



## EIGHT WEEK

# ALTERNATIVE ACADEMIC CALENDAR FOR THE PRIMARY STAGE

## PART II





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**ALTERNATIVE ACADEMIC CALENDAR  
FOR THE PRIMARY STAGE**

**PART II**

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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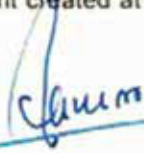
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HUMAN RESOURCE DEVELOPMENT  
GOVERNMENT OF INDIA



### MESSAGE

At present, many countries of the world including India have been facing the outbreak of Covid-19 with courage. Our teachers and students are currently in homes to prevent the spread of this virus. Many efforts have been made by the Ministry of Human Resource Development to continue the learning of students even at home through on-line resources. Class wise e-resources and e-textbooks are available on various online platforms such as e-pathshala, NROER, SWAYAM and Diksha, so that students in higher classes can self-learn, and students in elementary classes can learn under the guidance of their teachers and parents. In view of this, we have taken a new initiative of developing an Alternative Academic Calendar for our school students. Following this calendar, students of all classes can receive school education systematically at home with the help of their teachers through available technological and social media tools till their schools get open. Parents of primary and upper primary students will be guided by teachers about the activities to be conducted with children using mobile phone, SMS, radio, television or various other social media. These activities are related to their syllabus and learning outcomes. Teachers will also be able to guide students by establishing contact with them through mobile phones or social media. This calendar has been developed by the NCERT in such a manner that it provides adequate space to the State contexts.

I hope that all the States and Union Territories will implement this and provide a new dimension to the learning of school students. I am also very much hopeful that in this difficult time, our teachers will not only be able to reduce the stress and worries of the children but also will be successful in motivating children to learn with interest in the conducive and participatory learning environment created at home by their parents.

  
(Ramesh Pokhriyal 'Nishank')



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## Foreword

In this period of Covid-19, which is declared as a global pandemic, our teachers, parents and students have to remain at homes to prevent its spread in the community. In this situation, it is our responsibility to provide them with multiple alternative ways of learning at home through interesting activities. It is necessary because in the present environment of stress, we not only have to keep our children busy but also maintain continuity of their learning in their new classes. In this context, NCERT has developed an *Alternative Academic Calendar* for all the stages of school education.

In this calendar the themes/topics have been selected from syllabus and are linked with the learning outcomes. Guidelines have been developed for conducting interesting activities based on these learning outcomes. But it is a matter of fact that many teachers and parents only have simple mobile phones as a tool available at their homes and all the teachers and students do not have virtual classroom facility. In view of this the activities are designed and presented in such a way that many activities can be conducted by the parents and students on their own after talking to the teachers over phone. The teachers can contact parents and students using a range of tools starting from simple mobile phones to internet based diverse technological tools for giving them the appropriate guidelines for conducting these activities given in the calendar.

This calendar includes not only generic guidelines and subject specific activities, but also detailed material on the use of different technological and social media tools as well as strategies for reducing stress and anxiety in the present time. This guideline also contains activities related to art education and health and physical education. It also includes reference of many learning resources along with textbooks.

This calendar is flexible and suggestive. The teachers can implement this taking into consideration the contexts and needs of the State/UT. This calendar has been developed by the faculty members of all the constituent units of the NCERT including NIE, CIET, PSSCIVE and all the five RIEs using on-line platforms such as WhatsApp, Google Hang-out, Zoom, etc., for discussion and feedback. Their hard work is commendable.

For implementing this calendar, SCERT and the Directorate of Education may form teams including faculty members from DIETs and School Principals, who can continuously follow-up and provide support to teachers using mobile phones and other accessible technological tools and social media.

I hope, this calendar will be useful for teachers and parents in creating a very conducive learning environment at home for the students so that they can learn in a very meaningful and joyful way.

Suggestions of the concerned stakeholders are welcomed for further improving this calendar. Suggestions and feedback may be sent to [director.ncert@nic.in](mailto:director.ncert@nic.in) and [cgncert2019@gmail.com](mailto:cgncert2019@gmail.com).

New Delhi  
*April 2020*

HRUSHIKESH SENAPATY  
*Director*  
National Council of Education  
Research and Training



## Message

A four-week Alternative Academic Calendar (AAC) has already been released by the Honourable Minister of Human Resource and Development and uploaded on the NCERT website (<https://ciet.nic.in/upload/AACprimary-eng.pdf>). It is already being implemented in the states and Union Territories. This is the second part of the Primary Stage Alternative Academic Calendar for the next eight weeks. The interactive sessions on DTH channel SWAYAM PRABHA are also continued. Guidelines on the use of this calendar are given in the first part (four-week alternative academic calendar). Kindly implement this calendar in continuation with the four-week academic calendar.

Team, AAC  
NCERT

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The Council extends its heartfelt thanks to the heads of its constituent units, Joint Director, CIET, Joint Director, PSSCIVE and Principals of all the five RIEs and Heads of its concerned NIE departments, viz., Department of Elementary Education, Department of Teacher Education, Department of Educational Psychology and Foundations of Education, Department of Education in Arts and Aesthetics and also to Dean (Academic), because this work could not be completed without their coordination and contribution of their faculty members.

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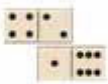
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# CLASS I

## Subject: Mathematics (Class I)

Learning outcomes	Resource(s)	Week-wise suggestive activities (to be guided by parents with the help of teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>works with numbers 1 to 20.</li> <li>compares numbers up to 20.</li> <li>Develops the concept of zero.</li> <li>applies addition and subtraction of numbers 1 to 20 in daily life .</li> <li>✓ constructs addition facts up to 9 by using concrete objects. For example, to find <math>3+3</math> counts 3 steps forward from 3 and concludes that <math>3+3=6</math>.</li> <li>✓ subtracts numbers using 1 to 9. For example, the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude <math>9-3=6</math>.</li> <li>✓ solves day-to-day problems related to addition and subtraction of numbers up to 9.</li> <li>recognises numbers up to 20 and writes numerals</li> <li>✓ Describes the physical features of various solids/ shapes in her own language. For example, a ball rolls, a box slides, etc.</li> </ul>	<p><b>NCERT/State developed textbook</b></p> <p><b>Chapter 1</b> Shapes and Space</p> <p><b>Chapter 2</b> Numbers from one to nine</p> <p><b>Chapter 3</b> Addition</p> <p><b>Chapter 4</b> Subtraction</p> <p><b>Chapter 5</b> Numbers from ten to twenty</p> <p><b>Number Cards</b> Paper cards with Numeral on one side and the same number of dots on the other.</p> <p><b>Domino cards</b> <i>Paper cards are divided into two parts which have less than nine dots on each part.</i></p>  <p><b>QR codes related to these chapters available on NROER</b></p>	<p><b>WEEK 5</b></p> <p><b>Theme</b> Reading and writing of numerals from 1 to 5</p> <ul style="list-style-type: none"> <li>Teacher/Parent should ensure that before the children attempt to read and write numerals 1 to 9, they should be very confident in counting up to nine.</li> <li>Use number cards to introduce numerals and then can be encouraged to write once the child is familiar with the numerals</li> <li>Children could be given a set of 9 cards, each card having a numeral from one to 9 on one side and that many dots on the other. Since the children can count the number of dots, this can be used as a key in reading the numeral on the card.</li> <li>Children can practice reading numerals by asking to read and checking by counting the dots on the reverse side of the card.</li> <li>Children can use their cards as prop while working on practicing writing of numerals.</li> <li>Practice writing of numerals 1 to 5 when the child is confident in recognition of the numerals. This can be done in many ways like by finger on sand or mud pit.</li> <li>Children may be given the number cut outs available in toy shops or can make their own by cardboard or thermocol sheet.</li> </ul> <p><b>e-content</b></p> <ol style="list-style-type: none"> <li><a href="https://diksha.gov.in/play/collection/do_312969745092820992438?contentType=TextBook&amp;contentId=do_312936473250848768165">https://diksha.gov.in/play/collection/do_312969745092820992438?contentType=TextBook&amp;contentId=do_312936473250848768165</a></li> <li><a href="https://diksha.gov.in/play/collection/do_313002615273250816145?contentType=TextBook&amp;contentId=do_31276668517999411213642">https://diksha.gov.in/play/collection/do_313002615273250816145?contentType=TextBook&amp;contentId=do_31276668517999411213642</a></li> </ol> <p><b>WEEK 6</b></p> <p><b>Theme</b> Reading and writing of numerals 6, 7, 8, 9 and the concept of zero</p> <ul style="list-style-type: none"> <li>Similar activities as done for numerals 1-5 in the previous week can be planned for numerals 6 to 9.</li> </ul>



		<ul style="list-style-type: none"> <li>• To introduce “zero”, collect some objects, up to five in number, on your table. Ask children to tell how many they are. Then remove one, saying “one goes out” or something similar, and ask “how many left?” When the last object is removed some child in the class may say “zero”, most are likely to say “nothing”. You can introduce the idea of zero as a number here, which signifies absence of something in a collection. For example, saying “zero pen on the table” signifies absence of pens on the table.</li> <li>• Once the children get the idea of zero, you can introduce another card in their set with zero on one side and blank on the reverse.</li> <li>• Practice writing of the numeral zero with the child when he/she is confident in its recognition.</li> <li>• Ask children to identify the symbol for the number zero written around the child like wrappers, bills, calendar, charts, etc.</li> </ul> <p><b>e-content</b></p> <p><a href="https://diksha.gov.in/play/collection/do_313002615273250816145?contentType=Text-Book&amp;contentId=do_31276668534544793613644">https://diksha.gov.in/play/collection/do_313002615273250816145?contentType=Text-Book&amp;contentId=do_31276668534544793613644</a></p> <p><b>WEEK 7</b></p> <p><b>Theme</b></p> <p>Developing number sense and addition</p> <ul style="list-style-type: none"> <li>• Activities relating to comparison of numbers, what comes after, before, in between, matching may be done with children.</li> <li>• Use words like more than, less than or equal through the strategy of one to one correspondence in objects in two groups.</li> <li>• Provide a lot of exposure and experience of combining two collections and recounting the number of objects in the new collection. Children may be provided enough opportunities to handle a wide variety of concrete materials for combining two groups of objects. For example, collect some objects like leaves, pebbles seeds, etc. Keep them in two different groups and ask the child to tell how many objects are there in the two groups.</li> <li>• Take two cards having pictures of different numbers of objects (of the same kind). Ask the students to tell how many objects are there altogether.</li> <li>• Take a domino, say 4-3 domino. Ask a child to count the holes on its two parts and then tell the total number of holes in the domino.</li> <li>• There are many opportunities in everyone’s daily life to add numbers like we had four plates in one rack and three on the other. How many plates are there in all on both the racks.</li> </ul>
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		<p><b>WEEK 8</b></p> <p><b>Theme</b> Addition of numbers (continued)</p> <ul style="list-style-type: none"> <li>• Addition Facts: With concrete objects to make, say 5, in as many ways as one can. Then ask children to make different numbers in many ways. Write a number on the notebook, say 7, and ask the child to give one answer for it. Then ask are there more numbers which when added gives 7, till all the answers are listed.</li> <li>• Commutative Property of Addition: Help children to learn the commutative aspect of addition using concrete objects and then with the help of dominoes. Ask questions like - 4 pencils and 2 pencils are how many pencils altogether? 2 pencils and 4 pencils are how many pencils in all? Give many such examples, so that the child can appreciate the commutative property of addition. No need to introduce the term and ask abstract questions about commutativity, just an understanding that whether one takes 2 first and then adds 4 or the other way round, the answer will remain the same. This later helps the child in adding numbers in a more convenient way like while adding 2 and 17 the child need not count 17 ahead of 2 but can do it by count 2 ahead of 17.</li> <li>• Zero in addition: Take a container and put some objects in it. Ask the children to count the objects. Now put three objects more and ask the children to say three more objects have been added. Ask them to count the objects now. Take another container and put, say five objects in it. Do not put any more objects. Ask children to say zero objects have been added. Ask them to count the objects in the container. Help children to realise that “five and zero make five only”.</li> <li>• At the end, the children must learn to add two numbers, without using concrete objects.</li> <li>• Speak out slowly any two numbers, say 2 and 4. Ask a child what does 2 and 4 make. The child should say 6. If the answer is wrong, help her/him to get the right answer, using concrete objects and counting beyond one number. Continue this process with several pairs of numbers.</li> <li>• Encourage the child to explore different strategies to add numbers up to 9 like counting on forward and using already known addition facts.</li> </ul> <p><b>e-content</b></p> <p><a href="https://diksha.gov.in/play/collection/do_3129697450928209921438?-contentType=TextBook&amp;contentId=-do_312936473289162752165">https://diksha.gov.in/play/collection/do_3129697450928209921438?-contentType=TextBook&amp;contentId=-do_312936473289162752165</a></p>
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**WEEK 9****Theme:** Subtraction

- Collect some objects like leaves, pebbles, seeds, etc. Ask the child how many are there. Take out some of the objects from the collection and tell the students how many you took away. Now ask them how many are left.
- Collect balls/pencils of 2 different colors. Ask the students—how many are there? How many are red? How many are not red?
- Take a domino card. Ask the students to count all the holes on the card. Hide one of the two parts. Ask the students how many holes are there in the hidden part. Repeat this with different domino cards.
- After the students have got sufficient experience in subtraction with concrete objects and pictures, ask them to subtract one number from the other.
- The next stage would be solving the abstract problems like  $4 - 2 = ?$

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**WEEK 10****Theme**

Problem Solving using addition and subtraction

- Present problems orally to a child and ask her/him to answer. A few examples are given below as a sample. You may ask children to work out these problems mentally. Based on it, you need to create or develop many more problems.
- Examples of problems:
  1. Noori has 6 red pencils and 2 black pencils in her box. How many pencils are there in the box altogether?
  2. In a garden there are 4 mango trees and 3 orange trees. How many trees are there in the garden altogether?
- Develop a large number of simple word problems, based on taking away (or partitioning) and present them orally one by one to the children.
- Children may be encouraged to answer these problems, without using concrete materials. For the guidance purpose, some problems are given below:
  - ✓ Reena has 4 apples. She gives 2 to her friend Anju. How many apples are left with Reena?





- ✓ Three birds are sitting on a tree. 1 bird flies away. How many birds are left on the tree?
- Encourage children to construct their own word problems based on your examples and their surroundings and solve them verbally.

## WEEK 11

**Theme** Numbers from ten to twenty

- use concrete play money for making amounts up to Rs 20
- Through a variety of activities and practical experience and use of concrete objects teach children counting up to 20
- Ask the child to collect 20 small sticks, which can be matchsticks or broomsticks, say about five centimeters in length. Ask the child to make one bundle of ten sticks by tying them together with a thread or by a rubber-band and keep the remaining ten sticks loose.
- Ask the children to keep their sticks in front of them and give you 14 sticks without opening the bundle.
- If the child is unable to do it you can show one bundle of ten and four loose sticks. Spend some time on it, asking the child to give at random 13, 16, 19, 10, 14, and so on.
- When the child becomes confident in handling numbers up to 19 in the form of bundles and sticks, draw, say, one bundle and seven sticks on the notebook and ask children to give as many sticks and name the number. Most of the children should be able to handle it in a day or so.
- After that encourage the child to write the number of bundles and sticks below TENS and ONES just like two digit numbers are written.

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## WEEK 12

**Theme:** Shapes

- Ask the child to sort objects based on similarities and differences through their sense of touch and observations
- Help the child to verbalize the properties of shapes/criterion used by them in sorting/classifying solids/ shapes.
- From the collection made for the previous activity, place the ball or a marble on an inclined surface and ask the students to observe how it moves down the surface.



		<ul style="list-style-type: none"><li>• Ask the child to sort the objects on the basis of their movement on an inclined surface and ask them to name some more such objects which will roll or slide.</li><li>• Blindfold the child and give her/him one of the objects. Ask to touch and feel it and then guess whether it will roll or slide.</li><li>• Help the child to cut out different shapes like triangles, squares and circles to make a shape kit. Now ask them to use these shapes to make pictures/figures/designs/scenery.</li><li>• Ask the students to sort the shape in their shape kit and match similar shapes</li></ul> <p><b>e-content</b></p> <p><a href="https://diksha.gov.in/play/collection/do_3129697450928209921438?contentType=TextBook&amp;contentId=do_312936473201401856164">https://diksha.gov.in/play/collection/do_3129697450928209921438?contentType=TextBook&amp;contentId=do_312936473201401856164</a></p>
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## विषय- भाषा (हिंदी) कक्षा 1

सीखने के प्रतिफल	संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित)	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)
<p><b>बच्चे</b></p> <ul style="list-style-type: none"> <li>सुनी सामग्री, जैसे- कहानी, कविता, विभिन्न विषय आदि के बारे में बातचीत करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं।</li> <li>भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनंद लेते हैं, जैसे- इन्ना, बिन्ना तिन्ना।</li> <li>चित्र के सूक्ष्म और प्रत्यक्ष पहलुओं का बारीक अवलोकन करते हैं।</li> <li>चित्र में या क्रमवार सजाए गए चित्रों में घट रही अलग-अलग घटनाओं, गतिविधियों और पात्रों को एक संदर्भ या कहानी के सूत्र में देखकर समझते हैं और सराहना करते हैं।</li> <li>लिखना सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ी-तिरछी रेखाओं (कीरम-काटे), अक्षर-आकृतियों, स्व-वर्तनी, इन्वर्टिड स्पेलिंग और स्व-नियंत्रित लेखन (कनवेंशनल राइटिंग) के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से लिखने का प्रयास करते हैं।</li> </ul>	<p><b>एनसीईआरटी या राज्य द्वारा बनाई गई पाठ्यपुस्तकें</b></p> <p>घर में उपलब्ध पढ़ने-लिखने की सामग्री</p> <p>अन्य दृश्य- श्रव्य सामग्री, जैसे- इंटरनेट, वेबसाइट, रेडियो, टी.वी. आदि।</p>	<p><b>सप्ताह 5</b></p> <p><b>विषय-</b> बातचीत करना/लिखना</p> <ul style="list-style-type: none"> <li>बच्चों के साथ उनके मनपसंद गीत, कविताओं आदि को बच्चों के साथ गाएँ, कहानियों की घटनाओं का अभिनय कीजिए।</li> <li>गीत, कविता में आए शब्दों के आधार पर तुकांत शब्द बनवाइए, जैसे- बोल, खोल, मोल, सोल आदि।</li> <li>बच्चों के साथ साफ़-सफ़ाई और स्वच्छता से रहने के तरीकों के बारे में बातचीत कीजिए। चाहे तो कोरोना के बारे में भी बातचीत की जा सकती है। बच्चों के साथ संवाद करते हुए कोरोना के बारे में उनकी जानकारी को बढ़ाया जा सकता है।</li> <li>कोरोना कैसे फैलता है? फैलने के किन्हीं दो कारणों एवं उनके उपचार के बारे में बातचीत कीजिए और साथ ही बच्चों की जानकारी को बढ़ाइए।</li> <li>कोरोना के बारे में हुई बातचीत को आधार बनाकर बच्चों से कोरोना से जुड़े चित्र बच्चों से बनाने के लिए कहें। चित्र के नीचे उसका नाम लिखने के लिए कहें।</li> </ul> <p><b>कहानी/कविता सुनना और सुनाना</b></p> <p>अपने परिवार में बड़ों, जैसे- दादा-दादी, भैया, दीदी, माता-पिता से बातचीत करें और उनसे अपनी पसंद की कहानियाँ सुनें।</p> <p><b>सप्ताह 6</b></p> <ul style="list-style-type: none"> <li>बच्चों को अखबारों/पत्रिकाओं/टेलिविज़न में आ रहे घटनाक्रमों को देखने का अवसर प्रदान करें।</li> <li>आप उनसे कई महत्वपूर्ण घटनाक्रमों के बारे में भी बातचीत कर सकते हैं।</li> <li>बच्चों को बोलने का मौका दें तथा आप उनकी बातों को ध्यानपूर्वक सुनें।</li> <li>आप बच्चों से कहें कि वे प्रतिदिन के महत्वपूर्ण घटनाक्रम की सूची तैयार करें।</li> <li>प्रतिदिन शाम को आप बच्चों द्वारा एकत्रित घटना पर उनसे बातचीत कर सकते हैं।</li> </ul>



- हिंदी वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं।
- स्वयं बनाए गए चित्रों के नाम लिखते (लेबलिंग) हैं।

### सप्ताह 7

- तरह-तरह की कहानियों और कविताओं को चित्रों के आधार पर अनुमान लगाकर बच्चों को पढ़ने के अवसर उपलब्ध कराएँ।
- (नन्दन, चंपक, सुमन सौरव एवं अन्य बाल पत्रिकाओं का उपयोग इस कार्य के लिए किया जा सकता है।)
- बच्चों को इन पत्रिकाओं के माध्यम से नई-नई कहानियों, कविताओं को पढ़ने का अवसर उपलब्ध कराएँ। (उन्हें स्वतंत्रता दें कि कहानी/कविता के बारे में कुछ भी बात करनी हो तो सहज रूप में अपनी बात को उनके सामने रखें।)

### सप्ताह 8

- बच्चों को वर्णमाला में से किसी भी एक अक्षर स्वयं ही चुनने के लिए कहें एवं उन अक्षरों की मदद से उन्हें चित्र बनाने का अवसर उपलब्ध कराएँ।
- चित्र बनाने में बच्चे आनंद लेते हैं। उनसे यह कार्य विभिन्न समयांतरालों पर कराएँ।

### सप्ताह 9

- विभिन्न शब्दों की सूची बच्चों के सामने उपलब्ध कराएँ। बच्चे इन्हें ध्यान से देखेंगे।
- शब्दों को देखने के बाद बच्चों को अवसर दें कि वे उन शब्दों से संबंधित चीजों को अपने घर में ढूँढ़ें।
- घर के किस स्थान पर पहले बताई गई चीजें रखी गई हैं। उनकी सूची बच्चों से बनवाएँ।

### सप्ताह 10

- बच्चों को प्रतिदिन विभिन्न शब्दों के साथ अन्त्याक्षरी खेलने का अवसर उपलब्ध कराएँ।
- बच्चों से व्यक्तिगत एवं सामूहिक खेलों के बारे में बात करें।
- उनसे प्राप्त होने वाले व्यक्तिगत एवं सामूहिक खेलों में आप स्वयं भी सहभागिता करें। (यहाँ इस बात का ध्यान रखा जाए कि प्रत्येक खेल घर के अंदर ही खेला जाना चाहिए।)

### सप्ताह 11

- वर्तमान में कोरोना रोग से प्रभावित व्यक्तियों की सूची की जानकारी विभिन्न समाचार माध्यमों, जैसे- अखबार, टेलीविजन, रेडियो, इंटरनेट आदि में दी जाती है। बच्चों को यह अवसर उपलब्ध



		<ul style="list-style-type: none"> <li>• कराएँ कि वे भारत में प्रतिदिन इस रोग से संबंधित लोगों की सूची पहले बताए गए माध्यमों का प्रयोग करके तैयार करें।</li> </ul> <p>नोट- बच्चों द्वारा उपरोक्त समाचार माध्यमों, जैसे- अखबार, टेलीविज़न, रेडियो, इंटरनेट आदि का प्रयोग करते समय अभिभावकों की उपस्थिति अनिवार्य है।</p> <p><b>सप्ताह 12</b></p> <ul style="list-style-type: none"> <li>• बच्चों से अपने राज्य के आस-पास के राज्यों की जानकारी एवं उन राज्यों की खास चीज़ों की सूची बच्चों के माध्यम से तैयार करवाएँ।</li> </ul>
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**Subject: Language (English Class I)**

<b>Learning Outcomes</b>	<b>Resource(s)</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>recites poem/ rhyme with action</li> <li>listens to instructions and draws a picture.</li> <li>carries out simple instructions</li> </ul> <ul style="list-style-type: none"> <li>recognises letters and their sounds from a-z.</li> <li>produces words with consonant blends such br, tr, dr</li> <li>talks about situation in English</li> </ul>	<p>NCERT/State Textbook of English Language for Class I or other resources</p> <ul style="list-style-type: none"> <li>Story Books, Links as given, different objects available at home</li> </ul>	<p><b>WEEK 5</b></p> <p><b>Theme:</b> Health and Hygiene</p> <p>Link <a href="https://www.youtube.com/watch?v=NW4QvPPSksU">https://www.youtube.com/watch?v=NW4QvPPSksU</a></p> <p><b>Activity:</b> The learner may be facilitated to listen to the poem. With a second listening, learners may say the words along with the audio learners would enjoy the repetition 'dry, dry, dry' and 'shake, shake, shake'.</p> <p>The parents interact with the learners on living beings and plants that are found in water. Later the learner may be encouraged to draw and colour any one or two.</p> <p>Learners may be given simple instructions in English such as 'After a bath do not throw wet towel on the floor', 'Hang it up to dry', in the interest of health and hygiene.</p> <p><b>WEEK 6</b></p> <p><b>Theme:</b> The world of sounds</p> <p><b>Link</b></p> <p><a href="http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19">http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19</a></p> <p>A long strip of thick paper should be made, using an old calendar or greeting card by cutting up and pasting / stapling. The parent involves the learner in the activity (but not to handle scissors). The alphabet is small letters a-z to be hung prominently. The learner may be encouraged to look, trace with finger, and say aloud.</p> <p>The parent help the child to notice certain words in the poem: 'try', 'dry'. The learner may be encouraged to say more such words such as 'brother', 'train', etc.</p> <p>The parent shows the learner certain objects such as leaf, feather, pebble, straw, marble, paper etc. and ask which of these would float/sink in water. The learner may be facilitated to experiment, with adult supervision. If the learner uses non- English words, the parent should not punish him/her but bring the learner progressively to English, in naming the objects and in using the verbs float/sink.</p> <p><b>WEEK 7</b></p> <p><b>Theme:</b> The world of sounds</p> <p>A long strip of thick paper should be made, using an old calendar or greeting card by cutting up and pasting / stapling.</p>



<ul style="list-style-type: none"> <li>• recognises their sounds from A –Z</li> <li>• listens to English words and simple sentences</li> <li>• uses prepositions like ‘on’ ‘in’ ‘under’</li> </ul> <ul style="list-style-type: none"> <li>• differentiates between small and capital letters</li> <li>• identifies characters and sequence in a story.</li> </ul> <ul style="list-style-type: none"> <li>• writes simple words in English.</li> <li>• associates words with pictures.</li> </ul>		<p>The parent involves the learner in the Activity (but not to handle scissors). The alphabet is small letters a-z to be hung prominently. The learner may be encouraged to look, trace with finger, and say aloud.</p> <p>The parent interacts with the learner about the importance of switching off fans/lights when not required, in English / mother-tongue. Then parent uses English phrases ‘Switch off ’, ‘Switch on’ and encourages the learner to use such phrases/sentences.</p> <p>The parent makes use of a key chain/small toy/ large handkerchief which can be hung on a peg/door/railing/tree to introduce the preposition ON. Learners may also collect waste paper to throw IN the dustbin, which is kept UNDER the table/sink etc.</p> <p><b>WEEK 8</b></p> <p><b>Theme:</b> Linguistic Diversity</p> <p>Learners may be facilitated to differentiate between small and capital letters, to recognise and say them, using any old English newspaper.</p> <p>The story ‘Lalu and Peelu’ may be shown to the learner. The same story is in Rimjhim, the Hindi textbook; that may also be shown, and then move on to English version. Role-play of the story may be done, with other siblings or across the window with a neighbour’s child.</p> <p><b>WEEK 9</b></p> <p><b>Theme:</b> Love for Nature</p> <p>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> <p>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 kinds of leaves: on the banana tree, grapevine, apple tree etc.</p> <p><b>WEEK 10</b></p> <p><b>Theme</b></p> <p>Love for animals/birds/ all living creatures</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</p>
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<ul style="list-style-type: none"> <li>• responds orally in any language including sign language to comprehension questions related to stories.</li> <li>• uses prepositions</li> <li>• listens to English words and sentences and responds in English.</li> <li>• recites poems/ rhymes in English.</li> <li>• talks about self/situations in English.</li> <li>• names familiar objects</li> <li>• associates words with pictures</li> <li>• talks about situation/ pictures.</li> </ul>		<p>creatures. The same may be repeated after a few days, introducing English words and phrases. Role-play may be done with older siblings.</p> <p>The parent may talk to the learners about the importance of washing hands, using the prepositions 'before' and 'after' with examples in context.</p> <p><b>WEEK 11</b></p> <p><b>Theme</b> The world of colours</p> <p>The parent interact with the learner about the house they live in, specially ceiling roof, wall, door, etc., to help learner recall words for colour.</p> <p><b>Link</b> <a href="http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19">http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19</a> The parent searches for and encourages learner to recite poems associated with colours. One is found in Raindrops Book I, at the above link.</p> <p>The parents talks to learners about road safety measures for vehicles and pedestrians, to familiarize the learner with English words, such as, 'traffic,' 'red,' 'green,' etc.</p> <p><b>WEEK 11</b></p> <p><b>Theme</b> Love for Nature</p> <p>Parents facilitates the learner to recall and name familiar objects using English words such as pen, book, chair, plate, etc.</p> <p>The parent draws pictures to help learners identify them and write the beginning sound, as e.g. cow, cat, cap, etc. The learner may be shown the view/ picture of a park / garden from the window/balcony/ using pictures from an old magazine or calendar. Learner may describe it using English words as far as possible.</p>
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## Subject – Urdu (Class I)

ہفتہ وار مجوزہ سرگرمیاں (Week-wise Suggestive Activities)	ماخذ (Source)	آموزشی ماحصل (Learning Outcomes)
<p style="text-align: right;"><b>ہفتہ-5</b></p> <p>موضوع – حروف کی شناخت، تصویروں کی مدد سے اندازہ لگانا</p> <p>1- اردو حروف تہجی سے کسی ایک حرف کا انتخاب کرنے کے لیے بچوں سے کہیے۔ اور اس حرف سے شروع ہونے والے الفاظ بتانے کے لیے کہیے۔</p> <p>2- منتخب کیے ہوئے حرف سے شروع ہونے والے لفظ جو کسی چیز، سامان یا جاندار کا نام ہو سکتا ہے، کی تصویر بنانے کے لیے کہیے۔ بچے تصویر بنانے میں دلچسپی لیتے ہیں۔</p> <p>3- اسی طرح کسی دوسرے حرف کا انتخاب کرنے کے لیے کہیے اور اس کی مدد سے تصویر بنانے کے لیے بھی کہا جاسکتا ہے۔ بچوں کی بنائی تصویر کے بارے میں ان سے بات چیت کی جاسکتی ہے۔</p> <p>4- دیے گئے لنک کی مدد سے حروف اور ان سے متعلق تصاویر پر غور کیا جاسکتا ہے:</p> <p><a href="http://ncert.nic.in/textbook/textbook.htm?aulb1=0-27">http://ncert.nic.in/textbook/textbook.htm?aulb1=0-27</a> (i)</p> <p><a href="http://ncert.nic.in/textbook/textbook.htm?fujp1=0-32">http://ncert.nic.in/textbook/textbook.htm?fujp1=0-32</a> (ii)</p> <p><a href="http://ncert.nic.in/textbook/textbook.htm?gudp1=0-26">http://ncert.nic.in/textbook/textbook.htm?gudp1=0-26</a> (iii)</p>	<p>این سی ای آر ٹی / ریاست کی درسی کتب</p>	<p>1- تصویروں کے ذریعے پڑھنے کی کوشش کرتے ہیں۔</p> <p>2- دوسروں کی باتوں کو توجہ اور غور سے سنتے ہیں۔</p> <p>3- آسان اظہار خیال کو سمجھتے اور سوالات کرتے ہیں۔</p> <p>4- اپنی زبان میں اپنی رائے ظاہر کرتے ہیں۔</p>
<p style="text-align: right;"><b>ہفتہ-6</b></p> <p>موضوع – گفتگو کرنا اور پڑھنا</p> <p>1- اپنے گھر کے افراد کے ساتھ اپنی پسند کا کوئی گیت، نغمہ یا نظم گائیے۔ اس گیت، نغمے یا نظم میں آئے الفاظ میں سے کسی ایک لفظ کا انتخاب کیجیے اور اس جیسی آواز والے دوسرے الفاظ بتائیے جیسے لگانا، جانا، آنا، زمانا، بنانا، جگانا، سجانا، خزانہ، لانا، بتانا وغیرہ۔</p> <p>2- اپنے آس پاس کی چیزوں کے بارے میں اپنے بڑوں سے بات چیت کیجیے اور ان کے بارے میں سوال کیجیے۔</p>		
<p style="text-align: right;"><b>ہفتہ-7</b></p> <p>موضوع – مختلف موضوعات پر اظہار خیال کرنا</p> <p>1- ٹیلی ویژن پر دکھائے جا رہے کسی پروگرام کو دیکھیے اور گھر کے افراد کے ساتھ اس کے بارے میں گفتگو کیجیے۔ گھر کے بڑوں کو چاہیے کہ وہ بچوں کو بولنے کا زیادہ سے زیادہ موقع دیں اور ان کی باتوں کو غور سے سنیں۔</p> <p>2- روزانہ کے اہم واقعات کی فہرست تیار کیجیے اور روزانہ شام کے وقت ان واقعات پر گھر کے افراد کے ساتھ گفتگو کیجیے۔</p>		
<p style="text-align: right;"><b>ہفتہ-8</b></p> <p>موضوع – مشاہدہ کرنا اور تحریر کرنا</p> <p>1- الگ الگ الفاظ کی فہرست تیار کیجیے اور یہ دیکھیے کہ ان لفظوں والی چیزیں گھر کے اندر کہاں کہاں رکھی ہیں۔ انہیں تلاش کیجیے۔</p> <p>2- گھر کے کسی حصہ جیسے باورچی خانہ، غسل خانہ، اسٹور روم، ڈرائنگ روم میں رکھی چیزوں کو بغور دیکھیے، ان کی فہرست بنائیے اور گھر کے افراد کو دکھائیے۔</p>		
<p style="text-align: right;"><b>ہفتہ-9</b></p> <p>موضوع – صاف صفائی کے بارے میں بات چیت کرنا</p> <p>1- صفائی ستھرائی کے طریقوں کے بارے میں اپنے گھر کے افراد کے ساتھ گفتگو کیجیے۔</p>		



- مثال کے طور پر کورونا کس طرح پھیلتا ہے؟ اور ہمیں اس سے محفوظ رہنے کے لیے کون کون سی تدابیر اختیار کرنی چاہیے۔
- 2- بچوں سے بات چیت کرتے ہوئے کورونا کے بارے میں ان کی معلومات میں خاطر خواہ اضافہ کیا جاسکتا ہے۔
- 3- کورونا پھیلنے کے دو وجوہات اور ان کے علاج کے بارے میں گفتگو کیجئے اور بچوں کی معلومات میں بھی اضافہ کیجئے۔
- 4- کورونا کے بارے میں گفتگو کی بنیاد پر بچوں سے کورونا سے متعلق تصاویر بنانے کے لیے کیجئے۔ تصویر کے نیچے اس کا نام لکھنے کے لیے بھی کیجئے۔

### ہفتہ -10

موضوع - پڑھنا اور لکھنا

- 1- بچوں کو طرح طرح کی نظموں کہانیوں کو تصویروں کی بنیاد پر اندازہ لگا کر پڑھنے کے مواقع فراہم کیجئے۔ اس مقصد کے لیے پیام تعلیم، بچوں کی دنیا، گل بوٹے اور بچوں کے دوسرے رسالے استعمال کیے جاسکتے ہیں۔
- 2- اخبار میں شامل بچوں کے لیے خصوصی گوشے کو بھی استعمال میں لایا جاسکتا ہے۔
- 3- بچوں کے لیے رسالوں اور اخبار کے ذریعے بچوں کو نئی کہانیاں اور نظمیں پڑھنے کا موقع فراہم کیجئے۔
- 4- بچوں کو ان کی پسند کی کہانی / نظم کے بارے میں کچھ بھی بولنے کی آزادی دینی تاکہ بے خوف ہو کر وہ اپنی رائے ظاہر کر سکیں۔
- 5- بچوں کو این سی ای آر ٹی کی ویب سائٹ پر موجود اردو میں برکھا سیریز کی کہانیاں مہیا کرانی جائیں اور تصویروں کی مدد سے اندازہ لگا کر کہانی کو سمجھنے میں مدد کی جائے۔

### ہفتہ -11

موضوع - پڑھنا اور لکھنا

- 1- ایسے الفاظ کی فہرست بچوں کو دینیجئے جس میں س اور ش ، ج اور ذ ، گ اور خ کی آوازوں والے الفاظ شامل ہوں۔
- 2- ان الفاظ کی آوازوں میں فرق کے بارے میں بچوں کے ساتھ گفتگو کیجئے۔ ان آوازوں کے مخارج بھی بتائیے۔
- 3- ایسے الفاظ تلاش کرنے میں بچوں کی مدد کیجئے جن میں یہ آوازیں شامل ہوں جیسے جلیل اور ذلیل، سر اور شر، باگ اور باغ وغیرہ۔

### ہفتہ -12

موضوع - کہانی سننا اور گفتگو کرنا

- 1- اپنے گھر کے بڑوں جیسے دادا، دادی، نانا، نانی، امی، ابو، بھائی، باجی وغیرہ سے بات چیت کیجئے اور ان سے اپنی پسند کی کہانی سننے کے لیے کیجئے۔
- 2- آپ بھی کوئی کہانی سنائیے اور اپنے بڑوں کو موقع دینیجئے کہ وہ سوال پوچھیں اور آپ ان کا جواب دیں۔
- 3- سنی یا سنائی گئی کہانی میں آپ کو سب زیادہ اچھی بات کون سی لگی اور کیوں؟ اس کے متعلق گفتگو کیجئے۔



## CLASS II

### Subject: Mathematics (Class II)

Learning outcomes	Resource(s)	Week-wise suggestive activities (to be guided by parents with the help of teachers)
<p><b>The learner</b> works with two digit numbers reads and writes numerals for numbers up to 99 uses place value in writing and comparing two digit numbers. forms the greatest and smallest two digit numbers (with and without repetition of given digits) estimates and measures length/ distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/ spoon/ bucket etc. compares objects as heavier/lighter than using simple balance. describes basic 3D and 2D shapes with their observable characteristics identifies basic 3D-shapes such as cuboids, cylinder, cone and sphere by their names</p>	<p><b>NCERT/ State developed textbook</b></p> <p><b>Chapter 3</b> How much can you carry?</p> <p><b>Chapter 4</b> Counting in tens</p> <p><b>Chapter 5</b> Patterns</p> <p><b>Chapter 6</b> Footprints</p> <p><b>Chapter 7</b> Jugs and Mugs</p> <p><b>QR codes content related to these chapters available on NROER</b></p>	<p><b>WEEK 5</b></p> <p><b>Theme:</b> Number sense</p> <ul style="list-style-type: none"> <li>Engage the children in counting with physical activities. For example, how many times can you hop on your right feet or on your left feet without falling.</li> <li>Show different objects to the child and ask him to estimate the number and then actually count them. For example, showing a packet of biscuits and asking what you think are the biscuits less than 20 or more than 20 and then counting them.</li> <li>Teachers/Parents can prepare worksheets of sequential joining of dots using the order of number. This will help the child to recall the number names in order and also give a sense of exploration in child.</li> <li>Engaging children in activities in reciting numbers till 99 with the family members like skipping one number and then saying the next number or counting with gaps of five, saying number names in reverse order, or asking what comes between 50 and 55, etc.</li> <li>Parents can create activities for the use of ordinal numbers in their family fun time. For example, making the child along with other family members stand in a line. Assign them positions as first, second, third, etc., with respect to some reference point. Give them interesting tasks to perform, such as 'third person, tickle your partner', 'second person, hold your nose', etc.</li> </ul> <p><b>e-content</b></p> <p><a href="https://diksha.gov.in/play/collection/do_312969822142676992155?contentType=TextBook&amp;contentId=do_3129365801962455041193">https://diksha.gov.in/play/collection/do_312969822142676992155?contentType=TextBook&amp;contentId=do_3129365801962455041193</a></p> <p><b>WEEK 6</b></p> <p><b>Theme</b></p> <p>How much can you carry?</p> <ul style="list-style-type: none"> <li>The child can be engaged in story telling using the concept of heavy light objects. For example, creating a scene where different animals playing on see-saw and involving the child to replace animals with heavier animals in the story.</li> <li>Ask the child to list down things which they lift, things which their parents or younger sibling can lift, etc. Ask them to think why they cannot lift a bucket full of water but your mother can. Help child verbalise the concept of heavy and light</li> </ul>



- Make the child experience the weight of the objects for example, different fruits, utensils, books, etc., by holding them in their hands and also to compare the weight of different things, which one is heavier.
- Ask the child to find objects of nearly the same weight. Let them explore different objects by picking them up.

## WEEK 7

**Theme:** Balancing objects

- With the help of parents, the child can be engaged in the construction of a simple balance using sticks, thread and 2 pans. A long ruler can also be used if the stick is not available.
- The child should be encouraged to observe how the pan with the heavier object goes down as compared to the pan with the lighter object. They should be encouraged to verbalise this experience of why the pan with orange goes down as compared to the ball.
- Let the child compare the weight of different things, fruits, utensils, toys and other objects by holding them in their hands and then putting them in the balance created by them.
- Help them to replace objects to balance both the pans. A child can use a combination of things to balance the pans. Let them estimate which things would balance each other.
- Talk about animals which are used for carrying things and how much they can carry.
- Worksheets can also be prepared on the similar lines like, tick the heavier object, colour the lighter object. But this should be given after a variety of experiences with concrete objects.

## WEEK 8

**Theme:** Tracing Shapes

- Ask the child to collect a few things like leaves, pebbles, a stick, a bangle and trace them on their notebook.
- Take different utensils and trace them from different surfaces. Say, on tracing a bowl, how did you get two different traces of the same bowl?
- How did she keep the bowl to get two different traces from it? Look for other things which can give many different traces.
- On a newspaper trace the hands of different people in the family. Ask the child to guess which outline is of the child's hand, her mother's, her father's, etc.
- Help the child to collect some things, such as — a potato, a bottle cap, a matchbox cover, a sharpener, an eraser, a spoon, a bus ticket, a coin, a straw, etc., and make a trace of it. Ask the child to match similar traces by asking questions like 'Look at the shape of each trace you have made. See if it looks like any of the shapes given here'.



**WEEK 9****Theme**

2D Shapes- Circle, Triangle, Rectangle

- Help the child to prepare a table to draw or write the name of the thing below the shape.
- Help children look at the differences and similarities in the shapes which have come up after tracing. What is similar in the shapes —for instance, between a box and an eraser? These have been placed in the same column.
- Encourage children to name as many shapes as they can.
- We need to help the usage of words, such as, circle, square, rectangle, etc., so that these become a part of the child's vocabulary. This can be done by generalising the shapes obtained from different objects.
- Encourage the children to draw pictures/scenery using triangles, squares, circles and combinations of different shapes and also to colour a particular shape with a particular shade.
- Parents can also be asked to help to make paper jewelry by cutting out different shapes of different sizes.
- Activities of picture drawing can also be done with children giving instructions, like,
  - (a) draw glasses of shape 'Rectangle' on the first face.
  - (b) draw a moustache of shape 'Triangle' on the second face.
  - (c) draw a mouth of shape 'Circle' on the third face.

**WEEK 10****Theme**

Patterns

- Give opportunities to the child to observe different patterns and designs on the clothes/saris/curtains, etc., and other things in home like iron grills, tiles, window, door grills, etc.
- Help the child to find a unit of repeat in a design/pattern.
- Help the child to verbalise the experience of patterns that she has by asking questions like do you think that some design is being repeated in this design.
- Encourage the child to make different patterns/drawings by stamping using ladyfinger, potato, thread, or with other stamps.
- Children can make different kinds of patterns using leafs, flowers, spoons, matchsticks like putting one vertically and other horizontally, two upward, then two downward, etc.
- Children can also make patterns using different shapes, arrows, stickers and colors in their notebooks.



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**WEEK 11****Theme**

Working with numbers (up to 99)

- Play 'Snake and ladder' with children and have an informal discussion about numbers and their relationships, such as, 'How many steps do you need to reach to the ladder?', 'On which number is the nearest/longest snake?', 'What number on the dice would land you up on the snake?', etc.
- Ask the child to form the two digit numbers (with and without repetition of given digits) by using playing cards or by your own paper cards with numbers 0-9 written on it. This can also be converted into a game where the one who makes the largest/smallest number would win. Discuss with the child, which greatest and smallest can be formed with two same/different digits.
- Ask the child to make simple number patterns using skip counting, counting in twos, fives, tens, etc., and help them to identify patterns and extend it.
- Children can be asked to make a number grid from 1-100 and observe different patterns in the grid, like, above 7 is 17, then 27, 37, 47, so on.
- The child can also be asked to make a number train/number strip and color different colors like all numbers with 5, 10, etc.

**e-content**

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**WEEK 12****Theme:** Jugs and Mugs

- While you engage the child in making lemonade or any other local drink ask him to count the number of drops in a lemon, half a lemon, and in the spoon.
- Ask questions like if for one glass, one lemon is needed how many lemons are needed for six glasses.
- Help the child to fill different bottles with the same cup or a glass to find which bottle holds the least water and which holds the most water. (Learning to make an estimate)
- Ask the child to fill different vessels - Jug, Glass, mug, pot, bowl filled with the same cup and count the cups required to fill them and help prepare a table. Engage children in comparing of the capacity of different utensils in the house and find their relations



		<ul style="list-style-type: none"><li>• The story of 'Thirsty Crow' can be read to the child. The same can be done with the child by putting tamarind seed or stones in a half filled glass and observing if the water comes up.</li><li>• Ask the child 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.</li></ul> <p><b>e-content</b></p> <p><a href="https://diksha.gov.in/play/collection/do_312969822142676992155?contentType=TextBook&amp;contentId=do_3129365802039705601210_6992155?contentType=TextBook&amp;contentId=do_3129365802039705601210">https://diksha.gov.in/play/collection/do_312969822142676992155?contentType=TextBook&amp;contentId=do_3129365802039705601210_6992155?contentType=TextBook&amp;contentId=do_3129365802039705601210</a></p>
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## विषय- भाषा (हिंदी) कक्षा 2

सीखने के प्रतिफल	संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित)	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)
<p><b>बच्चे</b></p> <ul style="list-style-type: none"> <li>विविध उद्देश्यों के लिए अपनी भाषा अथवा/और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं, जैसे- जानकारी पाने के लिए प्रश्न पूछना, निजी अनुभवों को साझा करना, अपना तर्क देना आदि।</li> <li>कही जा रही बात, कहानी, कविता आदि को ध्यान से सुनकर अपनी भाषा में बताते/सुनाते हैं।</li> <li>देखी, सुनी बातों, कहानी, कविता आदि के बारे में बातचीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>अपनी निजी जिदगी और परिवेश पर आधारित अनुभवों को सुनाई अथवा दिखाई जा रही सामग्री, जैसे- कविता, कहानी, पोस्टर, विज्ञापन आदि से जोड़ते हुए बातचीत में शामिल करते हैं।</li> <li>अपनी कल्पना से कहानी, कविता आदि कहते/सुनाते हैं, आगे बढ़ाते हैं।</li> </ul>	<p><b>एनसीईआरटी या राज्य द्वारा बनाई गई पाठ्यपुस्तकें</b></p> <p>घर में उपलब्ध पढ़ने-लिखने की सामग्री</p> <p>अन्य दृश्य- श्रव्य सामग्री, जैसे- इंटरनेट, वेबसाइट, रेडियो, टीवी, अखबार, पोस्टर, बैनर और चित्र आदि</p>	<p><b>सप्ताह 5</b></p> <ul style="list-style-type: none"> <li>बच्चों से कहें कि वे अपने दोस्तों के नाम लिखें और उनके नामों के आगे लिखें कि वे उनके साथ क्या काम करना पसंद करेंगे?</li> <li>बच्चों से अपने दोस्तों के नाम, उनके परिवार, उनकी पसंद-नापसंद के बारे में लिखने के लिए कहा जा सकता है। अगर वे चाहें तो ऐसे वाक्य लिखने में बच्चों की मदद की जा सकती है।</li> <li>बच्चों को अपने आस-पास के लोगों को जानने एवं समझने का मौका दीजिए।</li> <li>अगर पास-पड़ोस के घर में कोई बीमार है अथवा उनके घर में खाने का सामान खत्म हो गया है तो आप इन पड़ोसियों की मदद कैसे कर सकते हैं, इस पर बच्चों से चर्चा करें।</li> <li>अपने प्रतिदिन के क्रियाकलापों की सूची बनाने के लिए बच्चों को कहा जा सकता है।</li> </ul> <p><b>सप्ताह 6</b></p> <ul style="list-style-type: none"> <li>प्रतिदिन दस-दस शब्दों की सूची बच्चों को दीजिए, उन्हें इन शब्दों को स्वर एवं व्यंजन वर्णरूपी खानों में सजाने के लिए कहें।</li> <li>सप्ताह के अंतिम दिन बच्चों से इन खानों में जमा शब्दों को प्रयोग करके एक कहानी बनाने के लिए कहें।</li> </ul> <p><b>सप्ताह 7</b></p> <ul style="list-style-type: none"> <li>समाचार के विभिन्न माध्यमों से सुनी गई घटनाओं को बच्चों से मौखिक रूप से बताने के लिए कहें।</li> <li>प्रतिदिन सुनाई गई घटनाओं में से किसी एक घटना से संबंधित कुछ शब्दों को बच्चों से लिखने के लिए कहें।</li> </ul> <p>(अभिभावक के रूप में शब्दों को लिखने में आप बच्चों की मदद कर सकते हैं।)</p>





- परिचित/अपरिचित, लिखित सामग्री में रुचि दिखाते हैं और अर्थ की खोज में विविध प्रकार की युक्तियों का इस्तेमाल करते हैं, जैसे- चित्रों और प्रिंट की मदद से अनुमान लगाना, अक्षर-ध्वनि संबंध का इस्तेमाल करना, शब्दों को पहचानना, पूर्व अनुभवों और जानकारी का इस्तेमाल करते हुए अनुमान लगाना।
- प्रिंट (लिखा या छपा हुआ) में मौजूद अक्षर, शब्द और वाक्य की इकाइयों की अवधारणा को समझते हैं, जैसे- मेरा नाम विमला है। बताओ, इस वाक्य में कितने शब्द हैं? नाम शब्द में कितने अक्षर हैं या नाम शब्द में कौन-कौन से अक्षर हैं।

### सप्ताह 8

- बच्चों को प्रतिदिन अखबार/पत्रिका/टेलीविजन देखने के बाद अपनी पसंद के चित्र बनाने के लिए कहें।
- लॉकडाउन में बच्चों ने घर में रहकर क्या-क्या किया है, इस बारे में वे अपने परिवार से चर्चा करें।

### सप्ताह 9

- बच्चों को घर पर बिताए गए समय के दौरान हुए अनुभवों को कार्टून कला के माध्यम से अभिव्यक्त करने के लिए कहा जा सकता है।
- (आप अभिभावक के रूप में कार्टून/तस्वीर बनाने में बच्चों की मदद कर सकते हैं।)

### सप्ताह 10

- विभिन्न बाल साहित्य के माध्यम से बच्चों को कहानी, कविता, कार्टून, चुटकुले आदि पढ़ने के अवसर देने चाहिए।
- बच्चों द्वारा अलग-अलग कहानी/कविताओं पर बातचीत की जा सकती है।
- कहानी के अंत/प्रारंभ में क्या बदलाव किया जाए कि कहानी/कविता और मजेदार हो जाए, इस पर चर्चा की जा सकती है।

### सप्ताह 11

- अभिभावक, बच्चों के साथ मिलकर शब्द-सीढ़ी बनाने का अभ्यास कर सकते हैं।
- बच्चों से कहा जा सकता है कि वे अपने तरीके से अलग-अलग चीजों से बाजा बनाएँ और बाजा बजाएँ।
- बच्चों द्वारा बनाए गए बाजे को उन्हें अपने शब्दों में लिखने के लिए कह सकते हैं।
- बच्चों से यह भी कह सकते हैं कि वे अपनी पसंद के वाद्ययंत्र का चित्र बनाएँ और उसके नीचे उसका नाम लिखें।
- बच्चे इन वाद्ययंत्रों को बनाने की प्रक्रिया के बारे में बड़ों से बात कर सकते हैं, और उस प्रक्रिया को लिख सकते हैं।

### सप्ताह 12

बच्चों को प्रतिदिन एक कहानी परिवार के सदस्यों के द्वारा सुनाई जानी चाहिए।

बच्चों को कहें कि वे भी एक कहानी, उन्हें यानी अपने बड़ों को सुनाएँ (कहानी सुनाने में अभिभावक बच्चों की मदद कर सकते हैं।)



**Subject: Languages – English (Class II)**

<b>Learning Outcomes</b>	<b>Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>draws a picture/ writes a few words related to the poem.</li> <li>uses adjectives related to size, shape, colour, weight, etc.</li> <li>listens to English words</li> </ul> <ul style="list-style-type: none"> <li>expresses verbally his/her opinion in English/mother tongue.</li> <li>listens to instructions and draw a picture</li> <li>uses adjectives related to colour and texture</li> <li>sings songs or rhymes with action</li> <li>listens to short texts from children’s magazine/ children’s section of newspaper</li> </ul>	<p><b>NCERT/State Textbook of English Language for Class I</b> or other resources – Story Books, Links as given, different objects available at home</p>	<p><b>WEEK 5</b></p> <p><b>Theme:</b> Love for Nature</p> <p><b>Link</b> <a href="https://www.youtube.com/watch?v=8D-ZHH8n5AQ">https://www.youtube.com/watch?v=8D-ZHH8n5AQ</a></p> <p>The parent facilitates listening to the poem. The learner may listen a second time to write down the names of the animals and birds mentioned in the poem. The parent may interact with the learner on the new/ unfamiliar creatures, their food and habitat.</p> <p>The learners may be asked to describe the animals and birds mentioned in the poem, using adjectives related to size, shape, colour, weight, etc.</p> <p>The learner may be introduced to collective nouns such as herd, flock, swarm, etc. in the context of the theme.</p> <p><b>WEEK 6</b></p> <p><b>Theme:</b> Acceptance of diversity</p> <p><b>Link</b> <a href="https://www.youtube.com/watch?v=8D-ZHH8n5AQ">https://www.youtube.com/watch?v=8D-ZHH8n5AQ</a></p> <p>The parent interacts with learner on diversity, taking examples from the poem. The discussion could move on to diversity in humans: tall/short, dark/fair, but that everyone is special.</p> <p>The learner is asked to draw a road, traffic signals and a zebra crossing. The parent shows various kinds of cloth to elicit from the learner words that describe colour and texture.</p> <p><b>WEEK 7</b></p> <p><b>Theme:</b> The world of sound</p> <p>The parent, along with the learner sings the song ‘when you are happy and you know it’ or any other action song. Then encourage the learner to do on his/her own.</p> <p>The parent may read out a few jokes in English from the children’s magazine/newspaper, and ensure that the learner understood them.</p>



<ul style="list-style-type: none"> <li>• listens to English words, greetings and polite form of expression.</li> <li>• identifies characters and sequence in a story</li> <li>• expresses verbally his/her opinion</li> <li>• draws or writes a few sentences in response to the poem</li> <li>• listens to English words</li>   <li>• uses preposition, such as, 'before' and 'after'</li> <li>• talks about situations</li>   <li>• listens to English words</li> <li>• expresses verbally his/her opinion</li> </ul>		<p><b>WEEK 8</b></p> <p><b>Theme</b> Good manners and courtesy</p> <p><b>Link</b><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6468472d4a351365e9fc">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6468472d4a351365e9fc</a></p> <p>The parent shows the video and helps learner to notice how each guest is welcomed and made to feel uncomfortable, and how each guest is well mannered. The teacher may ask parents to recollect the folktale, 'The wind and the sun' and narrate to learners at home, to reinforce the points on good manners.</p> <p><b>WEEK 9</b></p> <p><b>Theme:</b> Self and Nature</p> <p><b>Link</b></p> <p><a href="https://www.youtube.com/watch?v=bwdMR7WkcJY">https://www.youtube.com/watch?v=bwdMR7WkcJY</a></p> <p><b>Activity:</b> The parent facilitates listening of the poem and interacts with the learner on the sounds and smell associated with rain, and on ways to shelter from the rain, to encourage the learner to express an opinion.</p> <p>The learner listens again to the poem, and draws a picture and writes a few sentences on it.</p> <p>The parent interacts with children on words for rain, cloud umbrella, water, etc., in mother tongue and in English; and on forms of water such as sea, river and pond.</p> <p><b>WEEK 10</b></p> <p><b>Theme:</b> Love for Nature</p> <p>The parent interacts with the children on what is noticeable before it rains and after it rains, to enable learner learn these prepositions in context.</p> <p>The parent interacts with children on what happens to little creatures such as snails and ants, when it rains.</p> <p><b>WEEK 11</b></p> <p><b>Theme:</b> Listen to English</p> <p>The parent cuts up old greeting cards into small squares on which he/she writes words that rhyme with 'pin', 'spot,' etc. (4 words X 5 sets). Learners are asked to sort them out based on the ending sound.</p> <p>The parent interacts with the learner on the special kind of feet that frogs have (webbed feet) in mother tongue and/ or English. Learners are encouraged to guess the names of water birds that have webbed feet, and the reason why.</p>
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<ul style="list-style-type: none"><li>• responds to comprehension questions</li><li>• listens to instructions and draw</li></ul>		<p><b>WEEK 12</b></p> <p><b>Theme</b> Self and Family</p> <p>Mr. Nobody (poem)</p> <p>The parent facilitates listening of the poem. After a second listening, the parent may ask a few questions to ascertain that the learner has understood.</p> <p>The learner attempts to draw the picture of Mr.Nobody, listening to the parent/ sibling who call out instructions such as 'big ears', 'round red nose', etc.</p>
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## Subject: Language-Urdu (Class II)

ہفتہ وار مجوزہ سرگرمیاں (Week-wise Suggestive Activities)	ماخذ (Source)	آموزشی ماحصل (Learning Outcomes)
<p style="text-align: center;"><b>ہفتہ-5</b></p> <p>موضوع - پڑھنا اور گفتگو کرنا</p> <p>1- اپنے دوستوں کے نام لکھئے اور ان کے ناموں کے سامنے یہ لکھئے کہ آپ ان کے ساتھ کون سا کام کرنا پسند کریں گے۔</p> <p>2- اپنے دوستوں کے نام، ان کے خاندان، ان کی پسند اور ناپسند کے بارے میں لکھئے۔ آپ اپنے گھر کے بڑوں کی مدد بھی لے سکتے ہیں۔</p> <p>3- اپنے آس پڑوس میں رہنے والے لوگوں کے بارے میں اپنے گھر کے افراد سے معلوم کیجئے۔</p> <p>4- اپنے گھر کے بڑوں سے یہ معلوم کیجئے کہ اگر پڑوس میں کسی کے گھر کوئی بیمار ہو یا کھانے پینے کی چیزیں ختم ہو گئی ہوں تو آپ ان پڑوسیوں کی مدد کس طرح کریں گے۔</p> <p style="text-align: center;"><b>ہفتہ-6</b></p> <p>موضوع - کہانی/نظم لکھنے کی کوشش کرنا</p> <p>1- روزانہ دس الفاظ لکھئے اور انہیں ایک باکس میں جمع کیجئے۔</p> <p>2- ہفتے کے آخری دن باکس میں جمع الفاظ کو نکالے اور ان الفاظ کی مدد سے کوئی کہانی کہنے کی کوشش کیجئے۔ اپنی کہانی کو گھر کے لوگوں کو سنائیے۔ ان کے مشوروں کی روشنی میں اس کہانی کو مزید بہتر بنائیے۔</p> <p>3- اسی طرح جمع کیے گئے الفاظ کی مدد سے کسی موضوع پر نظم لکھنے کی بھی کوشش کی جاسکتی ہے۔</p> <p style="text-align: center;"><b>ہفتہ-7</b></p> <p>موضوع - سننا اور لکھنا</p> <p>1- خبروں کے مختلف ذرائع سے سنئے ہوئے واقعات کو بیان کیجئے۔</p> <p>2- سنائے گئے واقعات میں سے کسی ایک واقعے سے متعلق کچھ الفاظ منتخب کیجئے اور انہیں اپنی کاپی میں لکھئے۔ لکھنے میں آپ اپنے گھر کے افراد کی مدد لے سکتے ہیں۔</p> <p style="text-align: center;"><b>ہفتہ-8</b></p> <p>موضوع - مختلف موضوعات پر اظہار رائے کرنا</p> <p>1- اخبار / میگزین / ٹیلی ویژن دیکھنے کے بعد کورونا بیماری سے متعلق تصویر بنائیے۔ اس کے اوپر اس کا نام/عنوان لکھئے۔ اس میں آپ اپنے بڑوں کی مدد لے سکتے ہیں۔</p> <p>2- لاک ڈاؤن کے دوران آپ گھر میں رہ کر کیا کام کرتے ہیں اس کے بارے میں اپنے گھر کے افراد کے ساتھ گفتگو کیجئے۔</p> <p>3- گھر میں رہنے کے اپنے تجربات کو کارٹون آرٹ کے ذریعے ظاہر کیجئے۔ کارٹون تصاویر بنانے میں آپ اپنے بڑوں کی مدد لے سکتے ہیں۔</p> <p style="text-align: center;"><b>ہفتہ-9</b></p> <p>موضوع : کہانیوں/نظموں کے بارے میں گفتگو کرنا</p> <p>1- بچوں کو ادب، اطفال کے مختلف ذرائع کے توسط سے کہانی، نظم، کارٹون لطفے وغیرہ پڑھنے</p>	<p>این سی ای آر ٹی/ریاست کی درسی کتب</p>	<p>1- چھوٹی چھوٹی نظموں، کہانیوں وغیرہ کو غور سے سنتے اور سمجھتے ہیں۔</p> <p>2- روزمرہ کی زبان کے ساتھ ساتھ نئے لفظوں کو سنتے ہیں اور لکھی ہوئی تحریر کو پڑھنے کی کوشش کرتے ہیں۔</p> <p>3- کہانی، نظم اور مکالموں کو اپنی زبان میں پیش کرتے ہیں۔</p> <p>4- نظموں، قصوں وغیرہ کو سمجھ کر پڑھتے ہیں اور ذاتی تجربات کو ان سے ہم آہنگ کرتے ہیں۔</p>



- کے مواقع فراہم کیے جانے چاہئیں۔  
2- بچوں کے ذریعہ مختلف کہانیوں / نظموں پر بات کی جاسکتی ہے۔  
3- کہانی کے آخر / آغاز میں ایسی تبدیلیاں کی جائیں کہ کہانی / نظم زیادہ مزے دار ہو جائے، اس پر گفتگو کی جاسکتی ہے۔

### ہفتہ -10

- موضوع: کارٹون، لطفے وغیرہ پڑھنا اور سنانا/معمرہ حل کرنا  
1- اپنے بھائی جان یا باجی کے ساتھ مل کر کارٹون، لطفے پڑھیے اور سنائیے۔ کارٹون اور لطفے بچوں کے رسالوں جیسے پیام تعلیم، بچوں کی دنیا یا امنگ سے فراہم کیے جاسکتے ہیں۔ یہ رسالے ویب سائٹس پر بھی دستیاب ہیں۔  
2- بچوں کے رسالوں میں شامل معمرہ بھی حل کرنے میں بچوں کی مدد کی جاسکتی ہے۔

### ہفتہ -11

- موضوع: کہانی سنانا  
1- بچوں کو روزانہ ایک کہانی سنائی جانی چاہیے۔ ان سے اس کہانی کے بارے میں سوالات بھی کیے جانے چاہیے جیسے اگر آپ اس (کردار) کی جگہ ہوتے تو کیا کرتے، وغیرہ۔  
2- بچوں کو بھی کہانی سنانے کا موقع دینا چاہیے۔ کسی تصویر یا پوسٹر کو دکھا کر انہیں کہانی کہنے کی کوشش کرنے کے لیے کہا جاسکتا ہے۔ گھر کے افراد اسے بہتر بنانے میں مدد کر سکتے ہیں۔

### ہفتہ -12

- موضوع - مکالمے ادا کرنا/لکھنا  
1- تخیل کی مدد سے کسی شخص، دوست، گھر کے کسی پالتو جانور کو موضوع بنا کر مکالمے لکھے جاسکتے ہیں جیسے لاک ڈاؤن کھلنے کے بعد اسکول جانے پر آپ کے احساسات کو اسکول اور بچے کے درمیان مکالمہ آرائی، بچے اور اس کے دوست کے درمیان گفتگو، بچے اور استاد کے درمیان بات چیت، گھر کسی فرد کے ساتھ گفتگو وغیرہ۔



# CLASS III

## Subject: Mathematics (Class III)

Learning outcomes	Resource(s)	Week-wise suggestive activities (to be guided by parents with the help of teachers)
<p><b>The learner</b> works with three digit numbers</p> <ul style="list-style-type: none"> <li>reads and writes numbers up to 999 using place value – compares numbers up to 999 for their value based on their place value</li> <li>solves simple daily life problems using addition and subtraction of three digit numbers with and without regrouping, sums not exceeding 999</li> <li>analyses and applies an appropriate number operation in the situation/ context</li> <li>estimates and measures length and distance using standard units like centimetres or metres and identifies relationships\</li> <li>acquires understanding about 2D shapes-</li> <li>identifies and makes 2D-shapes by paper folding , paper cutting on the dot grid, using straight lines etc.</li> <li>describes 2D shapes by the number of sides, corners and diagonals. For</li> </ul>	<p><b>NCERT/ State developed textbook</b></p> <p><b>Chapter 2</b> Fun with numbers</p> <p><b>Chapter 3</b> Give and Take</p> <p><b>Chapter 4</b> Long and Short</p> <p><b>Chapter 5</b> Shapes and design</p> <p><b>QR codes content related to these chapters available on NROER</b></p>	<p><b>WEEK 5</b></p> <p><b>Theme:</b> Playing with numbers</p> <ul style="list-style-type: none"> <li>Making association with large numbers in familiar contexts like a century in the cricket match. Parents could add other examples from their children’s lives to think about 3-digit numbers. Like how many runs would add up to triple century, half century, etc.</li> <li>Ask children to count in 10s, 20s, 50s, etc. For example, to count two hundred thirty four objects the child should be able to say there are 23 groups ten and 4 loose or 11 groups of 20 and 14 loose or four groups of 50, three groups of 10 and 4 loose.</li> <li>Engage the child in writing the expanded form of number using grouping like <math>234 = 200 + 30 + 4</math> <math>234 = 100 + 100 + 10 + 10 + 10 + 4</math> <math>234 = 100 + 50 + 50 + 10 + 20 + 4</math> etc.</li> <li>Let the child experience and appreciate that a number can be expressed in many ways as we do for transacting money. Give him/her enough opportunities to handle play money notes.</li> <li>Ask the child to construct a 10X10 grid on a paper and write numbers 1 to 100 or 101 to 200, etc. Then ask to observe the patterns of numbers on the grid, For example, on skipping four numbers and shading the fifth a pattern will emerge. On skipping three, a diagonal pattern will emerge. Ask the child to observe all such fascinating and interesting patterns. Some of these are given in the textbooks and more are available online.</li> <li>These may also include number patterns like jump 2 steps forwards starting from 104 ten times, or 10 steps backwards from 220, 12 times, etc</li> <li>Number games like I am exactly between 77 and 97, I am half century and one century etc.</li> </ul> <p><b>e-content</b> <a href="https://diksha.gov.in/play/collection/do_312960486912901120127?contentType=TextBook&amp;contentId=do_3129506000113172481151">https://diksha.gov.in/play/collection/do_312960486912901120127?contentType=TextBook&amp;contentId=do_3129506000113172481151</a></p>

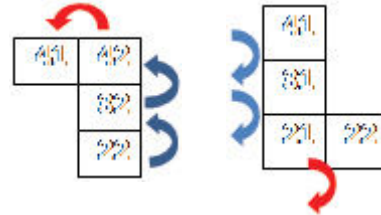


example, the shape of the book cover has 4 sides, 4 corners and two diagonals

## WEEK 6

**Theme:** Addition

- Engage the child in doing addition using  $10 \times 10$  number grid for example adding 22 to 19 means moving two rows above and then two steps forward
- Finding out strategies like 'How to go from 22 to 41?'



- Shift to other strategies of adding two numbers. For example, add 23 and 31

Method-1

$$23 + 31 = 20 + 3 + 30 + 1$$

Now, add 20 & 30 together and 3 & 1 together.

$$\text{You will get: } 23 + 31 = 50 + 4 = 54$$

Method-2

$$23 + 31 = 23 + 30 + 1 = 54$$

- The child should be first able to do it with the help of paper pencil and gradually shifts to mental calculation. And then shifts to the standard algorithm of counting using carry or regrouping.
- Children can make token cards of 1s, 10s and 100s to assist in adding in initial problems and then shift to adding mentally.



- Children should also be encouraged to estimate the sum of two 3-digit numbers before adding. For example,  $379 + 287$  will be more than 650.
- Encourage to make number facts using given numbers like arrange 50, 70 and 20 to make addition and subtraction facts.

## WEEK 7

**Theme:** Solving problems using addition

- ✓ Provide them some simple daily life situations involving addition and subtraction. Let them analyse the situation and identify the appropriate number operations.





- Help them to find the answer to the situation problem.
- Problem sums in the context of puzzles, riddles, card games, word problems, etc., are interesting for all children. They find relevance in using mathematics in daily life also.
- Provide them opportunities to incorporate vocabulary like 'less than', 'more than', 'added to', 'sum of', 'take away,' etc., in their language by asking puzzles like— 9 taken from 34 is?; the sum of 45 and 34 is?; etc.
- Ask the child to find some situation themselves in real life based on addition or subtraction and let them explain how they can solve it.

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**WEEK 8**

**Theme:** Non-standard units of measurement (Length)

- Children should be encouraged to look around and see how lengths of different things are measured in different ways using local or non-standard units. For example, rope, garlands or cloth may be sold by the cubit, handspan, fingers, etc.
- They also need to do activities of measuring lengths (and distances) with their own body parts. For example, while playing cricket they decide the distance between the wickets by their strides.
- Ask students to measure the length of certain things around them like notebook, pencil, tabletop, keyboard etc. using any non-standard units of their choice like hand span, any paperclip, rope etc. Let them write their measurement properly on a sheet of paper.
- Ask the child to count the number of footspans from her room to the kitchen, or how many times a cup can be placed on the table from one end to the other.

**WEEK 9**

**Theme:** Measuring length using standard units- cm and metre

- Many children have an idea of a meter, kilometer from their daily experiences. They may also have seen a ruler in their pencil/geometry box. Engage them, use the ruler to measure things and help them to read it properly.
- Ask them to measure the things which are round for example, head, rim of a glass, etc. Let them construct their own ruler which can bend.
- Use the internet to show them some other instruments and discuss them. For example, the instruments, such as, measuring tape used by a cloth seller to measure a cloth or carpenter measuring a piece of wood?



- fills a given region leaving no gaps using a tile of a given shape
- extends patterns in simple shapes and numbers
- adds and subtracts small amounts of money with or without regrouping

- It is more important for children to be able to get an estimate of a metre as related to known things, such as, their own heights, rather than do tedious exercises of converting metres to centimetres, or vice-versa without any relevance in their lives.
- Engage the child in making ten 10cm strips and pasting them to make a metre strip and then use it to measure clothes, bed sheets, room's length, etc. This measuring tape will also help the child in exploring that 100 cm make 1 meter.
- Discuss about 'metre' and 'centimetre' with respect to measurement of few objects and try to establish a relationship between them.
- Let children measure small lengths and keep records like measuring and recording the growth of a plant.

### WEEK 10

**Theme:** Estimation of lengths and distances in standards units

- Provide the child a few things those are generally measurable in centimeters. Ask them to estimate their length and write. Now, provide them a ruler and let them find the actual length of the things. Ask them to observe the differences in estimation and actual length. This will help in making better estimation of length in daily life situations.
- Repeat this activity by using some non-standard units of their choice.
- Provide them any object and ask them to suggest the appropriate unit of measuring its length, width, height, thickness, etc.
- Example: What is the most appropriate unit for measuring length of an 'eraser'? (cm or m), width of finger nail, distance from Delhi to Agra, length of sari, distances on Google maps, depth of the well, waist of an elephant, etc.

Measurement of height of family members by pasting a measuring strip on the wall.

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### WEEK 11

**Theme:** Shapes

- At this level, students are familiar with basic 2-D shapes. But to make sure quick recapitulation must be done by making them draw using basic shapes or coloring them - for example, making a Joker using shapes like triangle for cap, round for face, rectangles for legs and arms and an oval or rectangle for waist.



- Engage the child in making a paper clapper or a boat by paper folding. Now ask to open and count the shapes, biggest shape cut out from irregular shapes, etc.
- Provide them certain simple objects and ask them to observe and point out their sides, corners, etc.
- Provide the child few objects with straight edges (e.g., book, ruler, geometry box, sheet of paper, etc.) and few with curved edges (e.g., coin, bottle cap, plate, etc.). Let them observe the differences. Discuss with them what they have observed and introduce the topic of 'edge'.
- The terms like curved and straight edges can now be introduced.
- Engage the child in folding a sheet of paper to make shapes having only 3, or 5 or 6 edges, etc.
- Make the tangrams shapes on a cardboard and cut out the shapes. Now ask the child to make different their shapes like, boat, a swan, a fish, etc., using all figures, using only triangles, two triangle or combination

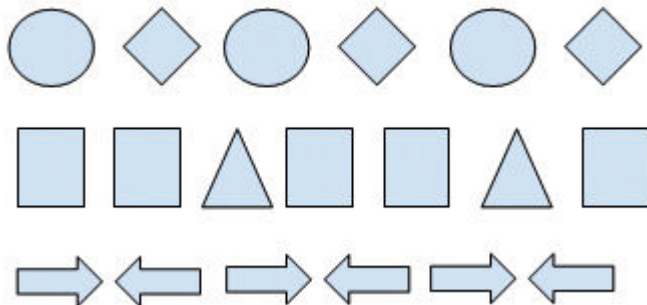
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## WEEK 12

### Theme: Pattern and Tiling

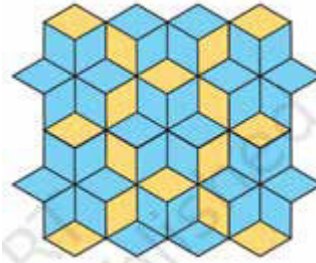
- Students are familiar with various shape patterns at this level. Ask them to observe their surroundings and identify some patterns. Give them some incomplete patterns and ask them to complete it.
- Let the child explore different patterns made up of shapes as shown below;



- Let them observe and ask the following questions for each of the pattern:
  - Which shape will come next and why?
  - Which shape will come at 10th place?
  - Which group of shapes is repeating?
- Now let the child explore floor tiles and ask which shapes are used to cover the floor completely? Can a circular tile fill up the floor? etc.



- Engage the child in finding the shapes that fit in the tile without any gaps, what combination of shapes can be used for tiling? etc. and also tiling pattern using different shapes—



- Now, use internet and show some tile patterns like footpath, floor of a room, some historical monuments, etc. and discuss with them on certain points like:
  - How many types of tiles are being used in the pattern?
  - Name the shape of the tile(s) used in the pattern?
  - Is there any gap between the tiles?
  - (Note: You can ask many more questions as per the pattern)
  - Provide students a sheet of paper and any shape(s). Ask them to create a tiling pattern of their choice.
  - Ask them to make a tiling pattern using circles only. Focus on the gaps left in between. Discuss with them how edge of the shape affects the pattern

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### विषय- भाषा (हिंदी) कक्षा 3

सीखने के प्रतिफल	संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित)	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)
<p><b>बच्चे</b></p> <ul style="list-style-type: none"> <li>कही जा रही बात, कहानी, कविता आदि को ध्यान से समझते हुए सुनते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>सुनी हुई रचनाओं की विषयवस्तु, घटनाओं, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं, प्रश्न पूछते हैं, अपनी प्रतिक्रिया देते हैं, राय बताते हैं। अपने तरीके से (कहानी, कविता आदि) अपनी भाषा में व्यक्त करते हैं।</li> </ul>	<p><b>एनसीईआरटी या राज्य द्वारा बनाई गई पाठ्यपुस्तकें</b></p> <p>घर में उपलब्ध पढ़ने-लिखने की सामग्री</p> <p>अन्य दृश्य- श्रव्य सामग्री, जैसे- इंटरनेट, वेबसाइट, रेडियो, टीवी आदि।</p>	<p><b>सप्ताह 5</b></p> <ul style="list-style-type: none"> <li>बच्चों के साथ उनके दोस्तों के बारे में बात कीजिए, जैसे- कोई कहाँ रहता है? उसे क्या पसंद है, क्या पसंद नहीं है, तुम उन्हें इतना पसंद क्यों करते हो आदि।</li> <li>बच्चों से कहें कि वे एक कागज पर अपने उन दोस्तों के नाम लिखें, जिनसे वे कुछ सीखना चाहते हैं और यह भी लिखें कि वे उनसे क्या सीखेंगे और क्यों?</li> <li>बच्चों को प्रतिदिन अखबार/टेलीविजन/रेडियो या अन्य समाचार माध्यमों को देखने/सुनने के बाद देखी/सुनी गई पाँच-पाँच घटनाओं का चयन करने और लेखन करने की आदत बनानी होगी।</li> <li>चयनित घटनाक्रम पर बच्चे अपने अभिभावक से बात कर सकते हैं, अपनी राय दे सकते हैं।</li> <li>बच्चों को किसी एक घटनाक्रम को पपेट यानी कठपुतलियों के माध्यम से प्रस्तुत करने लिए कहा जा सकता है।</li> </ul> <p><b>सप्ताह 6</b></p> <ul style="list-style-type: none"> <li>अभिभावक द्वारा कहानी शुरू करके छोड़नी होगी, बच्चे इस अपूर्ण कहानी को खत्म करेंगे।</li> <li>कहानी के अंत पर बच्चों से चर्चा की जा सकती है।</li> </ul> <p><b>सप्ताह 7</b></p> <ul style="list-style-type: none"> <li>बच्चों से प्रतिदिन एक नई कहानी/कविता सुनें, उन्हें नई कहानी बनाने में माता-पिता अथवा भाई-बहन मदद कर सकते हैं।</li> </ul> <p><b>सप्ताह 8</b></p> <ul style="list-style-type: none"> <li>बच्चों को घर के अंदर और घर से बाहर खेले जाने वाले खेलों की सूची बनाने के लिए कहा जा सकता है।</li> <li>बच्चों द्वारा घर में खेले जा सकने वाले खेलों में से एक खेल प्रतिदिन घर में खेला जा सकता है।</li> <li>अभिभावक, बच्चों की मदद से इन खेलों के नियमों को निर्धारित करें तथा बच्चों से इन नियमों को स्वयं ही लिखने के लिए कहें।</li> </ul>



- आस-पास होने वाली गतिविधियों/घटनाओं और विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में बताते हैं, बातचीत करते हैं और प्रश्न पूछते हैं। कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी/बात जोड़ते हैं।
- अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बालपत्रिका, होर्डिंग्स आदि) को समझकर पढ़ने के बाद उस पर अपनी प्रतिक्रिया लिखते हैं, पूछे गए प्रश्नों के उत्तर (लिखित/ब्रेल लिपि आदि में) देते हैं।

### सप्ताह 9

- वर्तमान समय में मिलने वाले फलों एवं सब्जियों पर बच्चों से चर्चा की जा सकती है।
- बच्चों की पसंद के फलों/सब्जियों का चित्र बनाने के लिए कहा जा सकता है।
- यदि रंग उपलब्ध तो इन चित्रों को रंगने के लिए बच्चों से कहा जा सकता है।
- विभिन्न रंगों के बारे में बच्चों से बात की जा सकती है।

### सप्ताह 10

- 'रिमझिम' पाठ्यपुस्तक में सुहानी बिल्ली कई बार आती है, वैसे ही बच्चों से उनके मनपसंद पशु/पक्षी के बारे में बात की जा सकती है।
- घरेलू एवं हिंसक जानवरों के बारे में भी बच्चों से बात करके उन्हें ऐसे जानवरों के बारे में जानकारी दी जा सकती है।
- बच्चों से घरेलू एवं हिंसक जानवरों की सूची बनाने के लिए कहा जा सकता है।
- बच्चों द्वारा अपने मनपसंद जानवरों में से एक की तस्वीर/पोस्टर/कार्टून/पपेट या अन्य चीजें बनाने के लिए कहा जा सकता है।

### सप्ताह 11

- सर्दी आने एवं खत्म होने की तैयारी आपने कैसे की है, इस बारे में परिवार के सदस्यों को बताने के लिए कहा जा सकता है।
- सर्दियों की तरह गर्मी एवं बारिश से पहले और बारिश के बाद की तैयारी के बारे में बच्चों से बातचीत की जा सकती है।
- लॉकडाउन में घर पर पैसों का उपयोग कैसे कर सकते हैं, इस पर बच्चों से उनके विचार जाने जा सकते हैं।
- बिना पैसे के हम चीजों को कैसे खरीद सकते हैं, इस पर बच्चों से उनकी जानकारी ली जा सकती है।

### सप्ताह 12

- बच्चे अपने आस-पास काम करने वाले लोगों की सूची अपने बड़ों की मदद से बनाएँ, जैसे— गेहूँ पीसने वाला, पंचर बनाने वाला, मजदूर, बाल काटने वाला, जूते की मरम्मत करने वाला आदि।



		<ul style="list-style-type: none"><li>• प्रत्येक व्यक्ति की चर्चा करने के क्रम में उनके द्वारा उपयोग किए जाने वाले सामान की चर्चा भी की जा सकती है।</li><li>• बच्चों को अभिनय द्वारा विभिन्न व्यवसाय करने का अवसर दिया जा सकता है।</li></ul>
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**Subject: English (Class III)**

<b>Learning Outcomes</b>	<b>Resource(s)</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>expresses orally his/ her opinion/ understanding about the poem in English</li> <li>distinguishes between simple past and simple present</li> <li>writes dictation of words/ phrases</li> </ul> <ul style="list-style-type: none"> <li>responds appropriately to oral messages</li> <li>uses vocabulary related to EVS</li> <li>writes words/ phrases</li> </ul> <ul style="list-style-type: none"> <li>expresses orally his/ her opinion/ understanding about the poem in English</li> <li>recites poems</li> </ul>	<p>NCERT/State Textbook of English Language for Class I or other resources – Story Books, links as given, different objects available at home</p>	<p><b>WEEK 5</b></p> <p><b>Theme:</b> Self and nature</p> <p><b>Link</b> <a href="https://www.youtube.com/watch?v=yTcndpRdQcY">https://www.youtube.com/watch?v=yTcndpRdQcY</a></p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe the process from seed to tree, as described in the poem. The listener may relate it to growth in other forms of life.</p> <p>The parent interacts with the learner about the poem, encouraging learners to form sentences that use the simple past and simple present appropriately.</p> <p>The learner writes down words/ phrases related to the poem: 'green leaves', 'thin twigs', etc.</p> <p><b>WEEK 6</b></p> <p><b>Theme:</b> Vegetables</p> <p>The parent calls out to the learner to bring vegetables from the kitchen such as carrots, beetroot, onion, etc, and involves the learner in making a salad.</p> <p>The learner may be asked to make a drawing of only those vegetables that grow under the ground, and name them in English and the mother tongue.</p> <p>The learner writes short phrases using appropriate adjectives with the names of vegetables.</p> <p><b>WEEK 7</b></p> <p><b>Theme:</b> The sea</p> <p>The parent may narrate an age-appropriate folktale about the sea, asking questions in between to ensure that the learner has understood, and gives scope to express his/ her opinion.</p> <p>The parent may search for a short age-appropriate poem in English related to any aspect of the sea and encourage the learner to recite it.</p>





<ul style="list-style-type: none"> <li>• performs role-play in English</li> <li>• identifies opposites</li>   <li>• reads printed script on walls/ posters/ charts</li> <li>• uses vocabulary related to Maths</li> <li>• identifies opposites</li>   <li>• recites poems</li> <li>• expresses orally his/ her opinion/ understanding</li> <li>• uses punctuation such as full stop, capital letters appropriately</li> </ul>		<p><b>WEEK 8</b></p> <p><b>Theme:</b> Sea life</p> <p>The learner is asked to imagine that he/she is a fish and describe all that he/ she sees around, in English.</p> <p>The parent describes fishermen and the sea, using words emphasising opposites, and ensuring that the learner identifies them.</p> <p>The learner is encouraged to write words related to the above theme.</p> <p><b>WEEK 9</b></p> <p><b>Theme:</b> Health and hygiene</p> <p>The learner is encouraged to read messages related to the prevailing situation: 'Wash hands for 20 seconds'; 'do not go out to play'.</p> <p>The parent may interact with the learner on words such as 'second', 'minute', 'hour'.</p> <p>The parent may interact with the learner in the context of the prevailing situation, and facilitate the identification of opposites: healthy/ sick; safe/ unsafe.</p> <p><b>WEEK 10</b></p> <p><b>Theme:</b> The World of colours</p> <p><b>Link</b>  <a href="https://www.youtube.com/watch?v=MN656jD9cyw">https://www.youtube.com/watch?v=MN656jD9cyw</a></p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> <p>The parent may interact with the learner on different occasions when balloons are put up, to elicit responses that express the learner's understanding/ opinion.</p> <p>The learner is encouraged to write a few short sentences on balloons, with appropriate punctuation.</p>
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<ul style="list-style-type: none"> <li>• performs role play</li> <li>• reads small texts in English with comprehension</li> </ul> <ul style="list-style-type: none"> <li>• uses meaningful short sentences in English with a variety of adjectives, nouns and pronouns</li> <li>• uses vocabulary related to EVS</li> </ul>		<p><b>WEEK 11</b></p> <p><b>Theme</b> The World around us</p> <p>The learner enacts the role of a balloon seller, and others at home are his/ her customers.</p> <p>The parent facilitates reading of picture books/ of interesting passages cut out from newspaper/ children's magazines.</p> <p><b>WEEK 12</b></p> <p><b>Theme</b> The World of words</p> <p>The parent shows a view/ picture of a park/ garden and asks the learner to describe it, using a variety of adjectives, nouns and pronouns.</p> <p>The parent may interact with the learner to imagine a world without sunshine, and how it would affect life.</p>
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### Subject- Urdu (Class III)

ہفتہ وار مجوزہ سرگرمیاں (Week-wise Suggestive Activities)	ماخذ (Source)	آموزشی ماحصل (Learning Outcomes)
<p><b>ہفتہ-5</b></p> <p>موضوع - پڑھنا اور گفتگو کرنا</p> <p>1- اپنے دوستوں کے نام لکھے اور ان کے ناموں کے سامنے یہ لکھے کہ آپ ان کے ساتھ کون سا کام کرنا پسند کریں گے۔</p> <p>2- اپنے دوستوں کے نام، ان کے خاندان، ان کی پسند اور ناپسند کے بارے میں لکھیے۔ آپ اپنے گھر کے بڑوں کی مدد بھی لے سکتے ہیں۔</p> <p>3- اپنے آس پڑوس میں رہنے والے لوگوں کے بارے میں اپنے گھر کے افراد سے معلوم کیجئے۔</p> <p>4- اپنے گھر کے بڑوں سے یہ معلوم کیجئے کہ اگر پڑوس میں کسی کے گھر کوئی بیمار ہو یا کھانے پینے کی چیزیں ختم ہو گئی ہوں تو آپ ان پڑوسیوں کی مدد کس طرح کریں گے۔</p>	<p>این سی ای آر ٹی / ریاست کی درسی کتب</p>	<p>1- چھوٹی چھوٹی نظموں، کہانیوں وغیرہ کو غور سے سنتے اور سمجھتے ہیں۔</p> <p>2- روزمرہ کی زبان کے ساتھ ساتھ نئے لفظوں کو سنتے ہیں اور لکھی ہوئی تحریر کو پڑھنے کی کوشش کرتے ہیں۔</p>
<p><b>ہفتہ-6</b></p> <p>موضوع - کہانی / نظم لکھنے کی کوشش کرنا</p> <p>1- روزانہ دس الفاظ لکھیے اور انہیں ایک باکس میں جمع کیجئے۔</p> <p>2- ہفتے کے آخری دن باکس میں جمع الفاظ کو نکالیے اور ان الفاظ کی مدد سے کوئی کہانی کہنے کی کوشش کیجئے۔ اپنی کہانی کو گھر کے لوگوں کو سنائیے۔ ان کے مشوروں کی روشنی میں اس کہانی کو مزید بہتر بنائیے۔</p> <p>3- اسی طرح جمع کیے گئے الفاظ کی مدد سے کسی موضوع پر نظم لکھنے کی بھی کوشش کی جاسکتی ہے۔</p>		<p>3- کہانی، نظم اور مکالموں کو اپنی زبان میں پیش کرتے ہیں۔</p>
<p><b>ہفتہ-7</b></p> <p>موضوع - سننا اور لکھنا</p> <p>1- خبروں کے مختلف ذرائع سے سنے ہوئے واقعات کو بیان کیجئے۔</p> <p>2- سنائے گئے واقعات میں سے کسی ایک واقعے سے متعلق کچھ الفاظ منتخب کیجئے اور انہیں اپنی کاپی میں لکھیے۔ لکھنے میں آپ اپنے گھر کے افراد کی مدد لے سکتے ہیں۔</p>		<p>4- نظموں، قصوں وغیرہ کو سمجھ کر پڑھتے ہیں اور ذاتی تجربات کو ان سے ہم آہنگ کرتے ہیں۔</p>
<p><b>ہفتہ-8</b></p> <p>موضوع - مختلف موضوعات پر اظہار رائے کرنا</p> <p>1- اخبار / میگزین / ٹیلی ویژن دیکھنے کے بعد کورونا بیماری سے متعلق تصویر بنائیے۔ اس کے اوپر اس کا نام / عنوان لکھیے۔ اس میں آپ اپنے بڑوں کی مدد لے سکتے ہیں۔</p> <p>2- لاک ڈاؤن کے دوران آپ گھر میں رہ کر کیا کیا کام کرتے ہیں اس کے بارے میں اپنے گھر کے افراد کے ساتھ گفتگو کیجئے۔</p> <p>3- گھر میں رہنے کے اپنے تجربات کو کارٹون آرٹ کے ذریعے ظاہر کیجئے۔ کارٹون تصاویر بنانے میں آپ اپنے بڑوں کی مدد لے سکتے ہیں۔</p>		
<p><b>ہفتہ-9</b></p> <p>موضوع : کہانیوں / نظموں کے بارے میں گفتگو کرنا</p> <p>1- بچوں کو ادب اطفال کے مختلف ذرائع کے توسط سے کہانی، نظم، کارٹون لطفے وغیرہ پڑھنے کے مواقع فراہم کیے جانے چاہئیں۔</p>		



- 2- بچوں کے ذریعہ مختلف کہانیوں / نظموں پر بات کی جاسکتی ہے۔  
3- کہانی کے آخر / آغاز میں ایسی تبدیلیاں کی جائیں کہ کہانی / نظم زیادہ مزے دار ہو جائے، اس پر گفتگو کی جاسکتی ہے۔

### ہفتہ -10

- موضوع: کارٹون، لطفے وغیرہ پڑھنا اور سنانا/معمرہ حل کرنا  
1- اپنے بھائی جان یا باجی کے ساتھ مل کر کارٹون، لطفے پڑھیے اور سنائیے۔ کارٹون اور لطفے بچوں کے رسالوں جیسے پیام تعلیم، بچوں کی دنیا یا امنگ سے فراہم کیے جاسکتے ہیں۔ یہ رسالے ویب سائٹس پر بھی دستیاب ہیں۔  
2- بچوں کے رسالوں میں شامل معمرے بھی حل کرنے میں بچوں کی مدد کی جاسکتی ہے۔

### ہفتہ -11

- موضوع: کہانی سنانا  
1- بچوں کو روزانہ ایک کہانی سنائی جانی چاہیے۔ ان سے اس کہانی کے بارے میں سوالات بھی کیے جانے چاہیے جیسے اگر آپ اس (کردار) کی جگہ ہوتے تو کیا کرتے، وغیرہ۔  
2- بچوں کو بھی کہانی سنانے کا موقع دینا چاہیے۔ کسی تصویر یا پوسٹر کو دکھا کر انہیں کہانی کہنے کی کوشش کرنے کے لیے کہا جاسکتا ہے۔ گھر کے افراد سے بہتر بنانے میں مدد کر سکتے ہیں۔

### ہفتہ -12

- موضوع - مکالمے ادا کرنا/لکھنا  
1- تخیل کی مدد سے کسی شخص، دوست، گھر کے کسی پالتو جانور کو موضوع بنا کر مکالمے لکھے جاسکتے ہیں جیسے لاک ڈاؤن کھلنے کے بعد اسکول جانے پر آپ کے احساسات کو اسکول اور بچے کے درمیان مکالمہ آرائی، بچے اور اس کے دوست کے درمیان گفتگو، بچے اور استاد کے درمیان بات چیت، گھر کسی فرد کے ساتھ گفتگو وغیرہ۔



### Subject: Environmental Studies (Class III)

Learning outcomes	Resource(s)	Week-wise suggestive activities (to be guided by parents with the help of teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>groups objects, according to differences/ similarities using different senses. (e.g., appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses.</li> <li>identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings</li> <li>describes need of food for people of different age groups; animals and birds, availability of food and water and use of water at home and surroundings</li> <li>differentiates between objects and activities of past and present. (e.g., transport, currency, houses, materials, tools, skills farming, construction, etc.)</li> <li>identifies simple features (e.g., movement, at places found/kept, eating habits, sounds) of animals and birds) in the immediate surroundings</li> <li>describes need of food for people of different age groups; animals and birds, availability of food and water and use of water at home and surroundings</li> <li>records observations, experiences, information on objects/activities/ places visited in different ways and predicts patterns (e.g., shapes of moon, seasons)</li> </ul>	<p><a href="https://www.youtube.com/watch?v=MhXIa9D3-ow">https://www.youtube.com/watch?v=MhXIa9D3-ow</a></p> <p>Khel Khel Mein</p> <p><a href="https://www.youtube.com/watch?v=GZj1297nf2s">https://www.youtube.com/watch?v=GZj1297nf2s</a></p> <p>Wah kya swad hai</p>	<p><b>WEEK 5</b></p> <ul style="list-style-type: none"> <li>Children may play the game ‘Chinese Whisper’ with their family. Everyone sits in a circle and one family member whispers a word in the ear of the neighbour who will pass it to the next one and so on. The last member speaks out the word loudly so that everyone can hear. If it is incorrect then he/she needs to do the task assigned by the person who said the word first.</li> <li>Children may play Dumb Charade. One child enacts and other guess about it.</li> <li>Children may learn to write a few alphabets in Braille and write secret messages for their friends/family members.</li> </ul> <p><b>WEEK 6</b></p> <ul style="list-style-type: none"> <li>Take sprouted moong dal, chana and some peanuts and prepare sprout salad by mixing them and adding chopped tomato, onion, lemon juice and salt.</li> <li>Find out recipes of more salads from your elders, internet.</li> </ul> <p><b>WEEK 7</b></p> <ul style="list-style-type: none"> <li>They will make a chart of what they eat daily. They may categorise them based on some of the following aspects— <ul style="list-style-type: none"> <li>✓ eaten as raw/ cooked/both</li> <li>✓ the source</li> <li>✓ part of plant eaten</li> </ul> </li> <li>Children may prepare healthy drinks with lemon, papaya or any other local fruits. They may name their brand and enlist the ingredients, manufacturing and expiry date, price, etc.</li> </ul> <p><b>WEEK 8</b></p> <ul style="list-style-type: none"> <li>Children may enlist at least 8 to 10 food items that can be prepared from rice and wheat each and find out the recipes to prepare two to three items. What are the ingredients for preparing them? Help your elders to prepare if possible.</li> <li>Prepare a chart with the name, colour of some grains and stick pulses on it.</li> </ul>



- shows sensitivity towards plants, animals, the elderly, differently-abled people and diverse family set ups in surroundings. (For the diversity in appearance, abilities, choices – likes/dislikes, and access to basic needs such as food, shelter, etc.)

### WEEK 9

- Children may prepare an album (digital/hard copy) of different birds that they see around these days.
- Parents or elders may pose riddles or puzzle games on birds, animals and their special features, like, the sounds they make, their nesting and food habits, etc.
- They can make finger puppets of their favourite birds and animals and enact it through role play.

### WEEK 10

- Parents may discuss with children about reduce and reuse of water in their house. Let them express this through drawing, poetry, letters, slogans, etc.
- Students can click pictures or make videos with the help of their parents depicting how they save water in different activities at home.

### WEEK 11

- Everyone of us is facing some or the other challenge these days. Write a letter to your friend/relative sharing how you feel and also what you think of them.
- Collect some old letters from your elders and have a dialogue with them about the journey of a letter from the sender to the receiver.

### WEEK 12

- Enlist the people and agencies who have a prime role in the time of any emergency situations (fire, earthquake, flood or even a pandemic like the present Coronavirus).
- If you get a chance to talk to anyone of them then frame a few questions to ask/interact with them and prepare your report.

Or

- Visit the site associated with their services and prepare a brief report of what they do.



## CLASS IV

### Subject: Mathematics (Class IV)

Learning outcomes	Resource(s)	Week-wise suggestive activities (to be guided by parents with the help of teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations</li> <li>converts metre into centimetres and vice-versa</li> <li>applies operations of numbers in daily life</li> <li>multiplies 2 and 3 digit numbers</li> <li>divides a number by another number using different methods like pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication</li> <li>creates and solves simple real life situations/ problems including money, length, mass and capacity by using the four operations</li> </ul>	<p><b>NCERT Textbook</b> <b>Math Magic IV</b></p> <p><b>Chapter 2</b> Long and Short</p> <p><b>Chapter 3</b> A trip to Bhopal</p> <p><b>Chapter 4</b> Tick-Tick-Tick</p> <p><b>Chapter 5</b> The way the world looks</p> <p><b>Chapter 11</b> Tables and Shares</p> <p><a href="https://diksha.gov.in/play/collection/do_312937229886611456142?contentType=TextBook&amp;contentId=do_3129365168602644481129">https://diksha.gov.in/play/collection/do_312937229886611456142?contentType=TextBook&amp;contentId=do_3129365168602644481129</a></p> <p><b>QR codes content related to these chapters available on NROER</b></p>	<p><b>WEEK 5</b></p> <p><b>Theme</b> Measurement of length and distance (Standard Units)</p> <p><b>Activity:</b> Make your own scale: Ask the child to make a scale on the wall and then measure the heights of the family members and to note down the heights in their notebooks. They may also be asked to calculate the difference between your height and your mother's height, and other family members.</p> <ul style="list-style-type: none"> <li>Ask them to find things that are of one centimetre length in their toys or in their room. Let them first estimate and then actually measure and finally arrange them from shortest to longest</li> <li>Children can also make a one meter-long measuring tape to measure circular things, encourage the child to measure as many things at home which are within their reach.</li> <li>Ask children to observe that while writing the distances generally a dot is placed between metre and centimetre measure. For example, 2m35cm is generally written as 2.35 m. Note that now only meters are written along the number.</li> <li>Children can use the internet to find the world records for the longest jump or the highest jump and try to estimate how long/high it would be by drawing on the floor.</li> <li>Children can also be asked to make the longest jump possible and measure it in metre and centimetre compared with their siblings' jump or the world record holder.</li> <li>The children may be given the idea that 1000 metres are equal to one kilometer by taking them for a walk in the park. Once the children have some idea with kilometers, they may be asked to estimate how many kilometers is their home from school, market or a friend's home.</li> </ul>



- The child may also be engaged to solve problems, like, “If there are 2 objects of length 120 cm and 1 metre 30 centimetre, then the length of which object is more and by how much?” , “Sunita bought 9.75 metre of cloth. She used 2.30 metre from it. How much cloth is left?”

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## WEEK 6

**Theme** Problem solving in daily life

- Provide opportunities to the child to explore where math and mathematical calculations are used in her/his everyday life. For example, if 200 gm of flour is used in making one cupcake, how much flour is used for making 12 such cupcakes, using repeated addition.
- Activity: Making bill
- The parent may ask the child to make an inventory of the groceries bought at home. Ask the child to note down the prices of the items and the number of items purchased. Then the parent may ask the child to calculate the total of the bill. In this activity the child will use multiplication to calculate the price of one item multiple times and then add the prices to obtain the total price.
- Let the child calculate using any method they want. Ask them how are they adding the numbers of the list, How are they calculating for 12 packets when cost of one is known etc.
- Provide the child with situational problems which can be solved by applying the basic number operation- addition and subtraction. The child must understand in which situation/problem which operation could be used. Also, help the child to find out different ways of solving a particular problem.
- Encourage the child to create contextual questions based on mathematical statements, e.g., the statement  $25 - 10 = 15$  may trigger different questions from different children. A child may create: “I had 25 apples, ten were eaten. How many apples are still left?”





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**WEEK 7****Theme**

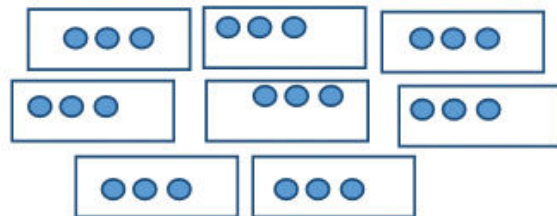
Multiplication and construction of multiplication Tables

- Encourage the child to explore and write multiplication facts through various ways like skip counting, extending patterns, etc., that they have learnt in earlier classes. For example, for developing a multiplication table of 3, children could use either skip counting or repetitive addition. Provide the child with a number of real life examples which implies multiplication.
- Encourage the child to do multiplication in different ways. For example, to expand the two digit number and multiply, 23 multiplied by 6 could be solved as follows:  
 $23 \times 6 = (20+3) \times 6 = 20 \times 6 + 3 \times 6$   
 $120 + 18 = 138$
- Further the parent may discuss and evolve standard algorithms for multiplication.
- Give more practice to children to multiply two digit numbers.

**WEEK 8****Theme**

Division

- Encourage the child to observe that division is dividing a collection into equal groups. For example,  $24 \div 3$  means to find how many groups of 3 can be there in 24 or how many 3's make 24? This could be done by giving the child 24 beads or coins and asking them to divide the beads into groups of 3 and then asking them to observe how many groups of 3 are there.



- Let the students explore the concept of division. Give them opportunities to use their knowledge of division in situations like dividing chapatis equally among the family members, etc.
- Provide the child with a bunch of word problems that involves division, like, “How will you equally divide 50 sweets among 5 members of the family?”
- In life situations division also occurs with a different context i.e.  $24 \div 3$  means to find how many items in a group will be there if 24 objects are divided equally in 3 groups?
- Ask the child to frame such problems and solve them. For example 12 bananas are to be given equally to three monkeys, how many will each monkey get?
- Once the child is familiar with this type of problem, increase the complexity of the problem like- “Can you equally divide 49 sweets among 5 members of the family? Will any family member be left with only 4 sweets? What if there are 51 sweets, how will you divide then?” Encourage the child to think of some situations of her/his own and make statement problems.

## WEEK 9

**Theme** Division (continued) and its relationship with multiplication.

- Division by subtraction is another way of performing division. Help the child to get familiar with both the division methods i.e. division by subtraction and division using groups.
- Encourage the child to perform division by repeated subtraction. For example, to divide 24 by 3, provide the child with 24 beads or any other similar objects and then ask them to first form a group of 3 and move it away i.e.

$$24 - 3 = 21$$

$$24 - 3 - 3 = 18$$

$$24 - 3 - 3 - 3 = 15$$

$$24 - 3 - 3 - 3 - 3 = 12$$

$$24 - 3 - 3 - 3 - 3 - 3 = 9$$

$$24 - 3 - 3 - 3 - 3 - 3 - 3 = 6$$

$$24 - 3 - 3 - 3 - 3 - 3 - 3 - 3 = 3$$

$$24 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 = 0$$

- Now ask the child to identify how many groups of 3 did they subtract?



- telltime from the clock in hours and minutes and expresses the time in a.m. and p.m.
- calculates time intervals/ duration of familiar daily life events by using forward or backward counting/ addition and subtraction

- This is equal to  $24 \div 3$  which is 8.
- Once the child is familiar with the concept, the parent may ask to find similarities between the two ways of division.
- Provide the child with word problems involving division, like, "If there are 84 people invited to a party and on each table 12 people can sit, then how many tables are required for the party?" Children can take the help of visual representations initially.
- If instead of 84, 89 people come to the party, then how many people will not get a table to sit? What if instead of 12, only 6 people can sit on one table, then how many tables will be required for 84 people?", etc
- Encouraging children to observe the relationship between multiplication and division, For instance,

consider 8 beads,



Multiplication	Division
2 groups of 4 equals 8	8 divided by 2 equals 4
4 groups of 2 equals 8	8 divided by 4 equals 2

- Ask the child to develop division facts for each of the given multiplication facts. One is done for you:

$9 \times 8 = 72$                        $72 \div 8 = 9$                        $72 \div 9 = 8$   
 $10 \times 7 = 70$   
 $12 \times 8 = 96$

Let children do a lot of such practice.

## WEEK 10

### Theme

Reading Time and Calculating Time Interval

- A discussion could be carried out about a clock with the child. This will help the child to get accustomed to various features and vocabulary of a clock and find answers to the questions like: What do the numbers 1 to 12 show? What do the hands on the clock show? How much an hour hand moves in an hour, quarter day, half day and full day?, etc.



- draws top view, front view and side view of simple objects

- The parent may discuss the hour hand and minute hand with the child. The parent may ask the child to show a particular time on the clock by moving the hour and minute hand of the clock. Provide enough practice to read time on a clock and then encourage them to write.
- Ask the child to note the time of sunrise and sunset from the newspaper.
- Familiarise the child with 24-hour clock and why is it widely used.
- For calculating the time interval the parent may discuss the child's favorite activity like- for how many minutes do you watch cartoons? At what time did the cartoon start? At what time the cartoon ends? What is the time duration that you watch cartoons?
- Encourage the child to talk about how she calculates the time lapsed in an event. Talk about different strategies: Is it by counting forward or using subtraction/ addition?
- Activity: The child will enjoy doing activities to see all the things they can do in one minute. So the parent may give them challenges which they have to complete in any particular time. Observing activities at home will give her/him a sense of time. For example for how much time one can hold breath? For how much time one can keep standing on one leg?, etc.

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## WEEK 11

### Theme

Reading calendar

- Ask the child to observe and study the calendar note the days in a month, number of weeks in a month/in a year, leap year, etc.



- Let children explore the pattern in the number of days in each month and how days are associated with dates in a month, etc.
- Carry out a discussion with the child involving reading a calendar. Ask her/him questions like- What month is going on? When is your birthday? After how many days or months will your birthday arrive? Engage children in calculation in months, weeks and days.
- Carry out discussion with them about at what interval new electricity or water bills are generated.
- Ask children to observe the date of manufacturing and best before time and calculate the expiry date or the shelf life of different things.
- Help the child to calculate the number of holidays they have in a whole year including all vacations.

## WEEK 12

**Theme:** Different Views of an object

- The parent may ask the child to look at various objects from different viewpoints and ask them to make a drawing of the view. For example, a glass may look differently from the front, side and top.
- The parent may ask questions like, 'But how would our house look from the top?' Or 'how it would look like from below?' Encourage the child to use his visualisation to think about different views of different objects which he cannot view practically.
- The parent may carry out discussion on how things look differently in shape and size when you see it from different views and distances.
- The parent may further talk about how things look different from different angles and encourage them to draw the shapes. This will help the child to improve her/his spatial understanding and visualisation skills.
- Help the child to construct maps from his house to his school or his friends' house.
- Let them observe the differences between pictures of an object and a map. Like a picture may look different from different views but a map looks the same.
- Young children tend to think of directions like left, right front etc. in absolute terms. It is important for the development of spatial



		<p>understanding to make them aware that directions are relative to one's position. Something that is towards the left from one position can be towards the right from another position.</p> <ul style="list-style-type: none"><li>• Discuss about the google maps with children considering the top view of a locality and try to locate the roads and intersections.</li></ul> <p><b>e-content</b></p> <p><a href="https://diksha.gov.in/play/collection/do_312937229886611456142?contentType=TextBook&amp;contentId=do_3129365169400954881130">https://diksha.gov.in/play/collection/do_312937229886611456142?contentType=TextBook&amp;contentId=do_3129365169400954881130</a></p> <p><a href="https://diksha.gov.in/play/collection/do_313002932773634048188?contentType=TextBook&amp;contentId=do_31277094607831859211728">https://diksha.gov.in/play/collection/do_313002932773634048188?contentType=TextBook&amp;contentId=do_31277094607831859211728</a></p>
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## विषय- भाषा (हिंदी) कक्षा 4

सीखने के प्रतिफल	संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित)	प्रस्तावित गतिविधियाँ बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)
<p><b>बच्चे</b></p> <ul style="list-style-type: none"> <li>कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हुए उसमें अपनी कहानी/बात जोड़ते हैं।</li> <li>भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसका इस्तेमाल करते हैं।</li> <li>विविध प्रकार की सामग्री, जैसे- समाचारपत्र के मुख्य शीर्षक, बालपत्रिका आदि में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील बिंदुओं को समझते और उन पर चर्चा करते हैं।</li> <li>अपनी पाठ्यपुस्तक से इतर सामग्री (बालसाहित्य/समाचारपत्र के मुख्य शीर्षक, बालपत्रिका, होर्डिंग्स आदि) को समझकर पढ़ते हैं।</li> </ul>	<p><b>एनसीईआरटी या राज्य द्वारा बनाई गई पाठ्यपुस्तकें</b></p> <p>घर में उपलब्ध पढ़ने-लिखने की सामग्री</p> <p>अन्य दृश्य- श्रव्य सामग्री, जैसे- इंटरनेट, वेबसाइट, रेडियो, टीवी आदि।</p>	<p><b>सप्ताह 5</b></p> <ul style="list-style-type: none"> <li>अभिभावक द्वारा बच्चों को पाँच चरित्र दिए जा सकते हैं, जैसे- किसान, डाकिया, डॉक्टर, क्रिकेटर एवं शिक्षक इन पात्रों के बारे में सोचें तथा बताएँ कि आप इन पात्रों की तरह होते तो क्या करते?</li> <li>बच्चों की बातों को सुनने एवं उन पर प्रतिक्रिया देने के लिए संभवतः परिवार का एक सदस्य उनके साथ होना चाहिए।</li> <li>बच्चे, अभिनय द्वारा इन पात्रों को परिवार के सामने प्रस्तुत कर सकते हैं।</li> <li>उपरोक्त चरित्रों के उपयोग में आने वाली चीजों को बच्चों द्वारा एकत्र किया जा सकता है।</li> </ul> <p><b>सप्ताह 6</b></p> <ul style="list-style-type: none"> <li>‘रिमझिम’ कक्षा चार में सम्मिलित पाठ ‘उलझन’ को पढ़े एवं सोचें कि आप भविष्य में क्या बनना चाहते हैं।</li> <li>अपने द्वारा निर्धारित व्यवसायों की पाँच अच्छी बातें एवं उन व्यवसायों में होने वाली परेशानियों के बारे में भी बताएँ।</li> </ul> <p><b>सप्ताह 7</b></p> <ul style="list-style-type: none"> <li>बीमार व्यक्ति के लिए डॉक्टर की भूमिका को अभिनय के माध्यम से घर में प्रस्तुत करें।</li> <li>बीमार होने के कारण आपको एक सप्ताह की छुट्टी चाहिए, इसके लिए आप अपने प्रधानाचार्य को पत्र लिखें।</li> <li>लॉकडाउन की तैयारी आपने कैसे की इस पर एक छोटा निबंध लिखने के लिए बच्चों से कहें।</li> <li>आप घर पर अकेले हैं एवं आप को खुद खाना बनाना है, आप खाने में क्या बनाएँगे, इस पर परिवार से चर्चा करें।</li> </ul> <p><b>सप्ताह 8</b></p> <ul style="list-style-type: none"> <li>बच्चे अपनी पसंद के विषयों पर पोस्टर, विज्ञापन बना सकते हैं। सूचना लिख सकते हैं, जैसे- स्कूल में साफ़-सफ़ाई कैसे करें? स्कूल में पेड़-पौधे कैसे लगाएँ? इन विषयों पर चर्चा भी की जा सकती है।</li> </ul>



- पढ़ी रचनाओं की विषयवस्तु, घटनाओं चित्रों, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं, अपनी राय देते हैं, अपनी बात के लिए तर्क देते हैं।
- स्तरानुसार अन्य विषयों, व्यवसायों, कलाओं आदि (जैसे- गणित विज्ञान, समाजिक अध्ययन, नृत्यकला, चिकित्सा आदि) में प्रयुक्त होने वाली शब्दावली की सराहना करते हैं।
- भाषा की बारीकियों, जैसे- शब्दों की पुनरावृत्ति, सर्वनाम, विशेषण, लिंग, वचन आदि के प्रति सचेत रहते हुए लिखते हैं।
- विभिन्न स्थितियों और उद्देश्यों, बुलेटिन बोर्ड पर लगाई जाने वाली सूचना,
- सामान सूची, कविता, कहानी, चिट्ठी आदि के अनुसार लिखते हैं।
- अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका लेखन में इस्तेमाल करते हैं।
- अपनी कल्पना से कहानी, कविता, वर्णन आदि लिखते हुए भाषा का सृजनात्मक प्रयोग करते हैं।

### सप्ताह 9

- अपने विद्यालय के पुस्तकालय को और अच्छा बनाने के लिए क्या किया जा सकता है, इस पर परिवार से चर्चा करें।
- बच्चे अपनी पसंद के विषयों, अनुभवों और स्तरों के अनुसार कहानी, कविता गीत आदि की रचना कर सकते हैं।

### सप्ताह 10

- अपने आस-पास या परिवेश में पाए जाने वाले पौधों की सूची बच्चों से बनवाएँ।
- विभिन्न पेड़-पौधों को अच्छी तरह से बड़ा होने के लिए क्या-क्या चाहिए, इसके बारे में बच्चों से चर्चा की जा सकती है।
- विभिन्न औषधियों एवं पौधों के बारे में बच्चों को बताया जा सकता है।

### सप्ताह 11

- घर में उपस्थित सदस्यों का विभिन्न विषयों पर साक्षात्कार किया जा सकता है, जैसे-
- कोरोना बीमारी के बारे में आप क्या जानते हैं?
- कोरोना बीमारी की रोकथाम के लिए क्या किया जा सकता है?
- कोरोना बीमारी से संक्रमित होने की स्थिति में क्या-क्या नहीं किया जा सकता है?
- इस बारे में बच्चे परिवार के सदस्यों का साक्षात्कार करें।

### सप्ताह 12

- आस-पास घटने वाली गतिविधियों और घटनाओं के बारे में परिवार से प्रश्न करें।
- अभिभावक, बच्चों से अन्य विभिन्न विषयों पर भी चर्चा कर सकते हैं।
- कोरोना महामारी से बचाव के लिए बच्चे क्या-क्या करेंगे, इस पर बच्चों के विचार लिए जा सकते हैं।
- कोरोना महामारी में उपयोग होने वाले नए शब्दों को बच्चे लिख सकते हैं।





### Subject: Language–English (Class IV)

Learning Outcomes	Resource(s)	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• recites poems with appropriate expressions and intonation</li> <li>• responds verbally to questions based on day-to-day experiences</li> <li>• writes dictation of words/ phrases</li>   <li>• speaks briefly on a familiar issue</li> <li>• uses a dictionary for spelling and meaning</li> <li>• uses punctuation marks appropriately</li>   <li>• shares riddles in English</li> <li>• responds verbally to questions based on a story</li> <li>• presents orally the highlights of a narration</li> </ul>	<p><b>NCERT/State Textbook of English Language for Class I</b></p> <p>or other resources – Story Books, Links as given, different objects available at home</p>	<p><b>WEEK 5</b></p> <p><b>Theme:</b> Sports and Games</p> <p><b>Link</b>  <a href="https://www.youtube.com/watch?v=cPmJILVutwo">https://www.youtube.com/watch?v=cPmJILVutwo</a></p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> <p>The parent interacts with the on a sport that he/ she used to play, and discusses about the learner’s favourite game in detail.</p> <p>The learner may be asked to classify games into indoor/ outdoor and list them.</p> <p><b>WEEK 6</b></p> <p><b>Theme:</b> Good Health</p> <p>The learner may be asked to reflect and speak on how people above 60 years of age can keep themselves healthy.</p> <p>The learner may be encouraged to look up certain terms related to sports in the dictionary.</p> <p>The learner may be encouraged to write short sentences on the theme using punctuation marks appropriately..</p> <p><b>WEEK 7</b></p> <p><b>Theme:</b> Linguistic Diversity</p> <p>Learners interact with parents/ siblings/ grandparents at home/ over the phone to share riddles in English and learn new ones in the mother tongue and in English.</p> <p>The learner listens to a folktale narrated by the parent on how wisdom overcomes a problematic situation. The parent may ask questions in between to ensure that the learner has understood.</p> <p>The learner may re-tell the above story in brief, presenting only the highlights.</p>



- responds verbally to questions based on a story read/ heard
- recites poems with appropriate expressions and intonation
- uses punctuation marks appropriately

- solves simple Crossword puzzles
- reads subtitles on TV
- uses linkers to indicate connectedness

- enacts different roles
- responds to simple instructions
- describes briefly in writing

## WEEK 8

**Theme:** Curiosity and Wonder

The parent may facilitate independent and silent reading by the learner by providing opportunities to read picture books/children's stories in magazines/NROER based on adventure and curiosity. The parent may ask questions based on the story to elicit responses in English.

**Link**

<https://www.youtube.com/watch?v=QMGmHDdWQ7Q>

The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.

The learner is asked to write three questions beginning with 'Why'.

## WEEK 9

**Theme:** The World of Words

The parent may provide clues to the learner, to enable him/ her to arrive at an answer of one word.

The learner may be encouraged to watch any English news channel and try to read the subtitles or information provided in a running ribbon below, for a few minutes every day.

The learner may be asked to describe a process. The parent may ensure that the learner uses the linkers appropriately.

## WEEK 10

**Theme:** Fitness

The learner may be involved with words, such as, racing, diving, swimming, etc., and either enacts or draws them to express the sense of movement.

The learner may be provided with 20 words related to three different sports and asked to classify them.

The parent may provide information about a local sportsperson. The parent writes down some points. With these, the learner writes a few sentences on him/ her.



<ul style="list-style-type: none"> <li>• uses nouns, pronouns, adjectives and prepositions in speech</li> <li>• presents highlights orally in English</li>   <li>• builds word chains</li> <li>• reads headlines in the newspaper</li> <li>• reads printed script in advertisements</li> </ul>		<p><b>WEEK 11</b></p> <p><b>Theme:</b> Multilingualism</p> <p>The parent shows an age-appropriate and interesting cartoon, with or without words. The learner responds and describes it briefly in English.</p> <p>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.</p> <p><b>WEEK 12</b></p> <p><b>Theme:</b> The World of words</p> <p>The learner is provided the word HAND and asked to write as many related words as he/she can.</p> <p>The parent may encourage the learner to read out the headlines in any English newspaper and say what he/she understood.</p> <p>The parent may encourage the learner to read out the advertisements in any English newspaper.</p>
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## Subject – Urdu (Class IV)

ہفتہ وار مجوزہ سرگرمیاں (Week-wise Suggestive Activities)	ماخذ (Source)	آموزشی ماحصل (Learning Outcomes)
<p><b>ہفتہ-5</b> موضوع: مختلف موضوعات پر اظہار رائے کرنا 1- مختلف پیشوں سے تعلق رکھنے والی کوئی پانچ تصویروں کو غور سے دیکھیے جیسے کسان، ڈاکٹر، انجینئر، کرکٹ کا بلہ باز وغیرہ۔ ان کے کرداروں کے بارے میں سوچے اور اپنے گھر میں آپ کی عمر سے بڑے کسی فرد کو بتائیے کہ اگر آپ ان کرداروں کی جگہ ہوتے تو آپ کیا کرتے؟ 3- گھر کے افراد کے سامنے ان کی حرکات و سکنات/ اداکاری کے ذریعے ان کرداروں کو دکھائیے۔ 4- مذکورہ بالا پیشوں میں استعمال کی چیزوں کی فہرست تیار کیجیے۔ اگر ممکن ہو تو ان کی تصاویر حاصل کیجیے اور انہیں اپنی نوٹ بک میں محفوظ کیجیے۔</p> <p><b>ہفتہ-6</b> موضوع: درسی کتاب میں شامل سبق کو پڑھنا اور سمجھنا 1- درسی کتاب میں شامل سبق پرندوں کی دنیا کو پڑھیے اور ان سوالات کے جواب معلوم کیجیے: آسمان میں بہت اونچائی تک اڑنے والے پرندے کون کون سے ہیں؟ معمولی اونچائی تک اڑنے والے پرندے کون کون سے ہیں؟ پانی میں بڑے مزے سے تیرنے والے پرندے کون کون سے ہیں؟ کیا پرندوں سے ہمیں نقصان بھی پہنچتا ہے؟ اگر ہاں تو وہ نقصانات کیا ہیں؟ 2- مختلف پرندوں کی فہرست بنائیے اور ان کے آگے ان کی عادات، ان کی خوبیاں، ان کے رنگ وغیرہ کو لکھیے۔ 3- دیے گئے لنک کی مدد سے سبق پرندوں کی دنیا کو پڑھیے: <a href="http://ncert.nic.in/textbook/textbook.htm?dulb1=3-22">http://ncert.nic.in/textbook/textbook.htm?dulb1=3-22</a></p>	<p>این سی ای آر ٹی/ ریاست کی درسی کتب</p>	<p>1- نظموں، ترانوں، کہانیوں وغیرہ کو لکھنے اور اپنی پسندیدگی اور نا پسندیدگی کا اظہار کرتے ہیں۔ 2- مختلف نوعیت کی تحریروں جیسے مکالمہ، انٹرویو، اشتہار وغیرہ کو پڑھتے اور اپنی زبان میں لکھنے کی کوشش کرتے ہیں۔ 3- قواعد کے اصولوں کے مطابق صحیح زبان لکھتے ہیں۔</p>
<p><b>ہفتہ-7</b> موضوع: گفتگو کرنا اور لکھنا 1- گھر میں بیمار شخص کے لیے ڈاکٹر کے کردار کو اداکاری کے ذریعہ گھر میں پیش کیجیے۔ 2- مان لیجیے کہ آپ بیمار ہیں اور اسکول نہیں آسکتے ہیں۔ ڈاکٹر نے آپ کو آرام کرنے کی صلاح دی ہے۔ اپنے پرنسپل کے نام ایک ہفتے کی چھٹی کے لیے درخواست لکھیے۔ 3- مان لیجیے کہ گھر میں آپ تنہا ہیں اور آپ کو خود اپنے لیے کھانا پکانا ہے۔ اپنے گھر کے افراد کے ساتھ گفتگو کیجیے کہ آپ کیا پکائیں گے اور کس طرح کھانا پکائیں گے؟</p> <p><b>ہفتہ-8</b> موضوع: اظہار خیال کرنا 1- اپنی پسند کے کسی موضوع پر اشتہار/ پوسٹر بنائیے اور اس کا عنوان تجویز کیجیے۔</p>		



2- ان امور پر اپنی رائے ظاہر کیجیے کہ اسکول میں صفائی کیسے کی جائے؟ اسکول کی لائبریری کو کس طرح مزید بہتر بنایا جائے؟ اسکول میں درخت لگانے کا طریقہ کیا ہو؟ وغیرہ۔ ان امور پر اپنے اساتذہ یا گھر کے افراد کے ساتھ گفتگو کیجیے۔

### ہفتہ-9

موضوع: کہانی/نظم لکھنا

1- بچے اپنی پسند کے موضوع، تجربے اور سطح کے مطابق کہانی، نظم، گیت وغیرہ کی تخلیق کر سکتے ہیں۔ اپنی کہانیوں کا انتخاب مرتب کر سکتے ہیں۔ بچوں کی تخلیقات جمع کر کے اپنے اسکول کے لیے بچوں کا رسالہ، دیوار میگزین وغیرہ بھی تیار کیا جاسکتا ہے۔

2- اپنی پسند کے موضوع پر پوسٹر، اشتہار یا اطلاع لکھ سکتے ہیں جسے کورونا کی روک تھام کے لیے گھر میں رہنے کے لیے صلاح دینا، اس سے متعلق ضروری باتوں کی فہرست تیار کرنا، اسکول کے بچوں کے لیے لاک ڈاؤن میں توسیع کیے جانے کی اطلاع دینا وغیرہ۔

### ہفتہ-10

موضوع: آس پڑوس کی چیزوں کے بارے میں گفتگو کرنا

1- اپنے آس پاس پائے جانے والے پودوں کی فہرست بنائیے۔  
2- پودوں اور درختوں کی درجہ بندی کیجیے اور درختوں کے مختلف پودوں کو اچھی طرح سے بڑا ہونے کے لیے کیا کیا چاہیے۔ اپنے گھر کے افراد کے ساتھ اس کے بارے میں بات چیت کیجیے۔

3- یہ معلوم کیجیے کہ کون کون سے پودے ایسے ہیں جن کا استعمال دواؤں کے طور پر کیا جاتا ہے۔ یہ معلوم کرنے کے لیے آپ انٹرنیٹ کی مدد لے سکتے ہیں۔

### ہفتہ-11

موضوع: انٹرویو کے لیے سوال نامہ تیار کرنا

1- ایک سوال نامہ تیار کیجیے جس میں درج ذیل سوالات بھی شامل ہوں:

آپ کورونا وبا کے بارے میں کیا جانتے ہیں؟

کیا پہلے بھی ایسا ہوا ہے؟

کیا ابھی انہیں گھر میں بند رہنا پڑا ہے؟

اس وبا کو روکنے کے لیے کیا کیا جاسکتا ہے؟

اس بیماری کے ہونے پر کیا کیا تمہیں کیا جاسکتا ہے؟ وغیرہ۔

2- اپنے سوال نامہ کی بنیاد پر کنبہ کے افراد سے انٹرویو کیجیے اور اسے تحریری شکل دیجیے۔

3- اسی طرح دوسرے کسی موضوع پر انٹرویو کے لیے سوال نامہ تیار کیا جاسکتا ہے۔ اس ضمن میں فون پر اپنے دوستوں کی مدد لی جاسکتی ہے۔

### ہفتہ-12

موضوع: زبانی اور تحریری اظہار کرنا

1- آس پاس رونما ہونے والے واقعات کے بارے میں گھر والوں سے گفتگو کیجیے۔ گزشتہ دنوں کے اخبارات میں شائع خبروں/مضامین کی روشنی میں اپنے خیالات کا زبانی اور تحریری اظہار کیجیے۔

2- کورونا وبا پھیلنے کے دوران استعمال ہونے والی نئی لفظیات کو اپنی کاپی میں لکھیے اور اسے گھر کے افراد کے ساتھ یا دوستوں کے ساتھ شیئر کیجیے جیسے لاک ڈاؤن، ماسک، سینٹائزر، کوارینٹین وغیرہ۔ ممکن ہو تو ان الفاظ کے اردو متبادل بھی تلاش کر کے لکھیے۔



**Subject: Environmental Studies (Class IV)**

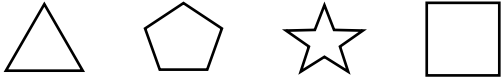
<b>Learning Outcomes</b>	<b>Resource(s)</b>	<b>Week-wise suggestive activities (to be guided by parents with the help of teachers)</b>
<p><b>The learner</b></p> <p>a. records her observations / experiences/ information for objects, activities, phenomena, places visited (mela, festival, historical place) in different ways and predicts patterns in activities/ phenomena.</p> <p>b. groups objects, materials, activities for features and properties, such as, shape, taste, colour, texture, sound, traits, etc.</p> <p>c. voices opinion on issues observed/ experienced in, family/school/ neighbourhood, e.g., on stereotypes (making choices/ decision making/ solving problems), discriminatory practices on caste in use of public places, water, MDM/ community eating, child rights (schooling, child abuse, punishment, labour).</p> <p>d. voices opinion on issues observed/ experienced in, family/ school/ neighbourhood,</p>	<p><i>Samay Badal Gaya</i>  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1f14ec16b51c016477294b">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1f14ec16b51c016477294b</a></p> <p><i>Kilometer ya Meter</i>  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d23337916b51c01732f8154">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d23337916b51c01732f8154</a></p>	<p><b>WEEK 5</b></p> <ul style="list-style-type: none"> <li>Enlist different fuels being used at home. Compare them with respect to the use, cost, availability, pollution emitting aspects etc.</li> <li>Children may collect data on price and consumption of petrol/diesel over the last five years and present their results pictorially/ graphically.</li> </ul> <p><b>WEEK 6</b></p> <ul style="list-style-type: none"> <li>Identify some material like notebook, pencil, pencil box, eraser, etc. What could be the various ways to measure their length? Try for other objects around, like, table, door, windows of your house. Record your observations.</li> <li>Enlist various eatables in kitchen and find out the rate of each item. How are these weighed? (e.g., pava, roti, Man, tola, kilogram, gram, litre, mL or any other) . Which out of these are local units? Try to find the relation among local and standard units.</li> <li>Visit the site of FSSAI and find out how you can check the adulterated food material at home. Try to do that yourself.</li> </ul> <p><b>WEEK 7</b></p> <ul style="list-style-type: none"> <li>Children may play different games like treasure hunt with their siblings, parents or elders, involving rules for finding the object with suitable clues and directions.</li> <li>Children may draw a layout of their house/ lane and mark different areas. Parents can frame questions to help them acquire a sense of the directions.</li> <li>Write your name in Braille. Try to learn a few alphabets in Braille and send a secret message to your friend</li> </ul> <p><b>WEEK 8</b></p> <ul style="list-style-type: none"> <li>Children may do the activity of role play at home on safety in kitchen as a theme.</li> <li>Prepare a list of guidelines to observe safety measures and to deal any emergency situations ?</li> </ul>



<p>e.g., on stereotypes (making choices/ decision making/ solving problems), discriminatory practices on caste in use of public places, water, MDM/ community eating, child rights (schooling, child abuse, punishment, labour).</p> <p>e. suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/ deprived.</p> <p>f. records her observations / experiences/ information for objects, activities, phenomena, places visited (mela, festival, historical place) in different ways and predicts patterns in activities/ phenomena.</p> <p>g. identifies different features (beaks/ teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals.</p> <p>h. identifies relationship with and among family members in extended family.</p>		<p><b>WEEK 9</b></p> <ul style="list-style-type: none"> <li>• Are there any people who lost their jobs during this pandemic? Find out how are they supporting their families?</li> <li>• Collect the news items on this and suggest some ways how to help such people.</li> </ul> <p><b>WEEK-10</b></p> <ul style="list-style-type: none"> <li>• Using torch children can form shadows using objects of different shapes like ball, glass, bowl, spoon, plate, box pencil, and notebook. In the dark room they may keep the light source at one side and keep the object in between the light source and the wall. Take your observations when the light source is—</li> <li>• far from the object.</li> <li>• near to the object.</li> <li>• on the right side of the object.</li> <li>• on the left side of the object.</li> <li>• do shadows change with the size of the object, distance between torch and the object, distance between object and the wall/both.</li> <li>• According to you, under which conditions does shadow formation take place?</li> <li>• Children can do this activity with their hands and fingers using a torch as mentioned above.</li> </ul> <p><b>WEEK 11</b></p> <ul style="list-style-type: none"> <li>• Children may prepare a chart and draw/ or paste pictures of animals with—</li> <li>• big ears</li> <li>• small ears</li> <li>• no visible ears</li> <li>• Compare these animals and enlist the similarities and dissimilarities among them.</li> </ul> <p><b>WEEK 12</b></p> <ul style="list-style-type: none"> <li>• Their parents can tell them their childhood stories like how they used to spend time without mobile and computer</li> <li>• Students can see their family pictures when they were not born.</li> <li>• Most of the families belong to any other place where their elders used to stay.</li> <li>• They can make a family tree of their mother's family and their father's family.</li> <li>• They can collect images even from mobile.</li> </ul>
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**CLASS V****Subject: Mathematics (Class V)**

<b>Learning outcomes</b>	<b>Resource(s)</b>	<b>Week-wise suggestive activities (to be guided by parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>explores idea of angles and shapes               <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>identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes</li> </ul> </li> <li>acquires understanding about fractions – finds the number corresponding to part of a collection – identifies and forms equivalent fractions of a given fraction               <ul style="list-style-type: none"> <li>expresses a given fraction <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math> in decimal notation and vice-versa. For example, in using units of length and money</li> <li>half of Rs. 10 is Rs.5 – converts fractions into decimals and vice versa</li> </ul> </li> </ul>	<p><b>NCERT/State Textbook for Class V</b></p> <p><b>Material Required</b></p> <ul style="list-style-type: none"> <li>Match sticks/ Toothpicks</li> <li>Rubber tubes to join the ends of the match sticks.</li> </ul> <p><b>Chapter 2</b> Shapes and angles</p> <p><b>Chapter 3</b> How many squares?</p> <p><b>Chapter 4</b> Parts and wholes</p> <p><b>Chapter 5</b> Does it look the same?</p> <p><b>Chapter 7</b> Can you see the pattern?</p> <p><b>QR codes content related to these chapters available on NROER</b></p>	<p><b>WEEK 5</b></p> <p><b>Theme:</b> Shapes and angles</p> <ul style="list-style-type: none"> <li>Ask the child to observe a shape and tell if the given shape is closed or open. Random shapes can be drawn on paper or paper cut-outs of various shapes can also be used.</li> <li>Any shape can be shown to the child and ask how many sides the shape have. Simple shapes can be drawn on paper or paper cut-outs can be used.</li> <li>Ask the child to draw a shape of a particular number of sides. For example, a child can be asked to draw a shape with four sides. In this case, a child can draw a square or rectangle, etc.</li> </ul> <p><b>Activity 1:</b> Ask the child to take three or more sticks and join them end to end by rubber tubes. These shapes (and other shapes) can be used for the above purpose</p> <div style="text-align: center;">  </div> <p>Conduct the following discussion related to the above shapes.</p> <ul style="list-style-type: none"> <li>Which of the shapes are closed?</li> <li>Which are open?</li> <li>How many sides does each shape have?</li> </ul> <p><b>Activity 2:</b> A random shape can be drawn on a paper or paper cut-outs can be used. Ask the child to mark all the angles he/she can identify in the shape. Let children explore angles made by doors while opening /closing, hand of clock, different body positions while exercising/Yoga etc.</p> <p><b>Activity 3:</b> Give the child some matchsticks. Ask the child to make a particular shape using a particular number of matchsticks. For example, ask the child to make 8 triangles using 6 matchsticks only. OR Ask the child to make 5 squares with 12 matchsticks, etc.</p> <p><b>e-content</b></p> <p><a href="https://diksha.gov.in/play/collection/do_312981338824802304120?contentType=TextBook&amp;contentId=do_3129768014220574721693">https://diksha.gov.in/play/collection/do_312981338824802304120?contentType=TextBook&amp;contentId=do_3129768014220574721693</a></p>





- identifies the pattern in triangular number and square number

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## WEEK 6

**Theme:** Measurement of angles

**Activity 1:** Make different shapes using match sticks/toothpicks and rubber tubes. Now ask the child to observe the angles made by two adjoining sticks. How many angles are there in a triangular shape? How many angles will be there in a closed shape made up of six sticks? Make an estimate and then verify by actually forming the shape.

- Ask the child to observe the angles made by opening/closing of doors, angles made by the wall with the ceiling, etc.
- Show the child an angle and ask him/her to first tell if the angle is acute, obtuse, or right angle.

**Activity 2:** Making an Angle Tester. Cut two strips from a cardboard sheet. Fix them with a drawing pin such that both the strips can move around easily. Use this tester to check the measure of the angle.



- Engage the child to guess the measure of the angle.
- Further ask the child to use a protractor to verify if his guess of the angle was correct.
- Ask the child to make a right angle, acute angle, obtuse angle, etc., with his hands and even in the yoga postures.
- Further ask the child to make a square, circle, rectangle, etc., with his/her finger and to justify the shape made by him/her.

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## WEEK 7

**Theme:** Perimeter

- Make a dot grid on a paper. Ask the child to make as many rectangles as he/she can using the dots of the grid.
- Further, ask the child to shade the largest rectangle that he made in the grid. Ask the child to tell why a particular rectangle is largest. (Note: A square is also a rectangle)
- Now ask the child to shade the rectangle that has the largest boundary.
- Ask the child to measure the boundary using a thread or by counting the sides of the squares at the boundary.



- Let the child now understand that the measure of the boundary of a closed shape is called its perimeter.
- The child can also be asked to find the perimeter of any object using a thread. For example, ask the child to find the perimeter of the cover page of his notebook, etc.
- Engage the child in finding the perimeter of bed, room and other objects in his/her vicinity. These objects may also include the objects whose boundary cannot be measured by a straight edge/ ruler.
- Ask the child to arrange 7 squares in different ways. Then ask the child which combination would give minimum perimeter and which combination would give maximum perimeter.

## WEEK 8

**Theme:** Area

**Activity 1:** Make a dot grid. Ask the child to make as many rectangles as he/she can using the dots of the grid. (Note: A square is also a rectangle)

- Now, ask the child to shade the biggest rectangle that he made in the grid. Now ask the child to count the number of squares that are enclosed in the biggest rectangle. From here the concept of area can be introduced to the child as the measure of the region bounded by a closed shape on a surface.

**Activity 2:** Take a graph paper and trace different objects/ handspan of different family members, etc., on the graph paper and ask the child to estimate the area of the given shape using the grid by counting the squares.

**Activity 3:** Make a square grid on a sheet of paper. Ask the child to make as many shapes as he can make by shading say, exactly 7 squares. Then ask them to find the perimeter of each shape. Help them observe that the area remains the same but the perimeter may vary. Find which of the shapes drawn with the same area has the largest perimeter.

- Estimate and then calculate the area of different currency notes using a graph paper or a 1x1 square grid.

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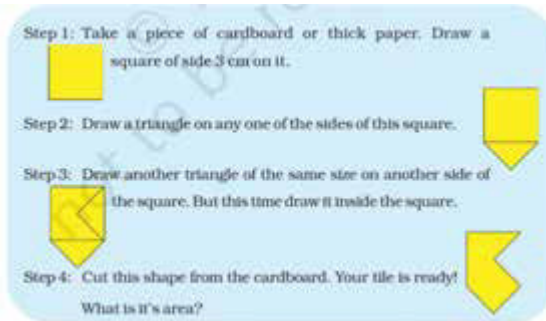


## WEEK 9

**Theme:** Patterns and tiling

- The child already has an idea about patterns of shapes seen on floors, walls, pavements, pedestrian paths etc.
- They have also studied in earlier classes about the shapes or combinations of shapes that can be used as tiles to fill a given region completely without overlapping and leaving gaps. Encourage children to make tiling patterns firstly with regular shapes then with a combination of regular shapes and ultimately with irregular shapes.

**Activity:** Make your own tile.



- Children can make patterns using motifs/objects/designs/alphabets by rotating them at different angles like half turn, one-fourth turn, full turn, etc., clockwise or anticlockwise.
- The children can be given patterns and asked to verbalise rules behind the pattern and extend them. Many such examples are given in the text books.
- Rules can be given to the child for the construction of patterns and asked to extend it on the basis of the rule.
- Patterns can also be used for introduction of degree of rotational symmetry. For example, given a shape you have to turn it to 45 degrees (half of a quarter turn) each time until you get the same shape again.
- Also give examples of patterns which are breaking a rule and ask them to identify it. For example, in the pattern 4, 9, 16, 25, 50, 64 find the number that is wrongly written.
- The purpose of playing with patterns should be the skill of generalisation. The child should be able to predict what will come at say 50th position or 115th position, etc.

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**WEEK 10****Theme:** Fractions

- Engage the child to draw flags of different countries. Ask her/him to observe and estimate the fraction of area covered by a particular color in the flag. Ask her/him to notice in how many parts the flag is divided? Are the parts equally divided? How many parts are there in that flag, what part of the whole is represented by each part. Ask the child to write it in the form of fractions.
- Activity: Making Magic Top: 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  $\frac{1}{8}$ th of the circle. Colour  $\frac{2}{8}$ th red,  $\frac{1}{8}$ th orange,  $\frac{1}{8}$ th yellow, etc., as shown. Push a matchstick through the centre of the circle and spin it like a top.



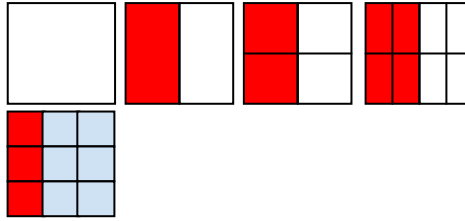
- Divide different shapes into equal parts in many different ways. Name each part. For example, if the shape is divided into six equal parts then each part will be called one-sixth of the whole shape. On shading four parts out of six the shaded region will be called four-sixths of the whole shape.
- The child can make different pattern drawings like given a  $4 \times 4$  grid you have to color  $\frac{2}{8}$ th white,  $\frac{1}{8}$ th black,  $\frac{1}{8}$ th red.
- Usage of fractions as an operator on numbers in different contexts-  $\frac{1}{8}$ th of a group of 16 people, cut  $\frac{1}{2}$  of a meter, color  $\frac{1}{3}$ rd of the hats red, half a kg of tomatoes and calculating the number.

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**WEEK 11****Theme:** Equivalent fractions**Activity:** Making Equivalent fraction chart

- Take four origami sheets (make sure they are of the same size).
- Fold the paper in two equal parts and make a crease on the first sheet.





3. Ask the child to shade  $\frac{1}{2}$  part of this sheet.
4. Make creases on the second sheet such that it is divided into 4 equal parts. Ask the child to shade  $\frac{2}{4}$  part of this sheet.
5. Make creases on the third sheet such that it is divided into 8 equal parts. Ask the child to shade  $\frac{4}{8}$  part of this sheet.
6. Make creases on the fourth sheet such that it is divided into 9 equal parts. Ask the child to shade  $\frac{3}{9}$  part of this sheet.
7. Now keep all the four sheets with each other and ask the child if the shaded portion in each is the same but named differently. The fraction that shows the same part of a whole are called equivalent fractions. From here it should be explained that the first three sheets look the same because they are equivalent fractions and the fourth sheet looks different because it represents a different fraction (i.e.,  $\frac{3}{9} = \frac{1}{3}$  which is not equivalent to  $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$ ).
  - ✓ Similarly, the relationships can be constructed with equivalent fractions by folding a chapati. For example, divide the chapati into two equal parts ( $\frac{1}{2}$  each). Take one part and further divide it into two equal parts (we will get  $\frac{1}{4}$ th). Now ask the child to observe how many  $\frac{1}{4}$ ths make half a chapati so two  $\frac{1}{4}$ ths make half a chapati, so  $\frac{1}{2} = \frac{2}{4}$  and so on.
- After the understanding about equivalent fractions children should be motivated to construct a rule to get equivalent fractions.

## WEEK 12

**Theme:** Rotational Symmetry

**Activity:** Origami

- Make different shapes using origami paper. A windmill, a dog, cat, boat or any shape can be made. You can surf the internet to see how it can be made. Make two copies of the shape for comparison.
- Now keep one copy of the shape on the left and the other on the right.
- Keep the left shape stationary and rotate only the right shape.



		<ul style="list-style-type: none"><li>• Rotate the right shape at different angles - 90 degree, 120 degree, 180 degree.</li><li>• On rotating the right shape at every angle, ask the child if the left and the right shapes still look the same.</li><li>• The same activity can be repeated with the cut-outs of different numbers and alphabets also.</li><li>• Check the blades of a ceiling fan. They look the same on rotating three times about its center. There are many such shapes who look the same more than once while rotating about their centers in a complete round. Such shapes are said to have rotational symmetry.</li><li>• The number of times an object looks the same while rotated in a round is called order of rotational symmetry. For example the order of rotational symmetry of a ceiling fan is three.</li><li>• The child can be asked to check the rotational symmetry of different alphabet, shapes of triangles, squares, rectangles, circle etc. Find the order of rotational symmetry of different objects in your house like a plate, table top, book cover etc.</li></ul> <p><a href="https://diksha.gov.in/play/collection/do_312981338824802304120?contentType=TextBook&amp;contentId=do_31298027738623180811">https://diksha.gov.in/play/collection/do_312981338824802304120?contentType=TextBook&amp;contentId=do_31298027738623180811</a></p>
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## विषय- भाषा (हिंदी) कक्षा 5

सीखने के प्रतिफल	संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित)	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)
<p><b>बच्चे</b></p> <ul style="list-style-type: none"> <li>सुनी अथवा पढ़ी रचनाओं (हास्य, साहसिक, सामाजिक आदि विषयों पर आधारित कहानी, कविता आदि) की विषयवस्तु, घटनाओं, पात्रों, चित्रों और पात्रों शीर्षक आदि के बारे में बातचीत करते हैं/ प्रश्न पूछते हैं/अपनी स्वतंत्र टिप्पणी देते हैं। अपनी बात के लिए तर्क देते हैं और निष्कर्ष निकालते हैं।</li> <li>अपने आस-पास घटने वाली विभिन्न घटनाओं की बारीकियों पर ध्यान देते हुए उन पर मौखिक रूप से अपनी प्रतिक्रिया व्यक्त करते हैं/प्रश्न पूछते हैं।</li> <li>भाषा की बारीकियों पर ध्यान देते हुए अपनी (मौखिक) भाषा गढ़ते हैं।</li> <li>विभिन्न स्थितियों और उद्देश्यों (बुलेटिन पर लगाई जाने वाली सूचना, कार्यक्रम की रिपोर्ट, जानकारी आदि प्राप्त करने के लिए पढ़ते और लिखते हैं।</li> </ul>	<p><b>एनसीईआरटी या राज्य द्वारा बनाई गई पाठ्यपुस्तकें</b></p> <p>घर में उपलब्ध पढ़ने-लिखने की सामग्री</p> <p>अन्य दृश्य- श्रव्य सामग्री, जैसे- इंटरनेट, वेबसाइट, रेडियो, टीवी आदि</p>	<p><b>सप्ताह 5</b></p> <ul style="list-style-type: none"> <li>बच्चों से कहें कि वे किसी गीत को कई भाषाओं में सीखकर गाएँ, गुनगुनाएँ।</li> <li>बच्चे अपने पड़ोसी राज्यों में कोरोना महामारी के फैलाव को रिकॉर्ड कर सकते हैं। अन्य महामारियों के बारे में भी अभिभावक, बच्चों से चर्चा कर सकते हैं। सरकार द्वारा कोरोना बीमारी से बचाव के लिए उठाए गए कदमों पर बच्चों से चर्चा की जा सकती है।</li> </ul> <p><b>सप्ताह 6</b></p> <ul style="list-style-type: none"> <li>लॉकडाउन में स्कूल के लंबे समय तक बंद रहने के कारण क्या-क्या परिवर्तन होंगे, इस पर बच्चों से चर्चा की जा सकती है।</li> <li>विभिन्न लोगों को लॉकडाउन के दौरान होने वाली परेशानियों को बच्चे अपने शब्दों में लिख सकते हैं और इन्हें मौखिक रूप भी दे सकते हैं।</li> </ul> <p><b>सप्ताह 7</b></p> <ul style="list-style-type: none"> <li>बच्चे अपनी पसंद के विषय, अनुभव के अनुसार कहानी, कविता, गीत आदि की रचना कर सकते हैं।</li> <li>बच्चे अपने द्वारा लिखी गई कहानी/कविता को नंदन, चंपक और सुमन सौरव जैसी बाल पत्रिकाओं में प्रकाशित करवा सकते हैं।</li> </ul> <p><b>सप्ताह 8</b></p> <p>अभिभावकों द्वारा उनके विभिन्न अनुभवों को मौखिक एवं लिखित रूप में लिया जा सकता है, जैसे-</p> <ul style="list-style-type: none"> <li>आप विद्यालय में क्या बदलाव चाहते हैं?</li> <li>पाँच खिलाड़ी क्रिकेट कैसे खेलेंगे?</li> <li>कोरोना महामारी से बचाव के लिए विभिन्न देश क्या-क्या कर रहे हैं?</li> </ul>



- अपनी पाठ्यपुस्तक से इतर सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को समझते हुए पढ़ते और उसके बारे में बताते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं और लेखन के उद्देश्य और पाठक के अनुसार लेखन में बताने के लिए स्कूल की भित्ति पत्रिका के लिए लिखना और किसी दोस्त को पत्र लिखना।
- भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसे अपने लेखन/ब्रेल में शामिल करते हैं।
- अपने आस-पास घटने वाली विभिन्न घटनाओं की बारीकियों पर ध्यान देते हुए उन पर लिखित रूप से अपनी प्रतिक्रिया व्यक्त करते हैं।
- उद्देश्य और संदर्भ के अनुसार शब्दों, वाक्यों, विराम चिह्नों का उचित प्रयोग करते हुए लिखते हैं।

- ज़्यादा आबादी होने के क्या-क्या नुकसान हैं? इस विषय पर बच्चों से बातचीत भी की जा सकती है। अभिभावक इसी प्रकार अन्य प्रश्न भी जोड़ सकते हैं।

### सप्ताह 9

- अभिभावक स्वयं चार-पाँच शब्दों की सूची बच्चों को लिखकर दें, बच्चे इन्हें जोड़ते हुए लिखित रूप में एक कहानी का निर्माण करेंगे।
- बच्चों से विभिन्न विषयों पर कविता बनाने के लिए भी कहा जा सकता है।

### सप्ताह 10

- बच्चों से बीते दिनों में पढ़ी गई अंग्रेज़ी की कहानी को हिंदी में लिखने के लिए कहें।
- लिखी गई कहानी में बच्चा अपने अनुसार क्या बदलाव चाहता है, उसे बच्चों से लिखने के लिए कहें।

### सप्ताह 11

- अपनी आस-पास की विभिन्न कलाओं के बारे में परिवार से चर्चा करें।
- विभिन्न जानवरों को दिखाते हुए बच्चे अपनी देशज शैली में चित्र बनाएँ।
- कौन-सी शैली के चित्र आपको पसंद है?
- अपनी मनपसंद शैली बारे में जानकारी इकट्ठा करें एवं अपने परिवार के सदस्यों से इस बारे में चर्चा करें।

### सप्ताह 12

- अपनी पाठ्यपुस्तक में से प्रतिदिन पाँच शब्दों का चयन करें, इन शब्दों का अर्थ अंग्रेज़ी शब्दकोश से ढूँढ़ें।
- बच्चे प्रतिदिन अपनी एक छोटी डायरी में अपने कामों को लिखेंगे।
- अभिभावक बच्चे की मदद करें कि वे एक-एक शब्द का अर्थ लिखकर अपना छोटा-सा शब्दकोश बनाएँ। चाहें तो इस
- शब्दकोश में चित्र भी बना सकते हैं।





## \*\*ऑनलाइन सामग्री का प्रयोग

एनसीईआरटी की वेबसाइट, एनआरओईआर, ई-पाठशाला तथा और भी अनेक वेबसाइट है, जहाँ बच्चों के पढ़ने-लिखने की सामग्री है। बच्चों से कहा जा सकता है कि वे उनका उपयोग करें, उन्हें देखें, सुने, पढ़ें और जरूरत व उद्देश्य के अनुसार लिखें। उदहारण के लिए एनसीईआरटी द्वारा प्रकाशित बालपत्रिका 'फिरकी बच्चों की' (द्विभाषिक हिंदी और अंग्रेज़ी), क्रमिक पुस्तकमाला 'बरखा' (हिंदी, उर्दू, संस्कृत में), पोस्टर (हिंदी, अंग्रेज़ी में), पोस्टर का इस्तेमाल करने के दिशानिर्देश (हिंदी, अंग्रेज़ी में), हिंदी की पाठ्यपुस्तक 'रिमझिम' के ऑडियो-वीडियो कार्यक्रम देखे जा सकते हैं। इसके अतिरिक्त प्राथमिक स्तर के लिए चयनित बाल साहित्य की सूची (हिंदी, अंग्रेज़ी और 2014-15 में उर्दू) भी देखी जा सकती है, जिससे बच्चे उन किताबों को पढ़ सकते हैं। बाल साहित्य की सूची में किताब का शीर्षक, लेखक, प्रकाशक, वर्ष आदि दिए गए हैं। बच्चे अपनी लिखी हुई कहानियाँ, कविताएँ, अनुभव, चित्र आदि एनसीईआरटी को भेज सकते हैं, जिनमें से चयनित रचनाओं को एनसीईआरटी द्वारा बालपत्रिका 'फिरकी बच्चों की' (हिंदी और अंग्रेज़ी द्विभाषिक) में प्रकाशित किया जा सकता है।

कुछ लिंक दिए जा रहे हैं-

- 'बरखा' क्रमिक पुस्तकमाला विशेष रूप से कक्षा एक और दो के बच्चों के लिए, जिसमें चार स्तरों पर बच्चों की मनपसंद 40 कहानियाँ हैं।

<http://www.ncert.nic.in/departments/nie/dee/publication/Barkha.html>

- बालपत्रिका 'फिरकी बच्चों की' (द्विभाषिक हिंदी और अंग्रेज़ी)

<http://www.ncert.nic.in/departments/nie/dee/publication/firkee.html>

- बच्चों के लिए हिंदी और अंग्रेज़ी में पोस्टर (कुछ कहानी के, कविता के और कुछ चित्रात्मक)

[http://www.ncert.nic.in/departments/nie/dee/publication/pdf/12poster1\\_6\\_16.pdf](http://www.ncert.nic.in/departments/nie/dee/publication/pdf/12poster1_6_16.pdf)

- पोस्टर का इस्तेमाल कैसे करें, कुछ सुझाव-

<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Posterguidelines.pdf>

- प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले रोचक बाल साहित्य की सूची (अंग्रेज़ी 2013-14)

[http://www.ncert.nic.in/departments/nie/dee/publication/pdf/DDE\(eng\).pdf](http://www.ncert.nic.in/departments/nie/dee/publication/pdf/DDE(eng).pdf)

- प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले रोचक बाल साहित्य की सूची (हिंदी 2013-14)

[http://www.ncert.nic.in/departments/nie/dee/publication/pdf/DDE\(pp\).pdf](http://www.ncert.nic.in/departments/nie/dee/publication/pdf/DDE(pp).pdf)

- प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले रोचक बाल साहित्य की सूची (अंग्रेज़ी 2012-13)

<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/list%20Eng.pdf>

- प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले रोचक बाल साहित्य की सूची (अंग्रेज़ी 2008)

[http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Slctd\\_BEng.pdf](http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Slctd_BEng.pdf)

- प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले रोचक बाल साहित्य की सूची (हिंदी 2008)

[http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Slctd\\_BHindi.pdf](http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Slctd_BHindi.pdf)



## ENGLISH

### Subject: Language–English (Class V)

Learning Outcomes	Resource(s)	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• answers coherently in English to questions based on an unfamiliar story</li> <li>• connects ideas that he/ she has inferred through reading and interaction</li>   <li>• conducts short interviews of grandparents/ elders</li> <li>• uses meaningful grammatically correct sentences to describe and narrate events from day-to-day life</li> <li>• takes dictation to make a list</li>   <li>• uses synonyms and antonyms</li> <li>• shares English proverbs</li> <li>• reads independently news headlines</li> </ul>	<p><b>NCERT/State Textbook of English Language for Class I</b> or other resources – Story Books, Links as given, different objects available at home</p>	<p><b>WEEK 5</b></p> <p><b>Theme:</b> Co-operation and team work</p> <p>The parent/grandparent narrates the Panchtantra story of how trapped birds flew away in a group from the net and escaped the hunter. The learner may be asked questions in between to ensure that he/ she has understood.</p> <p>The parent facilitates the learner to connect the idea of the importance of co-operation and team work with the prevailing situation.</p> <p><b>WEEK 6</b></p> <p><b>Theme:</b> Professions</p> <p>The learner prepares for and conducts short interviews of parents/ grandparents at home/ over the phone to understand in detail the profession they follow.</p> <p>The learner is asked to talk about the various professions involved in building a house.</p> <p>The learner takes dictation to make a list of various the people involved in the above professions (some may be new words for the learner).</p> <p><b>WEEK 7</b></p> <p><b>Theme:</b> The World of words</p> <p>The learner is asked to an anthill or a beehive, and the parent asks questions to elicit responses involving synonyms and antonyms.</p> <p>The learner is asked to talk about three English proverbs. The learner is encouraged to read independently news headlines and express his/ her understanding of them.</p>



<ul style="list-style-type: none"> <li>• answers coherently in English to questions based on an unfamiliar story/event</li> <li>• uses dictionary for reference</li> <li>• uses synonyms and antonyms</li> </ul> <ul style="list-style-type: none"> <li>• acts (including role play, dialogue) according to instructions given in English</li> <li>• attempts to write creatively</li> </ul> <ul style="list-style-type: none"> <li>• uses meaningful grammatically correct sentences to describe and narrate events</li> <li>• writes informal letters/ emails</li> </ul> <ul style="list-style-type: none"> <li>• connects ideas that he/ she has inferred through reading and interaction</li> <li>• writes a paragraph in English from verbal and visual clues, with appropriate punctuation and linkers</li> </ul>		<p><b>WEEK 8</b></p> <p><b>Theme:</b> Adventure</p> <p>The parent interacts with the learner on any person (real or imaginary) related to adventure and asks questions in between to ascertain the learner's understanding.</p> <p>The learner may be encouraged to look up new words linked to the above activity.</p> <p>The parent may re-tell the story, pausing at places to ask the learner for a synonym/ antonym.</p> <p><b>WEEK 9</b></p> <p><b>Theme:</b> Imagination</p> <p>The parent asks the learner to enact the role of a hunter who finds a footprint in the jungle.</p> <p>The parent asks the learner to imagine that his/ her favourite toy has come to life. The learner has to continue this in the form of a story.</p> <p><b>WEEK 10</b></p> <p><b>Theme:</b> Overcoming fears</p> <p>The parent initiates a discussion on the prevailing situation and encourages the learner to describe it, also in the process expressing his/ her fears, even unreasonable ones.</p> <p>The learner is facilitated to write informal letters/ emails to family members who live elsewhere, ending on a positive note that they will meet after a few months.</p> <p><b>WEEK 11</b></p> <p><b>Theme:</b> Linguistic Diversity</p> <p>The parent interacts with the learner on any Indian literary figure, from any language. The learner connects with stories/ serials / news.</p> <p>The parent provides verbal clues, on the basis of which the learner writes a paragraph on the literary figure.</p>
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- takes dictation for various purposes
- appreciates either verbally/ in writing the variety in food as read/ heard in day-to-day life

**WEEK 12****Theme:** Cultural diversity

The learner takes dictation of a recipe that has rice as the main ingredient.

The learner finds out from friends and relatives how rice is cooked in their cultures, and can appreciate the variety in food in our country.



## Subject: Language-Urdu (Class V)

ہفتہ وار مجوزہ سرگرمیاں Week-wise suggestive activities	ماخذ Resource(s)	آموزشی ماحصل Learning outcomes
<p style="text-align: center;"><b>ہفتہ-5</b></p> <p>موضوع: گفتگو کرنا اور لکھنا</p> <p>1- کسی گیت یا نغمے کا انتخاب کیجئے اور یہ معلوم کیجئے کہ وہ گیت / نغمہ اور کس زبان / زبانوں میں گایا گیا ہے۔ اس گیت کو الگ الگ زبانوں میں بغور سنیے اور گنگنائیے / گائیے۔</p> <p>2- اخبار / ٹیلی ویژن پر نشر خبروں کی بنا پر پڑوسی ریاستوں میں کورونا کی وبا پھیلنے کے ریکارڈ کو نوٹ کیجئے اور اپنے گھر کے افراد کے ساتھ اس کے بارے میں بات چیت کیجئے۔</p> <p>3- آپ دیگر وبائی امراض کے بارے میں بھی تبادلہ خیال کر سکتے ہیں۔</p> <p>4- حکومت کی جانب سے اس قسم کے وبائی امراض سے بچنے کے لیے کیے گئے اقدامات پر اپنے الفاظ میں ایک نوٹ درج کیجئے۔ اسے گھر کے افراد کے سامنے پیش کیجئے اور اس پر گفتگو کیجئے۔</p>	<p>این سی ای آر ٹی / ریاست کی درسی کتب</p>	<p>1- اپنی تخلیقی صلاحیت کا اظہار کہانی، نظم، گیت وغیرہ کی شکل میں کرتے ہیں۔</p> <p>2- درسی کتب کے علاوہ معیار کے مطابق دوسری تحریروں کو پڑھتے ہیں اور اپنی رائے ظاہر کرتے ہیں۔</p> <p>3- رسمی اور غیر رسمی گفتگو کرتے ہیں۔</p> <p>4- تحریریں لکھتے ہیں اور دیے گئے موضوع پر اظہار خیال کرتے ہیں۔</p>
<p style="text-align: center;"><b>ہفتہ-6</b></p> <p>موضوع: اپنی رائے ظاہر کرنا</p> <p>1- لاک ڈاؤن میں طویل عرصے تک اسکول بند رہنے سے کیا کیا تبدیلیاں ممکن ہیں۔ اپنے خیالات گھر کے لوگوں کے ساتھ شیئر کیجئے۔ آپ فون کے ذریعے بھی اپنے اساتذہ یا دوستوں کے ساتھ اس سے متعلق گفتگو کر سکتے ہیں۔</p> <p>2- لاک ڈاؤن کے دوران لوگوں کو پیش آنے والی پریشانیوں کو اپنے الفاظ میں لکھئے اور اپنے گھر کے بڑوں کے سامنے پڑھ کر سنائیے۔</p>		
<p style="text-align: center;"><b>ہفتہ-7</b></p> <p>موضوع: کہانی / نظم / گیت سننا اور پڑھنا</p> <p>1- اپنی پسند کے موضوع پر کہانی، نظم یا گیت وغیرہ لکھئے۔ اس میں آپ اپنے والدین یا اپنے بڑوں کی مدد لے سکتے ہیں۔</p> <p>2- اپنی لکھی کہانی یا نظم کو کسی رسالے جیسے پیام تعلیم، بچوں کی دنیا، امنگ، گل بوٹے وغیرہ میں شائع ہونے کے لیے ای میل کے ذریعے بھیج دیجئے۔</p>		
<p style="text-align: center;"><b>ہفتہ-8</b></p> <p>موضوع: تحریری اظہار کرنا</p> <p>1- ان موضوعات پر اپنے والدین کے ساتھ گفتگو کیجئے اور ان کے خیالات معلوم کیجئے۔</p>		



وہ اسکول میں کیا تبدیلی چاہتے ہیں؟  
کیا پانچ کھلاڑیوں کے ساتھ کرکٹ کا میچ کھیلا جاسکتا ہے؟  
مختلف ممالک کورونا کی وبا کو روکنے کے لیے کیا اقدام کر رہے ہیں؟  
آبادی کی بڑھتی شرح کو کم کرنے کے لیے کیا تدابیر کی جاسکتی ہیں؟  
آپ اسی نوعیت کے دوسرے سوالات بھی اس میں شامل کر سکتے ہیں۔ جوابات  
کی روشنی میں ایک مختصر مضمون لکھیے۔

### ہفتہ-9

موضوع: کہانی / نظم لکھنا اور سنانا  
1- اپنی پسند کے کوئی پانچ الفاظ اپنی کاپی پر لکھیے۔ ان الفاظ کا استعمال کرتے ہوئے  
ایک کہانی لکھیے۔ اس کہانی کو ایک دو مرتبہ خود پڑھیے اور اس میں ترمیم و  
اضافہ کرتے ہوئے حتمی شکل دیجیے۔  
2- اپنی تخلیق کو گھر کے افراد کے سامنے پڑھ کر سنائیے۔ ان کے مشوروں کی  
روشنی میں اس کو مزید بہتر بنائیے۔  
3- اسی طرح مختلف موضوعات پر نظم کہنے کی بھی کوشش کیجیے۔

### ہفتہ-10

موضوع: ترجمہ کرنا  
1- کسی دوسری زبان میں لکھی کہانی کا انتخاب کیجیے۔ یہ کہانی آپ کی درسی کتاب  
میں بھی شامل ہو سکتی ہے۔ اس کہانی کا اردو میں ترجمہ کیجیے۔  
2- کیا آپ اس کہانی میں کوئی تبدیلی کرنا چاہتے ہیں؟ اگر ہاں، تو ان تبدیلیوں  
کو اپنی نوٹ بک میں درج کیجیے۔

### ہفتہ-11

موضوع: ڈائری لکھنا  
1- اپنی ڈائری میں روزانہ لکھیں آپ نے پورے دن کون کون سے خاص  
کام کیے، آپ کو کیا اچھا لگا، آپ نے اپنے بڑوں کے کام میں کس طرح  
حصہ لیا۔  
2- اپنے ارد گرد موجود مختلف فنون کے بارے میں گھر کے لوگوں کے ساتھ  
گفتگو کیجیے۔  
3- کسی ایک چیز یا جاندار کی مختلف انداز میں تصاویر بنائیے اور ان میں رنگ  
بھریں۔  
4- آپ کو کون سی تصویر سب سے زیادہ پسند آئی؟ اس کے بارے میں بات  
چیت کیجیے۔

### ہفتہ-12

موضوع: لغت تیار کرنا  
1- درسی کتاب سے روزانہ پانچ الفاظ منتخب کیجیے اور لغت کی مدد سے ان الفاظ  
کا انگریزی متبادل تلاش کیجیے۔  
2- اپنے گھر کے بڑوں سے لغت / فرہنگ کے بارے میں معلوم کیجیے اور ان کی  
مدد سے ایک ایک لفظ کے معنی لکھ کر اپنی خود کی چھوٹی سی لغت / فرہنگ  
تیار کیجیے۔ آپ اس میں تصاویر بھی شامل کر سکتے ہیں۔



### Subject: Environmental Studies (Class V)

Learning outcomes	Resource(s)	Week-wise suggestive activities (to be guided by parents with the help of teachers)
<p><b>The learner</b></p> <p>a. explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g., farm produce to kitchen; grains to Roti, preservation techniques, storage and tracking of water source)</p> <p>b. records observations and experiences; information in an organised manner (e.g., in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/ phenomena (e.g., floating, sinking, mixing, evaporation, germination, spoilage) to establish relation between cause and effect</p> <p>c. guesses (properties, conditions of phenomena), estimates spatial quantities (distance, area, volume, weight, etc.) and time in simple standard units and verifies using simple tools/set ups. (e.g., floating/sinking/ mixing/evaporation/ germination /spoilage/ breathing /taste)</p> <p>d. suggests ways for health, managing waste, disaster/ emergency situations and protecting/ saving resources and shows sensitivity for the disadvantaged/ deprived.</p>	<p><i>Jadon Ka Jadoo</i></p> <p><a href="https://www.youtube.com/">https://www.youtube.com/</a></p> <p><i>Blow Hot Blow Cold</i></p> <p><a href="https://www.youtube.com/watch?v=nhwLyI7Nq1g">https://www.youtube.com/watch?v=nhwLyI7Nq1g</a>  <a href="https://www.youtube.com/watch?v=IyBrcRrLVBo">watch?v=IyBrcRrLVBo</a></p>	<p><b>WEEK 5</b></p> <p>Children may take three bowls and put some dry chana (chick peas/black gram). In one of the bowls dip the chana under water and in the other wrap them in wet cotton whereas in the third one they can keep it as it is. Observe each one carefully and record the changes in the seeds in each bowl everyday. Tabulate your data to find out.</p> <ul style="list-style-type: none"> <li>✓ In how many days were the seeds germinated?</li> <li>✓ In which bowl did the seeds germinate first why?</li> <li>✓ In which bowl, did the seeds not germinate or germinated last and Why?</li> <li>✓ Watch the video at the given link</li> </ul> <p><b>WEEK 6</b></p> <ul style="list-style-type: none"> <li>• When we feel cold, we blow hot air in our palms to feel warm but when we blow on a hot cup of milk, we make it cool. Please refer to the video link and perform the activities as shown to understand the concept</li> </ul> <p><b>WEEK-7</b></p> <ul style="list-style-type: none"> <li>• Help children to collect materials made up of wood, metal, plastic, glass and test them for sinking and floating in a water-filled bucket.</li> <li>• Collect materials of different shapes, e.g. <ul style="list-style-type: none"> <li>Plastic- bowl and spoon</li> <li>Wood- block and ice cream stick</li> <li>Glass- bowl ,plate</li> <li>Steel- pin, spoon , bowl</li> <li>Piece of Aluminium foil- flat sheet , rolled in a all</li> <li>Paper – sheet, boat, ball</li> </ul> </li> <li>• Try to make floating object sink and a sinking object float.</li> <li>• Children may collect a spoon of salt, sugar, coffee, chalk powder, milk powder, etc. Add them one by one to a glass of water. They may note their observations on which materials were dissolved and which were not.</li> <li>• Students may write their questions for the above mentioned activities and probable answers according to them. Later they may discuss them with their subject teacher.</li> </ul>



- e. identifies signs, directions, location of different objects/landmarks of a locality / place visited in maps and predicts directions in context of positions at different places for a location
- f. describes the interdependence among animals, plants and humans. (e.g., communities earning livelihood from animals, dispersal of seeds, etc.)
- g. Traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders. (e.g., cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices activities like cooking, eating, working)
- h. explains the role and functions of different institutions in daily life. (Bank, Panchayat, cooperatives, police station, etc.)

<https://www.youtube.com/watch?v=M15OeCuhdtQ>

*Mera Janm Card*

*Kapaas Se Kapde Tak*  
<https://www.youtube.com/watch?v=i0HkVaDAigY&feature=youtu.be>

*Faand Lee Deewar*  
<https://www.youtube.com/watch?v=5iEFXLAT5Ls>

<https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d22dc3116b51c01732f7b1a>

## WEEK 8

- Enlist various activities (like agriculture, cleaning, medical, security, teaching, banking, designing, tailoring, construction work, photography, singing, dancing, cooking) that you see people do in your house and neighbourhood.
- Categorise them into essential and non-essential for survival of life.
- What do they feel about those persons who are still doing that work when most of the people are at home?

## WEEK 9

- Children may read their birth certificates and answer the questions framed by the parents/teachers/elders. Children can also frame questions. The corresponding video may be used as reference.
- Children may read vaccination card to know about different vaccines, related diseases and other information.

## WEEK 10

- Watch the video and depict the journey of fibre to fabric through drawing. Give appropriate captions to each.

## WEEK 11

- Which games do you and your friends play?
- Which games have you heard of but never played?
- Which games do you wish to play but cannot? What are the reasons for the same?
- Do you think all games can be played by everyone irrespective of his/her age caste, gender, etc.
- Are there any games which are meant for only boys or only for girls? What is your opinion about this?

## WEEK-12

- Visit the site of NDMA and find out about the safety measures to be adopted during disasters/emergencies. Try to assemble a kit that is most relevant to the area where you live in.





## SUBJECT: ART EDUCATION

### *Classes: I to V*

Art Education as a subject consists of visual arts (drawing, painting, printing, paper-folding, wall painting, clay-modelling, pottery, rangoli making, mask and puppet making, crafts, photography, etc.) and Performing arts (music, dance, theatre, puppetry, story-telling etc.). The content, topics or theme for making or doing art is taken from the subject content of other subjects at this stage. Teachers are requested to value the process of exploring and learning of arts at this stage and not evaluate the end product alone. Art education as it's conceptual nature and scope provides endless space to the learner to go beyond the rigid boundaries of colour, shape or size of the object or subject being represented.

The calendar of activities has been divided in two parts; A (visual Arts) and B (performing arts) for the convenience of the teachers. The Art Education syllabus for primary stage is based on National Curriculum Framework 2005.

### **PART A: VISUAL ARTS**

Art Education as visual arts at the primary stage is to make children familiar with the basics of—

- (i) line and form, shapes and sizes of the objects in the immediate surroundings,
- (ii) colours and naming them after common objects /flowers/fruits/vegetables/animals and people,
- (iii) texture of different surfaces, such as; soft, smooth, hard, rough, etc.,
- (iv) composition to learn about 2-D and 3-D space, creative use of colours and forms, installation of 3-D objects, painting landscapes/seascapes, composition based on seasons, sports, parks, situations, arranging patterns, making designs, etc.
- (v) tools and techniques of exploring 2-D and 3D methods and material, such as, drawing, painting, printing, collage making, poster making, paper



crafts, clay modelling, pottery, regional crafts & construction of objects, mask making, etc., and finally,

(vi) appreciation of artifacts and nature.

### Classes I-III

**Method and Material:** At this stage more focus is on observation and exploration. Process of learning experience is considered more important than the final product. Material for making art is suggested to be home made and easily available as resource. Children of this age group enjoy experimenting with variety of materials and objects available to them. Researches indicate that children, if given opportunity, like to narrate their point of view on what they have made!! Therefore they should be given adequate appreciation and time to talk about their work to understand the depth of involvement and experience. They should be encouraged to maintain their work in portfolios which can be very helpful in evaluating their artistic progress.

Learning Outcomes	Suggested Activities	Resource(s)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>draws and paints objects of different shapes and sizes, of examples taken from the immediate surroundings</li> <li>makes clay-models of fruits, vegetables, boxes, houses, animals, etc., using different shapes.</li> <li>identifies and names different Textures.</li> <li>develops skills of observation, exploration and becomes aware of his/her surroundings.</li> </ul>	<p><b>WEEK 5</b></p> <p><b>Activity 1</b> Make Viewfinder with a thick sheet of an old card.</p> <p><b>Method-</b> take a thick paper/card or cover of an old notebook. Cut a rectangle of 5cm X 3cm from middle of this sheet and use it as view finder. Explore best corners in your room/house, in a garden, in the neighborhood with the help of view finder and write few lines of appreciation about that. A simple sketch of the same can be preserved for portfolio.</p> <p><i>Those who have smart phone can click pictures as it has ready its own viewfinder.</i></p> <p><b>WEEK 6</b></p> <p><b>Activity 2</b> Make colour drawing or painting on simple themes, such as, myself, my family, my school, my park, etc. (student can think of a theme of his/her liking)</p>	<ul style="list-style-type: none"> <li>Actual or pictures of toys, household objects, pets, people, plants, trees etc. on</li> <li>Drawing book/notebook.</li> <li>Clay can be prepared at home before hand or procured from a potter.</li> <li>Scrap book can be created out of used notebooks and papers.</li> </ul>



<ul style="list-style-type: none"> <li>• starts taking responsibilities of keeping surroundings clean.</li> <li>• arranges different shapes and objects in 2 D and in 3D space.</li> <li>• draws / paints compositions on variety of themes, such as; myself, my family, my school, my playground etc.</li> <li>• practices age appropriate techniques, such as; hand painting, thumb painting, blow painting, block printing, tearing &amp; pasting, construction of small toys with wool and cotton, clay modelling etc.</li> </ul>	<p><b>WEEK 7</b></p> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• Make Rangoli in your room or in front of your house with leaves, flowers, sand, shells, coloured pebbles etc.</li> </ul> <p><b>WEEK 8</b></p> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• Create image of an objects or make scenery using tear and paste technique. Themes can be; my house, trees I like, sun, night sky with stars, etc.</li> </ul> <p><i>(Children like tearing papers in small pieces, putting them together to create objects of their liking).</i> Young and old at home can join as team in this activity and have lots of fun. Use of old magazines is preferred for the activity, because of their thickness and colours.</p> <p><b>WEEK 9</b></p> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>• Make different designs using colour dipped thread in your drawing book/ paper sheet.</li> </ul> <p><b>Instructions-</b> take strong cotton thread of 15 inches long. Dip 10 inches of it from one end in any one colour of your choice. Take A-4 sheet, fold it from center and place the colored part of the thread on folded half in a coil like shape, while holding the dry end of thread. Now press the other half of folded paper on and pull the thread out.</p> <ul style="list-style-type: none"> <li>• Amazing, this will create a symmetrical designs divided by the center line.</li> <li>• This activity can be explained to explain the concept of 'mirror image' and the concept of symmetry.</li> </ul> <p><b>WEEK 10</b></p> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>• Create mask for your face using thick paper. You can make it look like yourself using colours, pieces of wool, thread, cuttings of cloth etc. to decorate it.</li> <li>• Use old newspaper or one side use paper for practising the skill.</li> <li>• Teacher can demonstrate the basic skills of making any mask, such as, <ul style="list-style-type: none"> <li>✓ Mask is symmetrical therefore it can be done best by folding a paper in two equal parts to find the center line of the mask</li> <li>✓ draw eye, nose and mouth from the center line on the folded sheet.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Coloured chalks</li> <li>• Charcoal sticks</li> <li>• Colours can be made at home with the help of available herbs, flowers, leaves, etc.</li> <li>• Old magazines and/or newspapers</li> <li>• Glue of any kind, preferably prepared at home.</li> <li>• Wherever possible Smart phone and computer can be a great help in viewing YouTube videos,</li> <li>• martphone can be helpful in recording and uploading in school websites / on YouTube or sharing art work with teachers.</li> <li>• Collective viewing of selected TV channels, such as; Discovery, Animal planet etc. is recommended.</li> </ul>
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- ✓ cut out the space made for eyes
- ✓ colour it, paste / fix features on it and decorate it to your liking as it is your mask.
- ✓ Tie a thick thread or elastic band on two ends in line with placement of eyes to fix it on your head.

Now you have a new face to show. You can decide to look happy or sad by making mask of the type.

*Note: Parents and elder in the family need to help child handle scissors.*

## WEEK 11

### Activity 7

- Create mask for an animal of your liking using thick paper.
- You can make it look like yourself using colours, pieces of wool, thread, old cloth or cuttings of cloth, buttons for eyes etc.
- Use old newspaper or used paper for practising the skill.
- The technique of making mask is same but it needs lots of practice to match it with the face of a particular animal.

## WEEK 12

### Activity 8

- Artistic display of mask on your room wall.
- Paste the 2-D mask on a contrast colour sheet, which is double the size of your mask. Fix your mask with the help of glue or tape on it. Draw the body (bust, legs, arms, etc.) below the mask/head. Give simple border on this sheet and display it on the wall.

***Take picture or make a sketch of the same for portfolio.***



## Classes IV-V

**Method and Material:** At this stage children have already picked up skills and vocabulary of basic art forms therefore focus is more on exploration, experimentation, creation and presentation. The process of learning is very important than the final product at this stage too, as children need to be free for experimenting and expressing without being afraid of any judgment or failure. Material for artistic expression is suggested to be regional and those which are easily available.

Learning Outcomes	Suggested Activities	Resource(s)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>identifies different geometrical shapes in objects such as; furniture, buildings/monuments, plants &amp; trees etc.</li> <li>draws and paints objects and scenes of his/her liking using appropriate colours.</li> <li>draws / paints compositions on themes, such as; myself, my family, my school, my park etc.</li> <li>knows names of secondary colours.</li> <li>creates chart of secondary colours and their shades.</li> <li>makes clay models of items such as; furniture, means of transportation, fruits, vegetables, etc., using geometrical shapes.</li> <li>beautifies surroundings (own room, own home, boundary walls of own house, using 2D and 3D objects.</li> </ul>	<p><b>WEEK 5</b></p> <p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>Create clay models of commonly seen/found objects, such as; drawing room furniture, means of transportation, animals and birds and animals that you would like to protect, fruits and vegetables that one should eat, etc.</li> </ul> <p>Make video of the objects made and share with the friends and teachers.</p> <p><b>WEEK 6</b></p> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>Make boarder designs with block printing using materials such as; sponge, thread, pebbles, nail-head, leaves etc.</li> <li>Create your own block from soft wood or from waste of vegetable /fruit peels to play and print from different type of surfaces.</li> </ul> <p>Keep art work in the portfolio and make video or take pictures of the art work to be shared with teacher/s, family and friends.</p> <p><b>WEEK 7</b></p> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>Blow painting- drop a drop of diluted colour/s or ink on surface of a white paper sheet and blow it from different sides using a straw.</li> </ul> <p><i>(Children like this activity as it results into an unpredictable visual which keeps leading the doer to a sea of joy and creativity. This activity is considered a good exercise for the lungs )</i></p>	<ul style="list-style-type: none"> <li>Drawing book/ notebook, chart paper etc.,</li> <li>Pictures of regional wall paintings, Rangoli etc. for reference.</li> <li>Clay can be prepared at home before hand.</li> <li>Scrap book can be created out of the used notebooks or chart papers.</li> <li>Colours can be prepared at home from herbs, dyes, leaves, flowers, stones, etc.</li> <li>Regional dyes/ colours used for painting can be explored before buying branded colours.</li> <li>Old charts, magazines or newspapers</li> </ul>



- identifies and appreciates different textures of; household objects, wood, cotton, wool, silk, etc.
- makes creative designs through; thumb painting, blow painting, block printing.
- constructs stuffed toys with wool, cotton or cloth cuttings.
- makes clay models using coil, slab, pressing and pinching method.
- exhibits skill of— observation, exploration, experimentation, problem solving.
- shows awareness of the immediate surroundings and accepts responsibility of beautifying and keeping surroundings clean.
- starts communicating on social issues and practices personal and social value.

## WEEK 8

### Activity 4

- Make your own stuffed toys; using folk styles of making birds, animals, fruits, vegetables, etc.

## WEEK 9

### Activity 5

- Create Poster compositions on simple themes, such as; “Save Water”, “ Save Tree, Save Environment”, “ I Wash Hands Before Touching My Nose, Eyes and Mouth”, “I love My Country”, I respect Elders”, etc. etc.

Teacher/parent can guide child on difference between scenery and poster. Share basic/ simple characteristics of Poster, such as; (i) a caption and a message to be given (ii) Caption should be prominent and easily readable (iii) image /illustration to support the caption. Ask students to use only three colours at this stage.

It is good if they use poster colours, but in case of non – availability they are free to use pens, pencils or any other colours they have.

## WEEK 10

### Activity 6

- Make Rangoli with leaves, flowers, sand, shells, coloured pebbles etc. in front of your home and take picture or make a sketch of the same for portfolio.

## WEEK 11

### Activity 7

- Create mask for your face using thick paper.
- You can make it look like yourself using colours, pieces of wool, thread, old cloth or cuttings of cloth etc. to make hair style, eyes etc.
- Use old newspaper or one side use paper for practicing the skill.
- -Teacher can demonstrate the basic skills of making any mask, such as,
  - ✓ Mask is symmetrical therefore it can be done best by folding a paper in two equal parts to find the center line of the mask
  - ✓ draw eye, nose and mouth from the center line on the folded sheet.
  - ✓ cut out the space made for eyes
  - ✓ colour it, paste/fix features on it and decorate it to your liking as it is your mask.

- Glue, sponge, pieces of different fabrics, sand, wool, feathers, potters clay, etc.
- Wherever possible Smart phone and computer can be a great help in recording the process and work, in viewing youtube videos, exploring related links/ videos on NROER, NCERT
- Smartphone can be helpful in recording and uploading in school websites / on YouTube or sharing art work with teachers.
- Collective viewing of selected TV channels, such as; Discovery, Animal planet etc. is recommended.



- ✓ Tie a thick thread or elastic band on two ends in line with placement of eyes to fix it on your head.

Now you have a new face to show. You can decide to make you look happy, angry, crying by making mask of the type.

## WEEK 12

### Activity 8

- Create mask for any animal of your liking using thick paper.

You can make it look like yourself using colours, pieces of wool, thread, old cloth or cuttings of cloth, buttons for eyes etc.

- Use old newspaper or used paper for practicing the skill.

The technique of making mask is same but it needs lots of practice to match it with the face of a particular animal.

The technique of making mask is same but it needs lots of practice to match the face with particular animal or bird.

*Children like to make masks of cartoon characters they like. In any case, it is better to make them draw the character they want to make mask of.*

Video on Ten little animals can also be viewed before and after making the masks. Children can sing and do role play on this.

<https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5e834dbb16b51c278403bf13>



## PART B: PERFORMING ARTS

The performing arts consist of Music, Dance and Theatre and are considered to be close to the young hearts. These come naturally to every child and they are involved in them effortlessly. Performing arts provide them with opportunities to engage their mind and body into a holistic expression as it involves; cognitive, psycho-motor and affective domains simultaneously. Students get exposed to different sounds, movement, rhythm while they start understanding their own voice, sounds around them, creating different sounds, difference between noisy or harsh and soothing or musical sounds and develop appreciation for musical sounds in nature and those created by people. They start taking more interest in their regional or folk performing arts and learn to participate in different art forms and express joyfully. “Children between the ages of 2 to 8 also have an extremely flexible capacity to learn multiple languages, which is a crucial social capacity that must be harnessed,” NEP 2020 draft. Learning folk or regional songs in different languages will harness the above capacity

### Classes I-III

**Method and Materials:** At this stage focus of learning performing arts is more on observation and exploration and emphasis is more on aspects of sound, rhythm, body movement, performance/ presentation and art appreciation. The process of learning is more important than the final performance/presentation. Instruments, make-up, costumes, props, etc., should preferably be regional and local specific. Students of this age group enjoy experimenting with variety of materials and objects available to them.

Learning Outcomes	Suggested Activities	Resource(s)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>listens to sounds in the immediate surroundings carefully.</li> </ul>	<p><b>WEEK 5</b></p> <p><b>Activity 1</b></p> <p>Children can be given opportunity to listen to the audio recordings of selected artists on music – instrumental and vocal. Such audio files can be sent using WhatsApp / watching DD Bharti</p>	<ul style="list-style-type: none"> <li>Guided viewing of animal planet, discovery channel,</li> </ul>





<ul style="list-style-type: none"> <li>poems using simple rhythm.</li> <li>narrates stories using different sounds and some facial expression to create impact.</li> <li>plays different roles. For example, teacher, policeman, doctor, mother, father, grandparents, hawkers etc.</li> <li>sings/chants devotional music usually sung by elders at home</li> <li>dances to any rhythmic tune using hands and feet with proper expression</li> <li>identifies some of the regional musical instruments.</li> <li>identifies folk songs sung in different languages / dialect (in the nearby surroundings or through any electronic media)</li> <li>likes to play simple musical instruments which are available.</li> <li>can identify and move different parts of the body like waist, shoulders, knees, toes, etc.</li> <li>tries to sing poems, school prayer/s, patriotic songs with interest.</li> <li>exhibits body balance while making different dance movements.</li> <li>appreciates performances seen on TV, YouTube videos of; Music, Dance, Puppet shows, etc. And appreciates the same. They are also motivated</li> </ul>	<p><b>WEEK 6</b></p> <p><b>Activity 2</b></p> <p>Select situation or story (story can also be from textbooks) and ask child/children to narrate it dramatically using different sound and movement.</p> <p>Encourage children to add appropriate moods to the situation. For example; ‘Lion was very angry but mouse was scared’, ‘Dog was very kind to the cat but cat was still afraid’ etc.</p> <p>They can also be asked to create a script in their own language. This gives a specific frame to the storyline</p> <p><b>WEEK 7</b></p> <p><b>Activity 3</b></p> <p>‘Dance like a robot or/and puppet’.</p> <p>Tell children to do warm up exercises before starting the dance by gradually moving each part of the body, hands, arms, shoulders, head and neck. Feet and toe, legs and waist etc.</p> <p>After the warm up, child can perform movements like a puppet on a given situation, such as; ‘getting up from chair and walking to the door in rhythm’, ‘performing, on any song of their liking’ flying kite etc.</p> <p><b>WEEK 8</b></p> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>Watch /listen to the audio-video clippings of various artists / musical instruments, like; dhol, dholak, duff, magic of ghungroos, flute, tabla, sitar, harmonium, etc.</li> <li>Play and record music created with the help of kitchen utensils or any other material which has a melodious sound like bamboo strips, metal pipes etc.</li> <li>Listen to the national anthem and morning prayers (audio recordings can be shared through whatsapp), mantra uchcharan, hymns, shabad, so that they pick up the correct pronunciation.</li> </ul>	<p>youTube videos, etc.</p> <ul style="list-style-type: none"> <li>Audio and/ or Video clips on selected sounds of birds, animals and objects.</li> <li>Video clips of voices of different people, with voice modulation and with specific expression.</li> <li>Audio/Videos of different musical instruments.</li> <li>Costumes and Make up, Head gears and masks with available resources.</li> <li>Video clips on selected body movements and facial expressions. e.g. <a href="https://www.youtube.com/watch?v=bk-o3JGo88w">https://www.youtube.com/watch?v=bk-o3JGo88w</a></li> </ul>
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	<p>to talk about the performances they watch</p> <p><b>WEEK 9</b></p> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>Practice free body movements in open space for simple delight, such as; moving with the music, flying like clouds, swinging arms, moving around like butterfly, taking rounds etc.</li> <li>Observe and imitate movement of birds in the sky, butterflies around the flowers, dancing trees with wind etc.</li> <li>Guided viewing of TV documentaries/ programmes on birds, animals, and nature can be very helpful in learning better, when children are at home. Recommendation from school can guide them to do it with purpose.</li> </ul> <p><b>WEEK 10</b></p> <p><b>Activity 6</b></p> <p><b>Games</b> – children can play games such as dumb-charades with family. This is learning with fun. It can be based on; situations, roles, our helpers, name of animals, birds, etc.</p> <ul style="list-style-type: none"> <li>Children can take turn with parents/elders on this game.</li> <li>This can also be done to communicate situations, such as; I am hungry, I want to eat, I am cleaning my teeth, taking bath etc.</li> </ul> <p><b>WEEK 11</b></p> <p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>- Viewing videos of own performances.</li> <li>-Discussion on TV programs (those are approved by the family) on Dance and Music to encourage free expression of ones likes on different performances. This will help child in improving his/her reflective thinking</li> </ul> <p><b>WEEK 12</b></p> <p><b>Activity 8</b></p> <p>Listens to the songs in different languages and dialects. Selects any one song and tries to comprehend the meaning and tune</p>	<p><a href="https://www.youtube.com/watch?v=JKmL-uwAJwU">https://www.youtube.com/watch?v=JKmL-uwAJwU</a></p> <p><a href="https://www.youtube.com/watch?v=WdRXezT5dNM&amp;t=7s">https://www.youtube.com/watch?v=WdRXezT5dNM&amp;t=7s</a></p> <ul style="list-style-type: none"> <li>Video / clips of songs sung in different languages</li> </ul> <p><a href="https://www.youtube.com/watch?v=q_1f971orZM">https://www.youtube.com/watch?v=q_1f971orZM</a></p> <p><a href="https://www.youtube.com/watch?v=yn0sYks_pCA">https://www.youtube.com/watch?v=yn0sYks_pCA</a></p> <p><a href="https://www.youtube.com/watch?v=ME31Xf2Rez8">https://www.youtube.com/watch?v=ME31Xf2Rez8</a></p> <ul style="list-style-type: none"> <li>Pictures of regional, community or family dances.</li> <li>Participation in family /community celebrations.</li> </ul>
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## Classes IV-V

**Method and Material:** At this stage also the focus of learning performing arts remains same as mentioned for Classes I-III with an added aspect of 'space' along with sound, rhythm, body movement, performance/presentation and art appreciation. Process of learning remains more important than the final performance/presentation. Content, Musical instruments, make-up, costumes, props, etc., should preferably be regional and local specific. Students of this age group enjoy experimenting with variety of materials and objects available to them. They like to create their own musical instruments, write own poems, design costumes, etc. Therefore a non-judgemental environment can help nurture their creative potential.

Learning Outcomes	Suggested Activities	Resource(s)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>likes to listen to the sound of different musical instruments, such as; khanjira/ghungroo/ dholak/ sarangi /shehnai, etc.</li> <li>creates poems, some lines or tunes to sing and express on different themes.</li> <li>sings poems with expression using simple rhythm.</li> <li>identifies regional Music/ Folk Music of different states and likes.</li> <li>narrates stories using different sounds with facial expressions to create impact.</li> </ul>	<p><b>WEEK 5</b></p> <p><b>Activity 1</b></p> <p>Singing poems/songs written by self or by others about important characters one observes or reads about in his/her textbooks</p> <p>Since rhythm plays an important role therefore simple clapping of hands or tapping with the foot should be encouraged. Accompanying beats/ music from keyboard, dholak, khartal, dandiya sticks, thaali, etc. (whatever is possible) would add to learning and presentation.</p> <p><b>WEEK 6</b></p> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>Guide children to explore and to listen to the audio recordings of selected artists on musical – instruments and vocal compositions. Preferably regional or of selected National /international performers in; music, dance, theatre and puppetry.</li> </ul> <p>Such audio files or links can be shared using whatsapp.</p> <p>For example, <a href="https://www.youtube.com/watch?v=52WQwTyaNRU">https://www.youtube.com/watch?v=52WQwTyaNRU</a>  <a href="https://www.youtube.com/watch?v=2Ub98vIXPcg">https://www.youtube.com/watch?v=2Ub98vIXPcg</a>  <a href="https://www.youtube.com/watch?v=Ru7IWs-QbZk">https://www.youtube.com/watch?v=Ru7IWs-QbZk</a>  <a href="https://www.youtube.com/watch?v=Pyhpm4wQPPs">https://www.youtube.com/watch?v=Pyhpm4wQPPs</a></p>	<ul style="list-style-type: none"> <li>Guided viewing of animal planet, discovery channel, youTube videos etc.</li> <li>Audio and/ or Video clips on sounds of birds, animals and objects.</li> <li>Video clips of personalities in music, dance, theatre, painters, sculptors, puppetiers, national leaders, etc. <a href="https://www.youtube.com/watch?v=iVLXnAMAVyQ">https://www.youtube.com/watch?v=iVLXnAMAVyQ</a></li> </ul>



- plays role of different persons and personalities; for example; teacher, policeman, doctor, grandparents, farmer, Mahatma Gandhi, political leaders, scientists etc.
- identifies and documents some of the regional musical instruments.
- likes to play simple musical instruments available.
- makes hast mudras on their own, Moves different parts of the body like hands, waist, shoulders, and knees, toes, etc.
- participates confidently in role play
- sings poems, school prayer/s, patriotic songs, folk songs with interest.
- balances body weight, can walk with grace and proper posture.
- understands and uses open and limited space for body movement.
- appreciates performances seen on TV, YouTube, of his/her peers, family etc. ; Music, Dance, Puppet shows etc. and gives observations

**WEEK 7****Activity 3**

- Take pictures of the regional instruments and write 5 lines about each instrument.
- Inspire children to create their own musical instruments. Play it and record it's making process and the sound it makes.
- Encourage children watch /listen to the audio-video clippings of instruments, like; flute, tabla, sitar, harmonium, guitar, etc.

**WEEK 8****Activity 4**

- Take pictures of any one regional dance/ drama, which is performed on special occasions, festivals, etc.

Write 10 lines about that performance and what you like most about that art form.

- Inspire children to search about that dance or theatre form on internet and learn more about that.

**WEEK 9****Activity 5**

- Ask children to practice any one regional dance of their liking and document it as video for sharing with the teacher/s and friends.

**WEEK 10****Activity 6**

Listen to the national anthem and morning prayers (audio recordings can be shared through whatsApp), so that they pick up the correct pronunciation.

- Listen to the recording of seven notes ( sa re ga ma pa dha ni sa ..) on instrument of your choice. Or/and vocal practice of the seven notes.<https://www.youtube.com/watch?v=M30yFc1keQ4>  
<https://youtu.be/J4FtfJVNAZc>

**WEEK 11****Activity 7**

- Practice free body movements in open spaces for simple delight, such as; moving with the music, flying like clouds, swinging arms and legs, moving around like butterfly, taking rounds, jumping like deer, walking like peacock, etc.
- Practice the same movements in close room, with less space and tell the difference they feel.

*For better learning provide them with appropriate background music beats.*

<https://www.youtube.com/watch?v=rCJZ6aDKStQ>

- Audio/Videos of different musical instruments.
- Costumes and Make up, Head gears and masks with available resources.

Video clips on selected regional dances and body movements, facial expressions and moods.

<https://www.youtube.com/watch?v=LPjtbMn9Tns>

<https://www.youtube.com/watch?v=SD23tzTVnKM&t=2s>

Pictures or recording of family/ community celebrations.



	<p><b>WEEK 12</b></p> <p><b>Activity 8</b></p> <p><b>Games</b> – children can play games such as dumb charades with family. This is learning with fun. It can be based on; social situations, national personalities, animals, birds etc.</p> <p>Children can take turn with parents/elders on this game.</p> <p>This can also be done to communicate moods, such as; I am very happy, I am sad, I love my pet, My mother is very kind to me, I hate unclean surroundings and love to clean it,</p> <p>I do not like to be Violent to animals etc.</p> <ul style="list-style-type: none"><li>• Viewing videos of own performances and evaluate.</li><li>• Discussion on TV programs (those are approved by the family and teachers) on Dance and Music to encourage free expression of one’s likes on different performances.</li></ul>	
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## HEALTH AND PHYSICAL EDUCATION — PRIMARY STAGE

*(Time to keep Children Fit and Healthy)*

Children continue to do the activities suggested earlier. These should be considered as an integral part of the everyday activities towards their overall development. Involving children daily for 30-40 minutes in physical and yogic activities will enable them to remain active and healthy even staying at home during lock down. In this material, some other activities related to understanding about growing up, and helping children to be emotionally and mentally strong have also been included.

### *Objectives*

#### **To help child to—**

- move with better control, balance and coordination,
- move with confidence become aware of space and their own bodies,
- recognise the importance of staying healthy ,
- recognise the changes that happen to their bodies when they are active,
- use different materials and equipment for development of fine and gross motor skills,
- use materials and equipment safely and with increased control,
- explore and learn about their immediate world , and
- inculcate values and skills in children in order to promote.

### *Classes I-V*

<i>Learning Outcomes</i>	<i>Resource(s)</i>	<i>Suggested Activities</i>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• knows the importance of maintaining a good posture to be free from postural defects.</li> </ul>	<p><b>Source Book on Assessment for Classes I-V</b> <b>NCERT</b> <i>Health and Physical Education</i></p>	<p><b>Activity 1 :</b> Chain tag</p> <ul style="list-style-type: none"> <li>• The Parent / teacher explains and demonstrates the chain tag game. The parents during this time can involve other family members with the child</li> </ul>



<ul style="list-style-type: none"> <li>• demonstrates, and observes practices of healthy eating habits</li> <li>• uses various equipment like broom and dust pan; disposal of waste uses various equipment like broom and dust pan; disposal of waste</li> <li>• Performs neuromuscular co-ordination, activities like jogging, running, hopping, leaping, rolling, etc.</li> <li>• discusses regarding awareness about food items</li> <li>• demonstration and discussion on personal hygiene and cleanliness, at home and at the school?</li> <li>• experience sharing on habits of personal hygiene</li> <li>• demonstrate Combative Skills</li> <li>• appreciates the diversity of, seasonal and locally available Indian foods</li> <li>• develops strength and body coordination by participating in various activities.</li> </ul>	<p><a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/health-n-physical-1-4.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/health-n-physical-1-4.pdf</a></p> <p>Simmi's Journey Towards Cleanliness NCERT ,New Delhi 2017</p> <p><a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/sjtc101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/sjtc101.pdf</a></p> <p>Young Children in Motion NCERT ,New Delhi 2016</p> <p><a href="http://www.ncert.nic.in/departments/nie/dee/publication/pdf/young_children.pdf">http://www.ncert.nic.in/departments/nie/dee/publication/pdf/young_children.pdf</a></p>	<ul style="list-style-type: none"> <li>• This game is just like the normal tag game. In this game, one person starts of as 'in' and has to chase the other person.</li> <li>• When this student tags the other person, that person also becomes 'in'.</li> <li>• In chain tag, when another person gets 'in', the person holds hands with the original student. They, then, run around together trying to catch everyone else. When they touch another student, that person also joins at the end of the chain.</li> <li>• The chain is not allowed to be broken. When one person is left, that person becomes 'in' for the next game.</li> <li>• As per the availability of time and the interest, this game can be repeated.</li> </ul> <p><b>Activity 2: Image of Self</b></p> <ul style="list-style-type: none"> <li>• Ask the child to see his/herself in the mirror observe self-image.</li> <li>• Ask the child to observation body parts (ears, eyes, nose lips, hand, etc., Encourage to say the functions of these body parts.</li> <li>• Child of class V can be asked to self-portrait.</li> <li>• The child can be asked to draw the pictures of human body or Body mapping</li> </ul> <p><b>Activity 3: Movement of the body.</b></p> <ul style="list-style-type: none"> <li>• Prepare some fun game/ activities with the help of the child and play with them. For Example       <ul style="list-style-type: none"> <li>✓ Walking in straight line,</li> <li>✓ circles, zigzag, running</li> <li>✓ Hop, Jump</li> <li>✓ Leaping, Galloping, Skipping</li> </ul> </li> <li>• Parents can collect the picture of different body movements.</li> </ul> <p><b>Activity 4: Correct Body Postures</b></p> <ul style="list-style-type: none"> <li>• Demonstrate correct postures. Show Posters, Charts (if available)- standing, sitting, walking, sleeping.</li> <li>• Show the Picture and have discussion on the questions given below</li> <li>• Some pictures are given below.</li> </ul> <p>Ask the child to answer the following questions</p> <ol style="list-style-type: none"> <li>What is shown in Picture 1?</li> <li>Which is the right posture in Picture?</li> <li>How did you know that this is the correct posture of standing?</li> <li>Can you demonstrate the correct way of sitting?</li> </ol>
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**Similar questions can be framed for pictures 2, 3, and 4**

Children be motivated to

- Observe the different postures (Sitting, standing, reading, and walking) of the family members and share about them
- Have discussion based on the above pictures again.
- Help them to clarify their doubts.
- Parents can demonstrate various postures to help the children to develop proper postures
- They can Imitation and practice of natural movements (sitting, standing, walking, running etc.) in a proper way.

**Activity 5:** Relationship of play equipment with body parts

- Show them equipment like ball, bat, racket, Shuttle cocks or whatever sports and game related equipment/things are available in the home.
- Ask them to play with these equipment.
- Now discuss the picture given below. Ask the child about the equipment of the game shown in the picture and which body parts are involved while playing more. How they are feeling after playing with the equipment.



**Activity 6:** Developing Coordination

The following activities can be organised. The parents first demonstrate and then ask the child to do similarly with the ball.



Picture 1: Posture while sitting.



Picture 2: Posture while standing.







Picture 3: Posture while writing.



Picture 4: Posture while reading.

**Activity 7(a) : Developing Strength and Balance**

- Parents should see that the pull/push etc., should be done slowly. In the beginning parents can start with fun. Slowly, over the period of resistance, pressure be increased.
  - ✓ Hand pull/push
  - ✓ Line pull/push
  - ✓ Back to back pull/push
  - ✓ Wall-push.
  - ✓ swinging,
  - ✓ Stretching twisting, bending,
  - ✓ lifting



Ask the child to share their response either in writing or verbal of the following questions.

- ✓ Why do we exercise?
- ✓ How fast can we run?
- ✓ How high can we jump?
- ✓ How far can we throw?
- ✓ Can we crouch and roll our body and also maintain the balance?



**Activity 7(b) : Developing Strength and Balance**

Help the child to develop balance. The following activity can be done by parents with the child. This is also shown through a picture



- Place the balance beam on an even floor/ground.
- Keep floor carpets (durry) or mattresses on both sides in case any child falls.
- Ask the child to walk on the beam
- Music can be played while the child is walking on the beam.
- Encourage the child to move arms up and down like a bird wings or create their own way of walking on the beam.
- After some practice, the child be encouraged to walk on the beam carrying a small object like a plastic bowl or any other small object, etc.
- Child can also hold the objects in both the hands and try to make balancing more interesting and challenging.

**Activity 7(c) : Developing strength and balance**

- Play and move for fun with balls, rope, etc., or whatever can be thought of.
- Demonstrate and encourage them to practice hands wash before and after eating.
- Demonstrate and encourage them to practice hands wash going to toilet.
- Show the picture as given below and ask the child to do similar exercise at home till they enjoy. Ask them to count the number of times they throw and catch correctly alone and also with another sibling without dropping the ball /object and how many times they miss it.



- Describe what the girl is doing in the picture.
- Name the skill



**Activity 8:** Jumping and learning.  
**identifying geometric shapes**

Ask the child to stand in the circle. Parents scattered the shapes around the child as shown in the illustration. These shape can be drawn on the floor or on the paper. If paper are used than these be pasted with the help of tape. Parent calls out a shape, and the child has to jump towards that particular shape, and keep jumping till the parent signals him /her to stop.

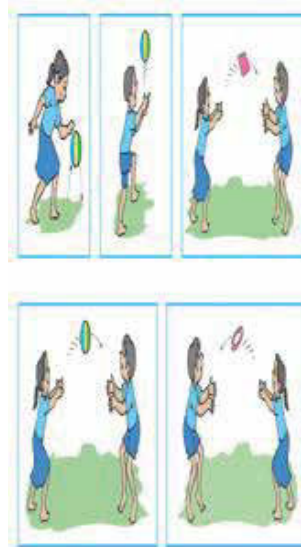


Ask them to identify shapes. This way you can help the child developing their strength and body coordination and simultaneously in identifying geometric shapes.



**Activity 9:** Proper eating and developing good eating habits

- Ask the child to see the picture and tell what is going between mother and daughter. The child can write a small story.



After the story or the narration by the child, the parents can ask some more question for reflection. Some examples are given below.

- (i) Why do you think mother is so angry?
- (ii) What the girl is trying to eat?

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**Activity 10:** Healthy habit

Put up a healthy habit record chart on the wall. Ask all the family members and the children to draw a star each for different healthy habits that they have followed all seven days of the week.

- As an example, the chart is given below. The calendar can also be used.



- Ask all the family member to discuss the hygienic habits and their importance.
- Show the above the chart again and ask who is not following healthy habits?
- Ask the children to list three healthy hygienic habits, they want to improve..

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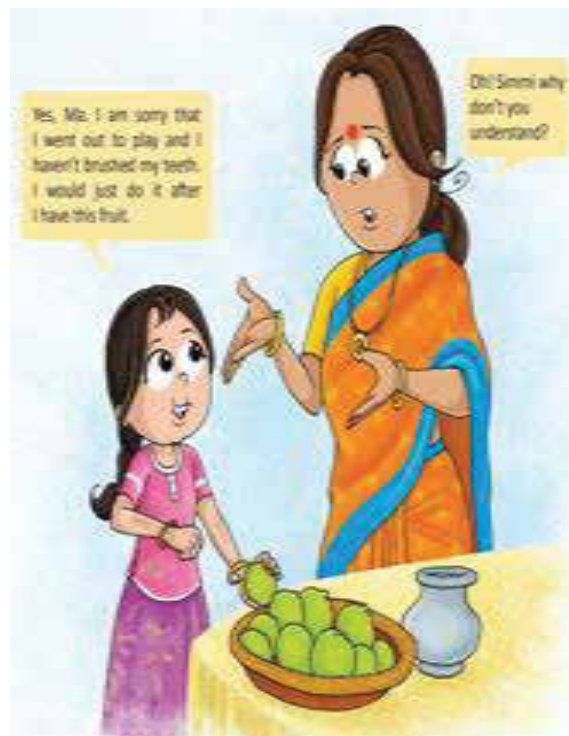
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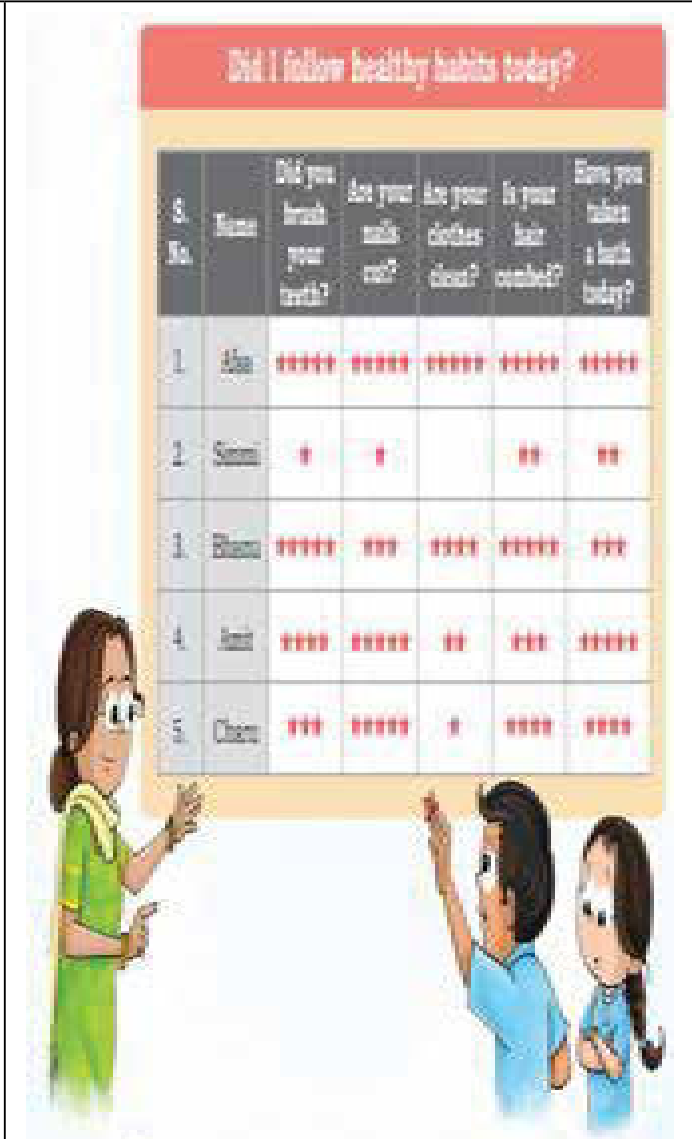
### Activity 11: Food and Fun.



#### Find and write

- Total vegetables in the picture.
- Write the colours of the vegetables.
- Names of vegetables you like.
- Names of vegetables you do not like.
- Relationship of eating all colored vegetables with health.





Write your experience as a child during the lock down period

- What did you eat in the breakfast, lunch and dinner?
- How were your food on these days different from the days when you were going to school?
- Name the family members who help in food preparation.
- Do you help your mother in food preparation, washing the vessels etc?
- If yes list the work they do.
- Can you do something more? Start doing it.

**Activity 12:** Food and fun Fill in the blanks

1. Special food during festivals you enjoy)

\_\_\_\_\_



		<p>2. We eat food because _____</p> <p>3. Locally available vegetable of my area is _____</p> <p>4. The items that I eat daily is _____</p> <p>5. We must not waste food because _____</p> <p>6. We should wash hands before and after eating foods because _____</p> <p>7. It is a pleasant experience when I share food because _____</p> <p><b>Activity 13: Safety of the child</b> Ask the child whether elder brother/sister/classmates/friends ever bullied you or do you bully others. If there is an emergency what will you do or whom to contact. Have discussion with the child on the following issues. Whom/Where should one go for help in emergency</p> <ul style="list-style-type: none"> <li>• at home/</li> <li>• school during</li> <li>• sickness or injuries.</li> <li>• in school bus</li> </ul> <p>After discussion help the child to prepare a Safety Net.</p> <p><b>What is safety net?</b></p> <p>This safety net includes parents, the teachers, elders, relatives, friends, counselors and guides, health professionals or even government including police or non-government organisations.</p> <p>The safety net can also help an individual in dealing with other challenging situations.(For example, sexual abuse, discrimination, bullying, etc.) effectively.</p> <p>Reiterate that each child should be aware about who all constitute his/her safety net and think of ways by which he/she can open a communication channel for information and advice, support or even share a confidential feeling/incident.</p> <p>As an activity ask the child to write the circle whom she/he would like to seek help.</p> <p>The parents can give some clue to the child to prepare the Safety Net. For example,</p> <ul style="list-style-type: none"> <li>• Reporting to the teacher in the event of injury and/ or sickness in school (class-room/ playground)</li> <li>• Reporting to the elders in the event of injury and/ or sickness.</li> <li>• Tell the child that communicating effectively in assertive style of communication is an important skill. It helps in positive and responsible living.</li> </ul>
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		<p><b>Activity 14:</b> Development of value Ask the child to respond.</p> <ul style="list-style-type: none"> <li>• Who looks after you at home?</li> <li>• How your family is important to you?</li> <li>• Who are in your family?</li> <li>• How family is your support system?</li> <li>• Why should one respect each other and elders?</li> <li>• If there is child with disability, how will you support her/him. What things are you afraid of in your daily life?</li> <li>• How do you cope with your fears</li> </ul> <p>Ask them to read the life stories of sportspersons and great leader. Read out the stories to them and discuss about them</p> <p><b>Activity 15:</b> Safety at home What can we do to keep ourselves safe and how from</p> <ul style="list-style-type: none"> <li>• Fire, electricity, fire</li> <li>• crackers, water,</li> <li>• animals and insect</li> <li>• bites, sharp objects,</li> <li>• Insecticides.</li> </ul> <p>Do yourself and tell the children repetitively the following.</p> <ul style="list-style-type: none"> <li>✓ Keep machinery and vehicles away from children's reach.</li> <li>✓ While travelling in a bus, mini bus, school van, etc., ask the children to always do the following: (a) wear seat belt at all times (b) not distract the driver (c) not leave the vehicle without permission (d) not touch the vehicles' controlling devices.</li> <li>✓ Keep all pesticides, cleaning liquids, etc., in their original containers and in a secure lock.</li> <li>✓ Stop access to dangerous chemicals.</li> <li>✓ All gates and doors must be secured.</li> <li>✓ Time-to-time maintenance of nets, grills, barricades, ropes etc., must be ensured.</li> <li>✓ Supervise the children when they are near water.</li> <li>✓ Always encourage the children to ensure their security by teaching them SAFE (Stay Away From Edges)</li> </ul> <p><b>Activity 16:</b> Road Safety Prepare a chart on</p> <ul style="list-style-type: none"> <li>• How do we cross the road?</li> <li>• How traffic is controlled on the road?</li> <li>• Traffic signals.</li> <li>• Helping the needy to cross the road.</li> </ul>
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A picture-reading session followed by a discussion can be held. Show the following picture. Ask the child that if you are in the picture, what is missing in the picture to keep you healthy.



Ask them to draw things which he/she observes for:

- cleaning the house.
- cleaning the teeth.
- cleaning the body
- cleaning hands.

**Activity 17:** Counting and playing

Ask the child what he/she can do with this picture given below.

For example, the following activities can be done.

- Count the number of things given in the picture
- Uses of these things.
- Identify thing which she/he can use to play.
- Find out whether you have any sport related equipment(s) in your home.
- Are you using them? If not, find out, use it and play.



Ask them to draw items related to different games including the games they were playing with their friend in the schools. zaa



# NOTES

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