

# ENGLISH

## CLASS-III

### CURRICULUM PLAN 2023-24

#### Learning Objectives:

1. To develop and enhance **listening skills** to help learner of English cope effectively with listening in real life situations such as :
  - Participating in a conversation face to face.
  - Responding suitably to instructions/situations/interactions.
  - Taking part in a lesson discussion.
  - Listening to the radio/ watching T.V.
2. To develop and enhance **reading skills** and competencies.
  - Reading the content correctly in context.
  - Breaking the symbols into relevant and meaningful informal group of words.
  - Decoding or constructing the meaning of those groups of words.
  - Responding to the material appropriately.
3. To develop and enhance **speaking skills** and functions of spoken language.
  - Use language as a means of expressing values and judgments.
  - Select appropriate words and sentences according to the proper situation.
  - Express and respond to personal feelings, emotions and ideas.
  - Respond to conversations and dialogues in unfamiliar situations.
  - Describe an event in correct sequence in simple words and narrate stories and experiences.
4. To develop and enhance **writing skills**.

Use of linkers and clauses.

Identification of topic, concluding sentence and supporting details.

Write content cohesively and coherently.

Differentiate between formal and informal writing.

Appropriate use of grammar, vocabulary and language in reference to context.

### TERM 1

#### **READING BONUS BOOK – The Magic Finger by Roald Dahl**

### APRIL

LESSON/ TOPIC	STRATEGY & ACTIVITIES	LEARNING OUTCOME
Poem At the Zoo (SDG-15)  L- Dolphins	<ul style="list-style-type: none"><li>• Brainstorming session</li><li>• GO- features of different animals</li><li>• Including young ones and their habitat.</li><li>• Blind fold activity animal Dos and don't s while visiting the zoo</li></ul>	<ul style="list-style-type: none"><li>• To inculcate an attitude of sharing.</li><li>• To explore thoughts and ideas.</li><li>• To recite with correct expression.</li><li>• To read and enjoy the poem.</li><li>• To recognize various animal sounds.</li></ul>

(SDG-14)	<ol style="list-style-type: none"> <li>1. Ven diagram</li> <li>2. Word search</li> <li>3. Dolphin song</li> <li>4. Video on dolphin</li> </ol>	Value learnt: Use kind words. To be compassionate with animals.
Noun	<ol style="list-style-type: none"> <li>1. Web chart</li> <li>2. You say I draw</li> <li>3. Hot potato Game : Name place thing</li> <li>4. Put the things in correct order</li> </ol>	<ul style="list-style-type: none"> <li>• Identify and pick out naming words. Classify naming words.</li> <li>• Develop interpersonal skills while playing games.</li> <li>• To differentiate between common and proper noun.</li> </ul>
Creative Writing	My pet animal	<ul style="list-style-type: none"> <li>• Write and organize their thoughts in a coherent manner.</li> </ul>
Reading Comprehension	Poem – I speak, I say, I talk	<ul style="list-style-type: none"> <li>• Reading Sub skill- Web chart</li> </ul>
CMSK	<ul style="list-style-type: none"> <li>• Asking for opinions</li> <li>• Giving Opinions</li> <li>• Agreeing with an opinion</li> <li>• Disagreeing with an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Develop day to day communication skills.</li> </ul>
Phonetics	<ul style="list-style-type: none"> <li>• A                      • C</li> <li>• B                      • D</li> </ul>	<ul style="list-style-type: none"> <li>• To identify different alphabet sounds, practice their pronunciation and use correctly in daily life.</li> </ul>

### MAY

Use of Is/ am/ are was /were, Has/ have	<ol style="list-style-type: none"> <li>1. Explanation with the help of examples.</li> <li>2. Speaking Activity – make and speak sentences using helping verbs</li> </ol>	<ul style="list-style-type: none"> <li>• To recognize and recall different helping verbs.</li> <li>• Identify the use of helping verbs on the basis of tenses.</li> <li>• Effectively use helping verbs in day to day life situations.</li> </ul>
L- The canary (SDG-15)	<ol style="list-style-type: none"> <li>1. Creative writing –If I were a bird.</li> <li>2. Do’s and Don’ts while maintaining a pet.</li> </ol>	<ul style="list-style-type: none"> <li>• Develop empathy towards animals and birds.</li> </ul> <p>Value learnt: Taking responsibility for</p>

<p>Reading Comprehension</p> <p>CMSK</p> <p>Phonetics</p>	<p>3. List of antonyms</p> <p>Passage “Dogs”</p> <ul style="list-style-type: none"> <li>• Insisting</li> <li>• Offering food</li> <li>• Offering help</li> </ul> <ul style="list-style-type: none"> <li>• E</li> <li>• F</li> <li>• G</li> </ul>	<p>one’s actions and correcting mistakes if something goes wrong.</p> <ul style="list-style-type: none"> <li>• Develop reading skills like identifying main idea and depicting information in form of web chart.</li> <li>• Develop day to day communication skills.</li> <li>• To identify different alphabet sounds, practice their pronunciation and use correctly in daily life.</li> </ul>
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**JULY**

<p>Pronouns</p> <p>L -The ostrich and the hedgehog (SDG-15, SDG-10)</p> <p>Homophones</p> <p>Picture Composition (SDG-3,13,15)</p> <p>CMSK</p>	<ol style="list-style-type: none"> <li>1. Pot game</li> <li>2. Pronoun search</li> <li>3. All about me</li> </ol> <ol style="list-style-type: none"> <li>1. Dramatization</li> <li>2. Character Analysis</li> </ol> <ol style="list-style-type: none"> <li>1. Pick and tell</li> <li>2. Choice is yours</li> <li>3. Draw and make sentences</li> </ol> <p>Rainy Day</p> <ul style="list-style-type: none"> <li>• Accepting and refusing an offer</li> <li>• Inviting</li> <li>• Accepting an invitation</li> <li>• Refusing an invitation</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and recall pronouns.</li> <li>• Effectively use different pronouns in the sentences.</li> <li>• Compare and contrast personalities.</li> <li>• Value learnt: Not to look down upon others and love your family.</li> <li>• Recognise, recall and correctly use homophones in sentences.</li> <li>• Frame sentences and organize them in a coherent manner.</li> <li>• Develop day to day communication skills.</li> </ul>
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Phonetics	<ul style="list-style-type: none"> <li>• H</li> <li>• I</li> <li>• J</li> <li>• K</li> </ul>	<ul style="list-style-type: none"> <li>• To identify different alphabet sounds, practice their pronunciation and use correctly in daily life.</li> </ul>
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## AUGUST

<p>Numbers and Gender</p> <p>Reading Comprehension</p> <p>L- The God of the River. (SDG-3, 6, 13, 14)</p> <p>Verbs + Past time action words</p> <p>Paragraph Writing</p> <p>CMSK</p>	<ol style="list-style-type: none"> <li>1. Find your partner</li> <li>2. Oral recapitulation and practice book worksheets.</li> </ol> <p style="text-align: center;">“Arjuna’s friends of the forest“</p> <ol style="list-style-type: none"> <li>1. How to read a comic (setting, dialogue box, thought cloud...)</li> </ol> <ol style="list-style-type: none"> <li>1. GO: Cause, effect &amp; solution</li> <li>2. Activity: Water filtration.</li> <li>3. Picture Composition</li> </ol> <ol style="list-style-type: none"> <li>1. Picture Composition (present tense)</li> <li>2. Story Narration (Past tense)</li> <li>3. Planning picnic (Future tense)</li> </ol> <p style="text-align: center;">Independence Day</p> <ul style="list-style-type: none"> <li>• Discussion &amp; sentence framing</li> </ul> <ul style="list-style-type: none"> <li>• Giving orders</li> <li>• Requesting</li> <li>• Agreeing to a request</li> <li>• Refusing a request</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to write singular/plural in words and sentences. Change nouns from singular to plural.</li> <li>• Classify and change the gender of noun.</li> <li>• Reading Sub skill- Sequence the events</li> <li>• Develop concern for the environment.</li> <li>• Develop environment friendly habits.</li> <li>• Analysing reasons for water pollution.</li> <li>• Identify and understand different tenses.</li> <li>• Learn, recall and use different verb forms in sentences.</li> <li>• To inculcate sense of belongingness, respect and responsibility towards nation.</li> <li>• Develop day to day communication skills.</li> </ul>
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Phonetics	<ul style="list-style-type: none"> <li>• L</li> <li>• M</li> <li>• N</li> <li>• O</li> </ul>	<ul style="list-style-type: none"> <li>• To identify different alphabet sounds, practice their pronunciation and use correctly in daily life.</li> </ul>
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### SEPTEMBER

Reading comprehension	<b>Revision for First Term Examination</b>  Minu and Dino	<ul style="list-style-type: none"> <li>• Develop reading sub skills like Cause &amp; effects and Making predictions.</li> </ul>
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### TERM- 2

### OCTOBER

#### READING BONUS BOOK- FANTASTIC MR. FOX BY ROALD DAHL

Poem: Trees are the kindest things I know  L- Trees (SDG-13,12,15)	<ol style="list-style-type: none"> <li>1. GO: Web chart on Importance of trees</li> <li>2. Writing interesting facts about trees</li> <li>3. Poster making &amp; Slogan writing</li> <li>4. Go green (maintaining a green corner)</li> </ol>	<ul style="list-style-type: none"> <li>• Foster a responsible attitude towards animals and nature.</li> <li>• Relate with the ban on Polybags in Noida.</li> <li>• Develop attitude of gratitude towards environment.</li> </ul>
Describing Words	<ol style="list-style-type: none"> <li>1. Explanation with realia</li> <li>2. Worksheets &amp; practice book exercise</li> </ol>	<ul style="list-style-type: none"> <li>• To learn, recognize and apply suitable adjectives to describe pictures.</li> </ul>
Reading Comprehension:	Nina is the winner	<ul style="list-style-type: none"> <li>• Develop reading sub skill of identifying character traits.</li> </ul>
CMSK	<ul style="list-style-type: none"> <li>• Asking Permission</li> <li>• Giving Permission</li> <li>• Refusing Permission</li> <li>• Thanking</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance day to day communication skills.</li> <li>• To identify different</li> </ul>

Phonetics	<ul style="list-style-type: none"> <li>• P</li> <li>• Q</li> <li>• R</li> <li>• S</li> </ul>	alphabet sounds, practice their pronunciation and use correctly in daily life.
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### NOVEMBER

Poem: Two little kittens	1. Rhyming Scheme 2. Explanation of Simile	<ul style="list-style-type: none"> <li>• Differentiate between fight and quarrel.</li> <li>• Develop compassion for people as well as homeless animals.</li> <li>• Recognise , recall and apply different types of sentences and their respective punctuation marks.</li> <li>• Develop the reading sub skill of sequencing the events.</li> <li>• Enhance day to day communication skills.</li> <li>• To identify different alphabet sounds, practice their pronunciation and use correctly in daily life.</li> </ul>
L- The Birthday Kitten (SDG- 4.15)	1. Making of Concept map of the lesson 2. Best birthday gift	
Sentences	1. My favourite cartoon (statements) 2. Web chart on Question Words 3. Write class rules	
Reading Comprehension	The key – Sequencing the events	
CMSK	<ul style="list-style-type: none"> <li>• Intending to do something</li> <li>• Refusing to do something</li> <li>• Expressing likes and interests</li> <li>• Expressing dislikes</li> </ul>	
Phonetics	<ul style="list-style-type: none"> <li>• T</li> <li>• U</li> <li>• V</li> <li>• W</li> </ul>	

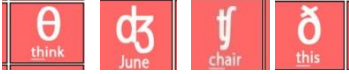
### DECEMBER

L- Krishna and Sudama (SDG-1.2,10 )	1. GO: Making Prediction, drawing conclusion, character trait 2. Role play with pair	<ul style="list-style-type: none"> <li>• Understand and value a true friendship.</li> <li>• Enhance student's dramatizing skills and speaking skills.</li> </ul>
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Articles	<ol style="list-style-type: none"> <li>1. Difference in consonant and vowel sounds.</li> <li>2. Complete the passage</li> </ol>	<ul style="list-style-type: none"> <li>• Differentiate between definite and indefinite articles.</li> <li>• Use articles effectively in sentences.</li> </ul>
Subject and Predicate	<ol style="list-style-type: none"> <li>1. Identification of Subject and predicate</li> <li>2. Complete the sentences</li> </ol>	<ul style="list-style-type: none"> <li>• Understand and identify a subject of the sentence.</li> </ul>
Writing	My trip to ...../ My favourite place	<ul style="list-style-type: none"> <li>• Complete the sentences in a meaningful manner.</li> </ul>
Reading Comprehension:	Florence Nightingale- Character trait, Concept map	<ul style="list-style-type: none"> <li>• Present information in the form of concept map.</li> </ul>
CMSK	<ul style="list-style-type: none"> <li>• Asking for advice</li> <li>• Giving for advice</li> <li>• Making predictions</li> <li>• Interrupting</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance day to day communication skills.</li> </ul>
Phonetics	<ul style="list-style-type: none"> <li>• X</li> <li>• Y</li> <li>• Z</li> </ul>	<ul style="list-style-type: none"> <li>• To identify different alphabet sounds, practice their pronunciation and use correctly in daily life.</li> </ul>

### JANUARY

L- Man learns to Fly (SDG- 3, 4)	<ol style="list-style-type: none"> <li>1. Sequence the story</li> <li>2. GO: Traits of success</li> <li>3. List of antonyms</li> <li>4. Research and share about ONE Adventurous activity that you would want to do. (Rules and Safety measures)</li> </ol>	<ul style="list-style-type: none"> <li>• Learn to be accountable for one's own action.</li> <li>• Imbibe the spirit of adventure.</li> <li>• Develop critical thinking.</li> </ul>
Prepositions (Place and movement)	<ol style="list-style-type: none"> <li>1. Where is it? (demonstration)</li> <li>2. Practice Book and worksheets</li> </ol>	<ul style="list-style-type: none"> <li>• Recognise, recall and demonstrate the prepositions of place and movement.</li> <li>• Use them appropriately in sentences.</li> </ul>
L- Michael goes climbing (SDG-4)	<ol style="list-style-type: none"> <li>1. T-chart</li> <li>2. Flow chart (sequencing of events)</li> </ol>	<ul style="list-style-type: none"> <li>• Analyse the qualities of the character.</li> <li>• Differentiate between safe and unsafe, right and wrong.</li> </ul>
Reading Comprehension	The magic room Creative Writing: If you meet a genie what will you ask?	<ul style="list-style-type: none"> <li>• Develop and enhance</li> </ul>

<p>CMSK</p>	<ul style="list-style-type: none"> <li>• Warning</li> <li>• Making complaints</li> <li>• Asking for clarification</li> <li>• Explaining &amp; justifying</li> </ul>	<p>reading and writing competencies.</p> <ul style="list-style-type: none"> <li>• Enhance day to day communication skills.</li> </ul>
<p>Phonetics</p>		<ul style="list-style-type: none"> <li>• To identify different alphabet sounds, practice their pronunciation and use correctly in daily life.</li> </ul>

**FEBRUARY**

Revision for Annual Exam.



## **PROJECT WORK (Summer)**

1. Read a book from the given list and design your own book cover (A3 size sheet) for the same book. Students will showcase the book cover design in the class and explain the summary and their favourite character from the story. (Project – 3+2 marks )
  - Malgudi Days by R.K. Narayan
  - The Adventures of Tom Sawyer (abridged version) by Mark Twain
  - Charlie and the Chocolate Factory by Roald Dahl
  - The BFG by Roald Dahl
  - Matilda by Roald Dahl
  - Rusty by Ruskin Bond
  - Diary of a Wimpy Kid by Jeff Kinney
  - The Jungle Book by Rudyard Kipling
  - Grandma bag of Stories by Sudha Murthy
  - The Day Grandfather tickled a Tiger by Ruskin Bond
2. Do daily writing practice from newspaper/ a story book. The writing has to be neat and tidy. (Portfolio)
3. Enjoy your summer break by watching these animated movies with your family: Encanto, Ice Age, Brave, How to train your dragon, Ferdinand, Ratatouille, Coco, Rio, Beauty and the Beast.

## **PROJECT WORK (Winter)**

### **1. Cooking Show**

- ❖ Choose a dish from Arunachal Pradesh or Meghalaya.
- ❖ Make a Research project including the following topics (A4 size sheets)-
  1. History of the food (chosen dish)
  2. Its significance
  3. Ingredients and recipe.\*\* paste/ draw pictures to enhance the presentation
- ❖ Present the recipe in the class. (Viva)

(3+2 marks)

## हिंदी

सत्र - 2023-2024

### कक्षा - तीसरी

#### सामान्य उद्देश्य -

1. बच्चों में जिज्ञासा व कौतूहल पैदा करना।
2. बच्चों को वर्णों से शब्द, शब्दों से वाक्य तथा वाक्यों से सुन्दर रचना का निर्माण करना।
3. राष्ट्र भाषा के रूप में भावात्मक एकता का विकास करना।
4. स्वयं को अभिव्यक्त करने की कला को विकसित करना।
5. विद्यार्थी को शुद्ध बोलना, पढ़ना तथा लिखना सिखाना।
6. पाठ्यसामग्री का आसपास के जीवन से तालमेल बिठाना
7. स्पष्टीकरण करने की क्षमता प्रदान करना।
8. अभिव्यक्ति व अभिव्यंजना कौशल उत्पन्न करना।
9. व्याकरण के नियमों को समझाना, उनकी त्रुटियों तथा अशुद्धिकरण निवारण की क्षमता प्रदान करना।
10. विद्यार्थियों में आस्थायुक्त आधुनिक जीवन मूल्यों का विकास करना।

पुस्तकें -

भाषा माधुरी

भाषा अभ्यास

### अप्रैल

शिक्षण विधि:- वाचन प्रणाली, स्पष्टीकरण, प्रश्नोत्तरी विधि

पाठ का नाम	शिक्षण विधि/ सहायक सामग्री	शैक्षणिक उद्देश्य
वर्णमाला, मात्राएँ, वर्तनी ज्ञान	मौखिक और लिखित रूप ।	● भाषा व्याकरण तथा मात्राओं की उपयोगिता समझना तथा उसके उसका उचित उपयोग करने में सक्षम होना ।
पाठ - 1 भोलू भुलक्कड़ (चित्रकथा) केवल पढ़ने के लिए	पठन का पठन-पाठन, अनुकरण वाचन, वार्तालाप द्वारा स्पष्टीकरण	● पूर्णविराम, उच्चारण संबंधी त्रुटियों का निवारण, चातुर्य भाव तथा हास्य रस की अभिव्यक्ति

		करने में संपन्न होना ।
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण कार्य) पाठ - 2. चतुर कौवा (कविता)	कविता का सस्वर वाचन, सचित्र कविता का लेखन, स्पष्टीकरण, प्रश्नोत्तर विधि	<ul style="list-style-type: none"> <li>परिश्रम का महत्व समझना।</li> </ul>
गिनती 1 से 10	चित्र द्वारा	<ul style="list-style-type: none"> <li>अनुभव से अवधारणा।</li> </ul>
व्याकरण (संज्ञा का परिचय)	वार्तालाप द्वारा, चित्र द्वारा  संज्ञा शब्द को रेखांकित कराना /भरवाना	शब्द भंडार में वृद्धि

### क्रियात्मक कार्य-

- 1) ज़मीन के ऊपर तथा नीचे उगने वाली सब्जियों के नाम लिखो।
- 2) जल बचाओ पर कोई एक स्लोगन बनाइए । (चित्र सहित )
- 3) पानी के विभिन्न स्रोतों के चित्र बनाइए ।

## मई

पाठ का नाम	शिक्षण विधि	शैक्षणिक उद्देश्य
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण कार्य)		
पाठ - 3. हाथी और चिड़िया (सम्पूर्ण कार्य )	पाठ का पठन पाठन, अनुकरण वाचन, स्पष्टीकरण	<ul style="list-style-type: none"> <li>● शब्द भंडार में वृद्धि,बौद्धिक तथा तार्किक बुद्धि का विकास।</li> <li>● सम्मान करने के लिए प्रेरित करना</li> <li>● आत्मविश्वास को बढ़ाना।</li> </ul>
व्याकरण (क्रिया का परिचय)	शब्दावली चक्र सामूहिक चर्चा  वार्तालाप द्वारा अभ्यास पत्र	
अनुच्छेद	ताकतवर हाथी	<ul style="list-style-type: none"> <li>● लेखन कौशल का विकास होना।</li> </ul>
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण कार्य)		
पाठ - 4. चींटी ने पाठ पढ़ाया केवल पढ़ने के लिए।	पाठ का पठन-पाठन, शब्द अर्थ	<ul style="list-style-type: none"> <li>● स्मरण शक्ति का विकास होना।</li> <li>● आत्मबल का प्रदर्शन ।</li> <li>● दूसरों के हित के लिए प्रयोग करने के लिए प्रेरित होना।</li> </ul>
संवाद लेखन		<ul style="list-style-type: none"> <li>● कल्पना शक्ति का विकास</li> </ul>

## क्रियात्मक कार्य-

- 1) पक्षियों के तरह-तरह के घोंसले बनाओ ।
- 2) किसी भी एक जानवर का मुखौटा बनाइए ।

## जुलाई

पाठ का नाम	शैक्षणिक विधि	शैक्षणिक उद्देश्य
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण कार्य) पाठ - 5. बहादुर दोस्त	पाठ का पठन-पाठन, वार्तालाप, प्रश्नोत्तर विधि	<ul style="list-style-type: none"><li>• बहादुरी तथा निर्णायक क्षमता का विकास शब्द- भंडार में वृद्धि ।</li><li>• जीवन में अच्छे मित्र के महत्व पर प्रकाश डालना ।</li><li>• अपने मित्र के अच्छे गुणों को धारण करने की चेष्टा करना ।</li></ul>
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण कार्य) पाठ - 6 घमंडी मक्खी	पाठ का पठन-पाठन, अनुकरण वाचन, कहानी विधि	<ul style="list-style-type: none"><li>• रचनात्मक तथा बौद्धिक क्षमता का विकास ।</li></ul>
व्याकरण सर्वनाम का परिचय	अभ्यास पत्र - सर्वनाम, रेखांकित	संज्ञा व सर्वनाम के आपसी संबंध को जानना तथा दैनिक जीवन में उचित

	कराना /भरवाना	प्रयोग करना ।
समानार्थी शब्द, वचन बदलो	स्पष्टीकरण, टी चार्ट	<ul style="list-style-type: none"> <li>● शब्द भंडार में वृद्धि</li> </ul>
पत्र लेखन  प्रधानाचार्या जी को अवकाश हेतु प्रार्थना पत्र	परस्पर चर्चा	<ul style="list-style-type: none"> <li>● अपने विचारों को लेखन के माध्यम से व्यक्त करना ।</li> </ul>

### रचनात्मक कार्य -

- 1) अपने प्रिय पशु / पक्षी का चित्र बना कर उस पर 5 वाक्य लिखिए।
- 2) बहादुरी से सम्बंधित कोई एक अनुभव कक्षा में सुनाओ ।

### अगस्त

पाठ का नाम	शिक्षण विधि /सहायक सामग्री	शैक्षणिक उद्देश्य
व्याकरण  का, के, की का प्रयोग  बहुवचन  लिंग	अभ्यास पत्र	<ul style="list-style-type: none"> <li>● शब्द भंडार में वृद्धि</li> </ul>
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण)		<ul style="list-style-type: none"> <li>● अपनों से बड़ों के प्रति आदर</li> </ul>

कार्य) पाठ - 7. दादाजी (सम्पूर्ण कार्य )	पाठ का पठन-पाठन, अनुकरण वाचन, वार्तालाप	सत्कार तथा दया भाव की भावना का विकास।
अनुच्छेद राष्ट्रीय ध्वज	वार्तालाप	<ul style="list-style-type: none"> <li>देश भक्ति तथा भाईचारे की भावना पैदा करना ।</li> </ul>
अपठित गद्यांश	प्रश्नोत्तरी विधि प्रारूप समझाना	सरल और सटीक भाषा का उपयोग करते हुए प्रश्नों के उत्तर लिख पाना।

#### क्रियात्मक कार्य-

- 1) अपने दादाजी के बारे में पाँच-छह पक्तियाँ लिखिए ।
- 2) स्वतंत्रता दिवस के उपलक्ष्य में तिरंगा ध्वज बनाओ।

#### सितंबर

पाठ का नाम	शिक्षण विधि / सहायक सामग्री	शैक्षणिक उद्देश्य
भाषा माधुरी, भाषा अभ्यास पाठ - 8. अगर पेड़ भी चलते होते (कविता)	कविता का सस्वर वाचन (सामूहिक चर्चा) कोई अन्य कविता का निर्माण	<ul style="list-style-type: none"> <li>पेड़ों के महत्व को समझना तथा उनका संरक्षण करना, कल्पना शक्ति का विकास।</li> <li>कल्पनाशक्ति का विकास</li> </ul>

चित्र वर्णन		
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### क्रियात्मक कार्य -

- 1) अगर धरती पर पेड़ न होते तो धरती पर जीवन कैसा होगा ? चित्र बनाकर 5 वाक्य लिखिए।
- 2) पेड़ हमारे मित्र है, पेड़ों से प्राप्त होने वाली वस्तुओं का कोलाज बनाओ।
- 3) पुनरावृत्ति कार्य पाठ 1 से 8 तक

### अक्टूबर

पाठ का नाम	शिक्षण विधि/ सहायक सामग्री	शैक्षणिक उद्देश्य
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण कार्य) पाठ - 9. गीत का कमाल  पाठ - 10. बूझो तो जाने पहेलियाँ	पाठ का पठन-पाठन, अनुकरण वाचन, स्पष्टीकरण  पाठ का पठन -पाठन, वार्तालाप नए शब्दों को समझाना	<ul style="list-style-type: none"> <li>• चिंतन व स्मरण शक्ति का विकास।</li> <li>• खेल खेल में सीख देना कि जीवन में हास्य व निश्चिंता हो तो जीवन का आनंद और भी बढ़ जाता है ।</li> </ul>
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण कार्य)  पाठ - 11. चूँ चूँ की टोपी (एकांकी) (सम्पूर्ण कार्य)  विशेषण की	संवाद द्वारा पाठ का पठन-पाठन स्पष्टीकरण  वार्तालाप, अभ्यास पत्र	<ul style="list-style-type: none"> <li>• जिज्ञासा एवं कोतूहल का भाव उत्पन्न होना तथा कल्पना शक्ति में वृद्धि</li> </ul>



परिभाषा		
अनुच्छेद महात्मा गाँधी	वार्तालाप - चर्चा, श्यामपट	लेखन कौशल का विकास

### क्रियात्मक-

- 1) टोपी बनाकर उसे सजाना।
- 2) चूँ-चूँ की टोपी का अभिनय कक्षा में छात्रों से करवाना ।
- 3) हमारे सहायक कौन-कौन है ? चित्र चिपकाकर नाम लिखो तथा काम भी लिखो । उदाहरण :- धोबी \_\_\_\_\_

### नवंबर

पाठ का नाम	शिक्षण विधि/ सहायक सामग्री	शैक्षणिक उद्देश्य
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण कार्य) पाठ - 12. सुबह (कविता)	कविता का सस्वर वाचन, व्याख्या कविता कंठस्थ करना	<ul style="list-style-type: none"> <li>• सुबह जल्दी उठकर होने वाले फायदों को जानकर वास्तविक जीवन में अपनाना ।</li> <li>• समय का सदुपयोग ।</li> </ul>
चित्र वर्णन		रचनात्मक लेखन का विकास।
अनुच्छेद दीपावली	परिचर्चा	त्योहारों का हमारे जीवन में क्या महत्व है ।

### क्रियात्मक कार्य

- 1) प्रातः काल का चित्र बनाकर अपने शब्दों में वर्णन कीजिए।
- 2) दीपावली पर कोई कविता लिखिए ।

### दिसंबर

पाठ का नाम	शिक्षण विधि	शैक्षणिक उद्देश्य
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण कार्य) पाठ -13. ऐसे थे लाल बहादुर शास्त्री	पाठ का आदर्श वाचन परस्पर वार्तालाप, प्रवाह चार्ट	<ul style="list-style-type: none"> <li>स्वतंत्रता सेनानियों के प्रति आदर भाव प्रकट करना।</li> <li>देश प्रेम विकसित होना।</li> </ul>
व्याकरण:- वचन, लिंग, पर्यायवाची शब्द	अभ्यास पत्र, टी चार्ट	<ul style="list-style-type: none"> <li>भाषा ज्ञान में वृद्धि होना।</li> </ul>
मुहावरे	सामूहिक चर्चा	<ul style="list-style-type: none"> <li>भाषा ज्ञान में वृद्धि होना।</li> </ul>
भाषा माधुरी, भाषा अभ्यास पाठ -14. सबसे बड़ा मूर्ख (सम्पूर्ण कार्य)	पाठ का पठन-पाठन स्पष्टीकरण र के रूप	<ul style="list-style-type: none"> <li>हम अपने आप को किसी अनजान आदमी से कैसे बचा सकते हैं यह समझना।</li> </ul>
विलोम शब्द	वार्तालाप, टी चार्ट	<ul style="list-style-type: none"> <li>भाषा ज्ञान में वृद्धि होना।</li> </ul>

### क्रियात्मक कार्य

- स्वतंत्रता सेनानियों द्वारा दिए गए नारे लिखिए।
- बीरबल या तेनालीराम की कहानी कक्षा में सुनाना ।

### जनवरी

पाठ का नाम	शिक्षण विधि /सहायक सामग्री	शैक्षणिक उद्देश्य
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण		

कार्य) पाठ -15 बुआ का पत्र	पाठ का आदर्श वाचन, अनुकरण वाचन , प्रश्नोत्तरी विधि	<ul style="list-style-type: none"> <li>● स्वयं को अभिव्यक्त करने की कला विकसित होना।</li> <li>● चिंतन व स्मरण शक्ति का विकास।</li> </ul>
भाषा माधुरी, भाषा अभ्यास (सम्पूर्ण कार्य) पाठ -16. सवाली राम (कविता)	सस्वर वाचन भाव को समझाना प्रश्नोत्तरी विधि	<ul style="list-style-type: none"> <li>● मिलकर कार्य करने की भावना पैदा करना ।</li> <li>● मन में जानने की इच्छा जागृत करना तथा उनके उत्तर पाने की चेष्टा करना।</li> </ul>
काल की परिभाषा व भेद  अपठित गद्यांश का अभ्यास	सामूहिक चर्चा, अभ्यास पत्र अभ्यास पत्र	<ul style="list-style-type: none"> <li>● काल के रूप समझाना, याद करना तथा सही उपयोग करना।</li> </ul>
पत्र लेखन  सुबह की सैर का महत्व बताते हुए दादा जी को पत्र लिखिए ।	कल्पना शक्ति का विकास	<ul style="list-style-type: none"> <li>● उचित विराम चिन्हों का प्रयोग करते हुए पत्र लिखना।</li> </ul>

#### क्रियात्मक कार्य-

1) मिट्टी की आकृतियाँ बनवाना ।

2) दिल्ली के दर्शनीय स्थल का कोलाज बनाइए ।

## फरवरी

पुनरावृत्ति पाठ 9 से 16 तक

### ग्रीष्मावकाश कार्य

- 1) गमले में पौधा लगाइए और उस में आने वाले परिवर्तन की सूची बनाइए ।
- 2) कोई एक कविता या कहानी सचित्र लिखो । (स्वरचित)
- 3) आपको कौन सा मौसम अच्छा लगता है ?, उस मौसम में पाए जाने वाले खाद्य और पेय पदार्थों के चित्र बना कर नाम लिखो ।
- 4) चतुर कौवा कविता को चित्र कथा के रूप में लिखिए ।

नोट: समस्त कार्य को A-4 शीट पर करें व फोल्डर में रखें।

### शीतकालीन गृहकार्य

- 1) नव वर्ष के लिए सुंदर सा ग्रीटिंग कार्ड बनाइए।
- 2) शीत ऋतु पर एक सुंदर कविता लिखो (स्वरचित) ।

नोट:- समस्त कार्य को A-4 शीट पर करें व फोल्डर में रखें।

**MATHEMATICS**  
**SYLLABUS -2023-2024**  
**CLASS-III**

**Mathematics may not teach us how to add love, subtract hate, but it gives us every reason to hope that every problem has a solution.**

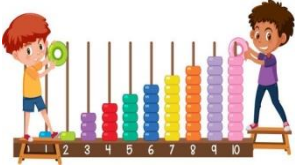
**Book- Primary Mathematics**

**General Objectives:**


1. To develop positive attitude towards mathematics.
2. To appreciate usefulness, power and beauty of mathematics.
3. To enjoy mathematics and develop patience and persistence while solving problems.
4. To use vocabulary related to the given topic.
5. To acquire the ability of doing mathematical operations and to apply the same in everyday situations.
6. To develop quick calculation with skills and quantitative aptitude.
7. To understand and be able to use the language symbols and notations of mathematics appropriately.
8. To develop logical and abstract thinking.
9. To develop knowledge, skills, attitude necessary to pursue mathematics further in life.
10. To enable the students to master the mathematical concepts by exploring, playing and discussing newly discovered ideas.
11. To enhance team spirit.

Note: All chapters will begin with introduction through Frayer's Model and completed by MLL.

**APRIL**



Topic/ Sub Topics	Teaching methodology	Learning Outcomes
<p style="text-align: center;"><b>Unit – 1</b> <b>Numbers upto 9999</b></p> <ul style="list-style-type: none"> <li>• Introduction of 1000</li> <li>• Expanded form</li> <li>• Successor and predecessor</li> <li>• Ordering of numbers.</li> </ul>  <p style="text-align: center;"><b><u>SDG GOALS:</u></b> Goal -15 Life on land Goal – 1 No Poverty</p> <p><b>Unit -2</b> <b>Addition</b></p> <ul style="list-style-type: none"> <li>• Addition of two 4- digit numbers (without regrouping)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Art integration</b> - Abacus making using Bindis.</li> <li>• <b>Activity (1)</b>- Number story (recapitulation of entire chapter)</li> <li>• Representing numbers on abacus and reading them loud.</li> <li>• Dictation of 4digit numbers.</li> <li>• Modules on Smart Board and follow up through written assignments.</li> <li>• <b>Activity (2)</b>- Expanded form using paper folding.</li> <li>• Number fun.</li> <li>• Explanation on board through discussion and questionnaire method.</li> <li>• <b>Activity 3</b>- Piggy bank activity using counter coins.</li> </ul> <ul style="list-style-type: none"> <li>• Quick Bites (Flash Cards).</li> <li>• Fun with Ganitmala</li> <li>• <b>Art Integration</b>-Web chart on terms of Addition.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>➤ Reads and, writes numerals, their number names.</li> <li>➤ Interprets numbers and their place values.</li> <li>➤ Compares two numbers and represent the numbers on Abacus.</li> <li>➤ Develops critical and creative thinking skills.</li> <li>➤ Finds the sum of two, 4-digit numbers. (Without regrouping).</li> <li>➤ Forms greatest and smallest 4-digit number.</li> </ul> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"><b>Recapitulation of tables till 9</b></div> <p>Learners</p> <ul style="list-style-type: none"> <li>• Solves addition sums without regrouping</li> <li>• Understands addition term.</li> </ul>

**MAY**

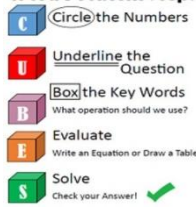
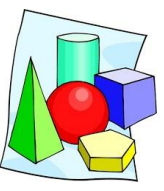
Topic / Sub topics	Teaching Aids / Methodology	Learning Outcomes
<p><b>Unit – 2</b> <b>Addition (contd.)</b></p>  <p><b><u>SDG GOALS:</u></b> Goal -3 Good health and well being.</p>	<ul style="list-style-type: none"> <li>• <b>Activity-1</b> Hands on activity (different materials e.g. pencils, erasers etc.) would be used to understand the properties of addition.</li> <li>• <b>Activity- 2</b> Quick calculation using 2 or more dice in Maths Lab</li> <li>• Commutative properties of addition using coloured grids. (Switchero property)</li> <li>• Solving problems based on moral values related to their day to day activities.</li> <li>• Follow up through written assignments.</li> <li>• CUBE Method for word problems</li> <li>• Value based.</li> <li>• <b>Activity 3</b>- Poem on Double facts to increase mental maths</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>➤ Understands the properties of addition.</li> <li>➤ Performs addition two or three numbers (with regrouping).</li> <li>➤ Solves 1-digit addition mentally.</li> <li>➤ Correlates addition with their real life situations.</li> <li>➤ Applies techniques for mental addition.</li> </ul> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"><b>Recapitulation of tables till 12</b></div>

Goal -7 Affordable and clean energy.	skills • <b>Activity 4-</b> Addition foldable on regrouping steps using plus sign.	
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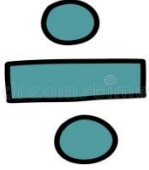
**JULY**

Topic / Sub Topics	Teaching aids / Methodology	Learning Outcomes
<b>Unit – 3</b> <b>Subtraction</b> (Up to 4 –digit numbers)  <b>SDG GOALS:</b> Goal-4 Quality Education. 	<ul style="list-style-type: none"> <li>• <b>Art Integration-Web Chart</b> on terms of subtraction.</li> <li>• <b>Activity-1</b> Subtraction rhyme (sing along introductory activity)</li> <li>• Explanation on board through discussion and questionnaire method.</li> <li>• <b>Activity-2</b> Brain-O-Brain (Flash cards)</li> <li>• Modules on Smart Board and follow up through written assignments.</li> <li>• Word problems using CUBE method.</li> <li>• <b>Activity -3</b> Add/ Subtract family</li> </ul>	<b>Learner</b> <ul style="list-style-type: none"> <li>➤ Finds difference of 4-digit numbers.</li> <li>➤ Performs mental calculation.</li> <li>➤ Correlates subtraction with their day to day activities.</li> <li>➤ Masters basic essential skills of the topic.</li> <li>➤ Comprehends and solves word problems.</li> </ul>
<b>Unit – 4</b> <b>Multiplication</b>  <b>SDG GOALS:</b> Goal -4 Quality Education. Goal -1 No Poverty. 	<ul style="list-style-type: none"> <li>• <b>Art Integration 1</b> -Web chart on terms of Multiplication.</li> <li>• <b>Activity -1</b> Multiplication Tambola.</li> <li>• <b>Activity -2</b> thumping the table.</li> <li>• <b>Art integration 2</b> on properties of Zero, One and change of order (using car tyres).</li> <li>• Modules on Smart Board and follow up through written assignments.</li> <li>• <b>Art Integration 3</b> Turtle head multiplication.</li> <li>• <b>Activity 3</b> -Lines ‘n’ dots / Array activity to explain Repeated Addition.</li> <li>• Multiply using “<b>Many Zoos Many Animals</b>”(Multiply Zero Multiply Add)</li> </ul>	<b>Learners</b> <ul style="list-style-type: none"> <li>➤ Performs Quick multiplications.</li> <li>➤ Correlates multiplication with their day to day activities.</li> <li>➤ Understands concepts of maths in simpler and analytical way.</li> <li>➤ Understands multiplication is repeated addition</li> </ul> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Recapitulation of tables till 15</b> </div>



**AUGUST**

Topics / Sub Topics	Teaching Aids / Methodology	Learning Outcomes
<b>Unit – 4</b> <b>Multiplication (contd.)</b> <b>Word Problem Steps</b>   <b>Unit -12</b> <b>Geometry</b>  <b>SDG GOALS:</b> Goal-9 Industry, Innovation and Economic Growth.  Goal-15 Life on land 	<ul style="list-style-type: none"> <li>• <b>Activity 4- Recapitulation Activity-Marathon</b> involving 3 operation of Math.</li> <li>• <b>Activity 5-</b>Commutative property of Multiplication using coloured grids.</li> <li>• <b>Activity 6-</b> Tables foldable. (12-15)</li> <li>• Word Problems using CUBE</li> </ul> <ul style="list-style-type: none"> <li>• <b>Art integration-1-</b> Shapes Mania</li> <li>• <b>Activity-1</b> Rolling &amp; Sliding activity- Curved and Plane surface using table and objects.</li> <li>• Use of Realia (Introduction).</li> <li>• Collection of things of different shapes.</li> <li>• <b>Art Integration-2</b> Web chart on properties of solid shapes.</li> <li>• Activity- Survey shapes</li> <li>• Geometrical miniatures.</li> <li>• <b>Art Integration-3</b> Shapes Poem</li> <li>• Videos for parts of 3D shapes.</li> <li>• <b>Activity- 2</b> Touch and feel –maths lab activity for 3 D shapes to tell surfaces- curved and plane.</li> <li>• <b>Activity 3-</b> making of cube and cuboids using toothpicks &amp; clay.</li> <li>• <b>Art Integration-4</b> Ray, line, line segment using arrows, toothpicks</li> </ul>	<b>Learner</b> <ul style="list-style-type: none"> <li>➤ Understands basic essential skills of addition, multiplication and subtraction.</li> <li>➤ Enhances the power of reasoning.</li> </ul> <b>Learner</b> <ul style="list-style-type: none"> <li>➤ Differentiates between 2D and 3D shapes.</li> <li>➤ Identifies and sort different shapes.</li> <li>➤ Explains curved and plain surface.</li> <li>➤ Recognizes different 3-D shapes, ray, line, line segment.</li> <li>➤ Draws a line segment of given length.</li> <li>➤ Self-learning, creative thinking and deep understanding to apply what is learned in real life.</li> </ul>

**SEPTEMBER**  
**Half Yearly Exam**  
**OCTOBER**

Topics / Sub Topics	Teaching Aids / Methodology	Learning Outcomes
<p><b>Unit – 5</b> <b>Division</b> Division as equal Distribution</p> <p><b>SDG GOALS:</b> Goal -4 Quality Education. Goal -10 Reduced inequalities.</p> 	<ul style="list-style-type: none"> <li>• <b>Art Integration-1-</b> Web chart for division terms.</li> <li>• <b>Activity -1</b> Maths lab activity (Introduction of division using bindi /buttons).</li> <li>• <b>Art Integration-2</b> Poem on Division (smart board).</li> <li>• Smart Board Module.</li> <li>• <b>Activity -2</b> Foldable (layered division)</li> <li>• <b>Art Integration 3-Triangle Fact</b></li> <li>• Dodging Tables.</li> <li>• <b>Activity 3-</b> Divide and win (Quiz)</li> <li>• <b>Activity 4-</b>Vocabulary games (for practising the terms).</li> <li>• Follow up through written assignments.</li> <li>• <b>Art Integration-4</b> Division Methods (Division Family, Division Burger, Division Monkey, Division man)</li> <li>• <b>Activity 5-</b>Use of division model using cups and sticks.</li> <li>• <b>Activity 6-</b> Quotient -Remainder Game: -Role-play using children by making groups and left one is remainder.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>➤ Understands that division is repeated subtraction.</li> <li>➤ Understands of basic concepts.</li> <li>➤ finds multiplication and division fact.</li> <li>➤ Understands the relationship between dividend, divisor, quotient and remainder.</li> <li>➤ Solves problems in day-to-day life involving division.</li> <li>➤ Understands the value of sharing is caring and division of labour.</li> </ul> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Recapitulation of tables till 15</b></p> </div>


**NOVEMBER**

Topics /Subtopics	Teaching Aids /Methodology	Learning Outcomes
<p><b>Unit – 11</b> <b>Fractions</b></p> <p><b>SDG GOALS:</b> Goal -4 Quality Education Goal -3 Good Health and well being Goal -10 Reduced Inequalities.</p>  <p><b>Unit – 6</b> <b>Day, Date and Time</b></p> <p><b>SDG Goals:-</b> Goal -3 Good Health and well being Goal – 8 Decent Work and Economic growth.</p> 	<ul style="list-style-type: none"> <li>• <b>Activity -1</b> Find my buddy (Flash cards).</li> <li>• Introduction of fraction using realia.</li> <li>• <b>Activity 2-</b> Subtraction and addition of fractions using grids.</li> <li>• <b>Activity- 3</b> Ordering of fractions (fraction kit from Maths Lab).</li> <li>• <b>Activity -4</b> Origami (paper folding).</li> <li>• <b>Art Integration -1</b> Using circles to understand fractions.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Art Integration -1</b> Fist poem on 30/31 Days (Knuckle activity).</li> <li>• <b>Art integration-(2)</b> making of Clock using arrows, titch button and table of 5 for minutes. (2)making of standard clock for time in words.</li> <li>• Reading a Calendar (Smart Board).</li> <li>• Reading of Clock (Maths Lab).</li> <li>• Writing time in a.m., p.m.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>➤ Understands the concept of 'fraction'.</li> <li>➤ Identifies like fractions.</li> <li>➤ Differentiates and recognizes a fraction and solves problems based on it.</li> <li>➤ Applies the fraction in day-to-day life.</li> <li>➤ Distributes a whole into equal parts and inculcates values of sharing.</li> <li>➤ Arranges fractions in different orders.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>➤ Knows units of time.</li> <li>➤ Reads and writes the time in words and in numbers.</li> <li>➤ Converts days into hours, hours into minutes and minutes into seconds.</li> <li>➤ Knows the relationship between days and hours.</li> <li>➤ Learns to value time and be punctual.</li> </ul>

## DECEMBER

Topics /Subtopics	Teaching Aids /Methodology	Learning Outcomes
<p><b>Unit- 8 Length</b></p> <p><b>Unit-9 Weight</b></p> <p><b>Unit-10 Capacity</b></p> <p><b>SDG GOALS:</b>                      Goal -9 Industry, Innovations and Infrastructure.                      Goal -8 Decent work and economic growth.                      Goal -6 Clean Water and sanitation.                      Goal -14 Life below water.</p>	<ul style="list-style-type: none"> <li>• <b>Art Integration-</b> using comparison.</li> <li>• <b>Activity- 1</b> Guess my length (using hand span and metre scale).</li> <li>• <b>Activity -2</b> See saw activity(comparisons)</li> <li>• Hand span activity (to introduce the standard unit of length)</li> <li>• <b>Activity -3</b> Make weighing scale.</li> <li>• <b>Activity- 4</b> Picture pasting/ Draw objects of different units.</li> <li>• <b>Activity -5</b> Measure ‘n’ find. Use of Beam Balance, Inch tape, Beakers, log scale in class maths lab activity.</li> <li>• Using Realia.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>➤ Understands the difference between length, mass and capacity.</li> <li>➤ Converts the greater unit into smaller unit.</li> <li>➤ Applies measures of length, mass and capacity in day to day life.</li> <li>➤ Understands Relevance of standard unit.</li> <li>➤ Performs Addition &amp; subtraction of different units after arranging them in columns.</li> </ul> <p style="text-align: center; color: red; font-size: 1.2em;"><b>Measures</b></p> <div style="text-align: center;"> <p>Length? Capacity? Weight?</p> </div>

## JANUARY

Topics/Sub Topics	Teaching Aids/ Methodology	Learning Outcomes
<p><b>Unit – 7 Money</b></p> <p><b>SDG GOALS:</b>                      Goal-1 No poverty                      Goal-2 Zero Hunger                      Goal-8 Decent work and economic growth.</p> 	<ul style="list-style-type: none"> <li>• Knowing our currency.</li> <li>• Coin shading (shading heads and tails).</li> <li>• Role Play (Let’s shop).</li> <li>• Pasting of fake currency and shopping bill.</li> <li>• Making a bill.</li> </ul>	<p>Learner:</p> <ul style="list-style-type: none"> <li>➤ Understands the importance of money in day-to-day life.</li> <li>➤ Handles day to day problems related to money.</li> <li>➤ Reads and writes money in figures and words.</li> <li>➤ Understands the relationship between rupees and paisa.</li> <li>➤ Converts rupees into paisa.</li> <li>➤ Adds and subtracts money questions</li> <li>➤ Reads a bill and solves the problems based on it.</li> </ul>

## FEBRUARY

### Annual Examination

#### SUMMER HOLIDAYS HOMEWORK

1. Learn Tables up to 15 orally.
2. Practice 5 sums of addition and 5 of subtraction for 15 days and 10 sums of dodging tables.
3. **Roll nos. 1-20**---Write Good habits of Mathematics students on A3 size sheet ( do not copy from the image, create your own habits).

**Roll nos. 21 onwards** – Create a math word wall as shown below miniature on A-3 size sheet, do not copy below examples - use new terms.

4. Create a table bookmark from table 6 – 12 (except 10 and 11). Pick any one table.





<b>divide ÷ divide</b> to split into equal groups, also called "fair sharing" $21 \div 3 = 7$	<b>dividend</b> the amount you want to divide up dividend $\div$ divisor = quotient $21 \div 3 = 7$	<b>multiple</b> the product of a whole number and any other whole number 21 is a multiple of 3 because $3 \times 7 = 21$	<b>Perimeter</b> the distance around the outside of a figure
<b>divisor</b> the number you divide by dividend $\div$ divisor = quotient $21 \div 3 = 7$	<b>quotient</b> the number when you divide one number by another dividend $\div$ divisor = quotient $21 \div 3 = 7$	<b>multiply</b> repeated addition of the same number $3 \times 6$	<b>AREA</b> the inside measurement of a figure in square units
<b>centimeters</b> a unit of length	<b>mass</b> a measure to tell how much matter is in an object	<b>halves</b> $\frac{1}{2}$	<b>fourths</b> $\frac{1}{4}$
<b>measure</b> a unit of measurement	<b>grams</b> a unit of measure for mass	<b>thirds</b> $\frac{1}{3}$	<b>fifths</b> $\frac{1}{5}$
<b>kilograms</b> a unit of measure for mass	<b>liter</b> a unit of volume often used to measure liquid	<b>sixths</b> $\frac{1}{6}$	<b>fraction</b> an equal part of a whole
<b>volume</b> The amount of 3-dimensional space an object occupies.	<b>milliliters</b> a unit of volume often used to measure liquid	<b>eighths</b> $\frac{1}{8}$	<b>unit fraction</b> $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{7}, \frac{1}{8}$


## WINTER HOLIDAYS HOMEWORK

1. Learn tables up to 15.
2. Revise all concepts in practice notebook.

v

### Study The Indian ₹500 Note

Study carefully and find the answers of the below questions. No need to do it in writing, just explore..



- What is the value of the note?
- Whose face do you see here?
- What do the people call the person you see on the note?
- What is the serial number on this note?
- Who has signed the note?
- What is the promise made by him on the note?
- Which bank has printed this note?
- How many languages have been used to write 500 rupees on the reverse?


**CLASS III**

**SCIENCE CURRICULUM PLAN 2023-2024**

**OBJECTIVES OF TEACHING SCIENCE**


1. To arouse curiosity in nature, environment and people.
2. To enhance vocabulary and linguistic ability related to science.
3. To help the learners internalize values of cleanliness, hygiene, honesty, cooperation and coexistence in nature.
4. To develop agility, balance and cooperation.
5. To guide children towards understanding key scientific concepts.
6. To guide them to do hands-on activities to develop their basic cognitive and psychomotor skills through language, observation, recording, differentiation, classification-ion, inference, drawing, illustration, design, estimation and measurement.
7. To facilitate development of life skills like curiosity, confidence, critical thinking, motivation, creativity, communication, analysis, decision making, flexibility and evaluation.
8. To motivate learners to brainstorm new ways towards sustainable development.
9. To help children to develop a logical way of looking at the world that offers all kinds of learning.
10. To inculcate and strengthen values through learning of the subject (discipline) like empathy and care for the environment, nature and people.
11. To work with the learners to enhance their Intelligence Quotient, Emotional Quotient, Social Quotient, Adversity Quotient.

**APRIL**

<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>LEARNING OUTCOMES</b>												
<p>L-1 My Body (Sense Organs)</p>  <ul style="list-style-type: none"> <li>• Definition of sense organs</li> <li>• Definition of sense</li> </ul>	<ul style="list-style-type: none"> <li>• Sense and Identify (Identification of sense organs)</li> <li>• Tabulation of taste, location of tongue of different food items</li> </ul> <table border="1" data-bbox="454 1512 828 1942"> <thead> <tr> <th data-bbox="454 1512 641 1617">Name of the taste bud.</th> <th data-bbox="641 1512 828 1617">Location on tongue.</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Webchart on the sense organs</li> </ul>	Name of the taste bud.	Location on tongue.											<p>To enable learners to-</p> <ul style="list-style-type: none"> <li>• appreciate the gift of sense organs</li> <li>• take special care of the delicate organs.</li> <li>• Identify and distinguish various odours, tastes, sounds, colours.</li> <li>• Approximate the distance of objects.</li> <li>• Read, express and respect the facial expressions.</li> <li>• pleasant and unpleasant sounds, odours, smells</li> <li>• Name the specialist doctors related to the care of sense organs.</li> </ul>
Name of the taste bud.	Location on tongue.													


<p>organs</p> <ul style="list-style-type: none"> <li>• Tongue and different types of tastes</li> <li>• Ears - differentiation between sounds</li> <li>• Fingers and skin</li> </ul> <p>(enhancing tactile sensations, feelings of pain etc)</p>	<p>and Name and Draw activity.</p> <ul style="list-style-type: none"> <li>• Read my face activity</li> <li>• Taking care of Sense Organs.</li> </ul> <p><b><u>SDG- 3 Good Health and well-being</u></b></p>	<ul style="list-style-type: none"> <li>• Managing emotions through meditation.</li> </ul>
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**MAY**


TOPIC	ACTIVITIES	LEARNING OUTCOMES																								
<p>L-2: Plants Around Us</p>  <ul style="list-style-type: none"> <li>• Definition, characteristics and examples of trees, herbs, shrubs, climbers and creepers.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of realia to show parts of plants.</li> <li>• Real life Images of different types of plants.</li> <li>• Nature walk in school garden</li> <li>• Webchart on types of plants- according to strength of stem and direction of growth with pictures.</li> </ul> <table border="1" data-bbox="451 1297 976 2001"> <thead> <tr> <th></th> <th>Herb</th> <th>Shrub</th> <th>Climber</th> <th>Creepers</th> <th>Trees</th> </tr> </thead> <tbody> <tr> <td>Type of stem</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Colour of stem</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Height of stem</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Herb	Shrub	Climber	Creepers	Trees	Type of stem						Colour of stem						Height of stem						<p>To enable the learner to-</p> <ul style="list-style-type: none"> <li>• Observe plants and identify types of plants using self –exploration</li> <li>• Classification of common plants on the basis of observable characteristics like shape, size, lifespan and strength of stem.</li> <li>• Compare different types of plants.</li> <li>• Practice and use related vocabulary.</li> </ul>
	Herb	Shrub	Climber	Creepers	Trees																					
Type of stem																										
Colour of stem																										
Height of stem																										

- Collage making group activity (different types of plants like trees, shrubs)  
**SDG-15 Life on land**


## JULY

CONTENT	ACTIVITIES	LEARNING OUTCOMES
<p>L-3 Leaf</p>  <ul style="list-style-type: none"> <li>• What is a leaf?</li> <li>• Parts of leaf</li> <li>• Types of leaves (according to their shape, size)</li> <li>• Uses of leaf to the plant.</li> <li>• Uses of leaf to us</li> <li>• Shedding of leaf</li> <li>• Compost formation</li> </ul>	<ul style="list-style-type: none"> <li>• Live demonstration and hands on activity-</li> <li>• Leaf tracing/pasting</li> <li>• Observe and draw different shapes of leaves.</li> <li>• Activity-Crush-smell/taste-tell</li> <li>• Chlorophyll activity</li> <li>• Leaf printing</li> <li>• Webchart on uses of leaf</li> <li>• Compost making in the school garden</li> </ul> <p style="text-align: center;"><b><u>SDG-15 Life on land</u></b></p>	<p>To enable the students to-</p> <ul style="list-style-type: none"> <li>• Define a leaf.</li> <li>• Label different parts of leaf</li> <li>• Identity and describe different shapes of leaves.</li> <li>• Understand why most leaves are green.</li> <li>• Understand shedding of leaves</li> <li>• Contrast between old and new leaf.</li> <li>• List various uses of leaves</li> <li>• Sequence the steps of compost formation.</li> </ul>

## AUGUST

CONTENT	ACTIVITIES	LEARNING OUTCOMES
<p>L4 Importance of Plants</p> 	<ul style="list-style-type: none"> <li>• Pictorial discussion on uses of plants.</li> <li>• Web chart on uses of plants.</li> <li>• Reading for comprehension</li> <li>• Posters making and planting saplings (growing your own plants) on Van mahotsava.</li> </ul> <p style="text-align: center;">Discussion on conservation of</p>	<p>To enable students to-</p> <ul style="list-style-type: none"> <li>• appreciate the gifts given by plants.</li> <li>• joyfully explore the nature.</li> <li>• Celebrating Van Mahotsava by making posters and planting saplings.</li> <li>• Enlist ways to conserve forest.</li> <li>• Understand the concept of</li> </ul>

<ul style="list-style-type: none"> <li>• Uses of plants</li> <li>• Conservation of plants</li> <li>• Deforestation,</li> <li>• forest fires and climate change.</li> </ul>	<p>plants.</p> <p><b><u>SDG-15 Life on land</u></b></p>	<p>sustainable development.</p> <ul style="list-style-type: none"> <li>• Story based question</li> </ul>
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CONTENT	ACTIVITIES	LEARNING OUTCOMES
<p>L-5 Animals</p>  <ul style="list-style-type: none"> <li>• Land animals living in plains deserts, forests, cold regions.</li> <li>• Water animals-fresh water and marine</li> <li>• Animals living both on land and in water.</li> <li>• Animal behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Web chart on ‘Classification of animals’ on the basis of their habitats.</li> <li>• Comparing-Frog and toad, Turtle and tortoise, Fish and Dolphin. (in scrap file)</li> <li>• Flash Card activity answering the questions- ‘Where do I live?’ and ‘How do I survive?’</li> <li>• Spots and Stripes Activity (worksheet)</li> <li>• Game- Jump into habitat</li> <li>• Comparison between wild animals and pet animals.</li> </ul> <p><b><u>SDG-14 Life below water</u></b> <b><u>SDG-15 Life on land</u></b></p>	<p>To enable the students to-</p> <ul style="list-style-type: none"> <li>• Respect all life forms and their space.</li> <li>• List the various habitats of animals and their adaptations.</li> <li>• Classify animals according to their habitat.</li> <li>• Develop effective communication skills.</li> <li>• Learn to be flexible and adaptable according to situations.</li> </ul>

**SEPTEMBER**

L5- Animals -Continued


Revision for First Term Examination.

**OCTOBER**


CONTENT	ACTIVITY	LEARNING OUTCOMES								
<p>L6- Feeding habits of animals</p>  <ul style="list-style-type: none"> <li>• Herbivore</li> <li>• Carnivore</li> <li>• Omnivore</li> <li>• Adaptations in the mouth parts of animals according to the food they eat.</li> <li>• Care of domestic animals.</li> </ul>	<p>Web charts on classification of animals according to –</p> <ol style="list-style-type: none"> <li>1. The food they eat.</li> <li>2. Different feeding habits e.g swallowing food.</li> <li>3. Flowchart on the events of chewing the cud.</li> <li>4. Clay modelling to differentiate between different mouth parts of the animals.</li> <li>5. Slogan writing on Animal Protection/Care.</li> <li>6. Mask making (herbivore, carnivore &amp; Omnivore)</li> </ol> <p><b><u>SDG-15 Life on land</u></b></p>	<p>To enable the students to-</p> <ul style="list-style-type: none"> <li>• Understand and classify animals according to different categories.</li> <li>• Describe their feeding Habits.</li> <li>• Distinguish between mouth parts adapted according to feeding habits.</li> <li>• Sequence the events of Chewing the cud.</li> <li>• Empathise and work for animals that need care in immediate surroundings.</li> </ul>								
<p>L-7 Birds and their nests.</p>  <ul style="list-style-type: none"> <li>• Define birds /What are aerial animals?</li> <li>• Features that help them to fly.</li> <li>• Flightless birds</li> <li>• Types of nests</li> <li>• Materials used for making nests.</li> <li>• Need to make nests.</li> <li>• Migration</li> </ul>	<p>Draw and label parts of birds.</p> <ul style="list-style-type: none"> <li>• Tabulating the observations.</li> </ul> <table border="1" data-bbox="673 1249 998 1705"> <thead> <tr> <th>Name of the bird</th> <th>Location of the nest.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Making nests of birds using different materials.</li> <li>• Fusing with definition.</li> </ul> <p><b><u>SDG-15 Life on land</u></b></p>	Name of the bird	Location of the nest.	1		2		3		<p>To enable the students to-</p> <ul style="list-style-type: none"> <li>• Observe and appreciate aerial animals.</li> <li>• Identify habitat and adaptations of various birds.</li> <li>• Describe the nesting habits of birds in terms of material used and location of nest.</li> <li>• Appreciate parenting skills of birds.</li> <li>• Acquire skills in care and protection of birds.</li> <li>• Acquire skills for adaptability with respect to reaction time and problem solving and safety.</li> </ul>
Name of the bird	Location of the nest.									
1										
2										
3										



## NOVEMBER


CONTENT	ACTIVITIES	LEARNING OUTCOMES										
<p>L-7 Birds and their nests (Contd)</p>												
<p>L-8 Food</p>  <ul style="list-style-type: none"> <li>• Sources of food</li> <li>• Food from plants</li> <li>• Food from animals</li> <li>• Parts of plants eaten</li> <li>1. Seeds</li> <li>2. Roots</li> <li>3. Stems</li> <li>4. Leaves</li> <li>5. Flowers</li> <li>• Need for food from animals.</li> <li>• Food requirements and age</li> </ul>	<ul style="list-style-type: none"> <li>• Webchart on parts of plants eaten with examples.</li> <li>• Riddle making on sources of food (in file)</li> <li>• Food items prepared using wheat and rice</li> <li>• Sequencing activity- Story of Chapati</li> <li>• Live demonstration of parts of plants eaten.</li> <li>• Healthy eating (Quiz)</li> <li>• Making of sprouts.</li> <li>• Tabulation of their observations.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">DAY</th> <th style="width: 50%;">OBSERVATION</th> </tr> </thead> <tbody> <tr> <td>DAY1</td> <td>Soaked, swollen seeds</td> </tr> <tr> <td>DAY2</td> <td>Seed cover breaks</td> </tr> <tr> <td>DAY3</td> <td>Tiny root seen</td> </tr> <tr> <td>DAY4</td> <td>Tiny Shoot seen</td> </tr> </tbody> </table>	DAY	OBSERVATION	DAY1	Soaked, swollen seeds	DAY2	Seed cover breaks	DAY3	Tiny root seen	DAY4	Tiny Shoot seen	<p>The learners will be able to-</p> <ul style="list-style-type: none"> <li>• Observe and classify food items they eat and relate it to plant part.</li> <li>• Respect food choices of other people.</li> <li>• Name the basic food items of a balanced diet.</li> <li>• Classify food items as healthy and unhealthy</li> <li>• Develop observation and tabulation skills.</li> <li>• Categorize food products as plant and animal products.</li> <li>• Understand that food needs vary according to the age group and other factors and make healthy food choices.</li> </ul>
DAY	OBSERVATION											
DAY1	Soaked, swollen seeds											
DAY2	Seed cover breaks											
DAY3	Tiny root seen											
DAY4	Tiny Shoot seen											

DECEMBER

CONTENT	ACTIVITY	LEARNING OUTCOMES
L-8: Food (Contd)	<b><u>SDG-3 Good health and well being</u></b>	
<p>L-9 Cooking and Eating Habits</p>  <ul style="list-style-type: none"> <li>• Raw and cooked food</li> <li>• Methods of cooking</li> <li>• Cooking utensils</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 'Good Food Mood' (cooking without fire)</li> <li>• Web Chart on methods of cooking.</li> <li>• Master Chef Activity (Students to select a recipe, write it in steps describing the method and cooking utensils used along with the preparation time.)</li> <li>• Collage on different utensils. (in file)</li> <li>• Puzzle to find out the hidden utensil.</li> <li>• Preparing a poster on Safety rules for cooking.</li> </ul> <p><b><u>SDG-3 Good health and well being</u></b></p>	<p>To enable the students to-</p> <ul style="list-style-type: none"> <li>• Internalise values of healthy eating.</li> <li>• Describe various cooking methods.</li> <li>• Categorize the food items according to the method of cooking.</li> <li>• Differentiate between cooking, eating and serving utensils.</li> <li>• To learn basic cooking skills.</li> </ul>



**JANUARY**

CONTENT	ACTIVITY	LEARNING OUTCOMES																		
<p>L-10 Water</p>  <ul style="list-style-type: none"> <li>● Need for Water</li> <li>● Local sources of water.</li> <li>● Natural Sources of water- Rain and Snow</li> <li>● Inland water bodies.</li> <li>● Rivers and seas of India and the world.</li> <li>● Utilities of rivers.</li> <li>● (Multipurpose Dams.)</li> </ul>	<ul style="list-style-type: none"> <li>● Web chart on types of sources of water.</li> <li>● Where does water come from in your home</li> <li>● City-</li> <li>● Village-</li> <li>● Fusing with the definition- Underground water, lake, stream, river, pond, inland water bodies</li> <li>● Tracing the path of a river Ganga (from source to mouth)- Model making activity</li> <li>● Webchart on rivers of north and south India.</li> <li>● Self -exploral activity on river dams (any 5 dams)</li> </ul> <table border="1" data-bbox="587 1068 1040 1715"> <thead> <tr> <th>Name of the river</th> <th>Name of the dam</th> <th>Name of the state</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b><u>SDG-14 Life below water</u></b></p> <p><b><u>SDG-6 Clean water and sanitation</u></b></p>	Name of the river	Name of the dam	Name of the state	1			2			3			4						<p>To enable students to-</p> <ul style="list-style-type: none"> <li>● List various sources of water.</li> <li>● enhance related vocabulary.</li> <li>● list various water bodies of India and abroad.</li> <li>● describe effects of rain on plants, animals and humans.</li> <li>● understand that every drop of water is precious and needs to be conserved.</li> <li>● understand the utility of conservation of water on a very large scale.</li> </ul>
Name of the river	Name of the dam	Name of the state																		
1																				
2																				
3																				
4																				

## FEBRUARY

### SECOND TERM EXAMINATION

### SUMMER HOLIDAY HOMEWORK.

1. On an A3 size white sheet, make a poster on the topics from the list given below:
  - a) Care of your sense organs
  - b) Steps of cleaning of hands
  - c) How to maintain cleanliness around you?
  - d) Plant parts and their functions
  - e) Benefits of meditation and exercise
  
2. Do these two questions in your science scrap book/file.
  - a) What is science? (1-2 sentences)
  - b) Collect information and prepare a project using realia/pictures on-
    - 1) Leaves used as food
    - 2) Leaves used as medicine
    - 3) Any one other use of leaves

**CLASS – 3**  
**SOCIAL STUDIES**

**SYLLABUS 2023 – 2024**

**General Objectives:**

1. To create interest and develop their creative abilities.
2. To develop knowledge and generate curiosity.
3. To incite the child for thinking and enquiry.
4. To provide a smooth transition from prior existing knowledge to new knowledge.
5. To develop a sense of respect towards society and nation.
6. To instill a sense of sensitivity and appreciate diversity amongst fellow human beings.
7. To respect people from all walks of life.
8. To understand the importance of moral values.
9. To develop a sense of observation and classification.
10. To inculcate values of empathy and sensitization towards their surroundings.
11. To develop a sense of national integration, patriotism and global brotherhood.
12. To abide by rules governing the civil societies.

**APRIL- MAY**

<i>TOPIC</i>	<i>TEACHING AID / METHODOLOGY</i>	<i>ACTIVITY</i>	<i>LEARNING OUTCOME</i>
LESSON – 1 THE FAMILY  (SDG – 5 Gender Equality)	Role play with finger puppets of favorite family members .	Draw your family tree in your notebook. Write about the likes and dislikes of your family members.	To understand the concept of family. · To Respect and appreciate the role of family members. To develop a sense of belongingness towards family.  To be able to use their gross and fine motor skills for role play.

<p>LESSON -2 FAMILY SIMILARITIES</p> <p>SDG -5 (GENDER EQUALITY)</p>	<p>Pic Talk Group Discussion Interview your family members.</p>	<p>Paste a picture of yourself and a family member you think you resemble.</p>	<p>To recognize that family members have similar physical features. To understand the meaning of sibling. To be Aware about concepts like - resemblance, genes etc. Respect the differences of family members.</p>
<p>LESSON – 3 OUR FOOD</p> <p>SDG – 2 (ZERO HUNGER)</p>	<p>Class discussion Flash cards Making Menu Card</p>	<p>Paste picture of main cuisine of any state. Write the recipe of your favorite dish</p>	<p>To understand the importance of food. To understand the importance of food. To identify variations in the food consumed by people living in different regions. To identify the various food items that we get from plants and animals. To develop sensitivity about the wastage of food.</p>

**JULY**

<i>TOPIC</i>	<i>TEACHING AID / METHODOLOGY</i>	<i>ACTIVITY</i>	<i>LEARNING OUTCOME</i>
<p>LESSON – 4 OUR DRESSES</p> <p>SDG-1 (NO POVERTY)</p>	<ul style="list-style-type: none"> <li>• Pictures of dresses of different states.</li> <li>• Web chart on natural and man-made fibers.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect samples of different fibers, paste them in your notebook with the region they are grown.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the reasons for the great variety of dress of India.</li> <li>• To identify the dresses worn on occasions and for different occupations.</li> </ul>

<p>LESSON – 5 THE EARLY MAN</p> <p>SDG – 4</p> <p>(QUALITY EDUCATION )</p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Clay modeling of various tools of early man.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the journey of the wheel in your notebook.</li> <li>• (TIMELINE)</li> </ul>	<ul style="list-style-type: none"> <li>• To know the life of an early man.</li> <li>• To be able to know and understand the discoveries and</li> <li>• Inventions of Early man (like fire and wheel).</li> </ul>
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**AUGUST**

<i>TOPIC</i>	<i>TEACHING AID / METHODOLOGY</i>	<i>ACTIVITY</i>	<i>LEARNING OUTCOME</i>
<p>LESSON – 9 OUR HOMES</p> <p>SDG -11</p> <p>(Sustainable cities and communities)</p>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Draw or paste pictures of different types of houses.</li> <li>• List and compare the materials used for making houses.</li> <li>• Crossword Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Model making of different types of houses</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to identify and compare different types of houses.</li> <li>• To differentiate between the houses built in towns, cities, hills and villages.</li> <li>• To Understand and compare different materials used for building houses.</li> </ul>

**SEPTEMBER**

<i>TOPIC</i>	<i>TEACHING AID\ METHODOLOGY</i>	<i>ACTIVITY</i>	<i>LEARNING OUTCOME</i>
LESSON – 10 BEAUTIFUL HOMES SDG- 3 (Good Health and Well-being)	<ul style="list-style-type: none"> <li>Making a list of things that make a home beautiful.</li> <li>3 R's diagram</li> <li>Segregation activity</li> </ul>	<ul style="list-style-type: none"> <li>Using Waste material makes decorative items for your home.</li> </ul>	<ul style="list-style-type: none"> <li>To make them aware about authority that takes care of the clean environment in cities and in villages.</li> <li>To understand the importance of waste segregation and its safe disposal.</li> </ul>

**REVISION FOR HALF YEARLY EXAMINATION**

**OCTOBER**

<i>TOPIC</i>	<i>TEACHING AID / METHODOLOGY</i>	<i>ACTIVITY</i>	<i>LEARNING OUTCOME</i>
LESSON – 6 LEARNING ABOUT WORKS SDG – 10 (Reduced Inequalities)	<ul style="list-style-type: none"> <li>Charts of different occupations</li> <li>Drawing of various occupations</li> </ul>	<ul style="list-style-type: none"> <li>Role play in your class of your desired occupation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the meaning of 'occupation'.</li> <li>To describe and compare the different types of occupations.</li> <li>To make them aware of the importance of education.</li> <li>To identify the occupations which require special education and training.</li> </ul>

<p>LESSON – 7</p> <p>If you believe you can, you will!</p> <p><b>SDG – 4</b></p> <p><b>(QUALITY EDUCATION)</b></p>	<p>Draw/ write about your Role model.</p> <ul style="list-style-type: none"> <li>• Interview any helper and enquire about his/her family, challenges faced by him/her in day-to-day life.</li> <li>• Discussion on child safety measures</li> </ul>	<p>Collage on Child Labour with slogan</p>	<ul style="list-style-type: none"> <li>• To know about Dr. A.P.J. Abdul Kalam.</li> <li>• To identify the sectors where child labour is prevalent.</li> <li>• To motivate children to help the economically weak children.</li> <li>• To inculcate the values of hard work, honesty and sincerity.</li> </ul>
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**NOVEMBER**

<i>TOPIC</i>	<i>TEACHING AID / METHODOLOGY</i>	<i>ACTIVITY</i>	<i>LEARNING OUTCOME</i>
<p>LESSON – 8</p> <p>LET US ENJOY</p> <p><b>SDG – 3 (Good health &amp; Well-being)</b></p> <p><b>SDG -4 (Quality Education)</b></p> <p><b>SDG -5 (Gender Equality)</b></p>	<ul style="list-style-type: none"> <li>• Any outdoor activity</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing or pasting of five Indoor games and five Outdoor game</li> <li>• Describe your hobby</li> <li>• My own board game (Model Making)</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how leisure time is different from work time.</li> <li>• To provide information about the benefits of games.</li> <li>• To develop a hobby.</li> <li>• To understand that some leisure time activities can be taken as an occupation.</li> </ul>

<p>LESSON – 11</p> <p>Directions</p> <p>SDG – 8</p> <p>(Decent Work and Economic Growth)</p>	<ul style="list-style-type: none"> <li>• Compass making Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Road Map Reading</li> <li>• Compass making</li> </ul>	<ul style="list-style-type: none"> <li>• To make the child understand the basic need to know direction.</li> <li>• To identify different states in four directions.</li> <li>• To enable the child to know the different cardinal directions.</li> <li>• To identify the instrument of the compass.</li> </ul>
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**DECEMBER**

<i>TOPIC</i>	<i>TEACHING AID / METHODOLOGY</i>	<i>ACTIVITY</i>	<i>LEARNING OUTCOME</i>
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<p>LESSON - 12</p> <p>Conquering Distances</p> <ul style="list-style-type: none"> <li>• SDG-11 (Sustainable Cities and Communities)</li> </ul>	<ul style="list-style-type: none"> <li>• Sign board poster on Road Safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Deciphering the traffic lights and road signs.</li> <li>• Web chart on different other uses of wheels.</li> <li>• Fuels and pollution</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and appreciate the changes brought in human life With the invention of the wheel.</li> <li>• To categorize means of transport into roadways, railways, waterways and airways.</li> <li>• To understand the need of transportation</li> </ul>
<p><b>LESSON – 11</b></p> <p><b>Closing Distances</b></p>	<p>Early means of communication</p> <ul style="list-style-type: none"> <li>• Usage of sign language</li> <li>• Series of events (story of letter)</li> <li>• Discussion on PIN code</li> <li>• Draw the different types of post boxes.</li> <li>• Modern day communication</li> </ul>	<ul style="list-style-type: none"> <li>• Various means of transport.</li> <li>• Drawing/ Pasting of different means of communication</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and effectively choose measures to curb pollution</li> <li>• To understand the meaning of Communication.</li> <li>• To make the students aware of development in the means of Communication.</li> <li>• List different means of communication between individuals.</li> </ul>

TOPIC	TEACHING AID / METHODOLOGY	ACTIVITY	LEARNING OUTCOME
<p>LESSON -14</p> <p><i>I am proud to be an Indian</i></p> <p><b>SDG – 16</b></p> <p><b>(Peace, Justice and Strong Institution.)</b></p>	<ul style="list-style-type: none"> <li>• Map Work</li> <li>• (locating states and Capitals of India)</li> <li>• Physical features of India</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Drawing of National Symbols</i></li> </ul>	<ul style="list-style-type: none"> <li>• To appreciate the unity in</li> <li>• Diversity of India and show due respect to it.</li> </ul>

**FEBRUARY**

Revision for Final Term Examination

**SUMMER HOLIDAY HOMEWORK**

- 1) Work according to your Roll number –  
Make a poster according to your roll number.

ROLL NUMBER	ACTIVITY
1-10	Joint Family and Nuclear Family
11-20	Our Food (Food of various Festivities)
21-30	Our Dress (Dresses of various Festivities)
31-40	Dance forms (Dance Forms of Various States)
41- Till Last	Ways to greet in different Languages.

- 2) On A3 Sheet, Locate the states and Union Territories of India.  
3) Learn lesson 1, lesson 2 and lesson 3.

**WINTER HOLIDAY HOMEWORK**

- 1.) Make a model of Wet and Dry Dustbin.  
**OR**

Make a model of different post boxes along with their uses.

- 2.) Revise the syllabus.

# VOCAL MUSIC 2023– 2024

## CLASS 3rd SYLLABUS

### Objectives:

- Participate as a member of group
- Sing simple songs in English and Hindi

Every class will begin with the chanting of 'OM' (Gayatri Mantra)

THEME CONTENT	TEACHING AID	METHODOLOGY/ ACTIVITY	LEARNING OUTCOME
<b>APRIL;</b> GAYATRI MANTRA, PRACTICE OF PRAYER (Itnishakti&Humkomannkishaktidena)	HARMONIUM, TABLA	MEMORIZING THE SONG / SINGING	DEVELOPING SINGING SKILLS
<b>MAY;</b> SEVEN NOTES (Sa, Re, Ga, Ma, Pa, Dha, Ni) & 5 ALANKARS	HARMONIUM, TABLA	SING THE NOTES INDIVIDUALLY	HONING THE SINGING SKILLS AND TAAL
<b>JULY;</b> SAARE JAHAN SE ACHHA & DAV GAAN & NATIONAL ANTHEM	HARMONIUM, TABLA	GET TO KNOW THE COMMUNITY SONGS and SCHOOL SONG	DEVELOPING RHYTHMIC SENSE & THE FEELING OF PATRIOTISM
<b>AUGUST;</b> 1 . Vande Matram & Satrangi Rango Se Song 2.HUM HONGE KAMYAB	HARMONIUM, TABLA	THEY WILL LEARN THE SONG AND SING IN GROUP	DEVELOPING THE SENSE OF SUR AND TAAL . THE FEELING OF PATRIOTISM
<b>SEPTEMBER;</b> 1. DAYANAND KE VEER SAINIK BANENGE 2. PRABHU JI BHENT DHARU KYA MAIN TERI	HARMONIUM, TABLA , MANJEERA	THEY WILL LEARN THE SONG AND SING IN GROUP	DEVELOPING THE AWARENESS ABOUT SWAMI DAYANANDAND INSTILLING A SENSE OF RESPECT TOWARDS VEDIC CULTURE
<b>OCTOBER;</b> FOLK SONG & BHAJAN FOR VARIOUS COMPETITIONS	HARMONIUM, MANJIRA , DHOLAK	ENUNCIATE THE LYRICS	TRADITIONAL MUSIC AND COMPETITIVE NATURE
<b>NOVEMBER;</b> 1.MANTRA:ASTO MA SADGAMAY & OM VISHVANI DEVA 2.PREPERATIONS FOR INTERSCHOOL COMPETITIONS	HARMONIUM, TABLA	MORE AND MORE PRACTICE FOR PERFECTION	EXPOSURE AND EXPERIENCE

DECEMBER; SHAANTI PATH AND PREPERATION FOR SPORTS DAY AND	HARMONIUM, TABLA, MARACUS	MORE AND MORE PRACTICE FOR	EXPOSURE AND EXPERIENCE WITH
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ANNUAL FUNCTION		PERFECTION	NEW OPPORTUNITIES
JANUARY; PREPRATION FOR REPUBLIC DAY CELEBRATION	HARMONIUM , TABLA	LEARN THE SONG AND SING IN CHOIR	PERFORMANCE AND STAGE EXPERIENCE
FEBRUARY; REVISION OF ALL THE PREVIOUS SONGS & TALENT HUNT	HARMONIUM, TABLA	PERFECTIONS	GARNISHED SINGING

**ART AND CRAFT  
SYLLABUS – 2023 – 2024**

**CLASS – III**

**APRIL – MAY**

<b>TOPIC</b>	<b>Methodology</b>	<b>Learning Outcomes</b>
Blending oil pastels Shade Card  Warli art	Art file, Oil Pastel Colours, Black Pen  Demonstration to be given in the class.	Students will learn form and rhythm in colours and lines. They will identify the illusion of depth in 2- dimensional art work.

**JULY- AUGUST**

<b>TOPIC</b>	<b>Methodology</b>	<b>Learning Outcomes</b>
Shapes and Shading  Still Life Composition	Step by Step book, Oil Pastel Colours Discussion on how to refer shade card to be given.	Students will develop art vocabulary. They will be able to identify the primary and secondary colours. They will develop compositional techniques. They will be able to identify foreground and background.

## SEPTEMBER – OCTOBER

TOPIC	Methodology	Learning Outcomes
Cartoon Drawing  Landscape Composition	Step by Step book, Oil Pastel Colours Discussion on funny faces . Emoticons to be shared.  Landforms chapter in EVS related to the drawings. Discussion to be held on the colour scheme.	Students will learn to show emotions through art. They will learn art through technology. Students will develop compositional techniques such as perspective in art.

## NOVEMBER - DECEMBER

TOPIC	Methodology	Learning Outcomes
Bird Composition  Figurative Composition	Step by Step book, Oil Pastel Colours  Simple figure drawing to be shown on the board.	Students will be able to analyse and apply the knowledge of the elements and principles of art. Observational skills will improve.

## **JANUARY - FEBRUARY**

<b>TOPIC</b>	<b>Methodology</b>	<b>Learning Outcomes</b>
Create your own composition	Art File, Oil Pastel Colours Students will be narrated a story/situation and they will recreate the scene.	Imaginary skill of the students will improve. Learning of English literature will be fun and easy.

## PHYSICAL EDUCATION

### APRIL & MAY

Topic	Methodology/Activity	Learning Outcome
Jogging & Running  Running Relay	<ul style="list-style-type: none"> <li>• Demonstration by teacher</li> <li>• The importance of yoga and mantra. A small Mat and must is not available, newspaper can be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Play the game with children sitting in different formations.</li> <li>• To be played in the field</li> <li>• Improve speed and agility Improve turn and move quickly.</li> <li>• Children will be able to perform various Asanas following the correct breathing pattern helpful in increasing flexibility and concentration</li> </ul>
March Past	<ul style="list-style-type: none"> <li>• Live demonstration by the teacher</li> </ul>	To build up stamina, flexibility and physical fit, healthy and strong

### JULY & AUGUST

Topic	Methodology/Activity	Learning Outcome
Agility, Balance and Coordination	<ul style="list-style-type: none"> <li>• Standing Kho-Kho will be played by dividing children in groups and Basketball play in two groups</li> </ul>	<ul style="list-style-type: none"> <li>• To improve agility, listening skills and awareness about spatual movements</li> </ul>
Simple Pranayam Mantra	<ul style="list-style-type: none"> <li>• The importance of yoga and mantra</li> </ul>	<ul style="list-style-type: none"> <li>• Simple breathing exercise which are like a mantra to a healthy living " A healthy mind rests in a healthy body".</li> </ul>
50 meter & 100 meter Race	<ul style="list-style-type: none"> <li>• Children will stand in line. Teacher will show the running position and divide the class into four groups.</li> </ul>	<ul style="list-style-type: none"> <li>• To build stamina through exercises and running</li> <li>• To build up physical fitness through yoga exercises</li> </ul>
One Leg Race		
Football Throw Throw Ball	<ul style="list-style-type: none"> <li>• Ground Ball</li> <li>• Activity: Ball throw on the spot</li> </ul>	<ul style="list-style-type: none"> <li>• Muscular Development</li> </ul>



## SEPTEMBER & OCTOBER

Topic	Methodology/Activity	Learning Outcome
Behaviour and Life skills  Responsibility and Safety  Food and nutrition diet and eat healthy  Physical Fitness Exercises	<ul style="list-style-type: none"> <li>• On a paper students will write examples when kids of their age might feel disappointed or feel like a failure</li> <li>• Activity: Role Model</li> <li>• Divide the class into group ( maximum eight )</li> <li>• Let the children bring pictures related to the above four basic food groups. Work in groups and playway method. Water consumption continues to be important upto the time of participation and every day 20 minutes</li> <li>• Demonstration by teacher</li> </ul>	<ul style="list-style-type: none"> <li>• To make the students aware of different types of emotions and correct ways of handling.</li> <li>• To make the child ware of responsible acts in public areas. To make students aware of various issues related to safety in home, safety in calssrooms and safety inplayground</li> <li>• To make one self aware of the nutritive value of the food items. A proper diet helps a person to be healthy.</li> <li>• To build up stamina and development of muscular power</li> </ul>

## NOVEMBER & DECEMBER

Topic	Methodology/Activity	Learning Outcome
Test- Diet Chart  Yogaand Meditation  Physical fitness exercise- Football  Tad-asana	<ul style="list-style-type: none"> <li>• Ask the question? 1-What is a balanced diet? Give an example. 2-Importance of proper diet? Material-Chart paper for groups.Pictures related the four basic food groups</li> <li>• Yoga- Activity Children will be divided into four groups</li> <li style="text-align: center;">• Demonstration by teacher</li> <li>In this activity, the children should be made to stand erect, interlock the fingers and lift their palms up, over the head. Stretch the arms above the head, while standing on their toes</li> </ul>	<ul style="list-style-type: none"> <li>• To make one self aware of the nutritive value of the food items</li> <li>• Yoga is a form of exercise which has various asanas.</li> <li>• To build up stamina and development of muscular power.</li> <li>• To help the children to keep their spine straight. To develop a sense of balance and focus in them</li> </ul>

## JANUARY & FEBRUARY

Topic	Methodology/Activity	Learning Outcome
Drop the bean bag relay	<ul style="list-style-type: none"> <li>• Play ground, colorful bean bags. Activity- drop the bean bag relay. Children will run forward and sit at a proper place.</li> </ul>	<ul style="list-style-type: none"> <li>• To build up physical fitness through exercises and running to develop coordination</li> </ul>
Different types of games-Basketball	<ul style="list-style-type: none"> <li>• Jumping, running, sit stand, one two threefinger clapping etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To sit in the circle and square in crouch position and getup from this position to arid early kho.</li> </ul>
Sing the song	<ul style="list-style-type: none"> <li>• Song -" I send a letter to my father, on the way of dropped it, Someone came and picked it up and put it in his pocket, Pocket, pocket." Material- Lime powder or markers</li> </ul>	<ul style="list-style-type: none"> <li>• Watch others, improve muscle power.</li> </ul>

नैतिकशिक्षा-पाठ्यक्रम (2023-24)

कक्षा-3

अप्रैल

पाठका नाम	शिक्षण विधि	उद्देश्य
पाठ-1 प्रार्थना, पाठ-2 सही या ग़लत,	आदर्शवाचन,अनुवाचन प्रश्न-उत्तर मौखिक एवं लिखित।	१-ईश्वरके प्रति भक्ति भाव उत्पन्न करना।२- विषम(विपरीत)परिस्थितियोंमेंसही या ग़लत की पहचान करना।
मई		
पाठ-3 मीशाऔरब्रूनो,	आदर्शवाचन,अनुवाचन प्रश्न-उत्तर मौखिक एवं लिखित।	अपनेपरिवार में, विद्यालय में, प्रत्येक कार्य को करनेके लिएउचित समय और स्थान का ध्यान रखना।
जुलाई		
पाठ- 4लेटलतीफ़पीहू , पाठ-5 हांयहमेंने किया है,	आदर्शवाचन,अनुवाचन प्रश्न-उत्तर मौखिक एवं लिखित।	1-प्रत्येकार्थ को समय पर करना चाहिए।देर से किए गए कार्यकाअच्छा फल नहीं मिलता है।2-बच्चोकोयाबड़ों को अपनी ग़लतीसहर्ष स्वीकार कर लेनी चाहिए।
अगस्त		
पाठ-6 यहहमाराकाम है, पाठ-7 महात्माहंसराज ,	आदर्शवाचन,अनुवाचन , प्रश्न-उत्तर मौखिक एवं लिखित।	1-घरकेप्रत्येक कार्य कोअपनाकार्यसमझाकरकरनाचाहिए।2- महात्माहंसराज जी केसमानहमाराजीवनत्यागऔरतपस्याकाहोनाचाहि ए।
सितम्बर	पुनरावृत्तिकार्य	

द्वितीया- सत्र

अक्टूबर-

पाठ-8 जबमेंअकेलीरह गई, पाठ-9 छोड़ोऔर आगेबढ़ो,	आदर्शवाचन,अनुवाचन, प्रश्न-उत्तर मौखिक एवं लिखित।	1-अकेलेरहजाने परघबरानानहीं चाहिए। 2- मनकेविपरीतहोनेपरदेरतकनाराज़नहींरहना चाहिए।पुरानीबातकोभूलकरआगेबढ़ना चाहिए।
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नबम्बर		
पाठ-10 सबकासाथ, मस्ती की बात।	आदर्शवाचन,अनुवाचन, प्रश्न-उत्तर मौखिक एवं लिखित।	1-सभीके साथ मिलजुलकररहना चाहिए। 2-अपनेखेलोंसभीकोसम्मिलितकरना चाहिए।
दिसम्बर		
पाठ-11 मेरीबेटीस्टेला, पाठ-12 मैंनेचुन लिया,	आदर्शवाचन,अनुवाचन, प्रश्न-उत्तर मौखिक एवं लिखित।	1-किसीभीवस्तुकोयथास्थानरखना चाहिए। 2-किसीभी वस्तुयाव्यक्तिकेचुनावमें ध्यान रखना चाहिए किवहहमेंकितनाउपयोगी है।
जनबरी		
पाठ-13 ये वक्तभीगुज़रजाएगा।	आदर्शवाचन,अनुवाचन, प्रश्न-उत्तर मौखिक एवं लिखित।	1-जीवनचुनौतियों सेभरा हुआ है।प्रत्येकचुनौतीका सामनाबहादुरीसे करना चाहिए।
फ़रवरी	पुनरावृत्ति	

**G.K.**  
**SESSION 2023-24**

April	Language and literature Pages 1 to 4
May	Language and Literature Pages 5 to 8
July	Environment Around Pages 10 to 15
August	Environment Around Pages 16 to 22
September	First Term Examination
October	World around Pages 24 to 30
November	Art and culture Pages 38 to 44
December	Math Magic Pages 47 to 53
January	Sports and Games Pages 55 to 61
February	Annual Examination

**CLASS- III**  
**SUBJECT- ICT**

Learning Outcomes	Methodology
<p style="text-align: center;"><b>Abilities</b></p> <ol style="list-style-type: none"> <li>1. Identify parts of computer and its functions. Understand steps to switch on/ off a computer.</li> <li>2. Enhancing keyboard skills for text entry- Touch Typing.</li> <li>3. To save, open and print a task.</li> <li>4. Familiarising different types of keys using Touch typing.</li> <li>5. Creative skills using Tux Paint software- Use shapes, Open, save and quit options.</li> <li>6. Window icons</li> <li>7. Knowledge acquisition using ICT</li> </ol>	<p><b>Variety of computer systems like desktop, laptop, tablet and smartphone- for Demonstration (through MS Teams)</b></p> <ol style="list-style-type: none"> <li>1. Topic based educational software</li> <li>2. Paint software-Tux Paint (Open source)</li> <li>3. Text Editor software- Wordpad</li> </ol>

Month	Topic	Related Activity	Learning Objective
<b>April</b>	<p><b>Getting Started</b></p> <ol style="list-style-type: none"> <li>1. Parts of computer and their functions</li> <li>2. Mouse buttons and their functions</li> <li>3. Switch on /off a computer</li> <li>4. Concept of Desktop, Shutdown and Restart</li> </ol>	Explain function of each button of mouse and fill different colours in them.	<ul style="list-style-type: none"> <li>➤ Identify a computer and its peripherals.</li> <li>➤ Learn Switch on/ off a computer.</li> <li>➤ Differentiate Shutdown and Restart.</li> <li>➤ Identify mouse buttons.</li> </ul>
<b>May</b>	<p><b>Fundamentals of Computers</b></p> <ol style="list-style-type: none"> <li>1. Identify different types of computers</li> <li>2. Categories of computer- Desktop, Laptop, Tablet etc.</li> <li>3. Characteristics and uses of computer</li> </ol>	Write any three tasks in which you think computer is better than you.	<ul style="list-style-type: none"> <li>➤ Understand and appreciate the importance and role of computers in today's world.</li> <li>➤ Learn features and uses of computers.</li> </ul>
<b>July</b>	<p><b>Keyboard I</b></p> <ol style="list-style-type: none"> <li>1. Familiarisation of keyboard.</li> <li>2. Positioning of alphabet and number keys</li> <li>3. Position of Enter, Spacebar, Escape and Arrow keys on the keyboard</li> </ol>	Observe the picture of keyboard and count the no of different types of keys present on it.	<ul style="list-style-type: none"> <li>➤ Identify different types of keys on keyboard.</li> <li>➤ Familiarisation of positioning and use of different types of keys.</li> </ul>
<b>August</b>	<p><b>Touch Typing- Play with Text Editor</b></p> <ol style="list-style-type: none"> <li>1. Basics of Touch typing</li> <li>2. Opening a document</li> <li>3. Concept of Home keys, right hand and left hand number keys, placing and using fingers accordingly</li> </ol>	Place your fingers on Home keys and write which finger you will use to press (A to Z) alphabet keys on the keyboard.	<ul style="list-style-type: none"> <li>➤ Enhance keyboard skills for text entry- Touch typing.</li> <li>➤ Understanding basics of Touch typing.</li> </ul>

<b>September</b>	<b>Know the Keyboard</b> <ol style="list-style-type: none"> <li>Types of Keys on Keyboard.</li> <li>Use of CAPS lock and Shift key.</li> <li>Upper / Lower case character entry.</li> <li>Num Lock key</li> </ol>	Type the given text and write how many times you used shift key and spacebar key.	<ul style="list-style-type: none"> <li>➤ Identify and familiarize with CAPS LOCK, SHIFT and NUM LOCK Keys on the keyboard.</li> <li>➤ Appreciate purpose of these keys.</li> <li>➤ Differentiate between Backspace and Delete keys.</li> </ul>
<b>Month</b>	<b>Topic</b>	<b>Related Activity</b>	<b>➤ Learning Objective</b>
<b>October</b>	<b>Using the Icons</b> <ol style="list-style-type: none"> <li>Introduction to Desktop and Icons.</li> <li>Using Icons through keyboard and mouse.</li> <li>Concept of Window</li> <li>Minimize, Maximize and Restore button.</li> </ol>	Observe parent's laptop or home computer and list the icons present on the desktop.	<ul style="list-style-type: none"> <li>➤ Knowledge acquisition using ICT.</li> <li>➤ Use Mouse and Keyboard for effective navigation.</li> </ul>
<b>November</b>	<b>Tux Paint-Let's paint the World</b> <ol style="list-style-type: none"> <li>Starting or opening tux paint</li> <li>Components of main screen</li> <li>Types of shapes tool</li> <li>Opening and saving file.</li> </ol>	Draw a Rangoli in Tux Paint and write the colours and shapes used for drawing this Rangoli.	<ul style="list-style-type: none"> <li>➤ Creating skills development using Tux paint software.</li> <li>➤ Learn various features of Tux Paint.</li> <li>➤ Appreciate the use of various tools and shapes offered by Tux Paint.</li> </ul>
<b>December</b>	<b>Use safe: Precautions while using computers.</b> <ol style="list-style-type: none"> <li>Sit right</li> <li>Use right</li> <li>Right handling of computer components.</li> <li>Dos and Don'ts of computer Lab.</li> </ol>	In the given figures tick the correct sitting postures while working on computer.	<ul style="list-style-type: none"> <li>➤ Appreciate the importance of correct posture while using computer.</li> <li>➤ Realize the importance of measures to be taken to safeguard machines.</li> </ul>
<b>January</b>	<b>Recapitulation of Second Term curriculum.</b>		