



EIGHT WEEK

ALTERNATIVE ACADEMIC CALENDAR FOR THE PRIMARY STAGE

2021-22



PART-I



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PRIMARY STAGE

2021-22

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एन सी ई आर टी
NCERT

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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और उद्यमशीलता
भारत सरकार

Minister
Education; Skill Development
& Entrepreneurship
Government of India

MESSAGE

The Indian school education system has 26.4 crore students studying in 15.1 lakh schools, where their educational needs are being addressed by 96.8 lakh teachers across primary, upper-primary, secondary and senior-secondary stages.

The Ministry of Education, Govt. of India has made multiple efforts to make sure that learning continues at home through online and offline resources during COVID-19. A comprehensive initiative called PM eVidya was launched to unify all efforts related to digital/online/on-air education to enable equitable multi-mode access to education. Class wise e-resources and e-textbooks are available on various online platforms, such as e-Pathshala, NROER, SWAYAM, and DIKSHA, so that students in higher classes can self-learn, and students in lower classes can learn under the guidance of teachers, parents, elder siblings, and adults around them.

During the last academic year (2020–2021), an initiative was taken in the form of the Alternative Academic Calendar to engage students meaningfully during their stay at home due to COVID-19 through educational activities with the help of their parents and teachers. This year too, the calendar has been prepared by the NCERT with more focus on activities for children who do not have access to any digital device. Following this calendar, students can receive school education systematically at home with the help of their teachers through available technological and social media tools, or at community centers till their schools reopen. Parents of primary and upper primary students will be guided by teachers regarding the activities to be conducted using phone, SMS, radio, television, various social media, or during home visits.

The Alternative Academic Calendar provides adequate space to the States/UTs as per local context. I hope that all the States/UTs will implement this and provide a new dimension to learning. I am also hopeful that in this difficult time, our teachers will not only be able to reduce the stress and worries of the children, but also be successful in motivating them to learn with an interest in the conducive and participatory learning environment created at home by their parents.

(Dharmendra Pradhan)

सबको शिक्षा, अच्छी शिक्षा



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Foreword

In this period of Covid-19, which is declared as global pandemic, our teachers, parents and students have to remain at home to prevent its spread in the community. In this situation, it is our responsibility to provide them with multiple alternative ways of learning at home through interesting activities. It is necessary because, in the present environment of stress we not only have to keep our children busy but also maintain continuity of their learning in the new classes. In this context, NCERT had developed an Alternative Academic Calendar for all the stages of school education for the year, 2020-21.

This year again, due to the lockdown, schools are closed and students are compelled to continue their studies from home. Therefore, NCERT has revisited its Alternative Academic Calendar inserting activities for those students and parents, who do not have access to any digital device and also giving more emphasis on integration of assessment into activities.

This calendar is initially prepared for eight weeks, which may be extended further. In this calendar the themes/topics have been selected from syllabus and are linked with learning outcomes. Guidelines have been developed for conducting interesting activities based on these learning outcomes. But it is a matter of fact that many parents do not have even a simple mobile phone as a tool to connect with school. In view of this, the activities are designed and presented in such a way that many activities can be conducted by the parents and students on their own after taking guidance from teachers during their home visit or at some identified place in the community. In case of availability of digital devices with the students, teachers can contact parents and students using a range of tools starting from simple mobile phones to internet-based diverse technological tools for giving them appropriate guidelines for conducting these activities given in the calendar.

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

This calendar is flexible and suggestive. Teachers can implement this, taking into consideration the contexts and needs of the States/UTs. Teachers can also use assessment activities given in this for assessing students' learning progress themselves or through their parents. This

calendar has been developed by the faculty members of all the constituent units of the NCERT including NIE, CIET, PSSCIVE and all the five RIEs as well as stakeholders from National and State level agencies using online platforms, such as, WhatsApp, Google Hangout, Zoom, etc. for discussion and feedback. Their hard work is commendable.

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

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

Suggestions of the concerned stake holders are welcomed for further improving this calendar and any feedback may be sent to director.ncert@nic.in and cgncert2019@gmail.com.

New Delhi
June, 2021

SRIDHAR SRIVASTAVA
Director (In charge)
National Council of Educational
Research and Training

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ALTERNATIVE ACADEMIC CALENDAR FOR STUDENTS OF PRIMARY STAGE STUDYING AT HOME

Guidelines for Teachers, Parents and School Heads

INTRODUCTION

The Government of India has introduced the National Education Policy 2020, which emphasises on holistic development of students focusing not only on development of cognitive capacities but also social, ethical, and emotional capacities and dispositions. It has stressed on restructuring school curriculum and pedagogy in a new 5+3+3+4 structure where learning must be 'Holistic, Integrated, Enjoyable, and Engaging'. In order to achieve this, it recommends flexibility in curriculum, adoption of experiential learning including cross-curricular approaches like arts integrated and sports integrated education; toy-based pedagogy; and story-telling pedagogy and 360 degree or holistic assessment. Thus, shift is needed towards competency-based learning with assessment tools aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

The entire world has been affected by Covid 19. All sectors have suffered great losses and the pandemic did not even spare the education sector. In the year 2020, schools have been closed since March, 2020 and many students might not have gone back to schools till now. However, many of them have been attending online classes, watching classes on television, listening to community radio, etc. Students have been confined to their homes, and so are most of the teachers and parents. Teacher educators, teachers and parents need to find ways to deal with this unprecedented situation arising out of lockdown in order to engage students meaningfully through educational activities at home. While there have been all efforts to flatten the epidemic curve, learning, however, continued at home, so that the learning curve of students continue to move upwards.

How should this be done? This question has been uppermost in the minds of teachers and parents. The



first thought would perhaps be homework or home assignments. However, the concept of homework is that of a task done individually; moreover, it carries with it the pressure of completion rather than that of joyful learning, therefore, alternative methods have been explored since the last academic year.

Currently, there are various technological and social media tools available for imparting education in fun-filled, interesting ways, which can be used by students to learn even while at home. Keeping in mind the varying levels of access to such tools and the variety of content, NCERT had developed General Guidelines for Implementing Weekly Plan for Learning of Students at all the Stages for the last academic year, 2020. This was termed as Alternative Academic Calendar (AAC). Many states/UTs have implemented this plan and customised this to their own needs. This entailed the use of a commonly used, simple instrument, i.e., the mobile phone.

Last year's experience gave an insight on how to address needs of school education during pandemic to an enormously diverse population of the country, especially to those with limited facilities available at home. There are students with no devices in their household making it all the more difficult to reach out to them during the lockdown periods. With an intention to reach every school-going child irrespective of their diverse conditions, the alternative academic calendar for this academic session is prepared with various alternative measures. With the experience of the previous year, it has been observed that except a small population, majority of the people own a mobile (may be a simpler one); additionally, many people use it for social media such as SMS, WhatsApp, Telegram, Facebook, Twitter as well as Google mail and Google Hangout. These tools have the advantage of providing us with the facility to connect with more than one student and parent at a time. Thus, there has been an attempt to modify this year's academic calendar while linking activities with assessment and also including activities for students who do not have access to any digital device. While modifying AAC, initiatives taken up by teachers to reach out to the students in remotest places in the pandemic period have also been kept in view.



Initiatives taken up by teachers to reach out to the students in the remotest places

A long shutdown of schools has made the teachers adapt to, or adopt innovative ways to teach students who could not attend online classes due to lack of access to devices like smartphones and computers in remote areas. In order to reach the last student of the class and school, the teachers, schools and community members made numerous efforts in their own capacities during the last academic session. Some of them given below:

- The students who do not have access to any device were encouraged to reach common study centers in their neighbourhood including local libraries, anganwadis, Akshay centers, etc. where computers and the necessary equipments or devices were arranged for online classes. The students reached common study centers as per the timetable following the protocols of COVID. During the pandemic, local public, community members, youth and teachers ensured that the students get facilities and continued their learning.
- Teachers reaching out the students is witnessed in many states to facilitate continuous learning of students. Teachers travelled to remote locations and used loudspeakers given by the community members to conduct activities and assign home work. The teachers used their mobile phones to play the relevant content for the students. In these contexts, either the students were made to sit on ground maintaining physical distance or they sat in the corridors and verandas of their homes and the teacher took classes using a loudspeaker.
- In some places, a van equipped with a loudspeaker moved, where in a science teacher took a lesson on a microphone. The teacher conducted experiments and demonstrated various processes of science. This concept of community schools really helped many students in continuing their learning process.
- Many state governments made a provision of toll-free call centers (Interactive Voice Response - IVRS) for students for clearing their doubts as and when they had any. This made the students interact with their teachers and bridged the gaps in learning.
- Another common approach that was observed in many states was that the worksheets and teaching-learning materials prepared by the teachers as per their lesson plans were shared with the students through their parents beforehand. The students used them as per the timetable given to them. In some states, the students were given assignment which they would complete weekly and submit it to school administrative committees. The teachers used to collect, go through these assignments provide feedback to the committee which in turn informed the students. Students could call their teachers, if possible, to clarify any doubt.
- Many of the states conducted various competitions like essay writing, drawing, poster making, story writing, poem writing, etc., to encourage the students' curiosity and express their feelings, understanding, etc. These were done on a range of topics and most of them were on environment, hygiene, Covid 19 and prevention against diseases, etc. Some of the states collected, compiled and published these.



There is a possibility that many of the students may not have internet facility in their mobile phones, or may not be able to use all of the above-mentioned social media tools. In such cases, students may be guided through SMS or call on mobile phones; for very young students, this can be done with the help of their parents. As mentioned above, in case of non-accessibility of any digital device for students and their parents, teachers need to reach out to them physically or through community support.

PRIMARY CLASSES: PLAN FOR ALTERNATIVE ACADEMIC CALENDAR

A week-wise plan for the primary stage (Classes I to V) has been developed, keeping in view the choice of availability of tools with the teachers. The week-wise plan consists of interesting activities and challenges (with all possibilities of addressing the diversity in access and availability of devices), with reference to learning outcomes mapped with a theme or chapter taken from syllabus or textbook for the convenience of the teachers. However, teachers are advised to use students' experiences going beyond textbook, mapping with learning outcomes. It may be mentioned here that the activities are suggestive not prescriptive in nature, nor is the sequence mandatory. Teachers and parents may opt to do the activities first that the student shows interest in, irrespective of the sequence. In the case of students in the same family studying in different classes, siblings may jointly be involved in the same activity; if the activities cater to different cognitive levels, the elder sibling can guide the younger one.

The purpose of mapping of themes with learning outcomes is to facilitate teachers and parents to assess the progress in students' learning. This may be done in a variety of ways, i.e., observation, involvement in the activity, asking questions, encouraging interaction, suggesting another activity of a similar kind, observing students' interest and participation in the activity, etc., to see changes and progress. Further, teachers may design activities on more themes (if required) based on the given learning outcomes. However, it is reiterated that the focus should be on learning, rather than testing for scores.

WhatsApp Group Call

To start a group call on WhatsApp, first of all you have to make a group of parents or students, then a conversation may be started on your WhatsApp by clicking the phone icon on the top right of the screen. Once your contact list is displayed, select the parents or students you want to call. Then connect with them through group call.



Links for e-resources have been provided along with the activities, wherever possible. Yet, if it is not possible for students to access these resources, the teacher may guide them through mobile phone to use other reference sources, such as, dictionary, atlas, news headlines, storybooks, etc.

In case of tools, such as, WhatsApp, Google Hangout, etc., are being used, teachers may do audio or video calling with a group of students and discuss with them in small groups, or all of them together. Teachers may also guide students for peer learning or group learning through these tools.

In cases, where the teacher is using the mobile phone only for calling or receiving calls and messaging, connecting with individual students or parents on a daily basis may be difficult. The teacher may opt for calling students or parents in a phase-wise manner for interacting, explaining and assessing. Hence, it is suggested that this may be done in smaller groups. For instance, a teacher may call 15 parents in a day (Day 1) and explain the work expected from their students. On Day 2, she can call 5 out of the 15 parents to ascertain the progress of the students. The progress of the remaining ten would be ascertained on Day 3 (5 students) and Day 4 (5 students). On the same day (Day 2) she may call an additional ten parents to explain the work expected. This cycle would continue, so that a class of 40 students would be covered in 8–10 days. Likewise, she can do for another set of students. In case of possibility of home visit, teacher may visit homes of those students who do not have any digital devices after identifying those households and visit them in phased manner. Teacher can also send one collective SMS containing activities to a large group of parents and students simultaneously. Voice or video recorded messages may also be sent. Subsequently, parents can also respond to teachers through SMS and recorded voice message. Thus, in case of non-availability of the internet, mobile call, SMS, voice recorded message are some of the means through which a teacher can connect with parents and students.

Note: Guidelines for using various types of available social media is annexed at Annexure-I.



GENERAL GUIDELINES FOR IMPLEMENTING WEEKLY PLAN (FOR EIGHT WEEKS) FOR THE LEARNING OF STUDENTS AT THE PRIMARY STAGE

- Teachers are advised to call up or visit the parents of the students to appraise them about the conduct of the suggested activities.
- In case, Internet is not available at a student's home, then teachers can explain to the parents about each activity over the phone, through SMS or Voice Recorded messages. Teacher must continuously ensure that the activity has been conducted, through a follow-up.
- If some students have been identified for not having access to any digital device, teacher needs to plan a visit to homes of children with worksheets and assessment plan.
- In case of availability of Internet and active WhatsApp, Facebook, Google Hangout, Google Mail, Telegram, the teacher can forward the guidelines to parents with a brief explanation.
- Teachers may also share small audio, video or other resources in the group/s.
- Teachers may stress that students should not be forced to do the activities. Rather, parents should create an atmosphere conducive to learning, for instance by telling a story or saying "let us play a game." Parents must also make efforts to participate in all these activities along with the students.
- The week-wise activities are given in the guidelines with overall learning outcomes, as learning outcomes should not be linearly divided. Resources are also mentioned wherever possible.
- Teachers may ask parents to observe changes in students' performance as given in the learning outcomes through interaction, questions, or similar kind of activities to ensure that the student is indeed making progress in learning. Relevant examples are including in class wise calendar given in coming pages.
- The activities mentioned are suggestive and can be modified based on the availability of the resources and the prior knowledge of the student.
- The week-wise plan too is flexible— the teacher can guide parents knowing the strengths, limitations and contexts of the families as well as the interests of their students.



- The activities involve observant and active questioning on the part of teacher or parent as the student is progressing the activity:
- Also, many activities cater to different concepts and skills which have to be developed in the student. A watchful integration of the concepts and prior understanding is required on the teachers' and parents' part.
- Clear and sufficient verbal and visual instructions are to be given by teachers and parents so that all students, including students with special needs, are able to follow the activities suggested.
- To overcome difficulties of access with respect to learning any subject, some pupils may require tactile, and others specialised, equipment for work related to shapes, simple additions and subtraction, etc. Some may require simpler language or more pictures. Others may need help in interpreting data in tables, etc. There may be students who may need help in interpreting oral directions or while making mental calculations.
- Opportunities are to be given to the student for logical reasoning and language development (in terms of expression of thought). Asking good questions and encouraging the student to think would help to achieve this objective.
- Appropriate worksheets can also be created, which are aligned with the activities given in the textbooks.
- Chapter wise e-content is available on the e-pathshala, NROER and DIKSHA portal of Government of India; these may be made use of.
- Provision for class-wise sessions in each subject on PM e-Vidya need to be utilised.
- Before beginning the week-wise alternative academic interventions, teachers need to have a talk with parents on 'Reducing Stress and Anxiety'. For this, the teachers need to go through the Guidelines on 'Reducing Stress and Anxiety' annexed at Annexure-II and accordingly develop points for discussion, keeping in view the stage and level of students, and conduct it through WhatsApp conference call or Google Hangout with a good number of parents.
- In this Calendar, though experiential learning through Art and Physical Education are integrated into subjects, such as, languages, Mathematics and Environmental Studies; Activities related to arts, health and physical education have also been given separate space for engaging children in joyful, stress free learning.



- For Classes I–IV, parents may conduct the given activities under the guidance of teachers. Guidance may be provided through mobile call or home visit.
- For Class V, teachers need to directly talk to students through mobile phone and using WhatsApp, etc. under the supervision of their parents. In case of non-availability of any digital device with the child, teachers need to do home-visit.
- Before teachers begin explaining these activities, they must counsel or explain to parents or guardians and students the reasons for and merits of using this calendar.
- Assessment items are embedded in the AAC which would help the students check their learning and teachers understand the progress of the students. These assessment items are suggestive. Teachers have flexibility to design their own and develop assessment items in view of the contexts and needs of children.

SUBJECT-WISE WEEKLY ACADEMIC CALENDAR

The subject-wise weekly academic calendar starts with Learning Outcomes. Learning Outcomes may be understood as changes in behaviour of students which may be observed during the process of learning leading to development of competencies and skills in students. Students may ask questions, construct sentences, develop stories, think of innovative methods to solve problems, etc., during their learning process. Their responses or changes in the process of learning lead to the development of competencies and skills. These responses and changes are not fixed, they may vary depending on the pedagogy that the teacher uses. However, they are all inter-linked and cumulative in nature. They need not be measured, rather they need to be observed and if required, supported, particularly if a gap in learning is identified. It is reiterated that the Learning Outcomes are not textbook dependent. These require focus on a student's day-to-day experiences. Teachers and parents need to know about the Learning Outcomes, so that they can observe the progress in the learning of their students in process rather than taking learning as a product and forcing students to go through a test for scores.

The next column contains activities for children having digital devices. This column contains references to textbooks, chapters, themes, e-resources, some web links, etc., to be referred to by the teachers, if they want to design contextual activities for students. This



column also suggests teachers to do home visit or take help of community to reach out to children having no digital device. These are also helpful for parents to understand the activities they are going to conduct with their students. It may be mentioned here that there is no one-to-one mapping of activities with the Learning Outcomes, yet during the conduct of these activities, parents and teachers can observe changes in students in terms of their questions, discussion, their actions, etc. These changes relate to the Learning Outcomes, and ensure that the student is learning. The activities given here are exemplar; additionally, teachers and parents may design their own activities that focus on these learning outcomes. Another column contains activities for those students and parents not having access to any digital device.

This Calendar contains class-wise and subject-wise activities in tabular form. It is up to the choice of teachers and students, which activity is to be undertaken as per their convenience and tools available with them.

These activities must not be termed as home work.

Under alternative calendar, students are studying from home with parents under the guidance of teachers. This Alternative Academic Calendar aims to promote self-learning among students.

Learning is a continuous process. The learning outcomes are impacted by the learning/pedagogical process used to develop mathematical competencies which majorly include, exploration, conceptual understanding, posing and solving problems, hypothesization and attempt to develop proofs. During the pandemic period the learners missed the classroom atmosphere and those learning opportunities that help them in achieving class-appropriate learning outcomes. No doubt, teachers took care of the learning through online modes and parents also helped their wards in ensuring their engagement. It is also a notable fact that many children and parents do not have the digital aids to ensure online learning of the children. The activities given in this documents suggests various ways to engage children irrespective of their access to digital technology. Most of the activities can be conducted by parents at home to ensure the achievement of learning outcomes and competencies expected from the learning of mathematics at primary stage.

Note- At different places in the following tables there are specific reference of figures and activities, etc. from NCERT textbook, these are given for exemplar purpose and are suggestive only. In case of state developed textbook being used by the schools, teachers need to take examples from their state developed textbooks.

Students with digital device can also do the suggested activities which are for students who do not have digital devices or access to Internet. For students having access to Internet/digital device the activities which do not require a device or Internet wherever possible, to be followed.



विषय— हिंदी (कक्षा – एक)

संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित) — रा.शै.अ.प्र.प. या राज्य द्वारा बनाई गई पाठ्यपुस्तकें, घर में उपलब्ध पढ़ने-लिखने की सामग्री, अन्य डिजिटल सामग्री (इंटरनेट, वेबसाइट, रेडियो, टीवी) आदि।

इस कैलेंडर के दोनों स्तंभों में दी गई गतिविधियों को उपकरणों की उपलब्धता एवं अनुपलब्धता के अनुसार किया जाना है, जिन बच्चों के पास उपकरण हैं; वे उपकरण सहित गतिविधियों के साथ-साथ उपकरण रहित गतिविधियों को भी कर सकते हैं और जिन बच्चों के पास उपकरण अथवा इंटरनेट नहीं हैं; वे उन गतिविधियों को करें, जिनमें उपकरणों अथवा इंटरनेट की आवश्यकता नहीं है।

| सीखने के प्रतिफल | विविध प्रकार के संसाधनों के साथ सप्ताहवार सुझावात्मक गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक या शिक्षक की मदद से करेंगे।) | |
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| | बच्चों के लिए डिजिटल उपकरण के प्रयोग सहित गतिविधियाँ | बच्चों के लिए डिजिटल उपकरण के प्रयोग रहित गतिविधियाँ |
| <p>बच्चे—</p> <ul style="list-style-type: none"> विविध उद्देश्यों के लिए अपनी भाषा और स्कूल की भाषा का प्रयोग करते हुए चर्चा करते हैं। देखी, सुनी बातों आदि के बारे में चर्चा करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं। अपने व्यक्तिगत जीवन और परिवेश पर आधारित अनुभवों को सुनाई जा रही सामग्री आदि से जोड़ते हुए चर्चा में शामिल करते हैं। चित्रों के सूक्ष्म और प्रत्यक्ष पहलुओं का सूक्ष्म अवलोकन करते हैं। लिखना, सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ी और तिरछी रेखाओं (कीरम-काँट), अक्षर-आकृतियों, स्व-वर्तनी (इंनर्वेंटिड स्पेलिंग) और स्व-नियंत्रित लेखन (कनवेंशनल राइटिंग) के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से लिखने का प्रयास करते हैं। स्वयं बनाए गए चित्रों के नाम लिखते (लेबलिंग) हैं। | <p>सप्ताह 1 और 2</p> <p>चर्चा करना/पढ़ना/लिखना</p> <ol style="list-style-type: none"> रा.शै.अ.प्र.प. की वेबसाइट के दिए गए लिंक पर जाएँ— https://ncert.nic.in/textbook.php?ahhn1=1-23 और रिमझिम भाग 1 की किताब के पृष्ठ 1 और 2 पर दिए गए चित्र को देखिए। यहाँ एक स्कूल की एक कक्षा का दृश्य दिया गया है। अपने माता-पिता, परिवार के अन्य सदस्यों के साथ उनके स्कूल, कक्षा, बचपन के बारे में, उनके समय के बारे में चर्चा करें, प्रश्न पूछें, अपने मन की बात कहें, चर्चा में आप अपनी बात भी अवश्य कहें। चर्चा में देखें कि ऐसी कौन-सी बातें हैं, जो आपके अपने अनुभव से मिलती हैं, या उनमें अंतर है। अपनी पसंद की वस्तुओं के चित्र बनाइए और उनमें रंग भरिए। यूट्यूब (youtube) चैनल अथवा टीवी पर कुछ ऐसे कार्यक्रम देखिए और रेडियो पर कुछ ऐसे कार्यक्रम सुनिए, जिनमें जीव-जंतुओं के बारे में मजेदार बातें बताई गई हों, उदाहरण के लिए— चींटियों के बारे में। इसी प्रकार से आप चाहें तो चिड़िया, बिल्ली, बंदर, कुत्ता, हाथी आदि के बारे में चर्चा कर सकते हैं। इनसे जुड़े अपने अनुभव भी साझा कीजिए। इन जीव-जंतुओं की चित्र बनाइए और उनके नाम लिखिए। नाम लिखने में बड़े आपकी मदद अवश्य करेंगे। | <p>सप्ताह 1 और 2</p> <p>चर्चा करना/पढ़ना/लिखना</p> <ul style="list-style-type: none"> अपने परिवार के सदस्यों के साथ अलग-अलग विषयों पर अपने मन की बात करें। उनके साथ उनके बचपन के बारे में, उनके समय के बारे में चर्चा करें, जैसे— उन्हें बचपन में क्या अच्छा लगता था? वे अपने दोस्तों के साथ कौन-कौन से खेल खेलते थे? कहाँ खेलते थे? क्या वे स्कूल जाते थे? क्या उन्हें स्कूल जाना अच्छा लगता था? उनका स्कूल कैसा था? उनके दोस्तों या शिक्षकों के क्या नाम थे? उनकी कक्षा में क्या-क्या होता था? खेल का मैदान कैसा था? क्या वे भाई-बहन आपस में लड़ते थे? अक्सर किस बात पर लड़ाई होती थी? जब बड़े अपने मन की बात बताएँ तो आप भी बिना किसी झिझक के अपने मन की बातें बताएँ। इस चर्चा का विषय कुछ भी हो सकता है। कोई कहानी, कविता, घटना या बात। चर्चा के कुछ विषय आस-पास के नए-पुराने समय के या नई घटनाओं के हो सकते हैं तो कुछ विषय स्कूल से जुड़े हुए भी हो सकते हैं, जैसे— हमें घर में ही क्यों रहना है? हम स्कूल क्यों नहीं जा रहे? स्कूल क्यों बंद हो गया? स्कूल न जाने पर आपको जिन-जिन वस्तुओं की याद आ रही है, उनके बारे में चर्चा कीजिए, जैसे— दोस्तों से मिलना-जुलना, दोस्तों के साथ खूब बातें करना, स्कूल में खेलना-कूदना, कहानी की किताबें पढ़ना, शिक्षक का कहानी पढ़कर सुनाना आदि। अपनी पसंद की वस्तुओं के चित्र बनाइए और उनमें रंग भरिए। |



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| | | <ul style="list-style-type: none"> आस-पास की नई-पुरानी वस्तुओं के बारे में बड़ों से चर्चा करें और उनसे सवाल पूछें, जैसे— चींटी को यह कैसे पता चलता है कि इसी डिब्बे में चीनी है? चींटियाँ एक कतार में क्यों चलती हैं? बारिश के समय चींटियाँ अपने मुँह में सामान क्यों ले जाती हैं? उन्हें अपने घर का रास्ता कैसे पता चलता होगा? चींटियाँ आपस में क्या बातें करती होंगी और उनके खेल क्या होते होंगे? क्या उनका भी स्कूल होता है? आदि। इसी प्रकार से आप चाहें तो चिड़िया, बिल्ली, बंदर, कुत्ता, हाथी आदि के बारे में चर्चा कर सकते हैं। इनसे जुड़े अपने अनुभव भी साझा कीजिए। इन जीव-जंतुओं के चित्र बनाइए और उनके नाम लिखिए। नाम लिखने में बड़े आपकी मदद अवश्य करेंगे। |
| <ul style="list-style-type: none"> विविध उद्देश्यों के लिए अपनी भाषा और स्कूल की भाषा का प्रयोग करते हुए चर्चा करते हैं। संदर्भ की मदद से आस-पास मौजूद प्रिंट के अर्थ और उद्देश्य का अनुमान लगाते हैं। देखी, सुनी बातों, कहानी, कविता आदि के बारे में चर्चा करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं। लिखना, सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ी और तिरछी रेखाओं (कीरम-काँटे), अक्षर-आकृतियों, स्व-वर्तनी (इंनर्वेंटिड स्पेलिंग) और स्व-नियंत्रित लेखन (कनवेंशनल राइटिंग) के माध्यम से सुनी | <p>सप्ताह 3, 4 और 5 (पिछले सप्ताह की गतिविधियों को जारी रखते हुए)</p> <p>कहानी/कविता/अनुभव सुनना और सुनाना/पढ़ना/लिखना</p> <ol style="list-style-type: none"> रा.शै.अ.प्र.प. की वेबसाइट के दिए गए लिंक पर जाएँ—https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf और पोस्टरनुमा चित्र (12) को देखिए। यहाँ एक बाज़ार का दृश्य दिया गया है। इस चित्र को बड़ों की मदद से पढ़िए, इस चित्र के अलग-अलग भागों पर ध्यान देते हुए उसके बारे में बड़ों के साथ, परिवार के सदस्यों के साथ चर्चा कीजिए। बड़ों से पूछिए कि उनके समय का बाज़ार कैसा होता था? वे किसके साथ बाज़ार जाते हैं? बाज़ार में क्या-क्या वस्तुएँ बिकती थी? आदि। इस चित्र में दी गई वस्तुओं में से अपनी पसंद की वस्तुओं का चित्र बनाइए, उनमें रंग भरिए, चाहें तो नाम भी लिखिए। बड़ों से पूछिए कि ऐसा क्यों होता है कि बाज़ार में कुछ वस्तुएँ टैले पर, | <p>सप्ताह 3, 4 और 5 (पिछले सप्ताह की गतिविधियों को जारी रखते हुए)</p> <p>कहानी/कविता/अनुभव सुनना और सुनाना/पढ़ना/लिखना</p> <ul style="list-style-type: none"> घर में या आस-पास मौजूद चित्रों के बारे में चर्चा कीजिए। उसमें क्या हो रहा है, वह चित्र कहाँ का है, किस बारे में है, कौन क्या कर रहा है, कौन-सी वस्तुएँ कितनी हैं? आदि। यह कब का चित्र होगा? आप चाहें तो अपनी पुस्तक के किसी चित्र पर भी चर्चा कर सकते हैं। उस पर कोई कहानी भी बनाकर सुना सकते हैं। पुराने चित्रों को एक बार फिर से देखें और बताएँ कि उसमें कुछ ऐसा है जिस पर आपने पहले कभी ध्यान नहीं दिया? अगर चित्रों में कुछ लिखा हुआ है तो उसे चित्र में दी गई वस्तुओं के आधार पर अनुमान लगाकर पढ़ने की कोशिश कीजिए। चाहें तो किसी बड़े |



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| <p>हुई और अपने मन की बातों को अपने तरीके से लिखने का प्रयास करते हैं।</p> <ul style="list-style-type: none"> स्वयं बनाए गए चित्रों के नाम लिखते (लेबलिंग) हैं। | <p>कुछ वस्तुएँ दुकान पर और कुछ वस्तुएँ नीचे धरती पर बैठकर क्यों बेची जाती होंगी? बाज़ार से जुड़े अपने मज़ेदार अनुभव या बातें बड़ों के साथ साझा कीजिए। बड़ों के साथ मिलकर तय कीजिए कि बाज़ार में कौन-सी वस्तुएँ कितनी हैं— चिड़िया, बिल्ली, जूते, आम? आदि।</p> <p>2. रा.शै.अ.प्र.प. की वेबसाइट पर दिए गए लिंक पर जाइए— https://ncert.nic.in/textbook.php?ahhn1=2-23 और रिमझिम भाग 1 की किताब के पृष्ठ 18 से 21 को देखिए। इन पृष्ठों पर एक चित्र कथा 'आम की कहानी' दी गई है। बड़ों की मदद से इस कहानी को पढ़िए। कहानी को अपनी भाषा और अपने अंदाज़ में सुनाइए। आप चाहें तो कहानी में आए पात्रों को अपनी पसंद के नाम भी दे सकते हैं, जैसे— लड़की का नाम चंदा, लड़के का नाम सूरज... इसी तरह से गिलहरी, कौवे, खरगोश, आदमी, का नाम भी सोचिए और बताइए। आप चाहें तो कहानी को अपने तरीकों से चित्रों में, शब्दों में या वाक्यों में लिख भी सकते हैं, बड़े आपकी भरपूर मदद करेंगे।</p> <p>3. आप 'आम की कहानी' को रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक पर भी सुन सकते हैं— https://youtu.be/F08pD6i6HSQ</p> | <p>की मदद भी ले सकते हैं। उन्हें खुशी ही होगी! करके तो देखिए, मज़ा आएगा। अपनी रुचि की वस्तुओं का चित्र बनाइए और उनमें रंग भरिए। चाहें तो बड़ों की मदद से उनके नाम भी लिख सकते हैं।</p> <ul style="list-style-type: none"> घर में किसी बड़े व्यक्ति से कहिए कि वे आपको पुस्तक पर उँगली रखकर कहानी अथवा कविता पढ़कर सुनाएँ। आप स्वयं भी चित्रों के सहारे अनुमान लगाते हुए पढ़ने की कोशिश कर सकते हैं। आप चाहें तो कहानी में आए पात्रों को अपनी पसंद के नाम भी दे सकते हैं। कहानी सुनकर अथवा पढ़कर कोई बात मन में आए तो पूछने में संकोच न करें। अपने परिवार में बड़ों से, दादा जी, दादीजी, भैया, दीदी, माता-पिता से कहानी या कविता, घटना या अनुभव के बारे में सुनिए और उनसे प्रश्न पूछिए या प्रश्नोत्तर कीजिए। |
| <ul style="list-style-type: none"> भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनंद लेते हैं, जैसे— इन्ना, बिन्ना, तिन्ना। अपने व्यक्तिगत जीवन और परिवेश पर आधारित अनुभवों को सुनाई जा रही सामग्री आदि से जोड़ते हुए चर्चा में सम्मिलित करते हैं। | <p>सप्ताह 6, 7 और 8 (पिछले सप्ताह की गतिविधियों को जारी रखते हुए) पढ़ना/लिखना</p> <p>1. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक पर 'चार चने' कविता को सुनिए और गाने-गुनगुनाने का आनंद लीजिए— https://youtu.be/kJ2Wa5gv2J8</p> | <p>सप्ताह 6, 7 और 8 (पिछले सप्ताह की गतिविधियों को जारी रखते हुए) पढ़ना/लिखना</p> <ul style="list-style-type: none"> घर में दादी-दादा, चाची-चाचा, माता-पिता, भाई-बहन, बुआ-फूफ़ा आदि को गीत आते होंगे, जो वे अलग-अलग अवसरों पर गाते हैं। आप भी उनसे गीत सुनिए और उन्हें सुनाइए। सुर, लय, ताल की अधिक चिंता न करें, बस |



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| <ul style="list-style-type: none"> लिखना, सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ी और तिरछी रेखाओं (कीरम-काँट), अक्षर-आकृतियों, स्व-वर्तनी (इंनवेंटिड स्पेलिंग) और स्व-नियंत्रित लेखन (कनवेंशनल राइटिंग) के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से लिखने का प्रयास करते हैं। हिंदी वर्णमाला के वर्णों या अक्षरों की आकृति और ध्वनि को पहचानते हैं। स्वयं बनाए गए चित्रों के नाम लिखते (लेबलिंग) हैं। | <p>कविता के आधार पर अपने बड़ों, परिवार के सदस्यों के साथ चर्चा कीजिए कि 'चार चने' कविता में केवल 'चने' की ही बात क्यों की गई है। अगर चने के स्थान पर बिस्कुट होता तो कविता में कौन-कौन होते?</p> <p>कविता में आई उन बातों की ओर ध्यान भी दीजिए, जिनमें एक तरह का दोहराव है, जैसे— 'पैसा पास होता तो चार चने लाते', 'चार में से एक चना... को खिलाते', '.... बड़ा मज़ा आता' आदि। इसी तरह से कविता में आए शब्दों में एक खास तरह की लय है, जैसे— 'गाता', 'आता', 'जाता' आदि।</p> <p>2. इसी कविता से जुड़ी मजेदार बातें और काम आप रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक पर देख सकते हैं— 'चार चने' कविता भाग 1 https://youtu.be/MMSml1mdxIM 'चार चने' कविता भाग 2 https://youtu.be/zQ04uiYvjsk</p> <p>3. रा.शै.अ.प्र.प. की वेबसाइट पर दिए गए लिंक पर जाइए— https://ncert.nic.in/textbook.php?ahhn1=19-23 और रिमझिम भाग 1 की किताब के पृष्ठ 102 पर दी गई 'चार चने' कविता को बड़ों की मदद से पढ़िए। बड़ों से कहें कि वे पुस्तक के पृष्ठ पर उँगली रखकर कविता पाठ करें।</p> <p>4. रा.शै.अ.प्र.प. की वेबसाइट पर दिए गए लिंक पर जाइए— https://ncert.nic.in/textbook.php?ahhn1=1-23 और रिमझिम भाग 1 की किताब के पृष्ठ 5 पर दिए नामों को बड़ों की मदद से पढ़िए और अपने नाम के अक्षरों की पहचान कीजिए।</p> | <p>आप तो जी भरकर गाइए। गीत गाते समय ध्यान दीजिएगा कि गीत के किन शब्दों में एक जैसी लय है। उन शब्दों की लय वाले अन्य शब्द खोजिए और बताइए।</p> <ul style="list-style-type: none"> आप भी कोई कहानी, कविता, घटना का विवरण सुनाइए। इस बार बड़ों को अवसर दें कि वे आपसे प्रश्न पूछें और आप उनके उत्तर दें। घर में कैलेंडर होगा तो हर दिन का विवरण लिखिए कि आज आपने दिन में— <ul style="list-style-type: none"> ✓ कितनी बार हाथ धोए? ✓ घर के कितने कामों में हाथ बँटाया? ✓ कितने अलग-अलग खेल खेले? ✓ अब तक आपने कितनी कहानियाँ सुनी हैं? <p>गिनती लिखने में आप किसी बड़े की मदद भी ले सकते हैं। आप चाहें तो यह एक कागज़ पर भी लिख सकते हैं या फिर खड़िया से ज़मीन या दीवार या स्लेट पर।</p> <ul style="list-style-type: none"> किसी बड़े व्यक्ति की मदद से अपना नाम लिखना सीखिए। फिर उसे अपनी कॉपी में, ज़मीन पर, अपने बस्ते पर लिखिए। अपना नाम पढ़िए। यह देखिए कि आपके नाम में कितने और कौन-कौन से अक्षर हैं। पता कीजिए कि आपके परिवार के सदस्यों के नाम में ये अक्षर आते हैं या नहीं? आपने जो कहानी अथवा कविता सुनी अथवा पढ़ी, उसमें आपको जो भी पसंद आया हो उसका चित्र बनाइए। चाहें तो किसी बड़े की मदद से उसका नाम भी लिख सकते हैं। |
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| | <p>अपने परिवार के नाम लिखिए और उनके नामों में आए अक्षरों की पहचान कीजिए। नामों को उँगली रखकर पढ़ने की कोशिश कीजिए।</p> <p>5. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक पर दी गई कहानी 'लालू और पीलू' से जुड़ी मजेदार बातें सुनिए, देखिए और 'म', 'प' और 'ल' अक्षर की पहचान कीजिए— https://youtu.be/SQejOxu0N7M</p> <p>साथ ही यह कहानी भी देखिए— https://youtu.be/RyYrrpEZggA</p> <p>6. रा.शै.अ.प्र.प. की वेबसाइट पर दिए गए लिंक पर जाइए— https://ncert.nic.in/textbook.php?ahhn1=0-23</p> <p>और रिमझिम भाग 1 की किताब के पृष्ठ 93-94 पर दी गई कहानी 'लालू और पीलू' को बड़ों की मदद से पढ़िए।</p> | <ul style="list-style-type: none"> • प्रतिदिन अपने माता-पिता, दादा-दादी, नाना-नानी, चाचा-चाची आदि से कोई-न-कोई कहानी अवश्य सुनिए। फिर सुनी गई कहानी को अगले दिन स्वयं उन्हें सुनाइए और फिर उनसे एक नई कहानी सुनिए। आप चाहें तो कहानी को बदलकर भी सुना सकते हैं। <p>दिव्यांग बच्चों के लिए डिजिटल सामग्री—</p> <p>https://diksha.gov.in/play/content/do_3132989788743352321671 https://diksha.gov.in/play/content/do_313305185082204160118232 https://diksha.gov.in/play/content/do_313305185160298496118233 https://diksha.gov.in/play/content/do_313304829567254528117624 https://diksha.gov.in/play/content/do_313304796363939840117618 https://diksha.gov.in/play/content/do_313304829896835072117625 https://diksha.gov.in/play/content/do_313304842358063104117626 https://diksha.gov.in/play/content/do_313304864974192640117629 https://diksha.gov.in/play/content/do_31331023608267571212458 https://diksha.gov.in/play/content/do_31331024746147840012464 https://diksha.gov.in/play/content/do_31331024660604518412462 https://diksha.gov.in/play/content/do_31331610780712960019572 https://diksha.gov.in/play/content/do_31331608586414489619563 https://diksha.gov.in/play/content/do_31331608836976640019564 https://diksha.gov.in/play/content/do_31331608842525081619565 https://diksha.gov.in/play/content/do_31331609285655756819566 https://diksha.gov.in/play/content/do_31331612119033446419590 https://diksha.gov.in/play/content/do_31331613510384025619607 https://diksha.gov.in/play/content/do_31331610822948454419573</p> |
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आकलन

हम जानते हैं कि आकलन किसी भी सीखने-सिखाने की प्रक्रिया का अभिन्न हिस्सा है। तालिका में जितनी भी गतिविधियाँ दी गई हैं, उनमें आकलन के बिंदु अथवा प्रश्न शामिल हैं, चाहे वह कोई कविता हो या कहानी या फिर चर्चा। बच्चों की मौखिक भाषा का आकलन करते समय यह ध्यान रहे कि हमारा ध्यान इन बातों की ओर हो— बच्चों के बोलने की इच्छा, अपनी बात कहने की इच्छा, दूसरे की बातों को सुनने का धैर्य, अपनी बात को कारण के साथ कहने, चित्र को रूचि के साथ पढ़ना, कहानी, कविता में आए चित्रों के सहारे कहानी अथवा कविता के बारे में अनुमान लगाते हुए पढ़ना और अक्षरों को पहचान कर चित्रों व शब्दों के माध्यम से वे किस तरह लिखित अभिव्यक्ति करते हैं। कल्पनाशीलता, तार्किक बुद्धि आदि भी आकलन के बिंदु हो सकते हैं।

**ऑनलाइन सामग्री का प्रयोग

NCERT की वेबसाइट, NROER, ई-पाठशाला तथा और भी अनेक वेबसाइट हैं, जहाँ बच्चों के लिए पढ़ने-लिखने की सामग्री है। बच्चों से कहा जा सकता है कि वे उनका उपयोग करें। उन्हें देखें, सुनें, पढ़ें और आवश्यकता व उद्देश्य के अनुसार लिखें। उदाहरण के लिए रा.शै.अ.प्र.प. द्वारा प्रकाशित बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी में), 'बरखा' क्रमिक पुस्तकमाला (हिंदी, उर्दू, संस्कृत में), पोस्टर्स (हिंदी, अंग्रेजी में), पोस्टर्स का इस्तेमाल करने के दिशा-निर्देश (हिंदी, अंग्रेजी में), हिंदी की पाठ्यपुस्तक 'रिमझिम' के ऑडियो-वीडियो कार्यक्रम देखे जा सकते हैं। इसके अतिरिक्त प्राथमिक स्तर के लिए चयनित बाल साहित्य की सूची (हिंदी, अंग्रेजी और उर्दू 2014-15 में प्रकाशित) भी देखी जा सकती है, जिससे बच्चे उन किताबों को पढ़ सकते हैं। बाल साहित्य की सूची में किताब का शीर्षक, लेखक, प्रकाशक, वर्ष आदि दिए गए हैं। बच्चे अपनी लिखी हुई कहानियाँ, कविताएँ, अनुभव, चित्र आदि रा.शै.अ.प्र.प. को भेज सकते हैं, जिनमें से चयनित रचनाओं को रा.शै.अ.प्र.प. द्वारा बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी) में प्रकाशित किया जा सकता है।

कुछ लिंक निम्नलिखित हैं—

1. 'बरखा' क्रमिक पुस्तक माला विशेष रूप से कक्षा एक और दो के बच्चों के लिए जिसमें चार स्तरों पर बच्चों की मनपसंद 40 कहानियाँ हैं।
<https://ncert.nic.in/dee/barkha-series.php?ln=>
<https://ncert.nic.in/dee/NCERTBarkhaseries/Start.html>
2. बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी में)
<https://ncert.nic.in/dee/firkee-magazine.php?ln=>
3. बच्चों के लिए हिंदी और अंग्रेजी में पोस्टर्स (कुछ कहानी, कविता और कुछ चित्रात्मक)
https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf
4. पोस्टर्स का इस्तेमाल कैसे करें— कुछ सुझाव
<https://ncert.nic.in/dee/pdf/Posterguidelines.pdf>
5. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2013-14)
[https://ncert.nic.in/dee/pdf/DDE\(eng\).pdf](https://ncert.nic.in/dee/pdf/DDE(eng).pdf)
6. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (हिंदी 2013-14)
[https://ncert.nic.in/dee/pdf/DDE\(pp\).pdf](https://ncert.nic.in/dee/pdf/DDE(pp).pdf)
7. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2012-13)
<https://ncert.nic.in/dee/pdf/listhin.pdf>
8. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2008)
https://ncert.nic.in/dee/pdf/Slctd_BEng.pdf
9. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (हिंदी 2008)
https://ncert.nic.in/dee/pdf/Slctd_BHindi.pdf



SUBJECT: ENGLISH (CLASS I)

Resources: NCERT/State Textbook of English Language for Class I or other resources – Story Books, Links as given, various objects available at home.

| Learning Outcomes | Week-wise suggestive activities along with variety of resources (to be guided by teachers or parents) | |
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| | Activities for children having some kind of digital device | Activities for children without having any digital device |
| <p>The learner–</p> <ul style="list-style-type: none"> • listens to instructions and draws a picture. • carries out simple instructions • recites poem/ rhyme with action | <p>WEEK 1</p> <p>Theme: Health and hygiene</p> <p>The parents interact with the learners on living beings and plants that are found in water. Next day, the parent may show on the Internet pictures of creatures and plants found in water. On the third day, they may ask the learner to draw a creature/plant found in water, based on descriptive instructions. The learner may be encouraged to draw and colour any one or two.</p> <p>Learners may be given simple instructions in English such as ‘After a bath do not throw the wet towel on the floor’, ‘Hang it up to dry’, along with age-appropriate posters/pictures, in the interest of health and hygiene. These may be repeated and extended over a few days.</p> <p>The learner may be facilitated to listen to the poem ‘After a Bath’. With a second listening, learners may say the words along with the audio. Learners would enjoy the repetition ‘dry, dry, dry’ and ‘shake, shake, shake’.</p> | <p>WEEK 1</p> <p>Theme: Health and hygiene</p> <p>Follow instructions in previous column and additionally do the following.</p> <p>The parent may read out the poem ‘After a Bath’ from the textbook/ photocopy. (The parent may take the help of the teacher prior to the activity, if required.) The learner may be facilitated to listen to the poem. With a second listening, learners may say the words along with the parent. Learners would enjoy the repetition ‘dry, dry, dry’ and ‘shake, shake, shake.’</p> |



Assessment Questions

Listen to the instructions and draw a picture.

- Draw a round face.
- Next, draw two long ears.
- Draw a pair of eyes and a nose.
- Now draw a mouth.
- Add a neck.

Follow the instructions.

- Pick up the book.
- Place it on the table.
- Keep a pencil beside it.

(Assessment may be through informal and systematic observations of children's play and other activities.)

- recognises letters and their sounds from a-z
- produces words with consonant blends such as br, tr, dr
- talks about the situation in English

WEEK 2**Theme: The world of sounds**

The parent may show the learner the English alphabet (only small letters) on the Internet, from time to time throughout the week.

A long strip of thick paper should be made, using an old calendar or greeting card by cutting up and pasting/stapling. The parent involves the learner in the activity (but not to handle scissors). The alphabet is small letters a-z to be hung prominently. The learner may be encouraged to look at the letters, trace with finger, and say aloud from time to time.

The parent helps the child to notice certain words in the poem: 'try', 'dry'. These have blended sounds. The parent may show related pictures on the Internet, and in the environment, so that the learner may be encouraged to say more such words with blended sounds such as 'brother', 'train', etc.

The parent shows the learner pictures of certain objects such as leaf, feather, small towel, pebble, straw, marble, paper, etc., and asks which of these would float/sink in water. The learner may be facilitated to experiment, with adult supervision. If the learner uses non-English words, the parent should not punish him/her but bring the learner progressively to English, in naming the objects and in using the verbs float/sink.

WEEK 2**Theme: The world of sounds**

Follow the instructions in previous column.



Assessment Questions

(The parent/ teacher may read out the question.)

What word would you use to fill in the blanks? Say the word.

- The colour of grass is _____ .
- The colour of wood is _____ .
- Coconuts grow on _____ .

(The parent may ensure that the blended sounds are produced clearly)

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| <ul style="list-style-type: none"> • recognises letters and their sounds from A-Z • listens to English words and simple sentences • uses Prepositions like 'on' 'in' 'under' | <p>WEEK 3</p> <p>Theme: The world of sounds</p> <p>The parent may show the learner the English alphabet (capital letters) on the Internet, every day regularly.</p> <p>A long strip of thick paper should be made, using an old calendar or greeting card by cutting up and pasting/stapling. The parent involves the learner in the activity (but not to handle scissors). The alphabet is capital letters A-Z to be hung prominently. The learner may be encouraged to look, trace the letters with a finger, and say them aloud.</p> <p>The parent interacts with the learner about the importance of switching off fans/lights when not required, in English/mother-tongue. The parent may show pictures/posters related to the theme using the Internet. The parent uses English phrases 'Switch off', 'Switch on' and encourages the learner to use such phrases/sentences.</p> <p>The parent may use pictures from the Internet, and everyday things for the activity. The parent makes use of a key chain/small toy/large handkerchief which can be hung on a peg/door/railing/tree to introduce the preposition ON.</p> <p>Similarly, the parent introduces prepositions such as IN an UNDER. Learners may also collect waste paper to throw IN the dustbin, which is kept UNDER the table/sink, etc., saying aloud sentences that describe their actions.</p> | <p>WEEK 3</p> <p>Theme: The world of sounds</p> <p>The parent may take the help of the teacher prior to the activity, if required.</p> <p>Follow the instructions in previous column. Please use everyday things available at home for the activities.</p> |
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| <ul style="list-style-type: none"> • differentiates between small and capital letters • identifies characters and sequence in a story | <p>WEEK 4</p> <p>Theme: Linguistic diversity</p> <p>Learners should be made aware about the existence of different scripts. This may be done using various online and print sources.</p> <p>Learners may be facilitated to differentiate between small and capital letters, to recognise and say them, using simple “associate capital with small letters” activity on the Internet, or identifying such letters in any old English newspaper.</p> <p>The story ‘Lalu and Peelu’ may be shown to the learner. The same story is in Rimjhim, the Hindi textbook; that may also be downloaded and shown, and then move on to English version. Role-Play of the story may be done, with other siblings or across the window with a neighbouring child.</p> | <p>WEEK 4</p> <p>Theme: Linguistic diversity</p> <p>Follow the instructions in previous column. Please use everyday things available at home for the activities.</p> |
| <ul style="list-style-type: none"> • writes simple words in English • associates words with pictures | <p>WEEK 5</p> <p>Theme: Love for nature</p> <p>The parent may draw small pictures or show pictures using the Internet, of dog, hen, cat, pig, ant, and so on. The first and the last letters of the word may be provided if need be, and gradually learners may be encouraged to write complete words.</p> <p>Since students are at home, real objects may be used instead of/ along with pictures; such as banana, apple, grape, leaf, bird, etc., Learners may be encouraged to name the object as well as the colour. The parent may also talk about different kinds of leaves: on the banana tree, grapevine, apple tree, etc., Using the Internet, the parent may also show pictures of trees and leaves not generally found in the learner’s environment.</p> | <p>WEEK 5</p> <p>Theme: Love for nature</p> <p>Follow the instructions in previous column. Please use everyday things available at home for the activities.</p> |



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| | Assessment Guidelines | |
| | The parent may ascertain if the learner is able to listen to English words, associate words with pictures and write simple words in English. Assessment may be through informal and systematic observations of children's play and other activities. | |
| <ul style="list-style-type: none"> • responds orally in any language (including sign language) to comprehension questions related to stories • uses prepositions | <p>WEEK 6</p> <p>Theme: Love for animals/birds/all living creatures</p> <p>Before conducting the activity, the parent may search on the Internet for a folk story with animals or birds as characters, and practice the sounds of the characters.</p> <p>The parent may tell the folk story in mother tongue/English, with questions in between to ensure that learner has understood. The theme to be on love and care for animals/birds/living creatures. The same may be repeated next day, introducing/reinforcing English words and phrases. Role-play may be done with older siblings.</p> <p>The parent, along with the learner, listens to the poem about a turtle. The learner may be encouraged to enact the role of a turtle and how it withdraws into its shell.</p> <p>The parent may talk to the learners about the importance of washing hands, using the prepositions 'before' and 'after' with examples in context.</p> | <p>WEEK 6</p> <p>Theme: Love for animals/birds/all living creatures</p> <p>Follow the instruction in previous column and then do the following.</p> <p>The parent may read out the poem about a turtle from the textbook/photocopy. The learner may be encouraged to enact the role of a turtle and how it withdraws into its shell. The parent may talk to the learners about the importance of washing hands, using the prepositions 'before' and 'after' with examples in context.</p> |
| <ul style="list-style-type: none"> • listens to English words and sentences and responds in English • recites poems/rhymes in English • talks about self/situations in English | <p>WEEK 7</p> <p>Theme: The world of colours</p> <p>The parent shows the learner pictures of different types of houses using the Internet, and interacts with the learner about the house they live in, specially ceiling roof, wall, door, etc., This is to facilitate the learners to recall words for colour and the parts of the house.</p> | <p>WEEK 7</p> <p>Theme: The world of colours</p> <p>Follow the instruction in previous column then do the following.</p> |



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| | <p>Link https://ncert.nic.in/textbook.php?aerd1=0-19 https://ncert.nic.in/textbook.php?aerd1=13-19 The parent searches for and encourages learner to recite poems associated with colours. One is found in Raindrops Book I, at the above link.</p> <p>The parent talks to learners about road safety measures for vehicles and pedestrians, to familiarise the learner with English words such as 'traffic' 'red' 'green', etc., in context. The learner may be encouraged to describe situations related to roads and traffic.</p> | <p>The parent reads out the poem 'Colours' from a photocopy, or similar poems, and encourages the learner to recite poems associated with colours. (The parent may take the help of the teacher if required.)</p> |
| <ul style="list-style-type: none"> • names familiar objects • associates words with pictures • talks about situation/pictures | <p>WEEK 8</p> <p>Theme: Love for nature</p> <p>Using pictures from the Internet, and from the surroundings, the parent facilitates the learner to recall and name familiar objects using English words such as pen, book, chair, plate, etc.</p> <p>The parent draws pictures to help learners identify them and write the beginning sound, as, e.g., cow, cat, cap.</p> <p>The parent, along with the learner, listens to the poem about clouds. The parent interacts with the learner on the joy brought by rain. The learner may be encouraged to describe, using words such as rain, wind, cloud, splash, umbrella, in context.</p> <p>The learner may be shown the view/picture of a park/garden from the window/balcony/using pictures from the Internet . The learner may describe it using English words as far as possible.</p> | <p>WEEK 8</p> <p>Theme: Love for nature</p> <p>Follow the instructions in previous column and then do the following.</p> <p>The parent reads out the poem 'Clouds' from the textbook/photocopy. The parent interacts with the learner on the joy brought by rain. The learner may be encouraged to describe, using words such as rain, wind, cloud, splash, umbrella, in context.</p> <p>For differently abled children having access to digital content</p> <p>https://diksha.gov.in/play/content/do_313305225899008000118250 https://diksha.gov.in/play/content/do_31331027537003315212482 https://diksha.gov.in/play/content/do_31331608475879014419562 https://diksha.gov.in/play/content/do_31331614411675238419618 https://diksha.gov.in/play/content/do_31331612442859929619595</p> |



SUBJECT: URDU (CLASS I)

| ہفتہ وار مجوزہ سرگرمیاں (WEEK-WISE SUGGESTIVE ACTIVITIES) | ماخذ (SOURCE) | آموزشی ماحصل (LEARNING OUTCOMES) |
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| <p>ہفتہ - 1</p> <p>موضوع: تصویروں کی مدد سے اندازہ لگانا</p> <p>1- بچوں کو تصاویر دکھائی جائیں یا نیچے دیے لنک کی مدد سے بچوں کو ویڈیو دکھایا جائے۔ اس میں پیش کی گئی کہانی اور دکھائے گئے جانوروں کے بارے میں طلباء سے گفتگو کی جائے۔</p> <p>2- بچوں کو دوبارہ تصاویر یا ویڈیو دکھایا جائے اور ان سے کہا جائے کہ اپنی پسند کے جانور کی تصویر بنائیں جو انھوں نے ویڈیو میں دیکھا ہے۔</p> <p>3- بچوں کو این سی ای آر ٹی کی ویب سائٹ پر موجود اردو میں برکھاسیریز کی کہانیاں میا کرائی جائیں اور تصویروں کی مدد سے اندازہ لگا کر کہانی کو سمجھنے میں مدد کی جائے۔</p> <p>اپنی جانچ کیجئے:</p> <p>1- کسی سامان کے پیکٹ پر چھپی تصویر کو دیکھ کر اندازہ لگائیے کہ وہ کس چیز کو ظاہر کر رہی ہے؟ کیا آپ کا اندازہ صحیح ہے اگر نہیں تو کیوں؟</p> | <p>این سی ای آر ٹی / ریاست کی درسی کتب</p> | <p>1- تصویروں کے ذریعے پڑھنے کی کوشش کرتے ہیں۔</p> <p>2- دوسروں کی باتوں کو توجہ اور غور سے سنتے ہیں۔</p> <p>3- آسان اظہار خیال کو سمجھتے اور سوالات کرتے ہیں۔</p> |
| <p>ہفتہ - 2</p> <p>موضوع: گفتگو کرنا/پڑھنا اور لکھنا</p> <p>1- اپنے گھر کے افراد کے ساتھ کسی بھی موضوع خواہ کوئی واقعہ ہو یا حادثہ، پر گفتگو کیجئے۔ مثال کے طور پر ہم اسکول کیوں نہیں جارہے ہیں؟ اسکول کیوں بند ہو گیا؟ وغیرہ۔ اسکول نہ جانے پر آپ کو جن چیزوں کی یاد آ رہی ہے؟ دوستوں سے ملنا جانا، خوب باتیں کرنا، اسکول میں کھیلنا۔ کودنا، کہانی کی کتابیں پڑھنا، استاد کا کہانی پڑھ کر سنانا وغیرہ۔</p> <p>2- اپنے آس پاس کی نئی پرانی چیزوں کے بارے میں اپنے بڑوں سے بات چیت کیجئے اور ان کے بارے میں سوال کیجئے۔ اپنی جانچ کیجئے:</p> <p>1- کیا آپ کو اپنے دوستوں کی ایسی عادتیں یاد ہیں جنہیں آپ نہیں پسند کرتے ہیں؟</p> <p>2- لاک ڈاؤن کے دوران آپ نے گھر میں کون کون سے کھیل کھیلے ہیں؟</p> | | |



ہفتہ - 3

موضوع: کہانی/نظم/تجربات سننا اور سنانا

1- گھر کے بڑوں سے کہئے کہ وہ آپ کو کتاب پر انگلی رکھ کر کہانی، نظم/گیت پڑھ کر سنائیں۔ کہانی یا گیت سن کر کوئی بات ذہن میں آئے تو بے تکلف ہو کر اسے ظاہر کریں۔

2- آپ بھی کوئی کہانی، نظم یا واقعہ سنائیے اور اپنے بڑوں کو موقع دیجئے کہ وہ سوال پوچھیں اور آپ ان کا جواب دیں۔ اپنی جانچ کیجئے:

1- آپ کو جو نظم یاد ہو اس کو سنا کر اس کے بارے میں جو نہیں جانتے ہیں اپنے بھائی بہن سے پوچھئے۔

2- کہانی، واقعہ، گیت سنانے کے بعد آپ نے گھر کے لوگوں کے پوچھے گئے سوالوں کے کیا جواب دیئے؟

3- کیا کسی سوال کا جواب دینے میں آپ کو پریشانی یا الجھن محسوس ہوئی؟ ہاں تو کس طرح کی؟

ہفتہ - 4

موضوع: پڑھنا اور لکھنا

1- اپنے گھر کے بڑوں کی مدد سے اپنا نام لکھنا سیکھیے۔ اور پھر اُسے اپنی کاپی پر لکھیے۔ یہ بھی معلوم کیجئے کہ نام میں کون کون سے حروف آئے ہیں۔ اُن کے پورے نام اور ان کی شکلیں کیا ہیں۔

اپنی جانچ کیجئے:

1- ان حروف کو پہچانیے:

ب پ ت ٹ ث ف

2- کیا آپ اوپر لکھے حروف پر لگے نقطوں اور چھوٹی طوئے (ط) کی پہچان کر سکتے ہیں۔

ہفتہ - 5

موضوع: حروف کی شناخت تصویروں کی مدد سے اندازہ لگانا

1- اردو حروف تہجی سے کسی ایک حرف کا انتخاب کرنے کے لیے بچوں سے کہیے۔ اور اس حرف سے شروع ہونے والے الفاظ بتانے کے لیے کہیے۔



ہفتہ - 5

موضوع: حروف کی شناخت تصویروں کی مدد سے اندازہ لگانا

1- اردو حروف تہجی سے کسی ایک حرف کا انتخاب کرنے کے لیے بچوں سے کہیے۔ اور اس حرف سے شروع ہونے والے الفاظ بتانے کے لیے کہیے۔

2- منتخب کیے ہوئے حرف سے شروع ہونے والے لفظ جو کسی چیز، سامان یا جاندار کا نام ہو سکتا ہے، کی تصویر بنانے کے لیے کہیے۔ بچے تصویر بنانے میں دلچسپی لیتے ہیں۔

3- اسی طرح کسی دوسرے حرف کا انتخاب کرنے کے لیے کہیے اور اس کی مدد سے تصویر بنانے کے لیے بھی کہا جاسکتا ہے۔ بچوں کی بنائی تصویر کے بارے میں ان سے بات چیت کی جاسکتی ہے۔

4- دیے گئے لنک کی مدد سے حروف اور ان سے متعلق تصاویر پر غور کیا جاسکتا ہے:

(i)

<https://ncert.nic.in/textbook.php?aulb1=0-27>

(ii)

<https://ncert.nic.in/textbook.php?fulb1=0-32>

(iii)

<https://ncert.nic.in/textbook.php?gudp1=0-26>

اپنی جانچ کیجئے:

1- اپنی پسند کی کوئی تین تصویریں بنائیے اور ان کے نام کا پہلا حرف لکھیے۔

ہفتہ - 6

موضوع: گفتگو کرنا اور پڑھنا

1- اپنے گھر کے افراد کے ساتھ اپنی پسند کا کوئی گیت، نغمہ یا نظم گائیے۔ اس گیت، نغمے یا نظم میں آئے الفاظ میں سے کسی ایک لفظ کا انتخاب کیجئے اور اس جیسی آواز والے دوسرے الفاظ بتائیے جیسے لگانا، جانا، آنا، زمانا، بنانا، جگانا، سجانا، خزانہ، لانا، بتانا وغیرہ۔

2- اپنے آس پاس کی چیزوں کے بارے میں اپنے بڑوں سے بات چیت کیجئے اور ان کے بارے میں سوال کیجئے۔



اپنی جانچ کیجئے:

1- نیچے دیے گئے الفاظ سے آپ حروف کی الٹ پھیر یا کم کر کے کتنے الفاظ بنا سکتے ہیں۔

(مثال : مکان - مان، کان، ان، من، کن)

آرام، دوکان

- 1- اپنے گھر والوں کو کوئی نظم یا نغمہ سنائیے۔
- 2- آپ کی گلی میں جو سامان بچھنے آتے ہیں ان کے بارے میں کچھ بتائیے۔
- 3- سامان بچھنے والے جو آوازیں لگاتے ہیں وہ آپ کو کیسی لگتی ہے؟
- 4- الف سے شروع ہونے والے چار لفظ بتائیے۔

ہفتہ - 7

موضوع : مختلف موضوعات پر اظہار خیال کرنا

1- ٹیلی ویژن پر دکھائے جا رہے کسی پروگرام کو دیکھیے اور گھر کے افراد کے ساتھ اس کے بارے میں گفتگو کیجئے۔ گھر کے بڑوں کو چاہیے کہ وہ بچوں کو بولنے کا زیادہ سے زیادہ موقع دیں اور ان کی باتوں کو غور سے سنیں۔

2- روزانہ کے اہم واقعات کی فہرست تیار کیجئے اور روزانہ شام کے وقت ان واقعات پر گھر کے افراد کے ساتھ گفتگو کیجئے۔

اپنی جانچ کیجئے:

- 1- کورونا عالمی وبا سے کس طرح محفوظ رہا جائے؟
- 2- کورونا کے بارے میں آپ کیا جانتے ہیں؟ اس کے بارے میں بتائیے۔
- 3- کورونا بیماری سے بچنے کے لیے آپ کیا کرتے ہیں؟

ہفتہ - 8

موضوع : مشاہدہ کرنا اور تحریر کرنا

1- الگ الگ الفاظ کی فہرست تیار کیجئے اور یہ دیکھیے کہ ان لفظوں والی چیزیں گھر کے اندر کہاں کہاں رکھی ہیں۔ انہیں تلاش کیجئے۔


2- گھر کے کسی حصہ جیسے باورچی خانہ، غسل خانہ، اسٹور روم، ڈرائنگ روم میں رکھی چیزوں کو بغور دیکھیے، ان کی فہرست بنائیے اور گھر کے افراد کو دکھائیے۔

اپنی جانچ کیجئے:

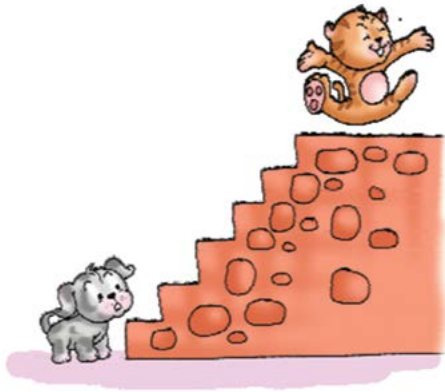
- 1- اگر آپ کو اپنا کمرہ سجانے کا موقع ملے تو آپ اس میں کیا کیا سامان رکھنا چاہیں گے ان کے نام لکھیے۔



SUBJECT: MATHEMATICS (CLASS I)

| Learning Outcomes | Resource(s) | Week-wise suggestive activities (to be guided by parents with the help of teachers) |
|---|--|--|
| <p>The learner-</p> <ul style="list-style-type: none"> classifies objects into groups based on a few physical attributes such as shape, size and other observable properties including rolling and sliding recites number names and counts objects up to 20, concretely, pictorially and symbolically describes the physical features of various solids/shapes in her own language. For example, a ball rolls, a box slides, etc. works with numbers 1 to 20. <ul style="list-style-type: none"> counts objects using numbers 1 to 9 Compares numbers up to 20. For example tells whether the number of girls or number of boys is more in the class. develops the concept of zero. applies addition and subtraction of numbers 1 to 20 in daily life. <ul style="list-style-type: none"> constructs addition facts up to 9 by using concrete objects. For example, to find $3+3$ counts 3 steps forward from 3 and concludes that $3+3=6$. subtracts numbers using 1 to 9. For example, the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude $9-3=6$ | <p>NCERT Textbook/ State developed Textbook in Mathematics for Class I Chapter 1 Shapes and Space</p> <p>Chapter 2 Numbers from one to nine</p> <p>Chapter 3 Addition</p> <p>Chapter 4 Subtraction</p> <p>Chapter 5 Numbers from ten to twenty Number Cards Paper cards with Numeral on one side and the same number of dots on the other. Domino cards Paper cards are divided into two parts which have less than nine dots on each part.</p> <p>QR codes related to these chapters available on NROER</p> | <p>WEEK 1</p> <p>Theme: Pre-number vocabulary</p> <ul style="list-style-type: none"> The student can be asked to observe different contexts and situations from the immediate environment, such as things that are inside/outside their room/kitchen/house, etc. The student may be encouraged to use spatial vocabulary/concepts like top-bottom, on under, inside-outside, above-below, near-far, before-after, thin- thick, big-small, etc. The student can be asked to identify and compare things around them for example the things which are near-far, tall-short, thick-thin, etc. The student can identify the differences and similarities between objects through different senses such as touching, hearing, and seeing and not limited to one sense. The student can also be given worksheets emphasising such activities. These worksheets should give students multiple ways of expressing themselves and engaging with the objects around them. <p>Assessment questions</p> <ol style="list-style-type: none"> Which fruit is bigger? A watermelon or a cherry? List down 5 objects which are outside and 5 objects which are inside your room? Draw a tree which is thicker than the given tree. <div style="text-align: center;">  </div> <ol style="list-style-type: none"> Tick the animal which is at the bottom of the stairs. <p>https://diksha.gov.in/ncert/play/collection/do_31307360988104294412732?content-Type=TextBook</p> |



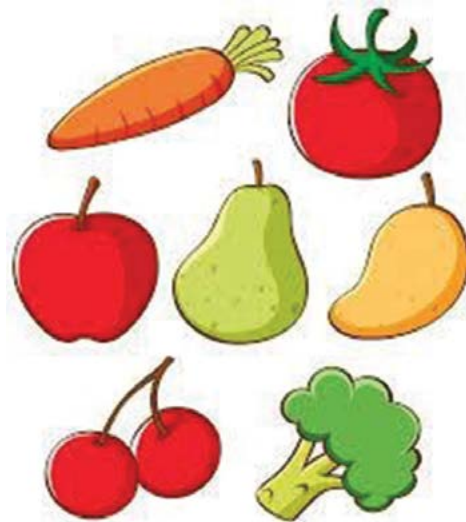
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| <p>solves day-to-day problems related to addition and subtraction of numbers up to 9</p> <ul style="list-style-type: none"> recognises numbers up to 20 and writes numerals | | <p>5. Tell 3 places which are near your house and 3 places which are far from your school.</p>  <p>For children having access to digital content https://diksha.gov.in/play/content/do_31334703769111756811280</p> <p>https://diksha.gov.in/play/collection/do_31307360988104294412732?contentId=-do_3130580907904778241443</p> <p>https://diksha.gov.in/play/collection/do_31307360988104294412732?contentId=-do_3130191888588226561767</p> <p>https://nroer.gov.in/55ab34ff81fc-cb4f1d806025/file/57c6d87016b51c-1d3087a134</p> <p>For Differently abled children https://diksha.gov.in/play/content/do_31334705165548748812656</p> |
| | | <p>WEEK 2</p> <p>Theme: Classification</p> <ul style="list-style-type: none"> The student may be asked to collect a few objects on a table like pens, pencils, colours, erasers, sharpeners, or other material of cloth, paper, wood, glass, plastic, grains, pulses, spoons, magazines, etc. It must be ensured that these objects are of different colors and shapes. The student can be asked to classify them into several groups. The student may categorise objects on the basis of colors, shapes, sizes, utility or any other features that are observable and accessible by them. |



- The student may be asked why they have placed an object in a particular group. This will help the student in describing the criterion on the basis of which he/she has made that classification.
- The classification may also include segregating three-dimensional objects based on their physical properties like round, flat, having corners, rolls or slides, etc.
- Let the student now form only two groups of all the above objects. Ask the criterion on the basis of the formation of such groups. One such example can be that of objects belonging to a student's school bag placed in one group and the rest in another. A second example would be that one group has objects of a particular colour in one group and rest in another group, etc.

Assessment questions

1. Identify five objects from the environment which rolls.
2. Classify the vegetables and fruits into two groups.



3. Give children some 3 white balls and 4 black balls. Ask them to separate out the balls and make groups. Help the child by prompting questions like in which group I should place this ball.
4. Ask children to classify small and big bowls/spoons into two groups available in the kitchen.
5. Collect different colored clothespin at your home. Sort them into different groups based on their colors.



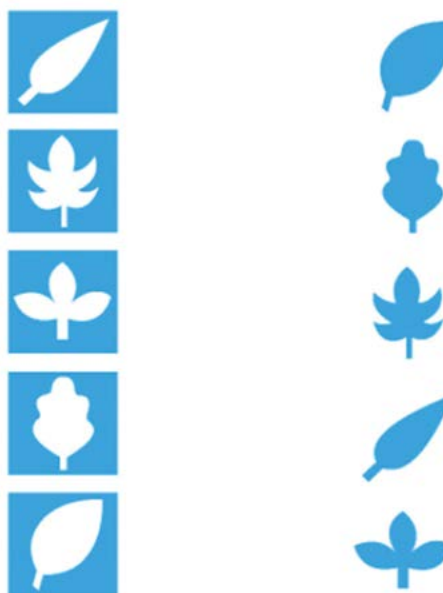
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| | | <p>WEEK 3</p> <p>Theme: One to One correspondence</p> <ul style="list-style-type: none"> • The student can be asked to take out as many bowls/spoons/plates as there are members in the house. • The student may be asked to button up a shirt focusing on the one-to-one correspondence with the button and the buttonhole. • The student can be asked to make two groups and say which group has more/less/equal objects. The student may do this on the basis of one-to-one correspondence, or just by observation. <p>Assessment questions</p> <ol style="list-style-type: none"> 1. Give an open shirt to the child. Ask the child to button up the shirt. 2. Ask the child to put one clothespin on each cloth hung for drying. 3. Ask the child to take out as many plates as many members are there in your home. |



4. Are there enough plates for each cake?
Explain your answer.



5. Match to make the correct pair.



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| | | <p>WEEK 4</p> <p>Theme: Counting and developing number sense</p> <ul style="list-style-type: none"> • The student may be asked to arrange the objects in a linear order and demonstrate the counting of objects by reciting number names and pointing to one object at a time. Ask the student to repeat the same. This will help the student in remembering the number names in order and also to initiate the process of counting. • Form a group by adding one object at time and counting. For example in an empty plate put one grape or any other available fruit/ candy, etc., and say 'One' aloud. Now put one more and say 'One, and one more, make two!' Again put one more object and say aloud 'Two, and one more, make three!' Such experiences will help the student in developing number sense: that five is one more than four, or two more than three, or four more than one. <p><i>Note: Up till now the numberness and number sense is developing by listening and speaking. Please avoid engaging the student in writing the numerals till she/he gets a clear understanding of numbers up to twenty.</i></p> <ul style="list-style-type: none"> • Provide opportunities for the student to make a group of objects having a given number. Like making groups of three colours each, or drawing ten dots on a sheet of paper, floor, etc. • Provide opportunities to count objects, for instance, the student may take out objects up to 9 objects from a given collection of objects such as picking any 8 spoons/4 beads/6 ice-cream sticks, etc. from the given box and to take out objects up to 20 objects from a given collection of objects. • The student can be asked to count objects in the vicinity like the number of glasses in the kitchen, the number of chairs in the room, the number of family members, etc. (less than 20). • Show a number chart or number card to the student and read the numeral. Also, ask the student to take out the card having the symbol for a particular number from one to nine. • Make groups of objects and ask which group has more or less. Now let the student use numbers to tell the answer. For example, if a group of objects and ask which group has more or less. Now let the student use numbers to tell the answer. For example, if a group has 7 and another group has 10 objects let the student now say that group with 10 objects is bigger than the group having 7 objects and |
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that one group has three more or three less objects than the other group. The comparison of numbers is now being done by the student on the basis of her/his understanding of number sense.

- Provide opportunities to the student to count and compare the number of objects in different groups up to twenty. Make this task more realistic, interesting, and accessible for all students. Avoid making artificial groups for the student to count and compare. Such tasks should be from the student's daily life experiences and situations.

Assessment questions

1. Draw as many flowers as there are dots in the given sheet



2. Draw six dots on the given ladybug.



3. Count and tell the number of members in your family.
4. Count and tell the number of fingers of your hands
5. Which parts of your body are there in pair of two?

For children having access to digital content

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WEEK 5**Theme: Reading and writing of numerals from 1 to 5**

- Teacher/Parent should ensure that before the children attempt to read and write numerals 1 to 9, they should be very confident in counting up to nine.
- Use number cards to introduce numerals and then can be encouraged to write once the child is familiar with the numerals.
- Children could be given a set of 9 cards, each card having a numeral from one to 9 on one side and that many dots on the other. Since the children can count the number of dots, this can be used as a key in reading the numeral on the card.
- Children can practice reading numerals by asking to read and checking by counting the dots on the reverse side of the card.
- Children can use their cards as prop while working on practicing writing of numerals.
- Practice writing of numerals 1 to 5 when the child is confident in recognition of the numerals. This can be done in many ways like by finger on sand or mud pit.
- Children may be given the number cut outs available in toy shops or can make their own by cardboard or thermocol sheet.






Assessment questions

1. Count and Match.

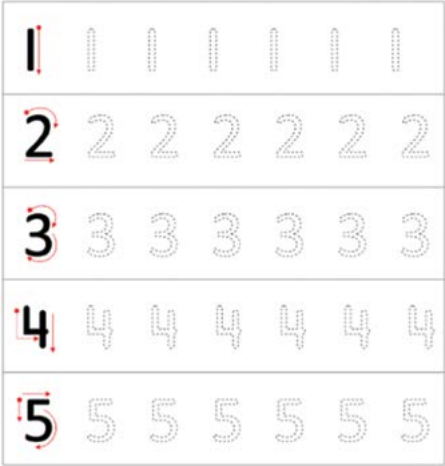
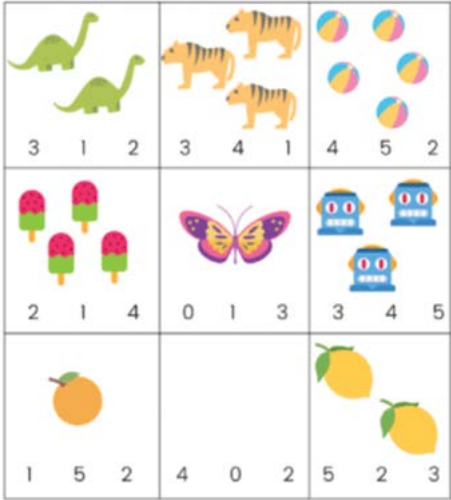
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|  | 5 |
|  | 4 |
|  | 2 |
|  | 3 |
|  | 6 |
|  | 1 |

2. Draw 6 ice-creams.













3. Count and match.

| | |
|----------|---|
| 4 |  |
| 2 |  |
| 5 |  |
| 3 |  |
| 1 |  |






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| | | <p>4. Write</p>  <p>5. Circle the correct number.</p>  |
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| | | <p>WEEK 6</p> <p>Theme: Reading and writing of numerals 6, 7, 8, 9 and the concept of zero</p> <ul style="list-style-type: none"> • Similar activities as done for numerals 1–5 in the previous week can be planned for numerals 6 to 9. • To introduce “zero”, collect some objects, up to five in number, on your table. Ask children to tell how many they are. Then remove one, saying “one goes out” or something similar, and ask “how many left?” When the last object is removed some child in the class may say “zero”, most are likely to say “nothing”. You can introduce the idea of zero as a number here, which signifies absence of something in a collection. For example, saying “zero pen on the table” signifies absence of pens on the table • Once the children get the idea of zero, you can introduce another card in their set with zero on one side and blank on the reverse. • Practice writing of the numeral zero with the child when he/she is confident in its recognition | | | | | | | | |
| | | <ul style="list-style-type: none"> • Ask children to identify the symbol for the number zero written around the child like wrappers, bills, calendar, charts, etc. <p>Assessment questions</p> <ol style="list-style-type: none"> 1. Count and write <table border="1" data-bbox="837 1213 1401 1650"> <tbody> <tr> <td></td> <td>6 6 6 6 6</td> </tr> <tr> <td></td> <td>7 7 7 7 7</td> </tr> <tr> <td></td> <td>8 8 8 8 8</td> </tr> <tr> <td></td> <td>9 9 9 9 9</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 2. Count and write the number of fans in your house. 3. Complete the series. 4. 3, -----, 5, -----, -----, 8 |  | 6 6 6 6 6 |  | 7 7 7 7 7 |  | 8 8 8 8 8 |  | 9 9 9 9 9 |
|  | 6 6 6 6 6 | | | | | | | | | |
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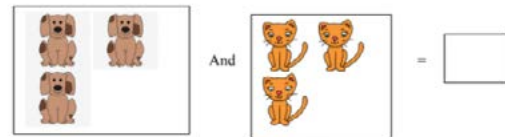
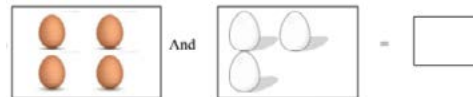
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| | | <p>5. Write the number of legs of the given octopus.</p>  <p>6. Count and circle the correct number.</p>  <p>8, 6, 9</p>  <p>8, 6, 9</p> <p>For children having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_31307360988104294412732?contentId=-do_31307884521259827219755</p> <p>https://diksha.gov.in/play/collection/do_31307360988104294412732?contentId=-do_31307884529863065617719</p> <p>https://diksha.gov.in/play/collection/do_31307360988104294412732?contentId=-do_31307884560028467218040</p> |
| | | <p>WEEK 7</p> <p>Theme: Developing number sense and addition</p> <ul style="list-style-type: none"> • Activities relating to comparison of numbers, what comes after, before, in between, matching may be done with children • Use words like more than, less than or equal through the strategy of one to one correspondence in objects in two groups |



- Provide a lot of exposure and experience of combining two collections and recounting the number of objects in the new collection. Children may be provided enough opportunities to handle a wide variety of concrete materials for combining two groups of objects. For example, collect some objects like leaves, pebbles, seeds, etc. Keep them in two different groups and ask the child to tell how many objects are there in the two groups
- Take two cards having pictures of different numbers of objects (of the same kind). Ask the students to tell how many objects are there altogether
- Take a domino, say 4-3 domino. Ask a child to count the holes on its two parts and then tell the total number of holes in the domino
- There are many opportunities in everyone's daily life to add numbers like we had four plates in one rack and three on the other. How many plates are there in all on both the racks

Assessment questions

1. Add and write



2. Rahul has 6 toffees. Priya has 3 toffees. How many toffees do they have altogether?

3. Fill in the blanks.



4. Fill in the blank.




Four pencils are added to three pencils will give us _____ pencils.

5. I have 5 fingers in one hand and 5 fingers in other hand. Construct an addition fact to find the total number of fingers in two hands.



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| | | <p>WEEK 8</p> <p>Theme: Addition of numbers</p> <ul style="list-style-type: none"> • Addition Facts: With concrete objects to make, say 5, in as many ways as one can. Then ask children to make different numbers in many ways. Write a number on the notebook, say 7, and ask the child to give one answer for it. Then ask are there more numbers which when added gives 7, till all the answers are listed • Commutative Property of Addition: Help children to learn the commutative aspect of addition using concrete objects and then with the help of dominoes. Ask questions like—4 pencils and 2 pencils are how many pencils altogether? 2 pencils and 4 pencils are how many pencils in all? Give many such examples, so that the child can appreciate the commutative property of addition. No need to introduce the term and ask abstract questions about commutativity, just an understanding that whether one takes 2 first and then adds 4 or the other way round, the answer will remain the same. This later helps the child in adding numbers in a more convenient way like while adding 2 and 17 the child need not count 17 ahead of 2 but can do it by count 2 ahead of 17. • Zero in addition: Take a container and put some objects in it. Ask the children to count the objects. Now put three objects more and ask the children to say three more objects have been added. Ask them to count the objects now. Take another container and put, say five objects in it. Do not put any more objects. Ask children to say zero objects have been added. Ask them to count the objects in the container. Help children to realise that “five and zero make five only”. |



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| | | <ul style="list-style-type: none"> • At the end, the children must learn to add two numbers, without using concrete objects. • Speak out any two numbers say 2 and 4. Ask the child what does 2 and 4 make. The child should say 6. If the answer is wrong help her/him to get the right answer, using concrete objects and counting beyond one number. Continue this process with several pairs of numbers. • Encourage the child to explore different strategies to add numbers up to 9 like counting on forward and using already known addition facts. <p>Assessment questions</p> <p>1. Fill in the blanks</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  $5 + 3 = \square$ </div> <div style="text-align: center;">  $2 + 2 = \square$ </div> <div style="text-align: center;">  $5 + 2 = \square$ </div> </div> <p>2. $3 + 4$ is same as $4 + 3$. True or False?</p> <p>3. When Zero is added to a number, the answer remains the same. Yes or No. Explain with an example.</p> <p>4. Draw and explain the given statement.</p> <p>5. $5 + 3 = 8$</p> <p>6. Write three addition facts for number 9. Or Which two numbers on adding gives 9?</p> <p>For children having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_31307360988104294412732?contentId=-do_313078845850468352111694</p> <p>For differently abled children having access to digital content</p> <p>https://diksha.gov.in/play/content/do_31331613499529625619606</p> <p>https://diksha.gov.in/play/content/do_31331613296314777619601</p> <p>https://diksha.gov.in/play/content/do_31332150108297625611656</p> <p>https://diksha.gov.in/play/content/do_31332092363191910411271</p> <p>https://diksha.gov.in/play/content/do_31332148378642022411567</p> |
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विषय— हिंदी (कक्षा - दो)

संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित) — रा.शै.अ.प्र.प. या राज्य द्वारा बनाई गई पाठ्यपुस्तकें, घर में उपलब्ध पढ़ने-लिखने की सामग्री, अन्य डिजिटल सामग्री (इंटरनेट, वेबसाइट, रेडियो, टीवी) आदि।

इस कैलेंडर के दोनों स्तंभों में दी गई गतिविधियों को उपकरणों की उपलब्धता एवं अनुपलब्धता के अनुसार किया जाना है, जिन बच्चों के पास उपकरण हैं; वे उपकरण सहित गतिविधियों के साथ-साथ उपकरण रहित गतिविधियों को भी कर सकते हैं और जिन बच्चों के पास उपकरण अथवा इंटरनेट नहीं हैं; वे उन गतिविधियों को करें, जिनमें उपकरणों अथवा इंटरनेट की आवश्यकता नहीं है।

| सीखने के प्रतिफल | विविध प्रकार के संसाधनों के साथ सप्ताहवार सुझावात्मक गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक या शिक्षक की मदद से करेंगे।) | |
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| | बच्चों के लिए डिजिटल उपकरण के प्रयोग सहित गतिविधियाँ | बच्चों के लिए डिजिटल उपकरण के प्रयोग रहित गतिविधियाँ |
| <p>बच्चे—</p> <ul style="list-style-type: none"> विविध उद्देश्यों के लिए अपनी भाषा और स्कूल की भाषा का इस्तेमाल करते हुए चर्चा करते हैं। देखी, सुनी बातों, कहानी, कविता आदि के बारे में चर्चा करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं। चित्र के सूक्ष्म और प्रत्यक्ष पहलुओं पर बारीक अवलोकन करते हैं। संदर्भ की मदद से आस-पास मौजूद प्रिंट के अर्थ और उद्देश्य का अनुमान लगाते हैं। पढ़ी कहानी, कविताओं आदि में लिपि चिह्नों अथवा शब्दों अथवा वाक्यों आदि को देखकर और उनकी ध्वनियों को सुनकर, समझकर उनकी पहचान करते हैं। लिखना, सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ी और तिरछी रेखाओं (कीरम-कॉर्ट), अक्षर-आकृतियों, स्व-वर्तनी (इंनर्वेंटिड स्पेलिंग) और स्व-नियंत्रित लेखन (कनवेंशनल राइटिंग) के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से लिखने का प्रयास करते हैं। | <p>सप्ताह 1, 2 और 3</p> <p>चर्चा करना/पढ़ना/लिखना</p> <ol style="list-style-type: none"> रा.शै.अ.प्र.प. की वेबसाइट के दिए गए लिंक पर जाइए— https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf यहाँ दिए गए पोस्टर 1 को देखें और उसके बारे में बड़ों के साथ चर्चा करें, सवाल पूछिए कि चूहे किस तरह से रसोईघर में नुकसान करते हैं? रसोईघर में से खाने-पीने की किन वस्तुओं को ले भागते हैं? चूहे और किन-किन वस्तुओं को कुतर जाते हैं? कभी आपके कपड़े या कॉपी-किताबें कुतरी हैं? चूहे बिल में कैसे रहते होंगे? क्या उन्हें अँधेरे में डर नहीं लगता होगा? आदि। इसी पोस्टर पर छपी कविता को पढ़ें। पढ़ने में बड़ों की मदद भी ले सकते हैं। देखें कि इस कविता में चूहों ने क्या खाया? क्या उन्होंने पुए खाने से पहले किसी से पूछा? अगर चूहे किसी से पूछकर पुए खाते तो क्या कोई उन्हें खाने देता? इस कविता में कौन-कौन से शब्द आए हैं? चूहे, पुए, पूछ, किससे, खाए आदि शब्दों में कौन-कौन से अक्षर आए हैं? 'च', 'ख', 'ए', 'क', 'स' आदि अक्षरों से बनने वाले अन्य शब्द बताइए, जैसे— चाची, खाना, एक, केला, सोना आदि इन शब्दों को कॉपी में लिखिए और पूछे गए अक्षरों पर घेरा लगाइए। रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए और 'भालू ने खेली फुटबॉल' कहानी देखने का आनंद लें। | <p>सप्ताह 1, 2 और 3</p> <p>चर्चा करना/पढ़ना/लिखना</p> <ul style="list-style-type: none"> आपके मन में जो भी बातें हों, उन्हें कह दीजिए। अपने परिवार के साथ मन भरने तक चर्चा कीजिए। यह चर्चा आपकी-उनकी पसंद-नापसंद पर हो सकती है, किसी काम को करने के तरीके पर हो सकती है। किसी हाल ही की घटना के बारे में हो सकती है, जैसे— कोरोना विषाणु (वायरस) से सब इतना डर क्यों रहे हैं? कोरोना विषाणु (वायरस) क्या कोई कीड़ा है? वह देखने में कैसा है? वह फैलता कैसे है? क्या इसकी कोई दवाई नहीं है? आदि। यह चर्चा किसी कहानी अथवा कविता के पोस्टर, किताब या किसी वस्तु के पैकेट पर हो सकती है। घर में अलग-अलग तरह की वस्तुओं पर जो छपा है या लिखा है उसके बारे में अनुमान लगाकर पढ़ें कि क्या लिखा अथवा छपा होगा। अपने अनुमान को किसी बड़े की मदद से तय कीजिए कि आपका अनुमान सही था या गलत? गलत होने की चिंता न करें। बड़ों से पूछिए कि यह क्या लिखा है? उस अक्षर, शब्द, वाक्य की पहचान कीजिए और यह देखिए कि यह अक्षर, शब्द, वाक्य आपके आस-पास उपलब्ध लिखित सामग्री में कहाँ-कहाँ है? उसे पढ़ने की कोशिश कीजिए। कहानी के बारे में लिखिए। यह लेखन, चित्र, शब्द, वाक्य अथवा किसी भी रूप में हो सकता है। |



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| | <p>https://youtu.be/9JGHOgwh9JA बड़ों के साथ कहानी की घटनाओं, पात्रों के बारे में चर्चा कीजिए। कहानी की मनपसंद घटनाओं, पात्रों के बारे में लिखिए और उसे पढ़कर सुनाइए। अपनी भाषा में और अपने अंदाज़ में कहानी भी सुनाइए।</p> <p>4. आप यह कहानी रा.शै.अ.प्र.प. की वेबसाइट के दिए गए लिंक पर पढ़ भी सकते हैं। (पाठ 2, पृष्ठ 8-11) https://ncert.nic.in/textbook.php?bhhl=2-15 (पीडीएफ़) https://epathshala.nic.in/process.php?id=students&type=eTextbooks&ln=en (फ्लिप बुक, पाठ 2)</p> <p>5. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर ही दिए गए इस लिंक से जुड़िए और 'भालू ने खेती फुटबॉल' कहानी से जुड़ी मज़ेदार बातें सुनिए— कार्यक्रम में पूछी गई बातों या पूछे गए प्रश्नों के उत्तर सोचकर बताइए। अगर लालू-पीलू को हरी-हरी घास खाना पसंद होता तो आप उसका क्या नाम रखना चाहेंगे और क्यों?</p> | <ul style="list-style-type: none"> आप अपनी रुचि की पुस्तक भी पढ़ सकते हैं। यह पुस्तक घर में मौजूद हो सकती है, भाई-बहन की कोई पुस्तक हो सकती है, पिछले साल की पाठ्यपुस्तक हो सकती है। जो पुस्तक पढ़ें उसके बारे में अपने घर के सदस्यों को बताएँ या फिर दोस्तों के साथ फ़ोन पर साझा करें, जैसे— कक्षा एक हिंदी की पाठ्यपुस्तक 'रिमझिम' की यह कहानी— <p>लालू और पीलू</p> <ul style="list-style-type: none"> एक मुर्गी थी। मुर्गी के दो चूज़े थे। एक का नाम था लालू, दूसरे का नाम था पीलू। लालू लाल वस्तुएँ खाता था। पीलू पीली वस्तुएँ खाता था। एक दिन लालू ने एक पौधे पर कुछ लाल-लाल देखा। लालू ने उसे खा लिया। लालू की जीभ जलने लगी। वह रोने लगा। मुर्गी दौड़ी हुई आई। पीलू भागकर पीला गुड़ लाया, लालू ने झट गुड़ खाया। उसके मुँह की जलन ठीक हो गई। मुर्गी ने लालू और पीलू को गले से लिपटा लिया। आप इस कहानी को दोबारा पढ़ सकते हैं, कहानी के बारे में सोच सकते हैं कि अगर लालू-पीलू की एक बहन होती तो उसका क्या नाम होता और उसे क्या खाना पसंद होता आदि। आप भी खाने-पीने में अपनी और आपने परिवार के सदस्यों की पसंद और नापसंद की एक सूची बना सकते हैं। करके देखिए, बड़ा मज़ा आएगा। |
| <ul style="list-style-type: none"> देखी, सुनी बातों, कहानी, कविता आदि के बारे में चर्चा करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं। अपने स्तर और पसंद के अनुसार कहानी, कविता, आदि को आनंद के साथ पढ़कर अपनी प्रतिक्रिया व्यक्त करते हैं अथवा प्रश्न पूछते हैं। | <p>सप्ताह 4, 5 और 6 कहानी/कविता/अनुभव सुनना और सुनाना और भाषा का सृजन तथा ध्वनियों और शब्दों के साथ खेलने का आनंद</p> <p>1. रा.शै.अ.प्र.प. की वेबसाइट के दिए गए लिंक पर जाइए— https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf यहाँ दिए गए पोस्टर 2 को देखिए और उसके बारे में बड़ों के साथ चर्चा कीजिए, सवाल पूछिए। पानी के बरसने</p> | <p>सप्ताह 4, 5 और 6 कहानी/कविता/अनुभव सुनना और सुनाना और भाषा का सृजन तथा ध्वनियों और शब्दों के साथ खेलने का आनंद</p> <ul style="list-style-type: none"> परिवार में बड़ों से, दादा-दादी, भैया-दीदी, माता-पिता से कहानी या कविता, घटना या अनुभव के बारे में सुनिए और उनसे प्रश्न पूछिए या प्रश्नोत्तर करिए। |



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| <ul style="list-style-type: none"> भाषा में निहित शब्दों और ध्वनियों के साथ खेल का मज़ा लेते हुए लय और तुक वाले शब्द बनाते हैं। लिखना, सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ी और तिरछी रेखाओं (कीरम-काँटे), अक्षर-आकृतियों, स्व-वर्तनी (इंनवेंटिड स्पेलिंग) और स्व-नियंत्रित लेखन (कनवेंशनल राइटिंग) के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से लिखने का प्रयास करते हैं। | <p>को क्या कहते हैं? हाथी किसके शोर से डर गया था और क्यों? चूहा छतरी लेकर क्यों भाग रहा है? आदि।</p> <p>परिवार के सदस्यों से पूछिए, किस-किस को बारिश में भीगना अच्छा लगता है? पानी में भीगने पर किसे अधिक छींक आती है? बचपन में बारिश में कागज़ की नाव किस-किसने चलाई है? बारिश के अवर पर कौन-सा गीत गया जाता है? गाकर सुनाइए! आप गीत गाने-गुनगुनाने का आनंद लें।</p> <p>कविता में आए 'छाँव'-'गाँव' अथवा 'ज़ोर'-'शोर' अथवा; 'टपक'-'छपक' आदि शब्दों में की लय वाले अन्य शब्द बताएँ और लिखें, उदाहरण के लिए—'छाँव'-'गाँव' के साथ 'पाँव'। 'टपक'-'छपक' के साथ 'लपक' आदि।</p> | <ul style="list-style-type: none"> घर में दादी, दादा, चाचा, माँ, पिताजी, बहन, बुआ आदि को गीत आते होंगे जो वे अलग-अलग अवसरों पर गाते हैं। आप भी उनसे गीत सुनिए और उन्हें सुनाइए। सुर, लय, ताल की चिंता मत कीजियेगा, बस आप तो जी भरकर गाइए। आप भी कोई कहानी, कविता, घटना के बारे में सुनाइए। इस बार बड़ों को अवसर दें कि वे आपसे प्रश्न पूछें और आप उनके उत्तर दें। आप चाहें तो अपनी हिंदी की किताब में से भी कोई कहानी या कविता सुना सकते हैं। पढ़ी हुई कहानी, कविता पर अपनी पसंद-नापसंद बताएँ कि आपको उसमें क्या अच्छा लगा और क्यों? आप किसी कहानी अथवा कविता को आगे भी बढ़ा सकते हैं। आप एक शब्द अथवा वाक्य चुन लीजिए, जैसे— अट्टू, पट्टू, मट्टू; गए मेले, खाए केले, अकेले-अकेले आदि और उससे अन्य शब्द अथवा वाक्य बनाइए अथवा अपने परिवार के सदस्यों से बनवाइए। जो टीम सबसे अधिक शब्द बनाएगी, वह टीम विजयी घोषित होगी। |
| <ul style="list-style-type: none"> अपनी कल्पना से कहानी, कविता आदि बनाते हैं। पढ़ी कहानी, कविताओं आदि में लिपि चिह्नों अथवा शब्दों अथवा वाक्यों आदि को देखकर और उनकी ध्वनियों को सुनकर, समझकर उनकी पहचान करते हैं। लिखना, सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ी और तिरछी रेखाओं (कीरम-काँटे), अक्षर-आकृतियों, स्व-वर्तनी (इंनवेंटिड स्पेलिंग) और स्व-नियंत्रित लेखन (कनवेंशनल राइटिंग) के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से लिखने का प्रयास करते हैं। | <p>सप्ताह 7 और 8</p> <p>अपनी भाषा में लिखना/पढ़ना</p> <p>1. रा.शै.अ.प्र.प. की वेबसाइट के दिए गए लिंक पर जाइए— https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf यहाँ दिए गए पोस्टर 2 की कविता को आगे बढ़ाइए। आप चाहें तो कविता को कहानी की तरह भी सुना सकते हैं, लिख सकते हैं। देखिए कि कविता में कौन-कौन से शब्द आए हैं? शब्दों में कौन-कौन से अक्षर आए हैं? कविता में आपको जो-जो बातें पसंद आईं, उनके बारे में लिखिए। यह लेखन चर्चा, शब्द अथवा वाक्यों में हो सकता है।</p> | <p>सप्ताह 7 और 8</p> <p>अपनी भाषा में लिखना/पढ़ना</p> <ul style="list-style-type: none"> आप किसी कहानी अथवा कविता अथवा चित्र के पोस्टर पर भी कहानी या कविता बनाएँ और सुनाएँ। किसी कहानी अथवा कविता में आए वाक्यों, शब्दों को पढ़ने की कोशिश कीजिए। उन शब्दों और वाक्यों की पहचान कीजिए, जो कहानी अथवा कविता में बार-बार आए हैं। अब उन अक्षरों की पहचान कीजिए, जो उन शब्दों और वाक्यों में बहुत बार आए हैं। पढ़ी अथवा सुनी हुई कहानी अथवा कविता या चित्र वाले पोस्टर में जो आपको अच्छा लगे उसका चित्र बनाकर उसका नाम लिखने की कोशिश कीजिए। अपने मन से कोई कहानी अथवा कविता लिखिए। अब जो |



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| | <p>2. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए और 'नटखट चूहा' कहानी देखने का आनंद लीजिए— https://youtu.be/8uJHc8t-0gE</p> | <p>लिखा है, उसे पढ़ने की कोशिश कीजिए। लिखने अथवा पढ़ने में भी किसी बड़े व्यक्ति की मदद भी ले सकते हैं।</p> <ul style="list-style-type: none"> • आपको घर में रहना कैसा लग रहा है? आप कई दिनों से स्कूल भी नहीं गए और आपको अपने दोस्तों की याद आ रही है, तो उन्हें झटपट एक चिट्ठी लिखिए। इस चिट्ठी में वह सब लिखें, जो आप अपने दोस्त से कहना चाहते हैं। अपनी बात को कहने को कोई भी तरीका, जैसे— चित्र बनाकर, शब्दों या वाक्यों में लिखकर आदि अपना सकते हैं। <p>दिव्यांग बच्चों के लिए डिजिटल सामग्री—</p> <p>https://diksha.gov.in/play/content/do_313286289672855552114945 https://diksha.gov.in/play/content/do_313286259174817792114893 https://diksha.gov.in/play/content/do_313286260046798848114896 https://diksha.gov.in/play/content/do_313305184902463488118230 https://diksha.gov.in/play/content/do_31331037723927347212520 https://diksha.gov.in/play/content/do_31331027963626291212483 https://diksha.gov.in/play/content/do_31331025638822707212476 https://diksha.gov.in/play/content/do_31331024770925363212466</p> |
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आकलन

हम जानते हैं कि आकलन किसी भी सीखने-सिखाने की प्रक्रिया का अभिन्न हिस्सा है। तालिका में जितनी भी गतिविधियाँ दी गई हैं, उनमें आकलन के बिंदु अथवा प्रश्न शामिल हैं, चाहे वह कोई कविता हो या कहानी या फिर चर्चा हो। बच्चों की मौखिक भाषा का आकलन करते समय यह ध्यान रहे कि हमारा ध्यान इन बातों की ओर हो— बच्चों के बोलने की इच्छा, अपनी बात कहने की इच्छा, दूसरे की बातों को सुनने का धैर्य, अपनी बात को कारण के साथ कहने, चित्र को रुचि के साथ पढ़ना, कहानी, कविता में आए चित्रों के सहारे कहानी अथवा कविता के बारे में अनुमान लगाते हुए पढ़ना और अक्षरों की पहचान कर चित्रों, शब्दों के माध्यम से वे किस तरह लिखित अभिव्यक्ति करते हैं आदि। कल्पनाशीलता, तार्किक बुद्धि आदि भी आकलन के बिंदु हो सकते हैं। बच्चों की क्षमता और भाषा प्रयोग के अवसरों को केंद्र में रखते हुए उनका आकलन करें। बच्चे जो बातें कहते हैं, पढ़ते हैं, लिखते हैं, उन सभी में उनके विचार, भाव और भाषा प्रयोग को ही आकलन का केंद्र बनाना बेहतर होगा।



****ऑनलाइन सामग्री का प्रयोग**

NCERT की वेबसाइट, NROER, ई-पाठशाला तथा और भी अनेक वेबसाइट हैं, जहाँ बच्चों के लिए पढ़ने-लिखने की सामग्री है। बच्चों से कहा जा सकता है कि वे उनका उपयोग करें। उन्हें देखें, सुनें, पढ़ें और आवश्यकता व उद्देश्य के अनुसार लिखें, उदहारण के लिए— रा.शै.अ.प्र.प. द्वारा प्रकाशित बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी में), 'बरखा' क्रमिक पुस्तक माला (हिंदी, उर्दू, संस्कृत में), पोस्टर्स (हिंदी, अंग्रेजी में), पोस्टर्स का प्रयोग करने के दिशा-निर्देश (हिंदी, अंग्रेजी में), हिंदी की पाठ्यपुस्तक 'रिमझिम' के ऑडियो-वीडियो कार्यक्रम देखे जा सकते हैं। इसके अतिरिक्त प्राथमिक स्तर के लिए चयनित बाल साहित्य की सूची (हिंदी, अंग्रेजी और उर्दू में 2014-15) भी देखी जा सकती है, जिससे बच्चे उन पुस्तकों को पढ़ सकते हैं। बाल साहित्य की सूची में पुस्तक का शीर्षक, लेखक, प्रकाशक, वर्ष आदि दिए गए हैं। बच्चे अपनी लिखी हुई कहानियाँ, कविताएँ, अनुभव, चित्र आदि रा.शै.अ.प्र.प. को भेज सकते हैं, जिनमें से चयनित रचनाओं को रा.शै.अ.प्र.प. द्वारा बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी) में प्रकाशित किया जा सकता है।

कुछ लिंक निम्नलिखित हैं—

1. 'बरखा' क्रमिक पुस्तक माला विशेष रूप से कक्षा एक और दो के बच्चों के लिए जिसमें चार स्तरों पर बच्चों की मनपसंद 40 कहानियाँ हैं।
<https://ncert.nic.in/dee/barkha-series.php?ln=>
<https://ncert.nic.in/dee/NCERTBarkhaseries/Start.html>
2. बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी में)
<https://ncert.nic.in/dee/firkee-magazine.php?ln=>
3. बच्चों के लिए हिंदी और अंग्रेजी में पोस्टर्स (कुछ कहानी, कविता और कुछ चित्रात्मक)
https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf
4. पोस्टर्स का इस्तेमाल कैसे करें— कुछ सुझाव
<https://ncert.nic.in/dee/pdf/Posterguidelines.pdf>
5. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2013-14)
[https://ncert.nic.in/dee/pdf/DDE\(eng\).pdf](https://ncert.nic.in/dee/pdf/DDE(eng).pdf)
6. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (हिंदी 2013-14)
[https://ncert.nic.in/dee/pdf/DDE\(pp\).pdf](https://ncert.nic.in/dee/pdf/DDE(pp).pdf)
7. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2012-13)
<https://ncert.nic.in/dee/pdf/listhin.pdf>
8. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2008)
https://ncert.nic.in/dee/pdf/Slctd_BEng.pdf
9. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (हिंदी 2008)
https://ncert.nic.in/dee/pdf/Slctd_BHindi.pdf



SUBJECT: ENGLISH (CLASS II)

Resources: NCERT/State Textbook of English Language for Class II or other resources – Story Books, Links as given, various objects available at home.

| Learning Outcomes | Week-wise suggestive activities along with variety of resources (to be guided by teachers or parents) | |
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| | Activities for children having some kind of digital device | Activities for children without having any digital device |
| <p>The learner–</p> <ul style="list-style-type: none"> draws a picture/ writes a few words related to the poem uses adjectives related to size, shape, colour, weight, etc. listens to English words | <p>WEEK 1</p> <p>Theme: Love for nature</p> <p>Link</p> <p>https://www.youtube.com/watch?v=8D-ZHH8n5AQ</p> <p>The parent facilitates listening to the poem. The learner may listen a second time and attempt to write down the names of the animals and birds mentioned in the poem. The parent may interact with the learner, while showing pictures on the Internet, on the new/unfamiliar creatures, their food, and habitat.</p> <p>The parent may interact with the learners on various animals, birds, and insects, using adjectives, while showing each one on the Internet. The learners may be asked to describe the animals and birds mentioned in the poem, using adjectives related to size, shape, colour, weight, etc.</p> <p>The learner may be introduced to collective nouns such as herd, flock, swarm, etc., in the context of the theme.</p> | <p>WEEK 1</p> <p>Theme: Love for nature</p> <p>The parent may take the help of the teacher before the activity if required.</p> <p>The parent reads out the poem to the learner from the textbook or photocopy. The learner may listen a second time and attempt to write down the names of the animals and birds mentioned in the poem. The parent may interact with the learner on the new/unfamiliar creatures, their food, and habitat</p> <p>Please follow the instructions in the previous column.</p> |



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| | <p>Assessment Questions</p> <p>What word would you use to fill in the blanks? Choose from the words given in brackets.</p> <ul style="list-style-type: none"> • A ball is _____ in shape. (square, round) • An elephant is a _____ animal. (small, large) • A crow is _____ in colour. (black, red) <p>(Assessment may be through informal and systematic observations of children’s play and other activities.)</p> | |
| <ul style="list-style-type: none"> • expresses verbally his/her opinion in English/mother tongue • listen to instructions and draw a picture • uses adjectives related to colour and texture | <p>WEEK 2</p> <p>Theme: Acceptance of diversity</p> <p>The parent interacts with the learner on diversity, taking examples from the poem. The discussion could move on to diversity in humans: tall/short, dark/fair, but that everyone is special. Pictures of human beings of different races may be shown to the learner, using the Internet. The parent can use examples from stories familiar to the learner.</p> <p>The learner is shown a picture of a road with traffic lights and a zebra crossing and may be encouraged to name and draw them.</p> <p>The parent shows various kinds of cloth to elicit from the learner words that describe colour and texture.</p> | <p>WEEK 2</p> <p>Theme: Acceptance of diversity</p> <p>The parent may take the help of the teacher before the activity if required.</p> <p>The parent reads out the poem to the learner. The parent interacts with the learner on diversity, taking examples from the poem. The discussion could move on to diversity in humans: tall/short, dark/fair, but that everyone is special. The parent can use examples from stories familiar to the learner.</p> <p>The learner may be helped to recall the memory of a a road with traffic lights and a zebra crossing and may be encouraged to name and draw them.</p> <p>Also, follow the instructions from the previous column.</p> |
| | <p>Assessment Questions</p> <p>Give two describing words/phrases for each of the following animals:</p> <ul style="list-style-type: none"> • Elephant • Camel • Cow • Sheep • Horse • Dog | |



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| <ul style="list-style-type: none"> • sings songs or rhymes with action • listen to short texts from children's magazine/ children's section of the newspaper | <p>WEEK 3</p> <p>Theme: The world of sound</p> <p>The parent may download the well-known song from the Internet, and along with the learner, sings the song 'When you are happy and you know it' or any other action song. Then the parent may encourage the learner to sing it on his/her own.</p> <p>The parent may select from the Internet single-picture cartoons and show them to the learner; the parent may also read out a few jokes in English from it, and ensure that the learner has understood them.</p> | <p>WEEK 3</p> <p>Theme: The world of sound</p> <p>The parent may take the help of the teacher before the activity if required.</p> <p>Using the textbook or a photocopy, the parent, along with the learner, sings the song 'When you are happy and you know it' or any other action song. Then the parent may encourage the learner to sing it on his/her own.</p> <p>The parent may read out a few jokes in English from the children's magazine/newspaper, and ensure that the learner has understood them.</p> |
| <ul style="list-style-type: none"> • listens to English words, greetings, and polite forms of expression. • identifies characters and sequence in a story | <p>WEEK 4</p> <p>Theme: Good manners and courtesy</p> <p>Link https://nroer.gov.in/55ab34ff81f-ccb4f1d806025/page/589d-6468472d4a351365e9fc</p> <p>The parent shows the video and helps the learner to notice how each guest is welcomed and made to feel comfortable, and how each guest is well mannered.</p> <p>The teacher may ask parents to recollect the folktale, 'The Wind and the Sun' and narrate to learners at home, to reinforce the points on good manners.</p> | <p>WEEK 4</p> <p>Theme: Good manners and courtesy</p> <p>The parent tells the learner about the tradition of welcoming guests. Using imagination, the parent initiates a narrative about different animals and birds coming home as guests and helps the learner to notice how each guest is welcomed and made to feel comfortable, and how each guest is well mannered.</p> <p>The teacher may ask parents to recollect the folktale, 'The Wind and the Sun' and narrate to learners at home, to reinforce the points on good manners.</p> |



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| <ul style="list-style-type: none"> expresses his/her opinion verbally draws or writes a few sentences in response to the poem listens to English words | <p>WEEK 5</p> <p>Theme: Self and nature</p> <p>Link https://www.youtube.com/watch?v=bwdMR7WkcJY</p> <p>The parent facilitates listening of the poem and interacts with the learner on the sounds and smell associated with rain, and on ways to shelter from the rain, to encourage the learner to express an opinion.</p> <p>The learner listens again to the poem, and draws a picture, and writes a few sentences on it.</p> <p>The parent interacts with children on words for rain, cloud umbrella, water, etc, in mother tongue and English; and on forms of water such as sea, river, and pond. The parent may show related pictures on the Internet.</p> | <p>WEEK 5</p> <p>Theme: Self and nature</p> <p>Using the textbook or a photocopy, the parent facilitates listening of the poem and interacts with the learner on the sounds and smell associated with rain, and on ways to shelter from the rain, to encourage the learner to express an opinion.</p> <p>Follow the instructions from the previous column.</p> |
| <ul style="list-style-type: none"> uses prepositions such as, 'before' and 'after' talk about situations | <p>WEEK 6</p> <p>Theme: Love for nature</p> <p>The parent interacts with the children on what is noticeable before it rains and after it rains, to enable learners to learn these prepositions in context.</p> <p>The parent interacts with children on what happens to little creatures such as snails and ants when it rains. The parent may show related pictures on the Internet. The learners may be encouraged to speak about these situations.</p> | <p>WEEK 6</p> <p>Theme: Love for nature</p> <p>The parent interacts with the children on what is noticeable before it rains and after it rains, to enable the learner to learn these prepositions in context.</p> <p>The parent interacts with children on what happens to little creatures such as snails and ants when it rains. The learners may be encouraged to speak about these situations.</p> |



- listens to English words
- expresses verbally his/her opinion

WEEK 7**Theme: Listen to English****Link****NROER**

<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d>

Duration: From 6:00-7:00

The parent, along with the learner, may listen to the poem 'Ten Little Fingers'. The parent asks questions to elicit responses on the details that the learner has noticed.

The parent may use a simple rhyming activity from the Internet, for the English words 'pin' and 'spot' and encourage the learner to do the activity. Then the parent cuts up old greeting cards into small squares on which he/she writes words that rhyme with 'pin', 'spot', etc. (4 words X 5 sets). Learners are asked to sort them out based on the ending sound.

The parent interacts with the learner on the special kind of feet that frogs have (webbed feet) in their mother tongue and/or English. The parent may show related pictures on the Internet. Learners are encouraged to guess the names of water birds that have webbed feet, and the reason why.

WEEK 7**Theme: Listen to English**

The parent may take the help of the teacher before the activity if required.

The parent may read out the poem from a photocopy of Ten Little Fingers. The parent asks questions to elicit responses on the details that the learner has noticed.

The parent initiates a discussion on rhyming words. Then the parent cuts up old greeting cards into small squares on which he/she writes words that rhyme with 'pin', 'spot', etc. (4 words X 5 sets). Learners are asked to sort them out based on the ending sound.

The parent interacts with the learner on the special kind of feet that frogs have (webbed feet) in their mother tongue and/or English. Learners are encouraged to guess the names of water birds that have webbed feet, and the reason why.



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| <ul style="list-style-type: none"> • responds to comprehension questions • listens to instructions and draw | <p>WEEK 8</p> <p>Theme: Self and family</p> <p>Link https://www.youtube.com/watch?v=AluSYe3AP_U</p> <p>The parent interacts with the learner on the special bond between grandparents and grandchildren. He/she facilitates listening to the poem 'Granny, Granny, please comb my hair. The parent follows it up with questions to ascertain that the learner has understood.</p> <p>The parent facilitates listening to the poem 'Mr. Nobody' after downloading it from the NCERT website. After a second listening, the parent may ask a few questions to ascertain that the learner has understood.</p> <p>The learner attempts to draw the picture of Mr. Nobody, listening to the parent/sibling who calls out instructions such as 'big ears', 'round red nose', etc.</p> | <p>WEEK 8</p> <p>Theme: Self and family</p> <p>Please follow the instructions in the previous column.</p> <p>Using the textbook or a photocopy, the parent facilitates listening to the poem 'Mr. Nobody'. After a second listening, the parent may ask a few questions to ascertain that the learner has understood.</p> <p>For differently abled children having access to digital content https://diksha.gov.in/play/content/do_313286289761247232114946 https://diksha.gov.in/play/content/do_313286295052541952114963 https://diksha.gov.in/play/content/do_31329882317402931216435 https://diksha.gov.in/play/content/do_3132989788743352321660 https://diksha.gov.in/play/content/do_3132989794301542401661</p> |
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SUBJECT: URDU (CLASS II)

| ہفتہ وار تجویز سرگرمیاں (WEEK-WISE SUGGESTIVE ACTIVITIES) | ماخذ (SOURCE) | آموزشی ماحصل (LEARNING OUTCOMES) |
|---|--|--|
| <p style="text-align: right;">ہفتہ - 1</p> <p>موضوع : حروف کو جوڑ کر پڑھنا اور لکھنا</p> <p>1- کسی کتاب یا سامان کے پیکیٹ پر چھپی یا لکھی عبارت کو پڑھنے کی کوشش کیجیے۔ آپ حروف کو جوڑ کر اور اندازہ لگا کر پڑھنے کی کوشش کیجیے۔ اپنے گھر کے بڑوں سے یہ معلوم کیجیے کہ آپ کا اندازہ کس حد تک صحیح ہے۔ اندازہ غلط ہونے کی صورت میں بڑوں کی مدد سے صحیح پڑھنے کی کوشش کیجیے۔ یہ بھی معلوم کیجیے کہ یہ حرف یا لفظ ارد گرد موجود اشیا پر کہاں کہاں موجود ہے؟ انہیں پڑھنے کی کوشش کیجیے۔</p> <p>2- ایسی تصویر یا پوسٹر کو لیجیے جس پر کوئی عبارت تحریر ہو۔ آپ اسی طرح کی تصویر بنائیے اور اس کے اوپر اُس کا نام/عنوان لکھنے کی کوشش کیجیے۔ آپ اس میں اپنے بڑوں کی مدد لے سکتے ہیں۔</p> <p>3- تصویروں والی کوئی ایسی کتاب پڑھنے کی کوشش کیجیے جو گھر پر موجود ہو یا انٹرنیٹ کی مدد سے بھی ایسی کتاب تلاش کر کے پڑھ سکتے ہیں۔ این سی ای آر ٹی کی ویب سائٹ پر ایسی کتابیں موجود ہیں، اُن سے استفادہ کیا جا سکتا ہے۔</p> <p>4- اپنی پڑھی ہوئی کتاب کے بارے میں فون پر اپنے دوستوں سے گفتگو کیجیے اور انہیں بھی اس کتاب کو پڑھنے کے لیے کہیے۔</p> <p style="text-align: right;">اپنی جانچ کیجیے:</p> <p>1- اپنے دوست سے فون پر گفتگو کیجیے اور اس کے بعد کی گئی گفتگو کو نکات کی شکل میں نوٹ کیجیے اور یہ دیکھیے کیا کوئی بات درج ہونے سے رہ گئی ہے؟</p> | <p>این سی ای آر ٹی/ریاست کی درسی کتب</p> | <p>1- چھوٹی چھوٹی نظموں، کہانیوں وغیرہ کو غور سے سننے اور سمجھنے ہیں۔</p> <p>2- روزمرہ کی زبان کے ساتھ ساتھ نئے لفظوں کو سننے ہیں اور لکھی ہوئی تحریر کو پڑھنے کی کوشش کرتے ہیں۔</p> <p>3- اپنے، اپنے گھر کے افراد کے ناموں کو لکھتے ہیں۔</p> <p>4- نظموں اور قصوں وغیرہ کو سمجھ کر پڑھتے ہیں اور ذاتی تجربات کو ان سے ہم آہنگ کرتے ہیں۔</p> |



ہفتہ - 2

موضوع: کہانی/نظم /ترانہ سننا اور سنانا

- 1- گھر میں بڑوں سے، امی، ابو سے کہانی، نظم یا ان کے کسی خوشگوار تجربے کے بارے میں سننے اور ان سے سوال پوچھئے۔
- 2- گھر کے کسی فرد جیسے امی، دادی، نانی، پھوپھی، خالہ سے کوئی گیت یا ترانہ سنئے۔ اس میں پیش کیے جانے والے جذبات اور احساسات کے بارے میں ان سے معلوم کیجئے۔ وہی گیت یا ترانہ آپ بھی گنگنانے /سنانے کی کوشش کیجئے۔
- 3- آپ بھی کوئی واقعہ /کہانی/گیت/ترانہ سنائیے۔ یہ کہانی یا گیت کسی کتاب سے بھی سنایا جاسکتا ہے، اور اس مرتبہ اپنے گھر کے بڑوں کو سوال پوچھنے کا موقع دیجئے۔
- 4- کسی تصویر یا پوسٹر کو دیکھ کر نظم یا کہانی کہنے کی کوشش کر سکتے ہیں۔ اپنے گھر کے کسی فرد کی مدد سے اسے بہتر بنا سکتے ہیں یا اپنی نظم یا کہانی کو آگے بڑھا سکتے ہیں۔

<http://ncert.nic.in/textbook/textbook.htm?buib1=1-20>

<http://ncert.nic.in/textbook/textbook.htm?buib1=3-20>

ہفتہ - 3

موضوع: ایک جیسی آواز والے الفاظ تلاش کرنا

- 1- کوئی ایک لفظ بتائیے اور گھر کے دوسرے افراد سے اسی سے ملتا جلتا لفظ بنانے کے لیے کہیے جیسے ہم، کم، نم، غم وغیرہ۔
 - 2- کوئی ایک لفظ بتائیے اور گھر کے دوسرے افراد سے اس لفظ کے جواب میں آپ کے بتائے ہوئے لفظ کے آخری حرف سے شروع ہونے والا لفظ بنانے کے لیے کہیے جیسے جماعت۔
تمنا۔اکمل۔لب۔۔۔۔
- اپنی جانچ کیجئے:

- 1- کیا آپ ایسے دس الفاظ بنا سکتے ہیں جنہیں آپ روزانہ اپنی بات چیت میں استعمال کرتے ہیں۔
- 2- کسی ایک حرف سے شروع ہونے والے پانچ الفاظ بتائیے۔

ہفتہ - 4

موضوع: اپنی زبان میں لکھنا

- 1- اپنے دوست کو خط کی شکل میں ایک ای میل یا واٹس ایپ کے ذریعے ایک پیغام لکھیے جس میں اپنے دل کا حال بیان کیجئے۔ اپنی بات کہنے کے لیے آپ تصویر/کلچر کا بھی استعمال کر سکتے ہیں۔



ہفتہ - 5

موضوع: پڑھنا اور گفتگو کرنا

- 1- اپنے دوستوں کے نام لکھے اور ان کے ناموں کے سامنے یہ لکھے کہ آپ ان کے ساتھ کون سا کام کرنا پسند کریں گے۔
- 2- اپنے دوستوں کے نام، ان کے خاندان، ان کی پسند اور ناپسند کے بارے میں لکھے۔ آپ اپنے گھر کے بڑوں کی مدد لی سکتے ہیں۔
- 3- اپنے آس پڑوس میں رہنے والے لوگوں کے بارے میں اپنے گھر کے افراد سے معلوم کیجئے۔
- 4- اپنے گھر کے بڑوں سے یہ معلوم کیجئے کہ اگر پڑوس میں کسی کے گھر کوئی بیمار ہو یا کھانے پینے کی چیزیں ختم ہو گئی ہوں تو آپ ان پڑوسیوں کی مدد کس طرح کریں گے۔

اپنی جانچ کیجئے:

- 1- اپنے ماں، باپ، بھائی، بہن اور دوستوں کے نام لکھے اور ان کے سامنے ان کی پسندیدہ چیزوں کا نام لکھیے۔

ہفتہ - 6

موضوع: کہانی/نظم لکھنے کی کوشش کرنا

- 1- روزانہ دس الفاظ لکھیے اور انہیں ایک باکس میں جمع کیجئے۔
- 2- ہفتے کے آخری دن باکس میں جمع الفاظ کو نکالیں اور ان الفاظ کی مدد سے کوئی کہانی کہنے کی کوشش کیجئے۔ اپنی کہانی کو گھر کے لوگوں کو سنائیے۔ ان کے مشوروں کی روشنی میں اس کہانی کو مزید بہتر بنائیے۔
- 3- اسی طرح جمع کیے گئے الفاظ کی مدد سے کسی موضوع پر نظم لکھنے کی بھی کوشش کی جاسکتی ہے۔

اپنی جانچ کیجئے:

- 1- آپ نے کتنے الفاظ کا استعمال اپنی کہانی کے لیے کیا۔
- 2- وہ کون سے الفاظ ہیں جن کا استعمال آپ نے ایک سے زیادہ مرتبہ کیا۔

ہفتہ - 7

موضوع: سننا اور لکھنا

- 1- خبروں کے مختلف ذرائع سے سنے ہوئے واقعات کو بیان کیجئے۔
- 2- سنائے گئے واقعات میں سے کسی ایک واقعے سے متعلق کچھ الفاظ منتخب کیجئے اور انہیں اپنی کاپی میں لکھیے۔ لکھنے میں آپ اپنے گھر کے افراد کی مدد لے سکتے ہیں۔



اپنی جانچ کیجئے:

1- کورونا کے بارے میں چند جملے لکھنے کی کوشش کیجئے جن میں ان الفاظ کا استعمال ہو - ویکسین، لاک ڈاؤن، ماسک، سینڈٹائزر، سماجی فاصلہ۔

ہفتہ - 8

موضوع: مختلف موضوعات پر اظہار رائے کرنا

1- اخبار / میگزین / ٹیلی ویژن دیکھنے کے بعد کورونا بیماری سے متعلق تصویر بنائیے۔ اس کے اوپر اس کا نام/عنوان لکھیے۔ اس میں آپ اپنے بڑوں کی مدد لے سکتے ہیں۔

2- لاک ڈاؤن کے دوران آپ گھر میں رہ کر کیا کیا کام کرتے ہیں اس کے بارے میں اپنے گھر کے افراد کے ساتھ گفتگو کیجئے۔

3- گھر میں رہنے کے اپنے تجربات کو کارٹون آرٹ کے ذریعے ظاہر کیجئے۔ کارٹون تصاویر بنانے میں آپ اپنے بڑوں کی مدد لے سکتے ہیں۔



SUBJECT: MATHEMATICS (CLASS II)

| Learning Outcomes | Resource(s) | Week-wise suggestive activities (to be guided by parents with the help of teachers) |
|---|---|--|
| <p>The learner–</p> <ul style="list-style-type: none"> identifies basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names | <p>NCERT Textbook/ State Developed Textbook of Mathematics for Class II</p> | <p>WEEK 1</p> <p>Theme: What is Long, What is Short</p> <ul style="list-style-type: none"> The student should be encouraged to use observations/sense of touch to describe the shapes and their physical attributes. A game of blind fold can be played with the student where they have to describe the object without looking at it. The purpose is to let the student observe different attributes of a solid shape and express them in their informal language. <p>Assessment questions</p> <ol style="list-style-type: none"> Ask the child to verbally explain the different between the shape of a ball and a box. The child can explain in her daily language even without using formal terminology. Draw a birthday cap and color it. Draw/Name four things that are not round in shape. Which of the following thing is long and round? <ol style="list-style-type: none"> A pencil A coin A dice A ball/box _____ has no corners. <p>For children having access to digital content https://diksha.gov.in/ncert/play/collection/do_31307360989003776012378?contentType=-TextBook https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_31307452539612364816396 https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_31307452550368460819707 https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_31307452556306841615753</p> <p>For differently-abled children https://ciet.nic.in/pages.php?id=math-II&ln=en</p> |



| | | |
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| | | <p>WEEK 2</p> <p>Theme: What is Long, What is Short</p> <ul style="list-style-type: none"> • Showing the student a solid shape and asking which other solids around them looks like it. For example, ask the student to cite examples of shapes like a ball or a shoebox. Also ask him/her to justify why the two objects look alike? Which features are common in both? etc. • The student can be asked to observe and classify objects which roll, slide and both. <p>Assessment questions</p> <ol style="list-style-type: none"> 1. What shape is a shoe box? <ol style="list-style-type: none"> (a) Cuboid (b) Cone (c) Sphere 2. Name and draw 4 objects that look round like a ball. 3. Which of the following statement is true? <ol style="list-style-type: none"> (a) A cylinder can only roll. (b) A cylinder can only slide. (c) A cylinder can both roll and slide. 4. _____ has only flat surface and _____ have only curved surface. 5. Name two objects that roll and two objects that slide. <p>For children having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_31307452515862937618083</p> <p>https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_31307452526057062415750</p> <p>https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_31307452531379404815751</p> <p>For differently-abled children</p> <p>https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_31319975687749632014520</p> <p>https://diksha.gov.in/ncert/play/collection/do_31307360989003776012378?contentType=-TextBook</p> |
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- works with two digit numbers – reads and writes numerals for numbers up to 99 – uses place value in writing and comparing two digit numbers

WEEK 3

Theme: Reading and writing numbers

- Give the student a lot of opportunities to experience numbers up to 99; like numbers on various wrappers of candies, daily utility material, milk pouches, cold drink bottles, in newspapers, on currency notes, on TV, etc. Engage the student in reading these numbers.
- Parents can prepare audio notes of counting and mathematical explanations for all children, particularly Children with Visual Impairment?? on their mobile or laptops or any other recording and play back device.
- Do an activity involving verbal description of the numbers with the student. For example, ninety-two is two more than ninety, ninety is made up of nine tens, ninety-nine can be made by a fifty, a forty and nine, etc. Such verbal experiences will help the student in understanding a number and its numeral representation. This is the stage when the student has to develop number sense and start looking and analysing a number in different forms.
- The number names in English give an understanding of the number like seventy-five is seen to be made up of seventy and five. In some Indian languages a little more help is required to the student, as बहत्तर में सत्तर और दो नहीं बदखा
- Engage the student in comparing numbers in terms less than or more than a given number. For example, the number of sheets in Mathematics textbooks is more than 50 or less than 50.

Assessment questions

- 30 represents
 - 30 bundles of 10s
 - 3 bundles of 10s
- Estimate if the number of matchsticks in a matchbox is
 - More than 50
 - Less than 50
- 73 is same as
 - 70 and 3
 - 30 and 7
 - 70 and 30
 - 7 and 3
- 82 is read as
 - Eight Two
 - Eighty Two
 - Twenty Eight
- Take a packet of biscuit and try to read different numbers written on it.



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| | | <p>WEEK 4</p> <p>Theme: Writing of numerals</p> <ul style="list-style-type: none"> Let the student identify the pattern in writing of two-digit numbers. The practice of writing numbers in random order and also writing them in sequence should also be done. Note that such a practice should not be repeated. Use different strategies like making a number chart at home in different forms <p>1, 2, 3, 4, 5, 6, 7 8, 9, 10, 11, 12, 13, 14 15, 16, 17, 18, 19, 20, 21 and so on</p> <p>Assessment questions</p> <ol style="list-style-type: none"> Sixty Five is written as <ol style="list-style-type: none"> 605 56 65 650 Find out and write the price of 1L milk in your area. Write numbers from 31 to 50 Write the numbers which come between 82 and 85. Write the following numbers in your notebook. <ol style="list-style-type: none"> Fourteen Twenty six Eighty nine Six |



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| <p>The learner–</p> <ul style="list-style-type: none"> works with two digit numbers reads and writes numerals for numbers up to 99 uses place value in writing and comparing two digit numbers. forms the greatest and smallest two digit numbers (with and without repetition of given digits) estimates and measures length/distances and capacities of containers using non-uniform non-standard units like a rod/pencil, cup/spoon/bucket, etc., compares objects as heavier/lighter than using simple balance. describes basic 3D and 2D shapes with their observable characteristics identifies basic 3D-shapes such as cuboids, cylinder, cone and sphere by their names | <p>NCERT/State developed textbook</p> <p>Chapter 3 How much can you carry?</p> <p>Chapter 4 Counting in tens</p> <p>Chapter 6 Footprints</p> <p>QR codes content related to these chapters available on NROER</p> | <p>WEEK 5</p> <p>Theme: Number sense</p> <ul style="list-style-type: none"> Engage the children in counting with physical activities. For example, how many times can you hop on your right feet or on your left feet without falling. Show different objects to the child and ask him to estimate the number and then actually count them. For example, showing a packet of biscuits and asking what you think are the biscuits less than 20 or more than 20 and then counting them. Teachers/Parents can prepare worksheets of sequential joining of dots using the order of number. This will help the child to recall the number names in order and also give a sense of exploration in child. Engaging children in activities in reciting numbers till 99 with the family members like skipping one number and then saying the next number or counting with gaps of five, saying number names in reverse order, or asking what comes between 50 and 55, etc. Parents can create activities for the use of ordinal numbers in their family fun time. For example, making the child along with other family members stand in a line. Assign them positions as first, second, third, etc., with respect to some reference point. Give them interesting tasks to perform, such as ‘third person, tickle your partner’, ‘second person, hold your nose’, etc. <p>Assessment questions</p> <ol style="list-style-type: none"> What will come next? 5, 15, 25, 35, ____ Tell number names from 30 to 20 (in reverse order). Take a skipping rope and count how many jumps can you take in one go. |



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| | | <p>4. How many bundles of 10 can be made with 43 roses? (a) 4 (b) 40 (c) 3 (d) 30</p> <p>5. One packet of pens have 10 pens. If I have 5 packets of pens and 7 loose pens, then I have (a) 75 pens (b) 10 pens (c) 57 pens (d) 5 pens</p> |
| | | <p>For children having access to digital content https://diksha.gov.in/play/content/do_31334699936843366411171 https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_31312832227355033611819 https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_3130916413423452161609</p> <p>WEEK 6</p> <p>Theme: How much can you carry?</p> <ul style="list-style-type: none"> • The child can be engaged in story telling using the concept of heavy light objects. For example, creating a scene where different animals playing on see-saw and involving the child to replace animals with heavier animals in the story. • Ask the child to list down things which they lift, things which their parents or younger sibling can lift, etc. Ask them to think why they cannot lift a bucket full of water but your mother can. Help child verbalise the concept of heavy and light |



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| | | <ul style="list-style-type: none"> • Make the child experience the weight of the objects for example, different fruits, utensils, books, etc., by holding them in their hands and also to compare the weight of different things, which one is heavier. • Ask the child to find objects of nearly the same weight. Let them explore different objects by picking them up. <p>Assessment questions</p> <ol style="list-style-type: none"> 1. Write the names of two animals which are heavier than a dog. 2. _____ is lighter than a watermelon. 3. A car is heavier than an aero plane. True/False 4. Find out two objects at your home which are of nearly same weight. 5. An ant can carry <ol style="list-style-type: none"> (a) An apple (b) A paper (c) A piece of rice |
| | | <p>For children having access to digital content</p> <p>https://diksha.gov.in/play/content/do_31334699951786393611172</p> <p>https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_31305910008765644811420</p> <p>https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_3130591001401180161611</p> <p>WEEK 7</p> <p>Theme: Balancing objects</p> <ul style="list-style-type: none"> • With the help of parents, the child can be engaged in the construction of a simple balance using sticks, thread and 2 pans. A long ruler can also be used if the stick is not available. • The child should be encouraged to observe how the pan with the heavier object goes down as compared to the pan with the lighter object. They should be encouraged to verbalise this experience of why the pan with orange goes down as compared to the ball. The child should be encouraged to observe how the pan with the heavier object goes down as compared to the pan with the lighter object. They should be encouraged to verbalise this experience of why the pan with orange goes down as compared to ball. |



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| | | <ul style="list-style-type: none"> • Let the child compare the weight of different things, fruits, utensils, toys and other objects by holding them in their hands and then putting them in the balance created by them. • Help them to replace objects to balance both the pans. A child can use a combination of things to balance the pans. Let them estimate which things would balance each other. • Talk about animals which are used for carrying things and how much they can carry. • Worksheets can also be prepared on the similar lines like, tick the heavier object, color the lighter object. But this should be given after a variety of experiences with concrete objects. |
| | | <p>Assessment questions</p> <ol style="list-style-type: none"> 1. If a pumpkin is heavier than a watermelon, then on a balance <ol style="list-style-type: none"> (a) The side with pumpkin will go down (b) The side with watermelon will go down (c) Both sides will be at same level 2. Write the names of 5 things which are too heavy for you to carry. 3. Five balloons are _____ (heavier/ lighter) than three apples. 4. The side of the balance with lighter object will go <ol style="list-style-type: none"> (a) Up (b) Down 5. Which animals are used for carrying loads? <p>For children having access to digital content</p> <p>https://diksha.gov.in/play/content/do_31334703737067110411277</p> <p>https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_31307883514922598418896</p> <p>https://diksha.gov.in/play/collection/do_31307360989003776012378?contentId=-do_31306607879013171218176</p> |



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| | | <p>WEEK 8</p> <p>Theme: Tracing shapes</p> <ul style="list-style-type: none"> • Ask the child to collect a few things like leaves, pebbles, a stick, a bangle and trace them on their notebook. • Take different utensils and trace them from different surfaces. Say, on tracing a bowl, how did you get two different traces of the same bowl? • How did she keep the bowl to get two different traces from it? Look for other things which can give many different traces. • On a newspaper trace the hands of different people in the family. Ask the child to guess which outline is of the child's hand, her mother's, her father's, etc. • Help the child to collect some things, such as — a potato, a bottle cap, a matchbox cover, a sharpener, an eraser, a spoon, a bus ticket, a coin, a straw, etc., and make a trace of it. Ask the child to match similar traces by asking questions like 'Look at the shape of each trace you have made. See if it looks like any of the shapes given here'. |
| | | <p>Assessment questions</p> <ol style="list-style-type: none"> 1. The trace of a glass facing upward is a <ol style="list-style-type: none"> (a) Square (b) Triangle (c) Circle 2. The trace of a coin and a ball is similar. True/False 3. Name three objects whose trace is similar to a matchbox. 4. A dice will not have same trace from all sides. True/False 5. The trace of a textbook is a <ol style="list-style-type: none"> (a) Circle (b) Square (c) Triangle (d) Rectangle <p>For children having access to digital content</p> <p>https://diksha.gov.in/play/content/do_31334703742032281611278</p> <p>https://diksha.gov.in/play/content/do_31334704577898905611290</p> <p>https://nroer.gov.in/55ab34ff81fc-cb4f1d806025/file/584fcdcd472d4a28051c8aa5</p> |



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विषय — हिंदी (कक्षा – तीन)

संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित) — रा.शै.अ.प्र.प. या राज्य द्वारा बनाई गई पाठ्यपुस्तकें, घर में उपलब्ध पढ़ने-लिखने की सामग्री, अन्य डिजिटल सामग्री (इंटरनेट, वेबसाइट, रेडियो, टीवी) आदि।

इस कैलेंडर के दोनों स्तंभों में दी गई गतिविधियों को उपकरणों की उपलब्धता एवं अनुपलब्धता के अनुसार किया जाना है, जिन बच्चों के पास उपकरण हैं; वे उपकरण सहित गतिविधियों के साथ-साथ उपकरण रहित गतिविधियों को भी कर सकते हैं और जिन बच्चों के पास उपकरण अथवा इंटरनेट नहीं हैं; वे उन गतिविधियों को करें, जिनमें उपकरणों अथवा इंटरनेट की आवश्यकता नहीं है।

| सीखने के प्रतिफल | विविध प्रकार के संसाधनों के साथ सप्ताहवार सुझावात्मक गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक या शिक्षक की मदद से करेंगे।) | |
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| | बच्चों के लिए डिजिटल उपकरण के प्रयोग सहित गतिविधियाँ | बच्चों के लिए डिजिटल उपकरण के प्रयोग रहित गतिविधियाँ |
| <p>बच्चे—</p> <ul style="list-style-type: none"> आस-पास होने वाली घटनाओं, गतिविधियों, विभिन्न स्थितियों में हुए अनुभवों के बारे में बताते हैं, चर्चा करते हैं और प्रश्न पूछते हैं। पाठ्यपुस्तक की सामग्री और व्यक्तिगत अनुभवों से उभरी संवेदनाओं की मौखिक, सांकेतिक और लिखित अभिव्यक्ति करते हैं। स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत वर्तनी के प्रति सचेत होते हुए स्व-नियंत्रित लेखन (कनवेंशनल राइटिंग) करते हैं। विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप को लेकर निर्णय लेते हुए लिखते हैं। | <p>सप्ताह 1, 2 और 3</p> <p>चर्चा करना/पढ़ना/लिखना</p> <p>1 रा.शै.अ.प्र.प. की वेबसाइट के दिए गए लिंक पर जाइए https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf यहाँ दिए गए पोस्टर 9 को देखिए और उसके बारे में बड़ों के साथ चर्चा कीजिए, सवाल पूछिए— चिड़िया के लिए छत पर दाना-पानी क्यों रखा गया होगा? पक्षी क्या-क्या खाते हैं? वे पानी में कैसे नहाते हैं? पक्षी पानी कैसे पीते होंगे, उनके पास तो गिलास भी नहीं है! छत पर धूप में तो पानी गरम हो जाता होगा तो वे गरम पानी कैसे पीते होंगे? चिड़िया आसमान में कैसे उड़ती है? हवाई जहाज भी तो उड़ता है न, तो उसके पंख भी तो चिड़िया के पंखों की तरह होते हैं! आदि सभी चिड़ियों की चोंच अलग-अलग होती है, जैसे मैना की चोंच पीले रंग की तो तोते की चोंच लाल रंग की! इसी तरह चिड़ियों के बारे में खूब सारी बातें की जा सकती हैं। आप चाहें तो यूट्यूब चैनल पर तरह-तरह की चिड़ियों के बारे में जान सकते हैं! अपनी पसंद की चिड़ियों के व्यवहार, खान-पान और आदतों के बारे में परिवार के सदस्यों को बताइए और लिखिए।</p> | <p>सप्ताह 1, 2 और 3</p> <p>चर्चा करना/पढ़ना/लिखना</p> <ul style="list-style-type: none"> परिवार के साथ अलग-अलग विषयों पर, आस-पास घट रही घटनाओं पर चर्चा करें, सवाल पूछकर अपनी जिज्ञासाओं को शांत करें, आस-पास घट रही घटनाओं के बारे में अपनी राय दें, अपनी प्रतिक्रिया व्यक्त करें, जैसे— आपका सबसे पसंदीदा गीत कौन-सा है? आपको बचपन में आपका पसंद का और नापसंद का काम क्या था और क्यों? क्या आपको भी बचपन में कभी डाँट पड़ती थी? क्यों? आपकी पसंदीदा टीचर कौन थीं और क्यों? क्या आपके बचपन में भी या आपके समय में खबर इतनी तेजी से फैलती थी? कोरोना वायरस कैसे आया, सभी को घर में रहने के लिए क्यों कहा गया है? ये पशु-पक्षी तो घर के अंदर नहीं रहते, वे तो साबुन से हाथ भी नहीं धोते! तो क्या इन्हें कोरोना नहीं होगा? दोस्तों से दूर घर में बैठना, परिवार के सदस्यों को आपका घर में सुबह से रात तक रहना कैसा लग रहा है? उन्हें कैसा लग रहा कि वे अपने दोस्तों से नहीं मिल पा रहे। पौधों को पानी देने में आने वाला मज़ा या परेशानी, पौधों में दिन प्रतिदिन क्या-क्या बदलाव आ रहे हैं? पेड़ पर बैठे पक्षी आपस में क्या बात करते होंगे? |



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| | <p>चाहें तो चित्र भी बना सकते हैं, जैसे तरह-तरह की चिड़ियों की, उनकी चोंच, उनके पंख, उनके पंजे आदि।</p> <p>रेडियो, टीवी, मोबाइल, इंटरनेट आदि के माध्यम से भी आप चिड़ियों या पक्षियों के बारे में तरह-तरह की जानकारी प्राप्त कर सकते हैं।</p> <p>2. इसी पोस्टर पर छपी कविता को पढ़िए। पढ़ने में बड़ों की मदद भी ले सकते हैं। देखिए कि कविता या कहानी में कौन-से शब्द या अक्षर बार-बार आए हैं। उन शब्दों के समान लय वाले शब्द लिखिए। कविता को आगे भी बढ़ा सकते हैं।</p> <p>3. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए और 'शेखीबाज़ मक्खी' कहानी को देखने-सुनने का आनंद लीजिए—</p> <p>https://youtu.be /2nTQe_XLAgQ</p> <p>बड़ों के साथ कहानी की घटनाओं, पात्रों के बारे में चर्चा कीजिए। कहानी की मनपसंद घटनाओं, पात्रों के बारे में लिखिए और उसे पढ़कर सुनाइए। अपनी भाषा में और अपने अंदाज़ में कहानी भी सुनाइए।</p> <p>आप यह कहानी रा.शै.अ.प्र.प. की वेबसाइट के दिए गए लिंक पर भी पढ़ सकते हैं। (पाठ 2, पृष्ठ 7-10)</p> <p>https://ncert.nic.in/textbook.php?chhn1=0-14 (पीडीएफ़, पाठ 2)</p> <p>https://epathshala.nic.in/process.php?id=students&type=eTextbook s&ln=en (फ्लिप बुक— पाठ 2)</p> | <p>पक्षियों के लिए छत पर दाना-पानी क्यों रखा जाता है? चिड़िया क्या-क्या खाती है? वे पानी में कैसे नहाती हैं? पक्षी पानी कैसे पीते होंगे, उनके पास तो गिलास भी नहीं हैं। छत पर धूप में तो पानी गरम हो जाता होगा तो वे गरम पानी कैसे पीते होंगे? चिड़िया आसमान में कैसे उड़ती है? आदि। अपनी पसंद की चिड़ियों के व्यवहार, खान-पान और आदतों के बारे में लिखिए। चाहें तो चित्र भी बना सकते हैं।</p> <ul style="list-style-type: none"> • तरह-तरह की किताबों, बाल साहित्य, पोस्टर आदि में दी गई कविताओं, कहानियों को पढ़कर उसके बारे में परिवार के सदस्यों के साथ चर्चा कीजिए। देखिए कि कविता या कहानी में कौन-से शब्द या अक्षर बार-बार आए हैं। उन शब्दों के समान लय वाले शब्द लिखिए। कविता को आगे भी बढ़ा सकते हैं। • आप अपनी किताब में दिए गए चित्र, कहानी या किसी पाठ को भी आधार बनाकर अपने मन की बातें लिख सकते हैं। साथ ही अपने आस-पास उपलब्ध किसी भी लिखी हुई भाषा (प्रिंट) को भी आधार बना सकते हैं। • आप इन विषयों पर लिखकर (अन्य संकेत भी) भी अपनी बात कह सकते हैं। लिखने में आपकी बात महत्वपूर्ण है, इसलिए आप अपनी बात खुलकर लिखें। लिखने के तरीके में अंतर आ भी गया तो उसकी चिंता न करें। लिखने में आप किसी बड़े की मदद भी ले सकते हैं। |
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| <ul style="list-style-type: none"> • कही जा रही बात, कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं और प्रश्न पूछते हैं। • सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों, पात्रों, शीर्षक आदि के बारे में चर्चा करते हैं, प्रश्न पूछते हैं, अपनी राय देते हैं, अपनी बात के लिए तर्क देते हैं। • कहानी, कविता आदि को उपयुक्त उतार-चढ़ाव, गति, प्रवाह और सही पुट के साथ सुनाते हैं। • अलग-अलग सामग्री, तरह-तरह की रचनाओं को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं अथवा अपनी राय देते हैं अथवा शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं तथा पूछे गए प्रश्नों के उत्तर (मौखिक, लिखित, सांकेतिक) देते हैं। • कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी अथवा बात जोड़ते हैं। | <p>सप्ताह 4, 5 और 6</p> <ol style="list-style-type: none"> 1. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/X7qH_afY3ws और 'बंदर और गिलहरी' कहानी को सुनने का आनंद लीजिए। 2. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/jvouind16h0 और 'बंदर और गिलहरी' कहानी को देखने और सुनने का आनंद लीजिए। 3. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/NVvu2r91vOA और 'बंदर और गिलहरी' कहानी से जुड़ी मजेदार बातों का आनंद लीजिए। साथ ही बंदर आदि का मास्क बनाना भी सीखिए। 'बंदर और गिलहरी' कहानी को अपनी कल्पना के आधार पर आगे बढ़ाइए या फिर से एक नई कहानी बनाकर सुनाइए, लिखिए और अपनी लिखी हुई कहानी को पढ़िए। | <p>सप्ताह 4, 5 और 6</p> <p>कहानी/कविता/गीत सुनना-सुनाना/पढ़ना</p> <ul style="list-style-type: none"> • हमें मालूम है कि सभी बच्चों को कहानी अथवा गीत सुनना और सुनाना पसंद आता है। घर के सदस्यों अथवा बड़ों से कहें कि वे मौखिक अथवा लिखित साहित्य का इस्तेमाल करते हुए आप बच्चों को अलग-अलग तरह की उनकी पसंद की कहानियाँ सुनाएँ। उस तरह की कहानियाँ बच्चों के साथ साझा की जा सकती हैं, जिनमें कहानी के साथ-साथ गीत या कविता की पंक्तियाँ भी होती हैं। आमतौर पर बच्चे ऐसी कहानियाँ कम ही सुनते हैं। • आप किसी कहानी अथवा कविता के आधार पर चर्चा अथवा प्रश्नोत्तर करें। आपको कहानी की सबसे ज़्यादा मजेदार बात कौन-सी लगी और क्यों? कौन-सा पात्र अधिक पसंद आया और क्यों? बोलकर या लिखकर बताइए। • आप किसी सुनी कहानी अथवा कविता को बोलकर और लिखकर आगे भी बढ़ा सकते हैं। • कहानी कहने और कहानी पढ़कर सुनाने के लिए पाठ्यपुस्तक, बाल पत्रिका आदि में दी गई कहानियों का भी उपयोग किया जा सकता है। • आप अपनी पसंदीदा कहानी, कविता, गीत, बात आदि सुनाइए। |
| <ul style="list-style-type: none"> • अलग-अलग सामग्री, तरह-तरह की रचनाओं, जैसे— बाल पत्रिका, हॉर्डिंग्स आदि को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं, अथवा अपनी राय देते हैं, अथवा शिक्षक एवं अपने | <p>सप्ताह 7 और 8</p> <p>तरह-तरह की रचनाएँ पढ़ना/लिखना</p> <ol style="list-style-type: none"> 1. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/rDrp9UEv6FA और 'कक्कू' कविता को सुनने का आनंद लीजिए। | <p>सप्ताह 7 और 8</p> <p>तरह-तरह की रचनाएँ पढ़ना/लिखना</p> <ul style="list-style-type: none"> • बच्चों को अखबार, कहानी अथवा कविता, पोस्टर्स अथवा विज्ञापन पढ़कर सुनाने के लिए कहा जा सकता है। स्तरानुसार या हाल ही के संवेदनशील बिंदुओं को चर्चा का आधार बनाया जा सकता है। इसके लिए पाठ्यपुस्तक के अतिरिक्त मोबाइल, इंटरनेट, तथा अन्य बाल साहित्य का प्रयोग किया जा सकता है। |



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| <p>सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (मौखिक, लिखित, सांकेतिक) देते हैं।</p> <ul style="list-style-type: none"> कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी अथवा बात जोड़ते हैं। विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप को लेकर निर्णय लेते हुए लिखते हैं। | <p>2. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/jvouind16h0 और 'कक्कू' कविता से जुड़ी मजेदार बातों का आनंद लीजिए। 'कक्कू' कविता को अपनी कल्पना के आधार पर आगे बढ़ाइए या फिर से एक नई कविता बनाकर सुनाइए, लिखिए और अपनी लिखी हुई कविता को पढ़िए। क्या आपको भी कोई चिढ़ाता है? क्यों? क्या आप भी किसी को चिढ़ाते हैं? कैसे और कैसे?</p> <p>'कक्कू' कविता के आधार पर सवाल बनाइए और बड़ों से पूछिए!</p> | <ul style="list-style-type: none"> पढ़ी हुए सामग्री पर चर्चा की जा सकती है, सवाल पूछे जा सकते हैं, उनकी प्रतिक्रिया पूछी जा सकती है और वे स्वयं प्रश्न बना सकते हैं। यह चर्चा अथवा प्रतिक्रिया मौखिक और लिखित दोनों प्रकार की हो सकती है। लिखित कार्य के लिए विभिन्न प्रकार के प्रश्नों का निर्माण किया जा सकता है, जैसे— बहुविकल्पीय प्रश्न, सही-गलत का निशान लगाइए आदि। <p>दिव्यांग बच्चों के लिए डिजिटल सामग्री—</p> <p>https://diksha.gov.in/play/content/do_31329882336320716816436 https://diksha.gov.in/play/content/do_3132989910702817281702 https://diksha.gov.in/play/content/do_31331025631005081612475 https://diksha.gov.in/play/content/do_31331037738995712012521 https://diksha.gov.in/play/content/do_31331110507673190413447 https://diksha.gov.in/play/content/do_31331037551747891212511 https://diksha.gov.in/play/content/do_31331037681135616012517 https://diksha.gov.in/play/content/do_31331611878445875219585 https://diksha.gov.in/play/content/do_31331612109061324819588 https://diksha.gov.in/play/content/do_31331613528108236819608 https://diksha.gov.in/play/content/do_31331610000393830419568 https://diksha.gov.in/play/content/do_31331612541865164819597 https://diksha.gov.in/play/content/do_31331609354965811219567</p> |
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आकलन

हम जानते हैं कि आकलन किसी भी सीखने-सिखाने की प्रक्रिया का अभिन्न हिस्सा है। तालिका में जितनी भी गतिविधियाँ दी गई हैं, उनमें आकलन के बिंदु अथवा प्रश्न शामिल हैं, चाहे वह कोई कविता हो या कहानी या फिर चर्चा हो। बच्चों की मौखिक भाषा का आकलन करते समय यह ध्यान रहे कि हमारा ध्यान इन बातों की ओर हो— बच्चों के बोलने की इच्छा, अपनी बात कहने की इच्छा, दूसरे की बातों को सुनने का धैर्य, अपनी बात को कारण के साथ कहना, कहानी, कविता को भाव के साथ पढ़ना, जिसमें उचित उतार-चढ़ाव, हो, समझ के साथ पढ़ सकें, लिखते समय संदर्भ के अनुसार शब्दों का उचित चयन हो, वाक्य-संरचना सही हो, विराम-चिह्नों



का उचित प्रयोग हो, उनके विचार और लेखन शैली आदि में तारतम्यता हो। कल्पनाशीलता, तार्किक बुद्धि आदि भी आकलन के बिंदु हो सकते हैं। बच्चों की क्षमता और भाषा प्रयोग के अवसरों को केंद्र में रखते हुए उनका आकलन करें। बच्चे जो बातें कहते हैं, पढ़ते हैं, लिखते हैं, उन सभी में उनके विचार, भाव और भाषा प्रयोग को ही आकलन का केंद्र बनाना बेहतर होगा।

**ऑनलाइन सामग्री का प्रयोग

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

कुछ लिंक निम्नलिखित हैं—

1. 'बरखा' क्रमिक पुस्तक माला विशेष रूप से कक्षा एक और दो के बच्चों के लिए जिसमें चार स्तरों पर बच्चों की मनपसंद 40 कहानियाँ हैं।
<https://ncert.nic.in/dee/barkha-series.php?ln=https://ncert.nic.in/dee/NCERTBarkhaseries/Start.html>
2. बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी में)
<https://ncert.nic.in/dee/firkee-magazine.php?ln=>
3. बच्चों के लिए हिंदी और अंग्रेजी में पोस्टर्स (कुछ कहानी, कविता और कुछ चित्रात्मक)
https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf
4. पोस्टर्स का इस्तेमाल कैसे करें— कुछ सुझाव
<https://ncert.nic.in/dee/pdf/Posterguidelines.pdf>
5. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2013-14)
[https://ncert.nic.in/dee/pdf/DDE\(eng\).pdf](https://ncert.nic.in/dee/pdf/DDE(eng).pdf)
6. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (हिंदी 2013-14)
[https://ncert.nic.in/dee/pdf/DDE\(pp\).pdf](https://ncert.nic.in/dee/pdf/DDE(pp).pdf)
7. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2012-13)
<https://ncert.nic.in/dee/pdf/listhin.pdf>
8. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2008)
https://ncert.nic.in/dee/pdf/Slctd_BEng.pdf
9. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (हिंदी 2008)
https://ncert.nic.in/dee/pdf/Slctd_BHindi.pdf



SUBJECT: ENGLISH (CLASS - III)

Resources: NCERT/State Textbook of English Language for Class III or other resources – Story Books, Links as given, various objects available at home.

| Learning Outcomes | Week-wise suggestive activities along with variety of resources (to be guided by teachers or parents) | |
|--|---|---|
| | Activities for children having some kind of digital device | Activities for children without having any digital device |
| <p>The learner–</p> <ul style="list-style-type: none"> expresses orally his or her opinion/ understanding about the poem in English distinguishes between simple past and simple present writes dictation of words/ phrases | <p>WEEK 1</p> <p>Theme: Self and nature</p> <p>Link: https://diksha.gov.in/play/content/do_31334703894553395212644</p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe the process from seed to tree, as described in the poem. The parent may show related pictures using the Internet. The listener may be encouraged to relate it to growth in other forms of life.</p> <p>The parent interacts with the learner about the poem, encouraging learners to form sentences that use the simple past and simple present appropriately. The parent may also show examples on the Internet.</p> <p>The learner may be given dictation and asked to write down words/ phrases related to the poem: ‘green leaves’, ‘thin twigs’ etc.</p> | <p>WEEK 1</p> <p>The parent may take the help of the teacher before the activity if required.</p> <p>The parent reads out the poem to the learner from the textbook or photocopy. The parent facilitates listening to the poem. After a second listening, the learners are asked to describe the process from seed to tree, as described in the poem. The listener may be encouraged to relate it to growth in other forms of life.</p> <p>Please follow the instructions in the previous column</p> |
| | <p>Assessment Guidelines</p> <p>The parent may ask the learner to express orally the process of growth from seed to plant. The parent may check the learner's understanding through the use of vocabulary and sequencing. The learner may be provided feedback, and guided to improve, if necessary.</p> <p>The parent may ascertain if the learner can relate it to his/ her growth, and express it in short sentences.</p> <p>The learner may be given dictation, not in isolation, but a context. Assessment may be through informal and systematic observations of children’s play and other activities.</p> | |



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| <ul style="list-style-type: none"> • responds appropriately to oral messages • uses vocabulary related to EVS • writes words/phrases | <p>WEEK 2</p> <p>Theme: Vegetables</p> <p>The parent may revise the names of vegetables: their names, shape, and colour, using the Internet if necessary. The parent calls out to the learner to bring vegetables from the kitchen one by one such as carrots, beetroot, onion, etc and involves the learner in making a salad.</p> <p>The learner may be asked to make a drawing of only those vegetables that grow under the ground and name them in English and the mother tongue.</p> <p>The learner writes short phrases using appropriate adjectives with the names of vegetables. A simple activity involving the use of adjectives may be selected and downloaded for the purpose.</p> | <p>WEEK 2</p> <p>Theme: Vegetables</p> <p>Please follow the instructions in the previous column.</p> |
| | <p>Assessment Questions</p> <p>Give two describing words for the following vegetables:</p> <ul style="list-style-type: none"> • Cabbage • Brinjal • Onion • Potato • Carrot | |
| <ul style="list-style-type: none"> • expresses orally his/her opinion/ understanding about the poem in English • recites poems | <p>WEEK 3</p> <p>Theme: The sea</p> <p>The parent may narrate an age-appropriate folktale about the sea, asking questions in between to ensure that the learner has understood, and gives scope to express his/her opinion.</p> <p>The parent may search for a short age-appropriate poem in English related to any aspect of the sea and encourage the learner to recite it.</p> | <p>WEEK 3</p> <p>Theme: The sea</p> <p>Please follow the instructions in the previous column.</p> |



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| <ul style="list-style-type: none"> • performs role-play in English • identifies opposites | <p>WEEK 4</p> <p>Theme: Sealife</p> <p>The learner is asked to imagine that he/she is a fish and describe all that he/ she sees around, in English.</p> <p>The parent describes fishermen and the sea, using words emphasising opposites, and ensuring that the learner identifies them.</p> <p>The learner is encouraged to write words related to the above theme.</p> | <p>WEEK 4</p> <p>Theme: Sealife</p> <p>Please follow the instructions in the previous column.</p> |
| <ul style="list-style-type: none"> • reads printed script on walls/ posters/ charts • uses vocabulary related to Maths • identifies opposites | <p>WEEK 5</p> <p>Theme: Health and hygiene</p> <p>The learner is encouraged to read messages related to the prevailing situation: ‘Wash hands for 20 seconds’; ‘do not go out to play’.</p> <p>The parent may interact with the learner on words such as ‘second’, ‘minute’, ‘hour’.</p> <p>The parent may interact with the learner in the context of the prevailing situation, and facilitate the identification of opposites: healthy/ sick; safe/unsafe.</p> | <p>WEEK 5</p> <p>Theme: Health and hygiene</p> <p>Please follow the instructions in the previous column.</p> |
| | <p>Assessment Questions</p> <p>Fill in the blanks, choosing the correct word from the options given in brackets</p> <p>People who are ____ should be taken to a doctor. (healthy, sick)</p> <p>During the pandemic, it is _____ to be in crowded places. (safe, unsafe)</p> | |



| | | |
|--|---|---|
| <ul style="list-style-type: none"> • recites poems • expresses orally his/ her opinion/ understanding • uses punctuation, such as, full stop, capital letters appropriately | <p>WEEK 6</p> <p>Theme: The world of colours</p> <p>Link: https://diksha.gov.in/play/content/do_31334704554246963211289</p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> | <p>WEEK 6</p> <p>Theme: The world of colours</p> <p>The parent read out the poem. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> <p>Help of teachers can be taken. Also follow the instructions from the previous column.</p> |
| <ul style="list-style-type: none"> • performs role play • reads small texts in English with comprehension | <p>WEEK 7</p> <p>Theme: The World around Us</p> <p>The learner enacts the role of a balloon seller, and others at home are his/her customers.</p> <p>The parent facilitates reading of picture books/of interesting passages cut out from newspaper/children's magazines.</p> | <p>WEEK 7</p> <p>Theme: The World around Us</p> <p>Follow instructions form previous column.</p> |
| <ul style="list-style-type: none"> • uses meaningful short sentences in English with a variety of adjectives, nouns, and pronouns • uses vocabulary related to EVS | <p>WEEK 8</p> <p>Theme: The World of words</p> <p>The parent shows a view/ picture of a park/ garden and asks the learner to describe it, using a variety of adjectives, nouns, and pronouns.</p> <p>The parent may interact with the learner to imagine a world without sunshine, and how it would affect life.</p> | <p>WEEK 8</p> <p>Theme: The World of words</p> <p>Follow instructions form previous column.</p> <p>For differently abled children having access to digital content https://diksha.gov.in/play/content/do_313286301788291072114986</p> |



SUBJECT: URDU (CLASS III)

| ہفتہ وار مجوزہ سرگرمیاں | ماخذ | آموزشی ماحصل |
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| (WEEK-WISE SUGGESTIVE ACTIVITIES) | (SOURCE) | (LEARNING OUTCOMES) |
| <p>ہفتہ - 1</p> <p>موضوع : محاورے معلوم کرنا</p> <p>1- گھر کے افراد کے ساتھ کسی ایک چیز سے متعلق محاورے معلوم کیجئے جیسے 'آنکھ'۔ آنکھ آنا، آنکھ دکھانا، آنکھیں لال پیلی کرنا، آنکھوں میں پانی بھرنا، آنکھ اتر آنا وغیرہ۔ گفتگو کرنا</p> <p>1- بچے گھر کے افراد/اساتذہ کے ساتھ الگ الگ موضوعات پر، ارد گرد رونما ہونے والے واقعات پر گفتگو کر سکتے ہیں، سوالات کر سکتے ہیں، اپنے رائے ظاہر کر سکتے ہیں۔</p> <p>2- بات چیت کے لیے درسی کتاب میں دی گئی تصویر، تصویری کہانی یا سبق کو موضوع بنا سکتے ہیں۔ ساتھ ہی اپنے آس پاس موجود کسی چھپی ہوئی تصویر یا کسی تحریر کی زبان کو موضوع بحث بنا سکتے ہیں۔</p> <p>3- ریڈیو، ٹیلی ویژن، موبائل، انٹرنیٹ وغیرہ پر سنے یا لکھے پروگراموں کے بارے میں بھی گفتگو کی جاسکتی ہے۔</p> <p>4- بات چیت کا موضوع بچوں کی سطح کے مطابق ہونا چاہیے جیسے آپ کی پسند کا گانا کون سا ہے؟ آپ کو بچپن میں کون سا کام زیادہ پسند تھا اور کون سا ناپسند؟ آپ کا اسکول کیسا تھا؟ آپ کا پسندیدہ استاد یا استانی کون تھی؟ کیا آپ کو کبھی بچپن میں گھر میں بند رہنا پڑا ہے؟ تب آپ کو کیسا لگا تھا؟ اپنی جانچ کیجئے:</p> <p>1- لاک ڈاؤن کے سبب اسکول بند ہونے سے آپ کو اسکول کی کون سی بات سب سے زیادہ یاد آتی ہے، اس کو لکھئے۔</p> <p>ہفتہ - 2</p> <p>موضوع : کہانی/گیت / نظم سننا اور سنانا</p> <p>1- بچوں کو کہانی سننا اور سنانا اچھا لگتا ہے۔ گھر کے کسی فرد کو زبانی یا تحریری ادب سے بچوں کی الگ الگ موضوعات والی کہانیاں سنا سکتے ہیں۔ ایسی کہانیاں بھی سنائی جاسکتی ہیں جن میں کہانی کے ساتھ ساتھ گیت یا نظم بھی شامل ہوتی ہیں۔ گرچہ ایسی کہانیاں بہت کم ہوتی ہیں۔</p> <p>کہانی کی بنیاد پر بچوں سے گفتگو کی جاسکتی ہے یا سوال و جواب کیا جا سکتا ہے کہ انھیں کہانی میں سب سے زیادہ اچھی بات کیا لگی؟ کہانی کا کون سا کردار زیادہ پسند آیا اور کیوں؟</p> | <p>این سی ای آر ٹی / ریاست کی درسی کتب</p> | <p>1- کسی واقعے، منظر، وغیرہ کو دیکھ کر اپنے تاثرات / اپنی رائے کا اظہار کرتے ہیں۔</p> <p>2- سمعی اشیا کو سن کر اور بصری اشیا کو دیکھ کر اپنی رائے دیتے ہیں یا تاثر کا اظہار کرتے ہیں۔</p> <p>3- لکھے یا چھپے ہوئے پوسٹر، چارٹ وغیرہ اور اخبار و میگزین کے تراشے پڑھتے ہیں اور گفتگو کرتے ہیں۔</p> |



2- کہانی کے انجام کو آگے بڑھانے کے لیے بھی کہا جاسکتا ہے۔
کہانی کہنے اور پڑھ کر سنانے کے لیے درسی کتاب میں شامل کہانیوں
کا استعمال کیا جاسکتا ہے۔

3- بچوں سے کہا جاسکتا ہے کہ وہ اپنی پسند کی کہانی، نظم یا گیت
کو سنائیں۔
اپنی جانچ کیجئے:

1- اپنے پسندیدہ کارٹون کی کوئی ایک کہانی سنائیے اور اس کارٹون کی
خوبیاں بیان کیجئے۔

ہفتہ - 3

موضوع: مختلف نوعیت کی تخلیقات پڑھنا

1- بچوں کو اخبار، کہانی، نظم، پوسٹریا شتہار پڑھ کر سنانے کے لیے
کہا جاسکتا ہے۔ سطح کے مطابق حال میں رونما ہونے والے
سنجیدہ مسائل پر گفتگو کی جاسکتی ہے۔ اس کے لیے درسی کتاب
کے علاوہ موبائل، انٹرنیٹ اور دیگر ادب اطفال کا استعمال کیا
جاسکتا ہے۔

2- پڑھی ہوئی اشیا پر ان سے سوالات پوچھے جاسکتے ہیں۔ ان پر اظہار
رائے کرنے کے لیے کہا جاسکتا ہے۔ وہ خود اپنے سوالات بنا سکتے
ہیں۔ یہ مباحثہ زبانی اور تحریری دونوں نوعیت کا ہو سکتا ہے۔
تحریر کی لیے مختلف قسم کے سوالات بنائے جاسکتے ہیں جیسے کثیر
متبادل جواب والے، صحیح غلط کے نشانات لگانے والے سوالات۔
اپنی جانچ کیجئے:

1- اخبار میں چھپی ہوئی کسی ایک کہانی کو منتخب کیجئے اور اسے پڑھ
کر سنائیے۔

2- ایسے سوالات تیار کیجئے جن کے ذریعے یہ معلوم ہو کہ آپ کی
سنائی کہانی دوسروں کو پسند آئی۔

ہفتہ - 4

موضوع: گفتگو کرنا اور لکھنا

1- اپنے دوستوں کے بارے میں گھر کے لوگوں کے ساتھ گفتگو
کیجئے اور بتائیے کہ آپ کا کو سا دوست کہاں رہتا ہے۔ اسے
کیا پسند ہے؟ کیا نہیں پسند ہے؟ کون آپ کا سب سے اچھا
دوست ہے؟ وغیرہ

2- ایک کاغذ پر اپنے دوستوں کے نام لکھیے۔ یہ بھی لکھیے کہ آپ کو
ان کے اندر سب سے اچھی بات کیا نظر آتی ہے۔



3- بچوں کو روزانہ اخبارات / ٹیلی ویژن / ریڈیو یا دوسرے نیوز میڈیا دیکھنے / سننے کے مواقع فراہم کیجئے۔ انھیں پروگرام دیکھنے / سننے کے بعد پانچ پانچ واقعات کا انتخاب کرنے اور لکھنے کے لیے کہیے۔ اسے ان کی عادت کا حصہ بنانے کی کوشش کرنا چاہیے۔
اپنی جانچ کیجئے:

1- اپنے پانچ دوستوں کے نام لکھیے اور ان کی پسندیدہ چیزوں کے نام لکھیے۔

3- ٹیلی ویژن پر جو پروگرام آپ کو سب سے زیادہ اچھا لگتا ہے اس کی خوبیوں اور خامیوں کے بارے میں اپنے دوست کو لکھ کر بتائیے۔

ہفتہ - 5

موضوع: کہانی کو پورا کرنا

1- بچوں کو کہانی سننا شروع کیجئے اور درمیان میں اسے چھوڑ دیکھیے۔ اب بچوں سے کہیے کہ وہ اس نامکمل کہانی کو پورا کریں۔
2- درسی کتاب میں دی گئی تصویر، تصویر کشی یا کہانی یا سبق کو موضوع بنا کر بچوں کے ساتھ گفتگو کیجئے۔ ساتھ ہی اپنے آس پاس موجود کسی چھپی ہوئی یا تحریر کی زبان کو بھی موضوع بحث بنا سکتے ہیں۔

3- ریڈیو، ٹیلی ویژن، موبائل، انٹرنیٹ وغیرہ پر سننے یا دیکھنے گئے پروگراموں کے بارے میں بھی گفتگو کی جا سکتی ہے لیکن خیال رہے کہ بات چیت کا موضوع بچوں کی سطح کے مطابق ہونا چاہیے۔

اپنی جانچ کیجئے:

1- ٹیلی ویژن یا موبائل پر اپنے پسندیدہ کارٹون یا سیریل کو دیکھنے کے درمیان میں اسے روک کر خود اپنے طور پر کہانی کو پورا کرنے کی کوشش کیجئے۔

ہفتہ - 6

موضوع: بات چیت کرنا

1- آج کل کے موسم میں ملنے والی سبزیوں اور پھلوں کے بارے میں گھر کے افراد سے معلوم کیجئے اور ان کی فہرست مرتب کیجئے۔

2- اپنی پسند کے پھلوں / سبزیوں کی تصاویر بنائیے اور ان میں رنگ بھریئے۔

3- سبزیوں / پھلوں کے رنگوں اور شکل و صورت کے بارے میں اپنے گھر کے افراد کے ساتھ گفتگو کیجئے۔



اپنی جانچ کیجئے:

1- کسی ایک پھل یا سبزی کی تصویر بنائیے جو آپ کو پسند ہو۔ اس پھل یا سبزی کی تفصیل بیان کیجئے یعنی اس کی ایک اور شکل و صورت کیسی ہے، کس موسم میں آتی ہے۔ اس کا کون سا حصہ کھانے میں استعمال ہوتا ہے یعنی پتہ، تنا، جڑ، پھل پھول وغیرہ۔

ہفتہ - 7

موضوع: گفتگو کرنا اور لکھنا

1- گھر کے اندر اور باہر میدان میں کھیلے جانے والے کھیلوں کے نام لکھیے۔

2- گھر میں کھیلے جانے والے کسی کھیل کو گھر کے افراد کے ساتھ کھیلیے۔ اس کھیل کے اصول کے بارے میں معلوم کیجئے۔ کیا موجودہ حالات میں ان میں کوئی تبدیلی ممکن ہے۔ اس کے بارے میں گھر کے افراد سے گفتگو کیجئے۔

3- کھیل کے اصولوں کو اپنی کاپی پر ضرور لکھیے اور انہیں پڑھ کر بھی سنائیے۔

ہفتہ - 8

موضوع: بات چیت کرنا

1- برسات کا موسم آنے سے پہلے کیا تیاری کی جاتی ہے۔ اگر آپ کسی دیہات میں ہوتے تو کیا تیاری کرتے۔ اس کے بارے میں گھر کے بڑوں کے ساتھ بات چیت کیجئے۔

2- بارش میں آپ کو کون سی بات سب سے زیادہ پسند ہے جیسے بارش میں بھینگنا، کاغذ کی ناؤ بنانا اور چلانا وغیرہ۔

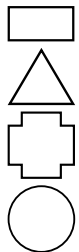




3- برسات کے موسم کے کوئی دو فائدے اور دو نقصانات معلوم کیجئے اور انہیں اپنی نوٹ بک میں لکھیے۔

اپنی جانچ کیجئے:



1- ایسے الفاظ کی فہرست تیار کیجئے جو برسات سے تعلق رکھتے ہیں۔
جیسے: کپڑے، پھسلن، سیلاب وغیرہ



SUBJECT: MATHEMATICS (CLASS III)

| Learning outcomes | Resource(s) | Week-wise suggestive activities (To be guided by parents with the help of teachers) |
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| <p>The learner–</p> <ul style="list-style-type: none"> Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc. describes 2D shapes by the number of sides, corners and diagonals. For example, the shape of the book cover has 4 sides, 4 corners and two diagonals reads and writes numbers up to 999 using place value – compares numbers up to 999 for their value based on their place value solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999 analyses and applies an appropriate number operation in the situation/ context estimates and measures length and distance using standard units like centimetres or metres | <p>NCERT/ State developed textbook</p> <p>Chapter 2 Fun with numbers Chapter 3 Give and Take Chapter 4 Long and Short Chapter 5 Shapes and design</p> <p>QR codes related to these chapters available on NROER</p> | <p>WEEK 1</p> <p>Theme: Shapes</p> <p>Let the student explore shapes around them by tracing them such as various boxes, utensils, shapes of vegetables and fruits etc. from different sides.</p> <ul style="list-style-type: none"> Let the student find similarities and differences in two shapes drawn/traced on a surface or paper. Engage the student in paper folding activities including origami to introduce new shapes that are formed on opening the folds. For instance, triangles and squares are formed when we open a paper boat. Let the student draw different shapes on a paper. For this, let them use round objects like a tumbler or katori to draw a circle, a box to draw four corner shapes by tracing. The shapes can then be colored by the students. Use a dot grid sheet to draw different shapes and designs. You can find many Youtube videos showing such designs drawn on a dotted grid sheet. <p>Assessment Questions</p> <p>1. Trace your eraser and tell which of the following shapes you get:</p> <div style="text-align: center;">  </div> <p>2. Which of the following will form a circle on tracing its edge?</p> <p>(a) Chalk box (b) Duster (c) Tumbler (d) Note book</p> <p>3. Which of the following is not a triangle?</p> <ul style="list-style-type: none">     |



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| | | <p>4. What is the number of triangles in following shape?</p>  <p>5. Fold a paper to make an aeroplane. Open the paper and find number of four-sided figures formed by the crease.</p> <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_3131034750284103681722?contentId=-do_31318289566142464011162</p> <p>https://diksha.gov.in/play/collection/do_3131034750284103681722?contentId=-do_31318289566142464011162</p> |
| | | <p>WEEK 2</p> <p>Theme: Shapes</p> <ul style="list-style-type: none"> Engage the student in making rangoli using different shapes of varied sizes. Let the student relate the shapes drawn on a paper with the surface of a solid object. Let him/her find the surfaces that have the shape with four corners and four sides, or a shape like a round on the brim of a tumbler Activities related to the association of a shape drawn on paper with the shape of a surface seen on a solid and vice-versa help the student in building better understanding of his/her surroundings. <p>Assessment Questions</p> <ol style="list-style-type: none"> The top view of the table is <ol style="list-style-type: none"> a shape having three points a square a circle a circular disk Draw a rangoli of your choice Name the shapes in your house whose one of the surfaces look like a triangle Name the shape that has no corners Write the number of corners and edges (sides) of the top of a chair?  <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_3131034750284103681722?contentId=-do_31318289548902400011458</p> <p>https://diksha.gov.in/play/collection/do_3131034750284103681722?contentId=-do_31318289553556275211872</p> |



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| | | <p>WEEK 3</p> <p>Theme: Numbers</p> <ul style="list-style-type: none"> By this time children are comfortable in dealing with two-digit numbers. If your student still has problems with two-digit numbers, engage him/her in making out a sense of numbers by providing opportunities to count objects, sticks, straws, etc. by making groups. as explained above for class II. He/She should be in a position to describe a number in different ways by splitting them into two, three or more parts. For example, 32 objects can be counted as six groups of five and two loose or four groups of eight or three groups of ten and two loose, Later, he/ she may write the number in different ways like given below: $32 = 5+5+5+5+5+2$ $32 = 8+8+8+8$ $32 = 10+10+10+2$ $32 = 15+15+2$ $32 = 20+10+2.....$ Once the student shows confidence in working with two-digit numbers, introduction of three- digit numbers will be much easier. Everything from reading, writing to applying number operations is in a pattern which a student may have identified while working with two-digit numbers. For example, in two-digit numbers reading after nineteen is twenty, twenty-one, twenty-two and so on to thirty, thirty-one, thirty-two and so on. A similar numeration of three-digit numbers based on pattern. Along with reading of three-digit numbers let the student start analyzing the number in two or more parts like one hundred can be seen as 50 and 50, 20 and 80, one more than 99, 6 more than 94, etc. <p>Assessment Questions</p> <ol style="list-style-type: none"> Split the number 40 in five different ways like the one given above for number 32. Write all numbers up to 99 in words Write ten numbers between 50 and 70 that has 2 at tens place. How many ones are in 63? Which is greater: 72 or the number between 71 and 73? <p>For students having access to digital content</p> <p>https://youtu.be/mNBp2lPnu2o</p> <p>https://diksha.gov.in/play/collection/do_3131034750284103681722?contentId=-do_31311269979916697611556</p> |
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| | | <p>WEEK 4</p> <p>Theme: Numbers</p> <ul style="list-style-type: none"> Let the student identify the pattern in writing of two-digit numbers and continue the same for three-digit numbers. The practice of writing numbers in random order along with in sequence is to be done. Note that such a practice should not be repeated. To avoid this, use different strategies such as making a number chart at home in different forms. Ask the children to write what they used to do in school during school hours (period wise) and what they do at home now during the school time and compare the two situations. Children may also do the same for other family members. Write some ways in which you or your family members helped each during the lockdown <p>Assessment Questions</p> <ol style="list-style-type: none"> Write the following numbers in symbols <ol style="list-style-type: none"> Two hundred thirty-six Four hundred forty-four Nine hundred ninety-nine Smallest three-digit number Largest three-digit number whose hundreds digit is 5 Write the following numbers in words: <ol style="list-style-type: none"> 300 666 704 800 987 A book costs Rs. 226 and a box of water colors costs Rs. 120. Which is more costly? Harish paid 3 notes of Rs. 100 each, four of Rs. 10 and 7 one-rupee coins. How much money he paid? Write the number of hundreds, ones and tens in 706 <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_3131034750284103681722?contentId=-do_31311270057272115212226</p> <p>https://diksha.gov.in/play/collection/do_3131034750284103681722?contentId=-do_31311270050654617611310</p> |
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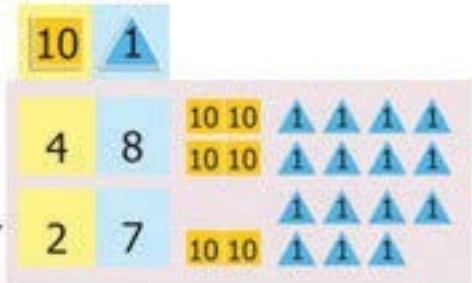
WEEK 5**Theme: Playing with numbers**

- Making association with large numbers in familiar contexts like a century in the cricket match. Parents could add other examples from their children's lives to think about 3-digit numbers. Like how many runs would add up to triple century, half century, etc.
- Ask children to count in 10s, 20s, 50s, etc. For example, to count two hundred thirty-four objects the child should be able to say there are 23 groups ten and 4 loose or 11 groups of 20 and 14 loose or four groups of 50, three groups of 10 and 4 loose.
- Engage the child in writing the expanded form of number using grouping like $234 = 200 + 30 + 4$
 $234 = 100 + 100 + 10 + 10 + 10 + 4$
 $234 = 100 + 50 + 50 + 10 + 20 + 4$ etc.
- Let the child experience and appreciate that a number can be expressed in many ways as we do for transacting money. Give him/her enough opportunities to handle play money notes.
- Ask the child to construct a 10X10 grid on a paper and write numbers 1 to 100 or 101 to 200, etc. Then ask to observe the patterns of numbers on the grid, For example, on skipping four numbers and shading the fifth a pattern will emerge. On skipping three, a diagonal pattern will emerge. Ask the child to observe all such fascinating and interesting patterns. Some of these are given in the textbooks and more are available online.
- These may also include number patterns like jump
- 2 steps forwards starting from 104 ten times, or 10
- steps backwards from 220, 12 times, etc
- Number games like I am exactly between 77 and 97, I am half century and one century etc.

Assessment Questions

1. Write the expanded form of the following numbers:
 - (a) 654
 - (b) 708
 - (c) 800
 - (d) 912
 - (e) 555
2. Write the following numbers in short form:
 - (a) $400 + 30 + 7$
 - (b) $600 + 9$
 - (c) $50 + 50 + 10 + 10 + 4$
 - (d) $200 + 20 + 30 + 3$
 - (e) $100 + 100 + 100 + 10 + 10 + 1 + 1 + 1 + 1$
3. Form a grid of numbers from 501 to 600. Then move diagonally down from number 504. Write all numbers that you find on this diagonal path.
4. Form three-digit numbers using all the digits 3,6,8



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| | | <p>5. Write the numbers which has one zero in it and are between 298 and 310.</p> <p>For students having access to digital content https://diksha.gov.in/play/collection/do_3131034750284103681722?contentId=-do_313256503227203584129934 https://diksha.gov.in/play/collection/do_3131034750284103681722?contentId=-do_3131277765904711681775</p> |
| | | <p>WEEK 6</p> <p>Theme: Addition</p> <ul style="list-style-type: none"> Engage the child in doing addition using 10×10 number grid for example adding 22 to 19 means moving two rows above and then two steps forward Finding out strategies like 'How to go from 22 to 41?' Shift to other strategies of adding two numbers. For example, add 23 and 31 <p>Method-1 $23 + 31 = 20 + 3 + 30 + 1$ Now, add 20 & 30 together and 3&1 together. You will get: $23 + 31 = 50 + 4 = 54$</p> <p>Method-2 $23 + 31 = 23 + 30 + 1 = 54$</p> <ul style="list-style-type: none"> The child should be first able to do it with the help of paper pencil and gradually shifts to mental calculation. And then shifts to the standard algorithm of counting using carry or regrouping. Children can make token cards of 1s, 10s and 100s to assist in adding in initial problems and then shift to adding mentally.  <ul style="list-style-type: none"> Children should also be encouraged to estimate the sum of two 3-digit numbers before adding. For example, $379 + 287$ will be more than 650. Encourage to make number facts using given numbers like arrange 50, 70 and 20 to make addition and subtraction facts. |



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| | | <p>Assessment Questions</p> <ol style="list-style-type: none"> Find the following sums: <ol style="list-style-type: none"> $54+44$ $301+200$ $444+360$ $678+543$ $728+40$ Form grid of numbers from 401 to 500 and find the following sums using the grid: <ol style="list-style-type: none"> $424+43$ $406+52$ $453+36$ and $36+453$. Check whether these two sums are equal $485+13$ Find the difference: <ol style="list-style-type: none"> $765 - 243$ $693 - 288$ $540 - 306$ $400 - 290$ Estimate the sums and find which is bigger: $453 + 261$ or $272 + 424$ Find $258+242$ and $786 - 286$. Are these two sums equal? <p>For students having access to digital content https://youtu.be/mNBp2lPnu2o https://diksha.gov.in/play/collection/do_3131034750284103681722?contentId=-do_31311269979916697611556</p> |
| | | <p>WEEK 7</p> <p>Theme: Solving problems using addition and subtraction</p> <ul style="list-style-type: none"> Provide them some simple daily life situations involving addition and subtraction. Let them analyse the situation and identify the appropriate number operations. Help them to find the answer to the situation problem. Problem sums in the context of puzzles, riddles, card games, word problems, etc., are interesting for all children. They find relevance in using mathematics in daily life also. Provide them opportunities to incorporate vocabulary like 'less than', 'more than', 'added to', 'sum of', 'take away,' etc., in their language by asking puzzles like— 9 taken from 34 is? The sum of 45 and 34 is? etc. Ask the child to find some situation themselves in real life based on addition or subtraction and let them explain how they can solve it. |



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| | | <p>Assessment Questions</p> <ol style="list-style-type: none"> Two shirts have been bought for Rs. 435 each. What is the total amount to be paid? A person travelled 548 km in one day and 328 km on the other day. What is the total distance he travelled in two days? Delhi to Bhopal is 788 km. A person travelled 550 km on Saturday. How much distance he has to travel to reach Bhopal? Reena bought a trouser for Rs. 336 and a top for Rs. 285. If, she pays one Rs. 500 note and a Rs. 200 note to the shop keeper, what amount will she get back. Out of Rs.950 Rakesh spent Rs. 450 for grocery and Rs. 175 for a coffee. What amount is left with him? <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_3131034750284103681722?contentId=-do_31311270017376256011557</p> <p>https://youtu.be/mNBp2lPnu2o</p> |
| | | <p>WEEK 8</p> <p>Theme: Non-standard units of measurement (Length)</p> <ul style="list-style-type: none"> Children should be encouraged to look around and see how lengths of different things are measured in different ways using local or non-standard units. For example, rope, garlands or cloth may be sold by the cubit, handspan, fingers, etc. They also need to do activities of measuring lengths (and distances) with their own body parts. For example, while playing cricket they decide the distance between the wickets by their strides. Ask students to measure the length of certain things around them like notebook, pencil, tabletop, keyboard etc. using any non-standard units of their choice like hand span, any paperclip, rope etc. Let them write their measurement properly on a sheet of paper. Ask the child to count the number of foot-spans from her room to the kitchen, or how many times a cup can be placed on the table from one end to the other. <p>Assessment Questions</p> <ol style="list-style-type: none"> Find the length of largest table in your house by using your hand spans Find the length of your play ground by using your steps. Check whose foot is smaller, your or your father's. If you both measure the length of your room by using foot spans who will measure in large number of foots? |



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| | | <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/ do_3131034750284103681722?contentId=- do_31317731011649536016324</p> <p>https://diksha.gov.in/play/collection/ do_3131034750284103681722?contentId=- do_313256503777714176129949</p> <p>https://youtu.be/7hxkdR16zqE</p> |
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SUBJECT: ENVIRONMENTAL STUDIES (CLASS III)

Resources: NCERT/State Textbook of Environmental Studies for Class III or other resources – Story Books, Links as given, various objects available at home.

| Learning Outcomes | Week-wise suggestive activities along with variety of resources (to be guided by teachers or parents) | |
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| | Activities for children having some kind of digital device | Activities for children without having any digital device |
| <p>The learner–</p> <ul style="list-style-type: none"> identifies relationships with and among family members. describes the need for living together, through oral/ written/other ways. differentiates between games played in the past and present. shows sensitivity for elderly and diverse family setups in the surrounding. (for diversity in appearance, abilities, likes/ dislikes, and access to basic needs.) | <p>WEEK 1</p> <p>Themes/Sub-themes: Family and friends (relationships, work and play)</p> <p>The teacher asks the students to interact with their family members over mobile and draw family tree. They can show it during online classes or send it through Whatsapp.</p> <p>The children are encouraged to do some form of physical exercise and share it with their friends. They can find out the games played by their family members.</p> <p>The teacher involves the students in game where in children learn the concepts as shown in the following video: <i>Khel Khel Mein</i> https://diksha.gov.in/play/content/do_31334704430541209612653</p> | <p>WEEK 1</p> <p>Themes/Sub-themes: Family and friends (relationships, work and play)</p> <p>The teacher encourages the students to do the following activities</p> <ul style="list-style-type: none"> Draw your family tree. Ask about the likes/dislikes of each member and decorate it accordingly. Do some form of workout like skipping, yoga, free dance, puzzles, indoor games, etc., at home. Elders at home may accompany children to motivate them to be healthier and spend quality time together. They can discuss with their family members of the games played by them in their childhood (continue in week 2,3,4) |
| <ul style="list-style-type: none"> describes roles of family members, family influences creates drawings, designs, motifs, models, top, front, side views of objects, etc. | <p>WEEK 2</p> <p>Themes: Family and friends (work and play) things we make and do, shelter</p> <p>Teacher can encourage students to narrate and list the work they do in a day and then represent it in a pie chart and share it with everybody in the online class on the next day.</p> <p>Teacher can motivate the students to develop model of house using the following video:</p> | <p>WEEK 2</p> <p>Family and friends (work and play) things we make and do, shelter</p> <p>The teacher encourages the students to do the following activities</p> <ul style="list-style-type: none"> Children may enlist the work they do in a day (starting from the time they wake up till the time they sleep) and represent it pictorially through a pie chart. It can be shared in class later. |
| | <p><i>Ajab Gajab Ghar</i> https://diksha.gov.in/play/content/do_31334703229139353612642</p> | <ul style="list-style-type: none"> Make a model of a house using waste material available at home like an old newspaper, pieces of cloth, old box, matchboxes, mud, clay, etc. with the help of parents/ elders. |



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| <ul style="list-style-type: none"> creates posters slogans, poems, etc. shares their experiences/ observations verbally in few words /simple sentences in their own language. | <p>WEEK 3</p> <p>Theme: Family and friends (work and play)</p> <p>Students are shown the video or a poster which will give information on do's and don'ts during a Corona Virus outbreak. They can be encouraged to discuss on the practices observed at their respective localities or homes. Teacher can sum up with a message. They may be asked to write poems or slogans on the same. The following video may be used:</p> <p>Stay Clean, Stay Healthy https://diksha.gov.in/play/content/do_31334703752427929611279</p> <p>Teacher may be asked to record a voice message on how they feel, what did they do during lock down and share it with the class on WhatsApp.</p> <p>Teacher can play the following video on how to write and send a letter <i>Sandese Aate Hai</i> https://youtu.be/JxlJDdc0eEA</p> | <p>WEEK 3</p> <p>Theme: Family and friends (work and play)</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> What are the dos and don'ts recommended during a Coronavirus outbreak? Make poster(s), of the same. Discuss with elders about them. Children may be asked to write a message for their friends or family members. The message can be about anything like how they feel, what new they did/ learned during the lockdown, or anything which they wish to share. Children can give their message notes to family members or send the voice note to friends or relatives as a surprise. |
| <ul style="list-style-type: none"> observes and explores their home kitchen for food items, vessels, stoves, and cooking processes | <p>WEEK 4</p> <p>Theme: Food, family, and friends (work and play)</p> <p>After a discussion with students on what did they observe in the kitchen (activities) Teacher can show videos on cooking processes especially on healthy food. This video if shown would motivate the children to make salad with sprouted grains. <i>Wahkyaswadhai</i> https://diksha.gov.in/play/content/do_31334703781888819211281</p> | <p>WEEK 4</p> <p>Theme: Food, family and friends (work and play)</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> At home, children may be asked to observe the kitchen activities. Children may be encouraged to observe, list, or draw the activities taking place in the kitchen. Which other food items can be prepared using the listed cooking processes? Help your elders in the kitchen and other household activities. |



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| <ul style="list-style-type: none"> participates actively and undertakes initiatives of care, share, empathy leadership by working together in groups or individually | <p>WEEK 5</p> <p>Theme: Family and friends (work and play, relationships)</p> <p>Teacher can use videos and initiate the games mentioned in the third column. One illustrative game is given in the video link given below:</p> <p><i>Khel Khel Mai</i></p> | <p>WEEK 5</p> <p>Theme: Family and friends (work and play, relationships)</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> Children may play the game 'Chinese Whisper' with their family. Everyone sits in a circle and one family member whispers a word in the ear of the neighbour who will pass it to the next one and so on. The last member speaks out the word loudly so that everyone can hear. If it is incorrect then he/she needs to do the task assigned by the person who said the word first. Children may play Dumb Charade. One child enacts and the other guesses about it. Children may learn to write a few alphabets in Braille and write secret messages for their friends/family members. |
| <ul style="list-style-type: none"> observes and explores home kitchen for food items, vessels, stoves, and cooking processes | <p>WEEK 6</p> <p>Theme: Food, family, and friends (plant) things we make and do</p> <p>Teacher can show videos on cooking processes especially on healthy food. This video if shown would motivate the children to make salad with sprouted grains. Wahkyaswadhai https://www.youtube.com/watch?v=GZj1297nf2s The children can find out recipes for more salads from internet.</p> | <p>WEEK 6</p> <p>Theme: Food, family, and friends (plant) things we make and do</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> Children in the presence of parents or siblings can make salad with sprouted dals and peanuts following the steps given below: Take sprouted <i>moong dal</i>, <i>chana</i>, and some peanuts and prepare sprout salad by mixing them and adding chopped tomato, onion, lemon juice, and salt. Find out recipes for more salads from your elders . |
| <ul style="list-style-type: none"> groups food items based on their source, part of the plant, raw or cooked or both | <p>WEEK 7</p> <p>Theme: Food, family, and friends (work and play, plant)</p> <p>The teacher may show pictures of various food items and ask the children to categorise them.</p> | <p>WEEK 7</p> <p>Theme: Food, family, and friends (work and play, plant)</p> <p>The teacher encourages the students to carry out the following activities</p> |



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| <ul style="list-style-type: none"> describes the role of frontline workers during lock down questions, discusses, thinks critically and reflects on their experiences or observations related to role of frontline workers during lockdown | <ul style="list-style-type: none"> Children may be shown some videos or teacher may show the process of making healthy drinks with lemon, papaya, or any other local fruits. They may name their brand and enlist the ingredients, manufacturing and expiry date, price, etc. Discussion may be conducted online with students on <ul style="list-style-type: none"> ✓ Who all are frontline workers? ✓ What do they do? ✓ Why are they out during lockdown? ✓ How will you manage without them? <i>kya khayee kya na kaayee</i> https://diksha.gov.in/play/content/do_31334699897723289611169 | <ul style="list-style-type: none"> They may make a chart of what they eat daily. They may categorise them based on some of the following aspects—eaten as raw/cooked/both the source part of plant eaten Children may prepare healthy drinks with lemon, papaya, or any other local fruits. They may name their brand and enlist the ingredients, manufacturing and expiry date, price, etc. <ul style="list-style-type: none"> ✓ Discuss with children- ✓ Who all are frontline workers? ✓ What do they do? ✓ Why are they out during lockdown? ✓ How will you manage without them? |
| <ul style="list-style-type: none"> records observations, experiences, information on food items prepared from rice and wheat and their recipes creates chart on pulses and grains | <p>WEEK 8</p> <p>Theme: Food, family, and friends(plant), food, things we make and do</p> <p>The activities given in column 3 are conducted along with showing videos on Eating Together https://diksha.gov.in/play/content/do_31334699908346675212627 The students can prepare a chart with the name, colour of some grains, and stick pulses on it. A photo may be clicked and shared on WhatsApp or shown during online classes.</p> | <p>WEEK 8</p> <p>Theme: Food, family, and friends (plant), food, things we make and do</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> Children may enlist at least 8 to 10 food items that can be prepared from rice and wheat each and find out the recipes to prepare two to three items. What are the ingredients for preparing them? Help your elders to prepare if possible. Prepare a chart with the name, colour of some grains, and stick pulses on it. <p>For differently abled children having access to digital content https://diksha.gov.in/play/content/do_313286288558202880114938 https://diksha.gov.in/play/content/do_313286879065939968116398 https://diksha.gov.in/play/content/do_313286340714471424115052 https://diksha.gov.in/play/content/do_313286258983968768114890 https://diksha.gov.in/play/content/do_313286340789993472115054 https://diksha.gov.in/play/content/do_313286340868210688115056 https://diksha.gov.in/play/content/do_313286259074957312114891 https://diksha.gov.in/play/content/do_313305233473298432118254 https://diksha.gov.in/play/content/do_31332148252400025611565</p> |



विषय— हिंदी (कक्षा – चार)

संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित) — रा.शै.अ.प्र.प. या राज्य द्वारा बनाई गई पाठ्यपुस्तकें, घर में उपलब्ध पढ़ने-लिखने की सामग्री, अन्य डिजिटल सामग्री (इंटरनेट, वेबसाइट, रेडियो, टीवी) आदि।

इस कैलेंडर के दोनों स्तंभों में दी गई गतिविधियों को उपकरणों की उपलब्धता एवं अनुपलब्धता के अनुसार किया जाना है, जिन बच्चों के पास उपकरण हैं; वे उपकरण सहित गतिविधियों के साथ-साथ उपकरण रहित गतिविधियों को भी कर सकते हैं और जिन बच्चों के पास उपकरण अथवा इंटरनेट नहीं हैं; वे उन गतिविधियों को करें, जिनमें उपकरणों अथवा इंटरनेट की आवश्यकता नहीं है।

| सीखने के प्रतिफल | विविध प्रकार के संसाधनों के साथ सप्ताहवार सुझावात्मक गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक या शिक्षक की मदद से करेंगे।) | |
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| | बच्चों के लिए डिजिटल उपकरण के प्रयोग सहित गतिविधियाँ | बच्चों के लिए डिजिटल उपकरण के प्रयोग रहित गतिविधियाँ |
| <p>बच्चे—</p> <ul style="list-style-type: none"> कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हुए उसमें अपनी कहानी अथवा बात जोड़ते हैं। भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसका प्रयोग करते हैं। अपनी कल्पना से कहानी, कविता, वर्णन आदि लिखते हुए भाषा का सृजनात्मक प्रयोग करते हैं। | <p>सप्ताह 1, 2</p> <p>भाषा का सृजन (मौखिक और लिखित)</p> <ol style="list-style-type: none"> रा.शै.अ.प्र.प. की वेबसाइट पर दिए गए लिंक पर जाइए https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf यहाँ दिए गए पोस्टर 14 को देखिए और उसके बारे में बड़ों के साथ चर्चा कीजिए, प्रश्न पूछिए, अपनी राय बताइए कि सभी जानवर छींक क्यों रहे हैं? उनके छींकने की अलग-अलग आवाजें हैं, क्या छींकने की आवाजों का जानवरों के नाम के साथ कुछ जुड़ाव है? यदि है, तो क्या और कैसे? कविता में 'छींक' को किस अंदाज़ में प्रस्तुत किया गया है, जैसे— आ छीं, ऊँ छीं, फूँ छीं आदि! बच्चे इन तरह-तरह की आवाजों को अपने-अपने अंदाज़ में प्रस्तुत करें। साथ ही कई और आवाजें भी 'छींक' में शामिल की जा सकती हैं। अपनी कल्पना से इस कविता को आगे बढ़ाएँ। इसी पोस्टर पर छपी कविता को भावपूर्ण ढंग से पढ़िए और कविता का आनंद लीजिए। देखिए कि कविता में कौन-सा शब्द बार-बार आया है। उन शब्दों की समान लय वाले शब्द लिखिए। कविता को आगे भी बढ़ा सकते हैं। रा.शै.अ.प्र.प. की वेबसाइट पर दिए गए लिंक पर जाइए और 'मन के भोले-भाले बादल कविता को पढ़ने का आनंद लीजिए। आप इस कविता को अपने शब्दानुसार आगे भी बढ़ा सकते हैं— https://ncert.nic.in/textbook.php?dhhn1=0-14 (पीडीएफ पुस्तक – रिमझिम भाग 4, पाठ1) https://epathshala.nic.in//process.php?id=students&type=eTextbooks&ln=en (फ्लिप बुक, रिमझिम भाग 4, पाठ 1) | <p>सप्ताह 1, 2</p> <p>भाषा का सृजन (मौखिक और लिखित)</p> <p>बच्चे अपनी भाषा गढ़ने के संदर्भ में कई तरह के काम कर सकते हैं। बच्चों के पास कुछ पत्रिकाएँ, पुस्तकें, पाठ्यपुस्तकें होंगी तो उन्हीं में से अपनी पसंद की किसी भी कहानी, कविता आदि का चयन कर लें और भाषा-सृजन की प्रक्रिया में शामिल हो जाएँ।</p> <ul style="list-style-type: none"> भाषा-सृजन के लिए बच्चे किसी सुनी अथवा पढ़ी हुई कहानी, कविता, गीत, चर्चा के आधार पर— <ul style="list-style-type: none"> ✓ अपनी नई कहानी, कविता, गीत आदि बना सकते हैं। ✓ अपने कल्पना से उसे आगे बढ़ा सकते हैं। ✓ उसका अंत बदल सकते हैं। ✓ कहानी को गीत अथवा कविता में और कविता अथवा गीत को कहानी में बदल सकते हैं। ✓ कहानी का मंचन करने के लिए आवश्यक वस्तुओं की सूची बना सकते हैं। ✓ किसी घटना को दृश्य मंच में बदलने के लिए संवाद लिख सकते हैं। ✓ कुछ शब्दों का चयन करते हुए अपनी कहानी, कविता की रचना कर सकते हैं। <p>उदाहरण के लिए इस कविता को आगे बढ़ाया जा सकता है—</p> <p>झुब्बर- झुब्बर बालों वाले गुब्बारे से गालों वाले, लगे दौड़ने आसमान में झूम-झूम कर काले बादल।</p> |

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| | <p>कविता के बारे में चर्चा कीजिए कि बादलों के लिए 'झब्बर-झब्बर बालों' जैसे शब्दों का प्रयोग क्यों किया गया होगा? बादलों के आसमान में दौड़ लगाने का क्या मतलब है? बादलों के गालों को 'गुब्बारे से' क्यों कहा गया होगा? बारिश वाले बादल कैसे दिखते हैं? बादलों में तरह-तरह की आकृतियाँ बनी हुई दिखती हैं! आप कैसी-कैसी आकृति देख पाते हैं? बारिश के मौसम में आपको कौन-कौन से काम करने पसंद हैं? बताइए और लिखिए।</p> | <p>(मन के भोले भाले बादल रिमझिम भाग 4, पाठ 1)</p> <ul style="list-style-type: none"> कविता के बारे में चर्चा कीजिए कि बादलों के लिए 'झब्बर-झब्बर बालों' जैसे शब्दों का प्रयोग क्यों किया गया होगा? बादलों के आसमान में दौड़ लगाने का क्या मतलब है? बादलों के गालों को 'गुब्बारे से' क्यों कहा गया होगा? बारिश वाले बादल कैसे दिखते हैं? बादलों में तरह-तरह की आकृतियाँ बनी हुई दिखती हैं! आप कैसी-कैसी आकृति देख पाते हैं? बारिश के मौसम में आपको कौन-कौन से काम करने पसंद हैं? बताइए और लिखिए। |
| <ul style="list-style-type: none"> विभिन्न स्थितियों और उद्देश्यों के अनुसार लिखते हैं। किसी विषय पर लिखते हुए शब्दों के बारीक अंतर को समझते हुए और सराहते हैं और शब्दों का उपयुक्त प्रयोग करते हुए लिखते हैं। | <p>सप्ताह 3 और 4</p> <ol style="list-style-type: none"> रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/8ijYZ227D74 और 'मीना की तीन इच्छाएँ' कहानी देखने का आनंद लीजिए। इस कहानी में मीना की तीन इच्छाएँ हैं। आपकी क्या-क्या इच्छाएँ हैं? आप उन इच्छाओं को कैसे पूरा करेंगे और क्यों पूरा करना चाहेंगे? अपने परिवार के हर छोटे-बड़े सदस्य से उनकी इच्छाओं के बारे में पूछिए। आप प्रश्नों की एक सूची भी बना सकते हैं और साक्षात्कार लेने के अंदाज़ में उनकी इच्छाओं के बारे में पूछते हुए लिख भी सकते हैं। रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/KLy0nRXLgaQ और 'सुनीता की पहिया कुर्सी' कहानी को देखने का आनंद लीजिए। आप दिए गए लिंक पर 'सुनीता की पहिया कुर्सी' कहानी को सुन भी सकते हैं- https://youtu.be/JvYS9qnxBB8 सोचिए और परिवार के सदस्यों के साथ चर्चा कीजिए कि सुनीता जैसे बच्चों को अपने काम करने में किस तरह की समस्याएँ आती होंगी? आप किसी | <p>सप्ताह 3 और 4</p> <ul style="list-style-type: none"> संवाद बोलना/लिखना कल्पना के आधार पर किसी व्यक्ति, दोस्त, घर के पालतू जीवों के साथ संवाद लिख सकते हैं, जैसे- कोरोना की वजह से घर में बंद रहने पर बच्चे और कोरोना के बीच चर्चा, बच्चे और उसके दोस्त के बीच चर्चा, बच्चे और शिक्षक के बीच चर्चा, बच्चे और उसके पालतू पशु के बीच चर्चा, घर के सदस्यों के साथ चर्चा आदि। साक्षात्कार लेना घर में उपस्थित सदस्यों का विभिन्न विषयों पर साक्षात्कार लेना और उसे लिखना, जैसे- क्या कभी पहले भी ऐसा हुआ है? क्या कभी उन्हें घर में बंद रहना पड़ा है? घर में बंद रहकर क्या-क्या नुकसान हुआ है? क्या कभी खाने-पीने की वस्तुओं की कमी हुई है? अगर ऐसा लॉकडाउन बहुत लंबा चला क्या होगा? अपनी कल्पना से किसी दूसरे ग्रह के बच्चे का साक्षात्कार लेना अथवा लिखना कि क्या तुम्हारे यहाँ भी कोरोना वायरस फैला हुआ है? जो लोग फुटपाथ पर रहते हैं वे कैसे कोरोना से बचाव करते होंगे, वे क्या काम करते होंगे? वे भोजन कैसे जुटाते होंगे? आदि। |



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| | <p>ऐसे बच्चे का काल्पनिक साक्षात्कार लीजिए, जिसे देखने में कठिनाई है। साक्षात्कार के प्रश्न बनाइए और उस बच्चे की जगह स्वयं को रखते हुए उन प्रश्नों के उत्तर भी लिखिए।</p> | <p>परिवार के सदस्यों से किन्हीं दिव्यांग जन के बारे में पूछिए और चर्चा कीजिए कि इन व्यक्तियों को अपने काम करने में किस तरह की समस्याएँ आती होंगी? आप किसी ऐसे बच्चे का काल्पनिक साक्षात्कार लीजिए, जिसे देखने में कठिनाई है। साक्षात्कार के प्रश्न बनाइए और उस बच्चे की जगह स्वयं को रखते हुए उन प्रश्नों के उत्तर भी लिखिए।</p> |
| <ul style="list-style-type: none"> विभिन्न स्थितियों और उद्देश्यों (बुलेटिन बोर्ड पर लगी जाने वाली सूचना, वस्तुओं की सूची, कविता, कहानी, चिट्ठी आदि) के अनुसार लिखते हैं। अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका लेखन में इस्तेमाल करते हैं। | <p>सप्ताह 5 और 6</p> <p>1. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/8ijYZ227D74 और 'मीना की तीन इच्छाएँ' कहानी देखने का फिर से आनंद लीजिए। इस कहानी में मीना ने अपनी तीन इच्छाएँ बताई हैं— लोग शौचालयों का प्रयोग करें, साफ़, सुरक्षित पानी इस्तेमाल करें। हाथों को साफ़ रखें और सब लोग अपने हाथ साबुन से साफ़ रखें। मीना ने ऐसी इच्छाएँ क्यों रखीं? शौचालय का प्रयोग न करने से, गंदा पानी पीने से और गंदे हाथों से भोजन बनाने और पानी पीने से क्या-क्या दिक्कतें हो सकती हैं? अपने परिवार में चर्चा कीजिए और उस चर्चा के मुख्य बिंदुओं को लिखिए। साफ़ पानी का प्रयोग, शौचालय का प्रयोग और हाथों को साबुन से धोने की आवश्यकता और महत्व के बारे में बताते हुए अपनी पसंद से विज्ञापन अथवा पोस्टर बनाइए।</p> | <p>सप्ताह 5 और 6</p> <p>पोस्टर, विज्ञापन पढ़ना, बनाना और सूचना लिखना</p> <ul style="list-style-type: none"> अपनी पसंद के विषय पर पोस्टर, विज्ञापन बना सकते हैं, सूचना लिख सकते हैं, जैसे— कोरोना की रोक-थाम के लिए घर में रहने का परामर्श देना, इससे जुड़ी आवश्यक बातों की सूची बनाना, स्कूल के बच्चों के लिए लॉकडाउन की सूचना लिखना। आप जैसी ही एक बच्ची मीना की तीन इच्छाएँ हैं— लोग शौचालयों का प्रयोग करें, साफ़, सुरक्षित पानी इस्तेमाल करें, हाथों को साफ़ रखें और सब लोग अपने हाथ साबुन से साफ़ रखें। मीना ने ऐसी इच्छाएँ क्यों रखीं? शौचालय का प्रयोग न करने से, गंदा पानी पीने से और गंदे हाथों से भोजन बनाने और पानी पीने से क्या-क्या दिक्कतें हो सकती हैं? अपने परिवार में चर्चा कीजिए और उस चर्चा के मुख्य बिंदुओं को लिखिए। साफ़ पानी का प्रयोग, शौचालय का प्रयोग और हाथों को साबुन से धोने की आवश्यकता और महत्व के बारे में बताते हुए अपनी पसंद से विज्ञापन अथवा पोस्टर बनाइए। |



- अपनी कल्पना से कहानी, कविता, वर्णन आदि लिखते हुए भाषा का सृजनात्मक प्रयोग करते हैं।
- भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसका प्रयोग करते हैं।
- किसी विषय पर लिखते हुए शब्दों के बारीक अंतर को समझते हुए और सराहते हैं और शब्दों का उपयुक्त प्रयोग करते हुए लिखते हैं।

सप्ताह 7 और 8

कहानी, कविता, गीत आदि की रचना करना/उत्तर के प्रश्न बनाना

1. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए—
<https://youtu.be/3XJw6TTkXVU>
और 'जैसा प्रश्न वैसा उत्तर' कहानी को सुनने का आनंद लीजिए।
2. आप दिए गए लिंक पर इसी कहानी से जुड़ी कुछ मजेदार बातों का आनंद भी ले सकते हैं—
<https://youtu.be/p1P6V2yODwc>
अगर आपसे कोई पूछे, आकाश में कितने तारे हैं तो आप क्या उत्तर देंगे? कोई यह पूछे, संसार की आबादी कितनी है तो क्या उत्तर देंगे? कुछ ऐसे ही प्रश्न बीरबल से पूछे गए थे तो उन्होंने अपने तरीके से उनके उत्तर दिए। अगर आपसे कोई यह पूछे, आपको कौन-सा काम अधिक पसंद है तो क्या उत्तर देंगे? आप चाहें तो अपने परिवार के सदस्यों से, शिक्षक से, दोस्तों से इसी तरह के कुछ और मजेदार प्रश्न पूछ सकते हैं। आप चाहें तो मजेदार प्रश्न-उत्तर से बुनी एक मजेदार कहानी भी बना सकते हैं।
3. नीचे दिए गए उत्तरों के प्रश्न बनाइए –
 - ✓ झुमकी बारिश में भीग गई थी।
 - ✓ कल हम सब जंगल की सैर करने जाएँगे।
 - ✓ रोहित को आज दो लड्डू अधिक मिले, क्योंकि उन्होंने एक बच्ची को गड्डे में गिरने से बचाया।
 - ✓ सारे बच्चों ने मिलकर दादी जी का 80 वाँ जन्मदिन मनाया।
4. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए –
https://youtu.be/6_W39Zwjc8c
और 'कौन' कविता को सुनने का आनंद लीजिए अपने अंदाज़ से इस कविता को आगे बढ़ाइए या इसी तरह की एक और कविता की रचना कीजिए।

सप्ताह 7 और 8

कहानी, कविता, गीत आदि की रचना करना/उत्तर के प्रश्न बनाना

- अपनी पसंद के विषय, अनुभव और स्तर के अनुसार कहानी, कविता, गीत आदि की रचना कीजिए।
- आप चाहें तो अपनी कहानी की किताब भी बना सकते हैं। कविताओं का संकलन भी बना सकते हैं।
- सृजनात्मक लेखन का संकलन करते हुए अपने स्कूल की बाल पत्रिका, स्कूल की भित्ति पत्रिका (स्कूल वॉल मैगज़ीन) के लिए रोचक सामग्री का निर्माण भी कर सकते हैं।
- अगर आपसे कोई पूछे, आकाश में कितने तारे हैं तो आप क्या उत्तर देंगे? कोई यह पूछे, संसार की आबादी कितनी है तो क्या उत्तर देंगे? अगर आपसे कोई यह पूछे, आपको कौन-सा काम अधिक पसंद है तो क्या उत्तर देंगे? आप चाहें तो अपने परिवार के सदस्यों से, शिक्षक से, दोस्तों से इसी तरह के कुछ और मजेदार प्रश्न पूछ सकते हैं। आप चाहें तो मजेदार प्रश्न-उत्तर से बुनी एक मजेदार कहानी भी बना सकते हैं।

नीचे दिए गए उत्तर के प्रश्न बनाइए –

- झुमकी बारिश में भीग गई थी।
- कल हम सब जंगल की सैर करने जाएँगे।
- रोहित को आज दो लड्डू ज्यादा मिले, क्योंकि उन्होंने एक बच्ची को गड्डे में गिरने से बचाया।
- सारे बच्चों ने मिलकर दादी जी का 80 वाँ जन्मदिन मनाया।

दिव्यांग बच्चों के लिए डिजिटल सामग्री–

- https://diksha.gov.in/play/content/do_313304811309629440117621
https://diksha.gov.in/play/content/do_313305222344089600118247
https://diksha.gov.in/play/content/do_313304874241073152117633



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| | https://diksha.gov.in/play/content/do_31331037694341939212518 https://diksha.gov.in/play/content/do_31332148533254553611579 https://diksha.gov.in/play/content/do_31332148482146304011570 https://diksha.gov.in/play/content/do_31332150119238041611657 https://diksha.gov.in/play/content/do_31332089136404889611247 https://diksha.gov.in/play/content/do_31332151133428121611716 |
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आकलन

हम जानते हैं कि आकलन किसी भी सीखने-सिखाने की प्रक्रिया का अभिन्न हिस्सा है। तालिका में जितनी भी गतिविधियाँ दी गई हैं, उनमें आकलन के बिंदु अथवा प्रश्न शामिल हैं, चाहे वह कोई कविता हो या कहानी या फिर चर्चा। बच्चों की मौखिक भाषा का आकलन करते समय यह ध्यान रहे कि हमारा ध्यान इन बातों की ओर हो। बच्चों की बोलने की इच्छा, अपनी बात कहने की चाहत अथवा इच्छा, दूसरे की बातों को सुनने का धैर्य, अपनी बात को कारण के साथ कहने, कहानी, कविता को भाव के साथ पढ़ना, जिसमें उचित उतार-चढ़ाव, हो, समझ के साथ पढ़ सकें, लिखते समय संदर्भ के अनुसार शब्दों का उचित चयन हो, वाक्य-संरचना सही हो, विराम-चिह्नों का उचित प्रयोग हो, उनके विचार और लेखन शैली आदि। कल्पनाशीलता, तार्किक बुद्धि आदि भी आकलन के बिंदु हो सकते हैं। बच्चों की क्षमता और भाषा-प्रयोग के अवसरों को केंद्र में रखते हुए उनका आकलन करें। बच्चे जो बातें कहते हैं, पढ़ते हैं, लिखते हैं, उन सभी में उनके विचार, भाव और भाषा-प्रयोग को ही आकलन का केंद्र बनाना बेहतर होगा।

**ऑनलाइन सामग्री का प्रयोग

NCERT की वेबसाइट, NROER, ई-पाठशाला तथा और भी अनेक वेबसाइट हैं जहाँ बच्चों के लिए पढ़ने-लिखने की सामग्री है। बच्चों से कहा जा सकता है कि वे उनका उपयोग करें। उन्हें देखें, सुनें, पढ़ें और आवश्यकता व उद्देश्य के अनुसार लिखें। उदहारण के लिए रा.शै.अ.प्र.प. द्वारा प्रकाशित बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक हिंदी और अंग्रेजी में), 'बरखा' क्रमिक पुस्तकमाला (हिंदी, उर्दू, संस्कृत में), पोस्टर्स (हिंदी, अंग्रेजी में), पोस्टर्स का इस्तेमाल करने के दिशा-निर्देश (हिंदी, अंग्रेजी में), हिंदी की पाठ्यपुस्तक 'रिमझिम' के ऑडियो-वीडियो कार्यक्रम देखे जा सकते हैं। इसके अतिरिक्त प्राथमिक स्तर के लिए चयनित बाल साहित्य की सूची (हिंदी, अंग्रेजी और 2014-15 में उर्दू) भी देखी जा सकती है जिससे बच्चे उन किताबों को पढ़ सकते हैं। बाल साहित्य की सूची में किताब का शीर्षक, लेखक, प्रकाशक, वर्ष आदि दिए गए हैं। बच्चे अपनी लिखी हुई कहानियाँ, कविताएँ, अनुभव, चित्र आदि रा.शै.अ.प्र.प. को भेज सकते हैं, जिनमें से चयनित रचनाओं अथवा कामों को रा.शै.अ.प्र.प. द्वारा बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी) में प्रकाशित किया जा सकता है।



कुछ लिंक निम्नलिखित हैं—

1. 'बरखा' क्रमिक पुस्तक माला विशेष रूप से कक्षा एक और दो के बच्चों के लिए जिसमें चार स्तरों पर बच्चों की मनपसंद 40 कहानियाँ हैं।
<https://ncert.nic.in/dee/barkha-series.php?ln=>
<https://ncert.nic.in/dee/NCERTBarkhaseries/Start.html>
2. बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी में)
<https://ncert.nic.in/dee/firkee-magazine.php?ln=>
3. बच्चों के लिए हिंदी और अंग्रेजी में पोस्टर्स (कुछ कहानी, कविता और कुछ चित्रात्मक)
https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf
4. पोस्टर्स का इस्तेमाल कैसे करें— कुछ सुझाव
<https://ncert.nic.in/dee/pdf/Posterguidelines.pdf>
5. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2013-14)
[https://ncert.nic.in/dee/pdf/DDE\(eng\).pdf](https://ncert.nic.in/dee/pdf/DDE(eng).pdf)
6. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (हिंदी 2013-14)
[https://ncert.nic.in/dee/pdf/DDE\(pp\).pdf](https://ncert.nic.in/dee/pdf/DDE(pp).pdf)
7. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2012-13)
<https://ncert.nic.in/dee/pdf/listhin.pdf>
8. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2008)
https://ncert.nic.in/dee/pdf/Slctd_BEng.pdf
9. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (हिंदी 2008)
https://ncert.nic.in/dee/pdf/Slctd_BHindi.pdf



SUBJECT: ENGLISH (CLASS IV)

Resources: NCERT/State Textbook of English Language for Class IV or other resources – Story Books, links as given, various objects available at home.

| Learning Outcomes | Week-wise suggestive activities along with variety of resources (to be guided by teachers or parents) | |
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| | Activities for children having some kind of digital device | Activities for children without having any digital device |
| <p>The learner–</p> <ul style="list-style-type: none"> Recites poems with appropriate expressions and intonation Responds verbally to questions based on day-to-day experiences Writes dictation of words/ phrases | <p>WEEK 1</p> <p>Theme: Sports and Games</p> <p>Link: https://diksha.gov.in/play/content/do_3133469429122334721955</p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> <p>The parent interacts with the learner on a sport that he/ she used to play and initiates a discussion about the learner’s favourite game in detail.</p> <p>The parent says aloud names of various sports. The learner may be asked to classify games into indoor/ outdoor and list them. The parent may select a similar activity from the Internet for additional practice.</p> | <p>WEEK 1</p> <p>Theme: Sports and Games</p> <p>(The parent may take the help of the teacher before the activity if required.)</p> <p>The parent reads out the poem to the learner from the textbook or photocopy. The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> <p>Also, follow instructions in the previous column.</p> |
| | <p>Assessment Questions</p> <ol style="list-style-type: none"> Write three questions beginning with ‘Why _____ ? Write three questions beginning with ‘How _____ ? | |



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| <ul style="list-style-type: none"> • Speaks briefly on a familiar issue • Uses a dictionary for spelling and meaning • Uses punctuation marks appropriately | <p>WEEK 2</p> <p>Theme: Good health</p> <p>The learner may be asked to reflect and speak on how people above 60 years of age can keep themselves healthy. The parent may show related images and information from the Internet.</p> <p>The learner may be encouraged to look up certain terms related to sports in the dictionary.</p> <p>The learner may be encouraged to write short sentences on the theme using punctuation marks appropriately. The additional practice may be provided using similar activities from the Internet.</p> | <p>WEEK 2</p> <p>Theme: Good Health</p> <p>(The parent may take the help of the teacher before the activity if required.)</p> <p>The learner may be asked to reflect and speak on how people above 60 can keep themselves healthy.</p> <p>The learner may be encouraged to look up certain terms related to sports in the dictionary. (This activity may be done later if a dictionary is not available. However, the parent may explain what a dictionary is.)</p> <p>The learner may be encouraged to write short sentences on the theme using punctuation marks appropriately.</p> |
| <ul style="list-style-type: none"> • Shares riddles in English • Responds verbally to questions based on a story • Presents orally the highlights of a narration | <p>WEEK 3</p> <p>Theme: Linguistic diversity</p> <p>Learners interact with parents/ siblings/ grandparents at home/ over the phone to share riddles in English and learn new ones in the mother tongue and English. Riddles may also be selected from the Internet by the parent.</p> <p>The learner listens to a folktale narrated by the parent on how wisdom overcomes a problematic situation. The parent may ask questions in between to ensure that the learner has understood.</p> <p>The learner may re-tell the above story in brief, presenting only the highlights.</p> | <p>WEEK 3</p> <p>Theme: Linguistic diversity</p> <p>Learners interact with parents/ siblings/ grandparents at home/ with peers and neighbours to share riddles in English and learn new ones in the mother tongue and English.</p> <p>Follow the instruction in the previous column</p> |



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| <ul style="list-style-type: none"> • Responds verbally to questions based on a story read/ heard • Recites poems with appropriate expressions and intonation • Uses punctuation marks appropriately | <p>WEEK 4</p> <p>Theme: Curiosity and wonder</p> <p>The parent may facilitate independent and silent reading by the learner by providing opportunities to read picture books/children's stories in magazines/NROER based on adventure and curiosity. The parent may ask questions based on the story to elicit responses in English.</p> <p>Link: https://diksha.gov.in/play/content/do_31334694310110003212521</p> <p>The parent facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> <p>The learner is asked to write three questions beginning with 'Why'.</p> | <p>WEEK 4</p> <p>Theme: Curiosity and wonder</p> <p>The parent may facilitate independent and silent reading by the learner by providing opportunities to read picture books/children's stories in magazines/NROER based on adventure and curiosity. The parent may ask questions based on the story to elicit responses in English.</p> <p>(The parent may take the help of the teacher before the activity if required.)</p> <p>The parent reads out the poem to the learner from the textbook or photocopy. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.</p> <p>The learner is asked to write three questions beginning with 'Why'.</p> |
| <ul style="list-style-type: none"> • Solves simple Crossword puzzles • Reads subtitles on TV • Uses linkers to indicate connectedness | <p>WEEK 5</p> <p>Theme: The world of words</p> <p>The parent may provide clues to the learner, to enable him/ her to arrive at an answer of one word. Simple crosswords downloaded from the Internet may be shown to the learner.</p> <p>The learner may be encouraged to watch any English news channel and try to read the subtitles or information provided in a running ribbon below, for a few minutes every day.</p> <p>The learner may be asked to describe a process. The parent may ensure that the learner uses the linkers appropriately. Selected examples from the Internet may be shown to the learner.</p> | <p>WEEK 5</p> <p>Theme: The world of words</p> <p>The parent may provide clues to the learner, to enable him/ her to arrive at an answer of one word.</p> <p>The learner may be encouraged to watch any English news channel and try to read the subtitles or information provided in a running ribbon below, for a few minutes every day. This may be done with a Community TV.</p> <p>The learner may be asked to describe a process. The parent may ensure that the learner uses the linkers appropriately. The parent may mention that linking words are found in all languages.</p> |



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| | <p>WEEK 6</p> <p>Theme: Fitness</p> <p>The parent may discuss the ‘Fit India’ initiative, and show information about it from the Internet. The learner may be involved with words such as racing, diving, swimming, etc. and either enact or draws them to express the sense of movement.</p> <p>The learner may be provided with 20 words related to three different sports and asked to classify them. As a reverse activity, the learner may say sport-related words and ask the parent to classify them.</p> | <p>WEEK 6</p> <p>Theme: Fitness</p> <p>Before the activity, the parent may gather information about the ‘Fit India’ initiative and tell the learner about it. The parent may initiate a discussion on various sports. The learner may be involved with words such as racing, diving, swimming, etc. and either enact or draws them to express the sense of movement.</p> <p>The learner may be provided with 20 words related to three different sports and asked to classify them. As a reverse activity, the learner may say sport-related words and ask the parent to classify them.</p> <p>The parent may provide information about a local sportsperson. The parent encourages the learner to identify the important points and writes them down. With these, the learner writes a few sentences on the sportsperson.</p> |
| <p>Assessment Question</p> <p>Choose the correct option to answer.</p> <ul style="list-style-type: none"> • The sports teacher said, “When I blow the whistle, all of you start running.” • So, when the whistle blew, the children <ul style="list-style-type: none"> ✓ had to blow ✓ had to run ✓ had to begin | | |
| <ul style="list-style-type: none"> • Uses nouns, pronouns, adjectives, and prepositions in speech • Presents highlights orally in English | <p>WEEK 7</p> <p>Theme: Multilingualism</p> <p>The parent shows an age-appropriate and interesting single-panel cartoon, with or without words. Such cartoons may be selected and downloaded from the Internet by the parent. The learner responds and describes it briefly in English.</p> | <p>WEEK 7</p> <p>Theme: Multilingualism</p> <p>The parent shows an age-appropriate and interesting single-panel cartoon, with or without words. (Before the activity, the teacher may photocopy a cartoon and share it with the parents.) The learner responds and describes it briefly in English.</p> |



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| | <p>The learner may be encouraged to collect information on friends and neighbours, their place of origin, and the languages they speak at home. He/ she presents the information briefly in English.</p> | <p>The learner may be encouraged to collect information on friends and neighbours, their place of origin, and the languages they speak at home. He/ she presents the information briefly in English.</p> |
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Assessment Questions

Fill in the blanks choosing from the words in brackets

(between towards into over)

1. One day an ant found a small block of jaggery. Immediately it signalled its friends about the food.
2. Within no time, a series of ants started rolling the block _____ the ant hill. The ant hill was in _____ two coconut trees. On their way they crawled across a wall and _____ a small twig and crawled along some saplings in a garden. Finally they broke the block of jaggery into pieces and carried them _____ the ant hill.

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| <ul style="list-style-type: none"> • Builds word chains • Reads headlines in the newspaper • Reads printed script in advertisements | <p>WEEK 8</p> <p>Theme: The World of words</p> <p>The learner is provided the word HAND and asked to write as many related words as he/ she can.</p> <p>The parent may encourage the learner to read out the headlines in any English newspaper and say what he/ she understood.</p> <p>The parent may encourage the learner to read out the advertisements in any English newspaper.</p> | <p>WEEK 8</p> <p>Theme: The World of words</p> <p>Please follows instructions in the previous column</p> <p>For differently abled children having access to digital content</p> <p>https://diksha.gov.in/play/content/do_313286355847315456115106</p> <p>https://diksha.gov.in/play/content/do_313286356069433344115107</p> <p>https://diksha.gov.in/play/content/do_313286356363124736115108</p> <p>https://diksha.gov.in/play/content/do_313286259966271488114895</p> <p>https://diksha.gov.in/play/content/do_313286980765589504118336</p> <p>https://diksha.gov.in/play/content/do_313286981419220992118340</p> <p>https://diksha.gov.in/play/content/do_31332151105390182411714</p> |
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SUBJECT: URDU (CLASS IV)

| ہفتہ وار مجوزہ سرگرمیاں (WEEK-WISE SUGGESTIVE ACTIVITIES) | ماخذ (SOURCE) | آموزشی ماحصل (LEARNING OUTCOMES) |
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| <p>ہفتہ - 1 موضوع : زبان اور تخلیق</p> <p>1- تخلیقی صلاحیتوں کو فروغ دینے کے لیے مختلف نوعیت کی سرگرمیاں انجام دے سکتے ہیں، جیسے کسی سنی لڑھی ہوئی کہانی، نظم، گیت یا گفتگو کی بنیاد پر -</p> <ul style="list-style-type: none"> • نئی کہانی یا نظم گڑھ سکتے ہیں • اپنے تخیل کی بنا پر اسے آگے بڑھا سکتے ہیں۔ • اس کا انجام تبدیل کر سکتے ہیں۔ • کہانی کو گیت/نظم میں اور نظم/گیت کو کہانی میں بدلنے کی کوشش کر سکتے ہیں۔ • کہانی کو اسٹیج پر پیش کرنے کی خاطر واقعات تبدیل کر سکتے ہیں۔ ان کے مکالمے لکھ سکتے ہیں۔ <p>اپنی جانچ کھیے:</p> <p>1- اپنی درسی کتاب سے کسی ایک نظم کو کہانی کی شکل میں لکھیے۔ اب اس کہانی کو ڈرامے کی شکل میں تبدیل کر کے لکھیے۔</p> <p>ہفتہ - 2 موضوع : مکالمے اور کرنا/لکھنا</p> <p>1- تخیل کی مدد سے کسی شخص، دوست، گھر کے کسی پالتو جانور کو موضوع بنا کر مکالمے لکھے جا سکتے ہیں جیسے کرونا کے سبب گھر میں بند رہنے پر بچے اور کرونا کے درمیان مکالمہ آرائی، بچے اور اس کے دوست کے درمیان گفتگو، بچے اور استاد کے درمیان بات چیت، گھر کے کسی فرد کے ساتھ گفتگو وغیرہ۔</p> <p>انٹرویو لینا</p> <p>1- گھر میں موجود لوگوں کا مختلف موضوعات پر انٹرویو کرنا اور اسے تحریر کرنا جیسے کیا پہلے بھی ایسا ہوا ہے؟ کیا کبھی انھیں گھر میں بند رہنا پڑا ہے؟ گھر میں بند رہ کر کیا نقصانات ہوئے ہیں؟ کیا کھانے پینے کی کسی چیز کی کمی محسوس کی ہے؟ اگر ایسا لاک ڈاؤن لمبے عرصے تک چلا تو کیا ہوگا؟</p> | <p>این سی ای آر ٹی/ریاست کی درسی کتب</p> | <p>1- نظموں، ترانوں، کہانیوں وغیرہ کو لکھتے اور اپنی پسندیدگی اور ناپسندیدگی کا اظہار کرتے ہیں۔</p> <p>2- مختلف نوعیت کی تحریروں جیسے مکالمہ، انٹرویو، اشتہار وغیرہ کو پڑھتے اور اپنی زبان میں لکھنے کی کوشش کرتے ہیں۔</p> <p>3- قواعد کے اصولوں کے مطابق صحیح زبان لکھتے ہیں۔</p> |



2- اپنے تخیل میں کسی دوسری دنیا کے بچے سے انٹرویو لینا/لکھنا کہ کیا تمہارے یہاں بھی کبھی کرونا جیسا وائرس پھیلا ہے؟ جو لوگ فٹ پاتھ پر رہتے ہیں وہ کس طرح اپنی حفاظت کرتے ہوں گے؟ اپنے کھانے کا انتظام کس طرح کرتے ہوں گے؟ وغیرہ۔

اپنی جانچ کیجئے:

1- کورونا عالمی وبا سے متعلق اصطلاحات کی فہرست تیار کیجئے اور ان کے مفہوم بھی بتائیے۔ اس کام میں آپ انٹرنیٹ کی مدد لے سکتے ہیں۔ (بعض اصطلاحات کے نام اس طرح ہیں۔ قرنطینہ، خود ساختہ تنہائی، نفسیاتی دباؤ، ذاتی حفاظتی آلات (EPP)، قوت مدافعت وغیرہ۔)

2- لاک ڈاؤن میں فٹ پاتھ پر رہنے والے کیسے رہتے ہوں گے۔ ان کے بارے میں جاننے کے لیے سوالات تیار کیجئے۔

ہفتہ - 3

موضوع: پوسٹر / اشتہار بنانا اور اطلاع لکھنا

1- اپنی پسند کے موضوع پر پوسٹر، اشتہار یا اطلاع لکھ سکتے ہیں جیسے کرونا کی روک تھام کے لیے گھر میں رہنے کے لیے صلاح دینا، اس سے متعلق ضروری باتوں کی فہرست تیار کرنا، اسکول کے بچوں کے لیے 7 جون تک لاک ڈاؤن کی اطلاع دینا۔

ہفتہ - 4

کہانی، نظم، گیت وغیرہ تخلیق کرنا

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

اپنی جانچ کیجئے:

1- لاک ڈاؤن کے دوران گھر میں رہ کر آپ نے کون کون سی کہانیاں اور نظمیں پڑھیں، ان کی فہرست مرتب کیجئے۔

ہفتہ - 5

موضوع: مختلف موضوعات پر اظہار رائے کرنا

1- مختلف پیشوں سے تعلق رکھنے والی کنھیں پانچ تصاویر کو غور سے دیکھیے جیسے کسان، ڈاکٹر، انجینئر، کرکٹ کا بلہ باز وغیرہ۔ ان کے کرداروں کے بارے میں سوچے اور اپنے گھر میں آپ کی عمر سے بڑے کسی فرد کو بتائیے کہ اگر آپ ان کرداروں کی جگہ ہوتے تو آپ کیا کرتے؟



- 2- گھر کے افراد کے سامنے ان کی حرکات و سکنات/ اداکاری کے ذریعے ان کرداروں کو دکھائیے۔
- 3- مذکورہ بالا پیشوں میں استعمال کی چیزوں کی فہرست سازی کیجئے۔ اگر ممکن ہو تو ان کی تصاویر حاصل کیجئے اور انہیں اپنی نوٹ بک میں محفوظ کیجئے۔
- اپنی جانچ کیجئے:
- 1- کسی سبزی فروش یا پھل فروش یا کسی اور پیشے سے تعلق رکھنے والے شخص کی تصویر بنائیے اور ان اشیاء یا سامان کے نام لکھیے جو ان کے پاس موجود ہوتے ہیں۔

ہفتہ - 6

- موضوع: درسی کتاب میں شامل سبق کو پڑھنا اور سمجھنا
- 1- درسی کتاب میں شامل سبق پرندوں کی دنیا کو پڑھیے اور ان سوالات کے جواب معلوم کیجئے:
- آسمان میں بہت اونچائی تک اڑنے والے پرندے کون کون سے ہیں؟
 - معمولی اونچائی تک اڑنے والے پرندے کون کون سے ہیں؟
 - پانی میں بڑے مزے سے تیرنے والے پرندے کون کون سے ہیں۔
 - کیا پرندوں سے ہمیں نقصان بھی پہنچتا ہے؟ اگر ہاں تو وہ نقصانات کیا ہیں؟

اپنی جانچ کیجئے:

- 1- مختلف پرندوں کی فہرست بنائیے اور ان کے آگے ان کی عادات، ان کی خوبیاں، ان کے رنگ وغیرہ کو لکھیے۔
- 2- دیے گئے لنک کی مدد سے سبق پرندوں کی دنیا کو پڑھیے:
- <http://ncert.nic.in/textbook/textbook.htm?dulb1=3-22>

ہفتہ - 7

موضوع: گفتگو کرنا اور لکھنا

- 1- گھر میں بیمار شخص کے لیے ڈاکٹر کے کردار کو اداکاری کے ذریعہ گھر میں پیش کیجئے۔
- 2- ماں لیجئے کہ آپ بیمار ہیں اور اسکول نہیں آسکتے ہیں۔ ڈاکٹر نے آپ کو آرام کرنے کی صلاح دی ہے۔ اپنے پرنسپل کے نام ایک ہفتے کی چھٹی کے لیے درخواست لکھیے۔
- 3- ماں لیجئے کہ گھر میں آپ تنہا ہیں اور آپ کو خود اپنے لیے کھانا پکانا ہے۔ اپنے گھر کے افراد کے ساتھ گفتگو کیجئے کہ آپ کیا پکائیں گے اور کس طرح کھانا پکائیں گے؟



اپنی جانچ کیجئے:

1- اپنے دوست کو یہ پیغام (Message) بھیجیے کہ آپ کچھ روز اس کے ساتھ نہیں کھیل سکتے اور اس کی وجہ بیان کیجئے۔

ہفتہ - 8


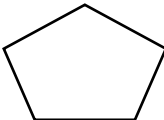

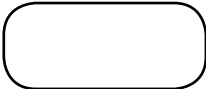
موضوع: اظہار خیال کرنا

1- اپنی پسند کے کسی موضوع پر اشتہار/ پوسٹر بنائیے اور اس کا عنوان تجویز کیجئے۔

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



SUBJECT: MATHEMATICS (CLASS IV)

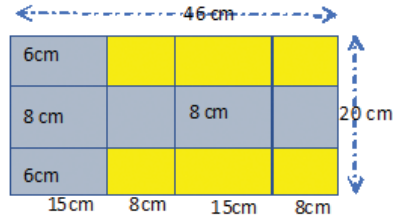
| Learning outcomes | Resource(s) | Week-wise suggestive activities (To be guided by parents with the help of teachers) |
|---|--|--|
| <p>The learner–</p> <ul style="list-style-type: none"> Acquires understanding about shapes around her/him. Finds out shapes that can be used for tiling makes cube/ cuboids using the given nets shows through paper folding/ paper cutting, ink blots, etc. the concept of symmetry by reflection draws top view, front view and side view of simple objects Solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations applies operations of numbers in daily life multiplies 2- and 3-digit numbers divides a number by another number using different methods like pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication creates and solves simple real-life situations/ problems including money, length, mass and capacity by using the four operations | <p>NCERT/ State developed textbook</p> <p>Chapter 1 Building Bricks with Chapter 2 Long and Short Chapter 3 A trip to Bhopal Chapter 11 Tables and Shares</p> <p>QR codes related to these chapters available on NROER</p> | <p>WEEK 1</p> <p>Theme: Patterns</p> <p>Provide opportunities to the student to explore her/his surroundings to see patterns in tiles on walls, floors etc. This will help student in making an understanding of how different shapes, especially the cuboidal bricks, are arranged to form various patterns etc.</p> <p>Assessment Questions</p> <ol style="list-style-type: none"> Draw a brick pattern of your choice. Which of these are the face of the brick? <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="text-align: center; margin: 10px 0;">  </div> <ol style="list-style-type: none"> Can you make a brick which shows four of its faces? Count the number of edges, corners and faces a brick has? <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_31307360980973158412291?contentId=-do_31311270158602240011945</p> <p>https://diksha.gov.in/play/collection/do_31307360980973158412291?contentId=-do_31311270158602240011945</p> |



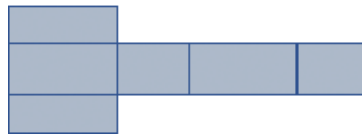
WEEK 2**Theme: Nets of cube and cuboid**

Make a net of cuboid by taking a cardboard sheet. To make a cuboid of length 15cm, breadth 8cm, and height 6cm:

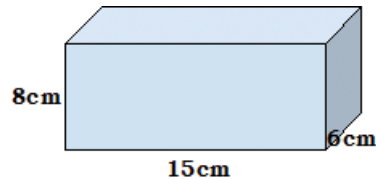
Step 1: Draw a rectangle of length 46cm and breadth 14 cm, and divide it into smaller rectangles as shown in Fig.1.



Step 2: Cut out the two yellow boxes of dimensions 8cm X 8cm to obtain the final structure as depicted in Fig. 2



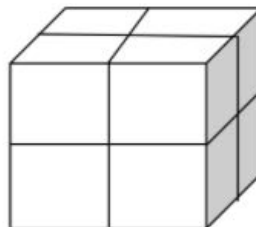
Cut the border and fold to join the end by a tape or gum. You get the shape of a cuboid.



Make many such cuboids. Now conduct activities with these as given in the text books.

Assessment Questions

1. If you place you dice together, what shape will you get?
2. Shalini is making a cube from its net. How many parts of the net does she need?
3. If you join 6 identical rectangles, what shape will you get?
4. Count the number of small cubes if you cut the bigger cube?



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| | | <p>5. How many dots lie opposite to the face having one dot, when the figure is joined to make a cube?</p> <p>For students having access to digital content e-content: https://diksha.gov.in/play/collection/do_31307360980973158412291?contentId=-do_31311270142675353612228 https://diksha.gov.in/play/collection/do_31307360980973158412291?contentId=-do_3131127014886768641710</p> |
| | | <p>WEEK 3</p> <p>1. Later the student may be asked to arrange the bricks so that they get designs of Jaali and the floor.</p> <p>2. Engage children in finding the volume of a cuboid by multiplying its sides.</p> <p>Assessment Questions</p> <p>1. Draw a top view of a birthday cap.</p> <p>2. Take one brick and try to measure the length and breadth of the brick.</p> <p>Which wall will be stronger?</p>  <p>3. Draw a side view of a chair.</p> <p>4. Make a drawing of this box showing 3 of its faces.</p>  <p>For students having access to digital content https://diksha.gov.in/play/collection/do_31307360980973158412291?contentId=-do_31311270153900032011945</p> |
| | | <p>WEEK 4</p> <p>Theme: Measurements</p> <p>1. Measurement of length and distances is a skill which is essential for all problem solving in life.</p> <p>2. Engage the student in estimating lengths and compare them. There are many situations in a student's experiences to do so. For example comparing the heights of different family members, friends and various objects like window, doors. etc. Can an almirah be taken inside a room through a door? Let the student make an estimate and then measure to compare.</p> |



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| | | <p>3. Let the student use the known units like meter and centimeter to measure lengths and compare them.</p> <p>4. Engage the student in measuring a distance in meters and then in centimetres. Later let them compare and find how many centimetres make a meter. Some children may have the idea that there are 100 centimeters in a meter.</p> <p>5. Applications of decimal number operations are also seen prominently while dealing with measurement of length and distances. Like addition and subtraction of lengths and distances. For example a cloth piece of length 4m 75cm is there out which 2m15cm is used to make a shirt, what is the length of the cloth piece left?</p> <p>6. Finding total length of a cycling track or a jogging track of rectangular shape, etc.</p> <p>Assessment Questions</p> <ol style="list-style-type: none"> 1. Write your height in centimetres. 2. Who is the tallest member in your family and what is their height? 3. In a 2000metres race people run ____ kilometres. 4. If a track is 500 meters, then 10 rounds of that track will be ____ kilometres. 5. How far is your school from home? Is it more than 3 kilometres? <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_31307360980973158412291?contentId=-do_31312777609687859211664</p> <p>https://diksha.gov.in/play/collection/do_31307360980973158412291?contentId=-do_3131127012140072961707</p> |
| | | <p>WEEK 5</p> <p>Theme: Measurement of length and distance (Standard Units)</p> <p>Activity: Make your own scale: Ask the child to make a scale on the wall and then measure the heights of the family members and to note down the heights in their notebooks. They may also be asked to calculate the difference between your height and your mother's height, and other family members.</p> <ul style="list-style-type: none"> • Ask them to find things that are of one centimeter length in their toys or in their room. Let them first estimate and then actually measure and finally arrange them from shortest to longest |



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| | | <ul style="list-style-type: none"> • Children can also make a one-meter-long measuring tape to measure circular things, encourage the child to measure as many things at home which are within their reach. • Ask children to observe that while writing the distances generally a dot is placed between meter and centimeter measure. For example, 2m35cm is generally written as 2.35 m. Note that now only meters are written along the number. • Children can use the internet to find the world records for the longest jump or the highest jump and try to estimate how long/ high it would be by drawing on the floor. • Children can also be asked to make the longest jump possible and measure it in meter and centimeter compared with their siblings' jump or the world record holder. • The children may be given the idea that 1000 meters are equal to one kilometer by taking them for a walk in the park. Once the children have some idea with kilometers, they may be asked to estimate how many kilometers is their home from? school, market or a friend's home? • The child may also be engaged to solve problems, like, "If there are 2 objects of length 120 cm and 1 meter 30 centimeter, then the length of which object is more and by how much?", "Sunita bought 9.75 meter of cloth. She used 2.30 meter from it. How much cloth is left?" <p>Assessment Questions</p> <ol style="list-style-type: none"> 1. Shubham goes to school 5 kilometres by bus and 1 kilometer on-foot. How far is his school from home? 2. Rama purchases 50 meters of cloth to make kurta. 3. If one kurta needs 2m cloth, how many kurtas can she make? 4. Shubhi had 6 meters long wooden stick. She breaks in into half. Now each part of the stick is _____ long? 5. Find five things which are longer than 5 centimeters but shorter than 50 centimeters. <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_31310347504498278411445?contentId=-do_313277643348123648127011</p> <p>https://diksha.gov.in/play/collection/do_31310347504498278411445?contentId=-do_31312777609687859211664</p> |
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| | | <p>WEEK 6</p> <p>Theme: Problem solving in daily life</p> <ul style="list-style-type: none"> • Provide opportunities to the child to explore where math and mathematical calculations are used in her/his everyday life. For example, if 200 gm of flour is used in making one cupcake, how much flour is used for making 12 such cupcakes, using repeated addition. • Activity: Making bill • The parent may ask the child to make an inventory of the groceries bought at home. Ask the child to note down the prices of the items and the number of items purchased. Then the parent may ask the child to calculate the total of the bill. In this activity the child will use multiplication to calculate the price of one item multiple times and then add the prices to obtain the total price. • Let the child calculate using any method they want. Ask them how are they adding the numbers of the list. How are they calculating for 12 packets when cost of one is known etc. • Provide the child with situational problems which can be solved by applying the basic number operation- addition and subtraction. The child must understand in which situation/ problem which operation could be used. Also, help the child to find out different ways of solving a particular problem. • Encourage the child to create contextual questions based on mathematical statements, e.g., the statement $25 - 10 = 15$ may trigger different questions from different children. A child may create: "I had 25 apples, ten were eaten. How many apples are still left?" <p>Assessment Questions</p> <ol style="list-style-type: none"> 1. Out of saree, towel, paper, rubber which one is longest? 2. How many mugs of capacity 25 liters are required to fill the tank of capacity 500 liters? 3. Rajni bought 5 dresses for Rs. 5500. What was the price for one dress? 4. Suraj is 55 kg and Shikha is 49 kb. Whose weight is more and by how much? 5. Mohan purchases shoes for Rs. 450. After making the payment, shopkeeper returned him Rs. 550, how much money did Mohan pay to the shopkeeper? <p>For students having access to digital content</p> <p>https://youtu.be/KjI2Vc03zIs</p> <p>https://diksha.gov.in/play/collection/do_31310347504498278411445?contentId=-do_313277644721356800127040</p> |
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| | | <p>WEEK 7</p> <p>Theme: Multiplication and construction of multiplication Tables</p> <ul style="list-style-type: none"> • Encourage the child to explore and write multiplication facts through various ways like skip counting, extending patterns, etc., that they have learnt in earlier classes. For example, for developing a multiplication table of 3, children could use either skip counting or repetitive addition. Provide the child with a number of real-life examples which implies multiplication. • Encourage the child to do multiplication in different ways. For example, to expand the two-digit number and multiply, 23 multiplied by 6 could be solved as follows: $23 \times 6 = (20+3) \times 6 = 20 \times 6 + 3 \times 6$ • $120 + 18 = 138$ • Further the parent may discuss and evolve standard algorithms for multiplication. • Give more practice to children to multiply two-digit numbers. <p>Assessment Questions</p> <ol style="list-style-type: none"> 1. Complete the table 4, 8, 12, 16.... 2. Write the missing number 3, 6, 9, ____, 15, 18, ____ 3. How will you multiply 6×5? Share two different ways. 4. What will be the product of 9 into 7? How did you do that. 5. Write five multiplications facts for 7? <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_31310347504498278411445?contentId=-do_313277649787199488127156</p> <p>https://diksha.gov.in/play/collection/do_31310347504498278411445?contentId=-do_313277649699921920127154</p> |
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| | | <p>WEEK 8</p> <p>Theme: Division</p> <ul style="list-style-type: none"> • Encourage the child to observe that division is dividing a collection into equal groups. For example, $24 \div 3$ means to find how many groups of 3 can be there in 24 or how many 3's makes 24? This could be done by giving the child 24 beads or coins and asking them to divide the beads into groups of 3 and then asking them to observe how many groups of 3 are there. • Let the students explore the concept of division. Give them opportunities to use their knowledge of division in situations like dividing chapatis equally among the family members, etc. • Provide the child with a bunch of word problems that involves division, like, "How will you equally divide 50 sweets among 5 members of the family?" • In life situations division also occurs with a different context i.e. $24 \div 3$ means to find how many items in a group will be there if 24 objects are divided equally in 3 groups? • Ask the child to frame such problems and solve them. For example: 12 bananas are to be given equally to three monkeys, how many will each monkey get? • Once the child is familiar with this type of problem, increase the complexity of the problem like- "Can you equally divide 49 sweets among 5 members of the family? Will any family member be left with only 4 sweets? What if there are 51 sweets, how will you divide then?" Encourage the child to think of some situations of her/his own and make statement problems. <p>Assessment Questions</p> <ol style="list-style-type: none"> 1. If 35 books are arranged in 5 groups. Each group will contain how many books? 2. Divide a paper into 4 equal halves. In how many ways you could do it. 3. If you want to divide 20 by 5 then, how many times do we need to subtract 5 from 20? 4. 70 plants are to be planted on 10 roads. Each road will get how many plants? 5. How will you divide $55 \div 5$. Share you process. <p>For students having access to digital content</p> <p>https://youtu.be/KjI2Vc03zIs</p> <p>https://diksha.gov.in/play/collection/do_31310347504498278411445?contentId=-do_31311270109907353611314</p> |
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SUBJECT: ENVIRONMENTAL STUDIES (CLASS IV)

Resources: NCERT/State Textbook of Environmental Studies for Class IV or other resources – Story Books, links as given, various objects available at home.

| Learning Outcomes | Week-wise suggestive activities along with variety of resources (to be guided by teachers or parents) | |
|--|---|--|
| | Activities for children having some kind of digital device | Activities for children without having any digital device |
| <p>The learner–</p> <ul style="list-style-type: none"> identifies relationship with and among family members in extended family. differentiates between objects and activities in the past and present suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (elderly and differently abled people) | <p>WEEK 1</p> <p>Theme: family and friends (relations, work and play), things we make and do</p> <p>The teacher asks the students to interact with their family members over mobile and draw an extended family tree. They can show it during online classes or send it by WhatsApp. The teacher can show the following video to create awareness on the concept: <i>Jaanmpramadpatra-</i> https://diksha.gov.in/play/content/do_31334694324837580812522</p> <p>The children are encouraged to do some form of physical exercise and share it with their friends.</p> | <p>WEEK 1</p> <p>Theme: Family and friends (relations, work and play), things we make and do</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> Draw an extended family tree of your maternal and side. Talk to your grandparents and parents about how different are your family tree from the family tree of their childhood. Encourage the student to do some workout e.g. skipping, free dance, yoga, puzzles, indoor games, etc. at home. Parents may accompany their children to motivate them to be healthier and spend quality time together. (continue in the following weeks also) Children may help siblings and elders in various household tasks for the period they spend at paternal home |
| <ul style="list-style-type: none"> records observations/ experiences for objects, activities, phenomena in different ways | <p>WEEK 2</p> <p>Theme: Family and friends (work and play, plants), food things we make and do</p> <p>The activities given column 3 will be carried out and the responses can be shared in the online class</p> | <p>WEEK - 2</p> <p>Theme: family and friends (work and play, plants), food things we make and do</p> <ul style="list-style-type: none"> The teacher encourages the students to carry out the activities |



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| <ul style="list-style-type: none"> creates collage, designs, models, posters that can be used to create public awareness on corona outbreak | <p><i>Chalo Rasoighar</i> https://nroer.gov.in/55ab34ff81fc-cb4f1d806025/file/5d22e4d416b-51c01732f7b4f</p> | <ul style="list-style-type: none"> What are the changes that you see around now? How are these different from life when you go to school? Are these different from when you had the summer or winter vacations? How? At home, children may be asked to observe the kitchen activities. Children may be encouraged to observe and list the food items (cereals, pulses, spices, etc.) and help the elders in the kitchen. Use creative ways to prepare five innovative messages for public awareness on the Corona outbreak. |
| <ul style="list-style-type: none"> differentiates the games played during the past and the present creates collage, designs, models, posters, etc. that can be used to create public awareness on corona outbreak | <p>WEEK 3</p> <p>Theme: Family and friends (work and play, relationship)</p> <p>Activities given in the column three will be carried out. The teacher can use the following video in the online class. Let's Play https://diksha.gov.in/play/content/do_31334694345891840012523 The children may develop an e- game book which can be submitted online and discussed in the class</p> | <p>WEEK 3</p> <p>Theme: Family and friends (work and play, relationship)</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> Talk to the people in family, or friends, neighbours or relatives over the phone and develop a list of indoor games which they used to play in their times along with rules of the games. Children may develop a 'Game Book'. Parents should encourage the children to play these games also. |
| <ul style="list-style-type: none"> creates collage, designs, models, posters, write-up that describes the time spent at school and now at home | <p>WEEK 4</p> <p>Theme: Family and friends (work and play, relationship), things we make and do</p> <p>Activities given in the column 3 are carried out and share the write-ups, posters, etc. same in the online class <i>Aao Sajayien Dupatta</i> https://diksha.gov.in/play/content/do_31334694367572787212524</p> | <p>WEEK 4</p> <p>Theme: Family and friends (work and play, relationship), things we make and do</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> Ask the children to write what they used to do in school during school hours (period wise) and what they do at home now during school time compare the two situations. Children may also do the same for other family members. Write some ways in which you or your family members helped each other during the lockdown period. |



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| <ul style="list-style-type: none"> • voices opinion on issues observed/ experienced in, family/ school/ neighbourhood • creates collage, designs, models, rangolis, posters, albums, and simple maps (of school/ neighbourhood etc.) using local/ waste material. | <p>WEEK 5</p> <p>Theme: Family and friends (work and play, relations)</p> <p>Children may play electronic games or collaborative game online with their friends or siblings</p> <p>They may be encouraged to draw the lay out of the house and mark different areas. Teacher can ask questions to help them acquire a sense of directions.</p> <p>Teacher can show video on Braille script and encourage children to learn their name in Braille. They may be encouraged to send secret message to their friends</p> | <p>WEEK 5</p> <p>Theme: Family and friends (work and play, relations)</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> • Children may play different games like a treasure hunt with their siblings, parents, or elders, involving rules for finding the object with suitable clues and directions. • Children may draw a layout of their house/ lane and mark different areas. Parents can frame questions to help them acquire a sense of the directions. • Write your name in Braille. Try to learn a few alphabets in Braille and send a secret message to your friend |
| <ul style="list-style-type: none"> • creates guidelines to observe safety measures and deal with emergencies | <p>WEEK 6</p> <p>Theme: Family and friends (work and play)</p> <p>Children can do role-play on safety in the kitchen during the online class. They can be shown the following video in the online class and then carry out the activity given below: <i>Cylinder Lo Magar Dhyan Se</i></p> <p>Children may be asked to make a list of guidelines to observe safety measures and deal with any emergencies. Then the teacher can consolidate the guidelines prepared by students</p> | <p>WEEK 6</p> <p>Theme: Family and friends (Work and play)</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> • Children may do the activity of role-playing at home on safety in the kitchen as a theme. • Prepare a list of guidelines to observe safety measures and deal with any emergencies |
| <ul style="list-style-type: none"> • describes different skilled work (farming, construction, art/craft, etc.), their inheritance (from elders), and training (role of institutions) in daily life. | <p>WEEK 7</p> <p>Theme: Family and friends (relationship), things we make and do</p> <p>The teacher can conduct an online discussion on the questions given in column 3.</p> <p>Collect the news items on this and suggest some ways how to help such people.</p> | <p>WEEK 7</p> <p>Theme: Family and friends (relationship), things we make and do</p> <p>The teacher encourages the students to carry out the following activities.</p> <ul style="list-style-type: none"> • Are there any people who lost their livelihood during this pandemic? Find out how are they supporting their families? |



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| <ul style="list-style-type: none"> records her observations/ experiences/ information on people who lost livelihood during pandemic | <p>The following video may be shown to students and can have question answer session. Who does this Work https://diksha.gov.in/play/content/do_31334694397652992012525</p> | <ul style="list-style-type: none"> Collect the news items on this and suggest some ways to help such people. |
| <ul style="list-style-type: none"> records observations or experiences of the phenomena or activities conducted on shadow formation | <p>WEEK 8</p> <p>Theme: Family and friends (work and play), things we make and do</p> <p>The teacher using the resource given below can encourage the students to conduct the activities mentioned in column 3. They can record their observations and share it during online class or whatsapp. Parchai</p> | <p>WEEK 8</p> <p>Theme: Family and friends (work and play), things we make and do</p> <p>The teacher encourages the students to carry out the following activities Using a torch, children can form shadows using objects of different shapes like a ball, glass, bowl, spoon, plate, box pencil, and notebook. In the darkroom, they may keep the light source at one side and keep the object in between the light source and the wall. Take your observations when the light source is—</p> <ul style="list-style-type: none"> far from the object near to the object on the right side of the object on the left side of the object do shadows change with the size of the object? distance between torch and the object, distance between object and the wall or both. According to you, under which conditions does shadow formation take place? <p>Children can do this activity with their hands and fingers using a torch as mentioned above.</p> |
| | | <p>For differently abled children having access to digital content https://diksha.gov.in/play/content/do_313286388400078848115121 https://diksha.gov.in/play/content/do_313286342154616832115070 https://diksha.gov.in/play/content/do_313286296681512960114969</p> |



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| | | <p> https://diksha.gov.in/play/content/do_313286259552452608114894 https://diksha.gov.in/play/content/do_313286350009049088115103 https://diksha.gov.in/play/content/do_3132988714248601601457 https://diksha.gov.in/play/content/do_3132988701938974721454 https://diksha.gov.in/play/content/do_3132988743745126401469 https://diksha.gov.in/play/content/do_3132989209790955521555 https://diksha.gov.in/play/content/do_313304874075824128117632 https://diksha.gov.in/play/content/do_313305184786472960118229 https://diksha.gov.in/play/content/do_313304778987798528117617 https://diksha.gov.in/play/content/do_313305246555742208118258 https://diksha.gov.in/play/content/do_313305255914840064118268 https://diksha.gov.in/play/content/do_31331037594624819212514 https://diksha.gov.in/play/content/do_31331037578812620812513 https://diksha.gov.in/play/content/do_31331037535770214412510 https://diksha.gov.in/play/content/do_31331037567420006412512 https://diksha.gov.in/play/content/do_31331037626568704012515 https://diksha.gov.in/play/content/do_31331028078134886412484 https://diksha.gov.in/play/content/do_31331037707381964812519 https://diksha.gov.in/play/content/do_31331037666149990412516 https://diksha.gov.in/play/content/do_31331026219541299212479 https://diksha.gov.in/play/content/do_31332152158961664011791 https://diksha.gov.in/play/content/do_31332151236387635211722 </p> |
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विषय— हिंदी (कक्षा – पाँच)

संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित) — रा.शै.अ.प्र.प. या राज्य द्वारा बनाई गई पाठ्यपुस्तकें, घर में उपलब्ध पढ़ने-लिखने की सामग्री, अन्य डिजिटल सामग्री (इंटरनेट, वेबसाइट, रेडियो, टीवी) आदि।

इस कैलेंडर के दोनों स्तंभों में दी गई गतिविधियों को उपकरणों की उपलब्धता एवं अनुपलब्धता के अनुसार किया जाना है, जिन बच्चों के पास उपकरण हैं; वे उपकरण सहित गतिविधियों के साथ-साथ उपकरण रहित गतिविधियों को भी कर सकते हैं और जिन बच्चों के पास उपकरण अथवा इंटरनेट नहीं हैं; वे उन गतिविधियों को करें, जिनमें उपकरणों अथवा इंटरनेट की आवश्यकता नहीं है।

| सीखने के प्रतिफल | विविध प्रकार के संसाधनों के साथ सप्ताहवार सुझावात्मक गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक या शिक्षक की मदद से करेंगे।) | |
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| | बच्चों के लिए डिजिटल उपकरण के प्रयोग सहित गतिविधियाँ | बच्चों के लिए डिजिटल उपकरण के प्रयोग रहित गतिविधियाँ |
| <p>बच्चे—</p> <ul style="list-style-type: none"> सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पात्रों शीर्षक आदि के बारे में चर्चा करते हैं अथवा प्रश्न पूछते हैं अथवा स्वतंत्र टिप्पणी देते हैं अथवा अपनी बात के लिए तर्क देते हैं अथवा निष्कर्ष निकालते हैं। अपने आस-पास घटने वाली विभिन्न घटनाओं की बारीकियों पर ध्यान देते हुए उन पर मौखिक रूप से अपनी प्रतिक्रिया व्यक्त करते हैं अथवा प्रश्न पूछते हैं। अपनी पाठ्यपुस्तक से इतर अन्य सामग्री (अखबार, बाल पत्रिका, पोस्टर आदि) को समझते हुए पढ़ते हैं, उसके बारे में बताते हैं। अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाते हुए लिखते हैं। स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं और लेखन के उद्देश्य और पाठक के अनुसार लेखन में बदलाव करते हैं। | <p>सप्ताह 1, 2 और 3</p> <p>तरह-तरह की रचनाएँ सुनना/पढ़ना और लिखना, प्रश्नपत्र या प्रश्नों का निर्माण पुस्तक समीक्षा (मौखिक और लिखित)</p> <ol style="list-style-type: none"> रा.शै.अ.प्र.प. की वेबसाइट पर दिए गए लिंक पर जाइए— https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf यहाँ दिए गए पोस्टर 7 को देखिए, 'नानी कहे कहानी' कविता पढ़िए और परिवार के सदस्यों को भी पढ़कर सुनाइए। उसके बारे में बड़ों के साथ चर्चा कीजिए, प्रश्न पूछिए, अपनी राय बताएँ कि नानी ने कौन-सी कहानी कही होगी? चंदू क्यों रूठ गया? आपने अपनी नानी, दादी या किसी अन्य सदस्य से कोई कहानी सुनी हो तो उसे अपनी भाषा में लिखिए। यह भी लिखिए कि उस कहानी में आपको क्या-क्या अच्छा लगा और कौन-से पात्र अच्छे लगे, क्यों? 'नानी कहे कहानी' कविता को आगे बढ़ाइए और साथ ही उसे एक कहानी के रूप में लिखिए। रा.शै.अ.प्र.प. की वेबसाइट पर दिए गए लिंक पर जाइए— https://ncert.nic.in/textbook.php?ehhn1=0-18 (पीडीएफ) https://epathshala.nic.in/process.php?id=students&type=eTextbook&ln=en (फ्लिप बुक) और 'राख की रस्सी' कहानी पढ़िए, उससे जुड़े प्रश्न बनाएँ और जो-जो चतुराई भरी | <p>सप्ताह 1, 2 और 3</p> <p>तरह-तरह की रचनाएँ सुनना/पढ़ना और लिखना, प्रश्नपत्र या प्रश्नों का निर्माण पुस्तक समीक्षा (मौखिक और लिखित)</p> <ul style="list-style-type: none"> बच्चे अपनी पसंद और स्तर के अनुसार अलग-अलग प्रकार के माध्यमों (रेडियो, टीवी, मोबाइल, अखबार, पत्रिका आदि) से विभिन्न प्रकार की रचनाएँ सुनकर अपने घर के सदस्यों से चर्चा कर सकते हैं, जैसे— बारिश का न थमना, किसी कवि सम्मेलन में पढ़ी गई कविताएँ, बच्चों का घर में कैद हो जाना, परिंदों का पिंजरे की कैद से बाहर निकलना आदि। बड़ों से भी पूछ सकते हैं कि वे अपने समय की कोई कहानी, गीत सुनाएँ। उनसे कोई ऐसी कहानी सुनाने के लिए भी कहा जा सकता है, जिसमें चतुराई भरी बातें हों। आप किसी ऐसे काम के बारे में बताएँ, जब आपने सूझ-बूझ से काम किया हो। ऐसे काम भी बताएँ, जिसमें सूझ-बूझ की आवश्यकता होती है। सूझ-बूझ के सभी कारनामों और कामों के बारे में भी लिखिए। हम एक बात को कई तरह से कह सकते हैं, इन बातों को इस तरह से कहिए, लिखिए कि इनका मतलब न बदले— ✓ जीवन आराम से चल रहा था। ✓ मैं इसका हल निकाल देती हूँ। ✓ उनकी अपनी चालाकी धरी रह गई। कुछ इसी तरह की बातों को दो-दो तरीकों से लिखिए। |



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| <ul style="list-style-type: none"> • उद्देश्य और संदर्भ के अनुसार शब्दों, वाक्यों, विराम चिह्नों का उचित प्रयोग करते हुए लिखते हैं। • विभिन्न उद्देश्यों • के लिए लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप को लेकर निर्णय लेते हुए लिखते हैं। | <p>बातें उसमें आई हैं, उन्हें अपने परिवार के सदस्यों से पूछिए। आप किसी ऐसे काम के बारे में बताएँ, जब आपने सूझ-बूझ से काम किया हो। ऐसे काम भी बताएँ, जिसमें सूझ-बूझ की आवश्यकता होती है। सूझ-बूझ के सभी कारनामों और कामों के बारे में भी लिखिए।</p> <p>3. हम एक बात को कई तरह से कह सकते हैं, इन बातों को इस तरह से कहिए, लिखिए कि इनका अर्थ न बदले—</p> <ul style="list-style-type: none"> ✓ जीवन आराम से चल रहा था। ✓ मैं इसका हल निकाल देती हूँ। ✓ उनकी अपनी चालाकी धरी रह गई। <p>कुछ इसी तरह की बातों को दो-दो तरीकों से लिखिए।</p> <p>4. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/Rc8wPhkL0pA और 'राख की रस्सी' कहानी को सुनिए। कहानी को अपने शब्दों में लिखिए और उस पर आधारित कोई पाँच प्रश्न बनाएँ।</p> <p>5. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/bJfyNe-1OLO और 'राख की रस्सी' कहानी से जुड़ी मजेदार बातें सुनिए, देखिए और उनका आनंद लीजिए।</p> <p>6. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/xLH2dis2KMc और 'डाकिए की कहानी' सुनिए।</p> <p>7. रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/cb7iCwGGRno और 'डाकिए की कहानी' के बहाने अपनी बात कहना, दूसरों की बातें सुनना, साक्षात्कार लेना और देना सीखिए। अपने घर के सदस्यों का साक्षात्कार लेने के लिए तरह-तरह के प्रश्न बनाएँ, ये प्रश्न उनकी पसंद, नापसंद, खाने-पीने की वस्तुओं, काम, शौक आदि के बारे में हो सकते हैं।</p> | <ul style="list-style-type: none"> • अपने मन से कोई कहानी, कविता लिखना, उन्हें आगे बढ़ाना आदि। • बच्चे अपनी रुचि, विषय, अनुभव और स्तर के अनुसार कहानी, कविता, गीत आदि की रचना कर सकते हैं। बच्चे अपनी कहानी की किताब भी बना सकते हैं। कविताओं का संकलन बना सकते हैं। बच्चों के सृजनात्मक लेखन का संकलन करते हुए अपने स्कूल की बाल पत्रिका, स्कूल की भित्ति पत्रिका (स्कूल वॉल मैगजीन) का निर्माण किया जा सकता है। • पढ़ी अथवा सुनी रचनाओं के आधार पर तरह-तरह के प्रश्न बना सकते हैं। बच्चों से यह भी कहा जा सकता है कि वे उन प्रश्नों का निर्माण करें जो वे चाहते हैं कि उनसे परीक्षा में पूछे जाएँ या वे अपना प्रश्नपत्र स्वयं बनाएँ और उसे हल भी करें। अपने घर के सदस्यों का साक्षात्कार लेने के लिए तरह-तरह के प्रश्न बनाएँ, ये प्रश्न उनकी पसंद, नापसंद, खाने-पीने की वस्तुओं, काम, शौक आदि के बारे में हो सकती हैं। क्या आप सभी से एक ही तरह के प्रश्न पूछेंगे? क्यों? सभी के लिए प्रश्नों की सूची बनाएँ। • बच्चों से यह कहा जा सकता है कि वे अपनी किसी कहानी की किताब, पाठ्यपुस्तक (जो आपने अभी हाल में ही पढ़ी हो, पिछले वर्ष पढ़ी हो) के बारे में बताएँ कि उन्हें क्या पसंद आया और क्या पसंद नहीं आया और क्यों? बच्चे यह भी बताएँ कि वे अपनी पाठ्यपुस्तक में क्या बदलाव चाहते हैं, क्या शामिल करना चाहते हैं? बच्चों को यह स्वतंत्रता दी जाए कि वे यह काम मौखिक या लिखित रूप से यानी बोलकर या लिखकर बता सकते हैं। |
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| | <p>क्या आप सभी से एक ही तरह के प्रश्न पूछेंगे? क्यों? सभी के लिए प्रश्नों की सूची बनाएँ।</p> <p>8. नीचे दिए गए लिंक पर जाइए और एक मजेदार कहानी पढ़िए— https://ia802902.us.archive.org/5/items/machlih/MACHLI-H.pdf ‘मछली की कहानी’ पढ़ने के बाद उसे अपनी नानी, दादी या परिवार के किसी अन्य सदस्य को पढ़कर सुनाएँ और यह बताएँ कि आपको यह कहानी कैसी लगी? इस कहानी में आपको क्या अच्छा लगा और क्या पसंद नहीं आया? क्या आपके दोस्तों को यह कहानी पसंद आएगी? क्यों? इन सभी प्रश्नों के उत्तर सोचिए और लिखिए।</p> | |
| <ul style="list-style-type: none"> भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते हैं और उसे अपने लेखन अथवा ब्रेल में शामिल करते हैं। अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाते हुए लिखते हैं। उद्देश्य और संदर्भ के अनुसार शब्दों, वाक्यों, विराम चिह्नों का उचित प्रयोग करते हुए लिखते हैं। | <p>सप्ताह 4, 5 और 6</p> <ol style="list-style-type: none"> रा.शै.अ.प्र.प. की वेबसाइट पर दिए गए लिंक पर जाइए— https://ncert.nic.in/textbook.php?ehhn1=0-18 (पीडीएफ) https://epathshala.nic.in//process.php?id=students&type=eTextbooks&ln=en (फ्लिप बुक) और ‘नन्हा फ़नकार’ कहानी पढ़िए। रा.शै.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए— https://youtu.be/qeX0n3tbwBY और ‘नन्हा फ़नकार’ कहानी देखिए। कहानी को अपने शब्दों में अपने तरीके से सुनाइए और लिखिए। ‘नन्हा फ़नकार’ का यह अंश पढ़िए— एक अनाड़ी से वयस्क पर अपने काम की धाक जमाने में उसे मज़ा आ रहा था। वह बड़े ध्यान से देख रहा था कि अकबर किस तरह लकीरों को उकेर रहे हैं। बादशाह से ज़रा-सी चूक हो जाने पर उसकी त्योंरियाँ चढ़ जातीं। काम करते-करते अकबर पूछ बैठते, “केशव, सही नहीं है क्या?” और केशव सर हिलाकर | <p>सप्ताह 4, 5 और 6</p> <p>भाषा की बारीकियों को पहचानना और उसका प्रयोग करना</p> <ul style="list-style-type: none"> स्तरानुसार सुनी या पढ़ी हुई भाषा सामग्री यानी कहानी, कविता, अनुभव, साक्षात्कार आदि की भाषा की बारीकियों पर बच्चों का ध्यान आकर्षित करने, उनकी सराहना करने, उनका प्रयोग करने के लिए सुझाव के तौर पर निम्नलिखित कार्य किए जा सकते हैं— सुनी या पढ़ी हुई रचना में से ऐसे अंश चुनने के लिए कहा जा सकता है, जो उन्हें बहुत पसंद आए। पढ़ी हुई रचना में से हिंदी भाषा की व्याकरणिक इकाइयों की पहचान, सराहना और प्रयोग करना, जैसे— किसी कहानी में संज्ञा, सर्वनाम, क्रिया, विशेषण, विराम चिह्न, मुहावरे, लोकोक्तियों आदि की पहचान करना और स्वयं भी उनका प्रयोग करके देखना, उदहारण के लिए— रा.शै.अ.प्र.प. द्वारा प्रकाशित हिंदी |



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| | <p>अपनी असहमति जता देता। इस अंश में चिह्नित अंशों की भाषा के बारे में बात की जा सकती है—</p> <p>‘धाक जमाने, लकीरों को उकेरने, चूक हो जाने, त्योंरियाँ चढ़ जाने, जता देने’ का क्या मतलब है?</p> <p>क्या यही बातें किसी और तरीके से कही जा सकती हैं?</p> <p>इस अंश में संज्ञा और क्रिया शब्द छाँटकर लिखिए।</p> <p>‘काम करते-करते अकबर पूछ बैठते...’ वाक्य में ‘करते-करते’ का प्रयोग हुआ है। ‘करते-करते’ शब्द युग्म है यानी एक शब्द का एक साथ दो बार प्रयोग करना। ‘करते-करते’ और ‘करते’ के भाषा-प्रयोग में क्या अंतर है? आप किन स्थितियों में ‘करते-करते’ का प्रयोग करेंगे? बताएँ और लिखें।</p> <p>अपनी किताब में से ऐसे अंश छाँटकर लिखिए, जहाँ शब्द युग्म का प्रयोग हुआ हो।</p> | <p>पाठ्यपुस्तक ‘रिमझिम’ कक्षा 5 पाठ 4 ‘नन्हा फ़नकार’ का यह अंश ‘एक अनाड़ी से वयस्क पर अपने काम की धाक जमाने में उसे मज़ा आ रहा था। वह बड़े ध्यान से देख रहा था कि अकबर किस तरह लकीरों को उकेर रहे हैं। बादशाह से ज़रा-सी चूक हो जाने पर उसकी त्योंरियाँ चढ़ जातीं। काम करते-करते अकबर पूछ बैठते, ‘केशव, सही नहीं है क्या?’ और केशव सर हिलाकर अपनी असहमति जता देता।’ इस अंश में चिह्नित अंशों की भाषा के बारे में बात की जा सकती है—</p> <p>✓ धाक जमाने, लकीरों को उकेरने, चूक हो जाने, त्योंरियाँ चढ़ जाने, जता देने’ का क्या मतलब है?</p> <p>✓ क्या यही बातें किसी और तरीके से कही जा सकती हैं?</p> <p>✓ इस अंश में संज्ञा और क्रिया शब्द छाँटकर लिखिए।</p> <p>✓ ‘काम करते-करते अकबर पूछ बैठते...’ वाक्य में ‘करते-करते’ का प्रयोग हुआ है। ‘करते-करते’ शब्द युग्म है यानी एक शब्द का एक साथ दो बार प्रयोग करना। ‘करते-करते’ और ‘करते’ के भाषा-प्रयोग में क्या अंतर है? आप किन स्थितियों में ‘करते-करते’ का प्रयोग करेंगे? बताएँ और लिखें।</p> <p>अपनी किताब में से ऐसे अंश छाँटकर लिखिए जहाँ शब्द युग्म का प्रयोग हुआ हो।</p> |
| <ul style="list-style-type: none"> स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं और लेखन के उद्देश्य और पाठक के अनुसार लेखन में बदलाव करते हैं। | <p>सप्ताह 7 और 8</p> <p>कैलेंडर भरना/डायरी लिखना/अनुच्छेद लिखना</p> <p>1. रा.शै.अ.प्र.प. की वेबसाइट पर दिए गए लिंक पर जाइए—</p> | <p>सप्ताह 7 और 8</p> <p>कैलेंडर भरना/डायरी लिखना/अनुच्छेद लिखना</p> <ul style="list-style-type: none"> बच्चों से कहा जा सकता है कि वे अपने घर में टंगे कैलेंडर या डायरी में प्रतिदिन यह लिखें कि उन्होंने पूरे दिन में क्या खास काम किया, उन्हें आज क्या अच्छा लगा, उन्होंने बड़ों के काम में कैसे हाथ बँटाया आदि। |



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| <ul style="list-style-type: none"> विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में विराम चिह्नों, जैसे— पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न, उद्धरण चिह्न का सचेत इस्तेमाल करते हैं। | <p>https://ncert.nic.in/textbook.php?ehhn1=0-18 (पीडीएफ)</p> <p>https://epathshala.nic.in/process.php?id=students&type=eTextbook&ln=en (फ्लिप बुक)</p> <p>और 'फसलों के त्यौहार' पाठ पढ़िए।</p> <p>2. रा.श्री.अ.प्र.प. के यूट्यूब चैनल पर दिए गए लिंक से जुड़िए—</p> <p>https://youtu.be/_B3DoiWhz2I</p> <p>और 'फसलों के त्यौहार' पाठ को सुनिए। अपने दोस्तों से या इंटरनेट पर या परिवार के सदस्यों से देश-विदेश में मनाए जाने वाले त्यौहारों के बारे में जानकारी एकत्र कीजिए और एक फाइल बनाएँ और देखें कि अलग-अलग त्यौहारों में—</p> <ul style="list-style-type: none"> ✓ क्या समानता है? ✓ क्या अंतर है? <p>अपने मनपसंद त्यौहार के बारे में एक अनुच्छेद लिखिए।</p> | <ul style="list-style-type: none"> डायरी लिखते समय अपने मनोभावों को वैसा-वैसा लिखते जाना जैसा-जैसा आपने महसूस किया है। डायरी लिखते समय यह प्रयास भी करना— किसी बात को गद्य या विश्लेषणपरक रूप में अथवा कहानी के रूप में लिखना। कविता के रूप में लिखना। कार्टून या चित्रों के माध्यम से अपने मनोभावों को अभिव्यक्त करना। धीरे-धीरे प्रतिदिन डायरी लिखने की आदत डालिए। अपने दोस्तों से या परिवार के सदस्यों से देश-विदेश में मनाए जाने वाले त्यौहारों के बारे में जानकारी एकत्र कीजिए और एक फाइल बनाएँ। देखिए कि अलग-अलग त्यौहारों में— ✓ क्या समानता है? ✓ क्या अंतर है? अपने मनपसंद त्यौहार के बारे में एक अनुच्छेद लिखिए। <p>दिव्यांग बच्चों के लिए डिजिटल सामग्री—</p> <p>https://diksha.gov.in/play/content/do_313304846088265728117627</p> <p>https://diksha.gov.in/play/content/do_313305184986923008118231</p> <p>https://diksha.gov.in/play/content/do_31331611748441292819583</p> <p>https://diksha.gov.in/play/content/do_31332150127113830411658</p> |
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आकलन

हम जानते हैं कि आकलन किसी भी सीखने-सिखाने की प्रक्रिया का अभिन्न हिस्सा है। तालिका में जितनी भी गतिविधियाँ दी गई हैं, उनमें आकलन के बिंदु अथवा प्रश्न शामिल हैं, चाहे वह कोई कविता हो या कहानी या फिर चर्चा हो। बच्चों की मौखिक भाषा का आकलन करते समय यह ध्यान रहे कि हमारा ध्यान इन बातों की ओर हो— बच्चों की बोलने की इच्छा, अपनी बात कहने की इच्छा, दूसरे की बातों को सुनने का धैर्य, अपनी बात को कारण के साथ कहने, कहानी, कविता को भाव के साथ पढ़ना, जिसमें उचित उतार-चढ़ाव हो, समझ के साथ पढ़ सकें। लिखते समय संदर्भ के अनुसार शब्दों का उचित चयन, जैसे— वाक्य संरचना सही हो, विराम चिह्नों का उचित प्रयोग हो, उनके विचार और लेखन शैली आदि में तारतम्यता हो। कल्पनाशीलता, तार्किक बुद्धि आदि भी आकलन के बिंदु हो सकते हैं। बच्चों की क्षमता और भाषा प्रयोग के अवसरों को केंद्र में रखते हुए उनका आकलन करें। बच्चे जो बातें कहते हैं, पढ़ते हैं, लिखते हैं— उन सभी में उनके विचार, भाव और भाषा प्रयोग को ही आकलन का केंद्र बनाना बेहतर होगा। इस स्तर पर भाषा की बारीकियों को आकलन के दायरे में लाया जा सकता है, जैसे— पढ़ी हुई रचना में से हिंदी भाषा की व्याकरणिक इकाइयों की पहचान, सराहना और प्रयोग करना, जैसे— किसी कहानी में संज्ञा, सर्वनाम, क्रिया, विशेषण, विराम चिह्न, मुहावरे, लोकोक्तियों आदि की पहचान करना और स्वयं भी उनका प्रयोग करके देखना आदि।



****ऑनलाइन सामग्री का प्रयोग**

NCERT की वेबसाइट, NROER, ई-पाठशाला तथा और भी अनेक वेबसाइट हैं, जहाँ बच्चों के लिए पढ़ने-लिखने की सामग्री उपलब्ध है। बच्चों से कहा जा सकता है कि वे उनका उपयोग करें। उसे देखें, सुनें, पढ़ें और आवश्यकता व उद्देश्य के अनुसार लिखें, उदहारण के लिए रा.शै.अ.प्र.प. द्वारा प्रकाशित बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी में), 'बरखा' क्रमिक पुस्तकमाला (हिंदी, उर्दू, संस्कृत में), पोस्टर्स (हिंदी, अंग्रेजी में), पोस्टर्स का इस्तेमाल करने के दिशा-निर्देश (हिंदी, अंग्रेजी में), हिंदी की पाठ्यपुस्तक 'रिमझिम' के ऑडियो-वीडियो कार्यक्रम देखे जा सकते हैं। इसके अतिरिक्त प्राथमिक स्तर के लिए चयनित बाल साहित्य की सूची (हिंदी, अंग्रेजी और उर्दू में 2014-15) भी देखी जा सकती है, जिससे बच्चे उन किताबों को पढ़ सकते हैं। बाल साहित्य की सूची में किताब का शीर्षक, लेखक, प्रकाशक, वर्ष आदि दिए गए हैं। बच्चे अपनी लिखी हुई कहानियाँ, कविताएँ, अनुभव, चित्र आदि रा.शै.अ.प्र.प. को भेज सकते हैं, जिनमें से चयनित रचनाओं को रा.शै.अ.प्र.प. द्वारा बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी) में प्रकाशित किया जा सकता है।

कुछ लिंक निम्नलिखित हैं—

1. 'बरखा' क्रमिक पुस्तक माला विशेष रूप से कक्षा एक और दो के बच्चों के लिए जिसमें चार स्तरों पर बच्चों की मनपसंद 40 कहानियाँ हैं।
<https://ncert.nic.in/dee/barkha-series.php?ln=>
<https://ncert.nic.in/dee/NCERTBarkhaseries/Start.html>
2. बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक, हिंदी और अंग्रेजी में)
<https://ncert.nic.in/dee/firkee-magazine.php?ln=>
3. बच्चों के लिए हिंदी और अंग्रेजी में पोस्टर्स (कुछ कहानी, कविता और कुछ चित्रात्मक)
https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf
4. पोस्टर्स का इस्तेमाल कैसे करें— कुछ सुझाव
<https://ncert.nic.in/dee/pdf/Posterguidelines.pdf>
5. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2013-14)
[https://ncert.nic.in/dee/pdf/DDE\(eng\).pdf](https://ncert.nic.in/dee/pdf/DDE(eng).pdf)
6. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (हिंदी 2013-14)
[https://ncert.nic.in/dee/pdf/DDE\(pp\).pdf](https://ncert.nic.in/dee/pdf/DDE(pp).pdf)
7. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2012-13)
<https://ncert.nic.in/dee/pdf/listhin.pdf>
8. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (अंग्रेजी 2008)
https://ncert.nic.in/dee/pdf/Slctd_BEng.pdf
9. प्राथमिक स्तर के बच्चों के लिए पढ़ने का आनंद देने वाले, रोचक बाल साहित्य की सूची (हिंदी 2008)
https://ncert.nic.in/dee/pdf/Slctd_BHindi.pdf



SUBJECT: ENGLISH (CLASS V)

Resources: NCERT/State Textbook of English Language for Class V or other resources – Story Books, Links as given, various objects available at home.

| Learning Outcomes | Week-wise suggestive activities along with variety of resources (to be guided by teachers or parents) | |
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| | Activities for children having some kind of digital device | Activities for children without having any digital device |
| <p>The learner–</p> <ul style="list-style-type: none"> answers coherently in English to questions based on an unfamiliar story connects ideas that he/she has inferred through reading and interaction | <p>WEEK 1</p> <p>Theme: Co-operation and teamwork</p> <p>The parent/grandparent narrates the Panchtantra story of how trapped birds unitedly flew away with the net and escaped the hunter. The parent may show the story using the Internet. The learner may be asked questions in between to ensure that he/she has understood.</p> <p>The parent facilitates the learner to connect the idea of the importance of cooperation and teamwork with the prevailing situation. Examples of co-operation at various levels may be discussed.</p> | <p>WEEK 1</p> <p>Theme: Co-operation and teamwork</p> <p>The parent may take the help of the teacher before the activity if required.</p> <p>The parent/grandparent narrates the Panchtantra story of how trapped birds unitedly flew away with the net and escaped the hunter. The learner may be asked questions in between to ensure that he/she has understood.</p> <p>Please follow instructions in the previous column.</p> |
| | <p>Assessment Questions</p> <p>You are interviewing the school gardener. He has given you the following replies. What questions did you ask to receive the replies? Write the questions in the spaces provided below.</p> <p>Q 1. _____ ? Ans. My name is Munna. I m a gardener.</p> <p>Q 2. _____ ? Ans. I have been working s a gardener for ten years now.</p> <p>Q 3. _____ ? Ans. I like arranging flower pots around the flag pole the most.</p> | |
| <ul style="list-style-type: none"> conducts short interviews of grandparents/elders uses meaningful grammatically correct sentences | <p>WEEK 2</p> <p>Theme: Professions</p> <p>Using the Internet, the parent may show pictures and provide information related to various professions. The parent discusses the professions within the family. The learner prepares for and conducts short interviews of</p> | <p>WEEK 2</p> <p>Theme: Professions</p> <p>The parent may provide information related to various professions. The parent discusses the professions within the family. The learner prepares for and conducts short interviews of parents and grandparents</p> |



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| <ul style="list-style-type: none"> • to describe and narrate events from day-to-day life • takes dictation to make a list | <p>parents and grandparents at home/over the phone to understand in detail the profession they follow.</p> <p>The parent initiates a discussion on how a house is built. The learner is asked to talk about the various professions involved in building a house. The parent may show related matters from the Internet.</p> <p>The learner takes dictation to make a list of various people involved in the above professions (some may be new words for the learner).</p> | <p>at home and neighbourhood (maintaining social distance) to understand in detail the profession they follow.</p> <p>The parent initiates a discussion on how a house is built. The learner is asked to talk about the various professions involved in building a house.</p> <p>The learner takes dictation to make a list of various people involved in the above professions (some may be new words for the learner).</p> |
| <ul style="list-style-type: none"> • uses synonyms and antonyms • shares English proverbs • reads independently news headlines | <p>WEEK 3</p> <p>Theme: The world of words</p> <p>The learner may be shown a big tree, with birds and little creatures living in it. (This may be downloaded from the Internet, or the child may be taken to an actual tree, if nearby.) The parent interacts and asks questions to elicit responses involving synonyms and antonyms.</p> <p>A day later, the learner may be shown an anthill or a beehive, (or a picture of one) and the parent asks questions to elicit responses involving synonyms and antonyms.</p> <p>The parent talks about situations that illustrate a proverb. The parent may select a few proverbs from different sources for the purpose. The learner is asked to talk about three English proverbs.</p> <p>The learner is encouraged to read independently news headlines and express his/her understanding of them.</p> | <p>WEEK 3</p> <p>Theme: The world of words</p> <p>The learner may be shown a big tree, with birds and little creatures living in it. (This may be a picture, or the child may be taken to an actual tree, if nearby.)</p> <p>The parent interacts and asks questions to elicit responses involving synonyms and antonyms.</p> <p>A day later, the learner may be shown an anthill or a beehive, (or a picture of one) and the parent asks questions to elicit responses involving synonyms and antonyms.</p> <p>(The parent may take the help of the teacher before the activity if required.)</p> <p>The parent talks about situations that illustrate a proverb. The learner is asked to talk about three English proverbs.</p> <p>The learner is encouraged to read independent news headlines, even from old newspapers, and express his/her understanding of them.</p> |



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| <ul style="list-style-type: none"> answers coherently in English to questions based on an unfamiliar story/event uses dictionary for reference uses synonyms and antonyms | <p>WEEK 4</p> <p>Theme: Adventure</p> <p>The parent interacts with the learner on any person (real or imaginary) related to adventure and asks questions in between to ascertain the learner's understanding. Using the Internet, the parent may show photos and details of the personality.</p> <p>The learner may be encouraged to look up new words linked to the above activity.</p> <p>The parent may initiate a game: the parent will say a sentence, and the learner responds with a sentence that gives the opposite meaning. The parent may use such sentences as would elicit a variety of synonyms/antonyms from the learner.</p> | <p>WEEK 4</p> <p>Theme: Adventure</p> <p>The parent interacts with the learner on any person (real or imaginary) related to adventure and asks questions in between to ascertain the learner's understanding.</p> <p>Please follow the instructions in the previous column.</p> |
| <p>Assessment Questions</p> <p>Read the following pairs of words. Which word in each pair would occur first in a dictionary?</p> <ol style="list-style-type: none"> Day, week. Wasp, bee. Wall, wheel. Shoulder, shell. | | |
| <ul style="list-style-type: none"> acts (including role-play, dialogue) according to instructions given in English attempts to write creatively | <p>WEEK 5</p> <p>Theme: Imagination</p> <p>The parent narrates the story of Robinson Crusoe. This may be supplemented with matter from the Internet. He/she asks the learner to enact the role of a hunter who finds a footprint in the jungle.</p> <p>The parent asks the learner to imagine that his/her favourite toy has come to life. The learner has to continue this in the form of a story.</p> <p>The parent narrates the story of Pinnochio, showing the picture/story from the Internet.</p> | <p>WEEK 5</p> <p>Theme: Imagination</p> <p>The parent may take the help of the teacher before the activity if required.</p> <p>Please follow the instructions in the previous column.</p> <p>The parent narrates the story of pinnochio, with a detailed description.</p> |



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| | <p>Assessment Questions</p> <p>Write down the pairs of opposite words, selecting words from the following:</p> <ul style="list-style-type: none"> • Real • Brave • High • Foolish • Imaginary • Wise • Cowardly • Low | |
| <ul style="list-style-type: none"> • uses meaningful grammatically correct sentences to describe and narrate events • writes informal letters/emails | <p>WEEK 6</p> <p>Theme: Overcoming fears</p> <p>The parent initiates a discussion on the prevailing situation and encourages the learner to describe it, also in the process expressing his/her fears, even unreasonable ones.</p> <p>The learner is asked to read newspaper headlines on the pandemic, as well as a short article on it.</p> <p>The learner is facilitated to write informal letters/emails to family members who live elsewhere, ending on a positive note that they will meet after a few months after the pandemic is over.</p> | <p>WEEK 6</p> <p>Theme: Overcoming fears</p> <p>Please follow the instructions in the previous column.</p> |
| <ul style="list-style-type: none"> • connects ideas that he/she has inferred through reading and interaction • writes a paragraph in English from verbal and visual clues, with appropriate punctuation and linkers | <p>WEEK 7</p> <p>Theme: Linguistic Diversity</p> <p>The parent interacts with the learner on any Indian literary figure, from any language. This may be supplemented with matter from the Internet.</p> <p>The parent provides verbal clues, based on which the learner writes a paragraph on the literary figure.</p> <p>The learner may be encouraged to connect ideas, and draw inferences from situations and events:</p> | <p>WEEK 7</p> <p>Theme: Linguistic Diversity</p> <p>The parent may take the help of the teacher before the activity if required.</p> <p>The parent interacts with the learner on any Indian literary figure, from any language.</p> <p>The parent provides verbal clues, based on which the learner writes a paragraph on the literary figure.</p> <p>The learner may be encouraged to connect ideas, and draw inferences from situations and events:</p> |



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| | How physical exercise is related to fitness; how fire drills are related to preparedness; how nutrition is related to well-being, etc. | How physical exercise is related to fitness; how fire drills are related to preparedness; how nutrition is related to well being, etc. |
| <ul style="list-style-type: none"> • takes dictation for various purposes • appreciates either verbally/in writing the variety in food as read/heard in day-to-day life | <p>WEEK 8</p> <p>Theme: Cultural diversity</p> <p>The parent shows a map of India (a real map, or on the Internet) and reiterates the vastness and diversity of the country.</p> <p>The learner takes dictation of a recipe that has rice as the main ingredient, that is familiar to him/her.</p> <p>The learner finds out from friends, neighbours, and relatives how rice is cooked in their cultures and can appreciate the variety in food in our country.</p> | <p>WEEK 8</p> <p>Theme: Cultural diversity</p> <p>The parent may take the help of the teacher before the activity if required.</p> <p>The parent gives examples to reiterate the vastness and diversity of the country.</p> <p>Please follow the instructions in the previous column.</p> <p>For Differently abled children having access to digital content</p> <p>https://diksha.gov.in/play/content/do_313304812792168448117623</p> <p>https://diksha.gov.in/play/content/do_313305221974867968118246</p> <p>https://diksha.gov.in/play/content/do_313305238525018112118257</p> <p>https://diksha.gov.in/play/content/do_313304865075478528117630</p> <p>https://diksha.gov.in/play/content/do_31332150446506803211663</p> <p>https://diksha.gov.in/play/content/do_31332150408944844811662</p> <p>https://diksha.gov.in/play/content/do_31329680258596044814278</p> <p>https://diksha.gov.in/play/content/do_31329680244099481614276</p> <p>https://diksha.gov.in/play/content/do_313291750460678144136825</p> <p>https://diksha.gov.in/play/content/do_31329680251401830414277</p> |



SUBJECT: URDU (CLASS V)

| ہفتہ وار مجوزہ سرگرمیاں (WEEK-WISE SUGGESTIVE ACTIVITIES) | ماخذ (SOURCE) | آموزشی ماحصل (LEARNING OUTCOMES) |
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| <p>ہفتہ - 1</p> <p>موضوع: کہانی، نظم، گیت وغیرہ تخلیق کرنا</p> <p>1- بچے اپنی پسند کے موضوع، تجربہ اور عمر کے لحاظ سے کہانی، نظم، گیت وغیرہ تخلیق کر سکتے ہیں۔ اشعار جمع کر کے اپنی بیاض بنا سکتے ہیں، کہانیوں کا مجموعہ بھی بنا سکتے ہیں۔ بچوں کی تخلیقات بھی جمع کر کے دیوار میگزین ترتیب دی جاسکتی ہے۔</p> <p>2- پڑھی / سنی تخلیقات کی بنیاد پر سوالات تیار کیے جاسکتے ہیں۔ بچوں سے کہیں کہ وہ ان سوالات کو تحریر کریں جو وہ چاہتے ہیں کہ ان سے امتحان کے دوران پوچھے جائیں یا وہ اپنا سوال نامہ ترتیب دیں اور اسے خود ہی حل کریں۔</p> <p>اپنی جانچ کیجئے:</p> <p>1- کورونا کو بنیاد بنا کر لکھی گئی کسی کہانی کو منتخب کیجئے اور یہ اندازہ لگائیے کہ جو واقعہ یا واقعات اس میں پیش کیے گئے ہیں، ان کی پیش کش کی نوعیت کیا ہے؟</p> | <p>این سی ای آر ٹی / ریاست کی درسی کتب</p> | <p>1- اپنی تخلیقی صلاحیت کا اظہار کہانی، نظم، گیت وغیرہ کی شکل میں کرتے ہیں۔</p> <p>2- درسی کتب کے علاوہ معیار کے مطابق دوسری تحریروں کو پڑھتے ہیں اور اپنی رائے ظاہر کرتے ہیں۔</p> <p>3- رسمی اور غیر رسمی تحریریں لکھتے ہیں اور دیے گئے موضوع پر اظہار خیال کرتے ہیں۔</p> |
| <p>ہفتہ - 2</p> <p>موضوع: کتاب پر تبصرہ</p> <p>1- بچوں سے یہ کہا جاسکتا ہے کہ وہ اپنی کسی کہانی کی کتاب، درسی کتاب جس کا مطالعہ انھوں نے کیا ہو، کے بارے میں بتائیں کہ انھیں کون سی باتیں پسند آئیں اور کون سی نہیں اور کیوں۔</p> <p>بچے یہ بھی بتائیں کہ وہ اپنی کتاب میں کیا تبدیلی چاہتے ہیں؟ کون سی نئی باتیں اس میں شامل کرنا چاہتے ہیں؟ بچوں کو یہ آزادی دی جائے کہ وہ اپنی رائے کا اظہار زبانی یا تحریری کسی بھی شکل میں کر سکتے ہیں۔</p> <p>اپنی جانچ کیجئے:</p> <p>1- اپنی پسند کی دس کہانیوں یا نظموں کے عنوانات اور ان کے تخلیق کاروں کے نام لکھیے۔ یہ بھی بتائیے کہ آپ انھیں اپنے مجموعے میں کیوں شامل کرنا چاہتے ہیں۔</p> | | |



ہفتہ - 3

زبان کی خوبیاں پہچاننا اور اس کا استعمال کرنا

1- عمر کے لحاظ سے سنی یا پڑھی کہانی، نظم، تجربہ، مضمون وغیرہ کی زبان کی خوبیوں اور ان کے استعمال کرنے کے بارے میں تجاویز کے طور پر یہ کام کرائے جاسکتے ہیں:

- سنی یا پڑھی ہوئی تحریر سے ایسے اقتباس منتخب کرنے کے لیے کیسے جو انہیں زیادہ پسند آئے۔
- پڑھی ہوئی تخلیق سے اردو زبان کے قواعد کے پہلوؤں کی شناخت، تحسین اور استعمال کرنا جیسے کسی کہانی میں اسم، ضمیر، فعل، صفت وغیرہ، رموز اوقاف، محاورے وغیرہ تلاش کرنا اور ان کا اپنے جملوں میں استعمال کرنا۔

ہفتہ - 4

موضوع: کلینڈر بنانا/ ڈائری لکھنا

1- بچوں سے کہا جاسکتا ہے کہ وہ اپنے گھر میں لگے کلینڈر یا ڈائری میں روزانہ لکھیں کہ انھوں نے پورے دن میں کون کون سے کام کیے، انہیں کیا اچھا لگا، انھوں نے اپنے بڑوں کے کام میں کس طرح حصہ لیا۔

ہفتہ - 5

موضوع: گفتگو کرنا اور لکھنا

1- کسی گیت یا نغمے کا انتخاب کیجئے اور یہ معلوم کیجئے کہ وہ گیت / نغمہ کس زبان/ زبانوں میں گایا گیا ہے۔ اس گیت کو الگ الگ زبانوں میں بغور سنیے اور گنگنائیے / گائے۔

2- اخبار/ ٹیلی ویژن پر نشر خبروں کی بنیاد پر پڑوسی ریاستوں میں کورونا کی وبا پھیلنے کے ریکارڈ کو نوٹ کیجئے اور اپنے گھر کے افراد کے ساتھ اس کے بارے میں بات چیت کیجئے۔ 3- آپ دیگر وبائی امراض کے بارے میں بھی تبادلہ خیال کر سکتے ہیں۔

3- حکومت کی جانب سے اس قسم کے وبائی امراض سے بچنے کے لیے کیے گئے اقدامات پر اپنے الفاظ میں ایک نوٹ درج کیجئے۔ اسے گھر کے افراد کے سامنے پیش کیجئے اور اس پر گفتگو کیجئے۔

اپنی جانچ کیجئے:

1- کورونا سے بچنے کے لیے حکومت کی جانب سے جاری ویکسین لگانے کی مہم کے بارے میں اظہار خیال کیجئے۔



2- کورونا کے علاوہ کسی اور مرض کے نقصانات اور اس سے بچنے کی تدابیر لکھیے۔

ہفتہ - 6

موضوع: اپنی رائے ظاہر کرنا

1- لاک ڈاؤن میں طویل عرصے تک اسکول بند رہنے سے کیا کیا تبدیلیاں ممکن ہیں - اپنے خیالات گھر کے لوگوں کے ساتھ شیئر کیجئے۔ آپ فون کے ذریعے بھی اپنے اساتذہ یا دوستوں کے ساتھ اس سے متعلق گفتگو کر سکتے ہیں۔

2- لاک ڈاؤن کے دوران لوگوں کو پیش آنے والی پریشانیوں کو اپنے الفاظ میں لکھیے اور اپنے گھر کے بڑوں کے سامنے پڑھ کر سنائیے۔

اپنی جانچ کیجئے:

1- لاک ڈاؤن کے دوران پیش آنے والی دشواریوں سے متعلق ایک رپورٹ لکھیے اس کے لیے ٹیلی ویژن پر نشر خبروں / مباحثوں، اخبارات کے ادارتی مضامین اور انٹرنیٹ کی مدد لی جاسکتی ہے۔

ہفتہ - 7

موضوع: کہانی/نظم/گیت سننا اور پڑھنا

1- اپنی پسند کے موضوع پر کہانی، نظم یا گیت وغیرہ لکھیے۔ اس میں آپ اپنے والدین یا اپنے بڑوں کی مدد لے سکتے ہیں۔

2- اپنی لکھی کہانی یا نظم کو کسی رسالے جیسے پیام تعلیم، بچوں کی دنیا، امنگ، گل بوٹے وغیرہ میں شائع ہونے کے لیے ای میل کے ذریعے بھیجئے۔

ہفتہ - 8

موضوع: تحریری اظہار کرنا

1- ان موضوعات پر اپنے والدین کے ساتھ گفتگو کیجئے اور ان کے خیالات معلوم کیجئے:

- وہ اسکول میں کیا تبدیلی چاہتے ہیں؟
- کیا پانچ کھلاڑیوں کے ساتھ کرکٹ کا میچ کھیلنا ممکن ہو سکتا ہے؟
- مختلف ممالک کورونا کی وبا کو روکنے کے لیے کیا اقدام کر رہے ہیں؟
- آبادی کی بڑھتی شرح کو کم کرنے کے لیے کیا تدابیر کی جاسکتی ہیں؟

آپ اسی نوعیت کے دوسرے سوالات بھی اس میں شامل کر سکتے ہیں۔ جوابات کی روشنی میں ایک مختصر مضمون لکھیے۔



SUBJECT: MATHEMATICS (CLASS V)

| Learning Outcomes | Resource(s) | Week-wise suggestive activities (To be guided by parents with the help of teachers) |
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| <p>The learner–</p> <ul style="list-style-type: none"> reads and writes, numbers bigger than 1000 being used in her/his surroundings performs four basic arithmetic operations on numbers beyond 1000 by an understanding of place value of numbers divides a given number by another number using standard algorithms estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking a number and then using operation explores idea of angles and shapes <ul style="list-style-type: none"> classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing | <p>NCERT/ State developed textbook</p> <p>Chapter: 1 The Fish tail</p> <p>Chapter: 2 Shapes and angles</p> <p>Chapter: 3 How many squares?</p> <p>Chapter: 5 Does it look the same?</p> <p>QR codes related to these chapters available on https://ncert.nic.in/textbook.php?eemh1=0-14</p> | <p>WEEK 1</p> <p>Theme: Numbers</p> <p>Reading of large numbers</p> <ul style="list-style-type: none"> Get the context of large numbers from newspapers and ask the student to read the numbers Some new terminology like Lakh, Crore, Arab, etc or Thousands, Million, Trillion, etc. may come to the student's knowledge while reading these numbers. Discuss with them the interrelationship in both the Indian and International system of numeration. For example, the total number of corona infected persons in each country and the total number in the world. Money allocated to various activities in the national budget for 2020-21 Textbooks may also have such numbers <p>Writing of large numbers</p> <ul style="list-style-type: none"> Let the student write large numbers in both Indian and International system. The two activities may be of writing numbers in words and then numeral for the same and vice-versa first reading a numeral and writing in words. <p>Assessment Questions</p> <ol style="list-style-type: none"> The electricity bill of Mukesh's house is Rs. 4058. He was trying to read the number but he couldn't. How should Mukesh read the number? <ul style="list-style-type: none"> Option A: Four five eight Option B: Eight thousand five hundred four Option C: Four thousand fifty-eight Option D: Forty fifty-eight The area of some of the states in square kilometers is given below. Which out of these have the smallest area? <ul style="list-style-type: none"> Option A: 288868 Option B: 291790 Option C: 342238 Option D: 277096 |



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| | | <p>3. Look at the number of bricks used to make four walls.</p> <p>Wall-1: 3835 bricks Wall-2: 3990 bricks Wall-3: 3853 bricks Wall-4: 3935 bricks</p> <p>Write True/False</p> <p>Wall-1 was made using three thousand eight hundred and thirty-five bricks. Wall-2 is made using maximum number of bricks. Thirty-eight thousand and fifty-three bricks were used to make Wall-3.</p> <p>For students having access to digital content</p> <ol style="list-style-type: none"> 1. Add one month electricity bill and water bill of your house. And compare it with the sum of bills from the previous month? 2. What will be the sum of Rs. 5389 and Rs. 9856. Try to add it using different ways. <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/</p> |
| | | <p>WEEK 2</p> <p>Theme: Numbers</p> <ul style="list-style-type: none"> • Expanding numbers in different ways. • Engage the student in describing large numbers in terms of number of thousands, lakhs, etc. • For example, like 12 lakhs as $10,00,000+2,00,000$ • $12,00,000=5,00,000+5,00,000+ 2,00,000$ • Engaging the student in finding the number of 2000/500 rupee notes to make a certain amount <p>Assessment Questions</p> <ol style="list-style-type: none"> 1. The number which is equal to $8000+30+2$ is Option A: 8320 Option B: 832 Option C: 8320 Option D: 8032 |



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| | | <p>2. The expanded form of 2374 is Option A: $2000+700+30+4$ Option B: $2000+3000+7000+4000$ Option C: $2+3+7+4$ Option D: $2000 +300+70+4$</p> <p>3. Out of the following, choose expressions that represents 8080. (i) Eight thousand eighty (ii) $8000 + 8$ (iii) $800 + 80$ (iv) $80000 + 80$</p> <p>4. What will be the expanded form of 78905?</p> <p>5. If you have to pay Rs. 657 to a shopkeeper. Write two different ways of combination of notes and coins by which you can pay?</p> <p>For students having access to digital content https://diksha.gov.in/play/collection/do_31307360992317440012385?contentId=-do_313257217725186048130301 https://www.youtube.com/watch?v=7Y3Db-GOoIDM</p> |
| | | <p>WEEK 3</p> <p>Theme: Number Operations</p> <ul style="list-style-type: none"> The student can be engaged in addition and subtraction of numbers from daily life context. For example, a person donated ₹ 1,26,000 and another person from the same family donated ₹ 4,25,000, what is the total amount they both donated? Similarly, if a person wants to buy a car that costs ₹ 25,03,756, and he/she has only ₹ 18,00,000 the rest he/she has to get loan from a bank. What is the amount he/she will have to have as a loan? <p>Reading and comparing different rate charts and bills for a purchase is a good opportunity to apply and learn operations on numbers.</p> <p>Contexts related to division of large numbers are often available in every student's life. Avail those contexts, and ask the student to develop their own strategies to solve such problems.</p> <p>For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients.</p> |



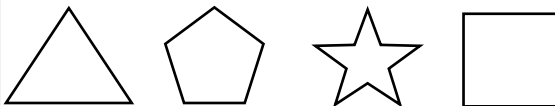
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| | | <p>Assessment Questions</p> <ol style="list-style-type: none"> There are 2005 seats in a train. Out of these, 910 has been occupied. How many vacant seats are left? Option A: 1095 Option B: 1059 Option C: 1200 Option D: 900 The capacity of water tank is 1500 L. If there is 1350 L of water in it, how much more water can be poured into it? Option A: 250 L Option B: 150 L Option C: 200 L Option D: 350 L Amit bought a shirt of Rs 700 and a trouser of Rs. 1100. He paid Rs 2000 to the shopkeeper. How much money would be returned? Option A: Rs. 3800 Option B: Rs. 1800 Option C: Rs. 2000 Option D: Rs. 200 How many containers with capacity 50 litre will fill the tank of 550 liters? Mohina purchased a watch of Rs. 2350. She paid Rs. 5000 to the shopkeeper. What amount will the shopkeeper return to Mohina? <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_31307360992317440012385?contentId=-do_313257217810677760130303</p> <p>https://www.youtube.com/watch?v=7Y3Db-GOoIDM</p> <p>https://diksha.gov.in/play/collection/do_31307360992317440012385?contentId=-do_31311270257460838412001</p> |
| | | <p>WEEK 4</p> <p>Theme: Number Operations</p> <ul style="list-style-type: none"> For any problem-solving involving operations numbers estimation and verification by actual operation is very important. For example, in a stadium there are 25340 seats and the average price of each seat is Rs. 1480, what is the total amount collected, if all seats have been sold? In such a case a better estimate can be made by multiplying 25000 by 1500 i.e. Rs. 3,75,00,000 app. |



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| | | <p>Assessment Questions</p> <ol style="list-style-type: none"> 1. There are 4584 people in a village. If 12 packets of sugar were given to each family then which of the following is the closest estimate of the total number of families? Option A: 400 Option B: 300 Option C: 350 Option D: 450 2. Ramesh transports 950 ball in a month. Which of the following represents the closest estimate of balls transported by him during a year? (it is considered that he transports equal number of balls every month) Option A: 10000 Option B: 11500 Option C: 12000 Option D: 11000 3. What should be added to the sum of 2833 and 4856 to make sum 10000? Option A: 7689 Option B: 2311 Option C: 17689 Option D: 12023 <p>For students having access to digital content</p> <p>https://diksha.gov.in/play/collection/do_31307360992317440012385?contentId=-do_313257217682874368130300</p> <p>https://diksha.gov.in/play/collection/do_31307360992317440012385?contentId=-do_31311270263112499211765</p> |
| | | <p>WEEK 5</p> <p>Theme: Shapes and angles</p> <ul style="list-style-type: none"> • Ask the child to observe a shape and tell if the given shape is closed or open. Random shapes can be drawn on paper or paper cut-outs of various shapes can also be used. • Any shape can be shown to the child and ask how many sides the shape have. Simple shapes can be drawn on paper or paper cut-outs can be used. • Ask the child to draw a shape of a particular number of sides. For example, a child can be asked to draw a shape with four sides. In this case, a child can draw a square or rectangle, etc. |



Activity 1: Ask the child to take three or more sticks and join them end to end by rubber tubes. These shapes (and other shapes) can be used for the above purpose



Conduct the following discussion related to the above shapes.

- Which of the shapes are closed?
- Which are open?
- How many sides does each shape have?

Activity 2: A random shape can be drawn on a paper or paper cut-outs can be used. Ask the child to mark all the angles he/she can identify in the shape. Let children explore angles made by doors while opening/Closing, hands of clock, different body positions while exercising/ Yoga etc.

Activity 3: Give the child some matchsticks. Ask the child to make a particular shape using a particular number of matchsticks. For example, ask the child to make 8 triangles using 6 matchsticks only. OR Ask the child to make 5 squares with 12 matchsticks, etc.

1. Draw five shapes that are closed.
2. Draw five shapes that are open
3. How many sides does a table have?
4. How many corners does a door have?

For students having access to digital content

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WEEK 6**Theme: Measurement of angles**

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

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

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



Engage the child to guess the measure of the angle.

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

Assessment Questions

1. Draw the hands of the clock when they make an angle which is less than right angle. Also writes the time.

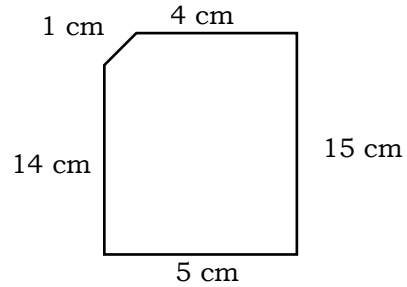


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| | | <p>2. Write down the name of your favorite animal using straight lines and count the angles formed by its name.</p> <p>3. What is the angle formed at 3: 00 on the clock?</p> <p>4. How many angles does the first letter of your name have?</p> <p>For students having access to digital content https://diksha.gov.in/play/collection/do_312981338824802304120?contentType=Text-Book&contentId=-do_312976801422057472</p> |
| | | <p>WEEK 7</p> <p>Theme: Perimeter</p> <ul style="list-style-type: none"> • Make a dot grid on a paper. Ask the child to make as many rectangles as he/she can using the dots of the grid. • Further, ask the child to shade the largest rectangle that he made in the grid. Ask the child to tell why a particular rectangle is largest. (Note: A square is also a rectangle) • Now ask the child to shade the rectangle that has the largest boundary. • Ask the child to measure the boundary using a thread or by counting the sides of the squares at the boundary. • Let the child now understand that the measure of the boundary of a closed shape is called its perimeter. • The child can also be asked to find the perimeter of any object using a thread. For example, ask the child to find the perimeter of the cover page of his notebook, etc. • Engage the child in finding the perimeter of bed, room and other objects in his/her vicinity. These objects may also include the objects whose boundary cannot be measured by a straight edge/ ruler. • Ask the child to arrange 7 squares in different ways. Then ask the child which combination would give minimum perimeter and which combination would give maximum perimeter. |

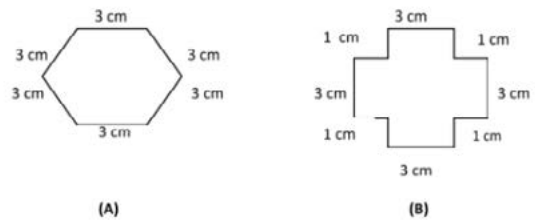


Assessment Questions

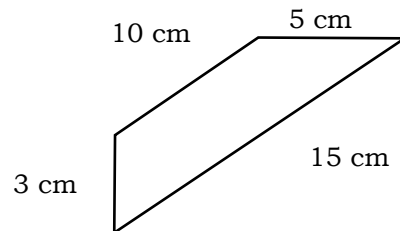
1. What is the perimeter of the given figure:



2. Which figure has more perimeter?



3. Sonal walks around the boundary of the given design and takes 2 rounds of it. How much length she needs to cover?



For students having access to digital content

https://diksha.gov.in/play/collection/do_31307360992317440012385?contentId=-do_31311270182799769612230

https://diksha.gov.in/play/collection/do_31307360992317440012385?contentId=-do_31311270168875008011946

WEEK 8

Theme: Area

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



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

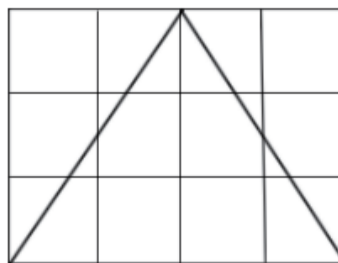
Activity 2: Take a graph paper and trace different objects/handspan of different family members, etc., on the graph paper and ask the child to estimate the area of the given shape using the grid by counting the squares.

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

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

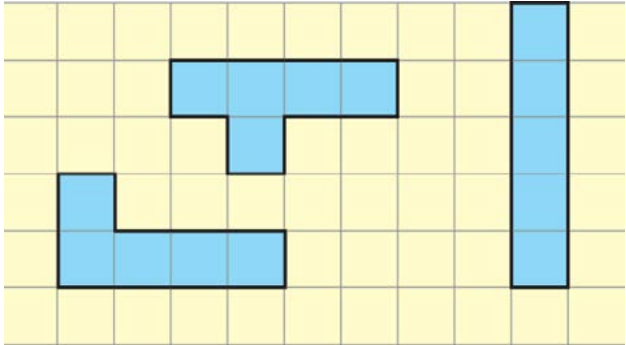
Assessment Questions

1. Area of the shape marked on grid is:



2. A book of area 5 sq units has to cover the top of a table whose area is 50 sq units. How many such books are required?
Option A: 15
Option B: 50
Option C: 10
Option D: 20



| | | |
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| | | <p>4. Which shape covers the maximum area</p>  <p>For students having access to digital content https://diksha.gov.in/play/collection/ do_31307360992317440012385?contentId=- do_31311270182799769612230</p> |
|--|--|--|



SUBJECT: ENVIRONMENTAL STUDIES (CLASS V)

Resources: NCERT/State Textbook of Environmental Studies for Class V or other resources – Story Books, Links as given, various objects available at home.

| Learning Outcomes | Week-wise suggestive activities along with variety of resources (to be guided by teachers or parents) | |
|--|---|--|
| | Activities for children having some kind of digital device | Activities for children without having any digital device |
| <p>The learner–</p> <ul style="list-style-type: none"> records observations/ experiences/ information in an organised manner (e.g. in tables/sketches/ bar graphs/ pie charts) and predicts patterns in activities/ phenomena establishes a relationship between cause and effect. | <p>WEEK 1</p> <p>Theme: Family and friends (work and play, relationship)</p> <p>The teacher asks the students to interact with their family members over mobile and make some unique things about each family member regarding their habits and traits. They can show it during online classes or send it by WhatsApp</p> <p>The children are encouraged to do some form of physical exercise and share it with their friends. They can find out the games played by their family members</p> <p>The teacher involves the students in play where in children learn the concepts as shown in the following video :</p> <p>Stay Clean, Stay Healthy https://diksha.gov.in/play/content/do_31334697369776128012559</p> | <p>WEEK 1</p> <p>Theme: Family and friends (work and play, relationship)</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> Mention some unique things about each family member. How are you similar or different in habits or traits from family members? Encourage the student to do some physical workout, e.g., skipping, yoga, dance, games, puzzles, etc. at home. Parents may accompany their children to motivate them to be healthier and to spend some quality time together. (continue these in the following weeks) |
| <ul style="list-style-type: none"> records observations and experiences; information in an organised manner (e.g., in tables/ sketches/ bar graphs/ pie charts)and predicts patterns in activities/ phenomena creates posters, designs, models, setups, local dishes, sketches, maps (of | <p>WEEK 2</p> <p>Theme: Family and friends (work and play), things we make and do</p> <p>All the activities given in column 3 can be conducted during online classes and the creations of the children can be presented.</p> <p>Go Green https://diksha.gov.in/play/content/do_31334697369776128012559</p> <p>Stay Clean, Stay Healthy https://diksha.gov.in/play/content/do_31334697369776128012559</p> | <p>WEEK 2</p> <p>Theme: Family and friends (work and play), things we make and do</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> Maintain a diary to write down your daily experiences of 21 days of lockdown due to corona virus outbreak. Use creative ways to prepare five innovative messages for public awareness on the corona outbreak. |



| | | |
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| <ul style="list-style-type: none"> neighbourhood/ different places visited) using a variety of local/ waste material and writes | | <ul style="list-style-type: none"> Design appropriate slogans for public awareness on dos and don'ts during the Coronavirus outbreak. |
| <ul style="list-style-type: none"> suggests ways for hygiene, health, managing waste, disaster/ emergencies, and protecting/ saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/ deprived. | <p>WEEK 3</p> <p>Theme: Family and friends (work and play, relationship)</p> <p>The teacher can show pictures depicting social distancing and initiate discussion on why it is important.</p> <p>The children can be encouraged to develop their own health guide either in word document or in the form of a slide presentation and share with the class during online classes.</p> <p>The following video can be useful for teachers for planning the session.</p> <p>Stay Clean, Stay Healthy https://diksha.gov.in/play/content/do_31334697369776128012559</p> | <p>WEEK 3</p> <p>Theme: Family and friends (work and play, relationship)</p> <p>The teacher encourages the students to reflect upon and carry out the following activities</p> <ul style="list-style-type: none"> What is social distancing and how is it important at this point? Ask children to develop their own 'Hygiene Guide' and share it with all family members and later with their classmates and teacher after reopening of school. |
| <ul style="list-style-type: none"> describes the interdependence among animals, plants and animals traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museums, etc., and interacting with elders. suggests ways for hygiene, health, managing waste, disaster/ emergencies, and protecting/ saving resources and shows sensitivity for the disadvantaged/ deprived. | <p>WEEK 4</p> <p>Theme: Family and friends (work and play), food</p> <p>The activities given in column 3 can be conducted in the online class. The following videos would help in planning and conducting the class.</p> <p><i>Swad swad me</i> https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d232fff16b51c01725582b0</p> <p><i>Kya Kya Khate Hum</i> https://nroer.gov.in/home/page/5d22dc3116b51c01732f7b1a</p> <p><i>Kya khayee kya na kaayee</i> https://diksha.gov.in/play/content/do_31334697402236928011052</p> | <p>WEEK 4</p> <p>Theme: Family and friends (work and play), food</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> What kind of food can help people build their immunity against Coronavirus infection? Which food needs to be avoided? Find out. Write how you and your family members are helping/ contributing to the society (including plants, birds/ animals) during the lockdown period due to the corona outbreak. What kind of challenges you and the people around you are facing during the Coronavirus outbreak? What are the important lessons learned during this time? How do you think life should change after this? Give suggestions. |



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| <ul style="list-style-type: none"> guesses the conditions of germination, estimates spatial quantities and verifies using simple tools/ setups. | <p>WEEK 5</p> <p>Theme: Family and friends (work and play, relationship, plants), things we make and do</p> <p>Teacher can encourage the students to do the activities given in column 3 and tabulate their data to find out answers for the questions given. They can share their results with each other in the class and have a discussion. The following video can be used as reference for teacher.</p> <p><i>Jadon Ka Jadoo</i> https://youtu.be/IyBrcRrLVBo</p> | <p>WEEK 5</p> <p>Family and Friends (work and play, relationship, plants), things we make and do</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> Children may take three bowls and put some dry <i>chana</i> (chickpeas/black gram). In one of the bowls dip the <i>chana</i> underwater and in the other wrap them in wet cotton whereas in the third one they can keep it as it is. Observe each one and record the changes in the seeds in each bowl every day. Tabulate your data to find out. <ul style="list-style-type: none"> ✓ In how many days were the seeds germinated? ✓ In which bowl did the seeds germinate first why? ✓ In which bowl, did the seeds not germinate, germinated last, and Why? ✓ Watch the video at the given link |
| <ul style="list-style-type: none"> guesses the conditions of floating and sinking, estimates spatial quantities and verifies using simple tools/ setups. groups the objects/ materials based on the property of sinking and floating | <p>WEEK 6</p> <p>Theme: Family and friends (work and play, relationship, plants), things we make and do</p> <p>Children can conduct an activity to find which materials sink and float in water. They can share the results with each other in the class. The following video link can be used by the teacher to plan the lesson.</p> <p><i>Kya Dooba Kya Taira</i> https://www.youtube.com/watch?v=tQbyuudO78s</p> <p>Teacher can show the following video and ask the students to conduct the activity at home and complete the worksheet</p> | <p>WEEK 6</p> <p>Theme: Family and friends (work and play, relationship, plants), things we make and do</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> Help children to collect materials made up of wood, metal, plastic, glass and test them for sinking and floating in a water-filled bucket. Collect materials of different shapes, e.g., plastic bowl and spoon, woodblock and ice cream, stick, glass, bowl, plate, pin, spoon, bowl piece of aluminum foil— flat sheet, rolled in an all paper— sheet, boat, ball, etc. Try to make a floating object sink and a sinking object float. |



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| | <p><i>Ghula Ya Nahin</i> https://www.youtube.com/watch?v=L_Ook3tvbN0</p> <p>Teacher can finally show the activity in case of any doubts and then can encourage the students to ask questions on the activity and discuss in the online class or send questions through WhatsApp.</p> | <ul style="list-style-type: none"> • Children may collect a spoon of salt, sugar, coffee, chalk powder, milk powder, etc. Add them one by one to a glass of water. They may note their observations on which materials were dissolved and which were not. • Students may write their questions for the above-mentioned activities and probable answers according to them. Later they may discuss them with their subject teacher. |
| <ul style="list-style-type: none"> • records observations, experiences and information in an organised manner | <p>WEEK 7</p> <p>Theme: Family and friends (work and play, relationship)</p> <p>Teacher can go through the video and plan her lesson.</p> <p><i>Mera Janm Card</i> https://diksha.gov.in/play/content/do_31334694324837580812522</p> <p>Children may be asked to read their birth certificates and fill in the questionnaire sent on WhatsApp. In the similar way they may read the vaccination cards to know the different vaccines, related diseases and other information during the online class.</p> | <p>WEEK 7</p> <p>Theme: Family and friends (work and play, relationship)</p> <p>The teacher encourages the students to carry out the following activities</p> <ul style="list-style-type: none"> • Children may read their birth certificates and answer the questions framed by the parents/teachers/elders. Children can also frame questions. • Children may read vaccination cards to know about different vaccines, related diseases, and other information. |
| <ul style="list-style-type: none"> • explains the role and functions of different institutions in daily life. • groups the activities into essential and non-essential for the survival of life • shows sensitivity for the people who are working when most of them are at home | <p>WEEK 8</p> <p>Theme: Family and friends (work and play), things we make and do, travel, shelter, food</p> <p>Children may be asked to list various activities or works people involved in their house and neighbourhood. The teacher may conduct a quiz showing the pictures online.</p> <p>Who does this Work https://diksha.gov.in/play/content/do_31334694324837580812522</p> <p>They may be encouraged to categorise the activities essential and non-essential for survival</p> | <p>WEEK 8</p> <p>Theme: Family and friends (work and play), things we make and do, travel, shelter, food</p> <ul style="list-style-type: none"> • The teacher encourages the students to carry out the following activities • Enlist various activities (like agriculture, cleaning, medical, security, teaching, banking, designing, tailoring, construction work, photography, singing, dancing, cooking) that you see people do in your house and neighbourhood . • Categorise them into essential and non-essential for the survival of life. |



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| | <p>The teacher may conduct an online discussion on what do they feel about those persons who are still doing that work when most of the people are at home?</p> | <ul style="list-style-type: none">• What do they feel about those persons who are still doing that work when most of the people are at home? <p>For differently abled children having access to digital content</p> <p>https://diksha.gov.in/play/content/do_313287002373947392118480</p> |
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***Note**

- The activities are for teaching, learning and assessment.
- These can be simply done at home with the support of elders.
- The use of devices is not required in all the activities.



SUBJECT: ART EDUCATION

CLASSES: I TO V (8 WEEKS)

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

The calendar of activities has been divided in two parts; (A) Visual Arts and (B) Performing Arts for the convenience of the teachers and not otherwise. Art Education syllabus for primary stage is based on the National Curriculum Framework 2005. Concerns and recommendations of NEP 2020 regarding Art Education are also taken care off.

PART A : VISUAL ARTS

Art Education as visual arts at primary level is to make children familiar with basics of: (i) line and form, shapes and sizes of the objects in the immediate surroundings, (ii) Colours and naming them after common objects/flowers/fruits/vegetables/animals and people (iii) texture of different surfaces, such as; soft, smooth, hard, rough, etc., (iv) composition to learn about 2-D and 3-D space, creative use of colours and forms, installation of 3-D objects, painting landscapes/seascapes, composition based on seasons, sports, parks, situations, arranging patterns, making designs, etc. (v) tools and techniques of exploring 2-D and 3D methods and materials, such as; drawing, painting, printing, collage making, poster making, paper crafts, toy making, clay modelling, pottery, regional crafts and construction of objects, mask making, etc., last but not the least (vi) appreciation of artefacts and nature.



CLASSES I–III

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

CLASSES: IV–V

Method and Materials: By this stage children have already picked up skills and vocabulary of basic art, therefore focus here is more on exploration, experimentation, creation and presentation. Process of learning experience is very important than the final product at this stage too. Children of this stage need to be free for experimenting and expressing without being afraid of any judgment or failure. Art material for artistic expression is suggested to be regional and those which are easily available.

SUGGESTED ACTIVITIES

| <i>Learning Outcomes</i> | <i>Suggested Activities</i> | <i>Resources</i> |
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| <p>The learner–</p> <ul style="list-style-type: none"> identifies different geometrical shapes in objects such as; furniture, buildings/monuments, plants & trees etc. draws and paints objects and scenes of his/her liking using appropriate colours. draws/paints compositions on themes, such as; myself, my family, my school, my park, etc. | <p>Activity 1</p> <p>Organise and encourage students for;</p> <ul style="list-style-type: none"> Quick game of object drawing to know ‘Who is Quicker?’ drawing of household objects (10 seconds to each object) <i>(Elders in the family can also join and make the game a fun).</i> The process can be recorded with mobile phone and shared with the school and later on. <i>(in case of online class)</i> | <ul style="list-style-type: none"> Drawing book/notebook, chart paper, etc. Pictures of regional wall paintings, rangoli, etc., for reference. Clay can be prepared at home before hand. Scrap book can be created out of the used notebooks or chart papers. |



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| <ul style="list-style-type: none"> • knows names of secondary colours. • creates chart of secondary colours and their shades. • makes clay models of items such as; furniture, means of transportation, fruits, vegetables, etc., using geometrical shapes. • beautifies surroundings (own room, own home, boundary walls of own house, using 2D and 3D objects. • identifies and appreciates different textures of; household objects, wood, cotton, wool, silk, etc. | <p>Activity 2 Draw and paint objects of one colour with it's different shade. For example, green of spinach, of tree leaves of bitter gourd, of water melon, etc.</p> <p>This activity is fun as they start understanding the treasure of different hues and shades present in nature around them.</p> <p>Activity 3 Ask children make colour chart of their own, showing primary and secondary colours.</p> <p>Take a picture of the colour chart and share with the teacher/school. <i>(in case of online class)</i></p> | <ul style="list-style-type: none"> • Colours can be prepared at home from herbs, dyes, leaves, flowers, stones, etc. • Regional dyes/colours used for painting can be explored before buying branded colours. • Old charts, magazines or newspapers • Glue, sponge, pieces of different fabrics, sand, wool, feathers, potters clay, etc. |
| <ul style="list-style-type: none"> • makes creative designs using techniques such as; thumb painting, blow painting, block printing, etc. • constructs stuffed toys with wool, cotton or cloth cuttings. • makes clay models using coil, slab, pressing and pinching methods. • exhibits skills of ; observation, exploration, experimentation and problem solving through art assignments. | <p>Activity 4 Engage children in clay modelling;</p> <ul style="list-style-type: none"> — Create clay models of commonly seen/found objects, such as; drawing room furniture and means of transportation. — wild animals and birds that they would like to protect, — fruits and vegetables that like to eat the most, — Encourage children to make videos of the objects made by them and share with the school and teachers. <p><i>(in case of online class)</i></p> | <ul style="list-style-type: none"> • Wherever possible Smartphone and computer can be a great help in recording the process and work, in viewing youtube videos, exploring related links/videos on NROER, NCERT • Smartphone can be helpful in recording and uploading in school websites/ on YouTube or sharing art work with teachers. |
| <ul style="list-style-type: none"> • shows awareness of the immediate surroundings and accepts responsibility of beautifying and keeping surroundings clean. • starts communicating on social issues and practices personal and social value. | <p>Activity 5 Stamping and Block printing;</p> <ul style="list-style-type: none"> — Engage children in making boarder designs with block printing using materials such as; sponge, thread, pebbles, nail-head, leaves, etc. — Create your own block from soft wood or from waste of vegetable/ fruit peals to play and print from different type of surfaces. — Keep art work in the portfolio and make video or take pictures of the art work to be shared with teacher/s, family and friends. <p><i>(in case of online class)</i></p> | <ul style="list-style-type: none"> • Collective viewing of selected TV channels, such as; Discovery, Animal Planet, etc. is recommended. |



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| | <p>Activity 6 Learning Printing methods; — Blow painting- drop a drop of diluted colour/s or ink on surface of a white paper sheet and blow it from different sides using a straw. <i>(Children like this activity as it results into an unpredictable visual which keeps leading the doer to a sea of joy and creativity. This activity is considered a good exercise for the lungs)</i></p> <p>Activity 7 — Painting on themes, such as; ‘my school’, ‘my play ground’, ‘my classroom’, ‘monuments of personal liking’. Encourage children learn and practise their regional/folk style of painting/ wall painting (<i>Gond, Madhubani, Warli, Mandna, Rangoli, Sanjhi, etc.</i>) The art work can be added to portfolio for teacher/s to see. <i>(in case of online class)</i></p> | |
| | <p>Activity 8 Children of this stage not only like to play with toys, but also like to make their own toys and games. Give them opportunities to; — make their own stuff toys; using folk styles of making birds, animals, fruits, vegetables, etc. Take pictures of toys and share with teachers and schools. <i>(in case of online class)</i></p> <p>Activity 9 Encourage children express their views on social issues; — make Poster compositions on simple themes, such as; “Save Water”, “Save Tree, Save Environment”, “I Wash Hands Before Touching My Nose, Eyes and Mouth”, “I love My Country”, “I respect Elders”, etc.</p> <p>Activity 10 — Make Rangoli with leaves, flowers, sand, shells, coloured pebbles, etc., in front of your home and take picture or make a sketch of the same for portfolio. <i>(in case of online class)</i></p> | |



PART B: PERFORMING ARTS

A child expresses best without inhibitions through movement of different parts of the body, i.e., eyes, hand, feet, voice. Dancing to simple tunes happily, singing a song, dramatizing a scene with friends, enactment and mimicry of people and sounds they hear is natural with all children. This natural character portrays the natural self of the child, the hidden potential and also helps to express spontaneously. Therefore incorporating elements of performing arts which consist of music, dance and drama in education is indeed beneficial to the development of a child. These expressions of the young hearts which are so natural to every child helps them to express effortlessly, without fear give them self esteem and confidence. Performing arts provide them with opportunities to engage their mind and body into a holistic expression as it involves; cognitive, psychomotor and affective domains simultaneously. Students get exposed to different sounds, movement, rhythm while they start understanding their own voice, sounds around them, creating different sounds, difference between noisy/harsh and soothing /musical sounds and develop appreciation for musical sounds in nature and those created by people. They start taking more interest in their regional/folk performing arts and learn to participate in different art forms and express joyfully. NEP 2020 recommends, “The arts form a major medium for imparting culture. The arts-besides strengthening cultural identity, awareness, and uplifting societies-are well known to enhance cognitive and creative abilities in individuals and increase individual happiness. The happiness/well-being, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.” *NEP 2020 (22.3 Page no. 53)*

CLASSES I–III

Method and Materials: At this stage focus of learning performing arts is more on observation and exploration and emphasis is more on aspects of sound, rhythm, body movement, performance/presentation and art appreciation. Process or learning is more important



than the final performance/presentation. Instruments, make-up, costumes, props, etc. should preferably be regional, no cost and local specific. Students of this age group enjoy experimenting with variety of materials and objects available to them in their surroundings. E.g. a broken branch of a tree can be used with several improvisations, any local toy can be used as a character to express, etc.

SUGGESTED ACTIVITIES

| <i>Learning Outcomes</i> | <i>Suggested Activities</i> | <i>Resources</i> |
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| <p>The learner–</p> <ul style="list-style-type: none"> • listens to sounds in the immediate surroundings carefully at different time of the day. • imitates sounds of different birds, animals and moving objects/machines. • imitates body movement of animals, birds and people around. • creates sound of rain drops, thunder of clouds, storm, sea, rustling of trees, etc. using own body and/or with available objects. • sings poems using simple rhythm. | <p>Activity 1</p> <p>How many type of birds are there in your surroundings?</p> <ul style="list-style-type: none"> — Make children close their eyes and concentrate on chirping sounds in the morning, or evening and try to identify name of the birds. — let them hear sounds in nature just before the sun rises (dawn) and when the sun sets (dusk) both — Same can be done with other sounds. Find the source of the sound and name it, direction from where the sound is coming, e.g.; sound of wind, dogs, of car/scooter, aeroplane, generator etc. <p>Activity 2</p> <ul style="list-style-type: none"> — Imitate different sounds, such as; sound of peacock, cuckoo, sparrows, elephant, lion, dog, cat, horse, etc. Sound of the school bell, temple bells, etc. | <ul style="list-style-type: none"> • Guided viewing of animal planet, discovery channel, YouTube videos, etc. • Audio and/or Video clips on selected sounds of birds, animals and objects. • Video clips of voices of different people, with voice modulation and with specific expression. • Audio/Videos of different musical instruments. • Costumes and make up, head gears and masks with available resources. • Video clips on selected body movements and facial expressions |
| <ul style="list-style-type: none"> • narrates stories using different sounds and some facial expression to create impact. • plays different roles for example; teacher, policeman, doctor, mother, father, grandparents, hawkers, etc. | <p>Parents can help taking video of such activities and share with the teacher/s.</p> <ul style="list-style-type: none"> — Draw and talk about these object/bird/animal. (sheets can be added in portfolio) <p>Let the parents/teachers create a link and bring some children to a platform for discussions and expression of the above. This will help them to interact in these times when the child is so lonely, staying at home for more than a year</p> | <ul style="list-style-type: none"> • .e.g. https:// www.youtube.com / watch?v =bk-o3JGo88w • https:// www.youtube.com/watch?v =JKmL-uwAJwU • https://diksha.gov.in/play/content/do_31334697427427328012561 • Pictures of regional, community or family dances.-Participation in family/community celebrations. |



| | | |
|--|---|--|
| <ul style="list-style-type: none"> • sings/chants devotional music usually sung by elders at home • dances to any rhythmic tune using hands and feet with proper expression • identifies some of the regional musical instruments. • likes to play simple musical instruments available. • can identify and move different parts of the body like waist, shoulders, knees, toes, etc. • participates happily in group dance and role play • tries to sing poems, school prayer/s, patriotic songs with interest. • exhibits body balance while making different dance movements. • appreciates performances seen on TV, YouTube videos of; Music, Dance, Puppet shows, etc. And shares his likes on the same. | <p>Activity 3</p> <p>— Listen to the sound of rain and create similar, storm, sea storm, thundering of clouds or any other sound/s in nature that the child likes.</p> <p>Parents, grand parents can join children and make it fun. Record it and share for school records. Children like to see their own videos. It helps them appreciate their performance and learn further.</p> <p>Activity 4</p> <p>— Encourage children pretend to be the animal, bird, object or persons. Sing the related poem/s and make matching dance movements, Follow the rhythm. The poem can be from the language textbooks.</p> <p>— Children can be given opportunity to listen to the audio recordings of selected music— instrumental and vocal.</p> <p>Such audio files can be sent using WhatsApp.</p> <p>Activity 5</p> <p>Select situation or story (story can also be from textbooks) and ask child/children to narrate it dramatically using different sound and movement.</p> <p>Encourage children to add appropriate moods to the situation. For example; ‘Lion was very angry but mouse was scared’, ‘Dog was very kind to the cat but cat was still afraid’, etc.</p> <p>They can also be asked to create a script in their own language. This gives a specific frame to the storyline.</p> | |
| | <p>Activity 6</p> <p>‘Dance like a robot or/and puppet’.</p> <p>Tell children to do warm-up exercises before starting the dance by gradually moving each part of the body, hands, arms, shoulders, head and neck, feet and toe, legs and waist etc.</p> <p>After the warm-up, child can perform movements like a puppet on a given situation, such as; ‘getting up from chair and walking to the door in rhythm’, ‘performing, on any song of their liking’ flying kite etc.</p> | |



| | | |
|--|--|--|
| | <p>Activity 7</p> <ul style="list-style-type: none"> — Watch/listen to the audio-video clippings of various musical instruments, like; dhol, dholak, duff, magic of ghungroos, flute, tabla, sitar, harmonium, etc. — Play and record music created with the help of kitchen utensils. — Listen to the national anthem and morning prayers (audio recordings can be shared through WhatsApp), mantra uchcharan, hymns, shabad, so that they pick up the correct pronunciation. <p>Activity 8</p> <ul style="list-style-type: none"> — Practise free body movements in open space for simple delight, such as; moving with the music, flying like clouds, swinging arms, moving around like butterfly, taking rounds, etc. — Observe and imitate movement of birds in the sky, butterflies around the flowers, dancing trees with wind, etc. — Guided viewing of TV documentaries/ programmes on birds, animals, nature can be very helpful in learning better, when children are at home. Recommendation from school can guide them do it with purpose. <p>Activity 9</p> <p>Games— children can play games such as dumb-charade with family. This is learning with fun. It can be based on; situations, roles, our helpers, name of animals, birds, etc.</p> | |
| | <p>Children can take turn with parents/ elders on this game. This can also be done to communicate situations, such as, I am hungry, I want to eat, I am cleaning my teeth, taking bath, etc.</p> <p>Activity 10</p> <ul style="list-style-type: none"> — Viewing videos of own performances. — Discussion on TV programs (those are approved by the family) on dance and music to encourage free expression of | |



CLASSES IV–V

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

SUGGESTED ACTIVITIES

| <i>Learning Outcomes</i> | <i>Suggested Activities</i> | <i>Resources</i> |
|---|--|--|
| <p>The learner–</p> <ul style="list-style-type: none"> • understands the concept of Aahat Naad and Anahat Naad • listens and differentiates sounds of different birds in the immediate surroundings. • imitates and documents sounds of different birds, animals and moving objects/machines. • makes rhythmic body movement, imitating animals, birds and people around. • likes to listen to the sound of different musical instruments, such as; <i>khanjira, ghungroo, dholak</i> • identifies regional Music/Folk Music of different states and likes. • narrates stories using different sounds with facial expressions to create impact. • plays role of different persons and personalities; for example; teacher, policeman, doctor, grandparents, farmer, Mahatma Gandhi, political leaders, scientists, etc. | <p>Activity 1</p> <ul style="list-style-type: none"> — Identify the different sounds of nature in your environments – the birds, wind, rustling of branches ? — Aahat naad is a sound caused due to friction of two entities and anahat naad is a sound within or in a vacuum. Let children realise it by sealing their ears and realise the sound within. Regarding Aahat Naad the children should know what types of frictions occur all the time around us— the breeze and the leaves, the buildings and the wind, the metal and the wind, etc. — Same can be done with other sounds. For example; sound of rain or wind, animals, vehicles, machines, generator, etc. <p>Find the direction and approximate distance from where the sound is coming. (A small project can be documented for portfolio)</p> <p>Let the parents/teachers create a link and bring some children to a platform for discussions and expression of the above. This will help them to interact in these times when the child is so lonely, staying at home for more than a year</p> <p>Activity 2</p> <ul style="list-style-type: none"> — Imitate different sounds, such as; sound of peacock, cuckoo, sparrows, of elephant, lion, dog, cat, horse, etc. Sound of the school bell, of temple bells, etc. Sound of different vehicles/means of transportation such as, scooter, cycle, car, bus, train, ship, etc. | <ul style="list-style-type: none"> • Guided viewing of Animal Planet, Discovery Channel, YouTube videos, etc. • Audio and/or Video clips on sounds of birds, animals and objects. • Video clips of personalities in music, dance, theatre, painters, sculptors, puppetiers, national leaders, etc. <p>https://www.youtube.com/watch?v=iVLXnAM-AVyQ</p> <ul style="list-style-type: none"> — Audio/Videos of different musical instruments. — Costumes and Make up, Head gears and masks with available resources. <p>Video clips on selected regional dances and body movements, facial expressions and moods.</p> |



| | | |
|---|---|--|
| <ul style="list-style-type: none"> • identifies and documents some of the regional musical instruments. • likes to play simple musical instruments available. • uses hand and foot movements with folk music and rhythm. Tries to make hast mudra on their own, Moves different parts of the body like waist, shoulders, knees, toes, etc. • participates happily in group dance and role play • sings poems, school prayer/s, patriotic songs, folk songs with interest. • sarangi/shehnai, etc. • creates sound of rain drops, thunder of clouds, storm, sea, rustling of trees, etc., using own body and/or with available objects. • sings poems with expressions using simple rhythm. • balances body weight, can walk with grace and proper posture. • explores open and closed space for body movement. • appreciates performances seen on TV, on YouTube, of his/her peers, family, etc. ; Music, Dance, Puppet shows, etc., and gives his/her observations on the same. | <p>(can record video of such activities and share with the teacher/s).</p> <p>— Drawing with little description of these can also be prepared by the child and kept in the portfolio)</p> <p>Activity 3</p> <p>— Listen and create sound of rain, storm, sea waves, thundering of clouds or any other sound/s in nature using your body.</p> <p>— Let Parents, grand parents tell stories connected to different aspects of nature. The children can enact them for their friends on a virtual platform. It should be recorded and shared for school records. Children like to make their own videos and share on YouTube.</p> <p>It helps them appreciate their own performances and explore similar from others and learn further.</p> <p>Activity 4</p> <p>— Encourage children pretend to be the person or personality of their choice from; teacher, policeman, doctor, grandparents, farmer, Mahatma Gandhi, political leaders (local or national), a scientist, etc., read about them and play the/their role. They can sing poem/song about the character or the role they are playing. For rhythm they can use simple clapping of hands or tapping with the foot. Selecting accompanying beats/music from keyboard, dholak, khartal, dandiya sticks, thaali, etc., (whatever is possible) would add to the presentation.</p> <p>The above activity can be selected from the language textbooks.</p> <p>— They can be guided to explore the internet (if available) or books to find out about the person or personality). Record the performance and share. Such audio-video files can be sent using WhatsApp.</p> | <p>Pictures or recording of family/community celebrations.</p> |
|---|---|--|



Activity 5

- Guide children to explore and to listen to the audio recordings of selected musical instrumental and vocal compositions. Preferably regional or of selected National/international performers in— music, dance, theatre and puppetry.

Such audio files or links can be shared using WhatsApp.

e.g. https://diksha.gov.in/play/content/do_31334697442892185611055

https://diksha.gov.in/play/content/do_31334697462267084812562

https://diksha.gov.in/play/content/do_31334698074855833611072

https://diksha.gov.in/play/content/do_31334698080713113611073

Activity 6

- Take pictures of the regional instruments and write 5 lines about each instrument.
- Inspire children to create their own musical instruments. Play it and record it's making process and the sound it makes.

Activity 7

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

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

- Inspire children to search about that dance or theatre form on the internet and learn more about that.
- Ask children practise any one regional dance of their liking and document it as video for sharing with the teacher/s and friends.

Activity 8

- Encourage children watch /listen to the audio-video clippings of instruments, like; flute, tabla, sitar, harmonium, guitar, etc.
- Listen to the national anthem and morning prayers (audio recordings can be shared through WhatsApp), so that they pick up the correct pronunciation.



- Listen to the recording of seven notes and practice them notes (sa re ga ma pa dha ni sa..) on an instrument of your choice or/and vocal practice of the seven notes.

https://diksha.gov.in/play/content/do_31334698088660992012573

Record and share

Activity 9

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

For better learning provide them with appropriate background music beats.

Activity 10

Games – children can play games, such as, dumb charades with family. This is learning with fun. It can be based on; social situations, national personalities, animals, birds, etc.

Children can take turn with parents/elders on this game.

This can also be done to communicate moods, such as; I am very happy, I am sad, I love my pet, My mother is very kind to me, how to deal with siblings, I hate unclean surroundings and love to clean it, I am kind to animals, etc.

Activity 11

- Viewing videos of own performances.
- Discussion on TV programs (those are approved by the family and teachers) on Dance and Music to encourage free expression of ones likes on different performances.
- Children can also be given link of the audio and video recordings of selected instrumental and vocal music (regional and classical).

Such audio files can be sent using WhatsApp.



HEALTH AND PHYSICAL EDUCATION

(Time to Keep Children Fit and Healthy)

Children may be involved in various activities. These are given below:

1. Demonstrate correct postures. Show posters, charts (if available)— standing, sitting, walking, sleeping.
2. Show the picture and have discussion on the questions given below



Picture 1: Posture while sitting.



Picture 2 : Posture while standing.



Picture 3: Posture while writing.

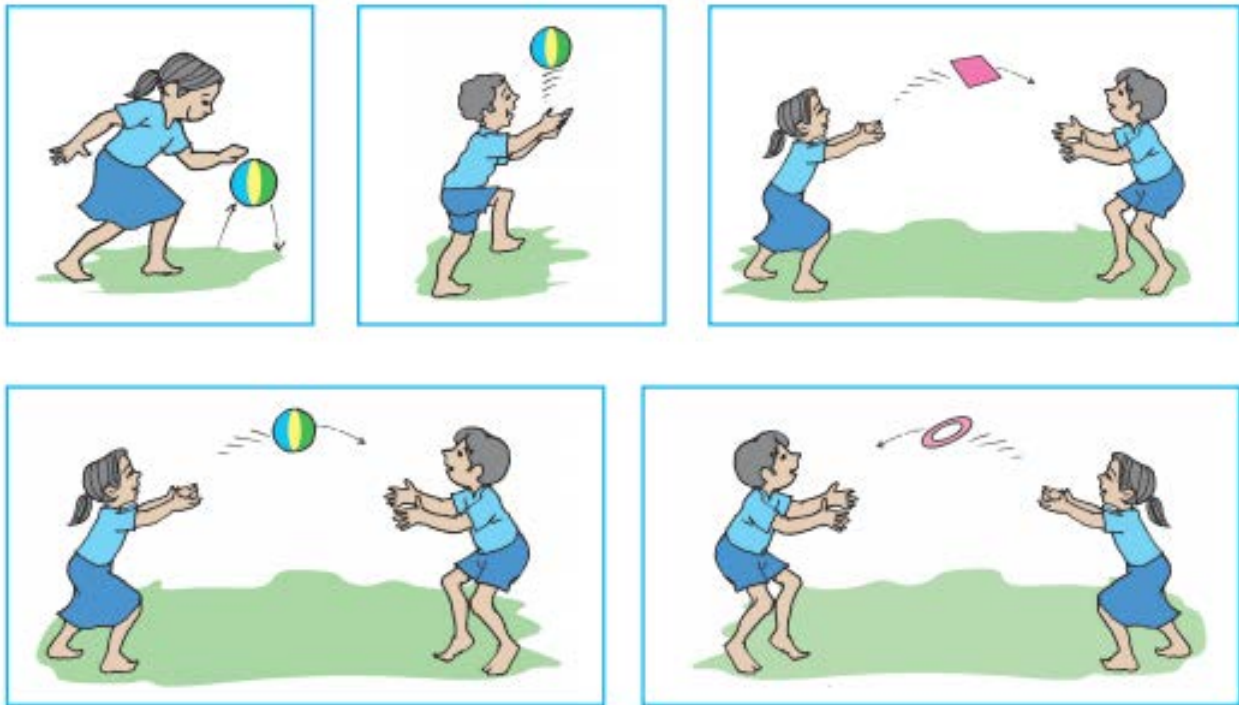


Picture 4: Posture while reading.

- What is shown in Picture 1?
 - Which is the right posture in Picture 2?
 - How did you know that this is the correct posture of standing?
 - Can you demonstrate the correct way of sitting? Similar questions can be framed for pictures 2, 3, and 4.
3. Play and move for fun with balls, rope, etc., can be thought of.
 4. Demonstrate and encourage them to practice hand wash before and after eating.
 5. Show the picture as given below and ask the child to do similar exercise at home till they enjoy. Ask them to count the number of times they throw and catch correctly alone and also with another sibling



without dropping the ball/object and how many times they miss it.



6. Encourage the child to do the following activities at home. You also do it with the child. Such activities will help neuromuscular coordination.
 - walk and run
 - sit and stand
 - stop and walk
 - hop and walk
 - bend and roll
 - walk and run/leap
 - walk and jog
 - walk, jog and run
 - forward and backward running
7. Stories related to sports persons can be narrated
8. Picture reading followed by a discussion can be held. Show the following picture. Ask the child that if you are in the picture, what is missing in the picture to keep you healthy.





9. Ask them to draw things which they observe for

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

Children of Classes IV and V can do the following

- Jogging, Running in the home compound
- Simple stretching
- General warm-up exercises

10. Ask the child what can be done with this picture given below. For example the following activities can be done.

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



The assessment can be based on activities

- a) Children can be asked to draw a picture of a human body and name them?
- b) Children may be shown pictures of different postures related to sitting, standing, walking, and reading. It would include both correct and incorrect postures. They may be asked to tick and give reasons.
- c) Children may be asked to draw food the items they consumed in a day. They may be asked to write about them in their own words. You may then tell them the nutritive content of each item.
- d) Children may be asked to maintain a diary on a daily basis and record the activities they did the whole day. After a week you may discuss with them.
- e) Children of Class V may be asked to share the physical activities they did during the lockdown. They may draw or write about them.

The assessment can be based on questions

- a) Children may be asked to write in their own words what preventive steps they took to protect themselves from the COVID-19 Pandemic.
- b) They may be asked to creatively express themselves on their experiences of online classes.
- c) If you are doing Yoga, which asanas you enjoy doing?
- d) Name the asanas that are named after birds and animals?

Checklist regarding preventive steps to be taken to address COVID-19 Pandemic

| Statements to ponder and reflect | Regularly | I need to do |
|---|-----------|--------------|
| Use face mask | | |
| Follow social distancing | | |
| Wash hand regularly after touching anything (food items/other than food items) | | |
| Sanitise hand | | |
| Do I maintain right posture while I am— <ul style="list-style-type: none"> • Taking online classes • Standing • Walking • Reading • Sitting • Any other | | |

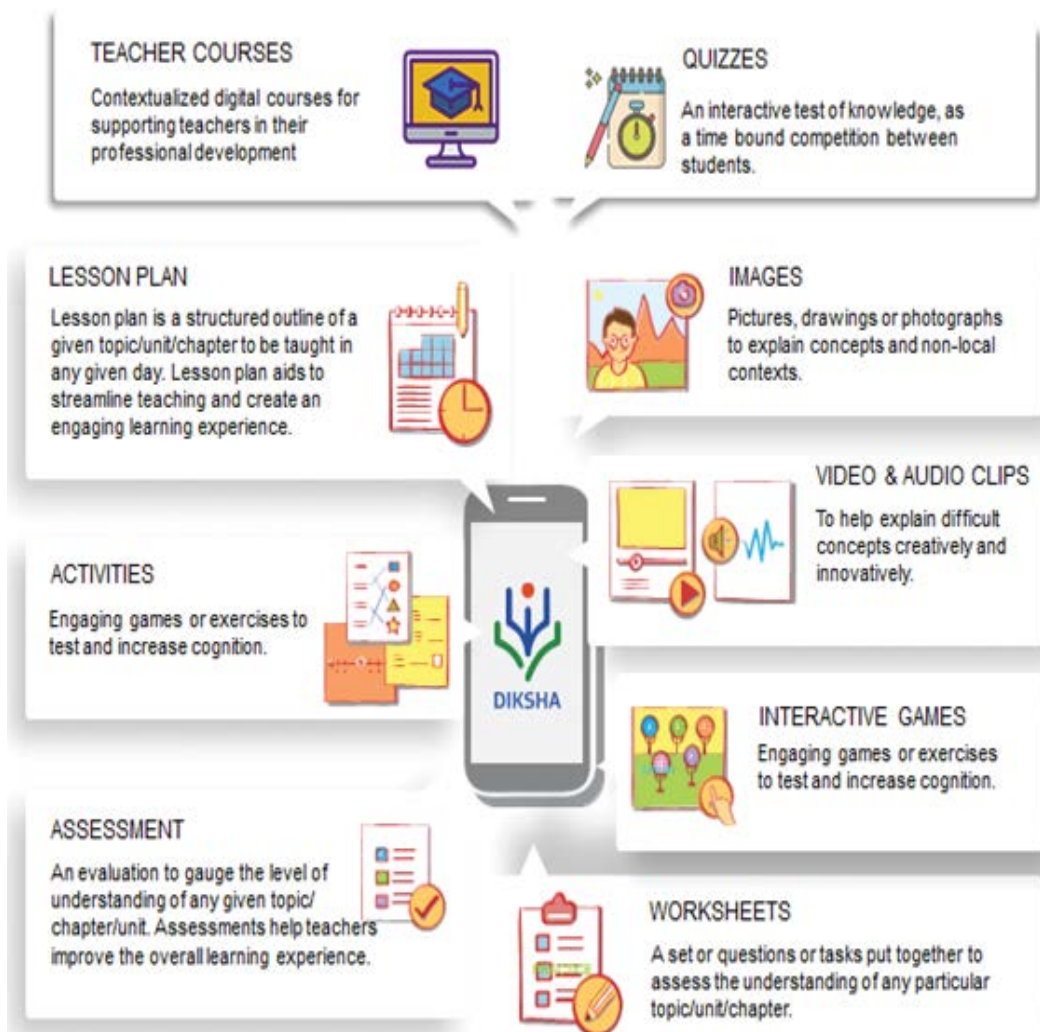


| | | |
|--|--|--|
| Do I sanitise my activity space/reading room/eating space/indoor games and any other place in the house? | | |
| Food items I consume— <ul style="list-style-type: none"> • Energy boosting • Immunity building (You may prepare a small diary and list what food you have eaten in a day under the two headings). | | |
| How do I ventilate my room? <ul style="list-style-type: none"> • Open doors and windows • Keep the curtain open • Ensure that fresh air comes from the spaces for ventilation in the room. • Ensure cross ventilation • Any other | | |
| When somebody falls ill in the house. What do I do? <ul style="list-style-type: none"> • Check temperature • Check pulse oximeter • Administer home remedies like ginger tea, turmeric milk • Drink kadha-immunity booster • Online consultation with doctor • Use emergency number • Self isolation • Take help of neighbours, friends, relatives, etc. • Any other | | |
| Spread awareness about vaccination | | |
| Compose messages, drawings, poems, posters, slogans to create awareness for protecting the self from COVID. | | |
| Have I downloaded the Aarogya Setu App for protecting the self and family? | | |



*Annexure I***Possibilities of Use and Integration of Technology****1. DIKSHA**

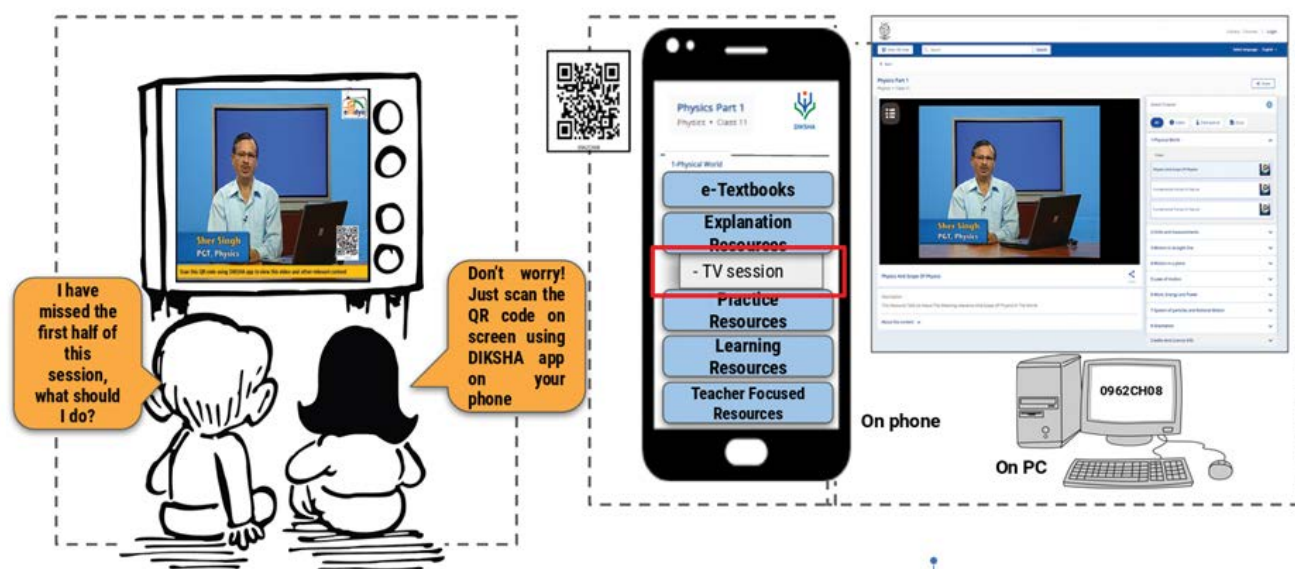
DIKSHA (Digital Infrastructure for Knowledge Sharing) is a platform conceptualised as ‘One Nation, One Digital Platform’ under PM e-VIDYA. Energised/QR coded textbooks of various States/ UTs and national agencies (NCERT, CBSE, NIOS etc.) are available on DIKSHA. Various other resources like explanation videos, audios, content enriched reading texts, graphic novels, fun quizzes, practice activities, etc., are mapped with the chapters/learning outcomes in each class and textbooks for ease of access, use by teachers and students.



These e-Resources are easy to use and free to download, share, recreate and reuse. Every teacher and student can access the resources in this portal easily by logging in with a mobile number or mail ID. The DIKSHA mobile app (Android) can also be downloaded from the Google Play Store and the econtents available on DIKSHA Portal may be used conveniently. Access DIKSHA anytime and anywhere at <https://diksha.gov.in/>.

2. PM e-VIDYA — ONE CLASS, ONE CHANNEL

One of the major components of PM e-Vidya initiative is 'One Class, One Channel' where 12 DTH television channels are dedicated for the transmission of educational e-Contents for Classes I to XII based on NCERT curriculum. Students who do not have access to digital gadgets i.e. smartphones, tablets, laptops, desktops, etc., can continue learning through these TV channels on 24x7 hours basis. Daily live presentation and interaction on various subjects provides opportunity for active participation and interaction with teachers/experts at zero cost. The program telecast on 12 PM e-VIDYA DTH TV channels are also QR coded for enabling coherent access to the e-Contents available on DIKSHA portal simultaneously on portals, apps, TV and radio. For further information, log in to <https://ciet.nic.in/pages.php?id=pmevidya&ln=en>



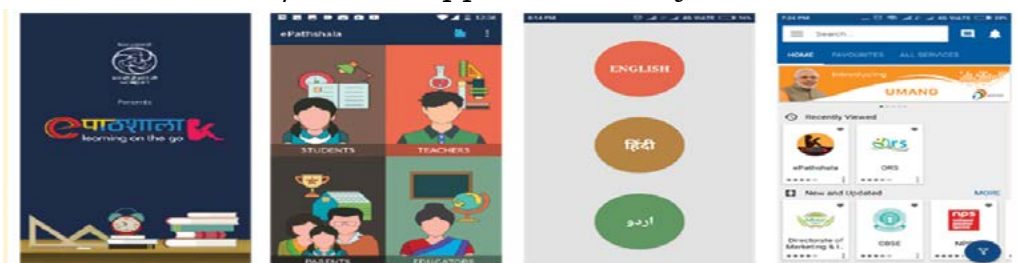
Doubts, concerns and queries regarding the telecast of curriculum based e-Contents may be shared through PM e-VIDYA, IVRS number: 8800440559 by students, teachers and parents. Students can also ask questions to the expert teachers interacting through live telecast on daily basis.

3. E-PATHSHALA

A web portal and mobile apps (Android, iOS and Windows) have been designed and deployed. The portal has resources of various types like audios, videos, e-books (e-pubs), flip books, PDF, etc.



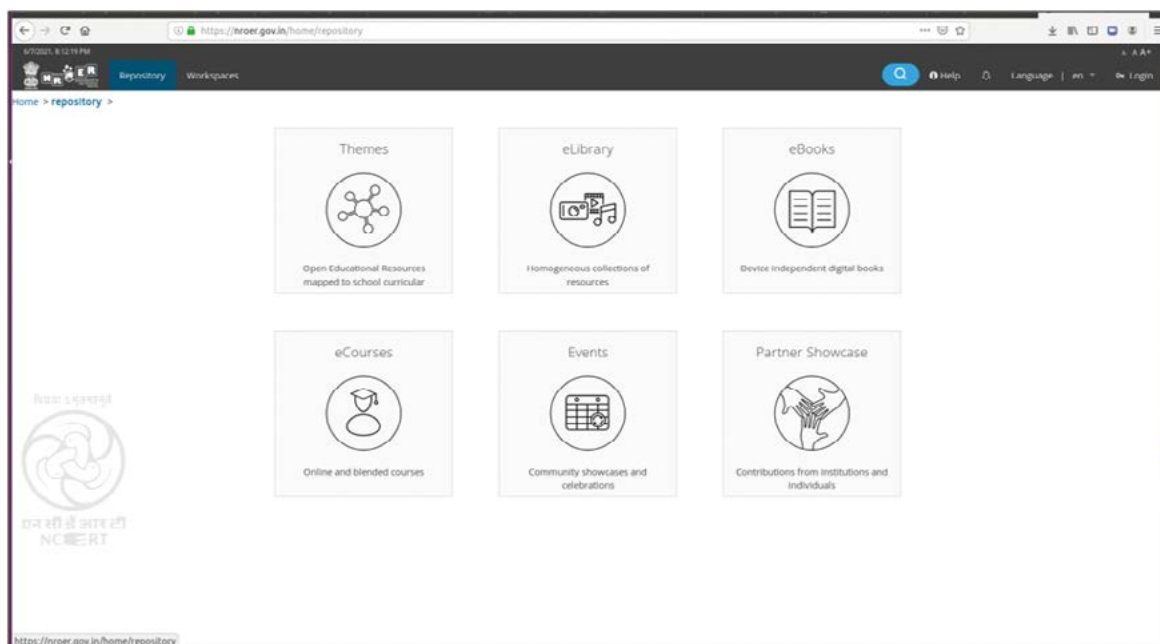
Students, teachers or any user can freely access and download the resource available on the website <https://epathshala.nic.in/> or by downloading the mobile apps from the respective Google play stores <https://play.google.com/store/apps/details?id=nic.gov.e-pathshala>. All the NCERT textbooks are available in the form of epub, flipbook and PDF on the e-Pathshala website/ mobile app under CC-by-NC-ND license.



e-Pathshala AR app can be utilised by students and teachers to explore and visualise the content in maths and science as Augmented Reality contents. This App can be downloaded from the Google play store <https://play.google.com/store/apps/details?id=nic.ncert.ciet.epathshalaar>

4. NROER

National Repository of Open Educational Resources (NROER) <http://nroer.gov.in/welcome> hosts a wide range of digital educational content mapped to the school curricula including audio, video, multimedia, interactives, graphics and animations, photographs, maps and charts, digital books, activities and project ideas and e-courses. The collection including 19,700+ resources, presently covers Classes I to XII in all areas of the school curriculum, and some resources for teacher education as well. The platform enables individuals, teachers to form communities to explore and enrich their understanding and also to showcase themselves and their schools.



5. AUDIO PROGRAMMES

CIET produces high quality audio programs with effective media treatment, such as, apt music, sound effects and involvement of seasoned and refined artists



of good repute in media world and teachers. Programs are mainly produced in Hindi, English, Sanskrit and Urdu.

The programs are produced under two major categories/series — Dhwanishala (curricular-based studio programmes) and Umang (audio programmes for enrichment, infotainment and edutainment). Audio programs are disseminated world-wide regularly through 226 Radio Stations (132 All India Radio Stations, 18 Gyan Vani FM Radio Stations, 76 Community Radio Stations), Podcasts on iRadio and JioSaavn Mobile app. They are regularly disseminated through DIKSHA (<https://diksha.gov.in/>), e-Pathshala (<https://epathshala.nic.in/>), NROER portal (<https://nroer.gov.in/welcome>) and mobile apps. Further information can be checked at <https://ciet.nic.in/radio.php?&ln=en&ln=en>.

6. ORIENTATION THROUGH WEBINAR ON USING TECHNOLOGY

Teachers need to be aware of various ICT tools and techniques to integrate technology in teaching, learning and assessment. Students need to be oriented to use technology for continuing their learning in remote situations as well as to have a safe online learning environment. A webinar on Educational Technology (ET) is being organised from Monday to Friday from 4:00 pm to 5:00 pm through YouTube Official Channel of NCERT https://www.youtube.com/results?search_query=ncert+official+youtube+channel and also can be accessed through DTH TV channels, Jio TV app etc. The webinar encompasses topics related to creation and dissemination of e-contents, using social media for education, Content-Pedagogy-Technology integration, OER, Free and Open Source Software (FOSS), use of various subject-specific and generic ICT tools, video conferencing tools, content creation and sharing tools, cyber safety and security, etc. ET webinar series schedule and the details of the resources presented by the experts can be accessed at <https://ciet.nic.in/pages.php?id=webinar&ln=en>.



केन्द्रीय शैक्षिक प्रौद्योगिकी संस्थान
Central Institute of Educational Technology

Fight COVID-19: Join us on Webinar

To fight COVID-19, enabling learning from home and Practice Social Distancing, CIET NCERT is organising a month-long Webinar starting from 17 April, 2020 for the enrichment and professional development of students, teachers, teacher educators and researchers. The webinar intends to cover various themes related to Educational Technology (ET) and Information and Communication Technology (ICT) in education. The webinar will encompass topics related to creation and dissemination of e-content, Custom-Pathology Technology Integration, use of ICT in teaching-learning and assessment, OER, use of various ICT tools, creation of AR/VR contents, mobile app and AI based platforms etc. Being a premier institution working in the field of ET and ICT for school education and teacher education, CIET invites the learners to join us in the webinar which will be held daily. This series of interactive sessions will hopefully be a stepping stone in the enhancement of knowledge and skill of those working in the field of education.

How to join Webinar?

Join us for the live webinar from 04:30 pm to 05:00 pm, Monday to Friday on [NCERT OFFICIAL YouTube channel](#). Subscribe the channel for regular notification. You can watch this webinar whenever through:

- PPT on WhatsApp Channel
- QR Code on WhatsApp #128
- WhatsApp #980
- WhatsApp #956
- Airtel #662
- Videocast #617
- Smartphone #910 and
- Jo TV Mobile app

Webinar will be conducted in English and Hindi.
For Further queries contact naev@ncert.nic.in

Upcoming Webinars

| Date | Title | Resource Person |
|------------|--|--|
| 18-04-2021 | Promoting Cyber safety in online classroom | Mrs. Chandni Agarwal, National ICT Awareness, Maharaja Agrasen Model School, Panchsara Delhi |
| 21-04-2021 | Creating Concept map using Oneaz (Free) | Mr. Shikha Chhabra, Vice Principal, Gurgaon Global Heights School, Gurgaon |
| 22-04-2021 | Advantage for Teaching Learning | Mrs. Sneha Verma, Core Teacher, #981 North Delhi Municipal Corporation, New Delhi |

7. PRAGYATA– GUIDELINES FOR DIGITAL EDUCATION

PRAGYATA — Guidelines on Digital Education provides a roadmap or pointers for carrying forward online education to enhance the quality of education. The guidelines are very relevant and useful for a diverse set of stakeholders including school heads, teachers, parents, teacher educators and students. The guidelines can be accessed at

https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_English.pdf

https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_hindi.pdf



The PRAGYATA guidelines include eight pedagogical steps of digital learning, teaching and assessment.



These steps guide the stakeholders in planning and implementation of digital education step by step with examples. Guidelines provide suggestions for administrators, school heads, teachers, parents and students on the following areas:

- Need assessment for teaching and learning process
- Basic concerns for planning digital education (teaching, learning and evaluation) like duration of programme and delivery mechanisms, screen time, inclusiveness, balance between online and offline activities, etc., level wise
- Modalities of intervention including resource creation, curation, level wise delivery strategies, etc.
- Physical, mental health and well being including yoga during digital education
- Cyber safety, security and ethical practices including precautions and measures for maintaining cyber safety and act against cyber bullying
- Collaboration and convergence with various initiatives

Screen time management

Amount of screen time varies with age and hence there is a suggested duration for conducting online classes. Keeping the children's overall development in mind, it is better that screen time is fixed based on these guidelines.

Examples of total amount of time permitted for online education by different states of USA (Illinois, Kansas, Indiana, Oklahoma, New Hampshire, Oregon, etc.) are as follows:

- K-2 ranges from 45 to 90 minutes
- 3-5 ranges from 90 to 120 minutes
- 5-8 between 150 to 180 minutes
- 9-12 180 to 270 minutes



8. GUIDELINES ON SAFETY AND SECURITY

Online classes and digital education during COVID-19 pandemic situation have already raised several threats to students and their care givers safety in cyberspace. It is essential for students, teachers, administrators and parents to be aware of the safety measures and be safe while learning-teaching online. Guidelines for teachers, students, parents and school are developed and made available at <https://ciet.nic.in/pages.php?id=booklet-on-cyber-safetysecurity&ln=en&ln=en> for easy access. A specific guideline on cyber bullying is also developed in collaboration with UNESCO and is made available on website. These safety tips guidelines may be accessed at https://ciet.nic.in/upload/Safetolearn_English.pdf.



Annexure-II

Guidelines to Cope with Stress and Anxiety in the Present Scenario

INTRODUCTION

Many countries including India have been facing the challenges created due to outbreak of Corona Virus, which is known as Covid-19. Virus infection is very common in human being. But, whenever, there is a new type of virus, it takes time for the scientists to understand its growth process in the human body for developing appropriate vaccine and treatment procedures. Covid-19 is very new for the scientists and very contagious. However, continuous researches and experiments are going on to bring out vaccine for this virus. Till we get the vaccine, social distancing is the only viable method to keep this infection away from individual, family and the whole community.

This is why, we have been asked to stay at our homes. Social movement is highly restricted.

Since this is a different experience for all of us, many of us are not able to deal with this situation. Children sitting at home away from their teachers and friends may also feel anxiety and stress. It is well known that uncertainty provokes anxiety and fear of the unknown causes stress. In the present situation amongst children there is not only anxiety and fear due to the virus, but also due to the sudden stoppage of any kind of social interaction (as well as the accompanied uncertainty of when everything will be back to normalcy)— with their friends (classmates, playmates in the neighborhood etc.), teachers, and even elders (grandparents) at home. Their daily schedule of going to school and other activities have been stopped raising many questions in their mind.

The effect of all this on mental health of individuals across all age groups, particularly on children is of serious concern. In such a situation both children and their care givers (i.e. parents and teachers- primarily) need to know of ways to cope with the stress and anxiety.



STRATEGIES TO REDUCE STRESS AND ANXIETY FOR CHILDREN

PREPARE A TIME SCHEDULE

Children may prepare a time schedule with the help of their parents so as to organise their time through the entire day, where there is ample scope for fun activities and sleep. It should include screen time (i.e. time with TV, mobile etc.), study time, indoor games time, experimentations and explorations, story-telling time, reading time, music and dance time, creative activities, laundry, cooking with adult guidance and bedtime. Don't forget to include study time. Having a daily schedule will keep the children busy and engaged with activities.

1. Listening to music, dance, exercise and meditate

Music and dance are must during lockdown as children are not able to go outside and engage in activities where their bodies get stretched and energies are spent. Therefore, performing some dance, doing yoga and some exercises at home, etc., will help to keep them physically fit, help in digestion, and maintain their level of alertness and energy.

2. Sharing feelings and emotions with parents and other family members

We know everybody in the family and those on TV are talking about this crisis. Children too are concerned about it which is making them anxious. Children must be encouraged to talk of their feelings with their parents and other family members. Feel free to share their views on this issue, discuss with parents and elders and develop your own idea of keeping oneself safe inside the house. Children can also think and undertake different strategies to spread awareness and keep family members alert.

3. Spending fun time with parents and other family members

- It is important that children spend time with parents and other family members in playing and having fun, such as, playing indoor games like carom, ludo, chess, watching TV together, play



antakshari, dance, read stories together, solve puzzles and crosswords, prepare riddles etc.

- Children can also organize 'show time' for family by preparing some activity (may be song, dance, play or magic show) and invite family members to come together at a given time for the show. Then where they can showcase their performance. Along with elders in the family children can also hold quiz competitions.

STRATEGIES TO REDUCE STRESS AND ANXIETY FOR TEACHERS

A certain level of stress is normal. But when exposed to repeated stressful events without the tools to manage feelings, stress can become emotionally and physically toxic. These guidelines provide some ideas to teachers to relieve themselves from stress and anxiety.

- Keep engaged but not get overloaded with work. Work together as a team with family members to avoid piling on too much work on the same day. Keep moving around inside the house shifting from one type of work to other, taking stretching breaks in between.
- Listening to music, singing, playing instruments, etc. help to relax and maintain focus. Teachers can indulge in such activities to keep their calm and remain composed.
- Have a routine of sleep, work, time with family and time with self. Teachers must ensure that not only themselves but their family members too are getting adequate sleep; eight hours of sleep helps to maintain both physical and emotional health. It is important to manage one's time and usage of mobile phones.
- Prepare a daily schedule and follow it. Get up early and exercise. Workout helps to get out of stress and anxiety, gives energy and also helps to sleep better. Spend time with family. Laugh. Serve healthy food, family meal should include fruits and vegetables, mixed grains, protein, etc. Limit processed food as it creates sleep disorders. Eat together. Play simple games, watch television



together, work in your garden, read for pleasure. Learn something new; look at old pictures of family, friends, (stay connected) or colleagues, look at pictures of the places you would like to visit. Meditate or sit quietly and relax, breathe deeply and take self-care. Teachers are role models to others, so it is important to work out their own priorities, plan their academic and professional growth, keeping time every day for reflection, etc.

- Connect with students and their parents through the available tools, such as mobile, smartphone, Google Hangout, Telegram, Facebook, Twitter, Zoom, etc. Teachers may search for appropriate e-content suitable to their course content and share with parents as a support learning material. They can also make video clips of teaching of some important concepts and send to parents. They can also design worksheets and assessment sheets and keep them ready, it will save their time later. Teachers can also watch video of other teachers and learn from them, share their videos and seek feedback from colleagues, which will help to further enhance their teaching skills.
- Avoid negativity. Look for colleagues that inspire you, talk to them on phone.
- Try to connect online with parents of your students and speak to them and also suggest activities which they can do with their children during this period when they are at home.

STRATEGIES TO REDUCE STRESS AND ANXIETY FOR PARENTS

As parents, we wish the best for our children and we want them to grow up to be healthy, confident and be able them to cope with difficult times. It may not be so easy yet we need to keep our patience and sanity high at all times. Parents may find it more challenging now when everyone is reeling under the threat of the pandemic of Covid-19. Therefore, it is important to pay attention to help children keep healthy, motivated and responsible.

- First of all, parents/guardians need to keep in view that the time is running very fast. This phase



of time will also pass like a storm and we will get peaceful, healthy and positive environment once again.

- Parents/guardians may be concerned about children missing school and their studies, however, they, on the other hand, might be struggling with the fear of falling sick or even losing their loved ones. Therefore, it is important to keep a watch on children's moods/behaviour, such as, excessive crying, worry, sadness, body ache, poor sleep or eating habits. Children will require continuous support, love and reassurance about their own safety and that of their loved ones.
- Parents need to make children feel safe and wanted by giving them the feeling that they can share anything and everything with them – their happiness as well as their concerns or worries.
- It is particularly important for parents to stay calm especially when the children are anxious. Pay attention to their feelings and give them space to share their fears, if any. Ensure that there is adequate time for sitting together and talking freely at different times, for example while sleeping, dining, playing or working together.
- Parents also need to encourage and guide their children to plan their daily schedule for studies, play, sleep, health, hygiene, etc. and facilitate them in following it.
- It is important in the present times to use only positive reinforcements without any criticism or punishment i.e. recognise and praise even small accomplishments and efforts made by children. This not only develops confidence and self-esteem but will lead to the formation of good habits and better performance in different tasks.
- Along with maintaining the daily schedule parents also need to maintain some amount of flexibility. For example, giving extra time if children wish to play or sleep more or they want to read storybooks only on some days. Many things can be planned—writing, reading, story telling, art and craft, indoor sports, games, puzzles, etc. Their subject-



wise studies and activities may also be included in a manner so that children will have good time without compromising with their learning.

- Parents are role models for children. Therefore, prior to expecting them to be disciplined, empathetic, healthy and hygienic it is important for parents to practice such things. Parents must manage their stress by getting good sleep, exercise, and eating well, connecting with friends and family members and helping their children nurture this bond too.

MANODARPAN — AN INITIATIVE BY MINISTRY OF EDUCATION, GOVERNMENT OF INDIA

The Ministry of Education, Government of India has undertaken an initiative, named, *Manodarpan*, covering a wide range of activities to provide psychosocial support to students, teachers, and families for mental health and emotional well-being during the COVID outbreak and beyond.

A national toll-free helpline (8448440632) for a countrywide outreach to students from schools, colleges, and universities to provide them tele-counselling to address their mental health and psychosocial issues during and after the COVID-19 situation has been set up.

A webpage has been created on the website of the Ministry of Education, namely, *Manodarpan — Psychosocial Support for Mental Health and Well-being during the COVID Outbreak and Beyond*. It contains advisory, practical tips, posters, videos, do's and don'ts for psychosocial support, and FAQs (<https://manodarpan.education.gov.in>).

Live sessions titled *SAHYOG* are organised/telecast by NCERT daily (Monday to Friday) for students of different classes. These sessions aim to provide support and sensitise them on various psychosocial aspects. These live sessions are telecast at NCERT Official YouTube Channel. The link is:-

<https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA>



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