

DAV PUBLIC SCHOOLS, ODISHA
SYLLABUS (2023-24)
STD-III

EXAMINATION TIMELINE

EXAM	EXAM	WINDOW TIME	SYLLABUS (DURATION) FOR THE TEST	MARKS	TIME ALLOWED
TERM 1	Periodic Test - 1	24 July to 31 July 2023	Syllabus covered from 1 st week of April to 3 rd week of July	20	45 Minutes
	Half Yearly Examination	18 September to 30 September 2023	Syllabus covered till Half Yearly	50	2 Hours
TERM 2	Periodic Test - 2	1 December to 9 December 2023	Syllabus covered after Half Yearly till PT-2	20	45 Minutes
	Annual Examination	2nd week of February 2024	Syllabus for Annual Examination	50	2 Hours

ASSESSMENT STRUCTURE (TERM 1 & TERM 2: 200 marks)

The Sustainable Development Goals (SDGs),

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation and ensure that by 2030 all people enjoy peace and prosperity.

The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. These SDGs have been specifically created to draw attention to some of the biggest environmental challenges in the world today.

- Educators can use these sub-targets to show their students the ways in which they can make an impact on improving the world that they live in.
- Students will get a greater knowledge of challenges faced not only in their own lives but also in the lives of others all around the world.
- They teach empathy to students-They give students an awareness of the wider world, and its values and identities.
- Empowers children to construct knowledge, explore values and develop respect towards Nature, which lays the foundations for an environmentally responsible adulthood in the next future.
- It helps in ensuring a better life for present and future generations.



PROGRESS REPORT CARD (SAMPLE)

DAV PUBLIC SCHOOL, ODISHA



AFFILIATED TO CBSE, NEW DELHI, AFFILIATION NO: 1530065
COMPREHENSIVE PROGRESS REPORT: 2022-23
STD



STUDENT'S NAME:		SECTION:		PHOTO
MOTHER'S NAME:		ROLL NO:		
FATHER'S NAME:		ATTENDANCE:		

SCHOLASTIC AREA

PEN PAPER TESTS (PP.T.)

MAIN SUBJECTS	TERM – 1 (APRIL – SEPTEMBER)			TERM – 2 (OCTOBER – MARCH)		
	P.T - 1 (20 Marks)	HALF YEARLY EXAM (50 Marks)	TOTAL TERM-1 (70 Marks)	P.T - 2 (20 Marks)	ANNUAL EXAM (50 Marks)	TOTAL TERM-2 (70 Marks)
ENGLISH						
SL-ODIA						
TL-HINDI						
MATHS						
SCIENCE & TECHNOLOGY						
SOCIAL SCIENCE						

DETAILS OF INTERNAL ASSESSMENTS

LANGUAGE I - ENGLISH			LANGUAGE II – SECOND LANGUAGE		
Skills/Competencies	TERM-1	TERM-2	Skills/Competencies	TERM-1	TERM-2
Listening Skill (5)			Listening Skill (5)		
Speaking Skill (5)			Speaking Skill (5)		
Reading Skill (5)			Reading Skill (5)		
Writing Skill & Language (Vocab, Spelling, Grammar) (5)			Writing Skill & Language (Vocab, Spelling, Grammar) (5)		
Project & Viva (5)			Project & Viva (5)		
Portfolio (Notebook & SEA) (5)			Portfolio (Notebook & SEA) (5)		
Reading Bonus (0/1/2/3/4)			Reading Bonus (0/1/2/3/4)		
Total (30)			Total (30)		

LANGUAGE III – THIRD LANGUAGE			SOCIAL SCIENCE		
Skills/Competencies	TERM-1	TERM-2	Skills/Competencies	TERM-1	TERM-2
Listening Skill (5)			Critical Thinking & Evaluation (5)		
Speaking Skill (5)			Problem-solving & Inference (5)		
Reading Skill (5)			Collaboration & Creative Thinking (5)		
Writing Skill & Language (Vocab, Spelling, Grammar) (5)			Value/Ethical Application of Concepts (5)		
Project & Viva (5)			Project & Viva (5)		
Portfolio (Notebook & SEA) (5)			Portfolio (5) (Notebook & SEA)		
Reading Bonus (0/1/2/3/4)			TOTAL (30 Marks)		
Total (30)					

SCIENCE & TECHNOLOGY			MATHEMATICS		
Skills/Competencies	TERM-1	TERM-2	Skills/Competencies	TERM-1	TERM-2
Critical Thinking & Evaluation (5)			Evaluation & Inference (5)		
Problem-solving & Inference (5)			Critical Thinking & Problem Solving (5)		
Collaboration & Creative Thinking (5)			Collaboration & Creative Thinking (5)		
Value/Ethical Application of Concept (5)			Value/Ethical Application of Concepts (5)		
Project & Viva (5)			Project & Viva (5)		
Portfolio (Notebook & SEA) (5)			Portfolio (Notebook & SEA) (5)		
Total (30)			Total (30)		

CUMULATIVE SCORE CARD

SUBJECT	TERM – 1 (100)		TERM –2 (100)		TOTAL MARKS (200 Marks)	Percentag e %	GRADE
	I.A. 1 (30 Marks)	PP.T.-1 (70Marks)	I.A. 2 (30 Marks)	PP.T.-2 (70 Marks)			
ENGLISH							
SL-ODIA							
TL-HINDI							
MATHS							
SCIENCE							
SOCIAL SCIENCE							
TOTAL							

MINOR SUBJECTS	GRADE	
	TERM-1	TERM-2
GENERAL KNOWLEDGE		
MORAL SCIENCE		
COMPUTER SCIENCE		

A1	A2	B1	B2	C1	C2	D	E
91-100	81-90	71-80	61-70	51-60	41-50	33-40	32 & BELOW

8 - POINT GRADING SCALE FOR SCHOLASTIC AREAS

CO-SCHOLASTIC AREA

SOCIAL HABITS & ATTITUDES	TERM-1	TERM-2
COLLABORATION & COOPERATION		
CARE OF SCHOOL PROPERTY		
RELATIONS WITH PEERS		
RELATIONS WITH TEACHERS		
VALUES AND LIFE SKILLS		
PERSONAL HABITS & ATTITUDES		
INITIATIVE AND CONFIDENCE		
DISCIPLINE, PUNCTUALITY, REGULARITY		

HEALTH & PHYSICAL EDUCATION	TERM-1	TERM-2
CLEANLINESS (HAIR, HANDS, FACE, SHOES & UNIFORM)		
SPORTS & GAMES		
YOGA		
VISUAL & PERFORMING ARTS		
ART		
DANCE		
MUSIC		
LIFE SKILLS		
SUPW/WORK EDUCATION		

5-POINT GRADING SCALE FOR CO-SCHOLASTIC AREAS

A1	A2	B1	B2	C
HIGHLY COMPETENT	QUITE CAPABLE	PERFORMS SATISFACTORILY	TRYING WELL	CAN DO BETTER

CO-CURRICULAR, PERSONAL & SOCIO EMOTIONAL ATTRIBUTES

A	PARTICIPATION IN CO CURRIULAR ACITIVITIES (e.g., sports, literary, scientific events, visual and performing arts, ICT etc.)			
	NAME	LEVEL	ORGANISED	POSITION

B	<p style="text-align: center;">21ST CENTURY SKILL</p> <p style="text-align: center;">such as teamwork, keen observation, troubleshooting, negotiation, time management etc.</p>	
C	<p style="text-align: center;">RESPONSIBLE BEHAVIOUR</p> <p style="text-align: center;">towards people, environment and property '— community welfare, environment protection etc</p>	
D	<p style="text-align: center;">MORAL VALUES & QUALITIES</p> <p style="text-align: center;">such as honesty, courtesy, kindness, empathy, respect etc.</p>	

TEACHER'S SUGGESTIVE REMARK



Date of Issue:

Result:

Signature of:

CLASS TEACHER	SUPERVISOR	PRINCIPAL

SUBJECT- ENGLISH**PRESCRIBED BOOKS:**

1. My English Reader-3(LR)-Published by D.A.V. College Managing Committee
2. English Practice Book-3 (PB)-Published by D.A.V. College Managing Committee

SYLLABUS

	TERM-1				TERM-2			
	PERIODIC TEST-1	MARKS	Half-Yearly Examination	MARKS	PERIODIC TEST-2	MARKS	Annual Examination	MARKS
READING SKILL	Unseen Passage	5	Unseen Passage, Known Poem	10	Unseen Passage	5	Unseen Passage, Known Poem	10
WRITING SKILL	Story Writing	4	Story Writing, Picture Composition/ Poster Designing	10	Letter writing, Formal (Leave Letter) /Informal Letter	4	Letter Writing (Formal / Informal), Paragraph Writing	10
GRAMMAR	Naming Words & Replacing Words	5	Naming Words, Replacing Words, How Many Numbers, Describing Words, Verbs P.B.-Ch-1 to 5	15	Preposition, Fixing Words (Article)	5	Preposition, Fixing Words (Article), Sentences, Subject & Predicate P.B.-Ch-6 to 9	15
LITERATURE	The Canary, Dolphins	6	Unit-1 & 2 I Speak, I Say, I Talk (Poem), Dolphins, Dogs, At the Zoo (Poem), The Canary, The Ostrich and The Hedgehog, The God of River, Trees are The Kindest Things I Know (Poem), Minu and Dino, Trees	15	Nina is The Winner, Krishna and Sudama	6	Unit-3 & 4 Nina is The Winner, Two Little Kittens (poem), Krishna and Sudama, The Birthday Kitten, Man Learns to Fly, The Key (Poem), Michael Goes Climbing, The Magic Room	15
	Total	20		50		20		50

INTERNAL ASSESSMENT- 30 MARKS

Term-1	Term -2																												
<p>Listening (5 marks) Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	Total	5	<p>Listening (5 marks) Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	Total	5				
Rubrics:	Marks																												
1. Attentiveness	1																												
2. Listening for specific information	2																												
3. Understanding	1																												
4. Accuracy	1																												
Total	5																												
Rubrics:	Marks																												
1. Attentiveness	1																												
2. Listening for specific information	2																												
3. Understanding	1																												
4. Accuracy	1																												
Total	5																												
<p>Speaking (5 marks) Story Telling/ Picture Description/ Poem Recitation/Paragraph Narration</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Fluency</td> <td>1</td> </tr> <tr> <td>2. Pronunciation and Intonation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>4. Presentation</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Fluency	1	2. Pronunciation and Intonation	2	3. Accuracy	1	4. Presentation	1	Total	5	<p>Speaking (5 marks) Role Play/ Advertisement/ Debate/ News Room</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Fluency</td> <td>1</td> </tr> <tr> <td>2. Pronunciation and Intonation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>4. Presentation</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Fluency	1	2. Pronunciation and Intonation	2	3. Accuracy	1	4. Presentation	1	Total	5				
Rubrics:	Marks																												
1. Fluency	1																												
2. Pronunciation and Intonation	2																												
3. Accuracy	1																												
4. Presentation	1																												
Total	5																												
Rubrics:	Marks																												
1. Fluency	1																												
2. Pronunciation and Intonation	2																												
3. Accuracy	1																												
4. Presentation	1																												
Total	5																												
<p>Reading (5 marks) Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Pronunciation and voice modulation</td> <td>1</td> </tr> <tr> <td>2. Fluency and confidence</td> <td>1</td> </tr> <tr> <td>3. Comprehension</td> <td>1</td> </tr> <tr> <td>4. Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td>2</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Pronunciation and voice modulation	1	2. Fluency and confidence	1	3. Comprehension	1	4. Rhyme, Rhythm & Pause/ Word and sentence stress	2	Total	5	<p>Reading (5 marks) Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Pronunciation and voice modulation</td> <td>1</td> </tr> <tr> <td>2. Fluency and confidence</td> <td>1</td> </tr> <tr> <td>3. Comprehension</td> <td>1</td> </tr> <tr> <td>4. Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td>2</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Pronunciation and voice modulation	1	2. Fluency and confidence	1	3. Comprehension	1	4. Rhyme, Rhythm & Pause/ Word and sentence stress	2	Total	5				
Rubrics:	Marks																												
1. Pronunciation and voice modulation	1																												
2. Fluency and confidence	1																												
3. Comprehension	1																												
4. Rhyme, Rhythm & Pause/ Word and sentence stress	2																												
Total	5																												
Rubrics:	Marks																												
1. Pronunciation and voice modulation	1																												
2. Fluency and confidence	1																												
3. Comprehension	1																												
4. Rhyme, Rhythm & Pause/ Word and sentence stress	2																												
Total	5																												
<p>Writing Skill (5 Marks) Story Writing /Describing an object/place/person/event/ grammar worksheet</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Creativity/ Originality</td> <td>1</td> </tr> <tr> <td>3. Fluency</td> <td>1</td> </tr> <tr> <td>4. Vocabulary</td> <td>1</td> </tr> <tr> <td>5. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Relevance of content	1	2. Creativity/ Originality	1	3. Fluency	1	4. Vocabulary	1	5. Accuracy	1	Total	5	<p>Writing Skill (5 Marks) Paragraph Writing / grammar worksheet/ Sentence formation</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Creativity/ Originality</td> <td>1</td> </tr> <tr> <td>3. Fluency</td> <td>1</td> </tr> <tr> <td>4. Vocabulary</td> <td>1</td> </tr> <tr> <td>5. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Relevance of content	1	2. Creativity/ Originality	1	3. Fluency	1	4. Vocabulary	1	5. Accuracy	1	Total	5
Rubrics:	Marks																												
1. Relevance of content	1																												
2. Creativity/ Originality	1																												
3. Fluency	1																												
4. Vocabulary	1																												
5. Accuracy	1																												
Total	5																												
Rubrics:	Marks																												
1. Relevance of content	1																												
2. Creativity/ Originality	1																												
3. Fluency	1																												
4. Vocabulary	1																												
5. Accuracy	1																												
Total	5																												
<p>Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities: role play/ poster designing.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Regularity</td> <td>1</td> </tr> <tr> <td>2. Task Completion</td> <td>1</td> </tr> <tr> <td>3. Follow up Action</td> <td>1</td> </tr> <tr> <td>4. Maintenance of Index</td> <td>1</td> </tr> <tr> <td>5. Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Regularity	1	2. Task Completion	1	3. Follow up Action	1	4. Maintenance of Index	1	5. Notebook maintenance	1	Total	5	<p>Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities: role play/ poster designing.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Regularity</td> <td>1</td> </tr> <tr> <td>2. Task Completion</td> <td>1</td> </tr> <tr> <td>3. Follow up Action</td> <td>1</td> </tr> <tr> <td>4. Maintenance of Index</td> <td>1</td> </tr> <tr> <td>5. Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Regularity	1	2. Task Completion	1	3. Follow up Action	1	4. Maintenance of Index	1	5. Notebook maintenance	1	Total	5
Rubrics:	Marks																												
1. Regularity	1																												
2. Task Completion	1																												
3. Follow up Action	1																												
4. Maintenance of Index	1																												
5. Notebook maintenance	1																												
Total	5																												
Rubrics:	Marks																												
1. Regularity	1																												
2. Task Completion	1																												
3. Follow up Action	1																												
4. Maintenance of Index	1																												
5. Notebook maintenance	1																												
Total	5																												
<p>Project (5 Marks) Project</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Originality / Creativity</td> <td>1</td> </tr> <tr> <td>2. Presentation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>4. Integration of Art</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Originality / Creativity	1	2. Presentation	2	3. Accuracy	1	4. Integration of Art	1	Total	5	<p>Project (5 Marks) Trans-Disciplinary Project</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Originality / Creativity</td> <td>1</td> </tr> <tr> <td>2. Presentation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>4. Integration of Art</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Originality / Creativity	1	2. Presentation	2	3. Accuracy	1	4. Integration of Art	1	Total	5				
Rubrics:	Marks																												
1. Originality / Creativity	1																												
2. Presentation	2																												
3. Accuracy	1																												
4. Integration of Art	1																												
Total	5																												
Rubrics:	Marks																												
1. Originality / Creativity	1																												
2. Presentation	2																												
3. Accuracy	1																												
4. Integration of Art	1																												
Total	5																												

<p>Good Reader Bonus Scheme (PT-1) Suggested book for Reading Std-III One book is to be prescribed as per the availability of books in different schools. NOTE: Periodic Test-I can have a ‘Reading Bonus Section’ at the end of the question paper. This will comprise of comprehension-based questions from the recommended book.</p>	<p>Good Reader Bonus Scheme (PT-2) Suggested book for Reading Std-III One book is to be prescribed as per the availability of books in different schools. NOTE: Periodic Test-II can have a ‘Reading Bonus Section’ at the end of the question paper. This will comprise of comprehension-based questions from the recommended book.</p>
---	--

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

SL NO	NAME OF THE CHAPTER	LEARNING OUTCOMES	PEDAGOGICAL PROCESSES	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1	I SPEAK, I SAY, I TALK	<ul style="list-style-type: none"> • The learner will be able to • recite the poem individually with correct pronunciation and intonation. • recognize different animal sounds. • SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> • Model recitation by the teacher. • Audio aid of different animal/bird sounds. 	<ul style="list-style-type: none"> • Mask making and role play of different animals • Story telling (Any Fable)
2	DOLPHINS	<ul style="list-style-type: none"> • read small texts in English with comprehension i.e. to identify main idea, details and sequence and draws conclusion. • SDG GOAL NO.14 LIFE BELOW WATER 	<ul style="list-style-type: none"> • Model reading by the teacher. • Fact presentation through Multi media. 	
3	DOGS	<ul style="list-style-type: none"> • read small texts in English with comprehension. • differentiate the breeds of dog. • describe the helpfulness rendered by them. • SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> • Model reading by the teacher. • Fact presentation through Multi media. • Development of virtues like helpfulness, faithfulness, etc. 	
4	AT THE ZOO	<ul style="list-style-type: none"> • recite poem individually with correct pronunciation and intonation. • explain different zoo etiquettes. • identify the rhyming pairs. • SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> • Model recitation by the teacher. • Learning of rhythm and rhyming words . • Presentation of Zoo etiquettes through multi-media. 	
5	THE CANARY	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • develop sensitivity towards animals. • SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multi media. • Development of life skills like sympathy and empathy. 	
6	THE OSTRICH AND THE HEDGEHOG	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion based on understanding about the story and characters. • justify the behaviour of hedgehog towards the ostrich. • SDG GOAL NO.16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multi media. • Story telling of similar stories. 	
7	THE GOD OF RIVER	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion based on understanding about the story and characters. • understand causes and effects of water pollution and how to save water from 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multi media. • Inculcating measures to stop pollution. 	

		<p>being polluted.</p> <ul style="list-style-type: none"> ●SDG GOAL NO.6 CLEAN WATER AND SANITATION ●SDG GOAL NO.3 GOOD HEALTH AND WELLBEING 		
8	TREES ARE THE kinDEST THINGS I KNOW	<ul style="list-style-type: none"> ●recite poem individually with correct pronunciation and intonation. ●identify the rhyming pairs. ●analyse the helpfulness of the trees. ●SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> ● Model recitation by the teacher. ● Presentation through Multi media. ● Nature walks to make them feel the beauty of nature. ● Identify the rhythm and rhyming words. 	
9	MINU AND DINO	<ul style="list-style-type: none"> ●read small texts in English with comprehension. ●express orally her/his opinion/ understanding about the story and characters in the story. ●know the difference between extinct and endangered animals. ●explain different ways to save endangered animals from being extinct. ●SDG GOAL NO.13 CLIMATE ACTION 	<ul style="list-style-type: none"> ● Model reading by the teacher. ● Presentation through Multi media. ● Inculcating measures to stop extinction of animals. ● Sharing of knowledge about extinct and endangered animals. ● Visit to a museum. 	
10	TREES	<ul style="list-style-type: none"> ●read small texts in English with comprehension. ●express orally her/his opinion/ understanding about the story and characters in the story. ●summarize the helpfulness rendered by the tree. ●SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> ● Model reading by the teacher. ● Presentation through Multi media. ● Nature walks to make them feel the beauty of nature. ● Identify the helpful attitude of the tree. 	
11	NINA IS THE WINNER	<ul style="list-style-type: none"> ●read small texts in English with comprehension. ●express orally her/his opinion/ understanding about the story and characters in the story. ●find out desirable qualities of friendship. ●SDG GOAL NO.4 QUALITY EDUCATION ●SDG GOAL NO.16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	<ul style="list-style-type: none"> ● Model reading by the teacher. ● Presentation through Multi media. ● Development of life skills like sympathy, empathy. 	<ul style="list-style-type: none"> ● Get well soon/ Thank You card making ● Poem recitation ● Friendship Band
12	TWO LITTLE KITTENS	<ul style="list-style-type: none"> ●recite poem individually with correct pronunciation and intonation. ●identify the rhyming pairs. ●analyse the ill effects of quarrelling and relates it to his/her daily life. ●differentiate between quarrel and fight. ●SDG GOAL NO.16 PEACE, JUSTICE AND STRONG INSTITUTIONS ●SDG GOAL NO.17 PARTNERSHIPS FOR THE GOALS 	<ul style="list-style-type: none"> ● Model recitation by the teacher. ● Presentation through Multi media. ● Sharing of experience about sibling rivalry. ● Identify the rhythm and rhyming words. 	
13	KRISHNA AND SUDAMA	<ul style="list-style-type: none"> ●read small texts in English with comprehension. ●express orally her/his opinion/ understanding about the story and characters in the story. ●identify the good qualities shown by Krishna and Sudama. ●SDG GOAL NO.1 NO POVERTY ●SDG GOAL NO.2 ZERO HUNGER 	<ul style="list-style-type: none"> ● Model reading by the teacher. ● Presentation through Multimedia. ● Inculcating values like love, respect etc. ● Sharing of incidents from different mythological stories. 	
14	THE BIRTHDAY	<ul style="list-style-type: none"> ●read small texts in English with comprehension. 	<ul style="list-style-type: none"> ● Model reading by the teacher. ● Presentation through Multi 	

	KITTEN	<ul style="list-style-type: none"> •express orally her/his opinion/ understanding about the story and characters in the story. •develop sensitivity towards animals. •discuss about the kindness shown towards others without expectations. •SDG GOAL NO.4 QUALITY EDUCATION 	<ul style="list-style-type: none"> media. • Inculcating values like love, kindness, care, concern etc. 	
15	MAN LEARNS TO FLY	<ul style="list-style-type: none"> •read small texts in English with comprehension. •express orally her/his opinion/ understanding about the story and characters in the story. •collect short stories related to the moral- “Failure is the pillar of success”. •SDG GOAL NO.4 QUALITY EDUCATION •SDG GOAL NO.8 DECENT WORK AND ECONOMIC GROWTH 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multi media. • Sharing stories of great scientists. 	<ul style="list-style-type: none"> • Photo collage of adventurous activities • My Adventurous Activity (Speech) • Story Telling (Fantasy)
16	THE KEY	<ul style="list-style-type: none"> •recite the poem individually with correct pronunciation and intonation. •identify the rhyming pairs. •illustrate the importance of imagination in life. •SDG GOAL NO.4 QUALITY EDUCATION 	<ul style="list-style-type: none"> • Model recitation by the teacher. • Presentation through Multi media. • Inculcating the thrill of fantasy. • Identify the rhythm and rhyming words. 	
17	MICHAEL GOES CLIMBING	<ul style="list-style-type: none"> •read small texts in English with comprehension. •express orally her/his opinion/ understanding about the story and characters in the story. •justify the adventurous attitude of Michael. •use dictionary to find out spellings and meanings. •SDG GOAL NO.4 QUALITY EDUCATION 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multi media. • Inculcating the idea of being adventurous. • Display of models related to church spire. 	
18	THE MAGIC ROOM	<ul style="list-style-type: none"> •read small texts in English with comprehension. •express orally her/his opinion based on understanding about the story and characters. •interpret the alternative ending for the story. •SDG GOAL NO.3 GOOD HEALTH AND WELL-BEING 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multi media. • Inculcating the idea of fantasy. • Sharing of stories related to genie and fairies. 	

SUBJECT: HINDI

PRESCRIBED BOOKS:

1. भाषामाधुरी - (कक्षा -तीसरी) डी ए वी प्रकाशन
2. भाषाअभ्यास - (कक्षा -तीसरी) डी ए वी प्रकाशन
3. सुलेख

SYLLABUS

	TERM-1				TERM-2			
	PERIODIC TEST-1	MARKS	HALF YEARLY	MARKS	PERIODIC TEST-2	MARKS	ANNUAL	MARKS
पठनकौशल	अपठित गद्यांश	5	अपठित गद्यांश	5	अपठित गद्यांश	5	अपठित गद्यांश	5
लेखनकौशल	अनुच्छेद लेखन	4	अनुच्छेद लेखन	5	पत्रलेखन	4	पत्रलेखन	5
व्याकरण	भाषा अभ्यास (पाठ-2,3)	5	भाषा अभ्यास (पाठ-1 से 9)	20	भाषा अभ्यास (पाठ-11,12,13)	5	भाषा अभ्यास (पाठ-10 से 16)	20
पाठ्यपुस्तक	भाषा माधुरी (पाठ-2,3)	6	भाषा माधुरी (पाठ-1 से 9)	20	भाषा माधुरी (पाठ-11,12,13)	6	भाषा माधुरी (पाठ-10 से 16)	20
	TOTAL	20		50		20		50

NB.- PA-I और II में उत्तम पाठक बोनस योजना के 1-प्रश्न दिए जाएँगे । 4 अंक के 1

INTERNAL ASSESSMENT- 30 MARKS

Term 1		Term 2																							
Listening (5 marks) Based on listening to recorded material/audio for gist (DAV Audio)		Listening (5 marks) Based on listening to recorded material/audio for gist (DAV Audio)																							
<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness-</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness-	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	Total	5	<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness-</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness-	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	Total	5
Rubrics:	Marks																								
1. Attentiveness-	1																								
2. Listening for specific information	2																								
3. Understanding	1																								
4. Accuracy	1																								
Total	5																								
Rubrics:	Marks																								
1. Attentiveness-	1																								
2. Listening for specific information	2																								
3. Understanding	1																								
4. Accuracy	1																								
Total	5																								
Speaking (5 marks) Story Telling/ Picture Description/ Poem Recitation/Paragraph Narration		Speaking (5 marks) Role Play/ Advertisement/ Debate/ News Room																							
<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Fluency</td> <td>1</td> </tr> <tr> <td>2. Pronunciation and Intonation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>4. Presentation</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Fluency	1	2. Pronunciation and Intonation	2	3. Accuracy	1	4. Presentation	1	Total	5	<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Fluency</td> <td>1</td> </tr> <tr> <td>2. Pronunciation and Intonation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>4. Presentation</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Fluency	1	2. Pronunciation and Intonation	2	3. Accuracy	1	4. Presentation	1	Total	5
Rubrics:	Marks																								
1. Fluency	1																								
2. Pronunciation and Intonation	2																								
3. Accuracy	1																								
4. Presentation	1																								
Total	5																								
Rubrics:	Marks																								
1. Fluency	1																								
2. Pronunciation and Intonation	2																								
3. Accuracy	1																								
4. Presentation	1																								
Total	5																								
Reading (5 marks) Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.		Reading (5 marks) Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.																							
<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Pronunciation and voice modulation</td> <td>1</td> </tr> <tr> <td>2. Fluency and confidence</td> <td>1</td> </tr> <tr> <td>3. Comprehension</td> <td>1</td> </tr> <tr> <td>4. Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td>2</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Pronunciation and voice modulation	1	2. Fluency and confidence	1	3. Comprehension	1	4. Rhyme, Rhythm & Pause/ Word and sentence stress	2	Total	5	<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Pronunciation and voice modulation</td> <td>1</td> </tr> <tr> <td>2. Fluency and confidence</td> <td>1</td> </tr> <tr> <td>3. Comprehension</td> <td>1</td> </tr> <tr> <td>4. Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td>2</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Pronunciation and voice modulation	1	2. Fluency and confidence	1	3. Comprehension	1	4. Rhyme, Rhythm & Pause/ Word and sentence stress	2	Total	5
Rubrics:	Marks																								
1. Pronunciation and voice modulation	1																								
2. Fluency and confidence	1																								
3. Comprehension	1																								
4. Rhyme, Rhythm & Pause/ Word and sentence stress	2																								
Total	5																								
Rubrics:	Marks																								
1. Pronunciation and voice modulation	1																								
2. Fluency and confidence	1																								
3. Comprehension	1																								
4. Rhyme, Rhythm & Pause/ Word and sentence stress	2																								
Total	5																								

<p>Writing Skill (5 Marks) Factual Writing /Describing an object/place/person/event/anuchchedlekan grammar worksheet</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Creativity/ Originality</td> <td>1</td> </tr> <tr> <td>3. Fluency</td> <td>1</td> </tr> <tr> <td>4. Vocabulary</td> <td>1</td> </tr> <tr> <td>5. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Relevance of content	1	2. Creativity/ Originality	1	3. Fluency	1	4. Vocabulary	1	5. Accuracy	1	Total	5	<p>Writing Skill (5 Marks) Story Writing / grammar worksheet/patralekhan Sentence formation</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Creativity/ Originality</td> <td>1</td> </tr> <tr> <td>3. Fluency</td> <td>1</td> </tr> <tr> <td>4. Vocabulary</td> <td>1</td> </tr> <tr> <td>5. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Relevance of content	1	2. Creativity/ Originality	1	3. Fluency	1	4. Vocabulary	1	5. Accuracy	1	Total	5
Rubrics:	Marks																												
1. Relevance of content	1																												
2. Creativity/ Originality	1																												
3. Fluency	1																												
4. Vocabulary	1																												
5. Accuracy	1																												
Total	5																												
Rubrics:	Marks																												
1. Relevance of content	1																												
2. Creativity/ Originality	1																												
3. Fluency	1																												
4. Vocabulary	1																												
5. Accuracy	1																												
Total	5																												
<p>Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities: role play/ poster designing.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Regularity</td> <td>1</td> </tr> <tr> <td>2. Task Completion</td> <td>1</td> </tr> <tr> <td>3. Follow up Action</td> <td>1</td> </tr> <tr> <td>4. Maintenance of Index</td> <td>1</td> </tr> <tr> <td>5. Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Regularity	1	2. Task Completion	1	3. Follow up Action	1	4. Maintenance of Index	1	5. Notebook maintenance	1	Total	5	<p>Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities: role play/ poster designing.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Regularity</td> <td>1</td> </tr> <tr> <td>2. Task Completion</td> <td>1</td> </tr> <tr> <td>3. Follow up Action</td> <td>1</td> </tr> <tr> <td>4. Maintenance of Index</td> <td>1</td> </tr> <tr> <td>5. Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Regularity	1	2. Task Completion	1	3. Follow up Action	1	4. Maintenance of Index	1	5. Notebook maintenance	1	Total	5
Rubrics:	Marks																												
1. Regularity	1																												
2. Task Completion	1																												
3. Follow up Action	1																												
4. Maintenance of Index	1																												
5. Notebook maintenance	1																												
Total	5																												
Rubrics:	Marks																												
1. Regularity	1																												
2. Task Completion	1																												
3. Follow up Action	1																												
4. Maintenance of Index	1																												
5. Notebook maintenance	1																												
Total	5																												
<p>Project (5 Marks) Project</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Originality / Creativity</td> <td>1</td> </tr> <tr> <td>2. Presentation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>4. Integration of Art</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Originality / Creativity	1	2. Presentation	2	3. Accuracy	1	4. Integration of Art	1	Total	5	<p>Project (5 Marks) Trans-Disciplinary Project</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Originality / Creativity</td> <td>1</td> </tr> <tr> <td>2. Presentation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>4. Integration of Art</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Originality / Creativity	1	2. Presentation	2	3. Accuracy	1	4. Integration of Art	1	Total	5				
Rubrics:	Marks																												
1. Originality / Creativity	1																												
2. Presentation	2																												
3. Accuracy	1																												
4. Integration of Art	1																												
Total	5																												
Rubrics:	Marks																												
1. Originality / Creativity	1																												
2. Presentation	2																												
3. Accuracy	1																												
4. Integration of Art	1																												
Total	5																												
<p>Good Reader Bonus Scheme 4 MARKS Suggested books for Reading Std-III (Hindi) 1. पंचतंत्र की कहानियाँ (Maple press) NOTE – PT -1 can have a ‘Reading Bonus Section’ at the end of the question paper. This will comprise of comprehension-based question from the recommended books.</p>	<p>Good Reader Bonus Scheme) 4 MARKS) Suggested books for Reading Std-III (Hindi) 1. अकबर और बीरबल (Maple press) NOTE: PT-2 can have a ‘Reading Bonus Section’ at the end of the question paper. This will comprise of comprehension-based question from the recommended books.</p>																												

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

क्र.सं.	पाठ/विषय	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गतिविधियाँ
1.	चतुर कौवा	<p>विद्यार्थी</p> <ul style="list-style-type: none"> कविता का सारांश अपने शब्दों में बता पाते हैं। संज्ञा,सर्वनाम,विशेषण शब्दों को पहचान पाते हैं। जल के विभिन्न स्रोतों को पहचान पाते हैं। कविता को उचित लय-ताल के साथ सुना पाते हैं। <p>SDG:15 - भूमि पर जीवन</p>	<ul style="list-style-type: none"> सुनी गई बात, कविता आदि को अपने तरीके और अपनी भाषा में कहने सुनाने तथा प्रतिक्रिया देने के अवसर उपलब्ध हो। कवि परिचय व्याकरणिक क्रिया-कलाप कार्यपत्रक यूट्यूब वीडियो 	<ul style="list-style-type: none"> अनुभवात्मक क्रिया कलाप- शीतल पेय बनाएँ समान लय वाले तारे खेल खेल में अभ्यास कार्य (क्विज, वर्डवाल,गूगलफॉर्म) जल के स्रोतों के चित्र चिपका कर या बना कर उनके नाम लिखिए।
2.	हाथी और चिड़िया	<ul style="list-style-type: none"> काम वाले शब्द और नाम वाले शब्द को पहचान कर दोनों में अंतर बता सकते हैं। कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। वातावरण संरक्षण के लिए जागरूक होते हैं। <p>SDG: 10- असमानता में कमी</p>	<ul style="list-style-type: none"> विद्यार्थियों को व्यक्तिगत और सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिए जाते हैं ताकि भाषा विकास के उचित अवसर प्राप्त हों। खेलखेल में व्याकरण - संज्ञा,क्रिया,अनुनासिक और विलोम शब्द का ज्ञान। दैनिक जीवन में पेड़ों का महत्व तथा नैतिक मूल्यों पर चर्चा। 	<ul style="list-style-type: none"> अनुभवात्मक क्रिया-कलाप -आओ गीत बनाएं (जीव जंतुओं की आवाज पहचानें) कला समेकित क्रिया- कलाप- मुखौटे बनाइए। संज्ञा का बगीचा।
3.	बहादुर दोस्त	<ul style="list-style-type: none"> दोस्ती और बहादुरी का महत्व समझ पाते हैं। विद्यार्थी सामाजिक परिवेश से जुड़े सामूहिक गतिविधियों में हिस्सा लेते हैं। अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देते हैं। कक्षा में होने वाली गतिविधियों में भाग लेते हैं। अपने दोस्तों की मदद के लिए तत्पर रहते हैं। <p>SDG 04 - गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> शब्द-भंडार तथा अभिव्यक्तियों का विकास। वाचन कौशल विद्यार्थियों द्वारा सस्वर अनुकरण वाचन प्रश्नोत्तर चर्चा नए शब्द और उसके अर्थ 	<ul style="list-style-type: none"> अपनी दोस्ती या सहेली के लिए जन्मदिन सुंदर काड बनाएँ। कक्षा में बहादुरी के किस्से सुनाइए। हमारी मदद करने वाले कोई 4 जानवरों के चित्र बनाइए।
4.	घमंडी मकखी	<ul style="list-style-type: none"> अपनी बुद्धि और समझ के आधार पर दूसरों के साथ उचित प्रतिक्रिया करते हैं। मुहावरों के अर्थ समझ कर वाक्य में उचित प्रयोगकर पाते हैं। संयुक्त व्यंजन वाले शब्दों की पहचान कर उन्हें सही प्रयोग में लापाते हैं। अपनी कक्षा में दोस्तों को परेशान न करके उनकी मदद कर पाते हैं। <p>SDG04 -गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> तरह-तरह की कहानियों, कविताओं, पोस्टर आदि के चित्रों और संदर्भ के आधार पर पाठका विस्तार। नए शब्द और उसके अर्थ। व्याकरण चर्चा। कार्यपत्रक। 	<ul style="list-style-type: none"> उन से मकड़ी का जा लाबनाइए। संयुक्त अक्षर वाले 10 शब्द की सूची बनाइए।

5.	दादाजी	<ul style="list-style-type: none"> • बड़े बुजुर्गों के प्रति आदर की भावना रखते हैं और उन की बातों को समझपाते हैं। • अपने सामाजिक परिवेश से जुड़े सवाल पूछने में सक्षम होते हैं। • बादाम,अखरोट के छिलके से खिलौने एवं व्याकरण से जुड़े क्रियाकलाप बनाने में समर्थ हो पाते हैं। • वास्तविक जीवन का अनुभव साझा करते हैं • SDG 03 - स्वास्थ्य जीवन एवं आरोग्य 	<ul style="list-style-type: none"> • सभी विद्यार्थियों को अपने परिवार, विद्यालय, मोहल्ले, खेल के मैदान, गाँव की और शहर के जीवन पर अपने अनुभव और विचारएक-दूसरे से साझा करने के अवसर हों। • विद्यालय में विद्यार्थियों के लिए कक्षा पुस्तकालय हो जिसमें रोचक सामग्री, जैसे- बाल_साहित्य, बालपत्रिकाएँ, पोस्टर,ऑडियो-वीडियो आदि सामग्री उपलब्ध हो। 	<ul style="list-style-type: none"> • शब्द लड़ी बनाएंगे। • बादाम के छिलके से चिड़िया, कछुआ बनाकर उस में अलग-अलग रंगों से सजाइए। • अपने दादा-दादी, नाना-नानीजी के साथ बिताए हुए समय को लेकर एक फोटो एल्बम बनाइए ।
6.	अगर पेड़ भी चलते होते	<ul style="list-style-type: none"> • कविता के भाव को समझ कर अपने शब्दों में बतापाते हैं। • क्रिया शब्दों की पहचानकर पाते हैं। • कक्षा में होने वाली गतिविधियों में हिस्सा लेते हैं और दूसरों की मदद भी करते हैं। • पेड़ से प्रत्यक्ष और परोक्ष रूप से प्राप्त होने वालेवस्तुओं और उनकी उपयोगिता केबारे में जान पाते हैं। <p>SDG 15 - भूमि पर जीवन</p>	<ul style="list-style-type: none"> • विद्यार्थियोंद्वाराअभिनय व गायन • नए शब्दों का रेखांकन और उनके अर्थ का स्पष्टीकरण • व्याकरण चर्चा -वचन, पर्यायवाची सामान्य डोरा वाले शब्द 	<ul style="list-style-type: none"> • औषधीयवृक्षोंकेबारेमेंजानपातेहैं। • सूखी पत्तियों से तरह-तरह के आकृतियाँ बनाएंगे ।
7.	गीत का कमाल	<ul style="list-style-type: none"> • गीत गायन के द्वारा अपनी नकारात्मक भावनाओं को नियंत्रण कर पातेहैं । • एकवचन और बहुवचन शब्द को पहचान कर दोनों में अंतर बताते हैं । • कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं । <p>SDG 04 - गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> • अनुभवात्मक क्रियाकलाप • खेलखेलमें व्याकरण अभ्यास। • अपनी समझ के आधार पूछे गए प्रश्नों के उत्तर देते हैं । 	<ul style="list-style-type: none"> • बिल में रहने वाले और छलांग लगाकर कूदने वाले चार-चार जानवरों के चित्र चिपका कर नाम लिखिए। • पाठ में आए युग्म शब्दों की सूची बनाइए।
8.	चूँ-चूँ की टोपी	<ul style="list-style-type: none"> • विशेष्य-विशेषण को पहचान कर दोनों में अंतर बताने में सक्षम हो पाते हैं। • अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देने में सक्षम हो पाते हैं • कक्षा में होने वाली गतिविधियों में भाग ले पाते हैं और दूसरों की मदद करने में सक्षम हो पाते हैं । • परिश्रम का महत्व समझ पाते हैं। <p>SDG: 12 - सतत् उपयोग एवं उत्पादन</p>	<ul style="list-style-type: none"> • पाठ के संदर्भ में और उद्देश्य के अनुसार उपयुक्त शब्दों और वाक्यों का चयन करने,उन की संरचना करने के अवसर उपलब्ध हों। • नाट्य मंचन • खेल-खेल में व्याकरण • कार्यप्रपत्र 	<ul style="list-style-type: none"> • बढ़ाई ,मोची, कुम्हार ,धोबी आदि से आप अपने कौन-कौन से काम करवा सकते हैं कक्षा में चर्चा कीजिए। • कहानीलेखन (चित्रोंके आधार पर)
9.	सुबह	<ul style="list-style-type: none"> • स्वर ,लय तथा हाव-भाव के साथ कविता का सस्वर वाचन करते हैं । • आलस जैसे दुर्गुण को त्याग कर मेहनती बनते हैं । • मैं परिश्रम, परोपकार, मीठीवाणी, दूसरों के साथ अच्छा व्यवहार, मिल-जुलकर काम करना ,जीवन का लक्ष्य 	<ul style="list-style-type: none"> • विद्यार्थियों द्वारा अनुकरण, अभिनय व गायन • पाठका विस्तार एवं भावार्थ स्पष्टीकरण • सारे कार्य समय पर करने के लिए मन में नया जोश और उत्साह के साथ करते हैं । 	<ul style="list-style-type: none"> • उचित लय ताल के साथ कविता का सस्वरवाचन • सुबह का चित्रबना कर रंग भरिए। • बगीचे का चित्रबनाकर उसमें आए विशेषण शब्दों को दर्शाइए।

		<p>तय करना आदि नैतिक गुणों का समावेश होता है ।</p> <p>SDG 13- जलवायु परिवर्तन</p>	<ul style="list-style-type: none"> • व्याकरण सम्मत ज्ञान और इस का प्रयोग • लेखन कौशल का अभ्यास तथा पत्र लेख 	<ul style="list-style-type: none"> • कलासमेकित क्रिया-कलाप उड़ीसा एवं महाराष्ट्र के पकवान
10.	<p>ऐसे थे लालबहादुर शास्त्री</p>	<ul style="list-style-type: none"> • शास्त्री जी के जीवन से प्रभावित होते हैं । • परोपकार की भावना का विकास होता है । • देशप्रेम , सहयोग, ईमानदारी की भावना का विकास होता है। • वे अपनी जिम्मे दारी को ठीक से समझते हैं । • SDG 16 – शांति, न्याय और सुदृढ़ संस्थान 	<ul style="list-style-type: none"> • किसी के डांटने पर मन में आए विचारों को अपने शब्दों में व्यक्त करने का अवसर प्राप्त हो • शास्त्री जी का संक्षिप्त जीवन परिचय। • कार्यप्रपत्र, मूल्यांकन 	<ul style="list-style-type: none"> • पांच महापुरुषों के चित्र चिपकाएं और उनके बारे में पांच वाक्य लिखेंगे। • शास्त्री जी के जीवन पर आधारित चित्रों को स्क्रीन बुक में चिपकाइए।
11.	<p>सबसे बड़ा मूर्ख</p>	<ul style="list-style-type: none"> • अनजान व्यक्तियों के साथ उचित व्यवहार की समझ प्राप्त करते हैं। • वचन,संज्ञा ,मुहावरे तथा संयुक्त व्यंजन लिखने के दोनों तरीकों से अवगत होते हैं । • नुक्ता वाले शब्दों का उच्चारण और प्रयोग सीखते हैं । • अकबर-बीरबल के मजेदार सम्बन्धों से परिचित होते हैं । <p>SDG 04 - गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> • भाषा के चारों कौशलों को विकसित करने के लिए विभिन्न तरह के क्रिया-कलापों का आयोजन। • नाटक मंचन (अकबर और बीरबल की कहानी) • विद्यार्थी इस पाठ से अपरिचित व्यक्तियों से दूर रहने की समझ प्राप्त कर पाते हैं । 	<ul style="list-style-type: none"> • भारतीय मुद्रा के चित्र इकट्ठे कर के स्क्रीनबुक में चिपकाएंगे। • मुहावरों वाला पेड़-चित्र सहित मुहावरों की प्रस्तुति। • अभिनय के साथ मुहावरों का वर्णन।
12.	<p>बुआ का पत्र</p>	<ul style="list-style-type: none"> • पाठ का सारांश अपने शब्दों में बता पाते हैं । • कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं । • हस्त कला और पत्रलेखन का महत्व जानते हैं । • सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं । <p>SDG08 -सम्मानजनक कार्य और आर्थिक विकास</p>	<ul style="list-style-type: none"> • पूर्व ज्ञान परीक्षण । • पत्रों के प्रकार और प्रारूप पर चर्चा । • कक्षा पुस्तकालय, जिसमें रोचक सामग्री, जैसे- बालसाहित्य, बालपत्रिकाएँ, पोस्टर,ऑडियो-वीडियो आदि सामग्री से पठन-पाठन प्रक्रिया। 	<ul style="list-style-type: none"> • भारत में मनाएजाने वाले किन्ही पांच त्योहारों की सूची बनाएंगे। • बाल-भवन में होने वाली किन्ही दो क्रियाकलापों को चित्रसहित प्रदर्शित करेंगे। • अपने मित्र को जन्मदिन पर बुलाने के लिए पत्र लिखिए ।
13.	<p>सवालीराम</p>	<ul style="list-style-type: none"> • संज्ञा के रूपों से व्यक्ति,प्राणी,वस्तु,स्थान,भावकेनाम को जान पाते हैं । • अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देते हैं । • कक्षा में होने वाली गतिविधियों में भाग लेते हैं और एक-दूसरे की मदद करते हैं। • उन्नति पाने के लिए मनमें जानने की इच्छा के महत्व को समझ और उसके विषय में बता पाते हैं । <p>SDG 17 - लक्ष्य के लिए भागीदारियाँ</p>	<ul style="list-style-type: none"> • सुनी गई बात, कविता, कहानी आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने,प्रश्न पूछने ,अपनी बात जोड़ने एवं प्रतिक्रिया देने के अवसर उपलब्ध हों। • पाठ का विस्तार • कार्यप्रपत्र एवं मूल्यांकन 	<ul style="list-style-type: none"> • दीपावली के लिए ग्रीटिंग कार्ड तथा बधाई संदेश बनाइए। • संज्ञा बगीचा बनाइए। • सामूहिक या कलाप- (चर्चाकीजिए) • समूह में किसी तीन सवालों को लिख कर उनके जवाब ढूंढिए । • पोस्टर बनाइए ।

SUBJECT- ODISIA

PRESCRIBED BOOKS:

ପାଠ୍ୟ ପୁସ୍ତକ - ସାହିତ୍ୟ କଳିକା (ତୃତୀୟ ଶ୍ରେଣୀ)

ପ୍ରକାଶକ - ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାର

TERM-1					TERM-2			
	PERIODIC TEST-1	MARKS	HALF YEARLY	MARKS	PERIODIC TEST-2	MARKS	ANNUAL	MARKS
READING SKILL	ଅଜଣା ଅନୁଚ୍ଛେଦ	5	ଅଜଣା ଅନୁଚ୍ଛେଦ	5	ଅଜଣା ଅନୁଚ୍ଛେଦ	5	ଅଜଣା ଅନୁଚ୍ଛେଦ	5
WRITING SKILL	ଅନୁଚ୍ଛେଦ	4	ଅନୁଚ୍ଛେଦ	5	ଅନୁଚ୍ଛେଦ	4	ଅନୁଚ୍ଛେଦ	5
GRAMMAR	ପ୍ରତିଶବ୍ଦ, ଶବ୍ଦଗୁଡ଼ିକର ନୂଆରୂପ, ଯୋଡ଼ା ଶବ୍ଦ	5	ଶବ୍ଦଗୁଡ଼ିକର ନୂଆରୂପ, ପ୍ରତିଶବ୍ଦ, ଗଦ୍ୟରୂପ, ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ କର, ବାକ୍ୟ ସଜାଡ଼ି ଲେଖା	15	ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ଗଦ୍ୟରୂପ, ଯୋଡ଼ା ଶବ୍ଦ	5	ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ପ୍ରତିଶବ୍ଦ, ଗଦ୍ୟରୂପ, ଯୋଡ଼ା ଶବ୍ଦ, ଶବ୍ଦଗୁଡ଼ିକର ନୂଆରୂପ, ପଦ୍ୟାଧିଶ ସଜାଡ଼ି ଲେଖା	15
LITERATURE	ପାଠ 1 ରୁ 3	6	ପାଠ 1 ରୁ 8	25	ପାଠ 9 ରୁ 11	6	ପାଠ 9 ରୁ 15	25
ସର୍ବମୋଟ		20		50		20		50

INTERNAL ASSESSMENT- 30 MARKS

TERM-1	TERM-2																								
<p>Listening (5 marks)</p> <p>Based on listening to recorded material/audio for gist</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Rubrics:</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Listening for specific information</td> <td style="text-align: center;">2</td> </tr> <tr> <td>3. Understanding</td> <td style="text-align: center;">1</td> </tr> <tr> <td>4. Accuracy</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	Total	5	<p>Listening (5 marks)</p> <p>Based on listening to recorded material/audio for gist</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Rubrics:</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Listening for specific information</td> <td style="text-align: center;">2</td> </tr> <tr> <td>3. Understanding</td> <td style="text-align: center;">1</td> </tr> <tr> <td>4. Accuracy</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	Total	5
Rubrics:	Marks																								
1. Attentiveness	1																								
2. Listening for specific information	2																								
3. Understanding	1																								
4. Accuracy	1																								
Total	5																								
Rubrics:	Marks																								
1. Attentiveness	1																								
2. Listening for specific information	2																								
3. Understanding	1																								
4. Accuracy	1																								
Total	5																								
<p>Speaking (5 marks)</p> <p>Story Telling/ Picture Description/ Poem Recitation/ Paragraph Narration</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Rubrics:</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Fluency</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Pronunciation and Intonation</td> <td style="text-align: center;">2</td> </tr> <tr> <td>3. Accuracy</td> <td style="text-align: center;">1</td> </tr> <tr> <td>4. Presentation</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Fluency	1	2. Pronunciation and Intonation	2	3. Accuracy	1	4. Presentation	1	Total	5	<p>Speaking (5 marks)</p> <p>Role Play/ Advertisement/ Debate/ News Room</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Rubrics:</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Fluency</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Pronunciation and Intonation</td> <td style="text-align: center;">2</td> </tr> <tr> <td>3. Accuracy</td> <td style="text-align: center;">1</td> </tr> <tr> <td>4. Presentation</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Fluency	1	2. Pronunciation and Intonation	2	3. Accuracy	1	4. Presentation	1	Total	5
Rubrics:	Marks																								
1. Fluency	1																								
2. Pronunciation and Intonation	2																								
3. Accuracy	1																								
4. Presentation	1																								
Total	5																								
Rubrics:	Marks																								
1. Fluency	1																								
2. Pronunciation and Intonation	2																								
3. Accuracy	1																								
4. Presentation	1																								
Total	5																								
<p>Reading (5 marks)</p> <p>Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Rubrics:</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Pronunciation and voice modulation</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Fluency and confidence</td> <td style="text-align: center;">1</td> </tr> <tr> <td>3. Comprehension</td> <td style="text-align: center;">1</td> </tr> <tr> <td>4. Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Pronunciation and voice modulation	1	2. Fluency and confidence	1	3. Comprehension	1	4. Rhyme, Rhythm & Pause/ Word and sentence stress	2	Total	5	<p>Reading (5 marks)</p> <p>Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Rubrics:</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Pronunciation and voice modulation</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Fluency and confidence</td> <td style="text-align: center;">1</td> </tr> <tr> <td>3. Comprehension</td> <td style="text-align: center;">1</td> </tr> <tr> <td>4. Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Pronunciation and voice modulation	1	2. Fluency and confidence	1	3. Comprehension	1	4. Rhyme, Rhythm & Pause/ Word and sentence stress	2	Total	5
Rubrics:	Marks																								
1. Pronunciation and voice modulation	1																								
2. Fluency and confidence	1																								
3. Comprehension	1																								
4. Rhyme, Rhythm & Pause/ Word and sentence stress	2																								
Total	5																								
Rubrics:	Marks																								
1. Pronunciation and voice modulation	1																								
2. Fluency and confidence	1																								
3. Comprehension	1																								
4. Rhyme, Rhythm & Pause/ Word and sentence stress	2																								
Total	5																								
<p>Writing Skill (5 Marks)</p> <p>Story Writing /Describing an object/ place/ person/ event/grammar worksheet</p>	<p>Writing Skill (5 Marks)</p> <p>Paragraph Writing / grammar worksheet/Sentence formation</p>																								

Rubrics:	Marks	Rubrics:	Marks
1. Relevance of content	1	1. Relevance of content	1
2. Creativity/ Originality	1	2. Creativity/ Originality	1
3. Fluency	1	3. Fluency	1
4. Vocabulary	1	4. Vocabulary	1
5. Accuracy	1	5. Accuracy	1
Total	5	Total	5
Portfolio (5 Marks)		Portfolio (5 Marks)	
Notebook Presentation and Correction work		Notebook Presentation and Correction work	
Subject enrichment activities: role play/ poster designing/ collage making		Subject enrichment activities: role play/ poster designing/ collage making	
Rubrics:	Marks	Rubrics:	Marks
1. Regularity	1	1. Regularity	1
2. Task Completion	1	2. Task Completion	1
3. Follow up Action	1	3. Follow up Action	1
4. Maintenance of Index	1	4. Maintenance of Index	1
5. Notebook maintenance	1	5. Notebook maintenance	1
Total	5	Total	5
Project (5 Marks)		Project (5 Marks)	
Project		Trans-Disciplinary Project	
Rubrics:	Marks	Rubrics:	Marks
1. Originality / Creativity	1	1. Originality / Creativity	1
2. Presentation	2	2. Presentation	2
3. Accuracy	1	3. Accuracy	1
4. Integration of Art	1	4. Integration of Art	1
Total	5	Total	5
Good Reader Bonus Scheme		Good Reader Bonus Scheme	
Suggested books for Reading		Suggested books for Reading	
Std-III		Std-III	
NOTE: PERIODIC TEST – 1 can have a ‘Reading Bonus Section’ at the end of the question paper. This will comprise of comprehension-based question from the recommended books.		NOTE: PERIODIC TEST – 2 can have a ‘Reading Bonus Section’ at the end of the question paper. This will comprise of comprehension-based question from the recommended books.	

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

କ୍ର. ସଂ	ବିଷୟ	ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳାଫଳ	ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା / ପ୍ରଣାଳୀ	କ୍ରିୟାକଳାପ
୧	ପାଠ-୧ ସେହି ମୋ ପ୍ରିୟ ଜନମ ଭୂଇଁ	<p>ବିଦ୍ୟାର୍ଥୀମାନେ-</p> <ul style="list-style-type: none"> ଗାଁ, ଜିଲ୍ଲା, ପ୍ରଦେଶ ଓ ଦେଶ ସମ୍ବନ୍ଧରେ ଧାରଣା ପାଇ ନିଜ ଗାଁ / ଅଞ୍ଚଳ ବିଷୟରେ ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । ଆମ ଦେଶର ଜାତୀୟ ପଶୁ, ପକ୍ଷୀ, ଫୁଲ ଓ ଫଳ ସମ୍ବନ୍ଧରେ ଜାଣି ଚିତ୍ର ଅଙ୍କନ କରିବେ । ପ୍ରତିଶବ୍ଦ, ଗଦ୍ୟରୂପ, ଯୋଗ କରି ଇତ୍ୟାଦି ବ୍ୟାକରଣଗତ ଜ୍ଞାନ ଆହରଣ କରିବେ । କବିତାର ଭାବ ଓ ରସ ବୁଝି ଅଭିନୟ ସହ ଆବୃତ୍ତି କରିବା ଶିଖିବେ ଓ କବିତା ସମ୍ବନ୍ଧରେ ନିଜ ପ୍ରତିକ୍ରିୟା ରଖିବେ । <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> ଆବୃତ୍ତି ମାଧ୍ୟମରେ ପଦ୍ୟ ଉପସ୍ଥାପନା । 	<ul style="list-style-type: none"> ଜାତୀୟ ପଶୁ, ପକ୍ଷୀ, ଫଳ, ଫୁଲ, ଖେଳ ଆଦି ଚିତ୍ର ସହ ନାମ ଲେଖିବେ
୨	ପାଠ-୨ ଆସରେ ଧରିବା ଜହ୍ନ	<ul style="list-style-type: none"> ପ୍ରତିବିମ୍ବ ବା ଛାଇବସ୍ତୁ ନୁହେଁ ଓ ତାହା କିପରି ସୃଷ୍ଟି ହୁଏ ଶ୍ରେଣୀଗୃହରେ କ୍ରିୟାକଳାପ (ଦର୍ପଣ, ପାଣି ବାଲ୍ଲି) ମାଧ୍ୟମରେ ଜାଣିବେ । ଜୁଡୁବୁଡୁ ପରି ଯୋଡା ଶବ୍ଦ ସହ ପରିଚିତ ହୋଇ ଦୈନନ୍ଦିନ ଜୀବନରେ ପ୍ରୟୋଗ କରିବା ଶିଖିବେ । ନିଜ ଶୈଳୀ ଓ ଭାଷାରେ ଅନ୍ୟ ଗପ କହିବାକୁ ସମର୍ଥ ହେବେ । <p>SDG NO- 04 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> ଗଚ୍ଛପଠନ ଅଭିନୟ ସହ ଉପସ୍ଥାପନା । ପ୍ରତିବିମ୍ବ ସୃଷ୍ଟି 	<ul style="list-style-type: none"> ପ୍ରତିବିମ୍ବକୁ ନେଇ ଗଚ୍ଛପଠନ ଓ ପଠନ କାର୍ଯ୍ୟ
୩	ପାଠ-୩ କହିବା ଆଗରୁ କରିବା	<ul style="list-style-type: none"> ବାପୁଙ୍କ ବିଭିନ୍ନ ନାମ ଜାଣିବେ ଓ ତାଙ୍କ ଜୀବନରେ ଘଟିଥିବା କିଛି ଘଟଣା ଗଚ୍ଛ ଆକାରରେ କହି ପାରିବେ । ନୂଆ ଶବ୍ଦକୁ ବୁଝିସେଗୁଡ଼ିକର ଅର୍ଥ ଅଭିଧାନରୁ ବାହାର କରି ଲେଖିବେ । ଅନ୍ୟକୁ ଉପଦେଶ ଦେବା ପୂର୍ବରୁ ନିଜେ ତାହା କରି ଦେଖାଇବାର ଗୁରୁତ୍ୱ ବିଷୟରେ ଉପଲକ୍ଷି କରିବେ । ବିଭିନ୍ନ ଜାତୀୟ ଦିବସର ପାଳନ ସମ୍ବନ୍ଧରେ ଜାଣିବେ । <p>SDG NO- 04 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> ପଠନ, ଅଭିନୟ ସହ ଉପସ୍ଥାପନା । 	<ul style="list-style-type: none"> ବିଷୟବସ୍ତୁକୁ ବୁଝି ସଂଳାପ ମନେରଖି ଅଭିନୟ ମହାପୁରୁଷଙ୍କ କାହାଣୀ ପଢ଼ିବେ
୪	ପାଠ-୪ ଭାସି ଯାଆ ମୋର କାଗଜ ଡଙ୍ଗା	<ul style="list-style-type: none"> ସ୍ୱରର ଉପଯୁକ୍ତ ଉଚ୍ଚାନ-ପତନ, ଗତି, ଲୟ, ଠିକ୍ ଉଚ୍ଚାରଣ ସହିତ କବିତାକୁ ଆବୃତ୍ତି କରିବା ଶିଖିବେ । ବର୍ଷକ ଛଅ ଋତୁ, ବାରମାସ, ଅତୀତର ନୌବାଣିଜ୍ୟ ପରମ୍ପରା, ଓଡ଼ିଶାର ବନ୍ଦରର ନାମ, ବୋଇତ ବନ୍ଦାଣ ଉତ୍ସବ ବିଷୟରେ ଜାଣିବେ । ଝିପିଝିପି ମେଘ, ଭେଳା ଭେଳା ଜାହାଜ, ନୂଆ ନୂଆ ସାଥୀ ପରି କେତେକ ଶବ୍ଦର ଅର୍ଥଗତ ସମ୍ପର୍କ ଜାଣିବା ସହିତ ଗଦ୍ୟରୂପ, ବାକ୍ୟଗଠନ ଇତ୍ୟାଦିର ପ୍ରୟୋଗ କରିବା ଶିଖିବେ । <p>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> ସ୍ୱର ସହିତ କବିତା ଆବୃତ୍ତି । ବର୍ଷା ବେଳର ଚିତ୍ର ବର୍ଣ୍ଣନା । 	<ul style="list-style-type: none"> କାଗଜରେ ବିଭିନ୍ନ ପ୍ରକାର ଜିନିଷ ତିଆରି କରିବେ ବର୍ଷା ସମୟର ଦୃଶ୍ୟକୁ ଚିତ୍ର ମାଧ୍ୟମରେ କରିବେ

୫	ପାଠ-୫ ପୁଣି ସେମାନେ ହସିଲେ	<ul style="list-style-type: none"> ❖ ଆଖ ପାଖରେ ଘରୁଥିବା କାର୍ଯ୍ୟ/ ଘଟଣାବଳୀ ଏବଂ ବିଭିନ୍ନ ପରିସ୍ଥିତିରେ ନିଜ ଅନୁଭୂତି ବିଷୟରେ କହିବ, ଆଲୋଚନା କରିବ ଓ ପ୍ରଶ୍ନ ପଚାରିବ । ❖ 'ଜାତି, ଧର୍ମ ଓ ବର୍ଣ୍ଣ ନିର୍ବିଶେଷରେ ଆମେ ସମସ୍ତେ ଏକ'- ବିଷୟବସ୍ତୁର ଏହି ସାରମର୍ମଟିକୁ ଅଭିନୟ ମାଧ୍ୟମରେ ଶ୍ରେଣୀଗୃହରେ ପ୍ରଦର୍ଶନ କରିବେ । ❖ ଜବତ, ନେହୁରା, ଉଣ୍ଡିବା, ପ୍ରକୃତି ଛାଡ଼ିବା, ପାନେ ଦେବା, ହାଲୁକ ଶୁଖିଯିବା ପରି ଶବ୍ଦମାନଙ୍କର ଅର୍ଥଗତ ପ୍ରଭେଦ ଜାଣିବେ ତଥା ବାକ୍ୟଗଠନ, ଯୋଡ଼ାଶବ୍ଦ, ଯୋଗକର ଇତ୍ୟାଦିର ପ୍ରୟୋଗ କରିବା ଶିଖିବେ । ❖ ଭିନ୍ନ ଭିନ୍ନ ପ୍ରକାର ସାମଗ୍ରୀ(ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବ ଓ ନିଜ ମତ ଦେବ । <p>SDG NO- 10 REDUCE INEQUALITY</p>	<ul style="list-style-type: none"> ❖ ପଠନ, ଅଭିନୟ ସହ ଉପସ୍ଥାପନ । 	<ul style="list-style-type: none"> ❖ ବିପଦର ବନ୍ଧୁ ହିଁ ପ୍ରକୃତ ବନ୍ଧୁ – ଏହାକୁ ନେଇ କାହାଣୀଟିଏ କହିବେ ଓ ଲେଖିବେ
୬	ପାଠ -୬ ତୁଳସୀ ଦୁଇ ପତ୍ରରୁ ବାସେ	<ul style="list-style-type: none"> ❖ ଶୁଣିଥିବା ବିଷୟବସ୍ତୁ, ଘଟଣା, ଚରିତ୍ର, ଶୀର୍ଷକ ଆଦି ବିଷୟରେ ଆଲୋଚନା କରିବ, ପ୍ରଶ୍ନ ପଚାରିବ, ନିଜ ପ୍ରତିକ୍ରିୟା ରଖିବ, ମତାମତ ଦେବ । ❖ ନିଜ ଶୈଳୀ ଓ ଭାଷାରେ ଭାରତର ବିଭିନ୍ନ ବୈଜ୍ଞାନିକମାନଙ୍କର ଜୀବନାବଳୀ ଗପ କିମ୍ବା କବିତାମାଧ୍ୟମରେ ପ୍ରକାଶ କରିପାରିବେ । ❖ ଆବିଷ୍କାର ଓ ଉଦ୍ଭାବନ, ସୂର୍ଯ୍ୟପରାଗ ଓ ଚନ୍ଦ୍ରଗ୍ରହଣ ଭିତରେ ଥିବା ପ୍ରଭେଦ ଜାଣିବେ । ❖ ପାଠରେ ଥିବା ନୂତନ ଶବ୍ଦ ସହିତ ପରିଚିତ ହେବେ ଓ ଅସଜଡ଼ା ବାକ୍ୟ, ନୂଆରୂପ, ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦର ଅର୍ଥ ଇତ୍ୟାଦିର ପ୍ରୟୋଗ କରିବା ଜାଣିବେ । <p>SDG NO- 04 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> ❖ ପଠନ, ବାଖ୍ୟା, ଆଲୋଚନା । 	<ul style="list-style-type: none"> ❖ ସପ୍ତର୍ଷିମଣ୍ଡଳର ଚିତ୍ର ଅଙ୍କନ କରି ସାତ ଜଣ ରଷିଙ୍କ ନାମ ଲେଖିବେ ❖ ଓଡ଼ିଶାର ଜଣେ ମହାପୁରୁଷଙ୍କ ବିଷୟରେ ତଥ୍ୟ ସଂଗ୍ରହ କରି ଚିତ୍ର ସହ ଲେଖିବେ
୭	ପାଠ-୭ ତୁମ ପରି ଛୋଟ ପିଲାଟିଏ	<ul style="list-style-type: none"> ❖ ସ୍ଵରର ଉପଯୁକ୍ତ ଉଚ୍ଚାନ-ପତନ, ଗତି, ଲୟ, ଠିକ୍ ଉଚ୍ଚାରଣ ସହିତ କବିତାକୁ ଆବୃତ୍ତି କରିବା ଶିଖିବେ । ❖ ମଧୁବାବୁଙ୍କ ଦେଶପ୍ରୀତି, ସେବା, ପରୋପକାର ଓ ବାଲ୍ୟ ଜୀବନୀ ସମ୍ପର୍କରେ ଧାରଣା ପାଇବେ । <p>SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> ❖ କବିତା ଆବୃତ୍ତି ସହ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନ । 	<ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାରେ ଥିବା ବିଭିନ୍ନ ମହାପୁରୁଷଙ୍କ ଫଟୋଚିତ୍ର ଲଗାଇ ନାମ ଲେଖିବେ
୮	ପାଠ-୮ ସବୁ ସୁନ୍ଦର	<ul style="list-style-type: none"> ❖ ଭିନ୍ନ ଭିନ୍ନ ପ୍ରକାର ସାମଗ୍ରୀ (ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବ ଓ ନିଜ ମତ ଦେବ । ❖ ଓଡ଼ିଆ ବାର ମାସ ଓ ଛଅ ରତ୍ନ ସମ୍ପର୍କରେ ଅବଗତ ହେବେ ଓ ଜୀବଜଗତ ଉପରେ ଏହା କିପରି ପ୍ରଭାବ ପକାଇଥାଏ ସେ ସମ୍ପର୍କରେ ଜାଣିବେ । ❖ ନିଜ ଭାଷାରେ ବିଷୟବସ୍ତୁକୁ ବୁଝି ସଂଳାପ ମନେରଖି ଅଭିନୟ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ବ୍ୟାବହାରିକ ବ୍ୟକରଣ (ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ, ଯୋଡ଼ାଶବ୍ଦ, ବାକ୍ୟ ଗଠନ)ଦୈନନ୍ଦିନ ଜୀବନରେ ପ୍ରୟୋଗ କରିବା ପାଇଁ ସମର୍ଥ ହେବେ । 	<ul style="list-style-type: none"> ❖ ଅଭିନୟ ସହ ଉପସ୍ଥାପନ । ❖ ସ୍ଵ ଅନୁଭୂତି ବର୍ଣ୍ଣନା ❖ ଦଳଗତ ଆଲୋଚନା 	<ul style="list-style-type: none"> ❖ ବିଭିନ୍ନ ରତ୍ନରେ ହେଉଥିବା ପରିପରିବା, ଫୁଲଫଳ ଇତ୍ୟାଦିର ଚିତ୍ର ଅଙ୍କନ କରି ରଙ୍ଗ ଦେବେ

		SDG NO- 03 GOOD HEALTH AND WELL BEING		
୯	ପାଠ-୯ ସାହାଯ୍ୟର ସୁଫଳ	<ul style="list-style-type: none"> ❖ ନିଜ ଭାଷାରେ ବିଷୟବସ୍ତୁକୁ ବୁଝି ସଂଳାପ ମନେରଖି ଅଭିନୟ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଭିକାରୀ, ଦୁଃଖୀ, ଭିନ୍ନ କ୍ଷମ, ଦୁର୍ବଳ ଓ ଗରିବଙ୍କ ପ୍ରତି ସହାନୁଭୂତିଶୀଳ ହେବା ଏକ ମହତ ଗୁଣ ବୋଲି ଧାରଣା ପାଇବେ । ❖ ଶୁଣିଥିବା ବିଷୟବସ୍ତୁ, ଘଟଣା, ଚରିତ୍ର, ଶୀର୍ଷକ ଆଦି ବିଷୟରେ ଆଲୋଚନା କରିବେ, ପ୍ରଶ୍ନ ପଚାରିବେ, ନିଜ ପ୍ରତିକ୍ରିୟା ରଖିବେ, ମତାମତ ଦେବେ । ନିଜ ଶୈଳୀ ଓ ଭାଷାରେ ଗପ, କବିତା ଇତ୍ୟାଦିକୁ କହିବେ ଓ ଲେଖିବେ । ❖ ବିଶେଷ୍ୟ ଓ ବିଶେଷଣ ପଦ(ଚିରା କନା, ରୋଗିଣୀ ବାଳକ)ର ବ୍ୟବହାର ଜାଣିବେ । <p>SDG NO- 01 NO POVERTY SDG NO- 02 ZERO HUNGER</p>	<ul style="list-style-type: none"> ❖ ଗନ୍ତକଥନ ଓ ପଠନ 	<ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାର ମାନଚିତ୍ର ଅଙ୍କନ କରି ଏହାର ପଢ଼ାଣୀ ରାଜ୍ୟଗୁଡ଼ିକୁ ବିଭିନ୍ନ ରଙ୍ଗ ଦେଇ ସୂଚାଇବେ ❖ ପଞ୍ଚିତ ଇଶ୍ଵରଚନ୍ଦ୍ର ବିଦ୍ୟାସାଗରଙ୍କ ସମ୍ବନ୍ଧରେ ତଥ୍ୟ ସଂଗ୍ରହ
୧୦	ପାଠ-୧୦ ଚିକି ପୁଲଟିର ବାସ	<ul style="list-style-type: none"> ❖ ସ୍ଵରର ଉପଯୁକ୍ତ ଉଚ୍ଚାନ-ପତନ, ଗତି, ଲୟ, ଠିକ୍ ଉଚ୍ଚାରଣ ସହିତ କବିତାକୁ ଆବୃତ୍ତି କରିବା ଶିଖିବେ ଓ ସ୍ଵରଚିତ କବିତା ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । ❖ ପଦ୍ୟ ରୂପ, ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦ ଆଦି ବ୍ୟାକରଣଗତ ଜ୍ଞାନ ଆହରଣ କରିବେ । ❖ ଚିକି ପୁଲ ଭଳି ସଂସାରର ମଙ୍ଗଳ ପାଇଁ ନିଜକୁ ଉତ୍ସର୍ଗ କରିବାର ମନୋଭାବ ପୋଷଣ କରିବା ଶିଖିବେ । <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 07 AFFORDABLE AND CLEAN ENERGY</p>	<ul style="list-style-type: none"> ❖ ଅଭିନୟ ସହ ପଦ୍ୟର ଭାବ ବୁଝି ଆବୃତ୍ତି କରିବେ । 	<ul style="list-style-type: none"> ❖ ଭିନ୍ନ ଭିନ୍ନ ପୁଲ ବିଷୟରେ ଧାରଣା ପାଇ ଚିତ୍ର ଆଙ୍କି ରଙ୍ଗ ଦେବେ
୧୧	ପାଠ-୧୧ ସାନ ସିନା ଦାନ ତା ମହାନ	<ul style="list-style-type: none"> ❖ ନିଜ ଭାଷାରେ ବିଷୟବସ୍ତୁକୁ ବୁଝି ସଂଳାପ ମନେରଖି ଅଭିନୟ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଶୁଣିଥିବା ବିଷୟବସ୍ତୁ, ଘଟଣା, ଚରିତ୍ର, ଶୀର୍ଷକ ଆଦି ବିଷୟରେ ଆଲୋଚନା କରିବ, ପ୍ରଶ୍ନ ପଚାରିବ, ନିଜ ପ୍ରତିକ୍ରିୟା ରଖିବ, ମତାମତ ଦେବ । ନିଜ ଶୈଳୀ ଓ ଭାଷାରେ ଗପ, କବିତା ଇତ୍ୟାଦିକୁ କହିବ ଓ ଲେଖିବ । ❖ ଆମ ଗୌରବମୟ ଇତିହାସ, ସଂସ୍କୃତି ଓ କଳା ସମ୍ବନ୍ଧରେ ଧାରଣା ପାଇବେ । ❖ ଯୁଗ୍ମ ଶବ୍ଦ, ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦ ଆଦି ବ୍ୟାକରଣଗତ ଜ୍ଞାନ ଆହରଣ କରି ପ୍ରୟୋଗ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଭିନ୍ନ ଭିନ୍ନ ପ୍ରକାର ସାମଗ୍ରୀ(ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବେ ଓ ନିଜ ମତ ଦେବେ । ❖ ଧର୍ମପଦ ଭଳି ଭଲ କାମ କରିବା ପାଇଁ ପ୍ରେରଣା ପାଇବେ । <p>SDG NO- 17 PARTNERSHIPS FOR THE GOALS SDG NO- 04 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> ❖ ଉଚ୍ଚପଠନ , ଅଭିନୟ ସହ ଉପସ୍ଥାପନ, ଗନ୍ତ କଥନ । 	<ul style="list-style-type: none"> ❖ ଦେଖିଥିବା ଯେକୌଣସି ଏକ ମନ୍ଦିର ବିଷୟରେ ଚିତ୍ର କରି ରଙ୍ଗ ଦେବେ ଓ ତାହା ବିଷୟରେ ଲେଖିବେ

		SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES		
୧୨	ପାଠ-୧୨ ଜାତୀୟ କବି ବୀରକିଶୋର	<ul style="list-style-type: none"> ❖ ସ୍ୱରର ଉପଯୁକ୍ତ ଉତ୍ତାନ-ପତନ, ଗତି, ଲୟ, ଠିକ୍ ଉଚ୍ଚାରଣସହିତ କବିତାକୁ ଆବୃତ୍ତି କରିବା ଶିଖିବେ ଓ ସ୍ୱରଚିତ କବିତା ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଭିନ୍ନ ଭିନ୍ନ ପ୍ରକାର ସାମଗ୍ରୀ(ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବେ ଓ ନିଜ ମତ ଦେବେ । ❖ ବୀରକିଶୋରଙ୍କ ପରି ଅନ୍ୟ ବୀର ମାନଙ୍କର କଥା ସଂଗ୍ରହ କରିବେ ଓ ସେମାନଙ୍କର ଦେଶ ପ୍ରେମ ସମ୍ପର୍କରେ ଅବଗତ ହେବେ । ❖ ବନ୍ଧୁକ ମୁନର ଗୁଳିଠାରୁ କଲମ ମୁନରେ ଲେଖାଯାଉଥିବା କବିତାର ଶକ୍ତି ଯେ କେତେଗୁଣରେ ଶକ୍ତିଶାଳୀ ସେ ବିଷୟରେ ଜାଣିବେ । <p>SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> ❖ ପଦ୍ୟ ଆବୃତ୍ତି , ଅର୍ଥ ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା। 	<ul style="list-style-type: none"> ❖ ଜାତୀୟ ପତାକାର ଚିତ୍ର ଅଙ୍କନ କରି ରଙ୍ଗ ଦେବେ
୧୩	ପାଠ-୧୩ ଅନେକ ଫୁଲର ମାଳଟିଏ	<ul style="list-style-type: none"> ❖ ଭାରତ ମାନଚିତ୍ର ଅଙ୍କନ କରି ଯେଉଁ ଯେଉଁ ରାଜ୍ୟ ଦେଇ ଉତ୍କଳ ଏକ୍ସପ୍ରେସ ରେଳଗାଡ଼ି ଗତି କରିଥିଲା ତାହା ଦର୍ଶାଇବେ । ❖ ଆମ ଭିତରେ ଭିନ୍ନତା ଥିଲେ ମଧ୍ୟ ଆମେ ସମସ୍ତେ ଭାରତୀୟ-ଏହି ଧାରଣା ପାଇବେ । ❖ ହିନ୍ଦୀ ଭାରତର ରାଷ୍ଟ୍ରଭାଷା ହେବାର କାରଣ ଜାଣିଲେ। ❖ ଭିନ୍ନ ଭିନ୍ନ ପ୍ରକାର ସାମଗ୍ରୀ(ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବେ ଓ ନିଜ ମତ ଦେବେ । <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> ❖ ଉଚ୍ଚପଠନ, ବିଷୟ ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା। ❖ ଅନୁଭୂତି ବର୍ଣ୍ଣନା 	<ul style="list-style-type: none"> ❖ ଆମ ଦେଶର ବିଭିନ୍ନ ରାଜ୍ୟର ରାଜଧାନୀ, ଭାଷା, ଖାଦ୍ୟ, ପୋଷାକ, ପର୍ବପର୍ବାଣି ଇତ୍ୟାଦିର ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ
୧୪	ପାଠ-୧୪ ବଣ ଅଦାଲତ	<ul style="list-style-type: none"> ❖ ନିଜ ଭାଷାରେ ବିଷୟବସ୍ତୁକୁ ବୁଝି ସଂଳାପ ମନେରଖି ଅଭିନୟ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଶୁଣିଥିବା ବିଷୟବସ୍ତୁ, ଘଟଣା, ଚରିତ୍ର, ଶୀର୍ଷକ ଆଦି ବିଷୟରେ ଆଲୋଚନା କରିବ, ପ୍ରଶ୍ନ ପଚାରିବ, ନିଜ ପ୍ରତିକ୍ରିୟା ରଖିବ, ମତାମତ ଦେବ । ନିଜ ଶୈଳୀ ଓ ଭାଷାରେ ଗପ, କବିତା ଇତ୍ୟାଦିକୁ କହିବେ ଓ ଲେଖିବେ । ❖ ବିଷୟ ଅନ୍ତର୍ଗତ ନୂତନ ଶବ୍ଦର ଅର୍ଥ ଅଭିଧାନରୁ ଖୋଜି ବାହାର କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ବିଭିନ୍ନ ରାଜ୍ୟ ଓ ଜିଲ୍ଲାରେ ଥିବା ଅଭୟାରଣ୍ୟ ବିଷୟରେ ଧାରଣା ପାଇବେ । <p>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES SDG NO- 15 LIFE ON LAND SDG NO- 17 PARTNERSHIPS FOR THE GOALS</p>	<ul style="list-style-type: none"> ❖ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନ । 	<ul style="list-style-type: none"> ❖ ପରିବେଶର ଗୁରୁତ୍ୱ ବୁଝି ତା'ର ସୁରକ୍ଷା ପାଇଁ ସଚେତନ ହେବେ ସ୍ନୋଗାନ , ମୁଖା ଏବଂ ପୋଷ୍ଟର ପ୍ରସ୍ତୁତ କରିବେ

୧୫	ପାଠ-୧୫ ବଣ ଓ ବଣି	<ul style="list-style-type: none"> ❖ ସ୍ୱରର ଉପଯୁକ୍ତ ଉତ୍ପାଦନ-ପତନ, ଗତି, ଲୟ, ଠିକ୍ ଉଚ୍ଚାରଣ ସହିତ କବିତାକୁ ଆବୃତ୍ତି କରିବା ଶିଖିବେ ଓ ସ୍ମରଣ କବିତା ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଭିନ୍ନ ଭିନ୍ନ ପ୍ରକାର ସାମଗ୍ରୀ(ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର)ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବେ ଓ ନିଜ ମତ ଦେବେ । ❖ ପର ଅଧୀନରେ ଥାଇ ଯେତେ ସମ୍ପଦ ମିଳିଲେ ମଧ୍ୟ ତାହା ଯେ ମୂଲ୍ୟହୀନ ଏହାକୁ ହୃଦୟଙ୍ଗମ କରିବେ । ❖ ଗନ୍ଧରୂପ, ପଦ ସଜାଡ଼ି ଲେଖା ଇତ୍ୟାଦି ବ୍ୟାକରଣଗତ ଜ୍ଞାନ ଆହରଣ କରିବେ । <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> ❖ ପଦ୍ୟ ଆବୃତ୍ତି , ଅର୍ଥ ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା । 	<ul style="list-style-type: none"> ❖ ଜୀବଜନ୍ତୁଙ୍କ ସୁରକ୍ଷା ନିମନ୍ତେ ସ୍ତୋତ୍ରୀୟ ଏବଂ ପୋଷ୍ଟର ପ୍ରସ୍ତୁତ କରିବେ
୧୬	ପାଠ-୧୬ ବିପ୍ଳବୀ ବକ୍ତୃ ଜଗବନ୍ଧୁ	<ul style="list-style-type: none"> ❖ ଏକାଙ୍କିକାକୁ ବୁଝି ସଂଳାପ ମନେରଖି ଅଭିନୟ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କର ତ୍ୟାଗ ଓ ବଳିଦାନ ସମ୍ବନ୍ଧରେ ଜାଣିବେ । <p>SDG NO- 16 PEACE JUSTICE AND STRONG INSTITUTIONS</p> <p>SDG NO- 17 PARTNERSHIPS FOR THE GOALS</p>	<ul style="list-style-type: none"> ❖ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନ । 	<ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କର ଚିତ୍ର ସଂଗ୍ରହ କରି ନାନ ଲେଖିବେ

SUBJECT- MATHEMATICS

PRESCRIBED BOOKS:

1. Primary Mathematics-3 Published by D.A.V. College Managing Committee
2. Sum More Book -3 Published by Bharati Bhawan

	TERM-1				TERM-2			
	PERIODIC TEST- 1	MARKS	HALF-YEARLY EXAMINATION	MARKS	PERIODIC TEST -2	MARKS	ANNUAL EXAMINATION	MARKS
PRIMARY MATHEMATICS	Unit-1- Numbers Upto 9999 Unit-2- Addition Unit-3- Subtraction	18	Unit-1- Numbers Upto 9999 Unit-2- Addition Unit-3- Subtraction Unit-4- Multiplication Unit-5- Division Unit-6- Day Date & Time	45	Unit-7: Money Unit-11: Fraction Unit-12: Geometry	18	Unit-7: Money Unit-8: Length Unit-9- Weight Unit-10-Capacity Unit-11: Fraction Unit-12: Geometry	45
	Ex-1 to 36 (Except 16, 35)	2	Ex:1 to 49 (except- 16, 35 48), 53(q-1),55 (Qns- 1,2),58(q-a,b),79 to 81, 82(except Qns 2 c & f)	5	Ex 60,61, 62, 63,65, 66,67 ,73 to 75 ,77,84(q-1,2) .	2	Ex: 60,61, 62, 63,65, 66,67,73 to 75,77, 84,85(except-3,6),86, 89(q-a,b,e),90(except Q-4),91(Qns-1 to 4) ,93(a,b,e) ,94(except-4),95,97(a,b,e),98(Qns-1(a,b))	5
TOTAL		20		50		20		50

INTERNAL ASSESSMENT-30 MARKS

Term-1	Term-2																								
Skill and Competencies with Rubrics	Skill and Competencies with Rubrics																								
1.Evaluation & Inference (5 marks) Assessment Parameter : Word problems/HOTS	1.Evaluation & Inference (5 marks) Assessment Parameter :Word problems/HOTS																								
<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Conceptual clarity</td> <td>1</td> </tr> <tr> <td>2. Reasoning</td> <td>1</td> </tr> <tr> <td>3. Computation</td> <td>2</td> </tr> <tr> <td>4. Correctness</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Conceptual clarity	1	2. Reasoning	1	3. Computation	2	4. Correctness	1	Total	5	<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Conceptual clarity</td> <td>1</td> </tr> <tr> <td>2. Reasoning</td> <td>1</td> </tr> <tr> <td>3. Computation</td> <td>2</td> </tr> <tr> <td>4. Correctness</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Conceptual clarity	1	2. Reasoning	1	3. Computation	2	4. Correctness	1	Total	5
Rubrics:	Marks																								
1. Conceptual clarity	1																								
2. Reasoning	1																								
3. Computation	2																								
4. Correctness	1																								
Total	5																								
Rubrics:	Marks																								
1. Conceptual clarity	1																								
2. Reasoning	1																								
3. Computation	2																								
4. Correctness	1																								
Total	5																								
2 .Critical Thinking & Problem Solving (5 Marks) Assessment Parameter : Puzzles/ Mental Ability	2.Critical Thinking & Problem Solving (5 Marks) Assessment Parameter :Puzzles/Mental Ability																								
<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Analysis</td> <td>2</td> </tr> <tr> <td>2. Computation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Analysis	2	2. Computation	2	3. Accuracy	1	Total	5	<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Analysis</td> <td>2</td> </tr> <tr> <td>2. Computation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Analysis	2	2. Computation	2	3. Accuracy	1	Total	5				
Rubrics:	Marks																								
1. Analysis	2																								
2. Computation	2																								
3. Accuracy	1																								
Total	5																								
Rubrics:	Marks																								
1. Analysis	2																								
2. Computation	2																								
3. Accuracy	1																								
Total	5																								
3.Collaboration and Creative Thinking (5 Marks) Assessment Parameter : Model/Chart	3.Collaboration and Creative Thinking (5 Marks) Assessment Parameter: Model/Chart																								
<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Creativity</td> <td>2</td> </tr> <tr> <td>3. Organization of ideas</td> <td>1</td> </tr> <tr> <td>4. Neatness</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Relevance of content	1	2. Creativity	2	3. Organization of ideas	1	4. Neatness	1	Total	5	<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Creativity</td> <td>2</td> </tr> <tr> <td>3. Organization of ideas</td> <td>1</td> </tr> <tr> <td>4. Neatness</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Relevance of content	1	2. Creativity	2	3. Organization of ideas	1	4. Neatness	1	Total	5
Rubrics:	Marks																								
1. Relevance of content	1																								
2. Creativity	2																								
3. Organization of ideas	1																								
4. Neatness	1																								
Total	5																								
Rubrics:	Marks																								
1. Relevance of content	1																								
2. Creativity	2																								
3. Organization of ideas	1																								
4. Neatness	1																								
Total	5																								
4.Value/Ethical Application of concepts (5 Marks) Assessment Parameter :	4.Value/Ethical Application of concepts (5 Marks) Assessment Parameter :																								

Application of concepts of Maths in real life		Application of concepts of Maths in real life																													
<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Awareness of purpose</td> <td>2</td> </tr> <tr> <td>2. Value acquisition</td> <td>2</td> </tr> <tr> <td>3. Outreach /Impact</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>		Rubrics:	Marks	1. Awareness of purpose	2	2. Value acquisition	2	3. Outreach /Impact	1	Total	5	<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Awareness of purpose</td> <td>2</td> </tr> <tr> <td>2. Value acquisition</td> <td>2</td> </tr> <tr> <td>3. Outreach /Impact</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>		Rubrics:	Marks	1. Awareness of purpose	2	2. Value acquisition	2	3. Outreach /Impact	1	Total	5								
Rubrics:	Marks																														
1. Awareness of purpose	2																														
2. Value acquisition	2																														
3. Outreach /Impact	1																														
Total	5																														
Rubrics:	Marks																														
1. Awareness of purpose	2																														
2. Value acquisition	2																														
3. Outreach /Impact	1																														
Total	5																														
5.Portfolio (5 Marks) Assessment Parameters: Notebook presentation, Assignments and worksheets/ Maths lab Art Integrated Subject Enrichment Activities		Portfolio (5 Marks) Assessment Parameter Notebook presentation, Assignments and worksheets/ Maths lab Art Integrated Subject Enrichment Activities																													
<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Originality</td> <td>1</td> </tr> <tr> <td>2. Creativity</td> <td>1</td> </tr> <tr> <td>3. Completion</td> <td>1</td> </tr> <tr> <td>4. Neatness</td> <td>1</td> </tr> <tr> <td>5. Timely submission</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>		Rubrics:	Marks	1. Originality	1	2. Creativity	1	3. Completion	1	4. Neatness	1	5. Timely submission	1	Total	5	<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Originality</td> <td>1</td> </tr> <tr> <td>2. Creativity</td> <td>1</td> </tr> <tr> <td>3. Completion</td> <td>1</td> </tr> <tr> <td>4. Neatness</td> <td>1</td> </tr> <tr> <td>5. Timely submission</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>		Rubrics:	Marks	1. Originality	1	2. Creativity	1	3. Completion	1	4. Neatness	1	5. Timely submission	1	Total	5
Rubrics:	Marks																														
1. Originality	1																														
2. Creativity	1																														
3. Completion	1																														
4. Neatness	1																														
5. Timely submission	1																														
Total	5																														
Rubrics:	Marks																														
1. Originality	1																														
2. Creativity	1																														
3. Completion	1																														
4. Neatness	1																														
5. Timely submission	1																														
Total	5																														
6.Project & Viva (5 Marks) Assessment Parameter : Research Project / Viva Voce		6.Project & Viva (5 Marks) Research Project / Viva Voce Transdisciplinary Activity																													
<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Creative presentation</td> <td>1</td> </tr> <tr> <td>3. Extent of research</td> <td>2</td> </tr> <tr> <td>4. Viva</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>		Rubrics:	Marks	1. Relevance of content	1	2. Creative presentation	1	3. Extent of research	2	4. Viva	1	Total	5	<table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Creative presentation</td> <td>1</td> </tr> <tr> <td>3. Extent of research</td> <td>2</td> </tr> <tr> <td>4. Viva</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>		Rubrics:	Marks	1. Relevance of content	1	2. Creative presentation	1	3. Extent of research	2	4. Viva	1	Total	5				
Rubrics:	Marks																														
1. Relevance of content	1																														
2. Creative presentation	1																														
3. Extent of research	2																														
4. Viva	1																														
Total	5																														
Rubrics:	Marks																														
1. Relevance of content	1																														
2. Creative presentation	1																														
3. Extent of research	2																														
4. Viva	1																														
Total	5																														

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

SL NO	NAME OF THE CHAPTER	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1	NUMBERS UP TO 9999	<p>The learners will be able to-</p> <ul style="list-style-type: none"> • read and write numbers up to 9999 using place value. • recognize largest and smallest 4-digit numbers. • identify the place and place value of a digit in a 4- digit number. • expand a given 4-digit number in two different ways. • compare and orders the given 4-digit numbers. • find the successor and predecessor of a given 4-digit number. • form the greatest and smallest 4-digit numbers using the given digits. <p>SDG-1: NO POVERTY SDG-2: ZERO HUNGER</p>	<ul style="list-style-type: none"> • Count large number of objects from their surroundings by making groups of 1000, 100, 10 and ones. • Write a number (up to 9999) and the other group reads it. • Use the concept of place value for comparing, ordering and expanding 4- digit numbers. 	<ul style="list-style-type: none"> • Preparation of abacus using waste material.
2	ADDITION	<ul style="list-style-type: none"> • perform the addition of numbers up to 9999 by arranging them in proper places (with and without regrouping). • apply the properties of addition. • solve daily life problems based on the concept of addition. <p>SDG-10: REDUCE INEQUALITIES</p>	<ul style="list-style-type: none"> • Discuss and evolve standard algorithms for addition. • Create contextual problems through group activities such as dividing the class in two groups where one group solves the problem given by the other group by using addition. 	<ul style="list-style-type: none"> • Puzzle
3	SUBTRACTION	<ul style="list-style-type: none"> • perform the subtraction of numbers up to 9999 by arranging them in proper places (with and without regrouping). • apply the properties of subtraction. • subtract and checks the answer. • solve daily life problems based on the concept of subtraction. <p>SDG-13: CLIMATE ACTION SDG-15: LIFE ON LAND</p>	<ul style="list-style-type: none"> • Discuss and evolve standard algorithms for subtraction. • Create contextual problems through group activities such as dividing the class in two groups where one group solves the problem given by the other group by using subtraction. 	<ul style="list-style-type: none"> • Math Relay Race.
4	MULTIPLICATION	<ul style="list-style-type: none"> • explain that multiplication is repeated addition. • perform multiplication of 2-digit numbers by 2-digit numbers and 3-digit numbers by 1 digit and 2-digit numbers with and without regrouping. 	<ul style="list-style-type: none"> • Develop multiplication facts using skip counting and repeated addition method. • Discuss and evolve standard algorithms for multiplication. 	<ul style="list-style-type: none"> • Multiplication foldables. OR Multiplication using lines.

		<ul style="list-style-type: none"> • apply the various properties of multiplication. • multiply a number by 10, 100, 1000 and with their multiples. • solve the problems related to real life situations based on multiplication. <p>SDG-16: PEACE, JUSTICE AND STRONG INSTITUTIONS</p>		
5	DIVISION	<ul style="list-style-type: none"> • determine that division is dividing objects into equal groups. • explain division as repeated subtraction. • use multiplication tables to solve division sums. • identify the terms i.e., dividend, divisor, quotient and remainder. • find the relationship between multiplication and division facts. • perform long division with and without remainder. • apply the properties of division. • apply the concept of division in real life situations to solve problems. <p>SDG-13: CLIMATE ACTION SDG-15: LIFE ON LAND</p>	<ul style="list-style-type: none"> • Experience equal sharing and grouping and connecting them mathematically in their own context. • Make groups for divisions, e.g., $24 \div 3$ means i.e., to find how many groups of 3 can be there in 24? 	<ul style="list-style-type: none"> • Division flower. <p>OR</p> <ul style="list-style-type: none"> • Division as equal distribution.
6	DAY, DATE AND TIME	<ul style="list-style-type: none"> • read a calendar correctly. • explores a clock and the units used in time. • read the time correctly in hours and minutes • calculate the time intervals in hours and minutes. • express the time in to/past and in a.m./p.m. • convert days to hours and hours to minutes. <p>SDG-8: DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • Use of vocabulary about time and calendar through discussions and storytelling. • Attempt to read a clock and calendar. 	<ul style="list-style-type: none"> • Prepare a calendar for August 2024 and decorate it. (Frame 5 questions based on it) <p>OR</p> <ul style="list-style-type: none"> • Prepare a demo clock with hour hand and minute hand.
7	MONEY	<ul style="list-style-type: none"> • read and write the amount of money in words and in figures. • convert rupees into paise and vice-versa. • show the given amount of money in different denominations. • add and subtract the given amount of money. • prepare a cash memo. • apply the concept of money in day-to-day transactions. <p>SDG-4: QUALITY EDUCATION</p>	<ul style="list-style-type: none"> • Conduct role play of seller and buyer in selling and buying situation where lots of addition and subtraction of amounts using play money may be done. • Convert rupees into paise, e.g., how many 50 paise coins you will get in exchange of 20 rupees. • Make bills so that the students while making bills will use operations like addition and multiplication. 	<ul style="list-style-type: none"> • Creativity using coins <p>OR</p> <ul style="list-style-type: none"> • Paper wallet

8	LENGTH	<ul style="list-style-type: none"> • understand the need of standard units. • differentiate between standard and non-standard units. • measure and compare the length of different objects. • convert kilometre to metre and metre to centimeter. • perform addition and subtraction based on length. • apply the concept of length in solving problems related to daily life situations. <p>SDG-12: RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> • Measure the length of objects in their surroundings by using ruler/ tape. Students may be encouraged to estimate the length first and then verify it by actual measurement. 	<ul style="list-style-type: none"> • Bookmark making. OR Measure the length of the objects in the classroom.
9	WEIGHT	<ul style="list-style-type: none"> • identify the objects which are sold by measuring weight. • understand the need of standard units. • differentiate between standard and non-standard units. • estimate the weight of a given object. • measure and compare the weight of different objects. • convert kilogram to gram. • perform addition and subtraction based on weight. • apply the concept of weight in solving problems related to daily life situations. <p>SDG-3: GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> • Use simple balance to compare and find weight of common objects in terms of non-standard units like small stones, packets of objects. 	<ul style="list-style-type: none"> • Make your own balance.
10	CAPACITY	<ul style="list-style-type: none"> • identify the objects which are sold by measuring capacity. • compare the capacity of different containers. • choose the appropriate units to measure capacity. • convert litres to millilitres. • add and subtract the given quantities. • apply the concept of capacity in daily life situations. <p>SDG-16: PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> • Measure capacity of different containers and describe their experiences of doing so, e.g., how many glasses can be filled from one jug (any container) full of water. 	<ul style="list-style-type: none"> • Making lemonade
11	FRACTION	<ul style="list-style-type: none"> • acquire understanding about fraction as part of a whole/collection of objects. • read and write the fractions in words and figures. • represent the fraction by shading and paper folding. 	<ul style="list-style-type: none"> • Represents the fractional numbers through activities related to pictures/ paper folding. • To discuss and correlate fractional numbers like half and quarter with daily life. 	<ul style="list-style-type: none"> • Fraction Robot/Bird. • Representation of fractions by Paper folding/shading.

		<ul style="list-style-type: none"> • identify the numerator and denominator of a given fraction. • compare and order the like fractions. • add and subtract the like fractions. • apply the concept of fraction in daily life situations. <p>SDG-13: CLIMATE ACTION SDG-17: PARTNERSHIPS FOR THE GOALS</p>		
12	GEOMETRY	<ul style="list-style-type: none"> • differentiate 2d and 3d shapes. • identify objects having the plane surfaces and curved surfaces. • identify solid shapes like cube, cuboid, cylinder, cone and sphere. • describe solid shapes by the number of faces, edges and vertices. • acquire understanding and site examples of point, line, line segment and ray. • draw and measure a line segment. <p>SDG-14: LIFE BELOW WATER</p>	<ul style="list-style-type: none"> • Collect and compare 2D and 3D shapes. • Differentiate and describe the properties of 3D shapes as per the number of vertices, edges and faces. 	<ul style="list-style-type: none"> • Drawing of 3D shapes, • and finding the number of edges, faces and vertices.

SUBJECT-SCIENCE

PRESCRIBED BOOK:

1. MY LIVING WORLD Published by D.A.V. College Managing Committee

SYLLABUS

TERM- 1				TERM –2			
PERIODIC TEST-1	MARKS	Half-Yearly Examination	MARKS	PERIODIC TEST-2	MARKS	Annual Examination	MARKS
Ch-1 My Body Ch-2 Plants Around Us	20	Ch-1 My Body Ch-2 Plants Around Us Ch-3 Leaf Ch-4 Importance of Plants Ch-10 Water	50	Ch-5 Animals Ch-6 Feeding habits of animals	20	Ch-5 Animals Ch-6 Feeding Habits of Animals Ch-7 Birds and Their Nests Ch-8 Food Ch-9 Cooking and Eating Habits	50
TOTAL	20		50		20		50

INTERNAL ASSESSMENT (30 MARKS)

Term 1	Term 2																								
Critical Thinking and Evaluation (5 marks) Activity- Group Discussion <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td>2</td> </tr> <tr> <td>2. Content knowledge</td> <td>1</td> </tr> <tr> <td>3. Time Management</td> <td>1</td> </tr> <tr> <td>4. Originality</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Presentation	2	2. Content knowledge	1	3. Time Management	1	4. Originality	1	Total	5	Critical Thinking and Evaluation (5 marks) Activity- Debate/Elocution/Extempore <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td>2</td> </tr> <tr> <td>2. Content knowledge</td> <td>1</td> </tr> <tr> <td>3. Time Management</td> <td>1</td> </tr> <tr> <td>4. Originality</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Presentation	2	2. Content knowledge	1	3. Time Management	1	4. Originality	1	Total	5
Rubrics:	Marks																								
1. Presentation	2																								
2. Content knowledge	1																								
3. Time Management	1																								
4. Originality	1																								
Total	5																								
Rubrics:	Marks																								
1. Presentation	2																								
2. Content knowledge	1																								
3. Time Management	1																								
4. Originality	1																								
Total	5																								
Problem Solving and Inference (5 marks) Activity- Practical demonstration <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Conceptual Clarity</td> <td>1</td> </tr> <tr> <td>2. Originality and Creativity</td> <td>1</td> </tr> <tr> <td>3. Presentation</td> <td>2</td> </tr> <tr> <td>4. Interpretation</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Conceptual Clarity	1	2. Originality and Creativity	1	3. Presentation	2	4. Interpretation	1	Total	5	Problem Solving and Inference (5 marks) Activity- Questionnaire/Quiz/Puzzle/MCQs <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Conceptual Clarity</td> <td>1</td> </tr> <tr> <td>2. Originality and Creativity</td> <td>1</td> </tr> <tr> <td>3. Presentation</td> <td>2</td> </tr> <tr> <td>4. Interpretation</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Conceptual Clarity	1	2. Originality and Creativity	1	3. Presentation	2	4. Interpretation	1	Total	5
Rubrics:	Marks																								
1. Conceptual Clarity	1																								
2. Originality and Creativity	1																								
3. Presentation	2																								
4. Interpretation	1																								
Total	5																								
Rubrics:	Marks																								
1. Conceptual Clarity	1																								
2. Originality and Creativity	1																								
3. Presentation	2																								
4. Interpretation	1																								
Total	5																								
Collaboration and Creative Thinking (5 marks) Activity- Model/ Wall Magazine <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Presentation</td> <td>2</td> </tr> <tr> <td>3. Collaboration</td> <td>1</td> </tr> <tr> <td>4. Originality/Creativity</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Relevance of content	1	2. Presentation	2	3. Collaboration	1	4. Originality/Creativity	1	Total	5	Collaboration and Creative Thinking (5 marks) Activity-Wall magazine/Brochure <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Presentation</td> <td>2</td> </tr> <tr> <td>3. Collaboration</td> <td>1</td> </tr> <tr> <td>4. Originality/Creativity</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Relevance of content	1	2. Presentation	2	3. Collaboration	1	4. Originality/Creativity	1	Total	5
Rubrics:	Marks																								
1. Relevance of content	1																								
2. Presentation	2																								
3. Collaboration	1																								
4. Originality/Creativity	1																								
Total	5																								
Rubrics:	Marks																								
1. Relevance of content	1																								
2. Presentation	2																								
3. Collaboration	1																								
4. Originality/Creativity	1																								
Total	5																								
Value/Ethical Application of Concepts (5 Marks) Activity- Awareness Campaign	Value/Ethical Application of Concepts (5 Marks) Activity- Story Telling																								

Rubrics: 1. Relevance of content 2. Creativity Presentation 3. Outreach/ Impact 4. Slogan/ Message 5. Confidence/ Fluency Total	Marks 1 1 1 1 1 5	Rubrics: 1. Relevance of content 2. Creativity Presentation 3. Outreach/ Impact 4. Slogan/ Message 5. Confidence/ Fluency Total	Marks 1 1 1 1 1 5
Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities		Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities	
Rubrics: 1. Regularity 2. Task Completion 3. Follow up Action 4. Maintenance of Index 5. Notebook maintenance Total	Marks 1 1 1 1 1 5	Rubrics: 1. Regularity 2. Task Completion 3. Follow up Action 4. Maintenance of Index 5. Notebook maintenance Total	Marks 1 1 1 1 1 5
Project (5 Marks) Activity- Tour to school garden/Nursery/ Park to identify different categories of plants		Project (5 Marks) Trans-Disciplinary Project	
Rubrics: 1. Collection of data 2. Conceptual Clarity 3. Creative Presentation 4. Extent of Research 5. Viva Total	Marks 1 1 1 1 1 5	Rubrics: 1. Collection of data 2. Conceptual Clarity 3. Creative Presentation 4. Extent of Research 5. Viva Total	Marks 1 1 1 1 1 5

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

SL NO	NAME OF THE CHAPTER	LEARNING OUTCOMES	PEDAGOGICAL PROCESSES	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1	CH:1 MY BODY	The learners will be able to- <ul style="list-style-type: none"> identify and explain about the different parts of the body. illustrates the five sense organs. analyse the functions of sense organs. group objects with the help of sense organs. take measures for care of sense organs showing importance of health and hygiene. SDG NO- 03 GOOD HEALTH AND WELL-BEING	<ul style="list-style-type: none"> perform simple activities/experiments to observe/smell /taste /feel /hear using different senses as per their abilities to identify/classify/differentiate between objects/features/entities. share their experiences/observations through drawing/tracing / gestures/ verbally in a few words /simple sentences in their own language. 	<ul style="list-style-type: none"> Role play Demonstration of facial expressions (Laughter, Sadness, Anger, Dissatisfaction etc.) Sketching Draw a neat labelled diagram of a tongue. Draw different emojis. Infographic making activities based upon sense organs.
2	CH:2- PLANTS AROUND US	<ul style="list-style-type: none"> identify simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings. group plants according to differences/similarities. SDG NO- 15 LIFE ON LAND	<ul style="list-style-type: none"> observe and explore the immediate surroundings i.e., home, school and neighborhood for different objects/plants/animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/found, habits, needs, behavior etc.). 	<ul style="list-style-type: none"> Trip to school garden or nursery and identification of different categories of plants. Art Exhibition

3	CH:3-LEAF	<ul style="list-style-type: none"> -identify simple features (e.g., shape, colour, aroma, where they grow/any other) of leaves in immediate surroundings. • describe the importance of leaf for a plant. • Understand the process of compost making using kitchen waste and its use. • design craft works using dried leaves and leaf designs. <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> • manipulate local/waste material, fallen dry leaves/flowers, clay, fabrics, pebbles, colours to create/improvise drawings, models, designs, collage etc. For example, using clay to make pots/vessels, animals, birds etc. • observe and explore the neighborhood for experiencing different life forms around them. • share their experiences/observations through drawing/tracing / gestures/ verbally in a few words /simple sentences in their own language. 	<ul style="list-style-type: none"> • Collection of dried leaves of different shapes to make leaf art. • Leaf tracing • Structure of a Leaf • Making of compost
4	CH:4- IMPORTANCE OF PLANTS	<ul style="list-style-type: none"> •list different uses of plants. •explains how trees purify the air. •discuss the different ways to conserve plants. •describe the importance of Van Mahotsav. •estimate the harmful effects <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> • share their experiences / observations through drawing /tracing / gestures/ verbally in a few words /simple sentences in their own language. • participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. carry out projects such as taking care of a plant(s), feed birds/animals. 	<p>Creating Art Reservoir using waste materials</p> <ul style="list-style-type: none"> • Making of paper bags with old newspaper. • Make a collage of plant products
5	CH:5- ANIMALS	<ul style="list-style-type: none"> •group objects, birds, animals, features, activities according to differences/similarities using different senses. (e.g., appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses. •classify animals on the basis of their habitats. •use knowledge to identify friendly animals and shy animals and deal with them accordingly. • understand the difference between the body structures of animals of different habitats. <p>SDG NO- 14 LIFE BELOW WATER SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> • observe and explore the neighbourhood for experiencing different life forms around them. • participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. carry out projects such as taking care of a plant(s), feed birds/animals. • share experiences of their relationships with pets/domestic animals or other birds, animals in surroundings. • observe and explore the immediate surroundings i.e., home, school and neighbourhood for different objects /plants/ animals/ birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/found, habits, needs, behaviour etc.). 	<p>Painting/Sketching</p> <ul style="list-style-type: none"> • Draw / paste pictures of animals living in different habitats. • Diagram of fish • Clay modelling (favourite animals) <p>Field trip</p> <ul style="list-style-type: none"> • Virtual tour to Nandankanan.
6	CH:6-FEEDING HABITS OF ANIMALS	<ul style="list-style-type: none"> •group objects, birds, animals, features, activities according to differences/similarities using different senses. (e.g., appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses. •classify animals on the basis of their habitats. • use his/her knowledge to identify friendly animals and shy animals and deal with them accordingly. •understand the difference between the body structures of 	<ul style="list-style-type: none"> •share their experiences/observations through drawing/tracing / gestures/ verbally in a few words /simple sentences in their own language. •participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. carry out projects such as taking care of a plant(s), feed birds/animals. 	<p>Sketching and pasting</p> <ul style="list-style-type: none"> • Draw a neat labelled diagram of a butterfly. • Pasting pictures of animals showing different feeding habits.

		animals of different habitats. SDG NO- 15 LIFE ON LAND		
7	CH:7- BIRDS AND THEIR NESTS	<ul style="list-style-type: none"> • identify different features (beaks, claws, nests/shelters, etc.) of birds. • identify common birds found in their locality. • know their habitats such as water, land (forest, grass lands, deserts), air. • list the types of nests and the materials used by different birds for making their nest. • describe the need of making nests. • explain the need of migration of birds. SDG NO- 15 LIFE ON LAND	<ul style="list-style-type: none"> • observe and explore the neighbourhood for experiencing different life forms around them. • collect and arrange the objects/materials such as pebbles, beads, fallen leaves, feathers, pictures, etc. of their finds from their surroundings and arrange in an innovative manner. (ex- bird's nest making). • participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. carry out projects such as taking care of a plant(s), feed birds/animals. 	<p>Creating Art Reservoir using waste materials</p> <ul style="list-style-type: none"> • Making of bird's nest. • Pasting pictures of migratory birds (4). <p>Sketching</p> <ul style="list-style-type: none"> • Draw a neat labelled diagram of a bird.
8	CH:8- FOOD	<ul style="list-style-type: none"> • define the terms- nutrients, poultry birds, over eating. • explains the importance of food. • classify the food items we get from plants and animals. • realize the importance of balanced diet. • list the factors on which the food consumed by people depends. • appraise the measures to prevent obesity. • describe the need of food for people of different age groups, availability of food in the surrounding. SDG NO- 02 ZERO HUNGER SDG NO- 03 GOOD HEALTH AND WELL-BEING	<ul style="list-style-type: none"> • discuss with elders and find out from where we/birds/animals get water, food (plants/animals, which part of the plant we eat etc. • ask/frame questions and respond to the peers and elders without any fear/hesitation. • share their experiences / observations through drawing/tracing / gestures/ verbally in a few words /simple sentences in their own language. 	<p>Exhibition</p> <ul style="list-style-type: none"> • Display of parts of plants eaten as food. • Seed art. <p>Sketching</p> <ul style="list-style-type: none"> • Draw the pictures of edible stems and roots. (Two each)
9	CH:9- COOKING AND EATING HABITS	<ul style="list-style-type: none"> • identify different types of cooking utensils and cooking processes. • identify the food items that are eaten raw and food items that are cooked before eating. • explain the benefits of eating cooked food. • choose the healthy method of cooking various food items. • create awareness to follow healthy food habits in daily life. SDG NO- 02 ZERO HUNGER SDG NO- 03 GOOD HEALTH AND WELL-BEING	<ul style="list-style-type: none"> • observe their home/school kitchen for the food items, utensils and cooking processes. • question, discuss, critically think and reflect on their experiences related to different food needs basing on age, gender occupation, physical activity, healthy eating and cooking habits. 	<p>Exhibition</p> <ul style="list-style-type: none"> • Display of the utensils along with their names. <p>Culinary Art</p> <ul style="list-style-type: none"> • Master Chef show. <p>Sketching</p> <ul style="list-style-type: none"> • Draw any four cooking utensils.
10	CH:10- WATER	<ul style="list-style-type: none"> • describe sources and uses of water at home and surroundings. • classify the different sources of water: Local and Natural Sources. • know the different Rivers of India and the uses of rivers. • explain the concept of Dam and Hydro-electricity. • distinguish between the different forms of water. SDG NO- 06 CLEAN WATER AND SANITATION	<ul style="list-style-type: none"> • ask/frame questions and respond to the peers and elders without any fear/hesitation. • explore/read pictures, posters, signboards, books, quality materials, audio-videos, tactile/raised material/newspaper clippings, stories/poems, web resources, documentaries, library and use other resources besides textbook. 	<p>Painting and pasting</p> <ul style="list-style-type: none"> • Draw and colour a picture of rainy day. • Picture pasting of the dams in India and Odisha (4 each).

SUBJECT – SOCIAL SCIENCE

PRESCRIBED BOOK

1. WE AND OUR WORLD Published by D.A.V. College Managing Committee.

TERM-1				TERM-2			
PERIODIC TEST-1	MARKS	HALF- YEARLY EXAM	MARKS	PERIODIC TEST-2	MARKS	ANNUAL EXAM	MARKS
CH-1- The Family Ch-2- Family Similarities Ch-3-Our Food	20	CH-1-The Family Ch-2- Family Similarities Ch-3- Our Food Ch-4- Our Dresses Ch-5- The Early Man Ch-6- Learning About Works Ch-7- If You Believe You Can, You Will!	50	CH-8-Let us Enjoy! Ch-9-Our Homes Ch-10- Beautiful Homes	20	CH-8-Let us Enjoy! Ch-9- Our Homes Ch-10- Beautiful Homes Ch-11- Directions Ch-12- Conquering Distances Ch-13- Closing Distances Ch-14- I Am Proud To Be An Indian	50
		Map Work-Practice Map Skill- (States Without Clues)				Map Work- Practice Map Skill-(States Without Clues, Bay Of Bengal, Arabian Sea & Indian Ocean)	
TOTAL	20		50		20		50

INTERNAL ASSESSMENT- 30 MARKS

TERM 1 SKILL AND COMPETENCIES WITH RUBRICS		TERM 2 SKILL AND COMPETENCIES WITH RUBRICS	
I. CRITICAL THINKING AND EVALUATION Chapter-The Family Activity-Elocution		I. CRITICAL THINKING AND EVALUATION Chapter- Closing Distances Activity- Debate	
Rubrics	Marks	Rubrics	Marks
1.Content Knowledge	1	1. Content Knowledge	1
2. Presentation	2	2. Presentation	2
3. Time management	1	3. Time management	1
4. Originality	1	4. Originality	1
Total	5	Total	5
II. PROBLEM SOLVING AND INFERENCE Chapter- Early man Activity- Oral Test		II. PROBLEM SOLVING AND INFERENCE Chapter- Direction Activity- Quiz	
Rubrics	Marks	Rubrics	Marks
1. Conceptual Clarity	1	1. Time Management	1
2. Presentation	2	2. Understanding	2
3. Originality and creativity	1	3. Analysing	1
4. Interpretation	1	4. Conceptual clarity	1
Total	5	Total	5
III. COLLABORATION AND CREATIVE THINKING Chapter-Our Food Activity-Paste pictures of food items of Odisha and Maharashtra.		III. COLLABORATION AND CREATIVE THINKING Chapter- Our Home Activity-Model of a house	
Rubrics	Marks	Rubrics	Marks
1. Relevance of content	1	1. Relevance of Content	1
2. Presentation	2	2. Presentation	2
3. Collaboration	1	3. Collaboration	1
4. Originality/Creativity	1	4. Originality/Creativity	1
Total	5	Total	5
IV. VALUE/ETHICAL APPLICATION OF CONCEPTS Chapter - Learning about works Activity- Role Play		IV. VALUE/ETHICAL APPLICATION OF CONCEPTS Chapter - Beautiful Home Activity- Awareness Campaign (Cleanliness is next to Godliness)	
Rubrics	Marks	Rubrics	Marks
1. Relevance of content	1	1.Collaboration	1
2.Presentation	2	2.Cleanliness initiation	2
3. Costumes and prop	1	3.Message	1
4. Confidence	1	4. Outreach/Impact	1
Total	5	Total	5
V. PORTFOLIO TOPIC- NOTE BOOKS (CLASS WORK AND HOME WORK) & ASSIGNMENTS/Worksheet		V. PORTFOLIO TOPIC- NOTE BOOKS (CLASS WORK AND HOME WORK) & ASSIGNMENTS/Worksheet	

Rubrics	Marks	Rubrics	Marks
1.Regularity	1	1.Regularity	1
2. Task Completion	1	2. Task Completion	1
3. Maintenance of index	1	3. Maintenance of index	1
4. Follow up Action	1	4. Follow up Action	1
5. Note Book up keep	1	5. Note Book up keep	1
Total	5	Total	5
VI. PROJECT AND VIVA Topic- Costumes of Classical and Folk dances of India. Activity- Project File.		VI. PROJECT AND VIVA Topic- A comparative study of food, clothes, dances of Maharashtra and Odisha. Activity- Project File.	
Rubrics	Marks	Rubrics	Marks
1. Collection of data	1	1. Collection of data	1
2. Conceptual Clarity	1	2. Conceptual Clarity	1
3. Creative Presentation	1	3. Creative Presentation	1
4. Extent of Research	1	4. Extent of Research	1
5. Viva	1	5. Viva	1
Total	5	Total	5

LEARNING OUTCOMES AND SUGGESTED PEDAGOGICAL PROCESS

CHAPTERS	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1- THE FAMILY	<ul style="list-style-type: none"> The learners will be able to- <ul style="list-style-type: none"> list the family values. explain the importance of family. distinguish between nuclear and joint family. <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> Observe and explore their home, family members with whom they live, what works they do and their relation. 	<ul style="list-style-type: none"> Draw a family tree.
2- FAMILY SIMILARITIES	<ul style="list-style-type: none"> list the similarities between the family members. distinguish between Identical twins and Fraternal twins. explain the space journey of Sunita William. <p>SDG NO- 05 GENDER EQUALITY</p>	<ul style="list-style-type: none"> Describe the role of family members, family influences (traits/features/ habits/ practices). 	<ul style="list-style-type: none"> Paste the pictures of identical twins and fraternal twins.
3- OUR FOOD	<ul style="list-style-type: none"> define food. list the popular food items of different states of India. compare between vegetarian food and non-vegetarian food. explain the importance of food in our life. explain the link between food and climate. <p>SDG NO- 01 NO POVERTY SDG NO- 02 ZERO HUNGER</p>	<ul style="list-style-type: none"> Observe the different food items eaten by people and describe them. Compare the Food habits of different parts of India. 	<ul style="list-style-type: none"> Paste the pictures of food items belonging to Odisha and Maharashtra and name them.
4- OUR DRESSES	<ul style="list-style-type: none"> list the different types of fibre used to make clothes. compare the different types of fibre. 	<ul style="list-style-type: none"> Discuss the similarities and differences in the types of clothes in climatic conditions/ 	<ul style="list-style-type: none"> Vegetable printing

	<ul style="list-style-type: none"> explain the link between clothes and climate, religion, occupation of people. <p>SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH SDG NO- 13 CLIMATE ACTION</p>	<p>religions /occupation of India.</p> <ul style="list-style-type: none"> PPT/Video 	
5- THE EARLY MAN	<ul style="list-style-type: none"> compare the life of early man with the modern man. can make own stone stools. explain the discovery and invention of early man. <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> Compare the food, clothes, tools, and means of transport of early man with the modern man. Role play PPT/Video 	
6- LEARNING ABOUT WORKS	<ul style="list-style-type: none"> sing different types of lories. list the different types of occupation. compare between different occupation. select the suitable occupation for him/her. <p>SDG NO- 01 NO POVERTY SDG NO- 02 ZERO HUNGER SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> Describe skilled workers, such as, potter, weaver, carpenter and tools used by them, their inheritance (from elders). Role Play 	<ul style="list-style-type: none"> Role play on various occupations.
7- IF YOU BELIEVE YOU CAN, YOU WILL!	<ul style="list-style-type: none"> write about Dr. A P J Abdul Kalam. explain the problems of child labour in our country. explain the importance of Education and RTE <p>SDG NO- 01 NO POVERTY SDG NO- 02 ZERO HUNGER</p>	<ul style="list-style-type: none"> Presentation through multi media. Role play on child labour. 	<ul style="list-style-type: none"> Quiz –on Dr. APJ Abdul Kalam
8- LET US ENJOY!	<ul style="list-style-type: none"> define leisure time. list the indoor games and outdoor games. compare the leisure time activities of different group of people. <p>SDG NO- 03 GOOD HEALTH AND WELL-BEING</p>	<ul style="list-style-type: none"> Share experiences with the people living in their neighborhood about the activities done during their leisure time. 	<ul style="list-style-type: none"> Paste the picture of any four leisure time activities
9- OUR HOMES	<ul style="list-style-type: none"> list the materials required to make permanent house and temporary house. names the different types of houses. describes the needs of a house for him. makes a model of a house. <p>SDG NO- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> Create drawings/models of different types of houses. Describe the special types of houses found in different parts of India. 	<ul style="list-style-type: none"> Model of a house
10 - BEAUTIFUL HOMES	<ul style="list-style-type: none"> name the materials used to keep our house clean. define garbage. distinguish between bio-degradable and non-biodegradable waste. explain the 3 Rs of garbage disposal. explain different ways to take care of pets. <p>SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH SDG NO- 10 REDUCE INEQUALITIES</p>	<ul style="list-style-type: none"> Use local waste materials to create a new thing. Poem/story/slogans on 3R's. 	<ul style="list-style-type: none"> Awareness Campaign (Cleanliness is next to Godliness)
11 - DIRECTIONS	<ul style="list-style-type: none"> define compass. distinguish between cardinal direction & intermediary direction. identify different directions. locate places on the globe easily. <p>SDG NO- 04 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> Observe sunrise and sunset. Role play on direction 	<ul style="list-style-type: none"> Draw a compass and show cardinal and intermediary directions

12 – CONQUERING DISTANCES	<ul style="list-style-type: none"> • classify different modes of transport. • compare the means of transport used in ancient time and modern time. • design a poster on save fuel. • make a model of your favourite vehicle. SDG NO- 07 AFFORDABLE AND CLEAN ENERGY	<ul style="list-style-type: none"> • Observe the modes of transport through dialogue with elders. • Use different materials like matchboxes, ice cream sticks etc. to make a toy train or other means of transport. • Display of toys (Different means of transport). 	
13 - CLOSING DISTANCES	<ul style="list-style-type: none"> • define communication. • classify different means of communication. • distinguish between personal and mass communication. • explain the journey of a letter. • suggest the best means of Communication. SDG NO- 04 QUALITY EDUCATION SDG NO- 13 CLIMATE ACTION	<ul style="list-style-type: none"> • Journey of a letter – enlist various steps involved in the journey of letter from sender to receiver. Identifies objects, signs/signboard, means of communication. • Role play (different means of communication). • Observe different means of communication through dialogue with elders. 	
14 - I AM PROUD TO BE AN INDIAN	<ul style="list-style-type: none"> • recall states and capitals of India. • define Union Territories. • identifies different land forms of India. • distinguish between mountains, plateaus, plains etc. • list the important rivers of India. SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS SDG NO- 17 PARTNERSHIP FOR THE GOALS	<ul style="list-style-type: none"> • Observe models of different types of land forms/map/ globe. 	<ul style="list-style-type: none"> • Draw and colour different national symbols (Pg 98 of book)