the audios from the recordings by the teacher.	Playing audios and answering questions based on the audio tape.
<b>I TERM END EXAMINATION IN THE LAST WEEK OF SEPTEMBER</b>							
22	Quality	4	September	<ol style="list-style-type: none"><li>1.Thinks critically about characters, events, ideas, themes and relates them to life.</li><li>2.Participates in different activities in English such as Skit, elocution etc.</li></ol>	Students will prepare a print advertisement for any one product of their choice, stressing on its quality. [Hint: The teacher can ask the students to choose from various stationery items, chocolates or things of everyday use]	Ncert text books	Oral Classroom Discussions through google meet, Quizzes-Multiple Choice
23	Trees	2		<ol style="list-style-type: none"><li>1.Enjoys the beauty of poetry</li><li>2.Identifies rhyming</li></ol>	Activity: Making Mind Map The students will be asked	<a href="https://diksha.gov.in/play/collection/do_3131034751141642241730?contentId=do_31310357879630233611408">https://diksha.gov.in/play/collection/do_3131034751141642241730?contentId=do_31310357879630233611408</a>	Quizzes-Multiple Choice, Descriptive Tests,





			words 3. Reads tables, charts, diagrams and maps, and incorporates the information in writing in order to interpret them.	to read the given samples and create a mind map, taking the key words from them.		Projects
24	Golu Grows a Nose (Supplementary)	4	1.Develops love for reading 2.Raises and responds to questions based on texts (from books or other resources).	1.Ideas for Action Cut out an elephant from a piece cardboard and colour it. Stick a magnet behind it and your own Elephant Fridge Magnet is ready!	<a href="https://diksha.gov.in/play/collection/do_3131034751160156161922?contentId=do_31314877971397836812013">https://diksha.gov.in/play/collection/do_3131034751160156161922?contentId=do_31314877971397836812013</a>  NCERT TEXTBOOK OFFLINE AND ONLINE ( <a href="http://www.ncert.in">www.ncert.in</a> )	Oral Classroom Discussions through Google Meet
25	I Want Something in a Cage (Supplementary)	3	1.Raises and responds to questions based on texts (from books or other resources)	<b>1.Ideas for Action</b> Collect, paste, and label feathers of different birds on a chart paper.	NCERT TEXTBOOK OFFLINE AND ONLINE ( <a href="http://www.ncert.in">www.ncert.in</a> )	Oral Classroom Discussions.
26	BioSketch/Description of person/profile	3	Understands and analyses the personality traits of a person	1. Write the bio-sketch of the given personality with the inputs given	Informative input about a family member	MCQ tests through Google Forms
27	Listening Activity	3	Develops listening skill	Listen to the audio and answer the questions that follow	Listening to the audios by the teacher	Asking questions related to the audio
28	Integrated Grammar	4	1. Applies the rules of	1.Gap filling	<a href="https://forms.gle/GDv2QQK">https://forms.gle/GDv2QQK</a>	Practice papers





	Exercises-Editing sentences			grammar. 2. Uses meaningful and grammatically correct sentences to describe, narrate factual and imaginary situations.	2.Editing 3.Jumbled words	<a href="#">EZ3ThdgsL8</a>  <a href="https://forms.gle/3tHUjeQnVcU4Guvd7">https://forms.gle/3tHUjeQnVcU4Guvd7</a>	
29	Poem: Chivvy	2		1.Enjoys the beauty of poetry 2. Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.	1.Activity: Let's Transform The students will be asked to pick out any five commands from the poem and transform them into other kinds of sentences, namely, assertive, interrogative and exclamatory.	<a href="https://diksha.gov.in/play/collection/do_3131034751141642241730?contentId=do_31306802209087488019877">https://diksha.gov.in/play/collection/do_3131034751141642241730?contentId=do_31306802209087488019877</a>	Write about a real life experience .
30	Mystery of the Talking Fan	2	October	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.	1.Activity: Sound Bites The students will be asked to find words associated with the sound made by the following: Utensils, leaves, birds, train, water, bells. [Hint: The teacher can give a few examples such as babies - babble, bangle	NCERT TEXTBOOK OFFLINE AND ONLINE ( <a href="http://www.ncert.in">www.ncert.in</a> )	Write a short story on your most exciting experience.
31	Paragraph	2		1.Writes his/her views and opinions in a few words possible 2.Produces appropriate	1.Writing a paragraph with inputs given. 2.Write a paragraph using your own imagination	Worksheet /pdf of paragraph writing format and examples.	Written practice



			vocabulary and correct word forms; 3. Uses language as an effective tool of communication.		Newspaper images and Internet graphics/memes and JPEG or GIF images can be given as visual clue	
32	Comprehension Passage	2	1. Reads and interprets tables, charts, diagrams, maps etc. 2. Analyses about what is happening in a text while reading it, in order to generate questions. 3. Answers their own and their peers' questions by connecting ideas, using background knowledge and further research. 4. Reads with a question in mind, which requires students to skim and scan during reading.	1. CCT questions for practice	Worksheet /pdf of comprehension format and examples.  Newspaper images and Internet graphics/memes and JPEG or GIF images can be given as visual clue	
33	Expert Detectives	5	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate	<b>1. Let's create something</b> The students will be asked to collect pictures and information about famous personalities, known for their service to mankind or	NCERT TEXTBOOK OFFLINE AND ONLINE ( <a href="http://www.ncert.in">www.ncert.in</a> )	Projects



				comprehension of text and sequencing skills.	their nations. They will be asked to write a biographical paragraph which should include: 1. Introduction 2. Childhood 3. Achievements 4. His/her contribution		
34	Invention of Vita Wonk	3	November	Infers meaning of unfamiliar words by reading them in context.	The students will be asked the following questions: 1. Have you ever wanted to grow old, quickly? Why/Why not?	NCERT TEXTBOOK OFFLINE AND ONLINE ( <a href="http://www.ncert.in">www.ncert.in</a> )	Oral Classroom Discussions through google meet, Quizzes- Multiple Choice Questions through google forms.
35	Poem: Dad and the Cat and the Tree	2		Recites poems in groups and individually with appropriate pause, intonation and pronunciation.	Self -confidence and your honest efforts can solve any problem of life.' Explain this statement with your real -life experiences	NCERT TEXTBOOK OFFLINE AND ONLINE ( <a href="http://www.ncert.in">www.ncert.in</a> )	Oral Classroom Discussions through Google Meet.
36	Chandni (Supplementary)	3		Thinks critically about situations, characters, events, ideas, themes and relates them to real life situations.	<b>Discuss and Debate- Freedom is life.</b> "Death in the open field is better than life in a small hut" is this the right decision	<a href="https://ciet.nic.in/pages.php?id=AnAlienHand&amp;ln=en">https://ciet.nic.in/pages.php?id=AnAlienHand&amp;ln=en</a>	Debate
37	Writing Recipes	3		Will be able to write with proper grammar(voices)	1. Write a famous recipe of your Grandmother/Mother and tell the whole class	Use of texts from Mothers recipe books	Practice tests
38	Poem Recitation	3		Voice modulation/intonation	1. Recite a poem that is not from your textbook	NCERT TEXTBOOK OFFLINE AND ONLINE	Speaking practice



						<a href="http://www.ncert.in">www.ncert.in</a>	
39	Comprehension	3		Understands and answers	CCT Practice	Examples based on real life, social issues	CCT Questions
40	Fire-Friend and Foe	4		Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.	<b>1.Fire Act Description:</b> The students will be asked to design a poster on 'Fire Safety and Alertness'.	NCERT TEXTBOOK OFFLINE AND ONLINE <a href="http://www.ncert.in">www.ncert.in</a>	Oral Classroom Discussions
41	Meadow Surprises	3	December	1.Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar 2.Writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.	1.Activity: Objects Perspective Choose any one object from nature and write 3 paragraph from the perspective of that object. Your paragraph should include: 1. Interesting introduction. 2. Daily routine of the object. 3. How does it feel about its life? You may write on trees, mountains, grass etc.	NCERT TEXTBOOK OFFLINE AND ONLINE <a href="http://www.ncert.in">www.ncert.in</a>	Descriptive Tests, Projects
42	Letter Writing- Formal/Informal	3		1.Application of Vocabulary used in writing Formal and Informal letters 2.Uses proper Format 3.Understands the Purpose of writing	1.Write a letter to your Friend/father on the given topic 2.Write a letter to Superintendent Traffic Police/Municipal Commissioner	Questions from sample paper based on clues & pictures.  Newspaper images and Internet graphics/memes	Descriptive Tests.



						and JPEG or GIF	
43	Gap Filling	3		Application of Parts of Speech.	1.Exercises for practice		Google Form Oral Tests
44	A Bicycle in a Good Repair	4		Engages in conversations with family, friends, and people from different professions such as shopkeeper,salesperson etc. in English by using appropriate vocabulary and also learns vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc.)	<b>Facing challenges</b> The students will be asked to imagine a situation wherein their bicycle broke down and a stranger came to help them. They have to design a 'Thank You' card with an appropriate message for him/her.		Descriptive Tests, Projects
45	The Bear Story (Supplementary)	5		1.Reads for pleasure. 2.Identifies detail, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.	<b>Ideas for Action</b> Make your own bear house. What are some basic tips for caring for a pet?		Descriptive Tests, Projects
<b>II PERIODIC TEST IN THE SECOND FORTNIGHT OF JANUARY</b>							
46	Garden Snake	2	January	1.Enjoys the beauty of poem 2.Answers questions orally and in writing on	<b>Activity: Helping Hands</b> The students will be asked to identify any five animals, insects that they come	NCERT TEXTBOOK OFFLINE AND ONLINE ( <a href="http://www.ncert.in">www.ncert.in</a> )	Descriptive Tests, Projects



			a variety of texts – both, familiar as well as unfamiliar.	across regularly and mention the ways in which they are useful to human beings		
47	A Tiger in the House (Supplementary)	3	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills	A Visit to an animal Friend's House.  You went to your friend's house and were surprised to see the animals sitting in his/her room. Write your experiences and feelings you had in your friend's room. Read aloud your answer in the class.		1.Oral Classroom Discussions
48	An Alien Hand (Supplementary)	3	Thinks critically about, characters, events, ideas, themes and relates them to life.	<b>Any one of the following ideas for Action</b> <b>1.Make a crossword puzzle</b> of 8 words related to Mars, and ask your friends to solve it. <b>2. A painting of the Red Planet</b> Now that you know enough about Mars, make a painting of the Red Planet. <b>3.Make a 3-D model</b> of the Solar System using little balls of paper and chart	NCERT TEXTBOOK OFFLINE AND ONLINE ( <a href="http://www.ncert.in">www.ncert.in</a> )	Projects



					paper		
49	<b>Story Writing</b>	2		1.Understands characters. 2.Learns dialogue writing 3.Develops creativity	1.Create a Comic strip 2.Complete the story looking at the picture	Giving hints from the textbooks and those from real life	1.Discussion 2.Questions for writing
50	Speaking - Listening	2		1.Speaks with proper pronunciation and modulation 2.Listens and comprehends	1.Practice activities-listen to audio and answer 2.Speak on a given topic-Just a minute	Listening to the audios by the teacher	Questions and audio
51	Prose: The Story of Cricket	6	February	1.Presents report on the evolution of cricket in India 2. Thinks critically about events, ideas, themes and relates them to life.	1.Describing a person The students will be asked to make a collage on the well-known cricket players of the world and write a paragraph on their favourite cricketer.	NCERT TEXTBOOK OFFLINE AND ONLINE ( <a href="http://www.ncert.in">www.ncert.in</a> )	Oral Classroom Discussions Quizzes- Multiple Choice Questions through Google Forms.
52	<b>REVISION</b>	1 2					

**SESSION ENDING EXAMINATION IN MARCH**



कक्षा - 7  
विषय - हिंदी





क्रम संख्या	पाठ का नाम	कालांशों की संख्या	मास	सीखने के प्रतिफल	क्रियाकलाप / परियोजना कार्य	संसाधन	मूल्यांकन
1	हम पंछी उन्मुक्त गगन के	5	अप्रैल	1. आज़ादी के महत्त्व से अवगत होंगे। महाभारत भारतीय संस्कृति की धरोहर है। सदियों पुरानी इस कथा से छात्र अवगत होंगे। 2. भारतीय ग्रामीण संस्कृति व परिवेश की जानकारी व स्वाध्याय की आदत विकसित होगी। 3. भावों की अभिव्यक्ति।	1. कविता का सस्वर वाचन। 2. कोई पाँच पक्षियों के चित्र बनाएँ।	<a href="https://youtu.be/g68zaD1Rqhg">https://youtu.be/g68zaD1Rqhg</a>	1. वस्तुपरक प्रश्नोत्तरी परीक्षा 2. मौखिक परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. कक्षा परीक्षा
2	( महाभारत कथा-देवव्रत	4		4.लेखन कला का विकास।	<ul style="list-style-type: none"><li>प्राचीन भारतीय साहित्य एवं महाभारत के प्रसंगों पर चर्चा एवं प्रश्न-अभ्यास।</li></ul>	<a href="https://ncert.nic.in&gt;ghmb101">https://ncert.nic.in&gt;ghmb101</a>	
3	दादी माँ	6		5.विभिन्न विषयों पर अपनी बात तार्किकता के साथ लिखकर व्यक्त करेंगे।	<ul style="list-style-type: none"><li>पाठ का सार प्रस्तुतीकरण।</li><li>प्रश्न-अभ्यास एवं व्याकरण बोध।</li><li>दादी/नानी द्वारा सुनाई गई कहानी कक्षा में सुनाएँ।</li></ul>	<a href="https://youtu.be/uOkjyOOVI E">https://youtu.be/uOkjyOOVI E</a>	1. वस्तुपरक प्रश्नोत्तरी परीक्षा 2. मौखिक परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. कक्षा परीक्षा



4	पत्र लेखन	4			अनौपचारिक /औपचारिक पत्र		
5	अनुच्छेद लेखन	4			“स्वतंत्रता का जीवन में महत्त्व” पर अनुच्छेद लिखें		
6.	हिमालय की बेटियाँ	6	मई - जून	<ul style="list-style-type: none"><li>नदियों-पर्वतों की उपयोगिता समझते हुए प्राकृतिक मुद्दों/घटनाओं के प्रति तार्किक प्रतिक्रिया दें।</li></ul> अपने परिवेश में मौजूद लोक-कथाओं और लोकगीतों के बारे में चर्चा करना।	<ul style="list-style-type: none"><li>पाठ का सार प्रस्तुतीकरण</li><li>प्रश्न-अभ्यास एवं व्याकरण बोध</li><li>बढ़ते प्रदूषण और उससे होने वाले दुष्परिणामों पर चर्चा</li><li>अनुच्छेद लेखन</li></ul>	<a href="https://youtu.be/Ymk-1NhfAFs">https://youtu.be/Ymk-1NhfAFs</a>	<ol style="list-style-type: none"><li>वस्तुपरक प्रश्नोत्तरी परीक्षा</li><li>मौखिक परीक्षा</li><li>कार्य पत्रक</li><li>गूगल फॉर्म</li><li>कक्षा परीक्षा</li></ol>
7	( महाभारत कथा- भीष्म प्रतिज्ञा,अम्बा और भीष्म,कुंती	5	मई- जून	<ul style="list-style-type: none"><li>महाभारत के विविध प्रसंगों को समझते हुए नैतिक मूल्य, आदर्श, देशभक्ति, साहस, युद्ध के दुष्परिणामों आदि को समझना।</li></ul>	महाभारत के प्रसंगों पर चर्चा एवं प्रश्न-अभ्यास।	<a href="https://ncert.nic.in&gt;ghmb101">https://ncert.nic.in&gt;ghmb101</a>	<ol style="list-style-type: none"><li>वस्तुपरक प्रश्नोत्तरी परीक्षा</li><li>मौखिक परीक्षा</li><li>कार्य पत्रक</li><li>गूगल फॉर्म</li><li>कक्षा परीक्षा</li></ol>
8	अपठित बोध	3	मई- जून	<ul style="list-style-type: none"><li>प्रसंगानुसार प्रश्नोत्तर का वर्गीकरण।</li></ul>	<ul style="list-style-type: none"><li>पीपीटी/पीडीएफ के माध्यम से उत्तर वर्गीकृत करवाने का अभ्यास कार्य।</li></ul>		<ol style="list-style-type: none"><li>कक्षा परीक्षा</li></ol>



9	कठपुतली	6	जुला ई	<ul style="list-style-type: none"><li>गुलामी के दुष्परिणामों को जानकार आत्मनिर्भरता के महत्त्व को <b>अपनाना</b>  </li><li>विविध कलाओं, जैसे – हस्तकला, वास्तुकला, नृत्यकला आदि से जुड़ी विविध सामग्री को जानने-समझने के प्रति जिज्ञासु बनना।</li></ul>	<ul style="list-style-type: none"><li>पाठ का सार प्रस्तुतीकरण</li><li>प्रश्न-अभ्यास एवं व्याकरण बोध</li><li>कविता वाचन</li><li>कठपुतली बनाना</li><li>कठपुतली के नृत्य की विडियो दिखाना</li><li>समभाव प्रदर्शित करती कविता-लेखन कार्य</li></ul>	<a href="https://youtu.be/uyF-LwAT8OI">https://youtu.be/uyF-LwAT8OI</a>	<ol style="list-style-type: none"><li>वस्तुपरक प्रश्नोत्तरी परीक्षा</li><li>मौखिक परीक्षा</li><li>कार्य पत्रक</li></ol>
10	मिठाईवाला	7	जुला ई	<ul style="list-style-type: none"><li>मानवीय मनोभावों को समझकर तार्किक वार्तालाप की योग्यता का अर्जन।</li><li>छोटे दुकानदारों, फेरी लगाने वालों आदि के प्रति सहज व्यवहार कर सकने की योग्यता का विकास।</li></ul>	<ul style="list-style-type: none"><li>पाठ का सार प्रस्तुतीकरण  </li><li>प्रश्न-अभ्यास एवं व्याकरण बोध।</li><li>फल वाले और ग्राहक के बीच संवाद लेखन।</li></ul>	<a href="https://youtu.be/5hEmvtDGpWA">https://youtu.be/5hEmvtDGpWA</a>	<ol style="list-style-type: none"><li>वस्तुपरक प्रश्नोत्तरी परीक्षा</li><li>मौखिक परीक्षा</li><li>कार्य पत्रक</li><li>गूगल फॉर्म</li><li>कक्षा परीक्षा</li></ol>
11	रक्त और हमारा शरीर	6	जुला ई	<ul style="list-style-type: none"><li>दूसरों के साथ वार्तालाप एवं प्रतिक्रिया की योग्यता का अर्जन।</li><li>रक्त संरचना, उसका महत्व व रक्तदान की उपयोगिता को समझना।</li></ul>	<ul style="list-style-type: none"><li>पाठ का सार प्रस्तुतीकरण</li><li>प्रश्न-अभ्यास एवं व्याकरण बोध</li><li>पानी व हवा से होने वाली बीमारियाँ तथा उनसे बचाव के तरीके</li></ul>	<a href="https://youtu.be/e0ry8g8aagY">https://youtu.be/e0ry8g8aagY</a>	<ol style="list-style-type: none"><li>वस्तुपरक प्रश्नोत्तरी परीक्षा</li><li>मौखिक परीक्षा</li><li>कार्य पत्रक</li></ol>
12	महाभारत कथा-भीम से लाख	3	जुला ई	<ul style="list-style-type: none"><li>विविध पात्रों / प्रसंगों के माध्यम से उपयोगी सीख लेना।</li></ul>	महाभारत के प्रसंगों पर चर्चा एवं प्रश्न-अभ्यास	<a href="https://ncert.nic.in">https://ncert.nic.in</a>	<ol style="list-style-type: none"><li>कार्य पत्रक</li></ol>



	का घर तक					<a href="#">ghmb101</a>	2. कक्षा परीक्षा
<b>I PERIODIC TEST IN THE FIRST FORTNIGHT OF AUGUST/प्रथम आवधिक परीक्षण</b>							
13	पापा खो गए	4	अगस्त	<ul style="list-style-type: none"><li>अभिनय एवं संवाद शैली का विकास।</li><li>परिवेशीय जागरूकता विकसित करते हुए ज़िम्मेदार नागरिक बनने की सीख।</li></ul>	<ul style="list-style-type: none"><li>अभिनय</li><li>संवाद</li><li>अपहरण के विषय में जागरूक करना।</li></ul>	<a href="https://youtu.be/qfLZieYxfoA">https://youtu.be/qfLZieYxfoA</a>	<ol style="list-style-type: none"><li>1. वस्तुपरक प्रश्नोत्तरी परीक्षा</li><li>2. मौखिक परीक्षा</li><li>3. कार्य पत्रक</li><li>4. गूगल फॉर्म</li><li>5. कक्षा परीक्षा</li></ol>
14	शाम-एक किसान	4	अगस्त	<ul style="list-style-type: none"><li>जाड़े की शाम की शोभा से अवगत करवाना।</li></ul>	<ul style="list-style-type: none"><li>कविता वाचन</li><li>शब्दार्थ</li><li>भावार्थ प्रस्तुतीकरण</li><li>व्याकरण बोध</li><li>पहाड़ों की शाम को दिखाते हुए चित्र बनाएँ।</li></ul>	<a href="https://www.youtube.com/watch?v=n6oMRGIPgu8">https://www.youtube.com/watch?v=n6oMRGIPgu8</a>	<ol style="list-style-type: none"><li>1. कार्य पत्रक</li><li>2. कक्षा परीक्षा</li></ol>
15	पांडवों की रक्षा, द्रौपदी स्वयंवर, इन्द्रप्रस्थ	4	अगस्त	<ul style="list-style-type: none"><li>विविध पात्रों / प्रसंगों के माध्यम से उपयोगी सीख लेना।</li></ul>	महाभारत के प्रसंगों पर चर्चा एवं प्रश्न-अभ्यास।	<a href="https://ncert.nic.in&gt;ghmb101">https://ncert.nic.in&gt;ghmb101</a>	<ol style="list-style-type: none"><li>1. कक्षा परीक्षा</li><li>2. गूगल फॉर्म</li></ol>



16	चिड़िया की बच्ची	6	अगस्त	<ul style="list-style-type: none"><li>स्वाधीनता की भावना एवं परिजनों के स्नेह को आत्मसात कर परिवेश से जोड़ सकने की योग्यता का विकास।</li></ul>	<ul style="list-style-type: none"><li>पाठ का सार प्रस्तुतीकरण</li><li>प्रश्न-अभ्यास एवं व्याकरण बोध</li><li>अपने परिवार जनों का फ़ोटो अलबम बनाना।</li><li>'मेरी प्यारी माँ' शीर्षक पर कविता/कहानी लेखन</li></ul>	<a href="https://youtu.be/FESN2MrhKro">https://youtu.be/FESN2MrhKro</a>	<ol style="list-style-type: none"><li>मौखिक परीक्षा</li><li>कक्षा परीक्षा</li><li>कार्य पत्रक</li><li>गूगल फॉर्म</li><li>वस्तुपरक प्रश्नोत्तरी परीक्षा</li></ol>
<b>I TERM ENDING EXAM IN THE LAST WEEK OF SEPTEMBER/प्रथम सावधिक परीक्षा</b>							
17	अपूर्व अनुभव	5	सितंबर	<ul style="list-style-type: none"><li>दिव्यांगजनों के साथ उचित एवं सम्मानजनक व्यवहार करने की योग्यता का विकास।</li><li>संवेदनशील बनाना।</li><li>दूसरों के साथ वार्तालाप व प्रतिक्रिया की योग्यता का विकास।</li></ul>	<ul style="list-style-type: none"><li>पाठ का सार प्रस्तुतीकरण।</li><li>प्रश्न-अभ्यास एवं व्याकरण बोध।</li><li>विदेशी भाषा में लिखी किसी अन्य कविता या कहानी का प्रस्तुतीकरण।</li><li>दिव्यांग होते हुए भी हार न मानकर सफलता अर्जित करने वाले व्यक्तियों के चित्र लगाकर उनका परिचय देना।</li></ul>	<a href="https://youtu.be/7bEdjpbLtY">https://youtu.be/7bEdjpbLtY</a>	<ol style="list-style-type: none"><li>मौखिक परीक्षा</li><li>कार्य पत्रक</li><li>गूगल फॉर्म</li><li>वस्तुपरक प्रश्नोत्तरी परीक्षा</li></ol>



18	चौसर का खेल मायावी सरोवर तक – संक्षिप्त परिचय)	6	सितंबर	<ul style="list-style-type: none"><li>विविध पात्रों / प्रसंगों के माध्यम से उपयोगी सीख लेना ।</li></ul>	<ul style="list-style-type: none"><li>महाभारत के प्रसंगों पर चर्चा एवं प्रश्न-अभ्यास।</li></ul>	<a href="https://youtu.be/sCnHc_M6Zka">https://youtu.be/sCnHc_M6Zka</a> <a href="https://youtu.be/sRWYehnd2ik">https://youtu.be/sRWYehnd2ik</a>	<ol style="list-style-type: none"><li>मौखिक परीक्षा</li><li>कक्षा परीक्षा</li><li>कार्य पत्रक</li><li>गूगल फॉर्म</li><li>वस्तुपरक प्रश्नोत्तरी परीक्षा</li></ol>
19	रहीम के दोहे	4	अक्टूबर	<ul style="list-style-type: none"><li>नीति विषयक मूल्यों का ज्ञान ।</li><li>सामाजिक परिवेश के प्रति जागरूकता ।</li></ul>	<ul style="list-style-type: none"><li>दोहों का सस्वरवाचन।</li><li>दोहों को कंठस्थ कर कक्षा में सुनाना ।</li></ul>	<a href="https://www.youtube.com/watch?v=NY3HsmFtHxs">https://www.youtube.com/watch?v=NY3HsmFtHxs</a>	<ol style="list-style-type: none"><li>मौखिक परीक्षा</li><li>कक्षा परीक्षा</li><li>कार्य पत्रक</li><li>गूगल फॉर्म</li><li>वस्तुपरक प्रश्नोत्तरी परीक्षा</li></ol>
20	कंचा	2	अक्टूबर	<ul style="list-style-type: none"><li>कल्पना शक्ति का विकास ।</li><li>बाल मनोविज्ञान का ज्ञान ।</li></ul>	<ul style="list-style-type: none"><li>पाठ का सार प्रस्तुतीकरण ।</li><li>2.प्रश्न-अभ्यास एवं व्याकरण बोध।</li><li>3.प्राचीन खेलों की सूची तैयार करना ।</li></ul>	<a href="https://www.youtube.com/watch?v=8kfPwfVPdTY">https://www.youtube.com/watch?v=8kfPwfVPdTY</a>	<ol style="list-style-type: none"><li>मौखिक परीक्षा</li><li>कक्षा परीक्षा</li><li>कार्य पत्रक</li><li>गूगल फॉर्म</li><li>वस्तुपरक प्रश्नोत्तरी परीक्षा</li></ol>



21	महाभारत कथा- यक्ष प्रश्न, अज्ञातवास, प्रतिज्ञा पूर्ति, विराट का भ्रम	4	अक्टूबर	विविध पात्रों / प्रसंगों के माध्यम से उपयोगी सीख लेना।	महाभारत के प्रसंगों पर चर्चा एवं प्रश्न-अभ्यास।	<a href="https://ncert.nic.in&gt;ghmb101">https://ncert.nic.in&gt;ghmb101</a>	1. मौखिक परीक्षा 2-कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा
22	एक तिनका	6	नवम्बर	<ul style="list-style-type: none"><li>घमंड न करने की सीख।</li><li>अपने से कमजोर व्यक्तियों के प्रति सहानुभूति।</li></ul>	<ul style="list-style-type: none"><li>कविता का सस्वर वाचन।</li><li>एक ऐसी घटना बताइए जिसमें घमंड नहीं करने का संदेश मिलता है।</li></ul>	<a href="https://www.youtube.com/watch?v=FtgIAIDiZNA">https://www.youtube.com/watch?v=FtgIAIDiZNA</a>	1. मौखिक परीक्षा 2-कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा
23	खानपान की बदलती तस्वीर	6	नवम्बर	<ul style="list-style-type: none"><li>अलग-अलग स्थान विशेष के व्यंजनों का ज्ञान।</li><li>व्यंजनों को बनाने व जीवन के सरलीकरण का ज्ञान।</li></ul>	<ul style="list-style-type: none"><li>आपके क्षेत्र का स्थानीय व्यंजन कौन-सा है ? उसकी विधि पता करके लिखिए।</li></ul>	<a href="https://www.youtube.com/watch?v=13s5Vqicf6Y">https://www.youtube.com/watch?v=13s5Vqicf6Y</a>	1. मौखिक परीक्षा 2-कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा



24	महाभारत कथा-मंत्रणा, राजदूत संजय, शांतिदूत श्रीकृष्ण, पांडवों और कौरवों के सेनापति	4	नवम्बर	विविध पात्रों / प्रसंगों के माध्यम से उपयोगी सीख लेना।	महाभारत के प्रसंगों पर चर्चा एवं प्रश्न-अभ्यास	<a href="https://ncert.nic.in&gt;ghmb101">https://ncert.nic.in&gt;ghmb101</a>	1. मौखिक परीक्षा 2-कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा
25	नीलकंठ	5	नवम्बर	<ul style="list-style-type: none"><li>नीलकंठ पाठ द्वारा रेखाचित्र विधा की जानकारी देना।</li><li>पशु-पक्षियों के आपसी प्रेम व व्यवहार को समझाना।</li></ul>	<ul style="list-style-type: none"><li>नील कंठ' पाठ में आए जानवरों में से किसी एक के विषय में जानकारी एकत्र कीजिए।</li><li>नीलकंठ की नृत्य भंगिमा का शब्द-चित्र प्रस्तुत करें।</li></ul>	<a href="https://www.youtube.com/watch?v=cJ2mMiiHM">https://www.youtube.com/watch?v=cJ2mMiiHM</a>	1. मौखिक परीक्षा 2-कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा
26	भोर और बरखा	5	दिसम्बर	कवयित्री मीराबाई के जीवन और कृष्ण के प्रति अनन्य भक्ति-भाव का ज्ञान होगा। माता यशोदा के वात्सल्य भाव से परिचित होना।	<ul style="list-style-type: none"><li>सुबह का चित्र बनाइए तथा अपने गाँव, गली या मुहल्ले की सुबह का वर्णन कीजिए।</li><li>वर्षा ऋतु में होने वाले अनुभव बताइए।</li></ul>	<a href="https://www.youtube.com/watch?v=XlpDebR_T4I">https://www.youtube.com/watch?v=XlpDebR_T4I</a>	1. मौखिक परीक्षा 2-कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा





27	अभिमन्यु, युधिष्ठिर की चिंता और कामना, युधिष्ठिर की वेदना	4	दिसम्बर	विविध पात्रों / प्रसंगों के माध्यम से उपयोगी सीख लेना।	महाभारत के प्रसंगों पर चर्चा एवं प्रश्न-अभ्यास।	<a href="https://ncert.nic.in&gt;ghmb101">https://ncert.nic.in&gt;ghmb101</a>	1. मौखिक परीक्षा 2. कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा
28	संघर्ष के कारण मैं तुनुकमिज़ाज हो गया: धनराज पिल्लै	5	दिसम्बर	<ul style="list-style-type: none"><li>संघर्षों से जूझने की मनोवृत्ति का विकास।</li><li>हॉकी के खेल का ज्ञान।</li><li>धनराज के जीवन को जानने की जिज्ञासा उत्पन्न होना।</li></ul>	<ul style="list-style-type: none"><li>अपने जीवन का लक्ष्य बताइए। आप इसे प्राप्त करने के लिए क्या करेंगे ?</li><li>अपने आस-पास के किसी सफल व्यक्ति से बातचीत करके पता लगाए कि उन्होंने किस प्रकार सफलता प्राप्त की ?</li></ul>	<a href="https://youtu.be/QsNE5WiN6QM">https://youtu.be/QsNE5WiN6QM</a>	1. मौखिक परीक्षा 2. कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा
29	वीर कुँवर सिंह	4	दिसम्बर	<ul style="list-style-type: none"><li>1857 के स्वतंत्रता सेनानियों की जानकारी प्राप्त करना।</li><li>भारत की स्वतंत्रता के लिए किए गए संघर्षों की जानकारी।</li><li>वीर कुँवर सिंह के जीवन की अन्य घटनाओं के बारे में जानना।</li></ul>	<ul style="list-style-type: none"><li>पाठ का सार प्रस्तुतीकरण</li><li>प्रश्न-अभ्यास एवं व्याकरण बोध</li><li>1857 और 1942 के स्वतंत्रता सेनानियों के नाम लिखें।</li></ul>	<a href="https://www.youtube.com/watch?v=Kq9uTa9JC5Q">https://www.youtube.com/watch?v=Kq9uTa9JC5Q</a>	1. मौखिक परीक्षा 2. कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा

**II PERIODIC TEST IN THE SECOND FORTNIGHT OF JANUARY/द्वितीय आवधिक परीक्षण**

30	आश्रम का अनुमानित व्यय	7	जनवरी	<ul style="list-style-type: none"><li>• किसी कार्य को करने से पहले उसमें होने वाले अनुमानित व्यय के बारे में जानना।</li><li>• गांधी जी के जीवन की जानकारी प्राप्त करना।</li></ul>	<ul style="list-style-type: none"><li>• अपने माता-पिता से मासिक आय की जानकारी लेकर खर्च की मदों की सूची तैयार कीजिए।</li><li>• धन के अपव्यय को रोकने के उपाय लिखिए।</li></ul>	<a href="https://www.youtube.com/watch?v=Kp6oFSRySiQ">https://www.youtube.com/watch?v=Kp6oFSRySiQ</a>	<ol style="list-style-type: none"><li>1. मौखिक परीक्षा</li><li>2. कक्षा परीक्षा</li><li>3. कार्य पत्रक</li><li>4. गूगल फॉर्म</li><li>5. वस्तुपरक प्रश्नोत्तरी परीक्षा</li></ol>
31	जयद्रथ और द्रोणाचार्य का अंत युधिष्ठिर की वेदना कर्ण और दुर्योधन भी मारे गए।	5	जनवरी	विविध पात्रों / प्रसंगों के माध्यम से उपयोगी सीख लेना।	महाभारत के प्रसंगों पर चर्चा एवं प्रश्न-अभ्यास।	<a href="https://ncert.nic.in&gt;ghmb101">https://ncert.nic.in&gt;ghmb101</a>	<ol style="list-style-type: none"><li>1. मौखिक परीक्षा</li><li>2. कक्षा परीक्षा</li><li>3. कार्य पत्रक</li><li>4. गूगल फॉर्म</li><li>5. वस्तुपरक प्रश्नोत्तरी परीक्षा</li></ol>



32	विप्लव गायन	4	फरवरी	सामाजिक परिवेश के प्रति जागरूकता   परिवर्तन के प्रति सकारात्मक सोच विकसित करना	<ul style="list-style-type: none"><li>• कविता का सस्वर वाचन और सार  </li><li>• शब्दार्थ का ज्ञान  </li><li>• प्रश्न अभ्यास और भाषा की बात  </li><li>• विभिन्न वाद्ययंत्रों के चित्र अपनी उत्तर पुस्तिका में चिपकाएँ  </li></ul>	<a href="https://youtu.be/KfO9ijYD_NY">https://youtu.be/KfO9ijYD_NY</a>	1. मौखिक परीक्षा 2. कार्य पत्रक 3. गूगल फॉर्म
33	( पांडवों का धृतराष्ट्र के प्रति व्यवहार, श्रीकृष्ण और युधिष्ठिर )	6	फरवरी	विविध पात्रों / प्रसंगों के माध्यम से उपयोगी सीख लेना	महाभारत के प्रसंगों पर चर्चा एवं प्रश्न-अभ्यास	<a href="https://ncert.nic.in&gt;ghmb101">https://ncert.nic.in&gt;ghmb101</a>	1. मौखिक परीक्षा 2. कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा
34	सत्रांत परीक्षा के लिए पुनरावृत्ति कार्य	12	फरवरी				1. मौखिक परीक्षा 2. कक्षा परीक्षा 3. कार्य पत्रक 4. गूगल फॉर्म 5. वस्तुपरक प्रश्नोत्तरी परीक्षा

SESSION ENDING EXAMINATION IN MARCH / सत्रांत परीक्षा



**CLASS – VII**  
**SUBJECT – SANSKRIT**



S.No.	Name of chapter	No. of Pd	Month	LEARNING OUTCOMES	Suggested Teaching learning activities planned for achieving the TLO using suitable resources (To be guided by parents with the help of teachers)	Resources	Assessment tools to be used
1	1. सुभाषिता नि	6	अप्रैल	1. श्लोकों के माध्यम से छात्रों में नैतिक मूल्यों का विकास करना एवं जीवनोपयोगी बातों से परिचित कराना। 2. शब्द तथा धातुरूपों का ज्ञान।	1. उच्चारणाभ्यास। 2. श्लोकों का ज्ञानम्। 3. श्लोकनाम् पठनस्य अभ्यासः। सन्धियुक्तपदानाम् अभ्यासः। वैयक्तिकरूपेण छात्रः श्लोकानाम् पठनस्य अभ्यासः करिष्यति।	• दीक्षा पोर्टल एन सी ई आर टी ओफिशियल यूट्यूब चैनल। • ई पाठशाला। ऑनलाइन संसाधन। <a href="https://www.youtube.com/watch?v=ubSYgjqQaao">youtube.com/watch?v=ubSYgjqQaao</a>	1. मौखिक परीक्षा। 2. कक्षा परीक्षा। 3. कार्य पत्रका। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
2	2. दुर्बुद्धिः विनश्यति	6	अप्रैल	1. छात्रों को मौन की महत्ता, हितैषी निर्देशों को ध्यान से सुनने पर ज़ोर। 2. लङ्गलकार प्रयोगज्ञान। 3. कथा कौशल का विकास।	1. उच्चारणाभ्यासः 2. स्म प्रयोगः 3. प्रश्ननिर्माणस्य अभ्यासः करिष्यति	• दीक्षा पोर्टल एन सी ई आर टी ओफिशियल यूट्यूब चैनल। • ई पाठशाला। ऑनलाइन ई संसाधन। <a href="https://www.youtube.com/watch?v=rWYRQh2omCc">https://www.youtube.com/watch?v=rWYRQh2omCc</a>	1. मौखिक परीक्षा। 2. कक्षा परीक्षा। 3. कार्य पत्रका। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
3	स्वावलम्बनम्	6	मई	1. छात्रों को आनंदानुभूति कराना, स्वावलम्बी जीवन के महत्त्व से परिचित कराना। 2. वास्तविक एवं स्वावलम्बी जीवन से परिचित कराना। 3. संख्या एवं संख्यावाचक शब्दों का ज्ञान।	1. उच्चारणाभ्यासः। 2. संख्यावाचि-शब्दों का अभ्यास।	• दीक्षा पोर्टल एन सी ई आर टी ओफिशियल यूट्यूब चैनल। • ई पाठशाला। ऑनलाइन ई संसाधन। <a href="https://www.youtube.com/watch?v=KAYtSoMKJLw">https://www.youtube.com/watch?v=KAYtSoMKJLw</a>	गूगलफार्म का प्रयोग/ लिखित परीक्षा / पी डी एफ फ़ाइल का प्रयोग।
4	हस्यबालकवि सम्मेलनम्	6	जून	अनुप्रासात्मक एवं विनोदात्मक वाक्यरचना का अभ्यास छात्र को शनैः शनैः भविष्य में काव्यात्मक शैली एवं छंद-मुक्त कविता के माध्यम से आगे बढ़ते हुए काव्य-रचना की ओर ले जाएगा।	साहित्य पठन। लघु-वाक्य-रचना। धीरे धीरे विनोदात्मक वाक्य-रचना। अनुप्रासात्मक वाक्य-रचना का अभ्यास। अव्यय-प्रयोग। अव्यय-प्रयोग के माध्यम से छोटे-छोटे वाक्यों की रचना। अभिनेता राजकुमार, प्राण एवं अभिनेत्री प्रिया-राजवंश अभिनीत चलचित्र 'हीर-रांझा' देखते हुए मनोरंजन एवं छोटे-छोटे साहित्यिक वाक्यों की रचना की सीख।	• दीक्षा पोर्टल एन सी ई आर टी ओफिशियल यूट्यूब चैनल। • ई पाठशाला। ऑनलाइन संसाधन। <a href="https://www.youtube.com/watch?v=KAYtSoMKJLw">https://www.youtube.com/watch?v=KAYtSoMKJLw</a>	गूगलफार्म का प्रयोग/ लिखित परीक्षा / पी डी एफ फ़ाइल का प्रयोग।



5	5. पण्डिता रमा बाई (कारकाणि)	6	जुलाई	1.पण्डिता रमाबाई सदृशा समाजसुधारिका नारियों के विषय में जानकारी प्राप्त करना। 2. चुनौतियों का सामना करना।	1.पदनिर्माणाभ्यास। 2. समानार्थकपदों का ज्ञान।	• दीक्षा पोर्टल एन सी ई आर टी ओफिशियल यूट्यूब चैनल। • ई पाठशाला। • ऑनलाइन ई संसाधन। <a href="https://www.youtube.com/watch?v=J0HX_YeFDek">https://www.youtube.com/watch?v=J0HX_YeFDek</a>	पाठ्य-पुस्तकम् , PPT, अन्य सहायक चलचित्राणां प्रदर्शनम्।
<b>I PERIODIC TEST IN THE FIRST FORTNIGHT OF AUGUST/प्रथम आवधिक परीक्षण</b>							
6	6. सदाचारः	6	अगस्त	1.विद्यार्थियों को जीवनोपयोगी सद्भावहार का ज्ञान होना। 2.सस्वर श्लोकों के उच्चारण की योग्यता। 3.वाक्य रचना की योग्यता का विकास।	1. उच्चारणाभ्यास। 2. श्लोकों के अंशों का मिलान।	• दीक्षा पोर्टल एन सी ई आर टी ओफिशियल यूट्यूब चैनल। • ई पाठशाला। • ऑनलाइन ई संसाधन। <a href="https://www.youtube.com/watch?v=3J8mbIMsGgQ">https://www.youtube.com/watch?v=3J8mbIMsGgQ</a>	श्लोकों का सस्वरवाचन। मौखिक परीक्षा।
7	7. संज्ञकल्पः सिद्धिदायकः	6	अगस्त	1.संज्ञकल्प ही सिद्धिदायक होता है- इसका ज्ञान कराना। 2.अभिनय कौशल कला विकास। 3. लट् और लोट् का ज्ञान।	1. व्याकरण का ज्ञान। 2. कथा का ज्ञान।	• दीक्षा पोर्टल एन सी ई आर टी ओफिशियल यूट्यूब चैनल। • ई पाठशाला। ऑनलाइन ई संसाधन। <a href="https://www.youtube.com/watch?v=H5MN1NCGub4">https://www.youtube.com/watch?v=H5MN1NCGub4</a>	1 प्रश्नोत्तर। रिक्तस्थानपूर्ति। पाठवाचन। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
8	8.त्रिवर्णः ध्वजः	6	सितम्बर	1.राष्ट्रध्वज के महत्व के बारे में जानकारी देना। 2.राष्ट्रप्रेम की भावना जागृत करना। 3.अभिनय कौशल कला विकास।	1. उच्चारणाभ्यास। 2. प्रश्ननिर्माणाभ्यास।	• दीक्षा पोर्टल एन सी ई आर टी ओफिशियल यूट्यूब चैनल। • ई पाठशाला। • ऑनलाइन ई संसाधन। <a href="https://www.youtube.com/watch?v=mCv8FtpC5XM">https://www.youtube.com/watch?v=mCv8FtpC5XM</a>	प्रश्ननिर्माण। कक्षा परीक्षा।
<b>I TERM ENDING EXAM IN THE LAST WEEK OF SEPTEMBER/प्रथम सावधिक परीक्षा</b>							
9	9. अहमपि विद्यालयं गमिष्यामि (पुनरावृत्ति)	6	अक्टूबर	1.समाज में बालश्रम जैसी कुरीतियों से छात्रों को अवगत कराना और इन्हें समाप्त करने के लिए प्रेरित करना। 2. स्त्रीशिक्षा को प्रोत्साहित करना। 3. संधि एवं विशेषण पदों का ज्ञान I	1. प्रश्न-निर्माण। 2. समानार्थक पदों का मिलान।	➤ दीक्षा ऐप ➤ ऑनलाइन ई संसाधन ➤ <a href="https://www.youtube.com/watch?v=X2yKdNUP1Do">https://www.youtube.com/watch?v=X2yKdNUP1Do</a>	1. कार्य पत्रका। 2. मौखिक परीक्षा। 3. कक्षा परीक्षा। 4. गूगल फॉर्म। 5. वस्तुपरक प्रश्नोत्तरी परीक्षा।
10	10.विश्वबन्धुत्वम् (अर्धवार्षिक परीक्षा)	6	नवंबर	1.'वसुधैव कुटुम्बकम्' की परम्परा का ज्ञान। 2. सौहार्दपूर्ण भ्रातृत्व की भावना का विकास। 3.उपपद विभक्ति एवं समानार्थक शब्दों का ज्ञान।	1. क्रिया पदों का चयनम्। 2. उपपदविभक्ति।	• एनसीईआरटी ओफिशियल यूट्यूब चैनल। • ई पाठशाला	पाठवाचन। क्रिया पदों का चयन। कक्षा परीक्षा।



						<ul style="list-style-type: none"> <li>ऑनलाइन ई संसाधन। <a href="https://www.youtube.com/watch?v=Gi2SAIBdY6s">https://www.youtube.com/watch?v=Gi2SAIBdY6s</a></li> </ul>	
11	11. समवायो हि दुर्जय :	6	नवंबर	<p>आत्मबल का अवलोकन एवं स्वीकरण। 'संघ की शक्ति' का महत्व स्वीकार करना। समूह-कार्य के महत्व को स्वीकार करना। अच्छे समूह का निर्माण एवं नेता का सम्मान स्वीकार करना।</p> <p><b>व्याकरण :-</b> 'लंङ्' एवं 'लृट्' लकार का अभ्यास। 'क्त' प्रत्यय का प्रयोग</p>	स्काउट एवं गाइड गतिविधियों तथा अन्य समूह गतिविधियों का आयोजन। कक्षा में 'क्त' प्रत्यय एवं दोनों लकारों के शिक्षणार्थ भी छात्रों को तीन समूहों ('क्त' प्रत्यय लङ्' एवं 'लृट्' लकार) में विभक्त करके वाक्य रचना का अभ्यास।	<ul style="list-style-type: none"> <li>एनसीईआरटी ओफिशियल यूट्यूब चैनल</li> <li>ई पाठशाला</li> <li>ऑनलाइन ई संसाधन <a href="https://www.youtube.com/watch?v=Gi2SAIBdY6s">https://www.youtube.com/watch?v=Gi2SAIBdY6s</a></li> </ul>	पाठवाचन। क्रिया पदों का चयन। कक्षा परीक्षा।
12	12. विद्याधनम् (धातुरूपाणि)	6	दिसंबर	<ol style="list-style-type: none"> <li>श्लोकों के माध्यम से विद्या के महत्त्व को समझाना।</li> <li>सस्वर श्लोकों के उच्चारण की योग्यता का विकास।</li> <li>पठितअवबोधन एवं भाषा-ज्ञान का विकास।</li> </ol>	<ol style="list-style-type: none"> <li>श्लोकों का सस्वर-वाचन।</li> <li>श्लोकों का अर्थ ज्ञान।</li> </ol>	<ul style="list-style-type: none"> <li>दीक्षा ऐप</li> <li>ऑनलाइन ई संसाधन। <a href="https://www.youtube.com/watch?v=Z0zk1maKFXw">https://www.youtube.com/watch?v=Z0zk1maKFXw</a></li> </ul>	प्रश्ननिर्माण। श्लोकांशों का मिलान। श्लोकों का वाचन।
<b>II PERIODIC TEST IN THE SECOND FORTNIGHT OF JANUARY/द्वितीय आवधिक परीक्षण</b>							
13	13. अमृतं संस्कृतम् (शब्दरूपाणि)	5+2	जनवरी	<ol style="list-style-type: none"> <li>संस्कृत भाषा की वैज्ञानिकता व योगदान के बारे में ज्ञान होना।</li> <li>ईकारान्त स्त्रीलिंग शब्दों का ज्ञान होना।</li> <li>रचनात्मक लेखन एवं चित्र-वर्णन।</li> </ol>	<ol style="list-style-type: none"> <li>संस्कृतकठिन पदों का उच्चारणाभ्यास।</li> <li>सूक्तियों का मिलान।</li> </ol>	<ul style="list-style-type: none"> <li>एनसीईआरटी ओफिशियल यूट्यूब चैनल</li> <li>ई पाठशाला</li> <li>ऑनलाइन ई संसाधन <a href="https://www.youtube.com/watch?v=qP-v4QnpyH4">https://www.youtube.com/watch?v=qP-v4QnpyH4</a></li> </ul>	विभक्ति-वचन-लेखन। प्रश्नोत्तर। इकारान्त-स्त्रीलिङ्ग अभ्यास। रिक्तस्थान -पूर्ति।
14	अनारिकाया: जिज्ञासा		फरवरी	<p>ज्ञान के प्रत्येक क्षेत्र में ज्ञान-जिज्ञासा की भाव की जागृति। विषय के सम्यक ज्ञानार्थ क्रमबद्ध-ज्ञान की आवश्यकता। नई पीढ़ी को ज्ञान हस्तांतरित करने के लिए अभिभावक में धैर्य की आवश्यकता। कार्य-पूर्ति का श्रेय एवं सम्मान उसके वास्तविक कर्ता को मिले।</p> <p><b>व्याकरण :-</b> ईकारान्त शब्द-रूपों का अभ्यास।</p>	<p>अभिभावक द्वारा समय निकाल कर घर में बच्चों के साथ समय व्यतीत करना। बच्चों को बचपन में विशेषकर दादा-दादी एवं नाना-नानी के साथ जीवन यापन की सुविधा। समाज में सर्वत्र दादा-दादी एवं नाना-नानी के साथ जीवन-यापन की सुविधा वाले वातावरण का निर्माण। बच्चों तक सम्यक एवं तार्किक ज्ञान हस्तांतरित करने के लिए न केवल परिवार अपितु, गली-मोहल्लों में भी वृद्धों द्वारा सकारात्मक</p>	<ul style="list-style-type: none"> <li>कथा साहित्य। 'शिक्षक-अभिभावक' मंत्रणा में दिए गए सुझाव के अनुसार समाज में दादा-दादी एवं नाना-नानी द्वारा सुनाई गई कथाएं।</li> </ul>	विभक्ति वचन लेखन, प्रश्नोत्तर, इकारान्त स्त्रीलिङ्ग रिक्तस्थान पूर्ति



					वातावरण का निर्माण एवं सहयोग। वृद्धों द्वारा 'वसुधैव कुटुंबकम्' की भावना का विकास।		
15	15. लालनगीतम् ( लट् लकार प्रयोग)	6+3	फरवरी	1. गीत के माध्यम से छात्रों को सूर्योदय के समय धरती पर होने वाले परिवर्तनों से अवगत कराना। 2. सस्वर श्लोकों के उच्चारण की योग्यता का विकास करना। 3. रचनात्मक लेखन एवं चित्रवर्णन का ज्ञान। 4. उच्चारण एवं लेखन का अभ्यास।	1. गीत का सस्वरवाचन। 2. चित्रवर्णनम्।	➤ दीक्षा ऐप • ऑनलाइन ई संसाधन एनसीईआरटी ओफिशियल यूट्यूब चैनल ➤ <a href="https://www.youtube.com/watch?v=8QAXztkRDIk">https://www.youtube.com/watch?v=8QAXztkRDIk</a>	वाक्य निर्माण-द्वारा प्रश्ननिर्माण। पदों का निर्देशानुसार परिवर्तन।
	पुनरावृत्ति	12	फरवरी / मार्च				
<b>SESSION ENDING EXAMINATION IN MARCH / सत्रांत परीक्षा</b>							





**CLASS – VII**  
**SUBJECT – MATHEMATICS**





						<a href="https://content.diksha.gov.in/content/31307451369989734415977">content&amp;contentId=do_31307451369989734415977</a>	
2	FRACTION AND DECIMALS CCT	11+2 (CCT)	APRIL/ MAY/ JUNE	<p>Understanding of the basic concept of adding and subtracting the fractions.</p> <p>Understanding and use of Multiplication and Division of fractions.</p> <p>Understanding and use of Addition and subtraction of Decimals.</p> <p>Understanding and use of Multiplication of decimals.</p> <p>Understanding and use of Division of decimals and solving word problems related to the topic Fractions and Decimals.</p>	<ol style="list-style-type: none"><li>1. Complete magic square by using fractional numbers.</li><li>2. Complete magic square by using decimal numbers.</li><li>3. Shade the figures showing equivalent fraction.</li><li>4. Represent decimal numbers using Grid(10X10) and <b>on a number line.</b></li></ol>	<p><b>E-resources:</b> <b>Fractions and Decimals</b></p> <p><a href="https://dikhsha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307451402863411219687">https://dikhsha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31307451402863411219687</a></p> <p><a href="https://dikhsha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_co">https://dikhsha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_co</a></p>	<p>Oral test</p> <p>Discussion</p> <p>Group/individual task</p> <p>Explanation</p> <p>Online poll/quiz on Google form</p>



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3	DATA HANDLIN G  CCT	8+1 (CCT )	JULY	<p>Ability to organize and present data in tabular form.</p> <p>Ability to calculate the arithmetic mean to know the spread of the data.</p> <p>Calculate the mode of the data.</p> <p>To be able to calculate the median of the data to find the observation that lies in the middle of the data.</p> <p>Representing data pictorially to interpret data using the bar graph.</p> <p><b>Use of Bar Graph in daily life scenarios</b></p>	<ol style="list-style-type: none"><li>1. Interpretation of data to find mean, mode and median.</li><li>2. Read the given Bar Graph.</li><li>3. Draw a double bar a graph to represent given data. (<b>Example periodic I and Periodic II Marks of a previous class.</b>)</li><li>5. To find probability using one coin, two coins, dice etc.</li></ol>	<p><b>E-resources:</b> <b>Data Handling</b></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentI d=do_31307884827300659217854">https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentI d=do_31307884827300659217854</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentI">https://diksha.gov.in/play/collection/do_31310347511816192011453?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_co ntent&amp;contentI</a></p>	<p>Oral test</p> <p>Discussion</p> <p>Group/individual task</p> <p>Explanation</p> <p>Online poll/quiz on Google form</p>







6	THE TRIANGLES AND THEIR PROPERTIES  CCT	6+ 2 (CCT)	AUGUST	<p>To be able to compare and classify different triangles and to be able to recall the parts of the triangle.</p> <p>To be able to explain the median of a triangle and measure it.</p> <p>To be able to find and explain the altitude of a triangle.</p> <p>To be able to apply the exterior angle property of a triangle to find the measure of an unknown angle.</p> <p>To be able to apply the angle sum property of a triangle.</p> <p>To be able to identify, draw different parts of equilateral triangles and isosceles triangles.</p> <p><b>Able to differentiate between Median and Altitude of a Triangle</b></p>	<p>1.Types of triangles on the basis of sides and angles.</p> <p>2. Angle sum property of triangle.</p> <p>3. Exterior Angle property of triangle</p> <p>4. <b>Draw different triangles to show that the sum of two sides of a triangle is always greater than the third side.</b></p>	<p>E RESOURCES: -</p> <p>YOUTUBE, DIKSHA APP, NCERT EXEMPLAR, KVS BLOG.</p>	<p>Activity</p> <p>Oral test</p> <p>Quiz</p> <p>GeoGebra activities</p> <p>Projects</p>
7	CONGRUENCE OF TRIANGLES	6+ 1 (C	SEPTEMBER	<p>To be able to superpose different lengths Compare and superpose different angles to</p>	<p>1. Activity to show SSS congruence rule.</p>	<p>E RESOURCES: -</p>	<p>Activity</p> <p>Oral test</p>



	CCT	CT )		<p>understand and find congruent angles.</p> <p>Uses different ideas by observing the triangle to identify congruent triangles.</p> <p>Applies the congruence criteria (SSS, SAS, ASA, and RHS) to explain the congruency of triangles.</p>	<p>2. Activity to show SAS congruence rule.</p> <p>3. Activity to show ASA congruence rule.</p>	<p>YOUTUBE, DIKSHA APP, NCERT EXEMPLAR, KVS BLOG.</p>	<p>Quiz</p> <p>GeoGebra activities</p> <p>worksheets</p> <p>paper activity</p>
8	COMPARING QUANTITIES  CCT	6+1 (CCT)	SEPTEMBER	<p>Ability to compare quantities and to find ratios.</p> <p>Converts ratios into like fractions and compare them to find and identify equivalent ratios.</p> <p>Ability to represent equal ratios in proportion to find missing terms.</p> <p>Convert denominators of fractions into 100 to represent them in %.</p> <p>Converts % to fractions of decimals to solve real-life problems.</p> <p>Ability to interpret the</p>	<p>1. Activity-based on Calculation of Simple interest.</p> <p>2. Activity-based on increased and decreased percentage.</p> <p>3. Activity-based on profit and loss.</p> <p>4. Write your marks of PT I and PT II of the previous class and calculate the increased or decreased percentage in each case.</p>	<p>E RESOURCES: -</p> <p>YOUTUBE, DIKSHA APP, NCERT EXEMPLAR, KVS BLOG.</p>	<p>Activity</p> <p>Oral test</p> <p>Quiz</p> <p>worksheets</p> <p>textual questions</p>





				<p>percentage given in a statement.</p> <p>Converts percentage into the number.</p> <p>Converts ratios to % to solve problems based on real life.</p> <p><b>Knowledge of basic concepts like Simple Interest, Compound Interest, Profit and Loss to solve day to day life Problems.</b></p> <p>Applies an algorithm to calculate % to calculate profits, loss, and rate of interest in simple interest calculation.</p>			
9	RATIONAL NUMBERS CCT	8+ 2	OCTOBER	<ol style="list-style-type: none"><li>1. Defining rational numbers.</li><li>2. Represents integers in the form of numerator/denominator where the denominator is non-zero.</li><li>3. Ability to find equivalent rational numbers.</li><li>4. Constructs a number line to represent rational</li></ol>	<ol style="list-style-type: none"><li>1. Understanding positive and negative rational numbers.</li><li>2. To compare two rational number using number line.</li><li>3. Representation of rational numbers on the number line</li></ol>	E RESOURCES:-  YOUTUBE, DIKSHA APP, NCERT EXEMPLAR, KVS BLOG.	Activity  Oral test  Quiz  worksheets



				<p>numbers on it.</p> <p>5. Simplifies rational numbers such that there is no common factor between numerator and denominator to represent the rational number in standard form.</p> <p>6. Determines the distance of a rational number from 0 to compare them.</p> <p>7. Calculates and finds rational numbers between any 2 rational numbers to infer that there are infinite rational numbers between any 2 given rational numbers.</p>	<p>4. Represent various rational numbers in their simplest form</p>		textual questions
10	PRACTICAL GEOMETRY  CCT	8+ 2 (CCT)	NOVEMBER	<p>Recalls basic ideas of geometry and geometric tools.</p> <p>List and execute steps to construct a triangle given the measure of its three sides.</p> <p>List and execute steps to construct a triangle when any of</p>	<p>1. Construction of parallel lines using compass.</p> <p>2. Construction of Triangle-based on SSS, SAS and ASA criterion.</p>	E RESOURCES: - YOUTUBE, DIKSHA APP, NCERT EXEMPLAR, KVS BLOG.	Activity Oral test Quiz GeoGebra activities



				<p>its two lengths and an angle between them is given.</p> <p>List and execute steps to construct a triangle when any of its two angles and the side included between them is given.</p>			worksheets Assignments Activity on DIKSHA
11	PERIMETER AND AREA CCT	15 +2 (CCT)	NOVEMBER	<p>Understands and describes the area and perimeter of a plane figure like square and rectangle.</p> <p>Ability to use square grid sheets to find the perimeter and area square and rectangles.</p> <p>Ability to develop and apply a formula to determine the area of a triangle is half of the area of a rectangle.</p> <p>Recalls the concept of congruent figures to generalize the area of congruent parts of rectangles.</p> <p>Uses unit square grid sheets to find the perimeter and estimate the area of the parallelogram.</p> <p>Develop and apply a formula to determine the area of the</p>	<p>1.To find the area of handspan.</p> <p>2. To find the area and perimeter of the tabletop, frame, blackboard etc.</p> <p>3. To find the formula of Area and Parallelogram by activity method.</p> <p>3. Take a 1-meter thread to form a square and Rectangle.</p> <p>4. Find the Area and Perimeter of random shapes around you.</p> <p>5. To verify the formula for the area of the circle.</p>	E RESOURCES: -  YOUTUBE, DIKSHA APP, NCERT EXEMPLAR, KVS BLOG	Activity Oral test Quiz GeoGebra activities worksheets Assignments Activity on DIKSHA



				<p>parallelogram.</p> <p>Compare the area of a triangle and its corresponding parallelogram.</p> <p>Use direct or indirect measurements to describe the relationships among radius, diameter, and circumference of circles.</p> <p>Investigate different circumferences of the circle and compare them with their respective diameter to relate circumference to Pi.</p> <p>Develop and apply the formula to find the area of a circle and semicircle.</p>			
12	ALGEBRAIC EXPRESSION  CCT	11 +2 (CCT)	DECEMBER	<p>Describes algebraic expressions and knows the difference between algebraic and arithmetic expressions.</p> <ul style="list-style-type: none"><li>• Can identify the terms of algebraic expressions.</li><li>• Can identify the constant and variable terms.</li></ul> <p>Can identify the numerical coefficient of the given</p>	<ol style="list-style-type: none"><li>1. To add algebraically expression using like a term.</li><li>2. Activity on the factor tree.</li><li>3. To subtract algebraically expression</li></ol>	<p>E RESOURCES: -</p> <p>YOUTUBE, DIKSHA APP, NCERT EXEMPLAR, KVS BLOG</p>	<p>Activity: Oral test Quiz GeoGebra activities worksheets</p>



				<p>variable.</p> <p>Observes the given algebraic expressions to classify the like terms and unlike terms.</p> <p>Examine the given algebraic expressions to classify them as monomial, binomial, trinomial and polynomial.</p> <p>Ability to combine like terms to simplify the given algebraic expression, add or subtract them.</p> <p>Uses the given value of the variable to evaluate the algebraic expression.</p> <p>Applies algebraic properties to add/subtract two algebraic expressions.</p>	<p>using like terms.</p> <p>4. Make a pattern using Match sticks</p>		<p>Assignments</p> <p>Activity on DIKSHA</p>
<b>II PERIODIC TEST IN THE SECOND FORTNIGHT OF JANUARY</b>							
13	<p>EXPONENTS AND POWERS</p> <p>CCT</p>	<p>7+ 2</p> <p>(CCT)</p>	<p>JANUARY</p>	<p>Examine the exponential form of the given number to identify its base and exponent.</p> <p>Examine the numbers given in the exponential form to compare and represent them in</p>	<p>1.To find the values of exponential expression.</p> <p>2. To verify laws of exponents,</p>	<p>E RESOURCES: -</p> <p>YOUTUBE, DIKSHA APP, NCERT</p>	<p>Activity</p> <p>Oral test</p> <p>Quiz</p> <p>GeoGebra</p>





15	VISUALIZING SOLID SHAPES CCT	10 +2 (CCT)	FEBRUARY	Ability to describe plane figures and to differentiate between plane figures and solid shapes Can examine different solid shapes to identify and count their number of faces, edges and vertices Builds nets of 3D shapes to understand their properties Can examine solid figures from different angles to view different sections of solids	1. Make a cube using a net diagram. 2. Make a mesh of dice. 3. Make a cylinder, pyramid using the net diagram. 4. Activity-based on the horizontal cross-section by using different objects/vegetables.	RESOURCES:- YOUTUBE, DIKSHA APP, NCERT EXEMPLAR, KVS BLOG	Activity Oral test Quiz Geogebra activities worksheets Assignments Activity on DIKSHA Google form
	REVISION CCT	15	FEBRUARY				

**SESSION ENDING EXAMINATION IN MARCH***Mathematics laboratory-manual*

- Activities for VI to VIII(01 - 93) and Projects

Link:- <https://ncert.nic.in/science-laboratory-manual.php>



**CLASS – VII**  
**SUBJECT –SCIENCE**







						<p><a href="https://www.youtube.com/watch?v=10o0pk_XNhY&amp;feature=youtu.be">utube.com/watch?v=10o0pk_XNhY&amp;feature=youtu.be</a></p> <p><a href="https://youtu.be/8xBAXV4HM00">https://youtu.be/8xBAXV4HM00</a></p> <p>For process of photosynthesis:- <a href="https://diksha.gov.in/plaagy/collection/document/312726114547941376123545?contentType+TextBook&amp;contentId+do_312580364008857600211648">https://diksha.gov.in/plaagy/collection/document/312726114547941376123545?</a> <a href="https://ncert.nic.in/pdf/publication/exemplarproblem/classVII/Science/geep101.pdf">contentType+TextBook&amp;contentId+do_312580364008857600211648</a></p> <p><b>SELF- PRACTICE</b> <a href="https://ncert.nic.in/pdf/publication/exemplarproblem/classVII/Science/geep101.pdf">https://ncert.nic.in/pdf/publication/exemplarproblem/classVII/Science/geep101.pdf</a></p>	
2	NUTRITION IN ANIMALS	10+3(CCT)	APRIL	<ol style="list-style-type: none"><li>1. The students will learn and understand about different ways of taking food.</li><li>2. Students will understand Digestion in humans &amp; animals.</li></ol>	<p><b>ACTIVITY-1:-</b>Study the picture of human digestive system and understand various parts and their functions</p> <p><b>ACTIVITY-2</b>Wash your</p>		1.Google form tests, assignments, projects, viva.



				<p>3. The students will learn and understand about feeding and digestion in amoeba.</p> <p>4. The students will be able to compare the digestion in amoeba and humans.</p>	<p>hands. Look into the mirror and count your teeth. Use your index finger to feel the teeth.</p> <p><b>ACTIVITY-3:-</b> Testing effect of saliva on starch</p>		<p>2.Assertion reason based questions.</p> <p>3. CCT based questions</p>
<b>3</b>	<b>FIBRE TO FABRIC</b>	9+2(CC T	MA Y- JUN E	<p>1.The students will understand and learn about animals that give us wool</p> <p>2.The students will be able to describe methods of processing wool, life history of silk moth, sericulture and steps to obtain silk.</p> <p>3.The students will be able to draw the diagrams for life history of silk worm</p> <p>4. Students will be able to identify wool, silk and synthetic fibres by burning</p>	<p><b>ACTIVITY-1:-</b>Collect pictures of 6 to 10 animals whose hair is used as wool. Stick them in your notebook.</p> <p><b>ACTIVITY-2:-</b>Procure outline maps of India and the world. Find out and mark the places on the map where you find animals(5 to 8 animals) that provide wool. Use different colours to denote the location for different wool yielding animals</p> <p><b>ACTIVITY-3:-</b> Burning fibre to test if natural or synthetic</p>	<p>See the videos on the given links -</p> <p><a href="https://www.youtube.com/watch?v=G4LtN4ZoYH4&amp;feature=youtu.be">https://www.youtube.com/watch?v=G4LtN4ZoYH4&amp;feature=youtu.be</a>,</p> <p><a href="https://youtu.be/hiX6EXie-Go">https://youtu.be/hiX6EXie-Go</a>,</p> <p><a href="https://youtu.be/ntDeQz7eb5A">https://youtu.be/ntDeQz7eb5A</a></p> <p><a href="https://youtu.be/sqKbgqFpwbo">https://youtu.be/sqKbgqFpwbo</a></p> <p><a href="https://youtu.be/b8rX5DRusNI">https://youtu.be/b8rX5DRusNI</a></p> <p><a href="https://ncert.nic.in/textbook/pdf/gesc103.pdf">https://ncert.nic.in/textbook/pdf/gesc103.pdf</a>"</p> <p><b>SELF-PRACTICE</b></p> <ul style="list-style-type: none"><li>• <a href="https://ncert.nic.in/pdf/publicati">https://ncert.nic.in/pdf/publicati</a></li></ul>	<p>1.Google form tests, assignments, projects, viva.</p> <p>2.Assertion reason based questions.</p> <p>3. CCT based questions</p>



						<a href="#">on/exemplar problem/classVII/Science/geep103.pdf</a>	
4	HEAT	8+1(CCT)	JULY	<ol style="list-style-type: none"><li>1. The students will learn and understand about hot and cold and measurement of heat.</li><li>2. The students will know about the thermometer and its use to measure temperature.</li><li>3. The students will be able to understand the modes of transfer of heat and the kind of clothes which we wear in summer and winter.</li><li>4. The students will be able to apply the knowledge in daily life.</li></ol>	<p><b>ACTIVITY-1:-</b> Measure the body temperature of your family members with a clinical thermometer. Record your observations</p> <p><b>ACTIVITY-2:</b>Record the temperature of boiling water.</p> <p><b>ACTIVITY-2:-</b> Activity to be performed by students to show conduction</p> <ol style="list-style-type: none"><li>3.Show the process of convection by heating potassium permanganate.</li><li>4. Make a paper spiral and observe the action of the spiral over a burning candle.</li></ol>	<ul style="list-style-type: none"><li>● NCE RT textbook</li><li>● Resources from teachers</li><li>● DIK SHA app</li><li>● YOU TUBE videos Resources from home.</li></ul>	<ol style="list-style-type: none"><li>1.Google form tests, assignments, projects, viva.</li><li>2.Assertion reason based questions.</li><li>3. CCT based questions</li></ol>
5	ACIDS, BASES, AND SALTS	9+1(CCT)	JULY	<ol style="list-style-type: none"><li>1. The students will learn and understand about acids, bases, and natural indicators.</li><li>2. Students will be able to classify the substances around them as acidic and basic</li><li>3. Students will develop interest in using indicators</li></ol>	<p><b>ACTIVITY-1:-</b>collect samples of lemon juice, orange juice, vinegar, curd, grapes, juice, sugar solution, common salt solution, amla juice and baking soda solution and observe their acidic or basic nature with</p>	<p><a href="https://you.be/KbXfczrKeZo">https://you.be/KbXfczrKeZo</a>,</p> <p><a href="https://you.be/r3hirz WILM">https://you.be/r3hirz WILM</a></p> <p><a href="https://you.be/P5hGzA6VbO">https://you.be/P5hGzA6VbO</a></p> <p><a href="https://">https://</a></p>	<ol style="list-style-type: none"><li>1.Google form tests, assignments, projects, viva.</li><li>2.Assertion reason based questions.</li></ol>



				<p>available to them.</p> <p>4. Students will be able to explain the neutralization reaction and its importance.</p>	<p>litmus paper.</p> <p>1. Using red cabbage juice as an indicator to test the acids and bases present in edible food items. Present your observation in the form of a table.</p> <p>2. Making a magic card with an invisible message.</p> <p>3. Bring the soil sample from your area and identify whether it is acidic or basic.</p>	<p><a href="https://you.be/mUNoABu6AdAhttps://youtu.be/14Mh3TQKLlo">you.be/mUNoABu6AdAhttps://youtu.be/14Mh3TQKLlo</a></p> <p><b>SELF-PRACTICE</b>  <a href="https://ncert.nic.in/pdf/publication/exemplarproblem/classVI/Science/gep105.pdf">https://ncert.nic.in/pdf/publication/exemplarproblem/classVI/Science/gep105.pdf</a></p>	<p>3. CCT based questions</p> <p>4. Students will be given to prepare turmeric paper</p>
6	<b>PHYSICAL AND CHEMICAL CHANGES</b>	6+1(CCT)	JULY	<p>1. The students will learn and understand about physical and chemical changes</p> <p>2. The students will be able to describe rusting of iron and crystallization.</p> <p>3. The students will be able to correlate the knowledge in daily life.</p>	<p><b>ACTIVITY-1:-</b> physical change &amp; Chemical changes– Making shapes of paper, burning of Mg ribbon,</p> <p><b>ACTIVITY-2:-</b> Keep iron nails in tap water, salty water and in tap water with oil film on the top separately and observe the different rates of rusting.</p> <p><b>ACTIVITY-3:-</b>An activity to show reaction between iron and</p>	<p><a href="https://youtu.be/pQ24NAyXoqQhttps://youtu.be/cnVomb4Ahttps://youtu.be/9xaFPO4qnPAhttps://">https://youtu.be/pQ24NAyXoqQhttps://youtu.be/cnVomb4Ahttps://youtu.be/9xaFPO4qnPAhttps://</a></p>	<p>1. Google form tests, assignments, projects, viva.</p> <p>2. Assertion reason based questions.</p> <p>3. CCT based questions</p>



					<p>copper sulphate.</p> <p><b>ACTIVITY-4:-</b> Experiment based on crystallization of copper sulphate.</p> <p><b>ACTIVITY-5:</b> reaction of baking soda and vinegar to form volcano</p>	<p><a href="https://www.ncert.nic.in/ncert.nic.in/uptu/be/GUOn9-KWMQI">utu.be/GUOn9-KWMQI</a></p> <p><b>SELF-PRACTICE</b></p> <p><a href="https://www.ncert.nic.in/pdf/publication/exemplarproblem/classVII/Science/geep106.pdf">https://www.ncert.nic.in/pdf/publication/exemplarproblem/classVII/Science/geep106.pdf</a></p>	
<b>I PERIODIC TEST IN THE FIRST FORTNIGHT OF AUGUST</b>							
<b>7</b>	<b>WEATHER, CLIMATE AND ADAPTATIONS OF ANIMALS TO CLIMATE</b>	7+1(CC T)	AUGUST	<p>1.The students will be able to know about weather and climate</p> <p>2. Students will be able to describe the elements of weather.</p> <p>3. Students will be able to differentiate maximum and minimum temperature</p> <p>4. Students will be able to correlate the adaptive features of the animals with their habitats.</p>	<p>Activity1: To measure the level of rainfall with the help of a rain gauge.</p> <p>Activity 2: To collect the information of weather in a particular area for 15 days. Make a report on weather</p> <p><b>Activity 3:</b> Mark polar regions in blue and tropical regions in red on map of the world</p> <p><b>Activity 4:-.</b> Make a photo album consisting of pictures of animals of rainforests and those</p>	<p><a href="https://www.ncert.nic.in/textbook/pdf/gesc107.pdf">https://www.ncert.nic.in/textbook/pdf/gesc107.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=CYjxSV0fdTA">https://www.youtube.com/watch?v=CYjxSV0fdTA</a></p> <p><a href="https://www.youtube.com/watch?v=otRyHC6FseU">https://www.youtube.com/watch?v=otRyHC6FseU</a></p> <p><a href="https://www.youtube.com/watch?v=1ER_MwVI_AI">https://www.youtube.com/watch?v=1ER_MwVI_AI</a></p> <p><a href="https://www.youtube.com/watch?v=B3XeL7Nczjw">https://www.youtube.com/watch?v=B3XeL7Nczjw</a></p> <p><b>SELF-PRACTICE</b></p> <p><a href="https://www.ncert.nic.in/">https://www.ncert.nic.in/</a></p>	<p>1.Google form tests, assignments, projects, viva.</p> <p>2.Assertion reason based questions.</p> <p>3. CCT based questions</p>



					of polar regions.	<a href="https://ncert.nic.in/pdf/publication/exemplarproblem/classVII/Science/geep107.pdf">pdf/publication/exemplarproblem/classVII/Science/geep107.pdf</a>	
8	<b>WINDS, STORMS AND CYCLONES</b>	6+1(CCT)	AUGUST	<ol style="list-style-type: none"> <li>Students will be able to understand the phenomena “Air exerts pressure”</li> <li>Students will be able to understand the properties of Air and formation of tornadoes.</li> <li>Students will be able to co relate the studied knowledge with daily life.</li> <li>Students will be able to differentiate tornado, cyclone and thunderstorms.</li> </ol>	<p>Activity 1: To prove that air exerts pressure with the help of heating a can of water.</p> <p>Activity 2: To show that high speed winds are accompanied by reduced air pressure with the help of balloons and paper strips.</p> <p>Activity 3: To prove that air expands on heating with the help of boiling tubes and balloons.</p> <p>Activity 4: Make a model of an anemometer.</p>	<p><a href="http://ncert.nic.in/textbook/textbook.htm?ge_sc1=8-19">http://ncert.nic.in/textbook/textbook.htm?ge_sc1=8-19</a> ,</p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/585b5a9b472d4af21c54d7d5">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/585b5a9b472d4af21c54d7d5</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/569a09d681fccb15fb220f5e">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/569a09d681fccb15fb220f5e</a></p> <p><a href="https://ndma.gov.in/en/">https://ndma.gov.in/en/</a></p> <p><b>SELF-PRACTICE</b></p> <p><a href="https://ncert.nic.in/pdf/publication/exemplarproblem/classVII/Science/geep108.pdf">https://ncert.nic.in/pdf/publication/exemplarproblem/classVII/Science/geep108.pdf</a></p>	<ol style="list-style-type: none"> <li>Google form tests, assignments, projects, viva.</li> <li>Assertion reason based questions.</li> <li>CCT based questions</li> </ol>
<b>I TERM END EXAMINATION IN THE LAST WEEK OF SEPTEMBER</b>							
9	<b>SOIL</b>	7+1(CCT)	SEPTEMBER	<ol style="list-style-type: none"> <li>Students will be able to know about the soil and soil</li> </ol>	<b>ACTIVITY-1:-</b> To show soil	<ul style="list-style-type: none"> <li>NCE</li> <li>RT textbook</li> </ul>	1.Google form tests,





		T)		<p>profile.</p> <p>2. Students will be able to differentiate between different types of soil on the basis of textures and size of particles.</p> <p>3. Students will be able to calculate the percolation rate of water in the soil.</p> <p>4. Students will be able to apply the studied knowledge in daily life.</p>	<p>contains air</p> <p><b>ACTIVITY-2:-</b>Experiment to show that soil contains water.</p> <p><b>Activity 3:</b> Calculate the percolation rate of water in the given sample of soil.</p> <p><b>Activity 4:</b> To calculate the amount of water absorbed in the given sample of soil.</p> <p><b>Activity 5:</b> Write an essay explaining reasons and remedies of soil erosion</p>	<ul style="list-style-type: none"> <li>● Resources from teachers</li> <li>● DIK SHA app</li> <li>● YOUTUBE videos</li> <li>● Resources from home.</li> </ul>	<p>assignments, projects, viva.</p> <p>2.Assertion reason based questions.</p> <p>3. CCT based questions.</p> <p>4. Puzzle</p>
10	<b>RESPIRATION IN ORGANISM</b>	9+1(CC T)	OCTOBER	<p>1.The students will learn and understand about respiration, breathing mechanisms in humans, animals and plants.</p> <p>2. Students will be able to correlate the breathing rate and the physical exercise.</p> <p>3. Students will be able to explain the breathing mechanism</p>	<p><b>ACTIVITY-1:-</b> Experiment to show that CO<sub>2</sub> is released during aerobic respiration.</p> <p><b>ACTIVITY-2:-</b>Count and find the breathing rate. <b>ACTIVITY-3-</b>Observe the effect of breathing on chest size. <b>ACTIVITY-4:-</b>Prepare a model to show the mechanism of breathing.</p>	<ul style="list-style-type: none"> <li>● NCE RT textbook</li> <li>● Resources from teachers</li> <li>● DIK SHA app</li> <li>● YOUTUBE videos</li> <li>● Resources from home.</li> </ul>	<p>1.Google form tests, assignments, projects, viva.</p> <p>2.Assertion reason based questions.</p> <p>3. CCT based questions.</p> <p>4. Project to prepare a model to show the mechanism of</p>









14	<b>ELECTRIC CURRENT AND ITS EFFECTS</b>	8+1(CCT)	DECEMBER	<p>1.The students will learn and understand about symbols of electric components.</p> <p>2. Students will be able to explain the heating and magnetic effect of electric current.</p> <p>3. Students will be able to describe electric fuse and its applications.</p> <p>4. Students will be able to draw the diagram of an electric bell.</p>	<p><b>ACTIVITY-1:-</b> To make an electric circuit using wire, cell and bulb</p> <p><b>ACTIVITY-2:-</b> To make an electromagnet,</p> <p><b>ACTIVITY-3:-</b>Make four electromagnets with 20, 40 and 60 turns. Connect them one by one with a battery of 2 cells. Compare the strengths of the electromagnets.</p>	<ul style="list-style-type: none"><li>● NCE RT textbook</li><li>● Resources from teachers</li><li>● DIK SHA app</li><li>● YOUTUBE videos</li><li>● Resources from home.</li></ul>	<p>1.Google form tests, assignments, projects, viva.</p> <p>2.Assertion reason based questions.</p> <p>3. CCT based questions.</p>
15	<b>LIGHT</b>	10+1(CT)	SEPTEMBER	<p>1.The students will learn and understand about rectilinear propagation of light</p> <p>2. Students will be able to describe reflection of light, characteristics of the image formed by plane mirror, lateral inversion.</p> <p>3. Students will be able to identify the spherical mirrors and lens.</p> <p>4.Students will be able to understand the image formation by lens and mirrors.</p> <p>5. Students will be able to explain the process of</p>	<p><b>ACTIVITY-1:-</b>To show images formed by convex and concave lenses and mirrors.</p> <p><b>ACTIVITY-2:-</b>Activity to dispersion of sunlight by prism( Making Newton’s disc)</p> <p><b>ACTIVITY-3:-</b>Observe different types of image formation using steel spoon(from inner and outer side of spoon).</p> <p><b>ACTIVITY-4:-</b> Make a rainbow on a bright sunny day using hose pipe.</p>	<ul style="list-style-type: none"><li>● NCE RT textbook</li><li>● Resources from teachers</li><li>● DIK SHA app</li><li>● YOUTUBE videos</li><li>● Resources from home.</li></ul>	<p>1.Google form tests, assignments, projects, viva.</p> <p>2.Assertion reason based questions.</p> <p>3. CCT based questions.</p> <p>4. Project to prepare periscope and Newton Disk.</p>



				dispersion of light.			
16	<b>WATER : A PRECIOUS RESOURCE</b>	7+1(CC T)	JANUARY	<p>1.The students will learn and understand about availability of water, ground water, distribution of water, water management, role for water saving and forms of water.</p> <p>2. Students will be able to explain the importance of water for plants and the environment.</p>	<p><b>ACTIVITY-1:-</b>Collect clippings from newspapers and magazines on the news items, articles and pictures related to water shortage. Paste them in your copy and share it with your friends. List some problems faced by the people and discuss them in the class.</p> <p><b>ACTIVITY-2:-</b>Mark the distribution of water in various states of India on a map.</p> <p><b>ACTIVITY-3:-</b>Design a poster with slogan depicting ‘Save Water’</p>	<ul style="list-style-type: none"> <li>● NCE RT textbook</li> <li>● Resources from teachers</li> <li>● DIK SHA app</li> <li>● YOUTUBE videos</li> <li>● Resources from home.</li> </ul> <p><a href="http://www.rainwaterharvesting.org">http://www.rainwaterharvesting.org</a></p>	<p>1.Google form tests, assignments, projects, viva.</p> <p>2.Assertion reason based questions.</p> <p>3. CCT based questions.</p>
17	<b>FOREST OUR LIFELINE</b>	10+1(CT)	DECEMBER	<p>1. Students will be able to define the terms like canopy , crown ,understory etc.</p> <p>2. Students will be able to know about the importance of forest in our daily life and for the animals also.</p> <p>3. Students will be able to describe the role of forest in bringing rainfall.</p>	<p>Activity 1: Try to recognize various types of trees , shrubs and herbs.</p> <p>Activity 2: To list various products we get from forest.</p> <p>Activity 3:</p> <p>a)To collect different kinds of seeds or hard fruits like nuts.</p> <p>b)Collect and paste the pictures</p>	<ul style="list-style-type: none"> <li>● NCE RT textbook</li> <li>● Resources from teachers</li> <li>● DIK SHA app</li> <li>● YOUTUBE videos</li> <li>● Resources from</li> </ul>	<p>1.Google form tests, assignments, projects, viva.</p> <p>2.Assertion reason based questions.</p> <p>3. CCT based questions.</p>





**CLASS – VII**  
**SUBJECT – SOCIAL SCIENCE**



S.No.	Name of chapter	No. of Period	MONTH	LEARNING OUTCOMES	PROPOSED ACTIVITIES	Resources	Assessment
1	GEO- 1 ENVIRONMENT  Sub Topic- CONCEPT, COMPONENET OF ENVIRONMENT  NATURAL ENVIRONMENT  HUMAN ENVIRONMENT  ECOSYSTEM	3	APRIL	<ul style="list-style-type: none"><li>• Describes different components of the environment.</li><li>• To understand various measures of maintaining natural environment.</li><li>• To know about the problems of human environment.</li><li>• Takes interest in exploring the surroundings, observes the details.</li></ul>	Classification game, visit to a nearby park.  Project  Write up on Degradation and Conservation of Environment.	<a href="https://diksha.gov.in/play/collection/do_31310347513120358411457?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130887325149511681182">. https://diksha.gov.in/play/collection/do_31310347513120358411457?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130887325149511681182</a>	Oral test, Written Assignments







<p><b>3</b></p>	<p>POL – 1. ON EQUALITY</p> <p>Sub Topic- CONCEPT OF EQUALITY EQUAL RIGHT TO VOTE OTHER KIND OF EQUALITY EQUALITY IN INDIAN DEMOCRACY</p>	<p>3</p>	<p>APRIL</p>	<ul style="list-style-type: none"> <li>• Explains the significance of equality in democracy.</li> <li>• Distinguishes between political equality, economic equality, and social equality.</li> <li>• Interprets social, political and economic issues in one’s own region with reference to the right to equality.</li> <li>• To familiarize the concept of Adult Franchise- above the age of 18 every citizen can vote.</li> </ul>	<p>Group activity (slogan), Poster making</p>	<p><a href="https://diksha.gov.in/play/content/do_31308527387527577611687?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_31308527387527577611687?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p>	<p>Pen paper test, home assignment</p>
<p><b>4</b></p>	<p>HIS – 2. NEW KINGS AND KINGDOMS</p> <p>Sub Topic- THE EMERGENCE OF NEW DYNASTIES ADMINISTRATION IN THE KINGDOMS</p>	<p>3</p>	<p>MAY/JUNE</p>	<ul style="list-style-type: none"> <li>•Familiarise with the emergence of new dynasties and prepare a timeline to trace important developments during this time.</li> <li>• Comparing the old and new administrative systems.</li> </ul>	<p>Individual activity, presentation.  Collage making of Forts and Temples.</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347512692736011412?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308529980120268811697">https://diksha.gov.in/play/collection/do_31310347512692736011412?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308529980120268811697</a></p>	<p>Peer assessment, audio visual activity</p>



	A CLOSER LOOK: THE CHOLAS SPLENDID TEMPLES AND BRONZE SCULPTURE ADMINISTRATION OF THE EMPIRE			<ul style="list-style-type: none"><li>• Understanding the Chola administration.</li><li>• Analyses socio-political and economic changes during medieval period in order to compare it with present day time.</li></ul>	Picture collection/album		
5	GEO - 2. INSIDE OUR EARTH  Sub Topic- INTERIOR OF THE EARTH ROCK AND MINERAL	2	JUNE	<ul style="list-style-type: none"><li>• Identifies major layers of the earth's interior, rock types.</li><li>• Use diagrams/models/visuals/audio-visual materials for understanding interior of the earth, formation of different types of rocks.</li><li>• To understand the differences between types of rocks by referring to their properties and methods of formation.</li><li>• To understand the arrangement of the steps involved in the formation of rock in a sequential</li></ul>	Group activity, model making and identification.  Paste pictures of different types of rock monuments.	<a href="https://diksha.gov.in/play/collection/do_31310347513120358411457?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308520740010393611719">https://diksha.gov.in/play/collection/do_31310347513120358411457?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308520740010393611719</a>	Peer assessment, Google form.



				manner.			
6	<p>POL 2 ROLE OF THE GOVERNMENT IN HEALTH</p> <p>Sub Topic-</p> <p>CONCEPT OF HEALTH AND HEALTHCARE IN INDIA</p> <p>PUBLIC AND PRIVATE HEALTH CARE SERVICES</p> <p>HEALTH CARE AND EQUALITY</p>	3	JULY	<ul style="list-style-type: none"><li>• Familiarize with the various aspects of healthcare in India.</li><li>• Understand, that to prevent and treat illness appropriate healthcare facilities such as health centers hospitals laboratories for testing, ambulance services blood banks are needed.</li><li>• Familiarize that besides the government private health facilities are also helping the government in every corner of the country.</li><li>• Understand that the right to life ( Article 21) of every person to be ensured by the government as its duty.</li></ul>	MCQs, Charts, Individual activity	<p><a href="https://diksha.gov.in/play/collection/do_3131034751359385601732?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308527749391155212016">https://diksha.gov.in/play/collection/do_3131034751359385601732?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308527749391155212016</a></p>	Oral test







	MUGHAL EMPIRE IN 17 CENTURY AND AFTER			to a great economy and commercial prosperity.			
<b>10</b>	GEO –4 AIR  Sub Topic- COMPOSITION AND STRUCTURE OF THE ATMOSPHERE WEATHER AND CLIMATE a) TEMPERATURE. b) AIR PRESSURE c) WIND, MOISTURE	<b>2</b>	JULY	<ul style="list-style-type: none"><li>• Understand the importance of atmosphere.</li><li>• Understand the concept of Weather and climate</li><li>• Familiarize that the atmosphere is divide into five concentric layers – troposphere, stratosphere, mesosphere, thermosphere and exosphere .</li></ul> Significance of Ozone layer in the atmosphere.	Slogan (Group activity), Individual activity	<a href="https://diksha.gov.in/play/collection/do_31310347513120358411457?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31269735061585920015486">https://diksha.gov.in/play/collection/do_31310347513120358411457?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31269735061585920015486</a>	Self assessment, Port folio assessment

**PERIODIC TEST IN THE FIRST FORTNIGHT OF AUGUST/प्रथम आवधिक परीक्षण**











<b>16</b>	HIS – 6 TOWNS TRADERS AND CRAFTPERSONS  Sub Topic- TEMPLE, TOWNS AND PILGRIMAGE CENTRES TRADERS BIG AND SMALL A CLOSER LOOK: a) HUMPI b) MASULIPATNAM c) SURAT	<b>3</b>	SEPTEMBER	<ul style="list-style-type: none"><li>• Critically understand about the towns which combined several functions as they were administrative centres , temple towns, as well as centres of commercial activities and craft production.</li></ul>	Critical thinking, group activity, Report writing.  PPT on important old towns of India.	<a href="https://diksha.gov.in/play/collection/do_31310347512692736011412?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31310212696574361611186">. https://diksha.gov.in/play/collection/do_31310347512692736011412?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31310212696574361611186</a>	Student's participation, open book test.  Google form
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**I TERM ENDING EXAM IN THE LAST WEEK OF SEPTEMBER/प्रथम सावधिक परीक्षा**





	LIVED CHANGING SOCIETY: NEW CASTE AND HIERARCHIES A CLOSER LOOK: THE GHONDS AND AHOMS						
19	GEO – 7 HUMAN, ENVIRONMENT, SETTLEMENTS ,TRANSPORT AND COMMUNICATION  Sub Topic- SETTLEMENT: CONCEPT AND CLASSIFICATION  MEANS OF TRANSPORT  COMMUNICATION	3	NOVEMBE R	<ul style="list-style-type: none"><li>• Knowledge of important means of transportation- Roads, ports, railways etc.</li><li>• Understand the importance of communication.</li></ul>	Map based activity, Classification game	<a href="https://diksha.gov.in/play/collecti on/do_31310347513120358411457?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131340820613939201886">https://diksha.gov.in/play/collecti on/do_31310347513120358411457?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131340820613939201886</a>	Pen Paper test, home assignment, MCQs





	NEW RELIGIOUS DEVELOPMENT IN NORTH INDIA A CLOSER LOOK: KABIR AND BABA GURU NANAK						
22	POL –7 MARKET AROUND US  Sub Topic- CONCEPT AND TYPES OF MARKET  SHOPPING COMPLEXES AND MALLS	2	DECEMBER	<ul style="list-style-type: none"><li>• Traces how goods travels through various market places.</li><li>• Differentiate between different kinds of markets.</li></ul>	Poster making, Report Writing	<a href="https://diksha.gov.in/play/collection/do_3131034751359385601732?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131340714584801281155">https://diksha.gov.in/play/collection/do_3131034751359385601732?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131340714584801281155</a>	Group assessment, oral test
23	GEO – 8 HUMAN ENVIRONMENT, INTERACTIONS – THE TROPICAL AND SUBTROPICAL REGIONS  Sub-Topics- LIFE IN THE AMAZON	3	DECEMBER	<ul style="list-style-type: none"><li>• Understand the complex inter-relationship of humans and the natural environment</li><li>• Compare lives in different surroundings or environmental settings</li><li>• Appreciate that cultural</li></ul>	Collect information about the various activities done by the people in Amazon Basin and Ganga	<a href="https://diksha.gov.in/play/collection/do_3131034751359385601732?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131340714584801281155">https://diksha.gov.in/play/collection/do_3131034751359385601732?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131340714584801281155</a>	MCQs  Oral test  Google form test  Match-ups, fill in the blanks.



	BASIN CLIMATE RAIN FOREST PEOPLE OF THE RAIN FOREST LIFE IN THE GANGA – BRAHMAPUTRA BASIN			differences are a result of interactions between human beings and their different environment	Brahmaputra Basin Types of flora and fauna found there. Map work		
<b>II PERIODIC TEST IN THE SECOND FORTNIGHT OF JANUARY / द्वितीय आवधिक परीक्षण</b>							
<b>24</b>	HIS – 9 THE MAKING OF REGIONAL CULTURES Sub-Topics- THE CHERAS AND THE DEVELOPMENT OF MALAYALM THE JAGANNATHA CULT THE RAJPUTS AND TRADITION OF HEROISM KATHAK: BEYOND	<b>3</b>	JANUARY	<ul style="list-style-type: none"><li>• Get an overview of the development of regional cultural forms, including 'classical' forms of dance and music</li><li>• Take a look at how texts in regional languages can be used to understand history</li></ul>	Collect and paste pictures of different classical dance forms  Picture interpretation	<a href="https://diksha.gov.in/play/collection/do_3131034751359385601732?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131340714584801281155">https://diksha.gov.in/play/collection/do_3131034751359385601732?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131340714584801281155</a>	MCQs Oral test/Google forms Short answer type questions









				<p>inequality.</p> <ul style="list-style-type: none"> <li>To develop an appreciation as well as an understanding of people's contribution who fought for equality.</li> </ul>	<p>of equality and mention their contribution</p>		
28	<p>HIS- 10 EIGHTEENTH CENTURY POLITICAL FORMATIONS</p> <p>Sub Topic-</p> <p>THE CRISIS OF THE EMPIRE AND THE LATER MUGHALS</p> <p>EMERGENCE OF NEW STATES</p> <p>THE WATAN JAGIRS FOR THE RAJPUTS</p> <p>SEIZING INDEPENDENCE</p>	4	FEBRUARY	<ul style="list-style-type: none"> <li>Analysing the condition of later Mughals as puppets in the hands of either one or other powerful groups.</li> <li>Understand how the Mughal gradually fragmented into a number of regional states.</li> <li>Understand the emergence of Khalsa by Guru Gobind Singh.</li> <li>Know about Shivaji who carved out a stable empire with the support of powerful warrior families.</li> </ul>	<p>Group activity,</p> <p>Individual activity,</p> <p>Report writing and collect pictures of Rajput rulers, later Mughal rulers, Peshwas of the Marathas and Guru Gobind Singh.</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347512692736011412?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313223121225834496187">https://diksha.gov.in/play/collection/do_31310347512692736011412?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313223121225834496187</a></p>	<p>Home assignment, oral test. Quiz</p>

**SESSION ENDING EXAMINATION IN MARCH / सत्रांत परीक्षा**



# CLASS – VIII



**CLASS – VIII**  
**SUBJECT – ENGLISH**

**BOOK 1. HONEYDEW****BOOK 2. IT SO HAPPENED...**

S. No.	CHAPTER NAME	NO OF PERIODS	MONTH	TLO	SUGGESTIVE ACTIVITIES	RESOURCES	ASSESSMENT
1.	1. The Best Christmas Present in the World (Prose)	5	APRIL	Asks questions in different contexts and situations, reads, compares, contrasts gives opinions and relates ideas to life to demonstrate critical thinking skills.	One activity in a month.	4 Items of CCT (weekly one)	Oral testing, Google form quiz, problem-solving worksheets, creative writing, pen/paper test through Google classroom, Individual/peer/Group assessment or any other.
	1. The Ant and the Cricket (Poetry)	2		Recognizes and classifies the genre of a fable (short stories, usually with animals as characters, conveying a moral), recalls and discusses familiar fables, and relates fables to real-life experiences.	Recitation, interpret quotations, sayings and proverbs, speech, describing picture/ object/ event/ situation/ role play, etc.	For practising Reading & Literacy.	
	1. How the Camel got his Hump (Supplementary) Grammar - Verb forms/ Tenses	3		Constructs meaningful sentences with a sense of grammatical accuracy. Uses present, past, and future tenses with appropriate time markers.		Suggestive links/ websites	



	Writing – Paragraph /Notice writing.	4		<p>Writes coherent and unified paragraph with a topic, sentence, support and concluding sentence; produces appropriate vocabulary and correct word forms; uses language as an effective tool of communication.</p> <p>Responds to information from notice board, railway time table etc.</p> <p>Students acquire basic knowledge about the format &amp; content.</p> <p>Students will master the skill of writing Notices for different occasions</p> <p>Understanding the use of correct vocabulary.</p>		<p>Two cartoon series, to promote CCT skills of students through joyful reading</p> <p>'Cogito' and (<a href="http://cbseacademic.nic.in/web_material/ComicBooks/Cogito.pdf">http://cbseacademic.nic.in/web_material/ComicBooks/Cogito.pdf</a>)</p> <p>'The Question Book' (<a href="http://cbseacademic.nic.in/web_material/ComicBooks/The_Question_Book.pdf">http://cbseacademic.nic.in/web_material/ComicBooks/The_Question_Book.pdf</a>)</p> <p>Available on the CBSE website and DIKSHA Portal.</p> <p>CCT Tracker</p> <p>URL: <a href="https://pisa.diksha.gov.in">https://pisa.diksha.gov.in</a> CCT Tracker</p>	
	CCT (Weekly 1)	4					



						username: kvsschools CCT  Tracker password: Kvsschools@01  <a href="https://diksha.gov.in/get/dial/R5Z7PS">https://diksha.gov.in/get/dial/R5Z7PS</a>  <a href="http://www.cbseacademic.in">www.cbseacademic.in</a>  or any other links for practising Reading Literacy.	
2.	2. The Tsunami (Prose)  2. Geography Lesson (Poetry)  2. Children	5  2	MAY-JUNE	Prepares a write up after seeking Information in print/ online, noticeboard, newspaper, etc. (Disaster management).  Recites the poem with proper intonation, modulation.  Writes answers to textual/non-textual questions after	Interpret quotations, sayings and proverbs, speech, describing picture/ object/ event/ situation.  Roleplay.  Preparing a		Oral testing, Google form quiz, problem-solving worksheets, creative writing, pen/paper test through Google classroom, Individual/ peer/Group assessment or any



	at Work (Suppliment ary)	3		comprehension/ inference; draws character sketch, attempts extrapolative writing.	questionnaire for interviews.		other.
	Writing- story writing	4		1.Learns the nuances of Story Writing and development of plot 2. Enhances Creativity	Storytelling, dialogue writing		
	CCT (Weekly 1)	1					
3.	3. Glimpses of the Past (Prose)	4	JULY	Locates the main idea, sequence of events and co-relates ideas, themes and issues. justifies the value of freedom and the responsibility that comes with freedom.	Recitation.		Oral testing, Google form quiz, problem-solving worksheets, creative writing, pen/paper test through Google classroom, Individual/ peer/Group assessment or any other.
	3. Macavity- The Mystery Cat (Poetry)	2		Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising to demonstrate critical thinking and	Attempt Creative writing, life stories, poems, dialogues, skits, dialogues from a story and story from dialogues etc.		
	3.The Selfish Giant	3					







	5.The Summit Within (Prose)	5		text/out of curiosity/while engaging in the conversation using appropriate vocabulary and accurate sentences).  Reads compare, contrasts give opinions and relates ideas to life.	Roleplay  Storytelling, dialogue writing.		worksheets, creative writing, pen/paper test through Google classroom, Individual/peer/Group assessment or any other.
	5. The School Boy (Poetry)	3			Attempt creative writing, life stories, poems, dialogues, skits, dialogues from a story and story from dialogues etc.		
	Writing- Bio-sketch, Informal Letter	4		Understands and analyses the personality traits of a person			
	Grammar- Reported speech	4		Applies the concepts of grammar to convert direct speech into indirect and vice versa.			
	CCT (Weekly 1)	4					
I TERM-END EXAMINATION IN THE LAST WEEK OF SEPTEMBER							
5.	4. The Treasure Within	3	SEPTEMBER	Asks questions in different contexts and situations.	Storytelling, describing picture/ object/ event/		Oral testing, Google form quiz, problem-solving



(Supplementary)							
5. Princess September (Supplementary)	4		<p>Reads compare, contrasts give opinions and relates ideas to life to demonstrate critical thinking skills.</p> <p>Writes answers to textual/non-textual questions after comprehension/inference; draws character sketch, attempts extrapolative writing.</p>	<p>situation.</p> <p>Roleplay.</p> <p>Preparing a questionnaire for interviews, or any other relative activities.</p>		<p>worksheets, creative writing, pen/paper test through Google classroom, Individual/peer/Group assessment or any other.</p>	
Integrated Grammar Practice (Editing, sentence re-ordering, gap filling)	3		<p>Applies the rules of grammar.</p> <p>Uses meaningful and grammatically correct sentences to describe, narrate factual and imaginary situations.</p>				
CCT (Weekly 1)	4		<p>Reads and interprets tables, charts, diagrams, maps etc. analyses about what is happening in a text while reading it, in order to generate questions.</p> <p>Answers their own and their peers' questions by connecting ideas, using background knowledge and further research.</p>				



	REVISION	5		Reads with a question in mind, which requires students to skim and scan during reading.			
	ASL	2					
6.	6. This is Jody's Fawn (Prose)	4	OCTOBER	Writes answers to textual/non-textual questions after comprehension/inference; draw character sketch, attempts extrapolative writing.	describing picture/object/ event/ situation. Roleplay.	4 Items of CCT (weekly one) for practising Reading Literacy.	Oral testing, Google form quiz, problem-solving worksheets, creative writing, pen/paper test through Google classroom, Individual/peer/Group assessment or any other
	6. The Duck and the Kangaroo (Poetry)	2		Participates in different events such as roleplay, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations.	Storytelling, dialogue writing. Attempt Creative writing, life stories, poems, dialogues, skits, dialogues from a story and story from dialogues, etc.	Suggestive links/ websites	
	6. The Fight (Supplementary)	4					
	Writing- Dialogue writing	2				Two cartoon series, to promote CCT skills of students through joyful reading.	



Grammar- Conjunction	2		Frames grammatically correct coherent sentences even in isolation.		'Cogito' and ( <a href="http://cbseacademic.nic.in/web_material/ComicBooks/Cogito.pdf">http://cbseacademic.nic.in/web_material/ComicBooks/Cogito.pdf</a> )	
CCT (Weekly 1)	2				'The Question Book' ( <a href="http://cbseacademic.nic.in/web_material/ComicBooks/The_Question_Book.pdf">http://cbseacademic.nic.in/web_material/ComicBooks/The_Question_Book.pdf</a> ) Available on CBSE website and DIKSHA Portal CCT Tracker URL: <a href="https://pisa.diksha.gov.in">https://pisa.diksha.gov.in</a> CCT Tracker username: kvsschools CCT Tracker password:	



						<p>Kvsschools@01</p> <p><a href="https://diksha.gov.in/get/dial/R5Z7PS">https://diksha.gov.in/get/dial/R5Z7PS</a></p> <p><a href="http://www.cbseacademic.in">www.cbseacademic.in</a></p> <p>or any other links for practising Reading Literacy.</p>	
7.	<p>7. A visit to Cambridge (Prose)</p> <p>7. When I set out for Lyonesse (Poetry)</p> <p>7. The Open Window (Supplement)</p>	<p>4</p> <p>2</p> <p>3</p>	<p>NOVE MBER</p>	<p>Reviews and analyses the text to recall, paraphrase, summarize and infer answers to questions based on the text.</p> <p>Frames and writes answers on his/her own based on the discussions and reading of the text.</p> <p>Reads and recites the poem with correct pronunciation and intonation.</p> <p>Reads compare, contrasts give opinions and relates ideas to life</p>	<p>Recitation, interpret quotations, sayings and proverbs, speech, describing picture/ object/ event/ situation.</p> <p>Roleplay.</p> <p>Preparing a questionnaire for interviews.</p> <p>Storytelling, dialogue writing.</p>		<p>Oral testing, Google form quiz, problem-solving worksheets, creative writing, pen/paper test through Google classroom, Individual/peer/Group assessment or any other.</p>





(Poetry)			fluency in the language and skills of public speaking.			
8. Jalebis (Supplementary)	4		Writes answers to textual/non-textual questions after comprehension/inference; draws character sketch, attempts extrapolative writing.	Roleplay.  Storytelling, dialogue writing.		worksheets, creative writing, pen/paper test through Google classroom, Individual/peer/  Group assessment or any other.
9. The Great Stone Face I (Prose)	5			Attempt Creative writing, life stories, poems, dialogues, skits, dialogues from a story and story from dialogues etc.		
Writing- Formal Letter (To the Editor)	3		Application of Vocabulary used in writing Formal and Informal letters 2. Uses proper Format 3. Understands the Purpose of writing			
Integrated Grammar Practice	2					





	CCT (Weekly 1)	3					
<b>II PERIODIC TEST IN THE SECOND FORTNIGHT OF JANUARY</b>							
9.	10. The Great Stone Face II (Prose)	5	JANUARY	Communicates using grammatical forms-  (e.g., clauses, comparison of adjectives, time and tense, active-passive voice, reported speech etc.) to demonstrate accurate and appropriate use of grammar.	describing picture/ object/ event/ situation.  Roleplay.  Preparing a questionnaire for interviews.  Storytelling, dialogue writing.  Attempt Creative writing, life stories, poems, dialogues, skits, dialogues from a story and story from dialogues etc.		Oral testing, Google form quiz, problem-solving worksheets, creative writing, pen/paper test through Google classroom, Individual/peer/Group assessment or any other.
	9. The Comet I (Supplementary)	3					
	Grammar-Modals	2					
	Integrated Grammar Practice	1					
	Writing-	2					



	Article writing CCT (Weekly 1)	3					
10.	10. The Comet II (Supplementary)	4	FEBRUARY	Writes answers to textual/ non-textual questions after comprehension/ inference; draws character sketch, attempts extrapolative writing.	Interpret quotations, sayings and proverbs, speech, describing event/ situation.  Roleplay.  Attempt Creative writing, life stories, etc.		Oral testing, Google form quiz, problem-solving worksheets, creative writing, pen/paper test through Google classroom, Individual/peer/Group assessment or any other.
	Integrated Grammar Practice	3					
	Activities- (Editing, sentence re-ordering, gap filling)	4					
	CCT (Weekly 1)	4					
	REVISION	5					
	ASL	2					
<b>SESSION ENDING EXAMINATION IN MARCH</b>							



कक्षा - आठवीं  
विषय - हिन्दी



क्रमांक	महीना	अनुमानित कालांशों की संख्या	वसंत भाग-3, भारत की खोज, व्याकरण	क्रिया कलाप \परियोजना कार्य	योग्यता कौशल \ सीखने के प्रतिफल	यू-ट्यूब लिंक	सांकेतिक मूल्यबिंदु \ मूल्यांकन बिंदु
1	अप्रैल - मई	21	<b>वसंत भाग-3</b> 1. ध्वनि 2. लाख की चूड़ियाँ <b>भारत की खोज</b> 1. अहमदनगर का किला पुनरुक्त शब्द, वाक्य निर्माण	कविता संकलन, कहानी कथन, आजादी की कहानी, चित्र संकलन (PPT, SCRAP-BOOK)	मौखिक - श्रवण वाचन कौशल, लेखन कौशल, चिन्तन कौशल	<a href="https://www.youtube.com/watch?v=tscqWz5yl7s">https://www.youtube.com/watch?v=tscqWz5yl7s</a> <a href="https://youtu.be/wdFqB3n9BJg">https://youtu.be/wdFqB3n9BJg</a>	उच्चारण, भावाभिव्यक्ति आत्मविश्वास प्रस्तुतीकरण नैतिक मूल्य
2	जून - जुलाई	9 25	<b>वसंत भाग-3</b> 3. बस की यात्रा 4. दीवानों की हस्ती 5. चिट्ठियों की अनूठी दुनिया <b>भारत की खोज</b> 2. तलाश क्रिया, विशेषण, अनेकार्थी शब्द, कारक, प्रत्यय, शब्दपरिवार, स्वर संधि, अपठित गद्यांश	यात्रा का वर्णन सकारात्मक लेख महान व्यक्तियों के पत्र संकलन (PPT, SCRAP-BOOK) परियोजना कार्य	लिखित अभिव्यक्ति, मौखिक अभिव्यक्ति	<a href="https://youtu.be/fr2psF39w-o">https://youtu.be/fr2psF39w-o</a> <a href="https://www.youtube.com/watch?v=FWi1WwkV7_s">https://www.youtube.com/watch?v=FWi1WwkV7_s</a> <a href="https://youtu.be/Scvsxh57eRQ">https://youtu.be/Scvsxh57eRQ</a>	प्रस्तुतीकरण आत्मविश्वास मौलिकता भाषा क्षमता
<b>I PERIODIC TEST IN THE FIRST FORTNIGHT OF AUGUST/प्रथम आवधिक परीक्षण</b>							
3	अगस्त	24	<b>वसंत भाग-3</b> 6. भगवान के डाकिए 7. क्या निराश हुआ जाए	कविता रचना, समाचार पत्रों से अच्छी- बुरी घटनाओं को पढ़ना	श्रवण मौखिक लिखित अभिव्यक्ति	<a href="https://www.youtube.com/watch?v=do7YhD0iBTI">https://www.youtube.com/watch?v=do7YhD0iBTI</a>	मौलिकता विवरण प्रस्तुतीकरण



			8. यह सबसे कठिन समय नहीं <b>भारत की खोज</b> 3. सिंधु घाटी की सभ्यता  अपठित गद्यांश, द्वंद्व समास, संज्ञा, अनुच्छेद लेखन	सुनाना और संकलन करना   नैतिक मूल्यों से जुड़ी कहानियाँ सुनना-लिखना	चिन्तन	<a href="https://youtu.be/xMv8km43SAs">https://youtu.be/xMv8km43SAs</a> <a href="https://youtu.be/s1eHbL_R_MU">https://youtu.be/s1eHbL_R_MU</a>	आत्मविश्वास उच्चारण नैतिक मूल्य
<b>I TERM END EXAMINATION IN THE LAST WEEK OF SEPTEMBER/ प्रथम सावधिक परीक्षा</b>							
4	सितम्बर	25	<b>वसंत भाग-3</b> 9. कबीर की साखियाँ मानक रूप, पत्र लेखन, पुनरावृत्ति	मिलते-जुलते दोहों का संकलन एवं गायन प्रतियोगिता, अंताक्षरी	श्रवण लेखन मौखिक अभिव्यक्ति	<a href="https://youtu.be/nCkS4-Q-1Yg">https://youtu.be/nCkS4-Q-1Yg</a>	भावाभिव्यक्ति भाषायी क्षमता
5	अक्टूबर	16	<b>वसंत भाग-3</b> 10. कामचोर 11. जब सिनेमा ने बोलना सीखा <b>भारत की खोज</b> 4. युगों का दौर उपसर्ग-प्रत्यय	नाटकीकरण आशुभाषण प्रश्न मंच भारतीय सिनेमा की कहानी (PPT, SCRAP- BOOK)	मौखिक अभिव्यक्ति अभिनय श्रवण कौशल सजगता, कुशाग्रता विषय ज्ञान	<a href="https://youtu.be/DAUsK7g2xY">https://youtu.be/DAUsK7g2xY</a> <a href="https://youtu.be/WM6dNW9GTUo">https://youtu.be/WM6dNW9GTUo</a> <a href="https://www.youtube.com/watch?v=nV_XBZYK_A">https://www.youtube.com/watch?v=nV_XBZYK_A</a> <a href="https://www.youtube.com/watch?v=uI1K87XBpZs">https://www.youtube.com/watch?v=uI1K87XBpZs</a> <a href="https://youtu.be/cvI80rKfP6E">https://youtu.be/cvI80rKfP6E</a>	प्रस्तुतीकरण संवाद भावाभिव्यक्ति आत्मविश्वास मौलिकता सही उत्तर
6	नवम्बर	21	<b>वसंत भाग-3</b> 12. सुदामा चरित 13. जहाँ पहिया है <b>भारत की खोज</b> 5. नई समस्याएँ उपसर्ग-प्रत्यय पत्र-लेखन	एकांकी वाद-विवाद परियोजना, मित्रता विषय पर कहानी लेखन	श्रवण कौशल मौखिक अभिव्यक्ति चिंतन कौशल अभिनय	<a href="https://youtu.be/ViCMeY_DAso">https://youtu.be/ViCMeY_DAso</a> <a href="https://www.youtube.com/watch?v=uI1K87XBpZs">https://www.youtube.com/watch?v=uI1K87XBpZs</a> <a href="https://youtu.be/cvI80rKfP6E">https://youtu.be/cvI80rKfP6E</a>	प्रस्तुतीकरण भाषायी क्षमता आत्मविश्वास तार्किकता



7	दिसम्बर	19	<b>वसंत भाग-3</b> 14. अकवरी लोटा 15. सूरदास के पद विलोम शब्द, पर्यायवाची शब्द, अनेक के लिए एक शब्द, मुहावरे, अनुच्छेद लेखन	कृष्ण भक्ति के पदों का संकलन कहानी लेखन सस्वर गायन	मौखिक अभिव्यक्ति लेखन अभिव्यक्ति श्रवण कौशल	<a href="https://www.youtube.com/watch?v=ANHrkER0Zg">https://www.youtube.com/watch?v=ANHrkER0Zg</a> <a href="https://youtu.be/fVFbc73muDQ">https://youtu.be/fVFbc73muDQ</a>	प्रस्तुतीकरण कथोपकथन क्रमानुसार विवरण नैतिक मूल्य भावाभिव्यक्ति
<b>II PERIODIC TEST IN THE SECOND FORTNIGHT OF JANUARY/ द्वितीय आवधिक परीक्षण</b>							
8	जनवरी	23	<b>वसंत भाग-3</b> 16. पानी की कहानी 17. बाज और साँप <b>भारत की खोज</b> 6. अंतिम दौर-एक 7. अंतिम दौर-दो क्रिया, कारक, समानार्थी शब्द, प्रत्यय, मुहावरे, अनुच्छेद लेखन	आत्मकथा की रचना प्रेरक कहानी सुनाना अनुच्छेद लेखन पंचतंत्र आधारित परियोजना कार्य गृहकार्य	श्रवण कौशल लेखन कौशल चिंतन भाषण कौशल	<a href="https://www.youtube.com/watch?v=kfZHdXD0pbI">https://www.youtube.com/watch?v=kfZHdXD0pbI</a> <a href="https://youtu.be/zunLzGc9dMA">https://youtu.be/zunLzGc9dMA</a>	मौलिकता प्रस्तुतीकरण आत्मविश्वास रचनात्मकता भाषायी क्षमता भावाभिव्यक्ति
9	फरवरी	23	<b>वसंत भाग-3</b> 18. टोपी <b>भारत की खोज</b> 8. तनाव 9. दो पृष्ठभूमियाँ मानक रूप, मुहावरे, अपठित गद्यांश	नाटकीकरण कहानी कथन कहानी रचना	श्रवण कौशल लेखन कौशल चिंतन कौशल	<a href="https://www.youtube.com/watch?v=LHiyncxYfaY">https://www.youtube.com/watch?v=LHiyncxYfaY</a> <a href="https://youtu.be/aMSHYFGQZas">https://youtu.be/aMSHYFGQZas</a>	प्रस्तुतीकरण आत्मविश्वास प्रवाहपूर्ण उच्चारण व्याकरणिक क्षमता
<b>SESSION ENDING EXAMINATION IN MARCH / सत्रांत परीक्षा</b>							



**CLASS – VIII**  
**SUBJECT – SANSKRIT**



S.N o.	Name of chapter	No. of Pd	Month	LEARNING OUTCOMES	Suggested Teaching learning activities planned for achieving the TLO using suitable resources (To be guided by parents with the help of teachers)	Resources	Assessment tools to be used
1	प्रथमः पाठः - सुभाषितानि	6	अप्रैल	1.सुभाषितानां सस्वरवाचनं,लेखनं च । 2.श्रवणं,लेखनं,पठनं,भाषणं च चतुर्विध भाषाकौशलानां अधिगमः । 3.सुभाषितानां सारांशावबोधः । 4.नैतिकमूल्यानां परिचयः , जीवने तस्य आत्मसात् करणम् ।	प्रस्तावना पुरस्सरं पाठोपस्थापना, आदर्शवाचनम् छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण अनुवाचनम्, अशुद्धिसंशोधनम्, पदच्छेदः, पदपरिचयः पदार्थः, आकांक्षाप्रश्नाः, अन्वयः अध्यापक-कथनम्, सौन्दर्यबोधार्थकप्रश्नाः सस्वरपाठः, अनुपाठः, पुनरावृत्त्यात्मकप्रश्नाश्च।	गूगलफार्म, लिखितपरीक्षा (PDF share in Whats App or Google Classroom)	अन्यनीतिश्लोकानां संकलनम्। नीति-विषयक-ग्रन्थानां कवीनां च परिचयः ।
2	द्वितीयः पाठः - बिलस्य वाणी न कदापि मे श्रुता	6		1.पञ्चतन्त्रविषयकं सामान्यज्ञानम् । 2.नीतिबोधककथाविषये अवबोधः । 3.पाठान्तर्गत कठिन-पदपदार्थानाम् अर्थाविगमः । 4.सारांशज्ञानेन आनन्दानुभवः । 5.सम्भाषणकौशल-सम्पादनम् । कठिनपरिस्थितौ धैर्यस्यावश्यकतायाश्च शिक्षणम् । व्याकरणांशाः-संधिः- दीर्घः, यणः, गुणश्च।	प्रस्तावनापुरस्सरं पाठोपस्थापना, आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण अनुवाचनम्, अशुद्धिसंशोधनम्, विधि-प्रविधीनां प्रयोगं कृत्वा काठिन्यनिवारणम्, कक्षानिरीक्षणम्, भाषानुवादः, बोधप्रश्नानि, सामूहिकरूपेण मौनवाचनम् च।	पाठ्य-पुस्तकम् , PPT, अन्येषां सहायक-चलचित्राणां प्रदर्शनम्।	पंचतंत्रस्य अन्यासां कथानां संकलनम्।
3	तृतीयपाठः - डिजी भारतम् धातुरूपाणि :- खाद् धातु (लृट्, लृट्, लृट्, लोड्, विधिलिङ् लकारः)	6	मई- जून	1.आधुनिक काले संगणकस्य क्रियत् महत्त्वमस्ति इति ज्ञानम् । 2.उच्चारणकौशलाभ्यासः । 3. संगणक विषयसम्बद्ध तान्त्रिक शब्दानां सामान्यज्ञानम् । 4.कठिन पदानाम् अर्थावबोधनम् ।	प्रस्तावनापुरस्सरं पाठोपस्थापना, आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण च अनुवाचनम्, अशुद्धिसंशोधनम्, विधि-प्रविधीनां प्रयोगं कृत्वा काठिन्यनिवारणम्, कक्षानिरीक्षणम्, भाषानुवादः बोधप्रश्नानि, सामूहिकरूपेण मौनवाचनम्।	पाठ्य-पुस्तकम्, PPT, अन्येषां सहायक चलचित्राणां प्रदर्शनम्।	डिजीभारतम् इत्यस्य विषये पञ्च वाक्यलेखनम्।





4	<b>चतुर्थःपाठः-</b> सदैव पुरतो निधेहि चरणम् व्याकरणांशाः- शब्दरूपाणि- सर्वनाम शब्दः- अस्मद्, युष्मद्	6	जुलाई	१. राष्ट्रभक्तिविषयकं गीतमिदं इति कृत्वा राष्ट्रवादिष्ये जागरणम् । २. सर्वदा अस्माभिः चरणं, विचार्य पुरतः एव स्थापनीयं इति अभिज्ञानम् । ३. समूहरूपेण गानम्, अर्थावबोधः । ४. कठिन पद पदार्थानां अवबोधः । ५. संस्कृतगीतानामुपरि अभिरुचिनिर्माणम् ।  विद्यार्थिनः अत्र विलोम पदानि, अव्ययपदानां ज्ञानम्	प्रस्तावनापुरस्सरं पाठोपस्थापना, आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण च अनुवाचनम्, अशुद्धिसंशोधनम्, पदच्छेदः, पदपरिचयः पदार्थः, आकांक्षाप्रश्नाः, अन्वयः अध्यापककथनम्, सौन्दर्यबोधात्मकप्रश्नाः सस्वरपाठः, अनुपाठः, पुनरावृत्यात्मकप्रश्नाश्च।	गूगलफार्म, लिखितपरीक्षा। (PDF share in WhatsApp or Google Classroom)	गीतगायनस्य अभ्यासः ।
5	<b>पञ्चमःपाठः-</b> कण्टकेनैव कण्टकम् धातुरूपाणि - इप् (इच्छ्) धातु (लट्, लृट्, लङ्, लोट्, विधिलिङ्लका राः)	6	जुलाई	विद्यार्थिनः अत्र प्रश्न-निर्माणम्, कथापूर्तिः, शब्दरूप, धातुरूप, प्रत्यय - इत्यादीनां विषये ज्ञास्यन्ति।	प्रस्तावनापुरस्सरं पाठोपस्थापना, आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण च अनुवाचनम्, अशुद्धिसंशोधनम्, विधि-प्रविधीनां प्रयोगं कृत्वा काठिन्यनिवारणम्, कक्षानिरीक्षणम्, भाषानुवादः बोधप्रश्नानि, सामूहिकरूपेण मौनवाचनम्।	गूगलफार्म, लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	अन्यलोककथायाः संकलनम्
<b>I PERIODIC TEST IN THE FIRST FORTNIGHT OF AUGUST/प्रथम आवधिक परीक्षण</b>							
6	<b>षष्ठः पाठः-</b> गृहं शून्यं सुतां विना व्याकरणांशाः- शब्दरूपाणि- यत् (पुं. , स्त्री., नपुं. लिङ्गेषु	6	अगस्त	विद्यार्थिनः अत्र तृतीयाविभक्तिः विशेषणविशेष्य प्रश्ननिर्माणं, संधि इत्यादीनां विषये ज्ञास्यन्ति।	प्रस्तावनापुरस्सरं पाठोपस्थापना, आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण च अनुवाचनम्, अशुद्धिसंशोधनम्, विधि-प्रविधीनां प्रयोगं कृत्वा काठिन्यनिवारणम्, कक्षानिरीक्षणम्, भाषानुवादः बोधप्रश्नानि, सामूहिकरूपेण मौनवाचनम्।	गूगलफार्म, लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	"पुत्रीरक्ष पुत्रीं पाठय "अस्मिन् विषये पञ्च वाक्यानि लिखत।
7	<b>सप्तमः पाठः-</b> भारतजनताऽहम् (कारक, उपपद विभक्तिपरिचयः )	6	अगस्त	विद्यार्थिनः अत्र संधिः, विशेषणविशेष्यम् , समानार्थकपदानि इत्यादीनां विषये ज्ञास्यन्ति।	प्रस्तावनापुरस्सरं पाठोपस्थापना, आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण च अनुवाचनम्, अशुद्धिसंशोधनम्, पदच्छेदः, पदपरिचयः पदार्थः, आकांक्षाप्रश्नाः, अन्वयः अध्यापककथनम्, सौन्दर्यबोधात्मकप्रश्नाः सस्वरपाठः, अनुपाठः, पुनरावृत्यात्मकप्रश्नाश्च।	पाठ्य-पुस्तकम्, PPT, अन्येषां सहायक चलचित्राणां प्रदर्शनम्।	गीतगायनस्य अभ्यासः ।
8	<b>अष्टमः पाठः-</b> संसारसागरस्य	6	सितम्बर	विद्यार्थिनः अत्र प्रश्ननिर्माणं, संधिः विच्छेदं, प्रत्यय, द्वितीया-तृतीयादिविभक्तीनां विषये	प्रस्तावनापुरस्सरं पाठोपस्थापना, आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण च	गूगलफार्म, लिखितपरीक्षा (PDF share in	'जलसंरक्षणम्' इत्यस्मिन् विषये पञ्च



	<b>नायकाः</b> व्याकरणांशाः- शब्दरूपाणि- मति, स्वमु (ऋकारान्तस्त्री लि.)			जास्यन्ति।	अनुवाचनम्, अशुद्धिसंशोधनम्, विधि-प्रविधिनां प्रयोगं कृत्वा काठिन्यनिवारणम्, कक्षानिरीक्षणम्, भाषानुवादः बोधप्रश्नानि, सामूहिकरूपेण मौनवाचनम्।	WhatsApp or Google Classroom)	वाक्यानि लिखत।
<b>I TERM END EXAMINATION IN THE LAST WEEK OF SEPTEMBER/ प्रथम सावधिक परीक्षा</b>							
9	<b>नवमःपाठः-</b> <b>सप्तमगिन्यः</b> <b>व्याकरणांशाः-</b> <b>संधिः- वृद्धि,</b> <b>अयादि</b>	6	<b>अक्तूबर</b>	विद्यार्थिनः अत्रप्रश्न निर्माणं, तद्भव तत्सम शब्द, भिन्न प्रकृतिकं पदमइत्यादीनां विषये ज्ञास्यन्ति।	प्रस्तावना पुरस्सरं पाठोपस्थापना आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण अनुवाचनम्, अशुद्धिसंशोधनम्, विधि-प्रविधिनां प्रयोगं कृत्वा काठिन्यनिवारणम्, कक्षानिरीक्षणम्, भाषानुवादः बोधप्रश्नानि, सामूहिकरूपेण मौनवाचनम्।	पाठ्य-पुस्तकम् ,PPT, अन्येषां सहायक चलचित्राणां प्रदर्शनम्	सप्तराज्यानां विषये विशेष ज्ञानम्
10	<b>दशमः पाठः-</b> <b>नीतिनवनीतम्</b> <b>व्याकरणांशाः-</b> <b>शब्दरूपाणि- इदम्</b> <b>(पुं., स्त्री., नपुं.</b> <b>लिङ्गेषु)</b>	6	<b>नवम्बर</b>	विद्यार्थिनः अत्रप्रश्ननिर्माणं, वाक्यपूर्ति, अव्ययपदानिइत्यादीनां विषये ज्ञास्यन्ति।	प्रस्तावनापुरस्सरं पाठोपस्थापना, आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण च अनुवाचनम्, अशुद्धिसंशोधनम्, पदच्छेदः, पदपरिचयः पदार्थः, आकांक्षाप्रश्नाः, अन्वयः अध्यापककथनम्, सौन्दर्यबोधात्मकप्रश्नाः सस्वरपाठः, अनुपाठः, पुनरावृत्त्यात्मकप्रश्नाश्च।	पाठ्य-पुस्तकम् ,PPT, अन्येषां सहायक चलचित्राणां प्रदर्शनम्।	'मनुस्मृति' नामकग्रंथस्य विशेषपरिचयः।
11	<b>एकादशःपाठः-</b> <b>सावित्री बाई</b> <b>फुले (उपसर्ग</b> <b>प्रत्यय-परिचयः)</b>	6	<b>नवम्बर</b>	विद्यार्थिनःअत्रप्रश्ननिर्माणं,अव्यय इत्यादीनां विषये ज्ञास्यन्ति।	प्रस्तावना पुरस्सरं पाठोपस्थापना आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण अनुवाचनम्, अशुद्धिसंशोधनम्, विधि-प्रविधिनां प्रयोगं कृत्वा काठिन्यनिवारणम्, कक्षानिरीक्षणम्, भाषानुवादः बोधप्रश्नानि, सामूहिकरूपेण मौनवाचनम्।	गूगलफार्म, लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सावित्रीबाईफुले-महोदयया सह भारतदेशस्य विशिष्ट स्त्रीणां परिचयः।
12	<b>द्वादशः पाठः-कः</b> <b>रक्षति कः</b> <b>रक्षितः</b>	6	<b>दिसम्बर</b>	विद्यार्थिनः अत्रप्रश्ननिर्माणं, लकारपरिवर्तनम् इत्यादीनां विषये ज्ञास्यन्ति।	प्रस्तावना पुरस्सरं पाठोपस्थापना आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण अनुवाचनम्, अशुद्धिसंशोधनम्, विधि-प्रविधिनां प्रयोगं कृत्वा काठिन्यनिवारणम्, कक्षानिरीक्षणम्, भाषानुवादः बोधप्रश्नानि, सामूहिकरूपेण मौनवाचनम्।	पाठ्य-पुस्तकम् ,PPT, अन्येषां सहायक चलचित्राणां प्रदर्शनम्।	"पर्यावरणसंरक्षणम्" अस्मिन् विषये विशेष ज्ञानम्।
<b>II PERIODIC TEST IN THE SECOND FORTNIGHT OF JANUARY/ द्वितीय आवधिक परीक्षा</b>							
13	<b>त्रयोदशःपाठः-</b> <b>क्षितौ राजते</b> <b>भारतस्वर्ण-</b> <b>भूमिः</b> <b>संख्यावाचकाःश</b> <b>ब्दाः (51 तः</b> <b>100)</b>	6	<b>जनवरी</b>	विद्यार्थिनःअत्रसंस्कृत भाषायां वाक्यरचनाइत्यादीनां विषये ज्ञास्यन्ति।	प्रस्तावनापुरस्सरं पाठोपस्थापना, आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण च अनुवाचनम्, अशुद्धिसंशोधनम्, पदच्छेदः, पदपरिचयः पदार्थः, आकांक्षाप्रश्नाः, अन्वयः अध्यापककथनम्, सौन्दर्यबोधात्मकप्रश्नाः सस्वरपाठः, अनुपाठः, पुनरावृत्त्यात्मकप्रश्नाश्च।	गूगलफार्म, लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	भारतदेशस्य विषये विशिष्ट ज्ञानम्।
14	<b>चतुर्दशः पाठः-</b> <b>आर्यभटः</b>	6	<b>फ़रवरी</b>	विद्यार्थिनः अत्रप्रश्ननिर्माणं, सन्धिविच्छेदं, विपरीतार्थकपदानि, समानार्थकपदानि, पदानि	प्रस्तावना पुरस्सरं पाठोपस्थापना आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण	पाठ्य-पुस्तकम्, PPT, अन्येषां सहायक	आर्यभट्टमहोदयस्य विषये विशिष्ट ज्ञानम्।



				आधृत्य वाक्यनिर्माणादीनां विषये ज्ञास्यन्ति।	अनुवाचनम्, अशुद्धिसंशोधनम्, विधि-प्रविधिनां प्रयोगं कृत्वा काठिन्यनिवारणम्, कक्षानिरीक्षणम्, भाषानुवादः बोधप्रश्नानि, सामूहिकरूपेण मौनवाचनम्।	चलचित्राणां प्रदर्शनम्।	
15	पञ्चदशः पाठः- प्रहेलिकाः	4	फरवरी	विद्यार्थिनः अत्रप्रश्ननिर्माणं, अव्यय इत्यादीनां विषये ज्ञास्यन्ति।	प्रस्तावनापुरस्सरं पाठोपस्थापना, आदर्शवाचनम्, छात्रैः वैयक्तिकरूपेण सामूहिकरूपेण च अनुवाचनम्, अशुद्धिसंशोधनम्, पदच्छेदः, पदपरिचयः पदार्थः, आकांक्षाप्रश्नाः, अन्वयः अध्यापककथनम्, सौन्दर्यबोधात्मकप्रश्नाः सस्वरपाठः, अनुपाठः, पुनरावृत्यात्मकप्रश्नाश्च।	गूगलफार्म, लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	प्रहेलिकायाः विषये विशिष्ट ज्ञानम्।
	पुनरावृत्ति		फरवरी / मार्च				

SESSION ENDING EXAMINATION IN MARCH / सत्रांत परीक्षा



**CLASS – VIII**  
**SUBJECT – MATHEMATICS**







					switched over to puzzles	
3	Understanding Quadrilaterals CCT	9+2	JULY	<ol style="list-style-type: none"><li>1. Solves problems related to the angle of a quadrilateral using angle sum property</li><li>2. Verify properties of the parallelogram and establishes the relation between them through reasoning</li><li>3. Able to differentiate between Square and Rhombus</li></ol>	<ol style="list-style-type: none"><li>1. Different types of polygons may be explored by students</li><li>2. Quadrilaterals and their different forms can then be observed and discussed</li><li>3. Papercutting activities mentioned in the textbook may be done by students and through these, they may try to express their ideas of properties of quadrilaterals.</li><li>4. Draw a flowchart to represent various quadrilaterals and their types.</li></ol>	NCERT Mathematics Textbook <a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_3129911242890526721223">https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_3129911242890526721223</a>  <a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130908388439572481257">https://diksha.gov.in/play/collection/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130908388439572481257</a>
4	Practical Geometry CCT	7+2	JULY	<ol style="list-style-type: none"><li>1. Constructs different quadrilaterals using a compass and straight edge</li><li>2. Able to know all the properties of quadrilateral</li></ol>	<ol style="list-style-type: none"><li>1. Activities using small sticks or straws may be done to form quadrilaterals.</li></ol>	NCERT Mathematics Textbook Class VIII <a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130908388439572481257">https://diksha.gov.in/play/collection/do_31310347515146240011465?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130908388439572481257</a>









					and further discussion may lead to the concept of probability	
6	<b>Square And Square Root CCT</b>	<b>10+2</b>	AUGUST	<ol style="list-style-type: none"><li>1. Find a square of a number.</li><li>2. Use various methods to find the square root of a number.</li><li>3. <b>Able to find the square root of larger numbers and decimals using the Long Division Method.</b></li></ol>	<ol style="list-style-type: none"><li>1. Students may be motivated to identify the square numbers by looking at their unit digits.</li><li>2. <b>Find the square method by of</b> (a) 133225 (b) 256036 <b>Using Prime Factorisation and Long Division Method</b></li><li>3. Ask students to write the square of 20 Natural Numbers.</li><li>4. They may be encouraged to find some interesting patterns using squares.</li><li>5. Ask students to check a number is a perfect square or not</li></ol>	NCERT Mathematics Textbook Class VIII  <a href="https://diksha.gov.in/play/collectio n/do_313103475 1514624001146 5?contentId=do_3131828976717 4144012138">https://diksha.gov.in/play/collectio n/do_313103475 1514624001146 5?contentId=do_3131828976717 4144012138</a>  <a href="https://diksha.gov.in/play/collectio n/do_313103475 1514624001146 5?contentId=do_3131105647677 194241770">https://diksha.gov.in/play/collectio n/do_313103475 1514624001146 5?contentId=do_3131105647677 194241770</a>



					by repeated subtraction of odd numbers starting from 1.	
<b>I TERM-END EXAMINATION IN THE LAST WEEK OF SEPTEMBER</b>						
<b>7</b>	<b>Cube And Cube Root CCT</b>	<b>8+2</b>	SEPTEMBER	1. Find the cube and cube root of a number. 2. <b>Able to correlate the concept of finding cube and cube roots with subjects like Physics.</b>	1. Students may be asked to make a list of some numbers which are perfect cubes. 2. Motivate learners to write the cubes of first ten or more natural numbers. 3. Forming a larger cube with 8 small cubes (dice) and check the number of cubes in its every side.	NCERT Mathematics Textbook Class VIII  <a href="https://diksha.gov.in/play/collectio n/do_31310347515146240011465?contentId=do_3129911243464212481225">https://diksha.gov.in/play/collectio n/do_31310347515146240011465?contentId=do_3129911243464212481225</a>  <a href="https://diksha.gov.in/play/collectio n/do_31310347515146240011465?contentId=do_3132642691792568321736">https://diksha.gov.in/play/collectio n/do_31310347515146240011465?contentId=do_3132642691792568321736</a>



8	<b>Comparing Quantities CCT</b>	<b>12+2</b>	SEPTEMBER	<ol style="list-style-type: none"><li>1. Solve problems related to ratio and percentage.</li><li>2. Application of percentage to practical situations.</li><li>3. <b>Application of the concept of Profit-Loss and Compound Interest in Practical Situations.</b></li></ol>	<ol style="list-style-type: none"><li>1. Students may be asked to compare the height and weight of students in their class.</li><li>2. Ask students to find their percentage in different subjects and overall.</li><li>3. Class bank: Students may be asked to make a class bank with dummy currencies to understand interest.</li><li>4. A dummy market scene may be created in the class to understand CP, SP, profit and loss.</li></ol>	NCERT Mathematics Textbook Class VIII  <a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_3129911243558338561226">https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_3129911243558338561226</a>  <a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_31322176074729062413393">https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_31322176074729062413393</a>
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					<p>students to find the difference between CSA and TSA by taking different solids.</p> <p>4. Make a cylindrical shape with the help of cardboard/paper and explain the concept of curved surface area and total surface area by separating its part in the class.</p> <p>5. To make the correlation between Circumference and Curved surface area of a cylinder using Carrom Coins.</p>	<p><a href="https://3129911244109332481205">3129911244109332481205</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_31269396751105228813895">https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_31269396751105228813895</a></p>
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14	Factorisation n CCT	9+2	JANUARY	<ol style="list-style-type: none"><li>1. Factorisation of algebraic expression.</li><li>2. Solve problems related to the division of algebraic expressions.</li><li>3. <b>Able to apply the concept of the Middle Term Splitting Method.</b></li></ol>	<ol style="list-style-type: none"><li>1. Students may be asked to write some monomials and find their factors.</li><li>2. To identify common factors in an algebraic expression.</li><li>3. Motivate students to find their way to use identities in factorization.</li><li>4. Papercutting activities may be done to verify identities.</li><li>5. <b>Write one example each with Algebraic Identities and solve them</b></li></ol>	NCERT Mathematics Textbook Class VIII <a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_3129911244590530561208">https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_3129911244590530561208</a>  <a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_31307738908377907217823">https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_31307738908377907217823</a>
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15	Introduction to Graph	6+2	FEBRUARY	<ol style="list-style-type: none"><li>1. Draw and interpret line graph.</li><li>2. Locate a point on the graph.</li><li>3. Able to differentiate between Line Graph and Bar Graph.</li><li>4. Application of the concept of graphs in practical situations.</li></ol>	<ol style="list-style-type: none"><li>1. Students may be asked to collect the data and represent it.</li><li>2. Drawing of bar graph, pie graph and linear graph for various data.</li><li>3. They may be asked to locate their position in the class on graph and write the coordinates of the point from the graph.</li></ol>	NCERT Mathematics Textbook Class VIII <a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_3129911244685066241209">https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_3129911244685066241209</a> <a href="https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_31279853130245734416270">https://diksha.gov.in/play/collection/do_31310347515146240011465?contentId=do_31279853130245734416270</a>
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**CLASS – VIII**  
**SUBJECT –SCIENCE**



S. NO	CHAPTER NAME	TENTATIVE NUMBER OF PERIODS REQUIRED (ONLINE)	MONTH	LEARNING OUTCOMES	SUGGESTIVE ACTIVITIES	RESOURCES	ASSESSMENT
1	Crop production	11	APRIL	Students will be able to know and understand about the traditional methods of sowing, irrigation, harvesting etc. and can compare them with modern methods. They will be able to identify crops, farm tools and implements. They will also learn about the storage of grains at large scale in granaries. They are able to apply this knowledge in daily life.	1. Collection of different types of seeds, their identification and classification according to rabi and kharif crop. 2. To identify healthy seeds and the damaged ones. 3. To grow seedlings with manure and fertiliser and observe and compare the difference in their growth. 4. Sow some seeds in the soil and arrange to water them by drip irrigation. Observe them daily. (i) Do you think it can save water? (ii) Note the changes in the seed.	<a href="https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi">https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi</a>	Oral, Presentation, Worksheet, Hands on activities and quiz etc  <a href="https://quizizz.com/join/quiz/5ea10d9f27ce46001bd73ac0/start?studentShare=true">https://quizizz.com/join/quiz/5ea10d9f27ce46001bd73ac0/start?studentShare=true</a> PRACTICE LINK FOR ONLINE QUIZ OF 20 QUESTIONS AND STUDENTS CAN VIEW THEIR SCORE AS WELL AFTER COMPLETION OF TESTS.
2	Microorganisms	10	APRIL	Student will know about different types of microorganisms, Students will know and understand that all microbes are not harmful. They can correlate their usefulness,	1. Take a few drops of water from a pond. Spread on a glass slide and observe through a microscope. 2. Take ½ kg flour (atta or maida), add some sugar and mix with warm water. Add a small amount of yeast powder and knead to make	Collect the labels from the bottles of jams and jellies. Write down the list of contents printed on the labels.  Visit a doctor. Find out why antibiotics should not be overused. Prepared a short report.	Oral, Presentation, Worksheet, Hands on activities and quiz etc  <a href="https://quizizz.com/join/quiz/5ea1ce1e72aad40">https://quizizz.com/join/quiz/5ea1ce1e72aad40</a>





				<p>use of plastics.</p> <p>They will be able to differentiate plastics based on ability to decompose</p>	<p>about the kind of clothes they use, the reason for their choice and advantages of using them in terms of cost, durability and maintenance. Make a short report and submit it to your teacher.</p>		
4	Metals and non metals	8	JULY	<p>Students will be able to learn about physical and chemical properties of metals and nonmetals and can differentiate them on the basis of these properties.</p> <p>They will also know the wide uses of metals and nonmetals everyday life.</p> <p>Thy can also predict the suitability of given metal/non-metal for a specific task</p>	<ol style="list-style-type: none"><li>1. Prepare Index Cards for any four metals and four non-metals. The card should have information like the name of metal/non-metal; its physical properties, chemical properties and its uses.</li><li>2. Make a comic script on properties of metals and non-metals.</li><li>3. To identify Metals and Non-metals in Acids and Bases</li><li>4. Find out the locations of the deposits of iron, aluminium and zinc in India. Mark these in an outline map of India. In which form are the deposits found? Discuss in the class.</li><li>5. Discuss with your parents/neighbours/goldsmiths why gold is preferred for making jewellery.</li></ol>	<p><a href="https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi">https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi</a></p>	<p>Oral, Presentation, Worksheet, Hands on activities and quiz etc</p> <p><a href="https://quizizz.com/join/quiz/5f5db1cb8f9453001b9b88d9/start?studentShare=true">https://quizizz.com/join/quiz/5f5db1cb8f9453001b9b88d9/start?studentShare=true</a></p>





5	Coal and petroleum	8	JULY	<p>Students will be able to differentiate between exhaustible and inexhaustible natural resources.</p> <p>They will know about the formation of coal and petroleum, refining of petroleum, various constituents of petroleum etc.</p> <p>They will also be aware that coal and petroleum resources are limited and we should use them judiciously</p>	<ol style="list-style-type: none"><li>1. Prepare a poster depicting types of natural resources (exhaustible and inexhaustible)</li><li>2. Discuss the availability of resources and their utilisation by human beings</li><li>3. Narrate the story of coal either through text or pictorial presentation or audio piece and share in group. (Hint: The story should cover its formation and its useful products)</li><li>4. Have Online discussion on the role of human beings in conservation of natural resources.</li><li>5. Get an outline map of India. Mark the places in the map where coal, petroleum and natural gas are found. Show the places where petroleum refineries are situated.</li><li>6. Choose any five families in your neighbourhood. Enquire whether their energy consumption (coal, gas, electricity, petrol, kerosene) has increased or decreased in the last five years. Enquire also about</li></ol>	<p><a href="https://drive.google.com/drive/folder/s/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi">https://drive.google.com/drive/folder/s/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi</a></p> <p>For more information, visit: <a href="http://www.energyarchive.ca.gov">www.energyarchive.ca.gov</a> <a href="http://web.pcra.org">web.pcra.org</a></p>	<p>Oral, Presentation, Worksheet, Hands on activities and quiz etc</p> <p><a href="https://quizizz.com/join/quiz/5efae1047a3374001b6bd0fe/start?studentShare=true">https://quizizz.com/join/quiz/5efae1047a3374001b6bd0fe/start?studentShare=true</a></p>
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				changes taking place in their body			the internet. <a href="https://quizizz.com/join/quiz/5fe55fc8230c15001c8ecd5a/start?studentShare=true">https://quizizz.com/join/quiz/5fe55fc8230c15001c8ecd5a/start?studentShare=true</a>
11	Force and pressure	10	OCTOBER	Students will know and understand about force, its types and impact of force on an object etc. They will also learn about atmospheric pressure and its effect on our surroundings.	1. Experiment showing pressure exerted by water at the bottom of a container and walls of the container( using a plastic bottle or glass tube.) 2. Activity to prove that force can change shape & state of any object . 3. Watch Clipping of famous experiment of seven horses by Otto Von Guericka. <a href="https://www.youtube.com/watch?v=lulqVQT4QWs">https://www.youtube.com/watch?v=lulqVQT4QWs</a>	<a href="https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi">https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi</a>	Oral, Presentation, Worksheet, Hands on activities and quiz etc.  Write the applications of pressure in our daily life. Give atleast 10 examples.
12	Friction	8	OCTOBER AND NOVEMBER	Students will understand frictional force, factors that friction, how friction is a necessary evil. They will also learn how friction can be reduced or increased, role of lubricants, wheels etc to reduce friction. They will be able to apply knowledge in day	1. List of some situations( imaginary) that may occur when friction is suddenly vanished. 2. Discussion among the students on the topic that friction is an evil or friend. 3. 2. Ask your sports teacher to show you different types of shoes used for different sports. Observe the sole of different shoes and ask	<a href="https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi">https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi</a>	Oral, Presentation, Worksheet, Hands on activities and quiz etc  Write a short note on FRICTION –A NECESSARY EVIL.



				to day activities	them why they are used in different sports. 4. Tie a string around a brick. Pull the brick with a spring balance. Apply some force. Note down the reading on the spring balance when the brick just begins to move. It gives you a measure of the force of friction between the surface of the brick and the floor.		
13	Sound	9	NOVEMBER	Students will understand and know about production of sound, its propagation and various properties like amplitude, shrillness, loudness etc. Students can identify if the sound is shrill or loud etc. They will also learn that attempts should be made to minimize noise pollution as it may pose health problems in humans	1. Activity showing vibration of different objects and production of sound from them. 2. Activity showing that sound can travel through water, meter scale etc. 3. Tabulation of loudness of sound produced by different sources. 4. Tabulation of harms of noise pollution and measures to limit it. 5. Survey of problem faced by people living nearby roadside in school surroundings 6. Awareness campaign to tell people about measures to reduce noise pollution	<a href="https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi">https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi</a>	Oral, Presentation, Worksheet, Hands on activities and quiz etc  Make a video playing Jal Tarang at your home with seven bowls or cups.
14	Chemic	8	NOVEMBER	Students will	1. Activity showing testing	<a href="https://drive.google.com/drive/folder">https://drive.google.com/drive/folder</a>	Oral, Presentation,









							paste a picture of the same.
18	Pollution of air and water	10	FEBRUARY	<p>Students will understand the sources, causes and impact of water and air pollution. They will also learn about the effect of polluted air on Tajmahal and factors responsible for pollution of Ganga river.</p> <p>They will also be aware that water and air are precious resources They will learn to conserve them.</p>	<ol style="list-style-type: none"><li>1. Collect newspaper articles regarding air pollution and discuss the causes and effects in the class</li><li>2. Discuss the ways by which you can help in controlling pollution</li><li>3. To collect samples of water from a tap, pond, river, well, and lake .Pour each into separate glass containers . Compare these for smell, acidity and color.</li><li>4. Collect data on the sources of drinking water and the methods of sewage disposal.</li><li>5. Study the Bhopal gas tragedy: (Example of Air pollution)</li></ol>	<a href="https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi">https://drive.google.com/drive/folders/1yFF7pnAHEI8dJwd-SqSMoxw-rydrnibi</a>	<p>Oral, Presentation, Worksheet, Hands on activities and quiz etc</p> <p>Draw two tables with all the air pollutants mentioned in one and sources of pollutants in it.</p>
<b>SESSION ENDING EXAMINATION IN MARCH</b>							



**CLASS – VIII**  
**SUBJECT – SOCIAL SCIENCE**













					of various tribes of India and prepare a Collage /scrap book in a unique and innovative manner	
8	<b>Chapter 2 : Understanding Secularism</b>	3	<b>JULY</b>	<p>Promoting Secularism.</p> <p>To give knowledge about the interference in religion in the state has to be based on the ideals laid out in the constitution.</p>	<p>Flow chart of various religion, their founders, and main teachings of these religions</p> <p>Poster making showing unity in diversity.</p>	<p><a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a></p> <p><a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a></p> <p>Make a project on the features of Indian secularism and analyse how it is different from other countries?</p> <p>Write a paragraph on role of Schools in promoting secularism. .</p>
9	<b>Chapter 5: When People Rebel (HIS)</b>	3	<b>JULY</b>	<p>Identifies the places and leaders of the Revolt of 1857</p> <p>Appreciates the present day names of those places of the revolt with location of present day states</p>	<p>Make a Timeline of the main events of the 1857 revolt.</p> <p>Finds out the role of technology and the use of</p>	<p><a href="https://diksha.gov.in">https://diksha.gov.in</a></p> <p><a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a></p> <p><a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a></p> <p><a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a></p> <p>Peer Quizzes</p> <p>Talk it Out</p> <p>Worksheets</p> <p>Google form</p>





				Demonstrates the role of a few people who made significant contributions to the revolt	weapons, communication . postal services etc in the British victory over the rebels  Make charts on the Life and work of any three Leaders of the 1857 Revolt.  On the Outline Map of India locate the main centre of Revolt of 1857	<a href="#">10.html</a>	
10	Chapter 3: Why do we need a Parliament?	3	AUGUST	Understand why India Chose a Parliamentary form of Government.  Describes the process of election to the Loksabha.	Collect data regarding result of Loksabha election held in 2019 and compare the result of the election held in 2014.  Watch a Loksabha meeting procedures and	<a href="https://diksha.gov.in">https://diksha.gov.in</a> <a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a> <a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a> <a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a>	A questionnaire on political parties and elected representatives of the particular area.  Make a flow chart on the process of parliamentary election in India.  Locate your



					analyse the role of elected representatives in Parliament		constituency on the State Map.
<b>11</b>	<b>Chapter 3: Mineral and Power Resources (Geo)</b>	<b>3</b>	<b>AUGUST</b>	Understands various mineral and power energy resources in India.  Differentiate between Conventional and Non-Conventional Sources.  Take interest in use of Eco-friendly Energy Resources in daily life.	Students will do case study on 'Mineral and Power Resources found in their region or any other region of India.  Prepare a mind mapping on the topic learnt ( Minerals and its Classification)	Students to connect the chapter to any science chapter dealing with chemicals and minerals. Find the similarities.  <a href="https://diksha.gov.in">https://diksha.gov.in</a>  <a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a>  <a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a>  <a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a>	1. Work sheet:  2. Map Work: Locating and Identifying given minerals found in different parts of the world. ( iron & steel, coal & Petroleum, silicon)
<b>PERIODIC TEST IN THE FIRST FORTNIGHT OF AUGUST / प्रथम आवधिक परीक्षण</b>							
<b>12</b>	<b>Chapter 4 : Understanding laws</b>	<b>4</b>	<b>SEPTEMBER</b>	Describes the process of making a law. (e.g., domestic violence act, RTI act, RTE act)	Imagine the situation that if rules are not followed in your school, How would it function	<a href="https://diksha.gov.in">https://diksha.gov.in</a>  <a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a>  <a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a>	Google form Quiz





**I TERM ENDING EXAM IN THE LAST WEEK OF SEPTEMBER/प्रथम सावधिक परीक्षा**

<b>15</b>	<b>Chapter 6: Weavers, Iron Smelters and Factory Owners (HIS)</b>	<b>4</b>	<b>OCTOBER</b>	<p>Appreciates the core concepts of crafts in the 19th century.</p> <p>Familiarize students with the processes of deindustrialization and industrialization.</p> <p>Learns ideas of the technologies of weaving and the lives of weavers.</p>	<p>Map Work:(- On the political map of India mark the important centre of weaving of 18th century</p> <p>Collect and paste different types of fabrics.</p>	<p><a href="https://diksha.gov.in">https://diksha.gov.in</a></p> <p><a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a></p> <p><a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a></p> <p><a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a></p>	<p>Peer Quizzes</p> <p>Talk it Out</p> <p>Worksheets</p> <p>Google form</p>
<b>16</b>	<b>Chapter 6: Understanding Our Criminal Justice.</b>	<b>3</b>	<b>OCTOBER</b>	<p>Understand the role played by the police in the arrest of a person.</p> <p>Examines the Prosecutor's role in conducting the Prosecution on behalf of the State.</p> <p>Understand how to file a First Information Report (FIR)</p>	<p>Make a flow chart explaining the functions of police in investigating a crime.</p> <p>Enact a small drama representing the role of police in maintaining law and order in the society.</p>	<p><a href="https://diksha.gov.in">https://diksha.gov.in</a></p> <p><a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a></p> <p><a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a></p> <p><a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a></p>	<p>Match the following regarding duties of different people in criminal justice system.</p> <p>Students can submit the write-ups done in the class as the role of judge in a fair trial in Google classroom.</p>



17	<b>Chapter 7: Civilizing the “Native”, Educating the Nation(HIS)</b>	4	<b>NOVEMBER</b>	<p>Analysis the conflicting views of the British officials about promoting Oriental Education in India</p> <p>Evaluates the Wood’s Despatch and the Educational policies introduced by the British following the Despatch</p> <p>Describe the views of Mahatma Gandhi and Rabindranath Tagore on Education</p>	<p>Paste the picture and identify the people who have contributed to Indian Education system.</p> <p>You are the news reader.Prepare a news on "NEP 2021.</p> <p>Collect information about Tagore’s Abode of peace and prepare a Collage /scrap book in a unique and creative manner</p>	<p><a href="https://diksha.gov.in">https://diksha.gov.in</a></p> <p><a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a></p> <p><a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a></p> <p><a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a></p>	<p>Peer Quizzes</p> <p>Talk it Out</p> <p>Worksheets</p> <p>Google form</p>
18	<b>Chapter 8: Women Caste and Reform (His)</b>	3	<b>NOVEMBER</b>	<p>Understands the role of women in uplifting the society during the 18<sup>th</sup> century.</p> <p>Applies knowledge to bring the difficulties women faced</p>	<p>Making a scrap book on women reformers of 18<sup>th</sup> and 19<sup>th</sup> century.</p>	<p><a href="https://diksha.gov.in">https://diksha.gov.in</a></p> <p><a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a></p> <p><a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a></p>	<p>MCQs</p> <p>Quiz</p> <p>Google Form</p>






20	Chapter 5: Industries	5	DECEMBER	<p>Understand important location of manufacturing industries in the world and special reference to India.</p> <p>Learns the factors of location of Industries.</p> <p>Evaluates the degradation due to setting up of Industries.</p> <p>Appreciates the importance of Industries.</p>	<p>Showing the location of Industries given in the text on the world map.</p> <p>Prepare a flow chart on the factors of Location .</p> <p>Write full forms of:</p> <p>Eg. BHEL DRDO ISRO etc.</p>	<p><a href="https://diksha.gov.in">https://diksha.gov.in</a></p> <p><a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a></p> <p><a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a></p> <p><a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a></p>	<p>Tick the correct Answer.</p> <p>Quiz</p> <p>Google Form</p>
21	Chapter 8: Confronting Marginalization	3	DECEMBER	<p>Acquire understanding about Article 15 and 17 that has been used by Dalits to seek equality.</p> <p>Promote social Justice through understanding of specific laws and policies.</p> <p>To respect the tradition and culture of this group.</p>	<p>Read some stories highlighting caste discrimination prevailed in India. List some tribal revolts occurred in India after independence and find the reasons for it.</p> <p>Make a poster on the topic</p>	<p><a href="https://diksha.gov.in">https://diksha.gov.in</a></p> <p><a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a></p> <p><a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a></p> <p><a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a></p>	<p>Make report on the schemes planned for the marginalised in India for their education and employment.</p> <p>What are the laws made to protect the rights of Dalits and Adivasis in India? (Oral Presentation)</p>





23	Chapter 9: Public Facilities	3	JANUARY	<p>Identifies the role of government in providing public facilities such as water, sanitation, road, electricity etc., in order to recognise their availability and the tasks that government performs.</p> <p>Role of government in the economic sphere.</p>	<ol style="list-style-type: none"> <li>1. Make a list of all public facilities in your locality and find out who provide it?</li> <li>2. Write a paragraph describing the problem of water supply in your locality.</li> <li>3. Picture interpretation.</li> </ol>	<p><a href="https://diksha.gov.in">https://diksha.gov.in</a></p> <p><a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a></p> <p><a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a></p> <p><a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a></p>	<p>A Quiz on the topic public facilities in India</p> <p>What would you do if you face some problems in public facilities in Your locality? Write a note.</p> <p>Make an assignment on the topic 'The role of government in providing public facilities'.</p>
24	Chapter 10: India after Independence (HIS)	3	JANUARY	<p>Identifies the successes and failures of the Indian democracy in the last sixty six years."</p> <p>Demonstrates how newspapers and recent writings can be used to understand contemporary history"</p>	 <p>Identify the person in the picture &amp; write about his role in drafting of constitution.</p> <ul style="list-style-type: none"> <li>• "Map work</li> </ul> <p>Locate on the political map of</p>	<p><a href="https://diksha.gov.in">https://diksha.gov.in</a></p> <p><a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a></p> <p><a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a></p> <p><a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a></p>	<p>Peer Quizzes</p> <p>Talk it Out worksheets</p> <p>Google form</p> <p>Draw a Time - Line of events from 1857 to 1947</p>



					India. the following: A.Princely states - Junagadh, Jammu and Kashmir and Hyderabad		
25	Chapter 6: Human Resource	4	FEBRUARY	Understands the importance of Human Resource.  Acquire knowledge of health and Education a pre-requisite for Qualitative Human Resource  Appreciate the gender equality and respect for human dignity.	Prepares a graph showing population growth rate of India from 1947 till 2020.  Recite a poem on the importance of Girl Child  Show on the map of India the places associated with most populated, least populated and moderately populated regions	<a href="https://diksha.gov.in">https://diksha.gov.in</a> <a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a> <a href="https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12">https://versionweekly.com/news/kvs-cbse-worksheets-for-class-1-2-3-4-5-6-7-8-9-10-11-and-12</a> <a href="https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html">https://libraryzietchd.blogspot.com/p/digital-learning-content-class-2-10.html</a>	MCQs Google form Oral test
26	Chapter 10 : Law and Social Justice (	3	FEBRUARY	To understand why Laws are necessary.	List the articles mentioned in	<a href="https://diksha.gov.in">https://diksha.gov.in</a> <a href="https://kvno2jaipur.wordpress.com/class-8">https://kvno2jaipur.wordpress.com/class-8</a>	MCQs Google form



**A teacher is to stimulate and guide but it is the child who is to choose and react according to his natural inclinations. Believing in purity and innocence of child, the teacher should behave with him with great love, affection, sympathy and consideration. The teachers and students are considered to be learners together, seeking truth and following the right path of pure simplicity as well as renunciation. The teacher should always be busy with motivating the creative capacities of children so that they remain busy with constructive activities and experiences.**

**[Rabindranath Tagore 'Towards Universal Man' (1961), p.200]**

