

### ADRIEL HIGH SCHOOL POWERED BY PRATAP INTERNATIONAL

Affiliated to CBSE SESSION: 2025-26 CLASS IV – ENGLISH

#### **LITERATURE**

| Chapters | Learning          | Pedagogy     | Activities        | Resources   | Achieve   | Gaps          | Remedials                            |
|----------|-------------------|--------------|-------------------|-------------|-----------|---------------|--------------------------------------|
| _        | Outcomes          |              |                   |             | ments     | Identified    |                                      |
| Theme –  | Students          | Storytelling | Role-playing      | Stor        | Students  | Difficulty in | Red flag: One-on-one                 |
| 01 How   | understand the    | ,            | helpful acts,     | yboo        | demonstr  | expressing    | discussions about kindness,          |
| do we    | importance of     | discussions  | drawing scenes of | ks,         | ate       | helpfulness.  | role-playing simple acts of          |
| live?    | being helpful and |              | kindness.         | pictu       | kindness. |               | helping. White Flag:                 |
|          | communicating     |              |                   | res.        |           |               | Discussions on how to help in        |
|          | kindly.           |              |                   |             |           |               | daily life.                          |
|          |                   |              |                   |             |           |               | <b>Green Flag:</b> Writing essays or |
|          |                   |              |                   |             |           |               | sharing real-life stories about      |
|          |                   |              |                   |             |           |               | being helpful.                       |
|          |                   |              |                   |             |           |               |                                      |
|          |                   |              |                   |             |           |               |                                      |
|          |                   |              |                   |             |           |               |                                      |
|          |                   |              |                   |             |           |               |                                      |
|          |                   |              |                   |             |           |               |                                      |
| Theme –  | Students          | Visual       | Planting trees,   | Nature      | Students  | Difficulty in | Red Flag: Watching videos on         |
| 02 How   | understand the    | learning,    | making posters.   | books, eco- | show      | applying      | nature conservation. White           |
| do we    | importance of     | discussions  | making posters.   | friendly    | awarenes  | conservatio   | Flag: Participating in a class       |
| save     | conserving        | discussions  |                   | posters.    | s of      | n steps.      | cleanup activity. <b>Green Flag:</b> |
| nature?  | nature.           |              |                   | posters.    | conservat | n steps.      | Creating an awareness                |
| natare:  | nature.           |              |                   |             | ion.      |               | campaign about saving nature.        |
|          |                   |              |                   |             |           |               | campaign about saving nature.        |
|          |                   |              |                   |             |           |               |                                      |
|          |                   |              |                   |             |           |               |                                      |
|          |                   |              |                   |             |           |               |                                      |
|          |                   |              |                   |             |           |               |                                      |
|          |                   |              |                   |             |           |               |                                      |

| Theme – 03 How do we adapt?            | Students learn about change and adaptation.               | Stories,<br>discussions         | Sharing personal experiences, acting out adaptation scenarios.   | Picture<br>stories,<br>adaptation<br>videos. | Students relate to changes.                                 | Difficulty in understanding adaptation.    | Red Flag: Simple discussions on changes in daily life. White Flag: Drawing pictures of changes they've experienced. Green Flag: Writing about a major life change and how they adapted. |
|--|---|---------------------------------|--|--|---|--|---|
| Theme – 04 How do we evolve?           | Students<br>understand<br>growth and<br>change over time. | Videos,<br>group<br>discussions | Comparing past<br>and present<br>pictures, making<br>a timeline. | Old vs. new photos, short videos.            | Students<br>understan<br>d<br>evolution.                    | Difficulty in recognizing gradual changes. | Red Flag: Sorting images of past and present objects. White Flag: Discussing how things have changed over time. Green Flag: Making a personal growth timeline.                          |
| Theme – 05 How does the universe work? | Students learn about the solar system and space.          | Models, videos.                 | Creating a paper solar system, watching space videos.            | Model planets, space books.                  | Students identify planets.                                  | Confusion<br>about<br>planetary<br>order.  | Red Flag:Matching planets with their names. White Flag: Arranging planets in order. Green Flag: Explaining the features of each planet.   |
| Theme – 06 How was our country made?   | Students learn<br>about their<br>country's history.       | Storytelling , timelines.       | Drawing a national flag, discussing key events.                  | History<br>books,<br>pictures.               | Students<br>recognize<br>important<br>historical<br>events. | Difficulty in recalling historical facts.  | Red Flag: Listening to short stories. White Flag: Matching pictures to events. Green Flag: Creating a timeline of national events.  |

| Theme – 07 How do we work?            | Students learn<br>about different<br>jobs and<br>professions.  | Role-<br>playing,<br>class<br>discussions | Acting out community helpers' roles, dressing up.       | Picture<br>books, role-<br>play kits. | Students identify different professions.                    | Difficulty in matching jobs with their responsibilities. | Red Flag: Matching jobs with pictures. White Flag: Discussing what different workers do. Green Flag: Writing a short paragraph about their dream job.      |
|---------------------------------------|--|---|---|---------------------------------------|---|--|--|
| Theme – 08 How does technolog y work? | Students learn<br>about inventions<br>and how they<br>help us. | Demonstrations, hands-on activities.      | Exploring old and new gadgets, making a simple circuit. | Toy gadgets, science kits.            | Students<br>understan<br>d the use<br>of<br>technolog<br>y. | Confusion<br>between<br>modern and<br>old<br>technology. | Red Flag: Identifying old and new inventions. White Flag: Discussing how technology helps in daily life. Green Flag: Creating an idea for a new invention. |
| Theme – 09 How do we survive?         | Students learn<br>about survival<br>skills and safety.         | Role-<br>playing,<br>storytelling         | Acting out safety scenarios, creating emergency plans.  | First aid kits, safety videos.        | Students<br>understan<br>d survival<br>basics.              | Difficulty in rememberin g emergency steps.              | Red Flag: Listening to survival stories. White Flag: Practicing basic safety drills. Green Flag: Writing a survival guide for their community.             |

## **GRAMMAR**

| Grammar  | Learning | Pedagogy | Activities | Resources | Achievem | Gaps       | Remedials |
|----------|----------|----------|------------|-----------|----------|------------|-----------|
| Chapters | Outcomes |          |            |           | ents     | Identified |           |

| The<br>Sentence                    | Students understand the importance of being helpful and communicating kindly. | Storytellin<br>g,<br>discussion<br>s.   | Role-playing<br>helpful acts,<br>drawing scenes<br>of kindness.  | Storybooks, pictures.                     | Students<br>demonstr<br>ate<br>kindness.                  | Difficulty in expressing helpfulness.               | Red Flag: One-on-one discussions about kindness, role-playing simple acts of helping. White Flag: Discussions on how to help in daily life. Green Flag: Writing essays or sharing real-life stories about being helpful. |
|------------------------------------|---|---|--|---|---|---|--|
| Nouns and<br>Punctuatio<br>n       | Students<br>understand the<br>importance of<br>conserving<br>nature.          | Visual<br>learning,<br>discussion<br>s. | Planting trees,<br>making posters.                               | Nature books,<br>eco-friendly<br>posters. | Students<br>show<br>awarenes<br>s of<br>conservat<br>ion. | Difficulty in applying conservatio n steps.         | Red Flag: Watching videos on nature conservation. White Flag: Participating in a class cleanup activity. Green Flag: Creating an awareness campaign about saving nature.   |
| Tenses and<br>Letter<br>Writing    | Students learn about change and adaptation.                                   | Stories,<br>discussion<br>s.            | Sharing personal experiences, acting out adaptation scenarios.   | Picture stories, adaptation videos.       | Students<br>relate to<br>changes.                         | Difficulty in understand ing adaptation.            | Red Flag: Simple discussions on changes in daily life. White Flag: Drawing pictures of changes they've experienced. Green Flag: Writing about a major life change and how they adapted.                                  |
| Suffix,<br>Prefix, and<br>Articles | Students<br>understand<br>growth and<br>change over time.                     | Videos,<br>group<br>discussion<br>s.    | Comparing past<br>and present<br>pictures, making<br>a timeline. | Old vs. new photos, short videos.         | Students<br>understa<br>nd<br>evolution.                  | Difficulty in<br>recognizing<br>gradual<br>changes. | Red Flag: Sorting images of past and present objects. White Flag: Discussing how things have changed over time. Green Flag: Making a personal growth timeline.   |
| Pronouns                           | Students learn<br>about the solar<br>system and space.                        | Models,<br>videos.                      | Creating a paper solar system, watching space videos.            | Model planets, space books.               | Students identify planets.                                | Confusion<br>about<br>planetary<br>order.           | Red Flag: Matching planets with their names. White Flag: Arranging planets in order. Green Flag: Explaining the features of each planet.   |
| Adjectives and Determine rs        | Students learn<br>about their<br>country's history.                           | Storytellin g, timelines.               | Drawing a national flag, discussing key events.                  | History books, pictures.                  | Students<br>recognize<br>important                        | Difficulty in recalling historical facts.           | Red Flag: Listening to short stories. White Flag: Matching pictures to events.   |

|                  |  |  |  |                                   | historical events.  |  | Green Flag: Creating a timeline of national events.  |
|------------------|--|--|--|-----------------------------------|---|--|--|
| Adverbs          | Students learn<br>about different<br>jobs and<br>professions.  | Role-<br>playing,<br>class<br>discussion<br>s. | Acting out community helpers' roles, dressing up.                | Picture books,<br>role-play kits. | Students identify different professions.                    | Difficulty in matching jobs with their responsibilities. | Red Flag: Matching jobs with pictures. White Flag: Discussing what different workers do. Green Flag: Writing a short paragraph about their dream job.      |
| Prepositio<br>ns | Students learn<br>about inventions<br>and how they<br>help us. | Demonstra<br>tions,<br>hands-on<br>activities. | Exploring old<br>and new<br>gadgets, making<br>a simple circuit. | Toy gadgets, science kits.        | Students<br>understa<br>nd the<br>use of<br>technolog<br>y. | Confusion<br>between<br>modern<br>and old<br>technology. | Red Flag: Identifying old and new inventions. White Flag: Discussing how technology helps in daily life. Green Flag: Creating an idea for a new invention. |
| Conjunctio<br>ns | Students learn<br>about survival<br>skills and safety.         | Role-<br>playing,<br>storytellin<br>g.         | Acting out safety scenarios, creating emergency plans.           | First aid kits, safety videos.    | Students<br>understa<br>nd<br>survival<br>basics.           | Difficulty in rememberi ng emergency steps.              | Red Flag: Listening to survival stories. White Flag: Practicing basic safety drills. Green Flag: Writing a survival guide for their community.             |

# हिंदी वार्षिक योजना

| हे जग   | वर्ण विचार, दृश्य | प्रकृति,  | चित्र,    | छात्र प्रकृति का   | छात्र पर्यावरण के | कठिन शब्दों का | Red Flag: चित्र देखकर वाक्य     |
|---------|-------------------|-----------|-----------|--------------------|-------------------|----------------|---------------------------------|
| के      | पठन               | ईश्वर तथा | प्राकृतिक | महत्व समझेंगे, देश | प्रति संवेदनशील   | सही उच्चारण    | बनाना                           |
| स्वामी! |                   | देश का    | तत्व      | की प्राकृतिक संपदा | बनेंगे            |                |                                 |
| भारत    |                   | अवलोक     |           | पहचानेंगे          |                   |                | White Flag: वाक्य सुधार अभ्यास  |
|         |                   | न कर A4   |           |                    |                   |                | Green Flag: प्रकृति पर अनुच्छेद |
|         |                   | शीट पर    |           |                    |                   |                | लिखना                           |
|         |                   | लिखना     |           |                    |                   |                |                                 |
|         |                   |           |           |                    |                   |                |                                 |

| कांजीरं<br>गा              | संपूर्ण पठन,<br>श्रव्य सामग्री | वन्य पशु<br>का चित्र<br>लगाकर<br>जानकारी<br>लिखना     | इतिहास<br>पुस्तक, चित्र<br>सामग्री | देशभक्ति का भाव<br>जागेगा, भाषा<br>कौशल विकसित<br>होगा             | छात्र आत्मविश्वास<br>से विचार व्यक्त<br>कर पाएंगे      | नए शब्दों का अर्थ<br>समझने में<br>कठिनाई          | Red Flag: सरल शब्दों की सूची<br>तैयार करना<br>White Flag: छोटे वाक्य बनाने का<br>अभ्यास<br>Green Flag: कहानी का सारांश<br>लिखना |
|----------------------------|--------------------------------|---|------------------------------------|--|--|---|---|
| घमंडी<br>का बाग            | चित्रात्मक<br>कहानी, चर्चा     | मनपसंद<br>फल का<br>चित्र<br>बनाकर 5<br>वाक्य<br>लिखना | फल व<br>सब्जी के<br>चित्र          | समाज में समय की<br>पाबंदी का महत्व<br>समझेंगे, संयम<br>सीखेंगे     | छात्र निर्णय लेने में<br>सक्षम होंगे                   | वर्णक्रम में शब्द<br>व्यवस्थित करने में<br>कठिनाई | Red Flag: शब्दों की पहचान खेल<br>White Flag: वाक्य निर्माण अभ्यास<br>Green Flag: कहानी पर अपने<br>विचार लिखना                   |
| कूट -<br>कूट<br>और<br>अनार | संवाद लेखन,<br>चर्चा           | भाईचारे<br>से संबंधित<br>कहानी<br>खोज कर<br>पढ़ना     | कहानी<br>पुस्तक,<br>इन्टरनेट       | रचनात्मकता<br>विकसित होगी,<br>कहानी लेखन में<br>रुचि बढ़ेगी        | छात्र कहानी को<br>सटीक ढंग से<br>प्रस्तुत कर सकेंगे    | शब्दों का सही<br>उच्चारण सीखने<br>में कठिनाई      | Red Flag: कहानी का अनुकरण<br>करना<br>White Flag: कहानी को पढ़कर<br>समझना<br>Green Flag: स्वयं कहानी लिखने<br>का प्रयास          |
| अपठि<br>त<br>गद्यांश       | अभ्यास कार्य,<br>पुनरावृत्ति   | गद्यांश<br>पढ़कर<br>उत्तर देना                        | प्रश्न पत्र,<br>कार्य पत्रक        | गद्यांश को समझने<br>की क्षमता बढ़ेगी,<br>परीक्षा की तैयारी<br>होगी | छात्र उत्तर संक्षेप<br>में लिखना सीखेंगे               | लंबे उत्तर लिखने<br>में कठिनाई                    | Red Flag: छोटे वाक्य लिखने का<br>अभ्यास<br>White Flag: अनुच्छेद में मुख्य बिंदु<br>पहचानना<br>Green Flag: सारांश लेखन           |
| चंदा<br>मामा               | चित्र वर्णन,<br>कहानी लेखन     | किसी<br>उपवन<br>का चित्र<br>बनाकर                     | चित्र, कविता<br>पुस्तक             | प्रकृति और जीव-<br>जंतुओं के प्रति                                 | छात्र कहानी में<br>कल्पना शक्ति का<br>प्रयोग कर सकेंगे | वर्णनात्मक लेखन<br>में कठिनाई                     | Red Flag: सरल वाक्य बनाना<br>White Flag: कविता को पढ़कर   |

| ,तुम<br>कैसे हो          |                               | कविता<br>लिखना  |                                 | संवेदनशीलता<br>विकसित होगी  |  |   | समझना<br>Green Flag: संपूर्ण कविता  रचना  |
|--------------------------|-------------------------------|---|---------------------------------|---|--|---|---|
| नीरा<br>आर्य             | प्रयोगात्मक<br>कार्य, चर्चा   | भारत की<br>महान स्त्री<br>शक्तियों<br>के चित्र<br>लगाकर<br>जानकारी<br>लिखना | चित्र, वीडियो<br>क्लिप          | देश प्रेम , नारी<br>सशक्ति का महत्व<br>समझेंगे, शब्द ज्ञान<br>बढ़ेगा                                  | छात्र यात्रा संबंधी<br>अनुभव साझा कर<br>सकेंगे                   | नए शब्दों का सही<br>प्रयोग सीखने में<br>कठिनाई                        | Red Flag: शब्द चित्र मिलान खेल<br>White Flag: नए शब्दों से वाक्य<br>बनाना<br>Green Flag: यात्रा अनुभव लेखन                                |
| चार<br>दोस्त             | कहानी सुनाना,<br>चर्चा        | पेड़ का<br>चित्र<br>बनाकर<br>लाभ<br>लिखना                                   | पेड़ पर नारा<br>लेखन            | संस्कृति और परंपरा<br>का ज्ञान बढ़ेगा,<br>शारीरिक स्वास्थ्य के<br>पेड़ बचाने प्रति<br>जागरूकता बढ़ेगी | छात्र वनों के<br>महत्व को समझेंगे                                | भरता के पेड़ों के<br>नाम और<br>विशेषताओं को<br>याद रखने में<br>कठिनाई | Red Flag: पेड़ों के नाम और चित्र<br>मिलान<br>White Flag: वनों का संक्षिप्त<br>विवरण लिखना<br>Green Flag: वन बचाव पर विस्तृत<br>निबंध लेखन |
| आशा                      | विवेचना,<br>आलोचनात्मक<br>सोच | सामाजिक<br>समस्या<br>पर समूह<br>चर्चा                                       | समाचार पत्र,<br>पाठ्य<br>पुस्तक | सामाजिक मुद्दों पर<br>विचार व्यक्त करने<br>की क्षमता विकसित<br>होगी                                   | छात्र सामाजिक<br>समस्याओं के<br>समाधान सुझाने में<br>सक्षम होंगे | समूह चर्चा में<br>सहभागिता में<br>कठिनाई                              | Red Flag: छोटे समूहों में चर्चा<br>करना<br>White Flag: दिए गए विषय पर 5<br>वाक्य लिखना<br>Green Flag: सामाजिक समस्या पर<br>विस्तृत लेख    |
| मुहावरे,<br>पत्र<br>लेखन | नियमित लेखन<br>अभ्यास         | मुहावरों<br>के अर्थ<br>और<br>उनके<br>प्रयोग                                 | शब्दकोश,<br>पत्र लेखन<br>पुस्तक | भाषा की पकड़<br>मजबूत होगी, पत्र<br>लेखन में सुधार होगा   | छात्र सही संदर्भ में<br>मुहावरों का<br>उपयोग कर सकेंगे           | मुहावरों को<br>समझने में<br>कठिनाई                                    | Red Flag: चित्रों के साथ मुहावरे<br>सीखना<br>White Flag: छोटे पत्र लिखने का<br>अभ्यास   |

|   |  |   |   |   |  |  | Green Flag: विभिन्न प्रकार के पत्र<br>लेखन   |
|---|--|---|---|---|--|--|--|
| हम सब<br>सुमन<br>एक<br>उपवन,<br>मेरी<br>अभिला<br>शा | 1.विषय वस्तु की<br>समझ विकसित<br>करना  <br>2.रचनात्मक<br>सोच विकसित<br>करना                      | वाचन,<br>चर्चा,<br>कहानी<br>सुनाना,<br>उदाहरण<br>आधारित<br>व्याख्या | पठन-पाठन,<br>प्रश्नोत्तर,<br>रचनात्मक<br>लेखन,<br>समूहचर्चा | छात्र पाठ की विषय<br>वस्तु को समझेंगे एवं<br>स्वयं अभिव्यक्तिकर<br>सकेंगे   | कुछ छात्रों को<br>कठिन शब्दों,<br>मुहावरों या<br>व्याकरणिक<br>नियमों में कठिनाई<br>हुई | नए शब्दों का अर्थ<br>समझने में<br>कठिनाई   | Red Flag: सरल वाक्य बनाना<br>White Flag: कविता को पढ़कर<br>समझना<br>Green Flag: संपूर्ण कविता रचना   |
| संसार<br>पुस्तक<br>है                               | 1.विषयवस्तु की<br>समझ विकसित<br>करना  <br>2. रचनात्मक<br>एवं<br>आलोचनात्मक<br>सोच विकसित<br>करना | वाचन,<br>चर्चा,<br>कहानी<br>सुनाना,<br>उदाहरण<br>आधारित<br>व्याख्या | पठन-पाठन,<br>प्रश्नोत्तर,<br>रचनात्मक<br>लेखन,<br>समूहचर्चा | छात्र पाठ की<br>विषयवस्तु को<br>समझेंगे एवं स्वयं<br>अभिव्यक्तिकर<br>सकेंगे | कुछ छात्रों को<br>कठिन शब्दों,<br>मुहावरों या<br>व्याकरणिक<br>नियमों में कठिनाई<br>हुई | कुछ छात्रों को<br>कठिन शब्दों,<br>मुहावरों या<br>व्याकरणिक<br>नियमों में<br>कठिनाई हुई | Red Flag: अतिरिक्तअभ्यास,<br>शब्दावलीखेल, विशेष मार्गदर्शन<br>White Flag: समूह चर्चा एवं प्रश्नोत्तर<br>अभ्यास<br>Green Flag: रचनात्मक लेखन एवं<br>प्रस्तुति |
| खेलकू<br>द और<br>हम                                 | 1.विषयवस्तु की<br>समझ विकसित<br>करना  <br>2. रचनात्मक<br>एवं<br>आलोचनात्मक<br>सोच विकसित<br>करना | वाचन,<br>चर्चा,<br>कहानी<br>सुनाना,<br>उदाहरण<br>आधारित<br>व्याख्या | पठन-पाठन,<br>प्रश्नोत्तर,<br>रचनात्मक<br>लेखन,<br>समूहचर्चा | छात्र पाठ की<br>विषयवस्तु को<br>समझेंगे एवं स्वयं<br>अभिव्यक्तिकर<br>सकेंगे | कुछ छात्रों को<br>कठिन शब्दों,<br>मुहावरों या<br>व्याकरणिक<br>नियमों में कठिनाई<br>हुई | कुछ छात्रों को<br>कठिन शब्दों,<br>मुहावरों या<br>व्याकरणिक<br>नियमों में<br>कठिनाई हुई | Red Flag: शब्दों की पहचान खेल<br>White Flag: वाक्य निर्माण अभ्यास<br>Green Flag: कहानी पर अपने<br>विचार लिखना  |
| हम ही<br>भारत                                       | 1.विषयवस्तु की<br>समझ विकसित   | वाचन,<br>चर्चा,   | पठन-पाठन,<br>प्रश्नोत्तर,                                   | छात्र पाठ की विषय<br>वस्तु को समझेंगे एवं                                   | कुछ छात्रों को<br>कठिन शब्दों,   | कुछ छात्रों को<br>कठिन शब्दों,   | Red Flag: सरल वाक्य बनाना<br>White Flag: कविता  को पढ़कर   |

| के         | करना                         | कहानी             | रचनात्मक      | स्वयं अभिव्यक्तिकर                         | मुहावरों या                   | मुहावरों या                   | समझना                              |
|------------|------------------------------|-------------------|---------------|--|-------------------------------|-------------------------------|------------------------------------|
| रक्षक      | 2. रचनात्मक                  | सुनाना,           | लेखन,         | सकेंगे                                     | व्याकरणिक                     | व्याकरणिक                     | Green Flag: संपूर्ण कविता रचना     |
| हो,        | सोच विकसित                   | उदाहरण            | समूहचर्चा     |  | नियमों में कठिनाई             | नियमों में                    |                                    |
| नया        | करना                         | आधारित            |               |  | हुई                           | कठिनाई हुई                    |                                    |
| उजाला      |                              | व्याख्या          |               |  |                               |                               |                                    |
|            |                              |                   |               |  |                               |                               |                                    |
| अश्बमे     | 1.विषयवस्तु की               | वाचन,             | पठन-पाठन,     | छात्र पाठ की विषय                          | कुछ छात्रों को                | कुछ छात्रों को                | Red Flag: सरल शब्दों की सूची       |
| धका        | समझ विकसित                   | चर्चा,            | प्रश्नोत्तर,  | वस्तु को समझेंगे एवं                       | कठिन शब्दों,                  | कठिन शब्दों,                  | तैयार करना                         |
| घोडा       | करना                         | कहानी             | रचनात्मक      | स्वयं अभिव्यक्तिकर                         | मुहावरों या                   | मुहावरों या                   | White Flag: छोटे वाक्य बनाने का    |
|            | 2. रचनात्मक                  | सुनाना,           | लेखन,         | सकेंगे                                     | व्याकरणिक                     | व्याकरणिक                     | अभ्यास                             |
|            | एवं                          | उदाहरण            | समूहचर्चा     |  | नियमों में कठिनाई             | नियमों में                    | Green Flag: कहानी का सारांश        |
|            | आलोचनात्मक                   | आधारित            |               |  | हुई                           | कठिनाई हुई                    | लिखना                              |
|            | सोच विकसित                   | व्याख्या          |               |  |                               |                               |                                    |
|            | करना                         |                   |               |  |                               |                               |                                    |
| 7111       | 1.विषयवस्तु की               | वाचन,             | पठन-पाठन,     | छात्र पाठ की विषय                          | कुछ छात्रों को                | कुछ छात्रों को                | Red Flag: शब्दों की पहचान खेल      |
| राजा<br>और | ा.।वषयवस्तु का<br>समझ विकसित | पायन,<br>  चर्चा, | ·             |  | कुछ छात्रा का<br>कठिन शब्दों, | कुछ छात्रा का<br>कठिन शब्दों, | _                                  |
|            | •                            | -                 | प्रश्नोत्तर,  | वस्तु को समझेंगे एवं<br>स्वयं अभिव्यक्तिकर | · ·                           | . ,                           | White Flag: वाक्य निर्माण अभ्यास   |
| दंड        | करना।                        | कहानी             | रचनात्मक      |  | मुहावरों या                   | मुहावरों या                   | Green Flag: कहानी पर अपने          |
|            | 2. रचनात्मक<br>              | सुनाना,           | लेखन,         | सकेंगे                                     | व्याकरणिक                     | व्याकरणिक                     | विचार लिखना                        |
|            | एवं                          | उदाहरण            | समूहचर्चा     |  | नियमों में कठिनाई             | नियमों में                    |                                    |
|            | आलोचनात्मक                   | आधारित            |               |  | हुई                           | कठिनाई हुई                    |                                    |
|            | सोच विकसित                   | व्याख्या          |               |  |                               |                               |                                    |
|            | करना                         |                   |               |  |                               |                               |                                    |
| संज्ञा     | संज्ञा के प्रकारों           | संवादात्म         | संज्ञा के     | पाठ्यपुस्तक,                               | विद्यार्थी संज्ञा और          | संज्ञा और सर्वनाम             | Red Flag - चित्र देखकर संज्ञा की   |
|            | को पहचानना।                  | क शिक्षण,         | प्रकारों पर   | कार्यपत्र, चित्र                           | उसके प्रकारों की              | में भ्रम की स्थिति            | पहचान।                             |
|            | वाक्यों में संज्ञा           | उदाहरण-           | समूह चर्चा,   | ,  | पहचान कर                      | उत्पन्न होना।                 | White Flag - वाक्यों में संज्ञा का |
|            | का सही प्रयोग                | आधारित            | अभ्यास प्रश्न |  | सकेंगे।                       | ,                             | प्रयोग कर अभ्यास।                  |
|            | करना।                        | व्याख्या          |               |  |                               |                               | Green Flag - संज्ञा पर छोटे-छोटे   |
|            |                              |                   |               |  |                               |                               | लेख लिखवाना।                       |
|            |                              |                   |               |  |                               |                               | 3. 3. 33 G. 11 11                  |

| वर्ण -<br>विचार | वर्णों के प्रकारों<br>को पहचानना।<br>संधि-विच्छेद<br>करने की क्षमता<br>विकसित<br>करना।       | उदाहरण-<br>आधारित<br>शिक्षण,<br>व्याख्यान | शब्दों का<br>वर्ण-विच्छेद,<br>कक्षा में<br>मौखिक<br>अभ्यास | पाठ्यपुस्तक,<br>वर्कशीट    | विद्यार्थी वर्णको<br>पहचानकर<br>उसका सही<br>उपयोग कर<br>सकेंगे। | कुछ छात्रों को<br>वर्ण -विच्छेद<br>करने में कठिनाई<br>हो सकती है। | Red Flag – वर्णों के शब्दों को<br>जोड़कर अभ्यास।<br>White Flag - दिए गए शब्दों का<br>वर्ण -विच्छेद करना।<br>Green Flag - कठिन संधि शब्दों को<br>प्रयोग में लाना। |
|-----------------|--|---|--|----------------------------|---|---|--|
| सर्वनाम         | सर्वनाम के<br>प्रकारों को<br>पहचानना।<br>संज्ञा और<br>सर्वनाम का<br>अंतर समझना।              | संवादात्म<br>क शिक्षण,<br>व्याख्यान       | वाक्यों में<br>सर्वनाम की<br>पहचान,<br>अभ्यास<br>कार्य     | पाठ्यपुस्तक,<br>वर्कशीट    | विद्यार्थी सर्वनाम<br>के सही प्रयोग में<br>सक्षम होंगे।         | संज्ञा और सर्वनाम<br>में भ्रम।                                    | Red Flag - चित्रों की मदद से<br>पहचान।<br>White Flag - वाक्य प्रयोग अभ्यास।<br>Green Flag - निबंधों में सर्वनाम का<br>प्रयोग।                                    |
| विशेष<br>ण      | विशेषण के<br>प्रकारों की<br>पहचान करना।<br>वाक्यों में<br>विशेषणों का<br>सही प्रयोग<br>करना। | क्रियाशील<br>शिक्षण,<br>समूह<br>चर्चा     | विशेषणों की<br>पहचान के<br>लिए वाक्य<br>निर्माण<br>गतिविधि | पाठ्यपुस्तक,<br>फ्लैशकार्ड | छात्र विशेषण का<br>उचित प्रयोग कर<br>सकेंगे।                    | संज्ञा और विशेषण<br>में भेद करने में<br>कठिनाई।                   | Red Flag - चित्र देखकर विशेषण<br>पहचानना।<br>White Flag - वाक्यों में विशेषण<br>जोड़ना।<br>Green Flag - विशेषणों का<br>रचनात्मक प्रयोग कर कहानी<br>लिखना।        |
| क्रिया          | क्रिया के प्रकारों<br>को समझना।<br>सही क्रियाओं<br>का प्रयोग<br>करना।                        | गतिविधि-<br>आधारित<br>शिक्षण              | वाक्यों में<br>क्रिया<br>पहचानने<br>का अभ्यास              | पाठ्यपुस्तक,<br>वर्कशीट    | विद्यार्थी क्रिया के<br>प्रकारों को समझ<br>सकेंगे।              | सहायक क्रियाओं<br>में भ्रम।                                       | Red Flag - क्रिया पहचान<br>गतिविधियाँ।<br>White Flag - वाक्य सुधार<br>गतिविधियाँ।<br>Green Flag - संवाद लेखन।  |

| काल    | भूत, वर्तमान<br>और भविष्य<br>काल को<br>पहचानना।<br>सही काल का<br>प्रयोग करना।     | उदाहरण-<br>आधारित<br>शिक्षण                             | अभ्यास प्रश्न,<br>समय-रेखा<br>गतिविधि                    | पाठ्यपुस्तक, चार्ट               | विद्यार्थी काल को<br>सही तरीके से<br>प्रयोग कर सकेंगे।          | भूत और वर्तमान<br>काल में भ्रम।                            | Red Flag - चित्र आधारित पहचान।<br>White Flag - काल परिवर्तित करके<br>वाक्य सुधार।<br>Green Flag - कहानी लेखन।   |
|--------|---|---|--|----------------------------------|---|--|---|
| समास   | समास के<br>प्रकारों को<br>समझना।<br>समास-विग्रह<br>करने में सक्षम<br>होना।        | उदाहरण-<br>आधारित<br>शिक्षण,<br>व्याख्यान               | शब्दों का<br>समास-<br>विग्रह<br>करना,<br>अभ्यास प्रश्न   | पाठ्यपुस्तक, चार्ट               | विद्यार्थी समास<br>और समास-विग्रह<br>को समझ सकेंगे।             | समास के विभिन्न<br>प्रकारों में भेद<br>करने में<br>कठिनाई। | Red Flag - सरल शब्दों का समास<br>बनाना।<br>White Flag - समास-विग्रह का<br>अभ्यास।<br>Green Flag - कठिन समास शब्दों<br>के उपयोग से वाक्य बनाना।            |
| वाक्य  | वाक्य संरचना<br>को समझना।<br>सही प्रकार से<br>वाक्य निर्माण<br>करना।              | संवादात्म<br>क शिक्षण,<br>अभ्यास<br>आधारित              | वाक्य सुधार,<br>पुनर्गठन<br>गतिविधियाँ                   | पाठ्यपुस्तक, चार्ट               | विद्यार्थी सही वाक्य<br>बना सकेंगे।                             | वाक्य में त्रुटियाँ।                                       | Red Flag - छोटे वाक्य बनाना।<br>White Flag - वाक्य पुनर्गठन।<br><b>Green Flag</b> - कहानी या संवाद<br>लेखन।   |
| संज्ञा | संज्ञा के प्रकारों<br>को पहचानना।<br>वाक्यों में संज्ञा<br>का सही प्रयोग<br>करना। | संवादात्म<br>क शिक्षण,<br>उदाहरण-<br>आधारित<br>व्याख्या | संज्ञा के<br>प्रकारों पर<br>समूह चर्चा,<br>अभ्यास प्रश्न | पाठ्यपुस्तक,<br>कार्यपत्र, चित्र | विद्यार्थी संज्ञा और<br>उसके प्रकारों की<br>पहचान कर<br>सकेंगे। | संज्ञा और सर्वनाम<br>में भ्रम की स्थिति<br>उत्पन्न होना।   | Red Flag - चित्र देखकर संज्ञा की<br>पहचान।<br>White Flag - वाक्यों में संज्ञा का<br>प्रयोग कर अभ्यास।<br>Green Flag - संज्ञा पर छोटे-छोटे<br>लेख लिखवाना। |
| संधि   | संधि के प्रकारों<br>को पहचानना।<br>संधि-विच्छेद<br>करने की क्षमता                 | उदाहरण-<br>आधारित                                       | शब्दों का<br>संधि-<br>विच्छेद,<br>कक्षा में              | पाठ्यपुस्तक,<br>वर्कशीट          | विद्यार्थी संधि को<br>पहचानकर<br>उसका सही                       | कुछ छात्रों को<br>संधि-विच्छेद                             | Red Flag - संधि के शब्दों को<br>जोड़कर अभ्यास।<br>White Flag - दिए गए शब्दों का<br>संधि-विच्छेद करना।   |

| अनुच्छे<br>द<br>लेखन | विकसित<br>करना।<br>दृश्य-श्रव्य<br>सहायक विधि ,<br>मॉडल लेखन<br>विधि प्रेरणा और<br>चर्चा विधि | शिक्षण,<br>व्याख्यान<br>चित्र<br>आधारित<br>अनुच्छेद<br>लेखन,<br>"सही क्रम<br>में<br>लगाओ"      | मौखिक<br>अभ्यास<br>शब्दों का<br>संधि-<br>विच्छेद,<br>कक्षा में<br>मौखिक<br>अभ्यास   | पाठ्यपुस्तक,<br>वर्कशीट | उपयोग कर<br>सकेंगे।<br>विचारों को<br>क्रमबद्ध रूप में<br>प्रस्तुत करना<br>सीखना। भाषा का<br>सही और शुद्ध<br>प्रयोग करना।      | करने में कठिनाई<br>हो सकती है।<br>कुछ छात्रों को<br>वाक्य करने में<br>कठिनाई हो<br>सकती है। | Green Flag - कठिन संधि शब्दों को<br>प्रयोग में लाना।  Red Flag - वाक्य में शब्दों को<br>जोड़कर अभ्यास।  White Flag - दिए गए चित्र का<br>वाक्य बनाना।  Green Flag - कठिन शब्दों को<br>प्रयोग में लाना। |
|----------------------|---|--|---|-------------------------|---|---|---|
| पत्र<br>लेखन         | चर्चा विधि ,<br>प्रश्नोत्तर विधि ,<br>प्रदर्शन विधि ,<br>चरणबद्ध<br>शिक्षण विधि               | गतिविधि एक चित्र दिखाएं (जैसे — स्कूल में वार्षिक उत्सव, छुट्टी पर पत्र लेखन तथा किरदार निभाए। | पत्र लेखन के<br>प्रकार का<br>अभ्यास<br>तथा उनका<br>आज के<br>जीवन महत्त्व<br>जानेंगे | पाठ्यपुस्तक,<br>वर्कशीट | पत्र लेखन के<br>प्रकारों को<br>समझना<br>(औपचारिक एवं<br>अनौपचारिक)।<br>पत्र की संरचना<br>और प्रारूप का<br>ज्ञान प्राप्त करना। | कुछ छात्रों को पत्र<br>लेखन के प्रकार<br>के प्ररूप समझने<br>में कठिनाई हो<br>सकती है।       | Red Flag - रंगीन चार्ट पर पत्र का<br>नमूना White Flag - रंगीन चार्ट पर<br>पत्र का नमूना Green Flag - खुद से<br>पत्र की रूपरेखा तैयार करने को<br>कहें।   |

### FRENCH ANNUAL PLANNER

| Chapter                           | Learning Outcome s (2 per chapter)                                    | Pedagogy<br>to be Used             | Activities                            | Resources                   | Achieveme<br>nts (At<br>Completion                           | Gaps Identified                              | Remedial (Red, White, Green<br>Flag)  |
|-----------------------------------|---|------------------------------------|---------------------------------------|-----------------------------|--|--|---|
| Vive la<br>France !               | Identify basic facts about France. Recogni ze French culture symbols. | Visual aids,<br>maps,<br>videos    | Label<br>French<br>map and<br>symbols | Map, videos,<br>flashcards  | Understand<br>ing of<br>France's<br>culture and<br>geography | Difficulty remembering landmarks and culture | Red: Label French landmarks White: Class quiz on France Green: Prepare presentation on France's culture |
| Étudions<br>avec<br>Didou!        | Underst and classroo m vocabula ry. Respond to simple instructi ons.  | Role play,<br>interactive<br>tasks | Classroom<br>objects<br>labeling      | Flashcards,<br>real objects | Use<br>classroom<br>vocabulary<br>confidently                | Confusion with pronunciation                 | Red: Match objects to names White: Classroom scavenger hunt Green: Conduct a mock class in French       |
| Bienven<br>ue dans<br>le<br>monde | Count<br>from 1<br>to 50.<br>Perform                                  | Counting games, songs              | Number<br>bingo                       | Number<br>flashcards        | Confident<br>use of<br>numbers                               | Difficulty pronouncing numbers               | Red: Number matching activity White: Pair counting practice Green: Create a French math worksheet       |

| des<br>nombres<br>!                                       | simple<br>calculati<br>ons.                                       |                                  |                                 |                                  |                                      |  |  |
|---|---|----------------------------------|---------------------------------|----------------------------------|--------------------------------------|--|--|
| Visitons<br>l'école<br>élément<br>aire<br>Jules<br>Ferry! | Describe a school in French. Use school- related vocabula ry.     | School tour<br>in French         | Draw &<br>label own<br>school   | Pictures,<br>vocabulary<br>cards | Vocabulary<br>of school<br>places    | Confusing classroom and facility names | Red: Label school map White: Tour partner activity Green: Present own school in French   |
| Une<br>bonne<br>présenta<br>tion                          | Introduc<br>e<br>themsel<br>ves.<br>Share<br>personal<br>details. | Role play,<br>peer<br>interviews | My<br>introducti<br>on speech   | Templates,<br>flashcards         | Introduce<br>self<br>confidently     | Forgetting personal detail words       | Red: Fill-in introduction<br>template<br>White: Practice introduction<br>with peers<br>Green: Record and present<br>video introduction |
| Mon<br>cartable   | Name school bag items. Ask & answer about objects.                | Real object<br>games             | What's in<br>my bag<br>activity | Real objects,<br>flashcards      | Vocabulary<br>for school<br>supplies | Confusion in gender and articles       | Red: Object naming worksheet White: Peer object guessing game Green: Create a 'My Bag' booklet   |
| Visitons<br>la<br>famille                                 | Name<br>family<br>member<br>s.                                    | Family tree creation             | Family<br>introducti<br>on      | Family photos,<br>flashcards     | Confidently<br>describe<br>family    | Adjective agreement errors             | Red: Family member matching<br>White: Describe partner's<br>family   |

| de Julien<br>!                             | Describe family with adjective s.                                |                          | presentati<br>on             |                                   |                                       |                              | Green: Prepare own family album in French  |
|--|--|--------------------------|------------------------------|-----------------------------------|---------------------------------------|------------------------------|--|
| Les<br>préféren<br>ces<br>alimenta<br>ires | Talk about favorite foods. Ask & answer about food preferen ces. | Food chart<br>creation   | Food<br>preference<br>survey | Flashcards,<br>real food<br>props | Express<br>food<br>likes/dislik<br>es | Limited food<br>vocabulary   | Red: Food item flashcards White: Class food survey Green: Prepare food preference chart                        |
| Le jardin<br>de<br>couleurs                | Name colors in French. Use colors to describe objects.           | Color<br>games,<br>songs | Class color<br>hunt          | Color cards,<br>charts            | Use colors<br>correctly               | Confusing color genders      | Red: Color-object matching<br>White: Describe objects with<br>colors<br>Green: Create class color mural        |
| Une<br>réunion<br>le week-<br>end          | Discuss<br>weeken<br>d plans.<br>Use<br>future<br>tense.         | Group<br>discussions     | Plan & present weekend plans | Picture<br>prompts                | Use future<br>tense<br>confidently    | Incorrect future tense usage | Red: Fill-in future tense worksheet White: Peer weekend plan discussion Green: Write and present weekend story |

| Fêtons    | Discuss  | Birthday   | Plan    | Calendar,  | Confidently | Confusion in months | Red: Month flashcard drill |
|-----------|----------|------------|---------|------------|-------------|---------------------|----------------------------|
| l'anniver | birthday | party role | Thomas' | flashcards | talk about  |                     | White: Birthday calendar   |
| saire de  | plans.   | play       | party   |            | birthdays   |                     | creation                   |
| Thomas    | Use date |            |         |            |             |                     | Green: Write a birthday    |
| !         | and      |            |         |            |             |                     | invitation in French       |
|           | month    |            |         |            |             |                     |                            |
|           | vocabula |            |         |            |             |                     |                            |
|           | ry.      |            |         |            |             |                     |                            |
|           |          |            |         |            |             |                     |                            |

## MATHS ANNUAL PLANNER

| Chapter                              | Learnin  | Pedagogy   | Activities   | Resources                               | Gaps Identified                        | Remedials  |
|--------------------------------------|--|--|--|---|--|--|
|                                      | g<br>Outcom<br>es  |  |  |   |  |  |
| Chapter 1: Revision                  | Recall previous mathem atical concepts                     | Quick<br>recap,<br>mental<br>math<br>exercises           | Solve<br>simple<br>sums from<br>previous<br>class  | Worksheets,<br>flashcards               | Some students forget previous concepts | Red Flag: Practice easy sums. White Flag: Solve worksheets. Green Flag: Teach a friend.                |
| Chapter 2: Large Number s            | Read<br>and<br>write 5-<br>digit and<br>6-digit<br>numbers | Direct<br>instruction,<br>number<br>games                | Write large numbers on a chart and read them aloud | Number<br>charts, place<br>value blocks | Difficulty understanding place values  | Red Flag: Use number blocks. White Flag: Practice worksheets. Green Flag: Create a large number story. |
| Chapter 3: Addition and Subtract ion | Add and<br>subtract<br>large<br>numbers                    | Stepwise<br>problem-<br>solving,<br>hands-on<br>practice | Solve<br>simple<br>sums<br>using<br>counters       | Number lines,<br>flashcards             | Struggles with regrouping              | Red Flag: Use objects to count. White Flag: Solve basic sums. Green Flag: Do mental math drills.       |

| Chapter 4: Multipli cation           | Learn<br>multipli<br>cation<br>facts and<br>strategie<br>s                | Repeated addition, skip counting                          | Practice<br>multiplicat<br>ion using<br>finger<br>counting | Times table charts, games            | Memorization issues                     | Red Flag: Use dot arrays. White Flag: Recite tables daily. Green Flag: Solve speed drills.                     |
|--------------------------------------|---|---|--|--------------------------------------|---|--|
| Chapter 5:<br>Division               | Divide<br>numbers<br>with 1-<br>digit and<br>2-digit<br>divisors          | Stepwise<br>division,<br>real-world<br>examples           | Group<br>small<br>objects to<br>show<br>division           | Beads, counters                      | Difficulty understanding remainders     | Red Flag: Use real objects. White Flag: Solve simple division. Green Flag: Make division story sums.           |
| Chapter 6:<br>Symmet ry and Patterns | Recogni<br>ze<br>symmetr<br>y and<br>patterns                             | Visual learning, hands-on exercises. (Visit to Maths lab) | Fold a paper and cut to show symmetry                      | Grid paper,<br>pattern blocks        | Difficulty recognizing patterns         | Red Flag: Fold paper to find symmetry. White Flag: Complete pattern worksheets. Green Flag: Draw own patterns. |
| Chapter 7: Multiple s and Factors    | Identify multiple s, factors, LCM, and prime numbers                      | Hands-on factorizatio n. (Visit to Maths lab)             | Color<br>numbers<br>that are<br>multiples<br>of 2, 3, 5    | Number<br>charts                     | Confusion between multiples and factors | Red Flag: Use number charts. White Flag: Solve worksheets. Green Flag: Find multiples in daily life.           |
| Chapter<br>8:<br>Fraction<br>s       | Underst<br>and<br>equivale<br>nt<br>fractions<br>and<br>simplest<br>forms | Visual<br>fraction<br>models.<br>(Visit to<br>Maths lab)  | Cut a paper into equal parts to show fractions             | Fraction<br>strips, paper<br>cutouts | Difficulty simplifying fractions        | Red Flag: Use fraction pizzas. White Flag: Match fraction pairs. Green Flag: Solve fraction word problems.     |

| Chapter     | Read                | Visual                  | Match                          | Coins,                | Confusion with decimal        | Red Flag: Use coins. White   |
|-------------|---------------------|-------------------------|--------------------------------|-----------------------|-------------------------------|--|
| 9:          | and                 | grids, real-            | decimals                       | decimal grids         | placement                     | Flag: Solve decimal  |
| Decimal     | write               | life                    | with                           |                       |                               | worksheets.  |
| S           | decimal<br>numbers  | examples                | money (₹0.50, ₹0.25,           |                       |                               | <b>Green Flag:</b> Do shopping math.                                     |
| ~1          |                     |                         | etc.)                          |                       | 7100                          |  |
| Chapter 10: | Underst and         | Drawing and             | Draw different                 | Geometry kits, rulers | Difficulty recognizing shapes | <b>Red Flag:</b> Use string to trace shapes. <b>White Flag:</b> Identify |
| Geometr     | basic               | identifying             | types of                       |                       |                               | and draw shapes. Green Flag:   |
| у           | shapes<br>and lines | shapes. (Visit to Maths | lines<br>(straight,<br>curved, |                       |                               | Find shapes in the classroom.  |
|             |                     | lab).                   | etc.)                          |                       |                               |  |
| Chapter 11: | Read<br>and         | Clock reading,          | Match daily                    | Analog clocks, charts | Difficulty reading time       | Red Flag: Use toy clocks. White Flag: Match time with                    |
| Time        | convert             | real-life               | activities                     | Clocks, charts        |                               | events. <b>Green Flag:</b> Plan a full-                                  |
| Time        | 12-hour             | application             | with time                      |                       |                               | day schedule.  |
|             | and 24-             | S                       | (wake up                       |                       |                               | day senedule.  |
|             | hour                |                         | at 7 AM,                       |                       |                               |  |
|             | time                |                         | etc.)                          |                       |                               |  |
| Chapter     | Convert             | Shopping                | Identify                       | Fake                  | Difficulty converting money   | Red Flag: Use toy money.   |
| 12:         | rupees              | role-play               | the cost of                    | currency,             |                               | White Flag: Solve money  |
| Money       | and                 |                         | items                          | price tags            |                               | sums. Green Flag: Compare  |
|             | paise               |                         | from real bills                |                       |                               | shopping bills.  |
| Chapter     | Convert             | Hands-on                | Measure                        | Measuring             | Confusion in conversions      | Red Flag: Measure simple   |
| 13:         | between             | measureme               | classroom                      | tapes, rulers         | Confusion in conversions      | objects. White Flag: Convert   |
| Metric      | units of            | nt activities           | objects                        | tapes, raiers         |                               | basic units. Green Flag:   |
| Measure     | length,             |                         | using a                        |                       |                               | Compare weights of objects.  |
| S           | weight,             |                         | ruler                          |                       |                               |  |
| Chapter     | Find                | Hands-on                | Measure                        | Graph paper,          | Struggles with formulas       | Red Flag: Measure small  |
| 14:         | perimete            | measureme               | and find                       | measuring             |                               | objects. White Flag: Solve   |
| Perimete    | r and               | nt, real-life           | the                            | tape                  |                               | shape perimeter problems   |
|             | area                | examples.               | perimeter                      |                       |                               |  |

| r and    |           | (visit to  | of a       |              |                           | <b>Green Flag:</b> Compare areas of  |
|----------|-----------|------------|------------|--------------|---------------------------|--------------------------------------|
| Area     |           | field)     | notebook   |              |                           | different objects.                   |
| Chapter  | Read      | Graph      | Make a     | Graph paper, | Difficulty reading graphs | <b>Red Flag:</b> Use real objects to |
| 15: Data | and       | plotting,  | simple     | tally marks  |                           | count. White Flag: Label             |
| Handlin  | interpret | data       | pictograph |              |                           | graphs properly. Green Flag:         |
| g        | data      | collection | using      |              |                           | Collect and analyze real data.       |
|          | from      |            | stickers   |              |                           |                                      |
|          | charts    |            |            |              |                           |                                      |

## **SCIENCE**

| Chapters | Learning   | Pedagogy    | Activitie  | Resources  | Achievem   | Gaps Identified       | Remedials                            |
|----------|------------|-------------|------------|------------|------------|-----------------------|--------------------------------------|
|          | Outcome    |             | S          |            | ents       |                       |                                      |
|          | S          |             |            |            |            |                       |                                      |
| Chapter  | Students   | Interactive | Sorting    | Picture    | Students   | Conceptual clarity on | <b>Red Flag:</b> Extra practice with |
| 1: About | understan  | discussions | food into  | charts,    | can        | digestion process.    | digestion models and                 |
| Food     | d the      | , diagrams, | groups,    | simple     | identify   |                       | simplified food group                |
| and      | process    | and         | acting out | videos on  | different  |                       | classification.                      |
| Digestio | of         | experiment  | digestion  | digestion. | food       |                       | White Flag: Worksheets and           |
| n        | digestion  | S.          | process.   |            | groups     |                       | small quizzes on digestion           |
|          | and the    |             |            |            | and        |                       | steps.                               |
|          | importan   |             |            |            | explain    |                       | Green Flag: Research and             |
|          | ce of a    |             |            |            | digestion  |                       | presentation on nutrition and        |
|          | balanced   |             |            |            | steps.     |                       | digestive disorders.                 |
|          | diet.      |             |            |            |            |                       |                                      |
| Chapter  | Students   | Models,     | Identifyin | Tooth      | Students   | Distinguishing tooth  | Red Flag: Hands-on                   |
| 2: About | learn      | charts, and | g teeth    | model,     | can        | functions and taste   | identification of teeth types        |
| Tongue   | about      | experiment  | using a    | taste zone | identify   | sensitivity.          | using models. White Flag:            |
| and      | types of   | S.          | mirror,    | chart.     | different  |                       | Practice worksheets on tooth         |
| Teeth    | teeth,     |             | tasting    |            | teeth and  |                       | structure and taste zones.           |
|          | their      |             | different  |            | their      |                       | Green Flag: Investigative            |
|          | functions, |             | foods.     |            | functions, |                       | project on dental hygiene            |
|          | and taste  |             |            |            | and locate |                       | habits in different age groups.      |
|          | zones on   |             |            |            |            |                       |                                      |

|               | the        |              |            |              | taste       |                        |                                       |
|---------------|------------|--------------|------------|--------------|-------------|------------------------|---------------------------------------|
|               | tongue.    |              |            |              | zones.      |                        |                                       |
| Chapter       | Students   | Charts,      | Matching   | Skeleton     | Students    | Difficulty in naming   | <b>Red Flag:</b> Labeling exercises   |
| 3: About      | learn      | models,      | bones      | diagram,     | identify    | bones and muscle       | on skeleton models. White             |
| Bones         | about the  | and          | with       | movement     | bones and   | functions.             | Flag: Worksheets on muscle            |
| and           | human      | interactive  | body       | videos.      | muscles     |                        | groups and movements.                 |
| Muscles       | skeletal   | discussions  | parts,     | (Visit to    | and their   |                        | <b>Green Flag:</b> Research project   |
|               | and        | •            | simple     | Bio Lab      | functions.  |                        | on common bone and muscle             |
|               | muscular   |              | stretching | and AV       |             |                        | disorders.                            |
|               | systems.   |              | exercises. | room).       |             |                        |                                       |
| Chapter       | Students   | Field        | Drawing    | Simple       | Students    | Confusion in plant     | Red Flag: Extra hands-on              |
| 4: About      | understan  | visits,      | plant      | plant        | identify    | reproduction concepts. | activities with plant life cycles.    |
| <b>Plants</b> | d plant    | diagrams,    | parts,     | videos, real | plant parts |                        | White Flag: Quizzes on plant          |
|               | parts,     | and          | growing    | plants.      | and         |                        | functions. <b>Green Flag:</b> Project |
|               | functions, | experiment   | a small    | (Visit to    | explain     |                        | on medicinal plants and their         |
|               | and        | S.           | plant.     | field)       | photosynt   |                        | uses.                                 |
|               | photosynt  |              |            |              | hesis.      |                        |                                       |
|               | hesis.     |              |            |              |             |                        |                                       |
| Chapter       | Students   | Visual aids, | Grouping   | Animal       | Students    | Difficulty             | Red Flag: Additional                  |
| 5: About      | learn      | group        | animals    | picture      | categorize  | distinguishing animal  | interactive animal                    |
| Animals       | about      | discussions  | by         | cards,       | animals     | classifications.       | classification games.                 |
|               | animal     | , and        | habitat,   | nature       | based on    |                        | White Flag: Worksheets on             |
|               | classifica | research.    | animal     | videos.(Visi | characteris |                        | habitat types.                        |
|               | tions and  |              | sound      | t to AV      | tics.       |                        | Green Flag: Research on               |
|               | habitats.  |              | recogniti  | room or      |             |                        | endangered species                    |
|               |            |              | on.        | flash cards) |             |                        | conservation.                         |
| Chapter       | Students   | Demonstrat   | Blowing    | Balloon,     | Students    | Struggles with water   | <b>Red Flag:</b> More hands-on        |
| 6: About      | understan  | ions,        | air into a | water filter | explain air | purification concepts. | filtration experiments. White         |
| Air and       | d the      | experiment   | balloon,   | demo.        | and water   |                        | Flag: Worksheets on water             |
| Water         | importan   | s, and       | simple     | (Visit to    | properties. |                        | cycle.                                |
|               | ce and     | discussions  | water      | Lab)         |             |                        | Green Flag: Research project          |
|               | propertie  |              | filtering. |              |             |                        | on global water crises.               |
|               | s of air   |              |            |              |             |                        |                                       |
|               | and        |              |            |              |             |                        |                                       |
|               | water.     |              |            |              |             |                        |                                       |

| Chapter 7: About Weather and Climate             | Students<br>differenti<br>ate<br>weather<br>and<br>climate<br>and their<br>effects. | Charts, videos, and observation s.                     | Keeping<br>a weather<br>diary,<br>coloring<br>climate<br>zones.   | Weather pictures, simple weather chart.   | Students<br>describe<br>climate<br>patterns<br>and<br>weather<br>changes.     | Difficulty understanding long-term climate changes.   | Red Flag: More observation-based learning on weather. White Flag: Quizzes on climate factors. Green Flag: Project on climate change impact.                            |
|--|---|--|---|---|---|---|--|
| Chapter<br>8: About<br>Our<br>Environ<br>ment    | Students recognize the significan ce of environm ental conservat ion.               | Field trips, discussions , and role plays.             | Picking<br>up litter,<br>making<br>posters<br>on<br>pollution.    | Posters, recycling bins.                  | Students identify pollution types and conservation methods.                   | Struggles with environmental impact analysis.         | Red Flag: More real-world applications of conservation. White Flag: Worksheets on pollution control. Green Flag: Community service project on environmental awareness. |
| Chapter 9: About Force and Motion                | Students<br>understan<br>d<br>different<br>types of<br>forces<br>and<br>motion.     | Experiment<br>s, role-<br>playing,<br>and<br>diagrams. | Pushing and pulling objects, rolling a ball.                      | Toy cars, simple force charts.            | Students<br>differentia<br>te between<br>force<br>types and<br>motion.        | Confusion in understanding different types of forces. | Red Flag: More interactive force and motion activities. White Flag: Worksheets on simple machines. Green Flag: Research on forces used in sports.                      |
| Chapter<br>10:<br>About<br>Work<br>and<br>Energy | Students<br>learn<br>different<br>forms of<br>energy<br>and work<br>principles      | Demonstrations, hands-on experiments.                  | Jumping<br>to show<br>energy<br>use,<br>simple<br>pulley<br>demo. | Pulley<br>model,<br>energy<br>flashcards. | Students<br>classify<br>energy<br>types and<br>explain<br>work<br>principles. | Difficulty understanding energy transformation.       | Red Flag: More practical applications of energy conversion. White Flag: Worksheets on energy sources. Green Flag: Project on renewable energy solutions.               |
| Chapter 11: About                                | Students<br>understan<br>d light  | Experiment s, models, and videos.                      | Making<br>shadows<br>using a                                      | Flashlight,<br>simple<br>shadow           | Students<br>explain<br>light  | Issues with reflection and refraction concepts.       | Red Flag: More interactive refraction experiments. White Flag: Quizzes on light and its  |

| Light<br>and<br>Shadow   | propertie<br>s and<br>shadow<br>formation   |   | flashlight<br>, tracing<br>shadows.   | pictures using water colours.                       | behavior<br>and<br>shadow<br>formation.                                       |   | properties. <b>Green Flag:</b> Research on optical illusions.   |
|--|---|---|---|---|---|---|---|
| Chapter<br>12:<br>About<br>Sound                               | Students<br>learn<br>about<br>sound<br>productio<br>n and<br>transmiss<br>ion.    | Audio experiment s, musical instrument study. | Clapping hands to make sounds, using a glass with water to change pitch.    | Simple musical instruments, tuning forks.           | Students<br>explain<br>sound<br>waves and<br>vibrations.                      | Difficulty in differentiating sound properties. | Red Flag: More hands-on sound wave experiments. White Flag: Worksheets on pitch and frequency. Green Flag: Project on sound pollution.                    |
| Chapter<br>13:<br>About<br>Electricit<br>y                     | Students<br>understan<br>d basic<br>electrical<br>concepts<br>and<br>circuits.    | Hands-on<br>circuit<br>building,<br>diagrams. | Turning on a bulb with a battery, simple static electricit y activity.      | Battery,<br>wires, small<br>bulb. (Visit<br>to lab) | Students<br>build basic<br>circuits<br>and<br>explain<br>electricity<br>flow. | Confusion in current and voltage concepts.      | Red Flag: More practical circuit-building exercises. White Flag: Worksheets on electrical symbols. Green Flag: Research on renewable electricity sources. |
| Chapter<br>14:<br>About<br>Space<br>and the<br>Solar<br>System | Students<br>learn<br>about<br>planets,<br>stars, and<br>space<br>explorati<br>on. | Astronomy models, virtual simulations .       | Drawing planets making a simple solar system model. (Visit to planetari um) | Planet<br>stickers,<br>space<br>books.              | Students<br>describe<br>planets<br>and space<br>phenomen<br>a.                | Confusion in planetary motion concepts.         | Red Flag: More interactive planetary motion models. White Flag: Quizzes on solar system facts. Green Flag: Making of model related to space.              |

#### SOCIAL SCIENCE

| Chapter  | Learning Outcome   | Pedago<br>gy                                      | Activitie<br>s  | Resourc<br>es               | Achievement s                                  | Gaps Identified  | Remedials  |
|--|--|---|---|-----------------------------|--|--|--|
|  | S  | Sy Sy   | 5   | CS                          | 3  |  |  |
| All<br>About<br>Maps                             | Identify<br>and use<br>different<br>types of<br>maps,<br>symbols,<br>scales,<br>directions | Inquiry-<br>based<br>learning,<br>discussi<br>ons | Draw a simple treasure map with direction s   | Atlases,<br>digital<br>maps | Students<br>understand<br>basic map<br>reading | Some struggle with scale interpretation                    | Red Flag Use real-life maps at home. White Flag Solve map puzzles. Green Flag Make a map of their classroom.   |
| India's<br>Water<br>Resource<br>s                | Understa<br>nd water<br>sources,<br>irrigation<br>methods                                  | Lecture,<br>visual<br>aids                        | Draw<br>and color<br>different<br>water<br>sources<br>(rivers,<br>lakes,<br>wells,<br>etc.) | Videos,<br>case<br>studies  | Awareness of water conservation                | Difficulty grasping irrigation techniques                  | Red Flag Watch simple videos on water sources. White Flag Label a picture of irrigation methods. Green Flag: Make a water-saving poster.               |
| India's<br>Mineral<br>Resource<br>s              | Learn<br>about<br>different<br>minerals<br>and their<br>usage                              | Storytell ing, hands-on activitie s               | Sort<br>pictures<br>of<br>minerals<br>based on<br>their uses                                |                             | Identification of minerals                     | Differentiating between metallic and non-metallic minerals | Red Flag Feel and touch real rock samples. White Flag Match minerals with their uses. Green Flag Find out which minerals are in daily- use objects.    |
| Introduc<br>tion to<br>Early<br>Civilizati<br>on | Identify<br>key<br>features<br>of early<br>civilizati<br>ons                               | Group<br>discussi<br>ons,<br>stories              | Look at old pictures of early humans and guess  | menta                       | Understanding<br>civilization<br>growth        | Struggles with chronological order                         | Red Flag Show pictures of early humans. White Flag Arrange pictures of early civilizations in order. Green Flag: Write a small story about early life. |

| India's<br>Physical<br>Features  | Recogniz<br>e India's<br>geograph<br>ical<br>diversity           | Map<br>study,<br>experien<br>tial<br>learning  | their<br>lifestyle<br>Color<br>and label<br>India's<br>landform<br>s<br>(mountai<br>ns,<br>rivers,<br>etc.) | Topo graph ic maps, satelli te image s                             | Locating features accurately             | Some confuse plateaus and plains              | Red Flag: Use clay to make landforms. White Flag: Color a map of India's features. Green Flag: Create a mini travel guide on India's landforms.                |
|----------------------------------|--|--|---|--|--|---|--|
| Rights<br>and<br>Duties          | Understa<br>nd<br>fundame<br>ntal<br>rights and<br>duties        | Role-<br>play,<br>simple<br>example<br>s       | Draw a 'Good Citizen' badge and write one duty on it  | Const<br>itutio<br>n<br>book,<br>legal<br>resour<br>ces            | Awareness of civic responsibilities      | Some struggle with abstract legal concepts    | Red Flag: Show cartoons about rights and duties. White flag: Match duties with real-life examples Green Flag: Write a short story about a responsible citizen. |
| Self-<br>Governi<br>ng<br>Bodies | Identify panchaya ts & municipa lities and their role            | Storytell<br>ing,<br>real-life<br>example<br>s | Draw and color a picture of a village panchaya t or city mayor's office                                     | Gover<br>nment<br>websi<br>tes,<br>local<br>gover<br>nance<br>data | Understanding<br>governance<br>structure | Confusion over different levels of governance | Red Flag: Show pictures of a panchayat and municipality. White Flag: Draw and label a governance structure. Green Flag: Conduct a pretend class election.      |
| All<br>About<br>Satellites       | Understa<br>nd<br>satellite<br>applicatio<br>ns in<br>daily life | Multime dia presenta tions, discussi on        | Make a simple paper satellite model   | Planet<br>arium<br>visits,<br>docu<br>menta<br>ries                | Awareness of satellite technology        | Difficulty grasping complex mechanisms        | Red Flag: Watch a video on satellites. White Flag: Draw a satellite and label parts. Green Flag: Make a 3D satellite model using cardboard.                    |

| Agricult<br>ure in<br>India            | Understa<br>nd the<br>role of<br>agricultur<br>e in<br>economy                 | Visual<br>learning,<br>discussi<br>ons   | Plant a<br>seed in a<br>pot and<br>observe<br>its<br>growth                         | Farmi<br>ng<br>video<br>s, soil<br>sampl<br>es                 | Awareness of crop types                   | Struggles with seasonal crop classification | Red Flag: Show pictures of crops in different seasons. White Flag: Sort and match crops to seasons. Green Flag: Grow a small plant and take care of it.              |
|--|--|--|---|--|---|---|--|
| Industrie<br>s in<br>India             | Learn<br>about<br>different<br>industries<br>and their<br>contributi<br>ons    | Simple<br>explanat<br>ions,<br>pictures  | Look at different product labels and find where they were made                      | Indust<br>ry<br>visits.  | Understanding economic impact             | Difficulty categorizing industries          | Red Flag: Show pictures of different industries White Flag: Make a list of things made in different industries Green Flag: Find out how their favorite toy was made. |
| Bridges:<br>Then &<br>Now              | Compare<br>ancient &<br>modern<br>bridges                                      | Picture<br>study,<br>storytelli<br>ng    | Draw<br>and color<br>a simple<br>bridge   | Const<br>ructio<br>n<br>video<br>s,<br>engin<br>eering<br>kits | Hands-on<br>experience with<br>structures | Challenges in bridge stability concepts     | Red Flag: Watch a video of bridges. White flag: Identify and label different bridge types. Green Flag: Make a small bridge using popsicle sticks.                    |
| Transpo<br>rt and<br>Commu<br>nication | Understa<br>nd<br>various<br>modes of<br>transport<br>and<br>communi<br>cation | Stories,<br>real-life<br>connecti<br>ons | Draw<br>their<br>favorite<br>mode of<br>transport<br>and say<br>why they<br>like it | Trans<br>port<br>model<br>s,<br>digita<br>l tools              | Knowledge of<br>transport<br>evolution    | Difficulty linking transport to economy     | Red Flag: Use toy vehicles to show transport types. White Flag: Match pictures of transport to their names. Green Flag: Make a mini booklet on transport evolution   |
| Our<br>Environ<br>ment                 | Learn<br>about<br>environm   | Inquiry-<br>based<br>learning,           | Make a poster on how to   | Docu<br>menta<br>ries,   | Awareness of environmental issues         | Some lack understanding of sustainability   | Red Flag: Watch a cartoon about saving nature. White flag:   |

| ental     | simple    | keep the | case    |  | Make a poster about clean |
|-----------|-----------|----------|---------|--|---------------------------|
| conservat | activitie | Earth    | studie  |  | Earth. <b>Green Flag:</b> |
| ion and   | S         | clean    | s,      |  | Start a classroom waste   |
| sustainab |           |          | green   |  | segregation project.      |
| ility     |           |          | initiat |  |                           |
|           |           |          | ives    |  |                           |

# **Computer Science (BOOK 1)**

| Chapter  | Learning<br>Outcome<br>s   | Pedagog<br>y   | Activities   | Reso<br>urces   | Achievements                                 | Gaps Identified                        | Remedial Measures   |
|--|--|--|--|---|--|--|---|
| Computer<br>Fundame<br>ntals                         | Differenti<br>ate<br>between<br>primary<br>and<br>secondar<br>y memory | Discussi<br>on,<br>visual<br>aids                        | Make<br>flashcard<br>s of<br>secondar<br>y storage<br>devices  | Comp<br>uter<br>hard<br>ware<br>image<br>s,<br>flashc<br>ards | Students<br>understand types<br>of memory    | Some students confuse<br>RAM and ROM   | Red Flag: Use real-life examples White Flag: Label storage devices Green Flag: Compare different memory types           |
| Managing<br>Files and<br>Folders in<br>Windows<br>10 | Learn file<br>and<br>folder<br>managem<br>ent                          | Hands-<br>on<br>practice,<br>stepwise<br>explanat<br>ion | Paste different file types with icons and names on an A4 sheet | Wind<br>ows<br>interf<br>ace,<br>printe<br>d<br>icons         | Students can identify file types and folders | Some struggle with folder organization | Red Flag: Use real folders as examples White Flag: Organize files on the desktop. Green Flag: Create and rename folders |
| More on<br>Paint 3D                                  | Use 3D<br>objects in<br>digital<br>drawing                             | Practical<br>demonst<br>ration,<br>guided<br>project     | Create an<br>underwat<br>er scene<br>in Paint<br>3D            | Paint<br>3D<br>softw<br>are,<br>sampl<br>e<br>drawi<br>ngs    | Students can create 3D objects               | Some face difficulty using tools       | Red Flag: Provide step-by-step tutorials White Flag: Trace and modify objects Green Flag: Create a unique 3D scene      |

| More on<br>Word<br>2016               | Format document s to enhance presentat ion         | Stepwise<br>learning,<br>hands-<br>on<br>practice  | Change page color and type a short paragrap h                      | MS<br>Word<br>softw<br>are,<br>templ<br>ates            | Students can format documents                    | Some struggle with formatting tools              | Red Flag: Show video tutorials White Flag: Practice font and color changes Green Flag: Format a full document                  |
|---------------------------------------|--|--|--|---|--|--|--|
| Working<br>with<br>Objects in<br>Word | Insert<br>and<br>manipula<br>te objects<br>in Word | Demonst<br>ration,<br>guided<br>exercise<br>s      | Insert<br>and<br>resize<br>images in<br>Word                       | MS<br>Word<br>softw<br>are,<br>sampl<br>e<br>image<br>s | Students can<br>insert and edit<br>objects       | Difficulty in aligning objects                   | Red Flag: Use drag-and-drop exercises White Flag: Practice resizing and aligning Green Flag: Design a well-structured document |
| More on<br>Scratch                    | Learn<br>features<br>of Scratch<br>program<br>ming | Interacti<br>ve<br>coding,<br>stepwise<br>learning | Play a<br>piano<br>sound<br>and move<br>a sprite                   | Scratc<br>h<br>softw<br>are,<br>online<br>tutori<br>als | Students can<br>create basic<br>Scratch programs | Some find block-based coding challenging         | Red Flag: Use simple block commands White Flag: Modify existing projects Green Flag: Create a new Scratch game                 |
| More on<br>PowerPoi<br>nt             | Create<br>slides and<br>apply<br>transition<br>s   | Stepwise<br>guidance<br>, hands-<br>on tasks       | Make a 5-<br>slide<br>presentat<br>ion on<br>religions<br>in India | MS<br>Powe<br>rPoint<br>,<br>sampl<br>e<br>slides       | Students can<br>make a basic<br>slideshow        | Struggles with slide design and transitions      | Red Flag: Start with basic slides<br>White Flag: Add transitions to<br>slides<br>Green Flag: Create an animated<br>slideshow   |
| Browsing<br>the<br>Internet           | Understa<br>nd web<br>browsers<br>and ISPs         | Discussi<br>on, real-<br>life<br>example<br>s      | Search<br>and list<br>ISPs in<br>India                             | Intern et conne ction, brows er tools                   | Students can<br>recognize ISPs<br>and browsers   | Some find it difficult to differentiate browsers | Red Flag: Explain browser features White Flag: Identify different browsers Green Flag: Compare search engines                  |

| All About | Learn     | Inquiry-  | Create a  | Video  | Students learn | Some struggle with | Red Flag: Show real robot      |
|-----------|-----------|-----------|-----------|--------|----------------|--------------------|--------------------------------|
| Robots    | about     | based     | robot     | s on   | about famous   | defining robots    | examples                       |
|           | robots    | learning, | model     | roboti | Indian robots  |                    | White Flag: Identify different |
|           | and their | video     | using     | cs,    |                |                    | types of robots                |
|           | functions | demonst   | waste     | DIY    |                |                    | Green Flag: Research and       |
|           |           | rations   | materials | mater  |                |                    | present on robots              |
|           |           |           |           | ials   |                |                    |                                |

#### **COMPUTER BOOK 2**

| Chapters                             | Learning<br>Outcome<br>s   | Pedago<br>gy   | Activiti<br>es   | Resou<br>rces   | Achievements   | Gaps Identified                                   | Remedials   |
|--------------------------------------|--|--|--|---|--|---|---|
| Program<br>ming<br>with<br>Scratch   | Understa<br>nd block-<br>based<br>coding,<br>create<br>animatio<br>ns using<br>Scratch | Interacti<br>ve<br>coding,<br>hands-<br>on<br>projects | Create a simple animatio n where a characte r moves and speaks | Scratc<br>h<br>softwa<br>re,<br>online<br>tutoria<br>ls | Students can create basic Scratch animations                         | Difficulty in understanding block logic           | Red Flag: Use simple pre-made<br>Scratch projects<br>White Flag: Modify an existing<br>Scratch game<br>Green Flag: Develop a unique<br>animated project |
| Understa<br>nding<br>HTML            | Learn basic HTML tags, structure of a webpage  | Stepwis e learning, hands- on coding                   | Create a simple webpage with a heading, paragrap h, and image  | Notep<br>ad++,<br>Online<br>HTML<br>Editor<br>s         | Students can<br>write and<br>structure a basic<br>HTML page          | Some struggle with proper tag syntax              | Red Flag: Practice with fill-in- the-blanks HTML tags White Flag: Write a webpage using given content Green Flag: Design a multi- page HTML website     |
| Understa<br>nding<br>HTML<br>Further | Learn<br>formattin<br>g tags,<br>links, and<br>lists in<br>HTML                        | Demons<br>tration,<br>practice<br>exercise<br>s        | Create a webpage with lists, links, and                        | Notep<br>ad++,<br>Online<br>HTML<br>Refere<br>nces      | Students can<br>format a<br>webpage with<br>various HTML<br>elements | Some struggle with linking pages and styling text | Red Flag: Identify formatting tags with examples White Flag: Modify an existing HTML document Green Flag: Create a fully                                |

| different | styled HTML document with |
|-----------|---------------------------|
| font      | links                     |
| styles    |                           |