



**TAGORE INTERNATIONAL SCHOOL**  
**VASANT VIHAR, NEW DELHI**  
**SYLLABUS (2021-2022)**  
**CLASS VI**  
**June- March**

<b>JUNE</b>				
<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	<p><b>UNIT1: TECHNOLOGY</b>            Section I:            From Tablet to Tablet            (Comprehension Skills )</p> <p><b>UNIT 2 :LEARNING IS FUN</b>            Section I :            The Classroom in the Train            Section III:            INTRODUCTION -            A Teacher for All Seasons            (poem)            (to be continued in July)</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- pronounce the new words correctly</li> <li>-look for one synonym and one antonym for the words(new terminology)</li> <li>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines, clues and checklist given)</li> <li>-identify the subject and predicate in a sentence</li> <li>-Read a science fiction by Issac Asimov</li> </ul>	<p>framing of sentences using new words</p> <p>Fact Slides:            Tetsuko Kuroyanagi,            Joanna Fuchs</p> <p><b>Art Integration (Interdisciplinary):</b>            Illustration (poem) to express gratitude towards the teacher</p>	<ul style="list-style-type: none"> <li>- Reading, Listening, speaking and writing activities assigned</li> <li>-Worksheets and questions-on the content covered, comprehension, Grammar and Vocabulary</li> <li>-Progressive WS</li> <li>-Entry &amp; Exit Tickets</li> <li>-Short paragraph writing</li> <li>-Google forms</li> </ul>

**GRAMMAR**

Subject Predicate

**WRITING SKILL**

Short Paragraph writing



-frame answers to the questions and answer at least five textual questions and write legibly

-Answer questions with reference to context (RTC)



- New terminology highlighted and meanings discussed

-attempt comprehension passages

**Experiential Learning:**

Hands on activity- Design a tablet




**Listening and speakingSkill Activity:**

Song:  
I have a dream...

-Oral Q & A after a discussion

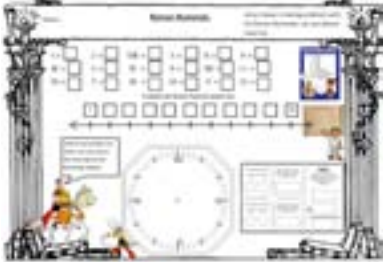
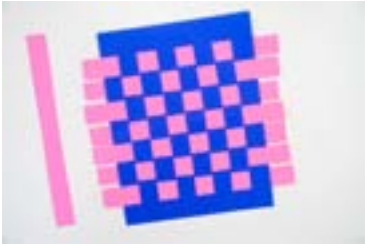
-Google docs assigned for writing skill



-Jam board activities


			 <p>*Short paragraph Writing</p>	
<b>Hindi</b>	<p><b>मधुप</b></p> <p><b>कविता -जीवन</b></p> <p>वा. य रचना नवीन शब्द</p> <p><b>पाठ - तीर्थ तिलोनिया :</b></p> <p>वाक्य रचना नवीन शब्द प्रश्नोत्तर</p> <p><b>पाठ -मैत्री गान :</b></p> <p>वाक्य रचना नवीन शब्द प्रश्नोत्तर</p>	<p><b>प्रत्येक छात्र -</b></p> <p>नए शब्दों के अर्थ लिख पाएगा ।</p> <p>कविता का सार अपने शब्दों में बता पाएगा ।</p> <p>पाठ का भावानुसार वाचन करेगा ।</p> <p>विषय की सार्थकता को अपने शब्दों में बता पाएगा ।</p> <p>वाक्य रचना कर पाएगा ।</p> <p>प्रदूषण के कारण वातावरण में होने वाले दो बदलावों को लिख पाएगा ।</p>	<p><b>बोर्ड गेम :</b></p> <p>हमारा पर्यायवाची बिंगो</p> <p><b>कलात्मक गतिविधि</b></p> <p>मेरा लोकगीत निर्माण गतिविधि (तमिलनाडू का लोकगीत, पंजाब लोकगीत प्रस्तुतीकरण)</p> <p><b>संगीतमय गतिविधि</b></p> <p>कविता लेखन एवं वाचन</p> <p><b>अनुभव जन्य अध्ययन</b></p> <p>घर का प्रांगण ,सूर्य का</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से।</p> <p>मौखिक तथा लिखित कार्य</p>

	<p><b>बाल रामकथा</b> अवधपुरी में राम जंगल और जनकपुर</p> <p><b>व्याकरण</b> पर्यायवाची शब्द ,संज्ञा सर्वनाम अनुच्छेद अनुस्वार, अनुनासिक, नुक्ता, अपठित गद्यांश</p>	<p>काल्पनिकता के आधार पर राजस्थान का वर्णन कर पाएगा ।</p> <p>कम से कम चार भाषाएँ एवं उनकी लिपियाँ छाँट पाएगा ।</p> <p>छात्र चलचित्र के आधार पर संज्ञा शब्दों की पहचान कर पाएगा ।</p> <p>३-४ नवीन शब्दों को कक्षा में वार्तालाप करते समय प्रयोग कर पाएगा ।</p> <p>३-४ प्रश्नों के उत्तर स्वयं लिख पाएगा ।</p> <p>लेखन की उचित शब्द सीमा को ध्यान में रखते हुए अनुच्छेद लिख पाएगा ।</p>	<p>प्रकाश व किरणों की जानकारी एवं सूर्य नमस्कार गतिविधि ।</p> <p>जल संरक्षण की गतिविधि राजस्थान के बारे में जानकारी एकत्रित कर कोलाज निर्माण</p> <p>पानी का प्रयोग कर एक पेय पदार्थ बनाना ।</p> <p>ग्लोब पर भारत की पहचान, अधिक वर्षा वाली जगह की चर्चा, भौगोलिकता, ऐतिहासिकता, प्रचलित मान्यताएं एवं विश्वास जानकारी एकत्रित कर परियोजना तैयार करना ।</p>	<p>की चर्चा व जाँच द्वारा। अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
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			<p>समाज में फैले अंधविश्वासों के विषय में परिवार से चर्चा करना ।</p> <p><b>परावर्तन गतिविधि</b>  कम से कम दस अंधविश्वासों की सूची बनाकर उसे दूर करने के उपाय लिखना ।</p>	
<b>Math</b>	<p><b>Knowing our numbers</b></p> <p>Roman Numerals</p> <p>Whole Numbers</p> <p>Properties of whole numbers</p> <p>Introduction-concept of zero, difference between natural numbers and whole numbers</p> <p>Commutative Property</p> <p>Associative property</p> <p>Addition of numbers by</p>	<p><b>Each child will be able to -</b></p> <p>Differentiate between whole numbers and natural numbers</p> <p>Solve questions based on different properties of whole numbers</p> <p>Add and multiply by suitable rearrangement</p> <p>Apply distributive property to evaluate numerical values</p>	<p><b>Experiential Learning</b></p> <p>Theme-based activity – ‘Temptations’</p> <p>Collect some amazing number facts on 10 food items and identify</p> <p>Add any three numbers by suitable re – arrangement.</p> <p><b>Interdisciplinary</b></p> <p>Taste of India</p>	<p>MCQ - Google forms</p> <p>Google docs</p> <p>Entry &amp; Exit tickets from the class</p> <p>Worksheets</p> <p>Graphic Organiser</p>


	<p>suitable rearrangement</p> <p>Multiply by suitable rearrangement</p> <p>Distributive Property</p>	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr style="background-color: #90EE90;"> <td colspan="5"><b>B I N G O</b></td> </tr> <tr> <td>XXV</td> <td>XXI</td> <td>XLV</td> <td>XXXX</td> <td>XV</td> </tr> <tr> <td>XLII</td> <td>XL</td> <td>XXV</td> <td>XLII</td> <td>XVIII</td> </tr> <tr> <td>XLVI</td> <td>XX</td> <td style="background-color: #90EE90;">Free Space</td> <td>XXXX</td> <td>XXVI</td> </tr> <tr> <td>XXX</td> <td>IV</td> <td>XXXVIII</td> <td>XX</td> <td>II</td> </tr> <tr> <td>IX</td> <td>XXXIV</td> <td>XXXVIII</td> <td>XXIV</td> <td>XXXI</td> </tr> </table>	<b>B I N G O</b>					XXV	XXI	XLV	XXXX	XV	XLII	XL	XXV	XLII	XVIII	XLVI	XX	Free Space	XXXX	XXVI	XXX	IV	XXXVIII	XX	II	IX	XXXIV	XXXVIII	XXIV	XXXI	<p>Questions based on calories taken.</p> <p>Integrated with arts : Create a game on Roman Numerals</p> <p>Venn Diagram On</p> <p>Number System</p> <p>Roman Numeral</p> 	
<b>B I N G O</b>																																		
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<p><b>Science</b></p>	<p><b>Food</b></p> <p>Process of honey formation</p> <p>Food habits of animals</p> <p><b>Components Of Food</b></p> <p>Carbohydrate, protein, fats, vitamins, minerals their sources and significance for</p>	<p><b>Each student will be able to:</b></p> <p>recognize the four steps involved in honey formation</p> <p>differentiate between animals on the basis of their food habits.</p> <p>list the various nutrients present in food</p> <p>specify at least one function of each nutrient</p> <p>suggest any one source of each nutrient</p>	<p><b>Experiential Learning</b></p> <p>weave a paper fabric.</p> <p>(Kinesthetic/ Spatial)</p> 	<p>Objective type worksheet</p> <p>Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle the odd one out</p> <p>Class Test - Google form</p> <p>Case Study</p>																														

	<p>human health</p> <p>Importance of water and roughage</p> <p>To detect the presence of protein, fat and starch in food</p> <p>Balanced diet</p> <p>Correct cooking practices</p> <p>Vitamin and mineral deficiency diseases and their symptoms</p> <p><b>Fibre To Fabric</b></p> <p>Natural and synthetic fibres</p> <p>Plant fibres especially cotton and jute (cultivation and harvesting)</p> <p>Process of fabric making</p> <p>Spinning</p> <p>Weaving</p> <p>Knitting</p> <p>History of clothing material</p>	<p>state any three functions of water in our body</p> <p>Identify the presence of protein , fat and starch ( carbohydrate) in food samples create a balanced diet chart</p> <p>list three precautions to be taken while cooking so as to preserve the nutrients</p> <p>name the various deficiency diseases enumerate any one symptom of each deficiency disease</p> <p>differentiate between natural and synthetic fibres (by touch)</p> <p>list at least two advantages and two disadvantages of natural as well as synthetic fibres</p> <p>compare and contrast between cotton and jute</p> <p>define-spinning, ginning, retting</p> <p>construct a weave using two different coloured origami sheets</p> <p>suggest one point of difference between knitting and weaving</p>	<p><a href="https://www.youtube.com/watch?v=sOmYCURzd7Y">https://www.youtube.com/watch?v=sOmYCURzd7Y</a></p> <p><b>Experiential Learning</b></p> <p>FOOD TEST: To test the presence of starch, protein, fat in the food sample.</p> <p>(Observation/ Reasoning)</p>  <p><b>Art Integration</b></p> <p>Comic Strip Activity</p> <p>Create a comic strip on any disease. Include the causes, symptoms and precautions in your story</p> 	<p>Graphic Organisers</p> <p>Entry &amp; Exit tickets</p> <p>Group activities</p> <p>Pair - and - Share</p> <p>Jam Board activities</p>
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		<p>categorize the given clothing items into woven or knit items</p>		
<b>Social Science</b>	<b>The Earliest Societies</b>	<p><b>Each student will be able to :</b></p> <ul style="list-style-type: none"> <li>- Describe the various stages in the evolution of the early man</li> <li>- State the meaning of : Stone age &amp; explain its classification into paleolithic age, mesolithic age &amp; neolithic age.</li> <li>- Enumerate the living pattern of the paleolithic man.</li> <li>- Explain the tools used and discoveries made by the paleolithic man.</li> <li>- List the sources on the life of Paleolithic man.</li> <li>- Locate the places on the map of India where archaeological evidence of this period has been found.</li> </ul>	<p>- Prepare fact cards on Stone Age.</p>  <p>- Map Activity : Locate important paleolithic sites on the map of India.</p>	<p>Fact Cards (non-digital)</p> <p>Worksheet</p> <p>Assignment work</p> <p>Participation in flip class and class discussion</p>
	<p>Evolution of man</p> <p>Stone age - its classification</p> <p>Life of Paleolithic man</p> <p>Discovery of fire</p> <p>Sources of information</p> <p>Paleolithic age in Deccan, Hunsgi</p> <hr/> <p><b>Rural Livelihood</b></p> <p>Crop cultivation</p> <p>Types of farmers</p>	<p><b>Each student will be able to :</b></p> <ul style="list-style-type: none"> <li>- Explain the different ways of earning a livelihood in rural areas.</li> </ul>	<p>- Design a web chart on the different means of livelihood in rural areas.</p>	<p>Web chart</p> <p>Assignment work</p>






	<p>Other occupations: Fishing, collection of forest products, animal husbandry, crafts &amp; trade.</p> <p>Government jobs</p> <p>Rural livelihood</p>	<ul style="list-style-type: none"> <li>- State and describe the various types of farmers.</li> <li>- Assess the status of landowning farmers.</li> <li>- Distinguish between landowning farmers &amp; small farmers.</li> <li>- Define agricultural farmers.</li> <li>- Enlist the functions of milk cooperatives.</li> <li>- Mention the role of the government in the villages.</li> <li>- Mention some activities done by the women in rural India to earn their livelihood.</li> </ul>	 <p>- Class Discussion : Farmers' Protest</p>  	<p>Class Test</p> <p>Participation on class discussion</p> <p>Worksheet</p>
<p><b>Sanskrit</b></p>	<p><b>परिचय भाग – 2</b></p> <p>सर्वनाम शब्दों का प्रयोग – भवान्, भवती, एतस्य एतस्याः, तस्य, तस्याः इत्यादि</p> <p>वाक्यप्रयोग</p> <p>शब्द-धातु परिचय व वर्ण विच्छेद</p>	<p><b>प्रत्येक छात्र –</b></p> <p>सर्वनाम शब्दों का प्रयोग कर सकेगा।</p> <p>वर्ण विच्छेद कर सकेगा।</p> <p>सर्वनाम शब्दों से लघु वाक्य निर्माण कर सकेगा।</p>	<p><b>अनुभवात्मकाधिगम –</b></p> <p>धातूनां अभिनयः पश्य लिख (देखो / लिखो) वाक्यं रचय गतिविधि –</p>	<p>विषय से संबंधित मौखिक-लिखित प्रश्नोत्तर , अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगलालेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।</p>

	<p>शब्दरूप धातुरूप लेखन- पठन - बालक, बालिका, फल पट्, अस्, भू, चल्, वद् (लट् लकारेण)</p>	<p>धातु परिचय दे सकेगा। मुख्य धातुओं की हिन्दी बता सकेगा। धातुओं का वाक्यप्रयोग कर सकेगा।</p>	 <p>सर्वनाम शब्दों का उच्चारण व अन्याभ्यासिक कार्य। शब्दधातुरूप लेखन।</p>	
<b>French</b>	<p><b>Les Salutations</b> <b>Saluer et se présenter</b></p> <p><b>Les Nombres 1-100</b></p>	<p><b>Each student will be able to-</b></p> <p>Greet one another and introduce themselves in french.</p> <p>Write the number names from 1 to 100 in french.</p> <p>Pronounce</p>	<p><b>Oral Activity :</b></p> <p>The students will introduce their best friend in class.</p> <p><b>Board Game –</b></p> <p>Number Names</p> <p>Fill in the missing number and number name.</p> <p><b>Worksheet – Les Nombres</b></p>	<p>Se présenter en 5 lignes. <b>(Speaking skill)</b></p> <p>Sing the number song. <b>(Speaking Skill)</b></p>
<b>Spanish</b>	<p><b>Unit -1-</b></p> <p>Lesson 1 - ¡Hola!</p>	<p><b>Each students will be able to</b></p> <p>Pronounce the letters and Numbers.”</p>	<p><b>Worksheets :</b> complete the greetings.</p>	<p>Introduce oneself in spanish.</p> <p>Some mathematics in spanish.</p>

	Lesson 2 -Cumpleaños	Ask and answer general questions (personal information)  Understand the subject pronouns	<b>Oral activity</b> : record audios while pronouncing numbers.	
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**JULY**

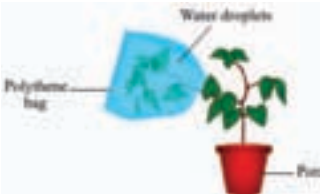

<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	<p><b>MCB</b></p> <p>UNIT 2:LEARNING IS FUN Section III: A Teacher for All Seasons(poem)(continues)</p> <p>UNIT 3 :FAMILY FUN Section I:Young Uncle Goes to His Village</p> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>· nouns</li> <li>· pronouns</li> <li>· adjectives</li> </ul>	<p><b>Each student will be able to:</b></p> <p>construct meaningful sentences with new terminology</p> <p>summarize a given portion in his or her words</p> <p>Read a book Charlie and the Chocolate Factory</p> 	<p>List the rhyming words in the poem and identify the rhyme scheme</p> <p><b>Newspaper activities–</b> learning word order/ marking nouns/ pronouns/ adjectives</p>  <p><b>Art Integration (Interdisciplinary):</b>  Design a poster to promote</p>	<p>- Reading, Listening, speaking and writing activities assigned</p> <p>-Worksheets and questions-on the content covered, comprehension, Grammar and Vocabulary</p> <p>-Entry &amp; Exit Tickets</p> <p>-Short paragraph writing</p> <p>-Assessment of Speaking Skill through oral reading and discussion.</p> <p>-Google forms</p>

	<p><b>WRITING SKILL</b> Short Paragraph writing</p>	<p>-identify the nouns ,pronouns and the adjectives in the given content</p> <p>- List the value point in the plot/text</p> <p>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</p>	<p>the varieties of organic fruits and vegetables explored during the research</p> <p>-attempt comprehension passages</p> <p>Experiential Learning: Make a digital album of your ancestral village with three to four pictures and three to four facts.</p> 	<p>-Practice assessment</p> <p>-Google docs assigned for writing skill</p> <p>-Progressive WS</p> <p>-Oral Q &amp; A after a discussion</p> <p>-Jam board activities</p> <p>-Group activities</p> <p>-Pair - and - Share facts.</p>
<b>Hindi</b>	<p><b>मधुप</b> <b>पाठ- दुनिया से परे दुनिया</b></p> <p>नवीन शब्दावली वाक्य रचना प्रश्न उत्तर</p>	<p>प्रत्येक छात्र - पृथ्वी से परे अन्य ग्रहों के बारे में कम से कम चार वाक्य लिख पाएगा ।</p> <p>पाँच शब्दों के लिंग बदल कर स्वयं लिख पाएगा ।</p>	<p><b>गतिविधि</b> पृथ्वी की आत्मकथा पर सृजनात्मक लेखन कार्य ।</p> <p><b>रचनात्मक कार्य</b> : वसुधैव कुटुम्बकम</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र</p>




	<p><b>कविता - कृष्ण की चेतावनी</b> नवीन शब्दावली वाक्य रचना प्रश्न उत्तर</p> <p><b>व्याकरण</b></p> <p>लिंग बदलिए, चित्र वर्णन ,अनौपचारिक पत्र ,अपठित गद्यांश , अनुच्छेद लेखन</p> <p><b>बाल राम कथा</b></p> <p>दो वरदान</p>	<p>चित्र का वर्णन अपने शब्दों में कर पाएगा ।</p> <p>लेखन की उचित शब्द सीमा को ध्यान में रखते हुए अनौपचारिक पत्र लिख सकेगा।</p> <p>दशरथ के बारे में ४-५ वाक्य बता पाएगा ।</p>	<p>(बिना सरहदों के मानचित्र का निर्माण)</p> <p><b>अनुसंधान कार्य:</b> एवरेस्ट या उसके आस पास लगे मौसम स्टेशन की जानकारी एकत्रित कर प्रस्तुति का निर्माण करें ।</p> <p><b>अनुभव जन्य अध्ययन:</b> हमारा सुरक्षित सौरमंडल गतिविधि संगीतमय गतिविधि: खुशियों से भरी हमारी पृथ्वी ..... गीत निर्माण गतिविधि</p> <p><b>कलात्मक गतिविधि:</b> पोस्टर निर्माण गतिविधि (एक नई आकाशीय दुनिया)</p>	<p>के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से।</p> <p>मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा</p> <p>व्याख्यात्मक लेखन व वाचन द्वारा</p>
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<p><b>Math</b></p>	<p><b>Integers</b></p> <p>Introduction</p> <p>Compare with natural numbers and whole numbers</p> <p>Ordering of integers</p> <p>Addition of integers</p> <p>Addition of integers on a number line</p> <p>Additive inverse (1)</p> <p>Subtraction of integers (2)</p> <p>Subtraction of integers on the number line (3)</p> <p>Absolute Value</p>	<p><b>Each child will be able to -</b></p> <p>Describe negative numbers and its need.</p> <p>Draw a Venn diagram to explain the relation between natural numbers, whole numbers and integers</p> <p>Compare and order the integers</p> <p>Add the given integers</p> <p>Use number line to add the given integers</p> <p>To find the additive inverse of the given number</p> <p>Subtract the given integers.</p> <p>Subtraction of integers on the number line.</p>	<p>List a few daily life situations here integers are used</p> <p>Number grid on operations of integers</p> <p>Integer Card Game</p> <p>Research –Integers in our day –to-day lives –</p> <p>a) List five situations from our day-to – day lives where we find the application of integers.  b) Create questions using the above information  c) Solve the questions</p> <p><b>Experiential Learning:</b></p> <p>A, B, C, D, and E correspond to points on a thermometer. Use these clues to plot the points:</p> <p>-B and D are negative  -D is warmer than C  -B is warmer than C  -E and D are the same distance from zero  -E is colder than A</p>	<p>MCQ - Google forms</p> <p>Google docs</p> <p>Entry &amp; Exit tickets from the class</p> <p>Worksheets</p> <p>Graphic Organisers</p>
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			<p>Draw your own thermometer and include all the points with a corresponding integer value to show your answer.</p> <p><b>Art Integration</b></p> <p>Write a poem, rap, cheer or song that explains the rules for addition and subtraction integers. Turn in the lyrics and perform.</p> <p><b>Interdisciplinary</b></p> <p>Topic : Rivers of India</p> <p><b>Integrated with art :</b></p> <p>Four in a row game adding and subtracting integers</p>	
<b>Science</b>	<p><b>THE WORLD OF LIVING</b> <b>Getting to know plants</b></p> <p>Morphological structure and function of root, stem and leaves.</p>	<p><b>Each student will be able to:</b></p> <p>Differentiate between Herbs, Shrubs and Trees with examples.</p> <p>Explain function &amp; conduction in stems</p>	<p><b>Experiential Learning</b></p> <p>1) Visit your garden to identify herbs, shrubs, trees, climbers, creepers.</p>	<p>Objective type worksheet</p> <p>Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p>


	<p>Differences between Herb, shrub and trees.</p> <p>Structure of flower</p>	<p>Comprehend the parts of a leaf &amp; draw its diagram</p> <p>Define venation and explain its types with examples</p> <p>Define and explain transpiration.</p> <p>State functions of the root.</p> <p>Differentiate between tap and fibrous roots with example.</p> <p>Explain the term -stem is a two way street.</p> <p>Describe the parts of a flower and draw well labeled diagrams to show each part.</p>	<p>2) Collect samples or pictures of taproot, fibrous roots, underground stems and roots.</p> <p>3) Collect samples of leaves to study its parts and differentiate between reticulate and parallel venation.</p> <p>4) Show transpiration in Plants.</p>  <p><b>Observation &amp; conclusion</b></p> <p>5) To show that leaves of plants have starch stored in them.</p> <p>6) To study the parts of a flower by dissection</p> 	<p>Circle the odd one out</p> <p>Class Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p> <p>Entry &amp; Exit tickets</p> <p>Group activities</p> <p>Pair - and - Share</p> <p>Jam Board activities</p>
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			<p><b>Art Integration</b></p> <p>Leaf printing activity</p>  <p><a href="https://www.youtube.com/watch?v=43Vr6PuHVfk">https://www.youtube.com/watch?v=43Vr6PuHVfk</a></p>	
<p><b>Social Science</b></p>	<p><b>India : Our Motherland</b></p> <p>Location &amp; extent</p> <p>Political divisions</p> <p>Physical divisions</p> <p>The Northern Mountains</p> <p>The Peninsular Plateau</p> <p>Coastal Plains</p> <p>The Islands group</p>	<p><b>Each student will be able to :</b></p> <p>Explain the location of India.</p> <p>Assess the extent of India's boundary</p> <p>Name the standard meridian of India</p> <p>Mark the neighboring countries of India.</p> <p>Define peninsula.</p> <p>Mention the physical divisions of India.</p>	<p><b>Art Integration</b></p> <p>Group Activity</p> <p>Performing Arts:</p>  <p>Compose a rap/ qawwali/ acronym on Indian states and their capitals.</p> 	<p>Art Integration Activity (group)</p> <p>Lapbook</p> <p>Assignment work</p> <p>Map work</p>

	<p>The first farmers and herders</p> <p>Mesolithic Age:</p> <p>Tools</p> <p>Beginning of Agriculture</p> <p>Paintings</p> <p>Burials</p>	<p>Mark the physical divisions of India in the map.</p> <p>Enlist the main features of each division of India.</p> <hr/> <p><b>Each student will be able to-</b></p> <p>State the archaeological sources that tell us about the Mesolithic Age.</p> <p>Explain the tools, houses, paintings and burial system during the Mesolithic age.</p> <p>Explain the changes that came with the Neolithic Age and their implications.</p> <p>Distinguish between old stone age tools and new stone age tools.</p>	<p>Create a lapbook on the physical features of India and paste the same in your Social Science notebook.</p> <p><b>Map Activity:</b></p>  <ol style="list-style-type: none"> <li>1. Indian States &amp; Capitals</li> <li>2. India: Major physical divisions</li> </ol> <hr/> <p><b>Research work :</b></p> <p>Pre-historic paintings-at Bhimbetka in Madhya Pradesh.</p>  <p><b>Map Activity:</b></p> <p>On the political map of India mark the important Neolithic sites in India.</p>	<p>Practice worksheet</p> <hr/> <p>Research work</p> <p>Assignment</p> <p>Class Test</p> <p>Practice Worksheet</p>
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	<p>Neolithic Age:  Farming &amp; Herding and its Implications  Polished Tools  Pot Making  Invention of Wheel  Community life  Religion  Disposal of the dead-Megaliths.</p> <hr/> <p><b>Latitudes and Longitudes</b>  ..... to be continued</p> <p>Parallels of Latitude:  Meaning, Significance, Size  Important Parallels  Latitudes and Heat Zones</p>	<p>State the importance of wheels to Early man.  Mark the Mesolithic and Neolithic sites on the map of India.</p> <hr/> <p><b>Each student will be able to-</b></p> <p>Define Parallels of Latitudes, Latitude of a place, Equator</p> <p>Name the 5 important parallels of latitude</p> <p>Explain the role of parallels in dividing earth into heat zones and describe each Heat zone.</p>	<hr/> <p><b>Research work -</b></p> <p>Find out Any two countries that lie entirely in the Torrid zone, Temperate zone, Frigid zone</p>	<p>Class Discussion</p> <p>Jamboard Session</p> <hr/> <p>Research work</p> <p>Assignment</p> <p>Live worksheet (calculation)</p>
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<p><b>Sanskrit</b></p>	<p>शरीरस्य अंग- फल- शाकानां नामानि</p> <p>संस्कृतगणना - १ -१० व लिंगानुसार १ -४</p> <p>धातु (क्रिया) - परिचयः</p> <p>त्रयः पुरुषाः - प्रथम, मध्यम, उत्तम</p>	<p><b>प्रत्येक छात्र</b></p> <p>पुरुष का अर्थ बता पाएगा।</p> <p>तीनों पुरुषों का प्रयोग कर पाएगा।</p> <p>तीनों पुरुषों से वाक्य रचना कर पाएगा।</p> <p>शरीर के अंग, फल-सब्जियों के नाम संस्कृतभाषा में वाचित कर पाएगा।</p> <p>तीनों पुरुषों से वाक्य रचना कर पाएगा।</p> <p>संस्कृत संख्या का उच्चारण व लेखन कर पाएगा।</p>	<p><b>अनुभवात्मक भाषासंवर्धनाय -</b></p> <p>दशफलानां फलं, शाकानि अथवा शरीरस्य अंगानां विषये लेखनं, वाचनं च</p>  <p><b>कलासमन्वितकार्यम् -</b></p> <p>संस्कृतसंख्या गीत वाचन व संख्या लेखन।</p>	<p>विषय से संबंधित मौखिक-लिखित प्रश्नोत्तर , अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगललेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।</p>
<p><b>French</b></p>	<p><b>Les Articles – Définis et indéfinis</b></p> <p><b>Les Prépositions</b></p> <p><b>Verbe 'être' au présent</b></p>	<p><b>Each student will be able to-</b></p> <p>Identify the gender of a few objects around us.</p> <p>Use the correct article before every noun depending on its gender and number.</p> <p>Situate objects using prepositions.</p> <p>Conjugate the verb 'être' in the present tense and use them in sentences.</p>	<p><b>Worksheet</b></p> <p>- Les Articles.</p> <p><b>Experiential Learning</b></p> <p>Depict any three prepositions using models made of origami sheets.</p>	<p><b>Assessment-Based Activities:</b></p> <p>Question Bank</p> <p>Faites des phrases.</p> <p><b>Class Test</b></p>

<b>Spanish</b>	<b>Unit -2-</b> Lesson 2 - cumpleaños (continuacion)	<b>Students will be able to</b>  Learn and pronounce the months in spanish.  Learn the weekdays.  The seasons and the numbers  conjugate the verb  "Tener and Cumplir"  General questions	Crosswords for months and weekdays.  worksheets for verbs.  sing along (youtube videos)	Reading and speaking skills.
<b>AUGUST</b>				
<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	<b>MCB</b>  UNIT 3 : FAMILYFUN Section II: Building a Shelter Sec I: (for new interesting vocabulary)  The Marathon Story (CONTINUES...)	<b>Each child will be able to:</b>  -share one point from the research activity    -talk about their favourite sport  - pronounce the new words correctly	framing of sentences using new words  <b>Art Integration (Interdisciplinary):</b>  Design a track for track and field events as seen on 'Sports Day'. Label and mark the total length	- Reading ,Listening, speaking and writing activities assigned  -Worksheets and questions-on the content covered, comprehension, Grammar and Vocabulary

	<p><b>GRAMMAR</b> Revision of all the concepts covered</p> <p><b>WRITING SKILL:</b> Short paragraph writing</p>	<ul style="list-style-type: none"> <li>-construct meaningful sentences with new terminology</li> <li>-punctuate the given content</li> <li>-trace an elements of fun ,joy and learning in the content</li> <li>- summarize a given portion in his or her words</li> <li>- develops awareness about marathon races held these days and benefits</li> <li>- answer probing questions</li> <li>-punctuate the given content</li> <li>- identify the value point in the plot/text</li> <li>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</li> <li>- Read the book:  The Swiss Family Robinson</li> </ul>	<p>and the radius of the lanes.</p>  <p><b>Listening and Speaking Skill activity:</b></p> <p>Song:  John Denver -Take Me Home, Country Roads with Lyrics</p> <p><b>Research and explore:</b></p> <ul style="list-style-type: none"> <li>- Fact Slide of your favourite marathon runner sharing details of their achievements (with one image)</li> </ul> <p><b>Experiential Learning:</b></p> <p>A virtual visit to a stadium.</p> <p>-attempt comprehension passages</p>	<ul style="list-style-type: none"> <li>-Entry &amp; Exit Tickets</li> <li>-Short paragraph writing</li> <li>-Assessment of Speaking Skill through oral reading and discussion.</li> <li>-Oral Q &amp; A after a discussion</li> <li>-Google forms</li> <li>-Google docs assigned for writing skill</li> </ul>
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<p><b>Hindi</b></p>	<p><b>मधुप</b>  <b>कविता - वह देश कौन -सा है ।</b>  नवीन शब्दावली  वाक्य रचना</p> <p><b>व्याकरण :</b> क्रिया , विशेषण ,अनेक शब्दों के लिए एक शब्द ,औपचारिक पत्र ,अनुच्छेद लेखन</p> <p><b>बाल राम कथा :</b> राम का वन गमन, चित्र कूट में भरत</p>	<p><b>प्रत्येक छात्र</b>  नए शब्दों के अर्थ लिख पाएगा ।</p> <p>पाँच वाक्य वीर क्रांतिकारियों के बारे में लिख पाएगा ।</p> <p>अपने विचारों को २-३ वाक्यों के माध्यम के बारे में बता पाएगा।</p> <p>अनुच्छेद में से स्वयं ३-४ क्रिया शब्द छाँटकर लिख पाएगा ।</p> <p>३-४ विशेषण शब्दों का प्रयोग कर वाक्य रचना कर पाएगा ।</p> <p>जूतों का जीवन में महत्व बता पाएगा ।</p> <p>श्री राम और राक्षसों के बीच हुए युद्धों का वर्णन अपने ३०-४० शब्दों में कर पाएगा ।</p>	<p><b>गतिविधि</b>  धरती का स्वर्ग - कश्मीर सृजनात्मक लेखन कार्य ।</p> <p><b>रचनात्मक कार्य :</b>  भारतीय तिरंगे का नव निर्माण गतिविधि</p> <p><b>अनुसंधान कार्य:</b>  भारत की सीमा से लगे किन्हीं दो देशों के बारे में जानकारी एकत्रित कर प्रस्तुति बनाना ।</p> <p><b>अनुभव जन्य अध्ययन:</b>  हमारा परंपरागत खाना गतिविधि</p> <p>मेरा जूता निर्माण गतिविधि</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से।</p> <p>मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा</p> <p>व्याख्यात्मक लेखन व वाचन द्वारा</p>
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		भरत की २-३ विशेषताएँ लिख पाएगा ।	<b>संगीतमय गतिविधि:</b> लोकगीत गायन गतिविधि  <b>कलात्मक गतिविधि :</b> मधुबनी चित्रकारी का प्रयोग कर स्वच्छ भारत हेतु विज्ञापन का निर्माण करे ।	
<b>Math</b>	<b>Basic Geometrical Ideas</b>  Line segment, line, Ray (1)  Intersecting lines, parallel lines (2)  Curves (1)  Polygons – sides , vertices, diagonals (2)  Angles (2)  Triangles (3)  Quadrilaterals (2)	<b>Each child will be able to</b>  Define line, line segments, ray  Identify intersecting and parallel lines and differentiate between them  Describe open and closed curves  Define polygons , name different types, Name its side, vertices and diagonals  Name an angle, identify its types  Name a triangle and identify its types  Name a quadrilateral and identify different types	<b>Experiential Learning</b>  Pair – and – share 'Triangle Types'  Tangrams - Activity  1. Identify the different parts of a circle 2. Name a line , ray and a line segment in the given figure.  <b>Applying</b>  <b>Integrated with arts:</b> Picasso Geometry	<b>Assessment through:</b>  Graphic Organizers  Quizizz  Google Doc.  Worksheets  Jamboard  Google form






	<p>Parts of a circle (2)</p> <p><b>Data Handling</b></p> <p>Orientation of data (2)</p> <p>Pictograph – interpretation (2)</p> <p>Drawing a pictograph (2)</p> <p>Bar graphs – Interpretation (3)</p> <p>Drawing a bar graph (3)</p>	<p>Identify and name all the different parts of a circle.</p> <p><b>Each child will be able to -</b></p> <p>Record the given data and organize it</p> <p>Represent data through pictures of objects.</p> <p>Draw and interpret pictographs</p> <p>Represent data through bars</p> <p>Draw and interpret bar graphs.</p>	<p>Colour coding to differentiate different parts of the circle.</p> <p><b>Theme-based activity –</b> ‘It’s a small world’</p> <p>Making pictograph to represent population of different countries of the world.</p> <p><b>Experiential Learning:</b></p> <p>Collect the information regarding the number of family members of your classmate and represent in the form of table under given categories</p> <p>Pair-and –Share activity- Data from my school – representation – Bar Graphs and questions based on the given data</p> <p><b>Topic:</b> Electricity Representation of data of consumption of electricity in last 5 months</p>	
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			<p>Q 1 Preparing pictograph according to the given data</p> <p>Q 2 Collect information about the favorite sport of the students of your class and make a bar graph. Find out which one is the most played and which one the least. Discuss the importance of sports in our lives and write your conclusion about it.</p> <p><b>Integrated with arts:</b> Graph Smile</p> <p>The students will be able to create statistical questions, survey others, display and analyse the results, and report conclusions in a presentation to the class.</p>	
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<p><b>Science</b></p>	<p><b>Elements Of Life - Water</b></p> <ul style="list-style-type: none"> <li>-How much water do we use</li> <li>-Where do we get water from</li> <li>-Water cycle</li> <li>-Transpiration</li> <li>-Condensation</li> <li>-Cloud formation</li> <li>-Source of water</li> <li>-Floods</li> <li>-Drought</li> <li>-Water conservation</li> </ul> <p><b>Air Around Us</b></p> <ul style="list-style-type: none"> <li>-Air is present everywhere around us.</li> <li>-What is air made up of?</li> <li>-How does oxygen become</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>-Appreciate the importance of water as a life-giving liquid.</li> <li>-List the various sources of water.</li> <li>-Conclude importance of oceans as a major source of water.</li> <li>-Describe different stages in the water cycle.</li> <li>-Differentiate between flood and drought</li> <li>-Describe two methods of rainwater harvesting.</li> <li>-Identify methods used to conserve water.</li> </ul> <hr/> <p>Conclude through hands on activity that:-</p> <ul style="list-style-type: none"> <li>i) air occupies space &amp; contains water vapour</li> <li>ii) burning can occur only in presence of oxygen</li> <li>iii) air contains dust particles</li> </ul>	<ol style="list-style-type: none"> <li>1. Compute the amount of water used by a family in a day/ month &amp; year.</li> <li>2. Mind map on the uses of water</li> <li>3. Create a concept map for a water cycle.</li> </ol>  <ol style="list-style-type: none"> <li>4. Visit a rainwater harvesting plant in the school.</li> </ol> <p><b>Experiential Learning</b></p> <ol style="list-style-type: none"> <li>1) To prove that air occupies space.</li> </ol> 	<p><b>Assessment through:</b></p> <ul style="list-style-type: none"> <li>Progressive WS</li> <li>Analogies</li> <li>Fill in the blanks</li> <li>Match the column</li> <li>Circle the odd one out</li> <li>Test - Google form</li> <li>Case Study</li> <li>Graphic Organisers</li> <li>Entry &amp; Exit tickets</li> <li>Group activities</li> <li>Pair - and - Share</li> <li>Jam Board activities</li> <li>Thumbs up / Thumbs down</li> <li>Oral Q &amp; A after a discussion</li> </ul>
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	<p>available to animals and plants living in water and soil?</p> <p>-How is oxygen and carbon dioxide balance maintained in the atmosphere</p> <p>-Garbage in garbage out</p> <p>-Dealing with waste-Landfill</p> <p>-Segregation of waste</p> <p>-Vermicomposting</p>	<p>iv)oxygen forms one-fifth of air</p> <p>v)Explain how oxygen is available to animals and plants living in water and soil.</p> <p>vi)Explain how oxygen in the atmosphere is replaced.</p> <hr/> <p>i) Establish the importance of segregating waste and landfill to handle waste generated.</p> <p>ii) Differentiate between biodegradable and non biodegradable waste.</p> <p>iii) Describe the process of composting and vermicomposting .</p>	<p>2) To show that air supports burning</p> <p>3) To observe that dust particles are present in the air.</p> <p>4) To show that oxygen forms one fifth of air.</p> <p>5) To show that air is present in the soil and water.</p> <p><b>Art Integration</b></p> <p>1) Make a firki to prove the presence of air.</p>  <hr/> <p>1.) Best out of waste</p> <p>2.) Virtual tour of a paper recycling room to understand the making of recycled paper.</p> <p>3) To prepare a vermicomposting pit.</p>	
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	<ul style="list-style-type: none"> <li>-Think and throw-Best out of waste</li> <li>-Recycling of paper</li> <li>-Is Plastic a Boon or a curse?</li> </ul>	<ul style="list-style-type: none"> <li>iv) Apply knowledge of 5R-Refuse, Reduce, Reuse,Recycle &amp; Reform.</li> <li>v) Analyse role of recycling paper in saving the environment.</li> <li>vi) List down different ways to rationalise use of plastics.</li> </ul>	<p>4) Design a 'thank you' card for our support staff who keep our premises clean.</p>	
<b>Social Science</b>	<p><b>Latitudes and Longitudes (Cont...)</b></p> <ul style="list-style-type: none"> <li>- Meridians of Longitude: Meaning, Significance, Size</li> <li>- The Prime Meridian</li> <li>- Longitude and time</li> <li>- Local time and Standard time</li> <li>- Time Zone</li> </ul> <hr/> <p><b>Urban Livelihood</b></p>	<p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>- Define longitude and meridians of longitude.</li> <li>- Explain how they help in locating a place on earth.</li> <li>- Identify the latitudinal and longitudinal position of a country.</li> <li>- Calculate the standard time of different places.</li> <li>- Differentiate between the local time and the standard times of a place.</li> </ul> <hr/> <p><b>Each student will be able to-</b></p>	<ul style="list-style-type: none"> <li>- Draw the time zone on the world map.</li> <li>- Label the Prime Meridian, Arctic circle, Antarctic circle, Tropic of Cancer, Tropic of Capricorn, and the Equator on a balloon.</li> </ul> <div style="text-align: center;">  </div> <hr/> <ul style="list-style-type: none"> <li>- Make a web chart to show the different kinds of work you find people doing in your city.</li> </ul>	<p><b>Assessment through:</b></p> <ul style="list-style-type: none"> <li>Research work</li> <li>Assignment</li> <li>Live worksheet (calculation)</li> </ul> <hr/> <p>Class Test</p>

	<ul style="list-style-type: none"> <li>- Income groups</li> <li>- Work in offices</li> <li>- Work in shops</li> <li>- Work in factories</li> <li>- Work on the roads</li> <li>- Women workers in cities</li> </ul> <hr/> <p><b>The First Cities of Indian Subcontinent</b></p> <p>Chalcolithic Age and Bronze Age</p> <p>Rise of urbanism</p> <p>The Harappan Civilization</p> <p>Architectural Features:</p>	<ul style="list-style-type: none"> <li>- Mention the different income groups of people.</li> <li>- Assess the reasons for the migration of people from villages to cities.</li> <li>- Describe the life of the following people in the cities:</li> <li>- People working in offices.</li> <li>- People working in shops.</li> <li>- People working on roads.</li> <li>- Analyze the role of SEWA in women emancipation.</li> </ul> <hr/> <p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- State the meaning of:</li> <li>- Chalcolithic Age</li> <li>- Bronze Age</li> <li>- Enlist the uses of Bronze.</li> <li>- Compare the city life and village life in the Bronze Age.</li> </ul>	<p>- Research Work on 'Reverse Migration'.</p>  <hr/> <p><b>Art Integration</b></p> <p>Clay Modelling : Seals, Jewellery, Pots</p>  <p><b>Map Work :</b> Main sites of IVC</p>	<p>Worksheet</p> <p>Class Discussion</p> <p>Assignment work</p> <hr/> <p>Art Integration Activity</p> <p>Clay modelling</p> <p>Quiz</p> <p>Map Activity</p> <p>Worksheet</p>
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	<p>a) Planned Cities b) The Citadel c) The lower town d) Houses e) Drainage System</p> <p>Occupations of the people: Religious Worship Harappan Cities in Gujarat: 1) Lothal 2) Dholavira Decline of the Indus Valley Civilization</p>	<p>- Mark the sites of Indus Valley Civilization excavated in India. - State the main architectural features of Harappan Civilization. -Name the flourishing industry of Lothal. - Explain the architectural features discovered in Lothal and Dholavira. - Write about the possible factors that led to the decline of the Indus Valley Civilization.</p>	<p>Virtual visit to archaeological site of Mohenjodaro</p>	<p>Assignment work</p>
<p><b>Sanskrit</b></p>	<p>अव्ययपदानि प्रथमा विभक्तिः- कर्ता कारकम् द्वितीया विभक्तिः - कर्मकारकम्</p>	<p><b>प्रत्येक छात्र</b> संस्कृत अव्यय पदों का हिन्दी अर्थ बता पाएगा। अर्थ के अनुसार रिक्त स्थान में अव्यय पूर्ति कर पाएगा।</p>	<p><b>कला समन्वय कार्य</b> के अंतर्गत हस्तमुक्त चित्रकला द्वारा कारकावली बनाना।</p> 	<p>विषय से संबंधित मौखिक- लिखित प्रश्नोत्तर, अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगलालेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।</p>


		<p>कारकों तथा शब्दों का शुद्ध व स्पष्ट उच्चारण तथा संस्कृत शब्दों का कारकानुसार लेखन कर पाएगा।</p> <p>विषय पर आधारित प्रश्नों के उत्तर लिख पाएगा।</p>	<p><b>भाषासंवर्धनाय – श्रवणकौशल परीक्षणम्</b> – कर्ता व कर्मकारक संबंधी।</p> <p>अव्ययतालिका निर्माण व वाक्यपूर्ति।</p>	
<b>French</b>	<p><b>Les couleurs</b></p> <p><b>Les adjectifs qualificatifs</b></p> <p><b>Les Pluriels</b></p>	<p><b>Each student will be able to</b></p> <p>Write the correct form of the colours based on the number and gender of the noun it qualifies.</p> <p>Describe people and things using relevant adjectives.</p>	<p><b>Art Integration</b></p> <p>Make a colourful painting of a scenery using the <b>Bhilai Art form of Madhya Pradesh</b>. List out the various colours used in french.</p> <p><b>Board game</b></p> <p><b>Crossword Puzzle</b> (Jeu de mots) – Les Adjectifs.</p> <p><b>Experiential Learning Activity</b> Students will use objects around them like furniture, their school bag, stationery, etc to make sentences using prepositions, colours and adjectives.</p>	<p><b>Assessment - Based Activities :</b></p> <p><b>Question bank</b></p> <p><b>Worksheet - Grammaire</b></p> <p><b>Periodic Test</b></p>



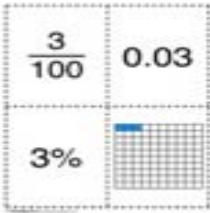
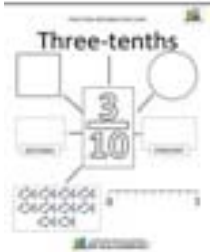
<b>Spanish</b>	<b>Unit -2-</b> Lesson 3- En el aula	<b>Students will be able to</b>  understand the articles (definite and indefinite)  Learn and write correct vocabulary for objects of the classroom.	<b>Worksheet</b> - mention the object.  <b>Fun activity:</b> Students will use objects around them like furniture, heir school bag, stationery, etc to make sentences.	Question bank.  Worksheet : los artículos.
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**SEPTEMBER**




<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	<b>MCB</b>  UNIT : IV SPORTSMANSHIP Sec I: (for new interesting vocabulary)  The Marathon Story (CONTINUES) Sec III: When Sachin Walks Out to Bat (poem)	<b>Each student will be able to</b>  - pronounce the new words correctly  -look for one synonym and one antonym for the words(new terminology) using the dictionary  -construct meaningful sentences with new terminology  - summarize a given portion in his or her words  -trace an elements of fun ,joy and learning	<b>Listening Skill activity:</b>  Famous short movie/ documentary on Sachin Tendulkar- A billion dreams  	- Reading ,Listening, speaking and writing activities assigned  -Worksheets and questions-on the content covered, comprehension ,Grammar and Vocabulary  -Entry & Exit Tickets  -Short paragraph writing  -Assessment of Speaking Skill through oral reading and


	<p><b>GRAMMAR and Vocabulary:</b></p> <p>Phrasal verbs</p> <p>Use of Punctuation marks</p> <p>Antonyms ,Synonyms</p> <p>Vocabulary enhancement</p> <p><b>WRITING SKILL:</b></p> <p>Short paragraph writing</p> <p>Introduction to Diary entry</p> <p>REVISION</p>	<p>in the lesson/poem</p> <p>-identify the nouns ,pronouns and adjectives in the given content</p> <p>-punctuate the given content</p> <p>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</p>	<p><b>Newspaper Activity and Art Integration: (Interdisciplinary)</b></p> <p>Design one collage with photographs/articles from the newspaper on any three sports persons</p> <p><b>Speaking skill activity:</b> speaking about any game and the hardships faced by players</p> <p>attempt comprehension passages</p> <p><b>Experiential Learning:</b></p> <p>(Listening skill and Speaking Skill Activity)</p> <p>Running commentary on different sports (Interdisciplinary)</p> 	<p>discussion.</p> <p>-Google forms</p> <p>-Practice assessment</p> <p>-Google docs assigned for writing skill</p> <p>-Oral Q &amp; A after a discussion</p> <p>-Group activities</p> <p>-Pair - and - Share</p>
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<p><b>Hindi</b></p>	<p><b>मधुप</b>  <b>पाठ- मुकदमा हवा पानी</b>   नवीन शब्दावली  वाक्य रचना  प्रश्न उत्तर   <b>पाठ- बातूनी</b>  नवीन शब्दावली  वाक्य रचना  प्रश्न उत्तर   <b>व्याकरण :</b> औपचारिक एवं  अनौपचारिक पत्र  अनुच्छेद लेखन   <b>बाल राम कथा :</b></p>	<p>प्रत्येक छात्र - नए शब्दों के अर्थ लिख पाएगा ।   जल बचाने के ४-५ उपाय स्वयं लिख पाएगा ।   बातूनी लोगों की दो विशेषताएँ लिख पाएगा ।   अनौपचारिक पत्र स्वयं लिख पाएगा ।   प्रदूषण के कोई पाँच कारण लिख पाएगा ।   प्रदूषण को रोकने के कोई दो सार्थक उपाय लिख पाएगा ।   दंडक वन के बारे में पाँच वाक्य लिख पाएगा ।   वृक्ष लगाने के ४-५ लाभ बता पाएगा ।</p>	<p><b>गतिविधि</b>  प्रदूषण रहित दिल्ली सृजनात्मक लेखन कार्य ।   <b>रचनात्मक कार्य :</b> शुद्ध वायु है, हमारा अधिकार (नारा लेखन गतिविधि )   <b>अनुसंधान कार्य:</b>  जल स्रोतों के सूखने के कारण खोज कर उनकी सूची बनाइए ।   <b>अनुभव जन्य अध्ययन:</b>  फिल्टर निर्माण गतिविधि   <b>संगीतमय गतिविधि:</b>  पानी से जुड़े हुए दोहों की</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन   मौखिक चर्चा द्वारा।   व्याख्यात्मक अभ्यास पत्र के माध्यम से।   लिखित प्रश्नों के माध्यम से।  मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।  अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा  व्याख्यात्मक लेखन व वाचन द्वारा</p>
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	दंडक वन में दस वर्ष	स्वच्छ वातावरण के कोई दो लाभों की व्याख्या अपने शब्दों में कर पाएगा ।	संगीतमय प्रस्तुति <b>कलात्मक गतिविधि :</b> कॉमिक स्ट्रिप का निर्माण कर बातूनी लोगों के बीच होने वाले संवाद को लिखिए।	
<b>Math</b>	<b>FRACTIONS</b>  Pictorial presentation Fraction on the number line. Proper, improper or mixed fraction. Equivalent fraction Simplest form Like and unlike fractions Comparing fractions Addition and subtraction of fractions Statement questions based	<b>Each child will be able to</b>  Represent fractions pictorially Represent fractions on the number line Identify proper, improper and mixed fractions Finding equivalent fractions Converting fractions into simplest form Adding and subtracting fractions Multiplication and division of fractions	One number –different ways   Colour me same	<b>Assessment through :</b>  Graphic Organizers Quizz Google Doc. Worksheets Jamboard Google form

	<p>on the above.</p> <p>Multiplication and division of fractions – cancellation method</p>	<p>Identifying the tenths , hundredths and thousandths decimal place</p> <p>Expressing decimals on the number line</p> <p>Converting fractions to decimals and vice versa</p> <p>Statement questions on money, length and weight using decimals</p> <p>Performing different arithmetic operations on decimals.</p>	<p></p> <p><b>Integrated with arts:</b> Fun Fraction Pizza</p> <p>Students will create a “pizza” from construction paper divided into 8 slices. They will decorate each slice and then exchange slices with classmates and then evaluate the fractions of slices that they have at the end. For example, 1/8 slices of my own pizza, 4/8 or 1/2 of pizza that was made by a friend , 2/8 or 1/4 that was made by my buddy</p> <p><b>Fractal Art</b></p> <p></p>	
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<p><b>Science</b></p>	<p><b>Changes around us</b></p> <p>Reversible and irreversible changes</p> <p>Expansion of metals</p> <p>Processes where reversible and irreversible changes take place simultaneously</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- Identify changes around us</li> <li>- Classify changes as reversible or irreversible</li> <li>- Analyse desirable and undesirable changes.</li> <li>- Distinguish between physical and chemical changes</li> <li>- Explain contraction and expansion of solid, liquid and gases.</li> <li>- Analyse causes of changes around us.</li> <li>- Give examples of changes that involve both reversible and irreversible changes together.</li> </ul>	<p>1. To classify following changes as reversible or irreversible :-</p> <p>i) blowing a balloon and bursting a balloon</p> <p>ii) rolling of chapati and baking of roti</p>  <p>iii) melting of wax and burning of wax</p> <p>iv) Shaping a pot on the potter's wheel &amp; then baking the pot in the oven.</p>   <p><b>Art Integration</b>  “Let's Explore”  Mixing of colours (paints) - An</p>	<p>Progressive WS  Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle the odd one out</p> <p>Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p> <p>Entry &amp; Exit tickets</p> <p>Group activities</p> <p>Pair - and - Share</p> <p>Jam Board activities</p> <p>Thumbs up / Thumbs down</p> <p>Oral Q &amp; A after a discussion</p> <p>Revision Worksheets</p>
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			irreversible change <a href="https://www.youtube.com/watch?v=ekuLw4KRCHw">https://www.youtube.com/watch?v=ekuLw4KRCHw</a>	
<b>Social Science</b>	<p><b>Prejudice &amp; Discrimination</b></p> <p>Meaning of the terms Prejudices and Stereotypes</p> <p>Diversity and discrimination</p> <p>Caste system and Apartheid-creating discrimination</p> <p>Diversity and Indian Constitution</p> <hr/> <p><b>Subject Enrichment Activity</b></p> <p><b>Revision for half yearly exam</b></p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- State the meaning of prejudices and give examples.</li> <li>- State the meaning of stereotypes and give examples of some common stereotypes.</li> <li>- Explain how prejudices leads to discrimination and inequality amongst people.</li> <li>- Establish a link between racial discrimination and inequality.</li> </ul>	<p><b>Art Integration:</b></p> <p>Debate Session on Matrimonial ads &amp; gender specific discrimination ads. Create a slogan against Apartheid/ Caste system.</p> <p>Make 5 placards on the provisions under Right to Equality.</p>	 <p>Art Integration activities</p> <p>Placards making</p> <p>Worksheet</p> <p>Slogan writing</p> <p>Assignment work</p>
<b>Sanskrit</b>	<p>तृतीया विभक्तिः – करणकारकम्</p> <p>चतुर्थी विभक्तिः – संप्रदानकारकम्</p>	<p><b>प्रत्येक छात्र</b></p> <p>संस्कृत करण कारक का शुद्ध व स्पष्ट उच्चारण तथा लेखन कर पाएगा ।</p>	<p><b>अनुभवात्मक अधिगम</b></p> <p>पश्य लिख वाक्यं रचय गतिविधि – के माध्यम से कारकाधारित वाक्य रचना करना।</p>	<p>विषय से संबंधित</p> <p>मौखिक- लिखित प्रश्नोत्तर, अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों,</p>

	<p>उपरोक्ताधारित अपठित गद्यांश</p> <p>गणित- समन्वय- अन्वेषण कार्यम् - वर्णानाम् क्रीडा</p>	<p>विषय को समझ कर विषय पर आधारित प्रश्नों के उत्तर लिख पाएगा।</p> <p>कम से कम आठ-दस हिन्दी कारक शब्दों को संस्कृत में लिख पाएगा।</p> <p>कारक संबंधी अपठित गद्यांश के प्रश्नों के उत्तर दे सकेगा।</p> <p>संस्कृत में रंगों के नाम बता पाएगा।</p>	<p><b>प्रायोगिक अधिगमात्मक</b></p> <p>कारक शब्द- चित्रवर्णनम् - शृणु श्रावय चित्रं रचय गतिविधि।</p> <p><b>कला व विषय समन्वित कार्य</b></p> <p>गणित- समन्वय- अन्वेषण कार्यम् - वर्णानाम् क्रीडा - रंग मिलान करना व प्राप्त रंग का संस्कृत नाम बताना।</p>	<p>गूगलालेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।</p>
<b>French</b>	<p><b>Les Matières</b></p> <p><b>Revision for the Mid-Term Exams</b></p>	<p><b>Each student will be able to</b></p> <p>Identify the various materials in french.</p> <p>Answer all questions correctly in the exams.</p>	<p><b>Worksheet –</b> Faites des phrases.</p> <p><b>Worksheet -</b> Bilan</p>	<b>Mid-Term Exams</b>
<b>Spanish</b>	<p><b>Un repaso</b> (revision for mid term examination)</p>	<p>Students will practise test papers and worksheets for mid term examination.</p>	<p>Worksheets, audio tests, role plays.</p>	Mid term examination.

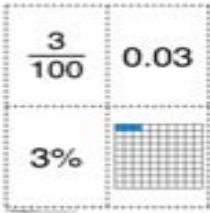
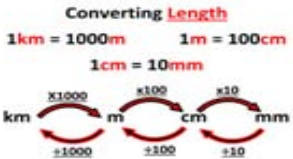


## OCTOBER

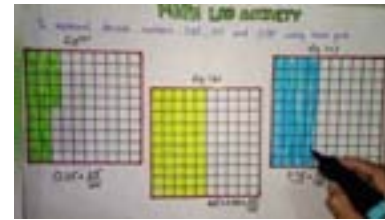
Subject	Topics Covered	Learning Outcome	Activities	Assessments
<p><b>English</b></p>	<p><b>MCB</b></p> <p>UNIT 5 : FOOD FOR THOUGHT Section I: Learning to Cook Section II: Dal Delight (to be cont....)</p> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>· Simple present</li> <li>· Simple past</li> </ul> <p>Use of Punctuation marks</p> <p><b>WRITING SKILL</b></p> <p>Diary entry(continues ...) Short Paragraph writing</p> <p>SHORT PARAGRAPH WRITING-Draft writing (SECOND TERM)</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify the value point in the plot/text</li> <li>- pronounce the new words correctly</li> <li>-punctuate the given content</li> <li>-look for one synonym and one antonym for the words(new terminology) using the dictionary</li> <li>-construct meaningful sentences with new terminology</li> <li>- read the lesson loudly and clearly with correct pauses and mark new terminology</li> <li>- summarize a given portion in his or her words</li> <li>-trace an elements of fun ,joy and learning in the lesson/poem</li> </ul>	<p>Pre-class research and exploration topic assigned: list the main dish served at ITC Maurya –Bukhara section</p> <p>-framing of sentences using new words</p> <p>-Write a diary entry</p> <p><b>Experiential Learning:</b></p> <p>Virtual Visit to a cafeteria</p>  <p>Activity List the spices used in our Indian cuisines</p> <p>Extract from the Unit followed</p>	<ul style="list-style-type: none"> <li>- Reading ,Listening, speaking and writing activities assigned</li> <li>-Worksheets and questions-on the content covered, comprehension ,Grammar and Vocabulary</li> <li>-Progressive WS</li> <li>-Entry &amp; Exit Tickets</li> <li>-Short paragraph writing</li> <li>-Assessment of Speaking Skill through oral reading and discussion.</li> <li>-Google forms</li> <li>-Practice assessment</li> <li>-Google docs assigned for writing skill</li> </ul>

		<ul style="list-style-type: none"> <li>- identify the tenses in the given content</li> <li>-justify the theme of the unit using words/phrases/interpretations from the chapter summarizing a given portion in his or her words /poem.</li> <li>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</li> <li>- Read a book: The Diary of a Young girl</li> <li>- write a diary entry in correct format</li> </ul>	<p>by questions:</p> <p><b>Integrated Learning:</b></p> <p>Speaking &amp; listening skill activity:</p> <p>Cooking is a life skill! (creative any way)</p> <p>Description of your favourite meal with appropriate vocabulary.</p>  <p>(INTEGRATED LEARNING- HOME SCIENCE)</p> <p><b>Art Integration and Experiential Learning:</b></p> <p>Compile a song on your experiences of cooking a dish with your mother. Use the</p>	<ul style="list-style-type: none"> <li>-Jam board activities</li> <li>-Group activities</li> <li>-Pair - and - Share</li> </ul>
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			rhyme scheme : aabb attempt comprehension passages	
<b>Hindi</b>	<p><b>मधुप</b> <b>पाठ- और वे फकीर बन गए</b> नवीन शब्दावली वाक्य रचना प्रश्न उत्तर</p> <p><b>पाठ-शहीदों को पत्र</b> नवीन शब्दावली वाक्य रचना प्रश्न उत्तर</p> <p><b>व्याकरण</b> क्रिया विशेषण भिन्नार्थक शब्द</p>	<p><b>प्रत्येक छात्र</b> एक क्रांतिकारी के जीवन के बारे में ४-५ वाक्य लिख पाएगा ।</p> <p>स्वतंत्रता प्राप्ति में चरखे और खादी के महत्व उसकी उपयोगिता के बारे में चार वाक्य बता पाएगा।</p> <p>श्री राम के साथ घटी घटनाओं का क्रमानुसार वर्णन १०-१२ पंक्तियों में कर पाएगा ।</p> <p>संवाद रचना शब्द सीमा को ध्यान में रखकर स्वयं कर पाएगा।</p>	<p><b>रचनात्मक कार्य:</b> चरखे का निर्माण गतिविधि क्रांतिकारियों के नाम संदेश गतिविधि</p> <p><b>अनुसंधान कार्य</b> गांधी जी द्वारा किए गए आंदोलनों के बारे में जानकारी एकत्रित करें ।</p> <p><b>अनुभव जन्य अध्ययन:</b> अनुभव के आधार पर सूती एवं रेशमी कपड़े के बीच दो अंतर लिखे ।</p> <p><b>संगीतमय गतिविधि:</b></p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन मौखिक चर्चा द्वारा। व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से। मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा। अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>

	<p><b>लेखन</b> अनुच्छेद विज्ञापन निर्माण।</p> <p><b>बाल राम कथा :</b> सोने का हिरण</p>	<p>लालच करने के कोई दो नुकसान स्वयं लिख पाएगा ।</p> <p>गांधी जी के बारे में पाँच वाक्य बता पाएगा ।</p>	<p>वंदे मातरम गीत गायन गतिविधि</p> <p><b>कलात्मक गतिविधि</b> बापू के उसूल ....अभिनय प्रस्तुति</p>	
<b>Math</b>	<p><b>DECIMALS</b></p> <p>Tenths, hundredths and thousandths</p> <p>Decimals on the number line.</p> <p>Fractions as decimals.</p> <p>Decimals as fractions.</p> <p>Comparing decimals.</p> <p>Using decimals – Money, length and weight</p> <p>Addition and subtraction of decimals.</p> <p>Multiplication and division of decimals (division of decimal</p>	<p><b>Each child will be able to</b></p> <p>Represent decimals pictorially</p> <p>Identifying the tenths , hundredths and thousandths decimal place</p> <p>Expressing decimals on the number line</p> <p>Converting fractions to decimals and vice versa</p> <p>Statement questions on money, length and weight using decimals</p> <p>Performing different arithmetic operations on decimals.</p>	<p>One number –different ways</p>  <p><b>Converting Length</b> 1km = 1000m    1m = 100cm 1cm = 10mm</p>  <p><b>Class Activity</b></p>	<p><b>Assessment through:</b></p> <p>Graphic Organizers</p> <p>Quizzz</p> <p>Google Doc.</p> <p>Worksheets</p> <p>Jamboard</p> <p>Google form</p>

by a whole number )



### DECIMAL DESIGNS: A MATH/ART INTEGRATION ACTIVITY



**Overview:** Today you are going to use what you know about tenths and hundredths to create a beautiful and original design. Remember that you can put the hundredths in any design you want (not just in a line)!


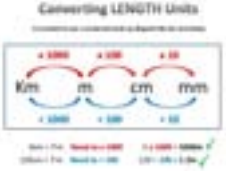
#### The Rules:

- 2 tenths of your design are blue
- 15 hundredths of your design are yellow
- 1/4 of your design is purple or red
- .05 of your design is green
- .1 of your design is rainbow colored
- 1/10 of your design is \_\_\_\_\_ (you pick)
- .15 of your design is \_\_\_\_\_ (you pick)



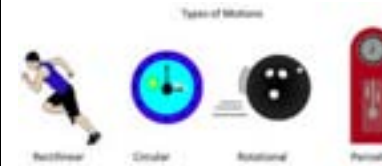
Modern Art Math using fractions and decimals.



<p><b>Science</b></p>	<p><b>Motion &amp; measurement of distance</b></p> <ul style="list-style-type: none"> <li>-Story of transport</li> <li>-Some old methods of measurement</li> <li>-Standard units of measurement</li> <li>-Correct measurement of length</li> <li>-Measuring the length of a curved line</li> <li>-Moving things around us</li> <li>-Types of motion</li> </ul> <p><b>Electricity and circuits</b></p> <ul style="list-style-type: none"> <li>-Electric cell (construction and working)</li> <li>-Electric bulb (construction and working)</li> <li>-Electric circuit-</li> <li>-components of an electric circuit,</li> </ul>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Create a 5 step flow chart to depict the evolution of transport from ancient to current times.</li> <li>-Define measurement and recognise the importance of measurement.</li> <li>-Justify the need for standard units of measurement.</li> <li>-Identify various physical quantities and their units.</li> <li>- Measure the length of an object and length of a curved line.</li> <li>-Convert metres into cms and mms.</li> <li>- Measuring length correctly using a meter scale and a measuring tape.</li> <li>-Differentiate between moving and stationary things.</li> <li>- Identify and distinguish between the various types of motions with suitable examples .</li> </ul>	<p><b>Experiential Learning</b></p> <ol style="list-style-type: none"> <li>1) To measure width of a table with handspan (spatial)</li> </ol>  <ol style="list-style-type: none"> <li>2) To measure the length of the classroom using pace and with a standard unit of measurement.</li> <li>3) To measure the height of a person using measuring tape and by hand span.</li> </ol> <p><b>Integrated Learning</b></p> <ol style="list-style-type: none"> <li>4) Numericals on conversions m---cm and mm,m—km</li> </ol>  <ol style="list-style-type: none"> <li>5) To take correct measurement with a metre scale.</li> </ol>	<p>Progressive WS Analogies Fill in the blanks Match the column Circle the odd one out Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p> <p>Entry &amp; Exit tickets</p> <p>Group activities</p> <p>Pair - and - Share</p> <p>Jam Board activities Thumbs up / Thumbs down Oral Q &amp; A after a discussion</p>
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-open and closed circuits  
- electric Conductors and insulators

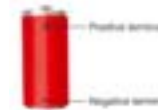
6) To measure length of a curved line using a thread  
7) Observe & identify different types of motions



8) To measure the waist size of any five students with the help of measuring tape(in cms ,and inches)


### Experiential Learning

1) To study parts of an electric cell and a bulb.






2) To make an electric circuit.




			<p>3) To identify closed and open circuits.</p>  <p>4) To make a switch.</p> <p>5) To make a simple torch circuit.</p> <p>6) To show that some materials/objects allow current to pass while others do not.</p> <p>7) Research - History of Light bulb</p> <p><b>Art Integration</b></p> <p>8) Go green - Create a Banner on ways to save Electricity.</p>	
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<b>Social Science</b>	<b>Motions of the Earth</b> <ul style="list-style-type: none"> <li>·Inclination of the earth's axis</li> <li>·Rotation and its effects</li> <li>·Revolution and its effects</li> <li>a) Unequal days and nights</li> <li>b) Change in the amount of heat received.</li> <li>Equinox &amp; Solstice</li> </ul>	<b>Each Student will be able to</b> <ul style="list-style-type: none"> <li>- Assess the two kinds of motions of the earth.</li> <li>- Explain by drawing a diagram how rotation causes days &amp; nights</li> <li>- Explain how different inclinations of sun's rays cause unequal days &amp; night</li> <li>- Define: Revolution, Leap year, Equinox</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>- Draw neat &amp; labeled diagrams to show:             <ol style="list-style-type: none"> <li>1. The inclination of the earth's axis and the angle formed.</li> <li>2. The change in the amount of heat received from vertical and slanting sun rays.</li> </ol> </li> </ul> 	Art Integration Group Activities  Class Test  Worksheet  Assignment work  Class Discussion

	<hr/> <p><b>Vedic age</b></p> <p>The different periods of the Vedic age</p> <p>The Early Vedic Period</p> <p>1) Political Life</p> <p>2) Life of the people</p> <p>3) Social Life</p> <p>4) Religion</p> <p>Later Vedic Period</p> <p>1) Political Life</p> <p>2) Life of the people</p>	<hr/> <p><b>Each student will be able to:</b></p> <p>-Describe the coming of the Aryans into India.</p> <p>- Write about the literary sources of the 'Vedic Age'</p> <p>- Name the four Vedas.</p> <p>- List the main features of Rig Veda.</p> <p>- Assess the use of iron tools of the Later Vedic Age.</p> <p>- Distinguish between the features of the early and the later Vedic Age.</p> <p>- List the characteristics of the political, social and cultural aspects of the Vedic age.</p> <p>- Mention how the dead were buried in</p>	<p><b>Art Integration</b></p> <p>- Performing arts: Group Activity in class</p> <p>Create a self-composed song on rain and create raindrops sound by finger tapping.</p> <hr/> <p><b>Art Integration</b></p> <p>- From the Vedas:Write one sloka from the Vedas in Devanagari calligraphy strokes.</p>  <p><b>Research work:</b></p> <ol style="list-style-type: none"> <li>1. Ashwamedha Yagna in Ramayana.</li> <li>2. The Gurukul system of education.</li> <li>3. The caste system v/s modern India.</li> </ol>	<hr/> <p>Research</p> <p>Assignment work</p> <p>Art Integration activities</p> <p>Quiz Cards</p> <p>Worksheet</p>
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	<p>3) Social Life</p> <p>4) Religion</p> <p>5) Education</p>	Inamgaon.		
<b>Sanskrit</b>	<p>पंचमी विभक्ति: – अपादानकारकम् चित्राधारित अनुवाद पशु-पक्षीणाम् नामानि</p>	<p><b>प्रत्येक छात्र</b></p> <p>संस्कृत अपादान कारक का शुद्ध व स्पष्ट उच्चारण तथा लेखन कर पाएगा।</p> <p>विषय पर आधारित प्रश्नों के उत्तर लिख पाएगा।</p> <p>कम से कम आठ-दस हिन्दी कारक शब्दों को संस्कृत में लिख पाएगा।</p> <p>कम से कम ५-५ पशु-पक्षियों के नाम संस्कृत भाषा में लिख पाएगा।</p>	<p><b>क्रियात्मक गतिविधियाँ</b></p> <p>योग्यता आधारित अवबोधन संबंधी प्रस्तुतीकरण, प्रश्नावली, विषयसंबंधी आभ्यासिककार्य प्रहेलिका क्रीडा- पशु-पक्षिणां नाम</p> 	<p>विषय से संबंधित मौखिक- लिखित प्रश्नोत्तर, अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगलालेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।</p>
<b>French</b>	<p><b>Les Parties du corps</b></p> <p>Les Parties du Corps</p>	<p><b>Each student will be able to-</b></p> <p>Describe a person and will be able to identify the various parts of the body.</p>	<p><b>Audio- Visuals –</b></p> <p>Listen to the song 'Alouette' and identify the parts of the body.</p>	<p><b>Assessment- Based Activities:</b></p> <p>Question Bank</p>

	Le Visage Les verbes 'avoir' et 'aller'	Conjugate verbs avoir and aller in the present tense and use them in sentences.	<b>(Listening Skill)</b>  <b>Writing Skills –</b> Describe a person using his body parts and adjectives.  <b>Jeu de Mots –</b> Les Parties du corps	Class Test
<b>Spanish</b>	<b>Unit -2</b> Lesson 4 Plan de trabajo	<b>Students will be able to</b> Conjugar los verbos regulares ("AR,ER,IR")  Traducir- Translations (small phrases)  frame small sentences.	<b>Written</b> : Describe que hace en la clase. Escribe 5 frases.  <b>Worksheet</b> : Conjugate the verbs.	Writing skills, correct conjugations.
<b>NOVEMBER</b>				
<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	<b>MCB</b>  UNIT 5 : FOOD FOR THOUGHT  DAL DELIGHT (continues...)	<b>Each student will be able to:</b>  -list the terminology related to cooking  -share the name of their favourite dish	<b>Experiential Learning</b>  -Watch the movie : Kung Fu Panda and jot down the ingredients of the special dish of Panda	Reading ,Listening, speaking and writing activities assigned  -Worksheets and questions-on the content

	<p>Section III: It's Fun to Cook!(oral comprehension)</p> <p>UNIT 6: ALL CREATURES GREAT AND SMALL</p> <p>Section II:</p> <p>Where Is My Mother?</p> <p><b>Grammar</b> Verbs Adverbs</p> <p><b>WRITING SKILL</b> Diary entry(continued) Short paragraph writing Use of Punctuation marks</p>	<ul style="list-style-type: none"> <li>-identify the poetic device in the poem</li> <li>- pronounce the new words correctly</li> <li>-look for one synonym and one antonym for the words(new terminology) using the dictionary</li> <li>-construct meaningful sentences with new terminology</li> <li>- summarize a given portion in his or her words</li> <li>-trace an elements of fun ,joy and learning in the lesson/poem</li> <li>- answer probing questions</li> <li>-identify the verbs and adverbs in the given content</li> <li>-justify the theme of the unit using words/phrases/interpretations from the chapter summarizing a given portion in his or her words /poem.</li> <li>- identify the value point in the plot/text</li> <li>-punctuate the given content</li> <li>-write a short paragraph within the</li> </ul>	 <p>-pre-class reading and research topic assigned</p> <p>- New terminology discussed (synonyms/antonyms)</p> <p><b>Newspaper activity:</b> Seasonal drinks and dishes</p>  <p>-framing of sentences using new words</p> <p>-New vocabulary highlighted and look for meanings in the dictionary.</p> <p>-Extract from the Unit followed by questions</p>	<p>covered, comprehension ,Grammar and Vocabulary</p> <ul style="list-style-type: none"> <li>-Entry &amp; Exit Tickets</li> <li>-Short paragraph writing</li> <li>-Assessment of Speaking Skill through oral reading and discussion.</li> <li>-Google forms</li> <li>-Practice assessment</li> <li>-Google docs assigned for writing skill</li> <li>-Jam board activities</li> <li>-Oral Q &amp; A after a discussion</li> </ul>
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specified word limit following the outline/framework. (refer to the guidelines and checklist given)

- Read the book:



Friends in Wild Places: Birds, Beasts and Other Companions

Book by Ruskin Bond

**Art Integration:**


You are a wildlife photographer. Design a cover page of the National Wildlife Magazine.



**Experiential Learning:**


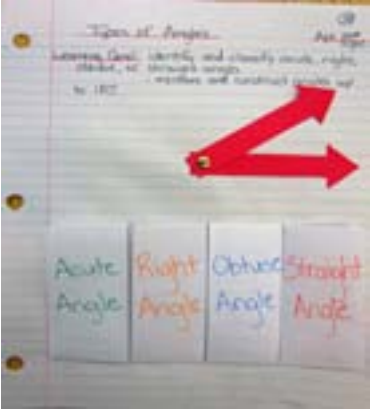
Research on the uniforms and badges worn by the forest guards all over the world and make a Digital collage using any five to six.





			<p><b>Class discussion:</b></p> <p>Any Nature walk/ Safari visit READING RESPONSE SHEET</p> 	
<b>Hindi</b>	<p><b>मधुप</b> पाठ- बारहमासा (कविता) वाक्यरचना ,नवीन शब्द,शब्दार्थ ,व्याख्या</p> <p><b>व्याकरण</b> कारक (तालिका बोध ) अनेकार्थी शब्द उपसर्ग, प्रत्यय</p>	<p><b>प्रत्येक छात्र</b> कम से कम ३-४ नवीन शब्दों का प्रयोग कर वाक्य रचना कर पाएगा । स्वरचित कविता लेखन ८-१० पंक्तियों में कर पाएगा। पाठ पर आधारित मौखिक प्रश्नावली के उत्तर बता पाएगा । सीता के विषय में ४-५ वाक्य लिख पाएगा । अशोक वाटिका की सुंदरता के बारे में ५-६ वाक्य बता पाएगा ।</p>	<p><b>अनुसंधान कार्य :</b> हिन्दी भाषा में ऋतुओं के नाम एवं महीनों के नामों की खोज <b>कला समावेशन</b> मौसम पर आधारित एक गीत का निर्माण <b>रचनात्मक कार्य :</b> कैलेंडर निर्माण गतिविधि <b>रचनात्मक कार्य :</b> कैलेंडर निर्माण गतिविधि <b>संगीतमय गतिविधि:</b></p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन मौखिक चर्चा द्वारा। व्याख्यात्मक अभ्यास पत्र के माध्यम से। लिखित प्रश्नों के माध्यम से। मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p>

	<p><b>लेखन</b></p> <p>पत्र अनुच्छेद लेखन</p> <p><b>बाल रामायण</b></p> <p>सीता की खोज</p>		<p>वर्षा ऋतु से जुड़ी एक स्वरचित कविता</p> <p><b>कलात्मक गतिविधि</b></p> <p>वर्ली आर्ट का प्रयोग कर काल्पनिक अशोक वाटिका का निर्माण करें ।</p> <p><b>अनुभवजन्य अध्ययन:</b></p> <p>गर्मी दूर भगाने हेतु एक पेय पदार्थ का निर्माण करें ।</p>	<p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
<b>Math</b>	<p><b>UNDERSTANDING ELEMENTARY SHAPES</b></p> <p>Measuring line segments</p> <p>Angles –right, straight, complete</p> <p>Angles –acute, obtuse, reflex</p> <p>Measuring angles</p> <p>Perpendicular lines</p>	<p><b>Each student will be able to: -</b></p> <p>Measure and construct line segments accurately</p> <p>Identify and Classify angles</p> <p>Reason if the given lines are perpendicular</p> <p>Classify triangles on the basis of sides and angles</p> <p>Name and characterize different types</p>	<p><b>Interdisciplinary</b></p> <p>Topic : Filtration Apparatus</p> <p>Identify different shapes in a given figure .</p> <p><b>Art Integration</b></p> <p>Tangram Art ( Fine art of America)</p> <p>Design your own tangram</p> <p>Art using various shapes.</p>	<p><b>Assessment through:</b></p> <p>Graphic Organizers</p> <p>Quizizz</p> <p>Google Doc.</p> <p>Worksheets</p> <p>Jamboard</p> <p>Google form</p>



	<p>Classification of triangles – sides, angles</p> <p>Quadrilaterals</p> <p>Polygons – types</p> <p>3 – D Shapes – cube, cuboid , cylinder , cone , prism , pyramid, sphere – faces, edges , vertices</p> <p>Nets of the above shapes</p>	<p>of quadrilaterals</p> <p>Types of polygons</p> <p>Types of 3 – D Shapes – identifying the faces , edges and vertices</p> <p>Drawing nets for the given 3 – D Shapes</p>	 	
<p><b>Science</b></p>	<p><b>LIGHT, SHADOWS AND REFLECTIONS</b></p> <p>-Classification of materials wrt amount of light passing through them-Transparent, Opaque &amp; Translucent objects</p> <p>-Conditions to form shadows</p> <p>-Light travels in a straight line</p>	<p><b>Each student will be able to:</b></p> <p>-Categorize the given objects into transparent, translucent and opaque</p> <p>-define &amp; identify luminous and non luminous objects.</p> <p>-demonstrate that light travels in a straight line</p> <p>-List the three conditions required to form</p>	<p><b>Experiential Learning</b></p> <p>1)To observe shadow formation in a dark room with torch light.</p> <p>2.)To show that light travels in a straight line.</p> <p>3) To prove through an activity that light bounces back in the same medium when it falls on a highly polished plane surface.</p>	<p>Progressive WS</p> <p>Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle the odd one out</p> <p>Test - Google form</p>

	<p>- Mirrors &amp; reflections</p> <p><b>Fun with Magnets</b></p> <p>-Magnet</p> <p>-Poles of magnet</p> <p>-magnetic and non magnetic materials</p> <p>-A freely suspended</p>	<p>a shadow</p> <p>State any two characteristics of shadows</p> <p>Suggest two important properties of light</p> <p>Draw and illustrate the reflection of light by mirror</p> <hr/> <p>-Explain the discovery of natural magnets.</p> <p>-Differentiate between natural and artificial magnets and their types.</p> <p>-Classify magnetic and non magnetic substances.</p> <p>-Identify the poles of a magnet and state some properties</p> <p>-Describe the construction and working of</p>	<p>4) Design an anchor chart of transparent, translucent and opaque objects. (spatial)</p>  <p>5.) Create a pinhole camera. (spatial/ Kinesthetic)</p>  <p><b>Experiential Learning</b></p> <p>1) demonstrate how some things are attracted by a magnet while others are not.</p>	<p>Case Study</p> <p>Graphic Organisers</p> <p>Entry &amp; Exit tickets</p> <p>Group activities</p> <p>Pair - and - Share</p> <p>Jakl &amp; A after a discussion</p>
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a magnetic compass.

-To make their own magnet

-Analyse the behaviour of magnets when they are brought near each other.

-How are temporary magnets different from permanent magnets



-To classify things into magnetic and nonmagnetic substances.

- To locate poles of a magnet.  
( LAB)

-To show that magnets always align in a particular direction.(LAB)




-To show that like poles repel and unlike poles attract.





### Art Integration

Shadow Drawing Artwork


<https://www.youtube.com/watch?v=vIKQq4-D8j4>



				
<b>Social Science</b>	<b>Early States in India</b> <ul style="list-style-type: none"> <li>- Rise of Janapadas and Mahajanapadas In India</li> <li>Janapadas</li> <li>Republics and Monarchies</li> <li>(Sighting examples of Vajji and Magadha)</li> <li>- Janapadas to Mahajanapadas</li> <li>(Conditions in Mahajanapadas)</li> <li>- Rise of Magadha</li> </ul>	<b>Each student will be able to :</b> <ul style="list-style-type: none"> <li>- Name two sources of information on Janapadas.</li> <li>- Define and give examples of Janapadas &amp; Mahajanapadas.</li> <li>- Enlist the Mahajanapadas.</li> <li>- Spell out the differences between republics and monarchies.</li> <li>- Name the two major clans of Vajji.</li> <li>- Describe the conditions in the Mahajanapadas.</li> <li>- Explain the political and social life of</li> </ul>	<b>Activities:</b> Hook Activity : Story telling 'Why was Ajatashatru named so?'  Map Work: - Important 16 mahajanapadas 	Class Test  Map Work  Assignment  Worksheet

	<p><b>The Earth's Constituents</b></p> <ul style="list-style-type: none"> <li>- The three zones on the earth- Land ,water,and air.</li> </ul> <p>Lithosphere, Hydrosphere, Atmosphere</p> <ul style="list-style-type: none"> <li>- Major continents</li> <li>- Major oceans</li> <li>- Layers of atmosphere</li> <li>- How is life possible only on planet earth?</li> </ul> <p><b>Subject Enrichment Activity</b></p>	<p>the people of Magadha.</p> <p><b>Each Student will be able to :-</b></p> <ul style="list-style-type: none"> <li>- Identify three zones of the earth- lithosphere,hydrosphere,and atmosphere.</li> <li>- Locate and recognize the continents of the World.</li> <li>-Explain the features of the major landforms.</li> <li>- Locate and recognize oceans of the World.</li> <li>- Define the term atmosphere and name the five layers of the atmosphere.</li> </ul>	<p>- On the world map: Mark and label the Major Oceans and Continents of the world.</p> <p>- Draw a pie chart to show the composition of the atmosphere.</p>  <p><b>Research work:</b> The effects of global warming on Earth/ melting of glaciers.</p>	<p>Class Test</p> <p>Map work</p> <p>Assignment work</p> <p>Worksheet</p> <p>Research work</p> <p>Making of pie chart</p>
<p><b>Sanskrit</b></p>	<p>षष्ठी विभक्ति: – संबंधकारकम्</p> <p>सप्तमी विभक्ति: – अधिकरणकारकम्</p> <p>कलासमन्वितकार्यम्</p>	<p><b>प्रत्येक छात्र</b></p> <p>संस्कृत संबंध व अधिकरण कारक युक्त शब्दों का शुद्ध व स्पष्ट उच्चारण तथा लेखन कर पाएगा ।</p> <p>विषय पर आधारित प्रश्नों के उत्तर लिख पाएगा।</p>	<p><b>अनुभवात्मक-कला समन्वित कार्य</b></p> <p>भाषासंवर्धनाय – वाचन गतिविधि- मम परिवार: /मम गृहम्</p>	<p>विषय से संबंधित मौखिक- लिखित प्रश्नोत्तर , अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगलालेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया</p>

		<p>कम से कम आठ-दस हिन्दी कारक शब्दों को संस्कृत में लिख पाएगा।</p> <p>विभक्ति चिह्नों का प्रयोग कला द्वारा जैसे संवाद वाचन/स्वपरिवयवाचन इत्यादि प्रस्तुत कर पाएगा।</p>	<p><b>रचनात्मक कार्यम्</b></p> <p>वर्ली कला द्वारा परिवारवृक्षः रचना गतिविधि</p> 	जाएगा।
<b>French</b>	<p><b>Les Adjectifs Possessifs</b></p> <p><b>Les 'ER' Verbes au présent</b></p>	<p><b>Each student will be able to-</b></p> <p>Use the correct adjective based on the gender and number of the nouns in the sentence.</p> <p>Conjugate the verbs of the 1<sup>st</sup> group – ER in the present tense and use them correctly in sentences.</p>	<p><b>Art Integration:</b></p> <p><b>Rap Song – Les Adjectifs Possessifs</b></p> <p><b>Cahier des Verbes – Les Verbes</b></p> <p><b>Board Game – Les Verbes</b></p>	<p><b>Assessment- Based Activities :</b></p> <p>Worksheet- Grammaire</p> <p>Class Test</p>
<b>Spanish</b>	<p><b>Unit 3 -</b></p> <p>Lesson 5 – Vida cotidiana</p>	<p><b>Each student will be able to</b></p> <p>do the conjugations of the irregular verb” Hacer”</p> <p>tell time in spanish</p> <p>To describe daily routine.</p>	<p><b>Worksheets</b></p> <p>conjugate reflexive verbs for describing routine.</p>	Class test.


**DECEMBER**



<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<p><b>English</b></p>	<p><b>MCB</b></p> <p>UNIT 6: ALL CREATURES GREAT AND SMALL Section III: Birds of Paradise (Poem)</p> <p><b>GRAMMAR</b> (continued) Verbs Adverbs</p> <p><b>WRITING SKILL</b> Diary entry(continued) Short paragraph writing Use of Punctuation marks</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>-read a nursery rhyme and identify the rhyme scheme</li> <li>-explain one reason of the extinction of a variety of species on earth</li> <li>- pronounce the new words correctly</li> <li>-look for one synonym and one antonym for the words(new terminology) using the dictionary</li> <li>-construct meaningful sentences with new terminology</li> <li>-identify the rhyme scheme of the poem</li> <li>- summarize a given portion in his or her words</li> <li>-trace an elements of fun ,joy and learning in the lesson/poem</li> <li>- answer probing questions</li> </ul>	<p>Pre-class reading and research topic assigned</p> <ul style="list-style-type: none"> <li>- New terminology discussed (synonyms/ antonyms)</li> <li>-framing of sentences using new words</li> </ul> <p><b>Research Activity:</b> Fact slides (four facts): NGO responsible for rehabilitating injured birds in India</p>  <p>-Watching a video on birds of paradise</p> <p><b>Art Integration:</b> Slogan writing-'Save Wildlife'</p>	<p>Reading ,Listening, speaking and writing activities assigned</p> <ul style="list-style-type: none"> <li>-Entry &amp; Exit Tickets</li> <li>-Worksheets and questions-on the content covered, comprehension, Grammar and Vocabulary</li> <li>-Short paragraph writing</li> <li>-Assessment of Speaking Skill through oral reading and discussion</li> <li>-Google forms/docs will be assigned</li> <li>--word walls</li> <li>- explorer-a journal</li> </ul>



		<p>-identify the verbs and adverbs in the given content</p> <p>-justify the theme of the poem using words/phrases/interpretations from the poem</p> <p>- identify the value point in the plot/text</p> <p>-punctuate the given content</p> <p>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</p>	 <p>-Extract from the Unit followed by questions:</p> <p>Extension and experiential and Integrated Learning: Writing a Haiku</p> <p><b>Newspaper Activity and Experiential Learning:</b></p>  <p>Prepare the latest Newspaper Report on 'Campaign against killing animals/ birds for fashion'.</p> <p>-attempt comprehension passages</p>	<p>-Oral Q &amp; A after a discussion</p> <p>-Group activities</p> <p>-Pair - and - Share</p>
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<p><b>Hindi</b></p>	<p><b>मधुप</b>  <b>पाठ - खाने की इच्छा</b>  वाक्य रचना, प्रश्नोत्तर,  नवीन शब्दावली  <b>पाठ -होशियार (कहानी)</b>  वाक्य रचना, प्रश्नोत्तर,  नवीन शब्दावली    <b>व्याकरण</b>  विराम चिन्ह (निर्देशक हंस  पद कोष्ठक)  मुहावरे    <b>लेखन</b>  अपठित गद्यांश,संवाद  लेखन    <b>बाल रामायण</b>  राम और सुग्रीव  लंका में हनुमान</p>	<p>प्रत्येक छात्र -  नए शब्दों के अर्थ लिख पाएगा ।  पाठ पर आधारित ३-४ मौखिक प्रश्नों  के उत्तर बता पाएगा ।  नवीन शब्दकोश का निर्माण कर  पाएगा।  ३-४ प्रश्नों के सटीक उत्तर दे पाएगा।  श्री राम के साहस, बल के बारे में  ३-४ वाक्य लिख पाएगा ।  श्री राम व सुग्रीव के आपसी संबंधों  पर अपने ४-५ विचार बता पाएगा।</p>	<p><b>रचनात्मक कार्य:</b>  मेरा डिब्बा गतिविधि ।  भारतीय व्यंजनों की  चित्रात्मक प्रस्तुति एवं सूची  निर्माण गतिविधि    <b>अनुसंधान कार्य :</b>  भारत के कुछ अनजाने  व्यंजनों की खोज    <b>कला समावेशन:</b>  कॉमिक द्वारा खाने के  विभिन्न प्रकारों की  जानकारी।    भारतीय भोजन .....भारत  की शान (प्रस्तुतीकरण)    <b>रचनात्मक कार्य:</b>  आपातकालीन परिस्थिति से  बचने के लिए एक विज्ञापन</p>	<p>गूगल आलेख व प्रपत्र  द्वारा मूल्यांकन    मौखिक चर्चा द्वारा।    व्याख्यात्मक अभ्यास पत्र  के माध्यम से।    लिखित प्रश्नों के माध्यम  से।  मौखिक तथा लिखित कार्य  की चर्चा व जाँच द्वारा।  अभ्यास कार्यपत्र की चर्चा  व निरीक्षण द्वारा  व्याख्यात्मक लेखन व  वाचन द्वारा</p>
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			<p>का निर्माण</p> <p>विद्यालय हेतु आपातकालीन समय में विकास हेतु मानचित्र का निर्माण</p> <p>आपातकालीन समय में जागरूक करने हेतु नारे का निर्माण</p>	
<p><b>Math</b></p>	<p><b>Mensuration</b></p> <p>Perimeter of square, rectangle and regular shapes</p> <p>Area of square, rectangle and regular shapes</p> <p>Application based questions</p> <p><b>Algebra</b></p> <p>Matchstick patterns</p> <p>Idea of a variable</p> <p>Use of variables in common</p>	<p><b>Each child will be able to :</b></p> <p>Calculate the perimeter of squares, rectangles and irregular shapes.</p> <p>Calculate the perimeter of squares, rectangles and irregular shapes.</p> <p>Solve application based questions.</p> <p><b>Each child will be able to :</b></p> <p>Identifying variables.</p> <p>Converting expressions to variables and vice versa.</p>	<p><b>Experiential Learning</b></p> <p>Measuring area and perimeter of objects in the surroundings – Hands – on eg. Study Room</p>  <p><b>Class Activity</b></p> <p>Measure and write the lengths of the four sides of a page of your notebook. What is the perimeter of the page?</p>	<p><b>Assessment through :</b></p> <p>Graphic Organizers</p> <p>Quizizz</p> <p>Google Doc.</p> <p>Worksheets</p> <p>Jamboard</p> <p>Google form</p>

	<p>rules</p> <p>Expressions with variables</p> <p>Conversion of statements to expressions and vice versa</p> <p>Using expressions practically</p>	<p>Using expressions practically</p>	<p><b>Art Integration</b></p> <p>Pure Abstract Painting By Piet Mondrian Using squares and rectangles.</p>  <p><b>Interdisciplinary</b> Topic : Growth of plants</p> <p>Create a question on plant growth using an algebraic equation.</p>  <p><b>Experiential Learning:</b> <b>Art Integration</b></p> <p>Q Write the ratio that shows the relationship of the number of triangles to the total.</p>	
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<p><b>Science</b></p>	<p><b>Sorting materials into group</b></p> <ul style="list-style-type: none"> <li>-objects around us</li> <li>-Sort material into groups based on their common properties like appearance, Luster, hardness, softness, solubility, insolubility, density, transparency</li> </ul> <p><b>Separation of Substance- 5 classes</b></p> <ul style="list-style-type: none"> <li>-Need for separation of substance</li> <li>-Methods of separation</li> <li>-Mixture of solid in solids</li> <li>-Mixture of solids in liquids</li> <li>-Mixture of liquids in liquids</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- Recognise that objects are made of different materials.</li> <li>-understand that different materials have different properties.</li> <li>- Classify materials based on similarities &amp; differences in their properties.</li> <li>-Differentiate between lustrous and dull materials.</li> <li>-Differentiate between hard and soft materials.</li> <li>-Explain soluble and insoluble substances giving examples.</li> <li>-Differentiate between transparent, translucent and opaque materials.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>-Define mixture</li> <li>-Explain the purpose of separating substances from mixtures.</li> <li>-Recognise the properties of the components of a mixture to apply a specific method of separation.</li> </ul>	<p><b>Experiential Learning</b></p> <p>1) Investigate and identify materials that will dissolve in water and those that will not:-</p>  <p>2) To study that some objects float and some sink in water.</p>  <p>3) To differentiate between hard and soft substances by cutting.</p> <p>4) To distinguish between transparent, translucent and opaque substances on the</p>	<p>Progressive WS Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle the odd one out</p> <p>Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p> <p>Entry &amp; Exit tickets</p> <p>Group activities</p> <p>Pair - and - Share</p> <p>Jam Board activities</p> <p>Thumbs up / Thumbs down</p> <p>Oral Q &amp; A after a discussion</p>
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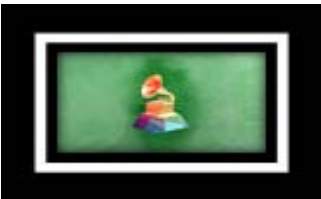

		<p>-Differentiate between handpicking and threshing and state the condition in which it is used for separation.</p> <p>-Explain decantation.</p> <p>-Describe filtration &amp; List a few filters.</p> <p>-Explain how saturated solutions are prepared.</p>	<p>basis of how much we can see through them</p> <p><b>Art Integration</b></p> <p>POEM / MINI POSTER  “Methods of separation of substances”</p> 	
<p><b>Social Science</b></p>	<p><b>How we govern our communities</b></p> <p>- Introducing the terms like: civic amenities, local self government</p> <p>- Advantages of local self-government</p> <p>- Panchayati Raj System:</p>	<p><b>Each student will be able to-</b></p> <p>- Define: Civic Amenities, Local Self Government, Panchayat.</p> <p>- Enlist the advantages of local self-government</p> <p>- Explain the structure of Panchayati Raj</p>	<p><b>Art Integration</b></p> <p>Role play : Class Panchayat  Build your imaginary village, give it a name, select a problem and provide a solution to that problem.</p>	<p>Role Play - Class Panchayat</p> <p>Assignment Work</p> <p>Worksheet</p>

	<p>a) Functions and sources of income of the panchayats</p> <p>b)Composition of the village panchayat</p> <ul style="list-style-type: none"> <li>- Municipalities: Meaning</li> <li><b>India's climate, natural vegetation and wildlife</b></li> <li>- Meaning of the term 'Weather' , 'Climate'</li> <li>- Factors determining climate</li> <li>- Climatic diversity in India</li> <li>- Indian Seasons</li> <li>- Different types of Natural Vegetation in India</li> </ul>	<ul style="list-style-type: none"> <li>- Assess the main constituents of the Panchayat at village level.</li> </ul> <hr/> <p><b>Each Student will be able to :</b></p> <ul style="list-style-type: none"> <li>- Define terms like: climate, weather</li> <li>- List the factors affecting the climate of India.</li> <li>- Explain the cycle of seasons and mention the main features of each season.</li> <li>- Differentiate between advancing and retreating monsoon.</li> <li>- Give details about the distribution of rainfall in India.</li> <li>- Write the meaning of natural vegetation.</li> <li>- Enlist the main types of Natural Vegetation.</li> <li>- Enumerate the importance of forests and the need to conserve them.</li> </ul>	 <hr/> <p><b>Map Activity:</b></p> <p>On a map of India show the Wildlife Sanctuaries and National Parks of India.</p> <p><b>Research work:</b></p> <p>'Wildlife Week', 'Project Tiger'</p> 	<p>Class Discussion</p> <hr/> <p>Class Test</p> <p>Worksheet</p> <p>Assignment work</p> <p>Map work</p> <p>Research work</p>
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<p><b>Sanskrit</b></p>	<p>संबोधनम् (१)</p> <p>श्लोकाः (वाचन मूल्यांकन गतिविधि)</p> <p>समस्तकारकाधारित अनुवाद</p>	<p><b>प्रत्येक छात्र</b></p> <p>संस्कृत संबोधन युक्त शब्दों का शुद्ध व स्पष्ट उच्चारण तथा लेखन कर पाएगा।</p> <p>विषय पर आधारित प्रश्नों के उत्तर लिख पाएगा।</p> <p>कम से कम आठ-दस संबोधन शब्दों को संस्कृत में लिख पाएगा।</p> <p>विभक्ति चिह्नों का प्रयोग संस्कृत अनुवाद द्वारा कर पाएगा।</p>	<p>वाचन गतिविधि- संबोधन शब्द</p> <p>रचना गतिविधि- संस्कृत कारक चिह्नों से वाक्य को आगे बढ़ाना तथा लेखन करना।</p> <p>भाषासंवर्धनाय - श्लोकों का श्रवण व वाचन कौशल परीक्षण</p>	<p>विषय से संबंधित मौखिक- लिखित प्रश्नोत्तर , अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगलालेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।</p>
<p><b>French</b></p>	<p>L'Heure</p> <p>Les Jours et Les Mois</p> <p>Les Nombres Ordinaux</p>	<p><b>Each student will be able to</b></p> <p>Write numbers in the ordinal form.</p> <p>Tell time in french.</p> <p>Recite the days and months in french.</p>	<p><b>Art Integration</b></p> <p>Draw a clock and decorate it with Mandala Art or Warli Art and show the time.</p> <p>Identify each month with a season or a festival in India and in France.</p>	<p><b>Assessment-Based Activities:</b></p> <p>La Dictée</p> <p><b>(Listening Skills)</b></p> <p>Question Bank</p> <p>Class Test</p>
<p><b>Spanish</b></p>	<p>Unit 3</p> <p>Lesson 6 – Me gustan las matemáticas</p>	<p><b>Each student will be able to</b></p> <p>Learn the vocabulary of subjects in spanish.</p>	<p>Complete the school's time table in spanish.</p>	<p><b>Group activity -</b></p> <p>4 students in their respective groups will present their likes and dislikes. (subjects)</p>


		To express likes and dislikes in spanish.		
<b>JANUARY</b>				
<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	<p><b>MCB</b></p> <p>UNIT 7: OTHER WORLDS, OTHER TIMES Section II: The Fun They Had</p> <p><b>GRAMMAR</b> Revision of concepts covered Introduction and Discussion and guidance (IF TIME PERMITS)</p> <ul style="list-style-type: none"> <li>· prepositions</li> <li>· conjunctions</li> </ul> <p><b>WRITING SKILL</b> Short composition writing Introduction-Formal letter writing</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>-share their understanding of the title</li> <li>-list a few science fiction stories</li> <li>-compare and contrast the schools of today with future schools</li> <li>- pronounce the new words correctly</li> <li>-look for one synonym and one antonym for the words(new terminology) using the dictionary</li> <li>-construct meaningful sentences with new terminology</li> <li>- read the lesson loudly and clearly with correct pauses and mark new terminology</li> <li>- summarize a given portion in his or her</li> </ul>	<p>Pre-class reading assigned</p> <ul style="list-style-type: none"> <li>- New terminology discussed (synonyms/antonyms)</li> <li>-framing of sentences using new words</li> </ul> <p><b>Class activity:</b></p> <p>Students prepare a flow chart of the sequence of events.</p> <p><b>Art Integration:</b></p> <p>Compose a RAP song on future schools</p>	<ul style="list-style-type: none"> <li>-Reading, Listening, speaking and writing activities assigned</li> <li>-Worksheets and questions-on the content covered, comprehension, Grammar and Vocabulary</li> <li>-Short paragraph writing</li> <li>-Assessment of Speaking Skill through oral reading and discussion</li> <li>-Google forms/docs will be assigned</li> <li>-Jam board activities</li> <li>- crosswords and graphic organisers</li> </ul>






		<p>words</p> <p>-trace an elements of fun ,joy and learning in the lesson/poem</p> <p>- answer probing questions</p> <p>-identify the prepositions and conjunctions in the given content</p> <p>-justify the theme of the unit using words/phrases/interpretations from the chapter summarize a given portion in his or her words /poem.</p> <p>- identify the value point in the plot/text</p> <p>-punctuate the given content</p> <p>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</p> <p>-Read a science fiction</p>	 <p><b>Experiential and Integrated Learning:</b></p> <p>Design a robot with at least two unique features</p>  <p>-attempt comprehension passages</p> <p>-Read a science fiction book</p>	<p>- Entry &amp; Exit Tickets</p> <p>-Group activities</p> <p>-Pair - and - Share</p>
<b>Hindi</b>	<p><b>मधुप</b></p> <p><b>पाठ- गिरिधर की कुंडलियाँ</b></p> <p>नवीन शब्दावली</p>	<p><b>प्रत्येक छात्र -</b></p> <p>नए शब्दों के अर्थ लिख पाएगा ।</p> <p>कुंडलियों का सार ४०-५० शब्दों में</p>	<p><b>गतिविधि</b></p> <p>जानवरों की स्वतंत्रता</p> <p>सृजनात्मक लेखन कार्य ।</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p>


	<p>वाक्य रचना</p> <p>प्रश्न उत्तर</p> <p><b>पाठ- अकलमंद बिल्ली</b></p> <p>नवीन शब्दावली</p> <p>वाक्य रचना</p> <p>प्रश्न उत्तर</p> <p><b>व्याकरण - वर्ण विच्छेद ,पत्र केवल स्वर संधि</b></p> <p><b>बाल रामायण</b></p> <p>लंका विजय</p>	<p>लिख पाएगा ।</p> <p>उचित उच्चारण सहित पाठ का पठन कर पाएगा।</p> <p>गोपनीयता का महत्व अपने शब्दों में बता पाएगा ।</p> <p>लंका विजय में विभीषण का योगदान ४०-५० शब्दों में बता पाएगा ।</p>	<p><b>रचनात्मक कार्य :</b> बिल्ली के बारे में कुछ रोचक तथ्य गतिविधि</p> <p><b>अनुसंधान कार्य:</b> कुंडलियों से जुड़ी जानकारी एकत्रित कर प्रस्तुति बनाना।</p> <p><b>संगीतमय गतिविधि:</b> कुंडली को गीत के रूप में गाना गतिविधि</p> <p><b>कलात्मक गतिविधि :</b> कठपुतली का निर्माण कर जानवर एवं इंसान के बीच संवाद ।</p>	<p>व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से।</p> <p>मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
<b>Math</b>	<p><b>Ratio and Proportion</b></p> <p>What is a ratio?</p>	<p><b>Each child will be able to :</b></p> <p>Explain the concept of ratios.</p>	<p><b>Experiential Learning Class Activity</b></p> <p>Combining primary colours in</p>	<p><b>Assessment through:</b></p> <p>Graphic Organizers</p>

	<p>Equivalent ratios</p> <p>Proportion</p> <p>Unitary method</p> <p>Application based questions</p>	<p>Find out equivalent ratios.</p> <p>Apply the unitary method to solve questions.</p> <p>Students discuss mathematical concepts seen in daily experience and artwork.</p> <p>Students recognize and practice visual arts elements, especially composition.</p>	<p>different ratios to form new colours.</p> 	<p>Quizzz</p> <p>Google Doc.</p> <p>Worksheets</p> <p>Jamboard</p> <p>Google form</p>
<p><b>Science</b></p>	<p><b>Body Movements</b></p> <ul style="list-style-type: none"> <li>-Structure ,functions of human body</li> <li>-Human skeletal system</li> <li>-Gait of other animals like Fish, bird, cockroach, snails</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>-To locate the position of joints in the human body and state its functions.</li> <li>-Compare different types of joints in the human body and the movement demonstrated by them.</li> <li>-Name the different parts of the skeletal system.</li> <li>-Analyse advantages of skeleton.</li> <li>-Differentiate between bones and cartilage.</li> <li>-Describe rib cage and state its advantages</li> </ul>	<p><b>Experiential learning</b></p> <p>1) To construct the ball and socket, hinge, fixed, pivot joint using readily available material.</p>  <p>2) To observe a model of the skeleton and locate the various joints.</p>	<p>Progressive WS</p> <p>Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle the odd one out</p> <p>Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p> <p>Entry &amp; Exit tickets</p> <p>Group activities</p>

	<p><b>Living organism &amp; their surroundings</b></p> <ul style="list-style-type: none"> <li>-Characteristic,</li> <li>-Habitat</li> <li>-Biotic and abiotic components (light,temperature, water,air,soil,fire)</li> <li>Habitat varies</li> <li>Aquatic,desert,mountain,etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain the role of muscles in moving bones.</li> <li>-Differentiate between vertebrates and invertebrates.</li> <li>-Name and explain the mechanism of movement and the organs of locomotion of fish, birds, snakes, cockroaches, snails, etc.</li> <li>-Define habitat &amp; adaptation and explain its significance.</li> <li>-List different types of habitat.</li> <li>-Describe biotic and abiotic components of habitats.</li> </ul>	 <ul style="list-style-type: none"> <li>3) To study specimens of birds, fish, snakes, snails and earthworms.</li> <li>1) List a diverse set of living organisms around us.</li> <li>2) To study modification in land &amp; aquatic plants.</li> <li>3) To study modification in land &amp; aquatic animals.</li> </ul> <p><b>Art Integration</b></p> <p>GROUP ACTIVITY - “<b>Role Play</b>”</p> <p>Adaptations of plants and animals in different habitats</p>	<p>Pair - and - Share</p> <p>Jam Board activities</p> <p>Thumbs up / Thumbs down</p> <p>Oral Q &amp; A after a discussion</p>
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<b>Social Science</b>	<b>Development of First Empire</b> <ul style="list-style-type: none"> <li>- Alexander's Invasion</li> <li>- The Mauryan Empire</li> <li>- Ashoka</li> <li>- Mauryan Administration and Society.</li> <li>- Decline of the Mauryas</li> </ul>	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>- Explain the establishment of the first ever 'empire' of India by the Mauryas.</li> <li>- Describe the establishment and expansion of the Mauryan empire under its various rulers.</li> <li>- Explain the impact of the Kalinga war on Ashoka.</li> <li>- List the main principles of Ashoka's 'Dhamma'.</li> <li>- Enlist the steps taken by Ashoka to spread the message of Dhamma</li> <li>- Write about the society and administration under the Mauryas.</li> <li>- State the reason(s) for the decline of the Mauryan empire.</li> </ul>	<p>Virtual tour of Firoz Shah Kotla Ashoka's Pillar followed by a Quiz.</p> <p>Jamboard session- Group activity On teachings of Dhamma relevant in present times.</p> <p><b>Map Activity:</b> Mark the sites of Ashoka's Rock and Pillar edicts on an outline map of India</p> 	<p>Jamboard Session</p> <p>Quiz</p> <p>Worksheet</p> <p>Assignment Work</p>


	<p><b>Political Development (AD 300 to AD 700)</b></p> <ul style="list-style-type: none"> <li>- The Gupta Empire</li> <li>- Chandragupta 1</li> <li>- Samudragupta</li> <li>- Chandragupta Vikramaditya and his achievements</li> </ul>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- List the main archaeological and literary sources of this period.</li> <li>- Write about the contribution made by: <ul style="list-style-type: none"> <li>▪Chandragupta I</li> <li>▪Samudragupta</li> <li>▪Chandragupta II</li> </ul> </li> <li>- Describe the Gupta administration</li> <li>- The society and religion under the Guptas.</li> </ul>	<p><b>Class Discussion :</b></p> <ol style="list-style-type: none"> <li>1. Why is King Samudragupta also known as 'Napoleon of India'?</li> <li>2. TV Show Vikram Aur Vetaal.</li> </ol>  <p><b>Map Activity:</b> Mark and label the following on the political map of India: Pataliputra, Allahabad, Ujjain, Kannauj, Kanchipuram, Vatapi</p>	<p>Assignment work</p> <p>Participation in class discussion</p> <p>Map Work</p> <p>Worksheet</p>
<p><b>Sanskrit</b></p>	<p>अपठित गद्यांश – मम परिवारः</p> <p>लृट् लकारः (भविष्यकाल)</p> <p>चित्रवर्णनम्</p>	<p><b>प्रत्येक छात्र</b></p> <p>मम परिवारः अनुच्छेद का पठन कर पाएगा।</p> <p>लृट् लकार के ४-५ वाक्यों द्वारा सरल चित्र वर्णन कर पाएगा।</p> <p>लृट् लकार में धातु रूप लेखन तथा वाक्य प्रयोग कर पाएगा।</p>	<p><b>क्रियात्मक गतिविधियाँ</b></p> <p>अपठित गद्यांश आधारित प्रश्नों के उत्तर लिखना।</p> <p>उत्तर पठन करना।</p> <p>क्विजिज गतिविधि में भाग लेना।</p> <p><b>रचनात्मक-कार्यम्-</b></p>	<p>विषय से संबंधित मौखिक- लिखित प्रश्नोत्तर , अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगलालेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया</p>


		चित्राधारित ४-५ संस्कृत वाक्य लिख पाएगा।	चित्र आधारित संस्कृत वाक्य रचना करना। 	जाएगा।
<b>French</b>	<b>Les saisons</b>  <b>Les Adjectifs Démonstratifs</b>	<b>Each student will be able to-</b> Describe and compare the seasons of France and India.  Use demonstrative adjectives before nouns based on their gender and number.	<b>Art Integration:</b> Depict any one season using Madhubani Painting or Bharatnatyam Dance.  <b>Collage - Seasons of France</b>	<b>Creative Writing -</b> Décrivez les quatre saisons en France.  <b>Worksheet - Grammaire</b> Question bank  Class Test
<b>Spanish</b>	<b>Unit 4</b> Lesson 7 – Mi familia	<b>Each students will be able to</b>  Understand and learn the vocabulary for family members.	<b>Art Integration:</b> create a family tree and present it in the class in spanish.	Presentation in the class.



**FEBRUARY & MARCH**


<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	<p><b>MCB</b></p> <p>UNIT 7: OTHER WORLDS, OTHER TIMES ACTIVITY: Section III: Oral comprehension Comet (poem) Revision for Finals VALUE EDUCATION</p>	<p>REVISION</p> <p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>- pronounce at least five new words correctly</li> <li>- identify the picture displayed and share two exciting features</li> <li>- spell at least four new words correctly</li> <li>- frame answers to the questions ( in groups of four) and answer at least five textual questions and write legibly</li> <li>- categorize the different types of comets</li> </ul>	<p>REVISION</p> <ul style="list-style-type: none"> <li>- Question bank</li> <li>- Worksheets</li> </ul> <p>Activity: A research on latest Comets</p>	<ul style="list-style-type: none"> <li>- Reading ,Listening, speaking and writing activities assigned</li> <li>- Worksheets and questions-on the content covered, comprehension, Grammar and Vocabulary</li> <li>- Short paragraph writing</li> <li>- Google forms/docs will be assigned</li> <li>- Oral Q &amp; A after a discussion</li> <li>- Group activities</li> <li>- Pair - and - Share</li> </ul>
<b>Hindi</b>	<p><b>मधुप</b> <b>पाठ- दर्यानूर</b> <b>नवीन शब्दावली</b></p>	<p>प्रत्येक छात्र - नए शब्दों के अर्थ लिख पाएगा ।</p> <p>प्राचीन धरोहर के संरक्षण के २-३</p>	<p><b>रचनात्मक कार्य :</b></p> <p>विश्व के सात आश्चर्यों की जानकारी एकत्रित कर एक</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p>



	<p><b>वाक्य रचना</b></p> <p><b>प्रश्न उत्तर</b></p> <p><b>बाल रामायण</b> राम का राज्य अभिषेक</p> <p><b>व्याकरण</b> समास द्वंद, द्विगु परिचय</p> <p><b>लेखन</b> औपचारिक अनौपचारिक पत्र अपठित गद्यांश विज्ञापन निर्माण</p>	<p>उपाय बता पाएगा ।</p> <p>भारत के ३-४ दर्शनीय स्थलों के नाम बता पाएगा ।</p> <p>मित्र की कोई ३-४ विशेषता बता पाएगा ।</p> <p>३-४ प्रश्नों के सटीक उत्तर लिख पाएगा ।</p> <p>राम के राज्याभिषेक की भव्य तैयारियों का वर्णन ५०-६० शब्दों में लिख पाएगा ।</p>	<p>लेख लिखे ।</p> <p><b>अनुसंधान कार्य:</b> ताजमहल के निर्माण से संबन्धित जानकारी खोज कर एक प्रस्तुति का निर्माण करें ।</p> <p><b>अनुभव जन्य अध्ययन:</b> ताजमहल पर पर्यावरण से होने वाले बदलावों की सूची बनाइए ।</p> <p><b>कलात्मक गतिविधि :</b> कल्पना के आधार पर कोहिनूर और दर्यानूर का प्रारूप बनाए ।</p>	<p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से।</p> <p>मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा</p> <p>व्याख्यात्मक लेखन व वाचन द्वारा</p>
<p><b>Math</b></p>	<p><b>Practical Geometry</b> <b>Construction of</b></p> <p>Circle</p> <p>Line segment</p> <p>Perpendicular</p>	<p><b>Each child will be able to construct :</b></p> <p>Circles with the given radius.</p> <p>line segments.</p> <p>Perpendicular, perpendicular bisector.</p>	<p><b>Class Activity</b> What's in a Name?</p> 	<p>Case Study</p> <p>Graphic Organisers</p> <p>Group activities</p> <p>Jam Board activities</p>

	<p>to line through point on it</p> <p>Perpendicular to a line through a point not on it</p> <p>Perpendicular bisector to a line segment</p> <p>Angles measuring –  <math>30^\circ</math>, <math>60^\circ</math>, <math>90^\circ</math>, <math>180^\circ</math>, <math>15^\circ</math>, <math>45^\circ</math>, <math>135^\circ</math></p> <p><b>Playing With Numbers</b></p> <p><b>Revision</b></p>	<p>Different angles and angle bisectors.</p> <p>Application of HCF or LCM in a particular real life situation.</p>	<p><b>Art in Math</b></p> <p>ANGLES BY PAPER FOLDING (LOGICAL REASONING)</p>  <p><b>Experiential learning</b></p> <p>1. Renu purchases two bags of fertiliser of weights 75 kg and 69 kg. Find the maximum value of weight which can measure the weight of the fertiliser exact number of</p> <p>2. Three boys step off together from the same spot. Their steps measure 63 cm, 70 cm and 77 cm respectively. What is the minimum distance each should cover so that all can cover the distance in complete steps?</p>	<p>Google Form</p> <p>Assignment work</p> <p>Class Discussion</p> <p><b>Revision worksheets</b></p>
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<p><b>Science</b></p>	<p><b>Living organism &amp; their surroundings (Cont...)</b></p> <p>-Plants and animals</p> <p>show adaptations like</p> <p>plant parts</p> <p>modifications such as - tendrils, thorns, etc.</p> <p>-Animals in deserts and water.</p> <p><b>Revision</b></p>	<p>(cont.... )</p> <p>-Analyse the adaptations of plants and animals to different habitats</p> <p>-Define stimuli.</p> <p>-State the characteristics of living things</p> <p><b>Revision</b></p>	<p><b>Art Integration</b></p> <p>4) To make a habitat album.</p>  <p><b>5) Assignment-</b> Worksheet NCERT questions</p> <p><b>Revision</b></p>	<p>Progressive WS Analogies</p> <p>Fill in the blanks</p> <p>Match the column</p> <p>Circle the odd one out</p> <p>Test - Google form</p> <p>Case Study</p> <p>Graphic Organisers</p> <p>Group activities</p> <p>Jam Board activities</p> <p>Thumbs up / Thumbs down</p> <p><b>Revision worksheets</b></p>

<b>Social Science</b>	<b>Subject Enrichment Activity</b>  <b>Revision For Final Exams</b>	<b>Each Student will be able to:</b>  - Understand the diversity and uniqueness of our nation.  - Revise and recapitulate all the topics done so far.	<b>SEA Culinary Art :</b>  Prepare a dish belonging to the region/ State you belong to.  	Revision worksheets  Class Test  Google Form  Assignment work  Class Discussion
<b>Sanskrit</b>	संस्कृत अनुवाद  कर्ता- क्रिया मेलन  पुनरावृत्ति	<b>प्रत्येक छात्र</b>  कर्ता अनुसार क्रिया का प्रयोग कर सकेगा।  धातुरूप का प्रयोग वचन तथा पुरुष अनुसार कर सकेगा।  हिंदी वाक्यों का संस्कृत अनुवाद कर सकेगा।	कर्ता व क्रिया आधारित ऑनलाइन कार्यपत्र करना।  हिंदी वाक्यों का संस्कृत अनुवाद करना।  पठित विषय की आवृत्ति करना।	विषय से संबंधित मौखिक- लिखित प्रश्नोत्तर, अभ्यास कार्य तथा भाषा संवर्धन गतिविधियों, गूगलालेख तथा गूगल प्रपत्र के माध्यम से मूल्यांकन किया जाएगा।
<b>French</b>	<b>Les Articles Contractés</b>  <b>Revision for the Final Exams</b>	<b>Each student will be able to-</b>  Form sentences using contracted articles. Clear all doubts and revise for the Final Exams.	<b>Worksheet - Grammaire</b>  <b>Worksheet – Revision for the final Exam.</b>	Final Exam
<b>Spanish</b>	<b>Revision for final examination.</b>	Doubt sessions and revision.	<b>Worksheets</b> Practice papers - revision for final exam.	Final examination.