

**ANNUAL  
CURRICULUM  
PLAN**

**CLASS : III**

**SESSION 2016-17**

# Datesheet

## Summative Assessment I (Timings - 7:30 am to 10:00 am)

| Subject     | Date       | Day       | Parent's Sign. |
|-------------|------------|-----------|----------------|
| MATHEMATICS | 14/09/2016 | Wednesday |                |
| ENGLISH     | 15/09/2016 | Thursday  |                |
| HINDI       | 16/09/2016 | Friday    |                |
| EVS         | 17/09/2016 | Saturday  |                |
| COMPUTER    | 19/09/2016 | Monday    |                |

## Summative Assessment II (Timings - 8:30 am to 11:00 am)

| Subject     | Date       | Day       | Parent's Sign. |
|-------------|------------|-----------|----------------|
| EVS         | 14/03/2017 | Tuesday   |                |
| MATHEMATICS | 15/03/2017 | Wednesday |                |
| ENGLISH     | 16/03/2017 | Thursday  |                |
| HINDI       | 17/03/2017 | Friday    |                |
| COMPUTER    | 18/03/2017 | Saturday  |                |

## List of Books

| Name of Books  | Author Name                          | Publisher's Name                   |
|--|--------------------------------------|------------------------------------|
| <b>ENGLISH</b>   |                                      |                                    |
| 1. Grow with words -English<br>Course Book -3                        | Nomita Wilson                        | Amity University Press             |
| 2. English Worksheets -3   |                                      | Amity University Press             |
| 3. English Grammar- 3  |                                      | Amity University Press             |
| 4. Cursive Strokes   |                                      | Amity University Press             |
| <b>हिंदी</b>   |                                      |                                    |
| 5. अमृत हिंदी पाठमाला - 3  | डा० अनुराधा सक्सेना                  | Amity University Press             |
| 6. व्याकरण सोपान - 3   | डा० कल्पना                           | Arya Publishing Company            |
| 7. (हिंदी व्याकरण)अभ्यास पुस्तिका                                    |                                      | Amity University Press             |
| <b>MATHEMATICS</b>   |                                      |                                    |
| 8. Grow With Numbers   | Madhu Singh Sirohi                   | Amity University Press             |
| 9. Mathematics - worksheets  |                                      | Amity University Press             |
| <b>EVS</b>   |                                      |                                    |
| 10. My Vibrant Planet (EVS)  | Mohina Dar &<br>Sunita Jaisingh      | Amity University Press             |
| <b>MORAL EDUCATION</b>   |                                      |                                    |
| 11. Live and Let Live<br>(Life 's Mantra) - 3                        | Shradha Anand                        | Amity University Press             |
| <b>COMPUTER</b>  |                                      |                                    |
| 12. Viva dot Com<br>(Computer Science and<br>Information Technology) | Prof . Ashok Arora &<br>Sarika Verma | Viva Education                     |
| <b>G.K</b>   |                                      |                                    |
| 13. Milligascar<br>(Know the world around you)                       | Deepti Kathpalia                     | Millennium<br>Booksource Pvt. Ltd. |

## Syllabus Distribution of English (Class III)

| Month     | Grow with Words                                | Grammar   | Workbook  |
|-----------|--|---|---|
| April     | L-1 : Helping Hand<br>L-2 : Tin-Tin, The Robot | Unit-1 : Nouns Again<br>Unit-2 : Abstract Noun                      | Ch-1 : Poem<br>Ch-2 : Fun With Words<br>Ch-3 : Punctuation  |
| May       | L-3 : Poem – Boats Sail<br>on the Rivers       | Unit-3 : Material Nouns<br>Unit-4 : Subject and<br>Verb go together | Ch-4 : Nouns<br>Ch-5 : Name Them<br>Ch-6 : Fun Activity   |
| July      | L-4 : A Night of Mystery<br>L-5 : Little Daddy | Unit-5 : Reflexive<br>Pronouns<br>Unit -6 : Pronoun or<br>Adjective | Ch-7 : Nouns –<br>Numbers<br>Ch-8 : Nouns – Gender  |
| August    | L-6 : Poem Watching<br>Clouds                  | Unit- 7 : Adjective Again<br>Unit -8 : Tenses                       | Ch-9 : Pronouns<br>Ch-10 : Adjectives   |
| September | L-7 : From Granny With<br>Love                 | Unit-9 : Adverbs  | Ch-11 : Comparison of<br>Adjectives<br>Ch-12 : Prefixes and<br>Suffixes<br>Ch-13 : Fun Time             |
| October   | L-8 : Rath Yatra in Puri                       | Unit-10 : Articles  | Ch-14 : Verbs<br>Ch-15 : Tenses<br>Ch-16 : Editing and<br>Omitting<br>Ch-17 : Subject-Verb<br>Agreement |
| November  | L-9 : Poem – A Marry<br>Dance                  | Unit -11 : Prepositions<br>Unit-12 : Conjunctions                   | Ch-18 : Articles<br>Ch-19 : Prepositions<br>Ch-20 : Conjunctions  |
| December  | L-10 : A Butterfly                             | Unit-13 : Sentences   | Ch-21 : Homophones<br>Ch-22 : Fun Time<br>Ch-23 : Framing<br>Questions                                  |
| January   | L-11 :The Woodcutter of<br>Gura                | Unit-14 : Similies  | Ch-24 : Vocabulary<br>Ch-25 Fun Time<br>Ch-26 : Compound<br>Words                                       |
| February  | L-12 : Jamie and His<br>Worm                   | Unit-15 : Proverbs  | Ch-27 to Ch-35  |

| <b>Assessment</b>    | <b>FA Tasks</b>   | <b>Composition</b>  | <b>Audio/Video Activity</b>                                    |
|----------------------|---|---|--|
| FA – 1 (April – May) | <ol style="list-style-type: none"> <li>1. Paragraph Writing (I want my Robot to.....)</li> <li>2. Poem Completion (Saturday Work)</li> <li>3. Picture description</li> <li>4. Homework and Classwork</li> </ol> | Picture Description<br>Paragraph Writing<br>Poem Completion<br>Letter Writing                     | Video of 'Robot'<br><br>Video of 'NGO'                         |
| FA-2 (July – August) | <ol style="list-style-type: none"> <li>1. MCQ based on Grammar</li> <li>2. Narrative Writing (A Scary Night)</li> <li>3. Poetry Recitation</li> <li>4. Homework and Classwork</li> </ol>                        | Narrative Writing<br>Poem Completion<br>Paragraph Writing<br>Making a Picture of Sky              | Movie 'Home Alone'<br><br>Video of 'Rainy Season'              |
| SA-1 (September)     | Course book : L-1 to 6<br>Grammar : Unit-1 to 8<br>Workbook : Ch-1 to 9,<br>Picture Description and Paragraph Writing,<br>Comprehension passage   | Paragraph Writing   | Video of 'Puri'  |
| FA – 3(Oct- Nov)     | <ol style="list-style-type: none"> <li>1. Letter Writing (Informal)</li> <li>2. Poster Making(Limerick)</li> <li>3. Poetry Recitation</li> <li>4. Homework and Classwork</li> </ol>                             | Letter Writing<br><br>Story Writing   | Images of Puri<br><br>Video of 'Snowfall in Kashmir'           |
| FA-4 (Dec-Feb)       | <ol style="list-style-type: none"> <li>1. Paragraph Writing (If I were a Bird..)</li> <li>2. Project on 'Birds'</li> <li>3. MCQ based on Grammar (Conjunctions)</li> <li>4. Homework and Classwork</li> </ol>   | Speech on 'if I become a Sports Captain...'<br><br>Invitation Writing<br><br>Preparing for Speech | Video of 'Lifecycle of butterfly'<br><br>Video of 'Woodcutter' |
| SA-2 (March)         | Course book : L-7 to 12<br>Grammar : Unit 1 to 15<br>Workbook : Ch-1 to 35,<br>Comprehension passage,<br>Letter Writing and Story Writing   | Collecting information on 'Birds'<br><br>Letter Writing   | Video of Different Worms                                       |

## हिंदी पाठ्यक्रम विभाजन कक्षा - 3

| मास | अमृत हिंदी पाठमाला | व्याकरण सोपान | हिंदी व्याकरण अभ्यास पुस्तिका | दृश्यश्रव्य सामग्री | पुस्तकीय रचनात्मक गतिविधियाँ | रचनात्मक गतिविधियाँ |
|-----|--------------------|---------------|-------------------------------|---------------------|------------------------------|---------------------|
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### एफ ए -1 {अप्रैल से मई}

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|--------|--|--|---|--|---|--|
| अप्रैल | पाठ - 1<br>हमको जान दो<br><br>पाठ -2<br>वह सूरज था | पाठ - 1<br>हिंदी वर्ण<br>पाठ - 2 नाम<br>अपठित<br>गद्यांश<br>पृष्ठ 100<br>व101                            | पाठ - 1<br>संयुक्त<br>व्यंजन<br>पाठ - 2<br>संज्ञा | वीडियो<br>व्याकरण<br>पाठ-2                         | 1. वन्य पशुओं के चित्र चिपकाना पाठ - 2<br>2. वर्णों को क्रम से जोड़कर तितली बनाना व्याकरण पाठ -1<br>3. अखबार से मुख्य समाचार के शब्दों को काटकर वर्णमाला क्रम में चिपकाना व्याकरण पाठ-1<br>4. प्रसिद्ध व्यक्तियों वस्तुओं व स्थानों के चित्र से एल्बम बनाना व्याकरण पाठ-2 | 1.कविता<br><br>2.नाट्यमंच न<br><br>3.बहुविक ल्पीय  |
| मई     | पाठ -3<br>रंगा सियार                               | पाठ-3 पहचान<br>पाठ-4 एक-<br>अनेक<br>अपठित<br>गद्यांश<br>पृष्ठ-102<br>अनुच्छेद -मेरा विद्यालय<br>पृष्ठ-82 | पाठ - 3<br>सर्वनाम<br><br>पाठ - 4<br>{विशेषण      | वीडियो<br>पाठ -3<br><br>वीडियो<br>व्याकरण<br>पाठ-4 | 5 .चित्रकथा को नाटक में बदलकर अभिनय करवाना पाठ -3<br>6 .अपने आसपास व कक्षा से संबंधित स्त्रीलिंग व पुल्लिंग शब्द अलग करके लिखो व्याकरण पाठ -3   | प्रश्न<br>व्याकरण<br><br>4.कक्षा कार्य व गृह कार्य |

### एफ ए -2 { जुलाई से अगस्त }

|       |  |   |  |                  |  |   |
|-------|--|---|--|------------------|--|---|
| जुलाई | पाठ -4<br>गोरैया और कौआ<br>पाठ -5<br>तीन सहेली मछलियाँ<br>पाठ -6<br>सुनो घर की बात<br>पाठ -7<br>विद्यालय | पाठ -5<br>नाम की जगह<br>पाठ -6<br>कौन - कैसा<br>पाठ -7<br>काम<br>पत्र-1 पृष्ठ 88<br>अनुच्छेद -मेरा विद्यालय | पाठ -5<br>{क्रिया}<br><br>पाठ -6<br>{लिंग} | वीडियो<br>पाठ- 5 | 1. तिनकों से चिड़िया का घोंसला बनाना पाठ -4<br>2.रंगीन कागज़ से -मछली का कोलाज बनाना पाठ -5<br>3.अनुच्छेद -मेरा विद्यालय<br>4 .पंचतन्त्र की कहानी<br>5 .पत्र -पत्रिकाओं से क्रिया संबंधी चित्र एकत्र करके एल्बम में लगाना व्याकरण पाठ -7 | 1.रचनात्मक क्रियाकलाप पाठ -5<br><br>2.लिखित परीक्षा |
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| अगस्त | पाठ -8<br>हमारे<br>पूजाघर<br>अनुच्छेद-<br>पूजाघर<br>पाठ -9<br>मास्टर जी<br>की क्लास<br>पाठ -10<br>हमारे<br>मार्गदर्शक | पाठ -8<br>बातें और बातें<br>पाठ -9 विराम<br>चिह्न<br>अपठित गद्यांश<br>पृष्ठ-103<br>अनुच्छेद-जब मेरे<br>घर में पानी<br>नहीं आता पृष्ठ-<br>83 | पाठ -7<br>वचन | वीडियो<br>पाठ-9 | 1.नाट्य मंचन पाठ -9<br>2.धार्मिक स्थलों के चित्र<br>चिपकाना पाठ -8<br>3.पाठ में आए महापुरुषों से<br>संबंधित एक-एक नैतिक<br>मूल्य लिखना पाठ -10<br>4.विभिन्न पूजाघरों से<br>संबंधित वीडियो पाठ -8<br>5. जातक कथाएँ<br>वीडियो | 3.श्रवण<br>कौशल<br><br>4. कक्षा<br>कार्य व गृह<br>कार्य |
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**एस.ए - 1 {सितंबर}**

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| सितंबर | पाठ -11<br>आचार्य<br>चाणक्य<br><br>पाठ -12<br>गुलिस्ताँ<br>हमारा | पाठ -10<br>मुहावरे<br>पाठ -11<br>विलोम शब्द<br>पत्र -2<br>पृष्ठ-89 | पाठ -8<br>विलोम<br>शब्द<br><br>पाठ -9<br>पर्यायवा<br>ची शब्द | वीडियो<br>पाठ -11 | 1.चित्रकथा लेखन<br>पाठ-11<br>2.फूलों की पत्तियों<br>द्वारा चित्र बनाना<br>पाठ12<br>3.1 से 50 तक हिंदी<br>गिनती एल्बम में लिखना<br>व्याकरण पाठ -10<br>4. मुहावरों का प्रयोग<br>करते हुए कहानी लिखना<br>व्याकरण पाठ -10<br>.विलोम शब्दों के चित्र<br>एल्बम में लगाना<br>व्याकरण पाठ -11 | अमृत हिंदी<br>पाठमाला<br>पाठ 1 से 11<br>व्याकरण सोपान<br>पाठ 1 से 6<br>अभ्यास<br>पुस्तिका<br>पाठ 1 से 7<br>पत्र व अनुच्छेद<br>लेखन |
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**एफ ए -3 { अक्टूबर से नवंबर}**

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|---------|---|--|---|--|---|--|
| अक्टूबर | पाठ-13<br>राष्ट्रीय<br>ध्वज<br><br>पाठ-14<br>राजेंद्र<br>प्रसाद | पाठ -12<br>एक जैसे शब्द<br>पाठ -13 शब्द<br>एक,अर्थ<br>कहानी-लेखन<br>पृष्ठ-92 | पाठ -10<br>शुद्ध -अशुद्ध<br>शब्द<br><br>पाठ -11<br>अनेक शब्दों<br>के लिए एक<br>शब्द |  | 1.रंगीन कागज़ व सीक<br>द्वारा झंडा पाठ-13<br>बनाना<br>2 कुछ चित्र एकत्र करके<br>एल्बम में चिपकाकर<br>उनके पर्यायवाची शब्द<br>लिखना<br>व्याकरण पाठ -12<br>3 पाठ में आए अनेकार्थी<br>शब्दों को सुंदर अक्षरों में<br>अलबम में लिखना<br>व्याकरण पाठ -13 | 1.रचनात्म<br>क कार्य<br><br>2.<br>अनुच्छेद<br>लेखन |
|---------|---|--|---|--|---|--|

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| नवंबर  | पाठ -15<br>माँ धरती<br>पाठ -16<br>हमारी<br>दुनिया<br>पाठ -17<br>हिंदी<br>गिनती<br>पाठ -18<br>अंतरिक्ष<br>पाठ -19<br>ईदगाह | पाठ-14 अनेक<br>शब्दों के लिए<br>एक शब्द<br>पाठ-15 समूह के<br>लिए एक शब्द<br>कहानी-लेखन<br>पृष्ठ-94 अनुच्छेद<br>-ऐसे मनाई<br>बिना पटाखों के<br>दीवाली पृष्ठ-90 | पाठ -12<br>तुकबंदी<br>पाठ -13<br>दिशा<br>पाठ -14<br>सृजनात्मक<br>कार्य<br>पाठ -15 व<br>16<br>अपठित<br>गद्यांश |  | 1.सौर परिवार का चित्र<br>बनाना पाठ -16<br>2.ऐसे कुछ लोगों के<br>चित्र चपकाना जो<br>हमारी सहायता करते हैं-<br>व्याकरण पाठ -14 | 3.कविता<br>पाठ<br><br>4. कक्षा<br>कार्य व<br>गृह<br>कार्य |
| दिसंबर | पाठ -20<br>नियम   | पाठ-16 गिनती<br>पाठ-17दिन महीने<br>अपठित गद्यांश<br>पृष्ठ-104<br>पत्र-लेखन पृष्ठ89  |   |  | 1. 1से 50 तक हिंदी<br>गिनती एल्बम में<br>लिखना व्याकरण<br>पाठ -10<br>2. कहानी सुनाना   |   |

**एफ ए -4 { जनवरी से फरवरी }**

|       |   |   |   |  |                                    |  |
|-------|---|---|---|--|------------------------------------|--|
| जनवरी | पाठ -21<br>सत्यवादी<br>राजा<br>हरिश्चंद्र | पाठ-18 पशु-<br>पक्षियों कीबोलियाँ<br>पाठ-19 चित्र -<br>वर्णन अनुच्छेद -<br>जब मेरी पुस्तक<br>खो गई थी<br>पृष्ठ 83<br>कहानी-लेखन<br>पृष्ठ-95 | पाठ -17<br>राष्ट्रीय पर्व               |  | 1.नाट्य मंचन<br>पाठ -21            | 1.नाट्य<br>मंचन<br><br>2.बहुविकल्पी<br>य प्रश्न<br>व्याकरण<br><br>3. कक्षा<br>कार्य व गृह<br>कार्य |
| फरवरी | पाठ -22<br>टेलीविज<br>न का<br>जादूगर      | पाठ-20 संवाद-<br>लेखन<br>अनुच्छेद - मेरी<br>माँपृष्ठ-82<br>पत्र लेखन पृष्ठ90<br>कहानी-लेखन<br>पृष्ठ-95                                      | पाठ18<br>कविता लेखन<br>पाठ -19<br>गिनती |  | 2.आविष्कारकों<br>के नाम<br>पाठ -22 | 4. कक्षा<br>कार्य व गृह<br>कार्य   |

**एस.ए - 2 {मार्च }**

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| मार्च | अमृत हिंदी पाठमाला : पाठ 12 से 22 तक<br>व्याकरण सोपान : पाठ 2, 5, 6 व 7 से 12 तक<br>पत्र व कहानी लेखन<br>अभ्यास पुस्तिका : पाठ 8 से 19 |
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## Syllabus Distribution of Maths (Class III)

| Month  | Course Book   | Work sheet                   | Assessment            | FA Tasks  |
|--------|---|------------------------------|-----------------------|---|
| April  | <b>Ch-1 Numbers and Numeration</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Number Name up to Thousands</li> <li>• Place Value</li> <li>• Expansion of Numbers</li> <li>• Comparison of Numbers</li> <li>• Successor and Predecessor</li> <li>• Skip Counting</li> </ul> <b>Ch-2 Roman Numerals</b> <ul style="list-style-type: none"> <li>• Basic Symbols</li> <li>• Reading and Writing Roman Numerals</li> </ul>   | Pg. No. 1 to 10 and 15 to 17 | FA1<br>(April-May)    | 1. MCQ (Ch-1,2)<br>2. Number Games  |
| May    | <b>Ch-3: Addition</b><br>Addition of 2,3 and 4-digit number with carry and without carry <ul style="list-style-type: none"> <li>• Facts about addition</li> <li>• Solve and Frame the Word Problem</li> <li>• Estimation</li> <li>• Mental Arithmetic</li> </ul>  | Pg No. 18 to 23              |                       | 3. Forming Roman Numerals using Matchsticks<br>4. Homework and Classwork  |
| July   | <b>Ch-4 : Subtraction</b> <ul style="list-style-type: none"> <li>• Subtraction of 2,3 and 4-digit number with borrowing and without borrowing</li> <li>• Facts about Subtraction</li> <li>• Solve and Frame Word Problem</li> <li>• Estimation</li> <li>• Mental Arithmetic</li> </ul> <b>Ch-5 : Multiplication</b> <ul style="list-style-type: none"> <li>• Multiplication by 1 and 2-digit Number</li> <li>• Properties of Multiplication</li> <li>• Word Problems related to Multiplication</li> </ul> | Pg No. 24 to 43              | FA-2<br>(July-August) | 1. Activity based on Subtraction using Geometrical Shapes.<br>2. Activity based on Multiplication using Flash cards |
| August | <b>Ch-6 : Division</b> <ul style="list-style-type: none"> <li>• Facts about division</li> <li>• Relation between Multiplication and Division</li> <li>• Long Division Method with Remainder and without Remainder</li> <li>• Number Stories</li> </ul>  | Pg No. 44 to 54              |                       | 3. Activity on Division (Rajma and Ice tray)<br>4. Homework and Classwork   |

| Month     | Course Book   | Worksheet                  | Assessment       | FA Tasks  |
|-----------|---|----------------------------|------------------|---|
| September | <b>Ch-8 : Geometrical Shapes</b> <ul style="list-style-type: none"> <li>• Plane Shapes</li> <li>• Solid Shapes</li> <li>• Tangram</li> <li>• Perimeter</li> <li>• Circle</li> <li>• Symmetry</li> </ul>   | Pg No. 75 to 87            | SA-1 (September) | Ch-1 to 6   |
| October   | <b>Ch-7 : Fractions</b> <ul style="list-style-type: none"> <li>• Like and Unlike Fractions</li> <li>• Equivalent Fractions</li> <li>• Comparison of Fractions</li> <li>• Ascending and Descending Order</li> <li>• Addition and Subtraction</li> </ul>            | Pg No. 55 to 59, 73 and 74 | FA-3 (Oct-Nov)   | 1. Pen- Paper test (Ch-7, 8)<br>2. Activity based on Fractions by showing shaded and un shaded parts. |
| November  | <b>Ch-10 : Money</b> <ul style="list-style-type: none"> <li>• Conversion of Money</li> <li>• Addition and Subtraction</li> <li>• Multiplication and Division</li> <li>• Make Rate Charts and Bills</li> </ul>   | Pg No. 66 and 67, 88 to 91 |                  | 3. Activity on Geometrical Shapes through paper cutting and folding<br>4. Homework and Classwork      |
| December  | <b>Ch-11 : Time</b> <ul style="list-style-type: none"> <li>• Reading Clock Time</li> <li>• Conversion</li> <li>• Calendar</li> </ul> <b>Ch-12 : Pictorial Representation of Data</b> <ul style="list-style-type: none"> <li>• Read and Draw Pictograph</li> </ul> | Pg No. 60 to 65            | FA- 4 (Jan-Feb)  | 1. Oral Test (Time)<br>2. Activity based on Money through artificial notes and coins                  |
| January   | <b>Ch-9 Measurement(Length)</b> <ul style="list-style-type: none"> <li>• Conversion</li> <li>• Addition, Subtraction, Multiplication and Division of Metric Units</li> <li>• Estimation</li> </ul>  | Pg No. 68 to 72            |                  | 3. Activity based on Time through their daily routine   |
| February  | <b>Ch-9 Measurement (Weight and Volume)</b> <ul style="list-style-type: none"> <li>• Conversion</li> <li>• Addition, Subtraction, Multiplication and Division of the problems related to weight and capacity</li> <li>• Number stories</li> </ul>                 | Pg No. 11 to 14            |                  | 4. Homework and Classwork   |
| March     | Revision of Syllabus for SA- 2  |                            | SA - 2           | Ch- 7 to 12   |

## Syllabus Distribution of of EVS (Class III)

| Month     | Course Book<br>(My Vibrant Planet)   | Key Concept   | A/V Experience  | Assessment                | FA Tasks   |
|-----------|--|---|---|---------------------------|--|
| April     | Ch-1 Our Sun and Solar System<br>Ch-2 Early Man                              | Parts of Sun, Cardinal directions, solar system, Phases of Moon, Important Discoveries by early men | Videos on:<br>Solar System<br>Discovery of fire and wheel<br>Rotation, Revolution | FA - 1<br>(April - May)   | 1. Pen-Paper Test Including MCQ Based on Solar System and Early Man.<br>2. Diagram of Solar System and Different Tools used by early men.                  |
| May       | Ch-3 Introduction to water   | Forms and properties of water   | Video on :<br>Uses and Forms of water<br>Properties of Water                      |                           | 3. Creative Writing on topic "Water".<br>4. H.W And C.W  |
| July      | Ch-4 Uses of Water<br>Ch-5 Water Conservation<br>Ch-6 Major Cities Near Seas | Uses of water, water conservation, water cycle  | Video on:<br>Water cycle  | FA - 2<br>(July - August) | 1. Project on 3 R's.<br>2. Group Discussion on Water Conservation<br>3. Pen-Paper Test on Topic Uses, Source, and Conservation of Water.<br>4. H.W And C.W |
| August    | Ch-7 The Earth<br>Ch- 8 Our Environment                                      | Parts of Earth, Physical Features of India<br>Global Warming, Pollution                             | Video on:<br>Types of pollution<br>Physical features of India                     |                           |  |
| September | Ch-9 Living Things   | Living Things: Characteristics of Living Things   | Video on :<br>Characteristics of Living Things                                    | SA - 1                    | Ch- 1 To 5, 7 And 8  |

| Month    | Course Book (My Vibrant Planet)                     | Key Concept   | A/V Experience   | Asses- s- ment          | FA Tasks   |
|----------|---|---|--|-------------------------|--|
| October  | Ch-10 Plants<br>Ch-11 Animals and Birds             | Plants: Parts and types of plants, germination, plants as sources of food, different ways of cooking animals and birds shelter, parts of body, types of feathers and beak | Video on Germination<br>Skeleton   | FA - 3<br>(Oct. - Nov.) | 1. Pen Paper Test Including MCQ Based On Properties and Uses of Air, Types of Plants and Animals and Birds Classification.<br>2. Diagram of beaks, claws and germination of seed.<br>3. Role Play on 'Our Body'.<br>4. H.W and C.W |
| November | Ch-12 Our Body<br>Ch-13 Air Around Us               | Our Body: Five senses, external and internal organs of body, skeleton And muscles , atmosphere, pollution   | Video on : External and Internal Body Organs with Function and Air Pollution |                         |  |
| December | Ch- 14 Means of transport and communication         | Types of Transport and Communication  | Video on: Types of Transport and Communication                               |                         |  |
| January  | Ch-15 Festivals of India<br>Ch- 16 Dresses of India | National , Harvest and Religious Festivals, Seasons   | Video on: Types of Festivals   | FA - 4<br>(Jan - Feb)   | 1. Pen paper Test Including MCQ on Dresses and Festivals.<br>2. Radio Show on 'Celebrity'.<br>3. Project on Means of transport and communication.<br>4. H.W and C.W  |
| February | Ch-17 celebrity                                     | Life History of Saina Nehwal  | Video on : Celebrity   |                         |  |
| March    | Quick Revision                                      |   |  | SA - 2                  | Ch - 10 to 16  |

## Syllabus Distribution of G.K (Class III)

| Month     | Topics                 | Pg.No | Activities  |
|-----------|------------------------|-------|---|
| April     | Animal Mates           | 6     | 1. Name some more male and female species of some other animals which are not given in book.<br>2. Find some other neighbourhood services with the services they provide.   |
|           | Resources of Life      | 7     |   |
|           | Neighbourhood          | 17    |   |
|           | Services               | 18    |   |
|           | Amazing Machines       | 25    |   |
|           | Leaders of Change      | 26    |   |
|           | Spot the Difference    | 34    |   |
|           | Rainwater Harvesting   | 35    |   |
|           | Generating Electricity | 46    |   |
|           | Rebus                  | 47    |   |
|           | Voyage Through Oceans  |       |   |
| May       | Our Animal Friend      | 8     | 1. Mark the oceans and continents on map of the world.<br>2. Name some animals (other than book) and the products we get from them.   |
|           | Kitchen Secrets        | 9     |   |
|           | Modes of Transport     | 19    |   |
|           | Shapes And Pattern     | 27    |   |
|           | Bird Watching          | 36-37 |   |
| July      | Components of Food     | 10    | 1. Make a list of new seven wonders with pictures.<br>2. Collect information on any one of the aquatic plants.  |
|           | Marvels of the World   | 20    |   |
|           | Story Of Paper         | 28    |   |
|           | A Trip to Planetarium  | 38    |   |
|           | Substances Matters     | 48    |   |
|           | Amazing Plants         | 56-57 |   |
| August    | Places of Interest     | 11    | 1. Make a list of some places (other than book) of your interest with reason<br>2. Collect information on any one of the festival which is not mentioned in book.<br>3. Pen paper test Pg. no. 6,17,19,20,34,35,39,47,56,57 |
|           | Festivals of the World | 21    |   |
|           | Odd One Out            | 29    |   |
|           | Water Cycle            | 39    |   |
|           | Sharpen Your Mind      | 49    |   |
| September | Exploring the Earth    | 58    |   |
|           | Amazing Facts          | 59    |   |
| October   | Wetland                | 12-13 | 1. Make a list along with the pictures of various other dance forms of other countries.   |
|           | On the Floor           | 22    |   |
| November  | Cycle of Seasons       | 14-15 | 1. Draw the route map from your home to a school.<br>2. Make a list of sports which are the parts of Olympics.  |
|           | World of Athletics     | 23    |   |
|           | Enjoy Your Meal        | 30    |   |
|           | Locating Objects       | 40    |   |
|           | Man on Moon            | 50-51 |   |

|          |  |                                     |  |
|----------|--|-------------------------------------|--|
| January  | The Little Fir Tree<br>Healthy Lifestyle<br>Camouflage<br>Service Before Self<br>Sounds of Things<br>Important Dates | 32<br>33<br>42-43<br>44<br>54<br>61 | 1. Find out the names of some animals who conceal themselves by blending with their surroundings.<br><br>2. Try to solve grid puzzle from the newspaper. |
| February | Maths At a Glance<br>Let's Dress Up<br>States and Capitals   | 58<br>59                            | 1. Pen paper test pg.no<br>30,31,41,55,58,59,60,61, 62,63  |
| March    | First In the World<br>Famous Characters and<br>Their Creations   | 63<br>64                            |  |

## Syllabus Distribution of Moral Education (Class III)

| Month         | Live and Let Live             |
|---------------|-------------------------------|
| April and May | Ch-1 Mind and Body            |
| July          | Ch- 2 Keep Surroundings Clean |
| August        | Ch-3 Do Hard Work             |
| September     | Ch-4 Courage Within Me        |
| October       | Ch- 5 Let's Love India        |
| November      | Ch- 6 It is 'We' Not 'Me'     |
| December      | Ch-7 Stop Pollution           |
| Januray       | Ch- 8 Being Non -Violent      |
| February      | Ch-9 You Are Great !          |

## Syllabus Distribution of Computer (Class III)

| Month     | Course Book   | Assessment            | FA Tasks   |
|-----------|---|-----------------------|--|
| April     | L-1 : Introduction to a Computer<br>1.1 : Computer – A Smart Machine<br>1.2 : Working of a Computer<br>1.3 : Features of a Computer<br>1.4 : Limitations of a Computer<br>1.5 : Types of Computer<br>1.6 : Computers in other Machines                      | FA – 1<br>(April-May) | 1. Class work done in book and notebook<br>2. Activity of Identifying pictures   |
| May       | L-2 : Parts of a Computer<br>2.1 : Hardware<br>2.2 : Software<br>2.3 : Differences between Hardware and Software  |                       | 3. Quiz Competition on the topic ‘ Hardware and Software’<br>4. Type the names and features of any ten keys in Word pad  |
| July      | L-3 : MS Windows : The Operating System<br>3.1 : Microsoft Windows<br>3.2 : Working with Windows 7<br>3.3 : Understanding Files and Folders<br>3.4 : Application Window<br>3.5 : Some Components of Application Window<br>3.6 : Windows XP Versus Windows 7 | FA – 2<br>(July-Aug)  | 1. Class work done in book and notebook<br>2. Lab Activity related to L- 3<br>3. Drawing Flag of India in Paint<br>4. Identifying and naming the tools   |
| August    | L-4 : More on MS Paint<br>4.1 : Curve Shape<br>4.2 : Polygon Shape<br>4.3 : Menu Bar  |                       |  |
| September | Revision of L- 1to 4 for SA – 1<br>Sample Paper-1(Pg .No.-56)   | SA -1<br>(September)  | L-1 to 4 Complete with MCQ, True/False, Fill in the Blanks, Match the Column, Crosswords, Identify and label the pictures and Question Answer + Lab Activities related to L 1 to 4done in the lab. |

| <b>Month</b> | <b>Course Book</b>   | <b>Assessment</b>       | <b>FA Tasks</b>  |
|--------------|--|-------------------------|--|
| October      | L-5 : Editing in MS Paint<br>5.1 : Selecting the Drawing<br>5.2 : Using Clipboard<br>5.3 : Image Group<br>5.4 : Changing the Size of an Image  | FA - 3<br>(Oct-<br>Nov) | 1. Class work done in book and notebook<br>2. Make a greeting card for your teacher using all the tools of MS Paint  |
| November     | L-6 : LOGO : A Computer Language<br>6.1 : LOGO<br>6.2 : Starting MSW Logo<br>6.3 : Components of a LOGO<br>6.4 : LOGO Primitives<br>6.5 : Repeat Command<br>6.6 : Exiting LOGO   |                         | 3. Lab Activity related to L-6<br>4. Make a list of shortcut of commands on a thick sheet  |
| December     | L-7 :LOGO Arithmetic<br>7.1 : Revision of LOGO Primitives<br>7.2 : Print Primitive<br>7.3 : Calculations in LOGO<br>7.4 : Print with Logical Operators   | FA- 4<br>(Jan-<br>Feb)  | 1. Make a poster on LOGO Primitives<br>2. Lab Activity related to L- 7   |
| January      | L-8 : Learning MS Word<br>8.1 : Starting MS Word 2010<br>8.2 : Parts of MS Word Window<br>8.3 : Typing Text<br>8.4 : Creating a New Document<br>8.5 : Saving a File<br>8.6 : Printing a Document<br>8.7 : Closing a Document<br>8.8 : Opening an Existing Document |                         | 3. Lab Activity related to L- 8<br>4. Crossword related to "MS Word"   |
| February     | Revision of L-5 to 8 for SA- II<br>Sample Paper-II(Pg.No.98)<br>Olympiad Practice Sheet (Pg. No. 104)  |                         |  |
| March        | Revision of all the Chapters for SA II   | SA -2                   | L-5 to 8 Complete with MCQ, True/False, Fill in the blanks, Match the Columns, Crosswords, Identify and label the pictures and Question Answers.<br>+ Lab Activities related to L 5 to 8 done in the Computer lab. |



## Assessment Rubrics(Source: CBSE CCE Manual)

### REPORTING STUDENTS' ACHIEVEMENT

While reporting students' achievement in different areas, indirect grading in absolute scale having five points may be used. The grades will stand for the following distribution of marks:

|    |                       |            |
|----|-----------------------|------------|
| A+ | Outstanding           | 90% - 100% |
| A  | Excellent             | 75% - 89%  |
| B  | Very Good             | 56% - 74%  |
| C  | Good                  | 35% - 55%  |
| D  | Scope for improvement | Below 35%  |

The grade of the child can be computed in the achievement card based on the percentage of presence of behaviour indicator in the above category of percentiles. Besides certain remarks can be made in scholastic and co-scholastic areas as well as the achievement level of the child. These remarks will help the parents and the child to provide the learning skills in that area by devoting more learning efforts. Thus, continuous and comprehensive evaluation is a useful proposition for improvement of students' achievement through continuous diagnosis, remediation, encouragement and appreciation. It requires coordinated and concerted efforts on the part of Principals, teachers and parents for the multifaceted personality development of the child. The enclosed rating scales are expected to help the teachers in proper placement of students in terms of the different grades.

### LANGUAGES

| Aspects                          | Sub-Skills    | A+   | A   | B  | C  | D  |
|----------------------------------|---------------|--|---|--|--|--|
| 01 Reading Skills (Loud Reading) | Pronunciation | Can read short stories/articles/ words on ones' own and uses his phonetic skills to pronounce new words. | Can read short stories/article on ones' own most of the time. Uses his phonetic skills to pronounce new words most of the time. | Can often read short stories with varying speed and guidance most of the time                  | Can read short stories with varying speed and guidance from the teachers most of the time. | Needs help and prompting by the teacher all the time.                      |
|                                  | Fluency       | Can read simple/complex passages fluently with proper speed, expression and pronunciation.               | Can read simple/complex passages fluently with speed but needs occasional prompting.  | Can read simple passages but takes time to read each word lacks fluency, speed and expression. | Can read simple passages with guidance or prompting most of the time.                      | Fumbles a to while reading even simple sentences. Needs help all the time. |
|                                  | Comprehension | Can read and understand text and answer questions correctly.   | Can read and understand text and answer most of the questions correctly.  | Can read and understand text and answer some of the questions correctly.                       | Can read and understand text with the help of teacher.                                     | Cannot comprehend the text at all.   |

| Aspects                  | Sub-Skills              | A+  | A   | B  | C  | D   |
|--------------------------|-------------------------|---|---|--|--|---|
| <b>02 Writing Skills</b> | <b>Creative Writing</b> | Can write short stories and paragraphs with accuracy and originality in sentence construction and use of vocabulary. Ideas are arranged logically.. | Can write short stories and paragraphs on a given topic with a fair degree of accuracy .Displays originality sometimes. Ideas are generally logically arranged. | Writes stories and paragraphs but makes quite a few errors.  | Can write short connected descriptive sentences on ones' own with some grammatical errors. | Cannot write even short sentences of ones' own makes a lot of mistakes. |
|                          | <b>Hand writing</b>     | Is neat and legible. All letters and strokes are consistent and joined correctly. Transcription is error free.                                      | Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.  | Is legible but sometimes inconsistent with his strokes and letters. Transcription has occasional errors. | Handwriting is not very neat. Transcription has many errors.                               | Is neither legible nor consistent.                                      |
|                          | <b>Grammar</b>          | Can write sentences accurately.   | Can write sentences accurately most of the time.  | Can write sentences with quite a few errors.   | Can write sentences with a lot of mistakes   | Cannot write with accuracy. Needs help very often.                      |
|                          | <b>Spellings</b>        | Can spell all words correctly. Tries to spell new words.  | Can correctly spell all the words most of the time. Falters occasionally.   | Can correctly spell words but sometimes makes mistakes.  | Makes a lot of spellings mistakes  | Cannot spell words properly. Has to be helped.                          |
|                          | <b>Vocabulary</b>       | Has a rich vocabulary. Often uses new words and phrases in written and spoken forms.  | Has a good range of vocabulary and phrases. Uses new words only most of the time.   | Has a fair range of vocabulary. Uses new words sometimes   | Vocabulary is limited to only those words, which have been taught in class.                | Has a poor stock of vocabulary.   |

|                           |                     |   |  |   |   |                              |
|---------------------------|---------------------|---|--|---|---|------------------------------|
| <b>03 Speaking Skills</b> | <b>Conversation</b> | Is fluent and spontaneous. Responds to situations appropriately and accurately. Can narrate incidents/anecdotes and can participate in a discussion on a given topic with ease. | Is fluent and spontaneous most of the time. Responds to the situations appropriately but fumbles for words occasionally. Can narrate incidents/anecdote and can participate in discussions with efforts. | Lacks spontaneity, fluency and accuracy sometimes. Response time rather long. Needs prompting most of the time. | Lacks spontaneity, fluency and accuracy | Needs help most of the time. |
|---------------------------|---------------------|---|--|---|---|------------------------------|

|                             |                            |   |   |  |   |  |
|-----------------------------|----------------------------|---|---|--|---|--|
|                             | <b>Recitation</b>          | Can recite a poem or a story with proper speed. Dictation expression and tone.  | Can recite a poem or a story with proper speed or expression but makes occasional mistakes in pronunciation or forgets at times.            | Can recite a poem, or story with occasional prompting.. Expression is not very strong and effective.                 | Cannot recite an entire poem or story without prompting. Pronunciation expression is not appropriate.         | Recitation is poor. Lacks expression                           |
| <b>04. Listening Skills</b> | <b>Comprehension</b>       | Can comprehend oral questions, instructions, stories, poems.  | Comprehends oral question, instructions, stories, and poems most of the time.   | Has some difficulty in comprehending Instructions, stories or poems Needs guidance quite often.                      | Understands simple conversation in familiar situations. Needs simplification or translation most of the time. | Cannot understand instructions . Needs help all the time.      |
|                             | <b>Extra Reading</b>       | Can read short stories/poems for pleasure on ones' own with complete comprehension. Can form opinions and evaluate characters, and incidents. | Reads stories/poems for pleasure. Sometimes needs help in understanding the story. Can form opinions and evaluate characters and incidents. | Needs a lot of help with understanding of stories and poems. Can evaluate a character or a situation only sometimes. | Shows lack of interest in reading stories or poems. Needs a lot of prompting.                                 | Not interested to read at all any extra material of ones' own. |
|                             | <b>Activities/ Project</b> | Participates enthusiastically in activities/ Projects   | Enthusiastically participates in activities/Projects most of the time.  | Needs persuasion by the teacher for active participation   | Seldom participates in activities/ projects assigned.   | Does not participate at all.                                   |

## MATHEMATICS

|                 | <b>A+</b>  | <b>A</b>   | <b>B</b>   | <b>C</b>  | <b>D</b>  |
|-----------------|--|--|--|---|---|
| <b>Concept</b>  | Understands the concepts with logical thinking and good reasoning skill.               | Understands the concepts thoroughly.   | Understands the concepts and is able to apply most of them correctly. Needs occasional help. | Takes more time in understanding new concepts and requires frequent help. | Needs help most of the time in understanding the concepts and logically applying them. Activity Very confident, |
| <b>Activity</b> | Very confident, original and creative in-group activities. Has tremendous team spirit. | Takes keen interest in doing various activities and applying the concepts to real life situations. | Quite creative but needs to be more innovative and original                                  | Takes interest but needs to be more systematic and organized.             | Lacks initiative and is disinterested in-group activity.  |

|                       |   |  |  |   |   |
|-----------------------|---|--|--|---|---|
| <b>Tables</b>         | Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge tables. | Knows the tables but falters a little in dodge tables.       | Knows the tables but Makes mistakes in tables of higher number. Falters in dodge tables. | Has not understood the concept of tables. Makes a lot of mistakes in dodge tables | Has not learnt the tables. Cannot do dodge tables at all. |
| <b>Mental ability</b> | Takes immense delight in working with mathematical problems mentally  | Has a good number sense. Quick in solving problems mentally. | Solves mental sums with ease but at times makes careless mistakes.                       | Can perform mental calculations but falters occasionally.                         | Slow in solving sums mentally.                            |
| <b>Written work</b>   | Work is neat and methodical. Presentation is a source of inspiration for others.                            | Neat and systematic work.                                    | Neat and regular work but sometimes not up to the mark.                                  | Often the work is untidy and the figures are shabbily drawn                       | Untidy work. Late in submitting the assignments           |

## ENVIRONMENTAL SCIENCE

|                                  |   |  |  |   |   |
|----------------------------------|---|--|--|---|---|
| <b>Environmental Sensitivity</b> | Has the ability to reason, does independent thinking; has value appreciation for truth and aesthetic, sensitivity/observation     | Can do some independent thinking and is quite observant with reflexes of occasional appreciation | Can attempt to answer simple questions based on reasoning and observation.                       | Has difficulty in reasoning and observing. Can attempt to answer simple questions.    | Needs prompting to answer simple questions.   |
| <b>Activity/ Project</b>         | Very innovative; Collects information is able to present the work neatly: does reference work                                     | Work is informative and neat most of the time.   | Work is informative and more or less neat; tends to take support and help.                       | Presentation needs improvement; less informative                                      | Work is untidy and files not well kept and work is least informative                                  |
| <b>Group Discussion</b>          | Listens to other's point of view and is able to add to them ,Makes interesting observations; has a good organization of thoughts. | Listens to others' View point and hesitates to answer.   | Listens passively and offers no views; hesitates to answer; needs occasional help to give views. | Has some difficulty in comprehending instructions; has to be prodded to give answers. | Has difficulty in paying attention and following instructions; needs simplification most of the time. |

## SCIENCE

|                          |  |  |   |  |   |
|--------------------------|--|--|---|--|---|
| <b>Concept</b>           | Excellent ability to understand, grasp, recall, define and reason. Understands and differentiates, textual material with great ease. Is able to apply relevant knowledge and tabulate facts well. Reads and comprehends text, diagram and web chart quickly. | Good ability to understand, grasp, recall, define and reasons. Understands the textual material with ease. Is able to apply relevant knowledge. Reads and comprehends text, diagram and web chart.         | Can understand and recall the textual material. Is able to apply relevant knowledge and tabulate facts, can read and comprehend diagrams and web charts   | Can understand, grasp, recall, define and reason. Understands the textual material and with help from the teacher. Is able to tabulate facts well. Reads and comprehends text diagram and web chart with difficulty. | Needs continuous guidance in understanding. Finds difficulty in reading and comprehending text  |
| <b>Activity /Project</b> | Voluntarily participates in all the activities and enjoys experiments. Highly appreciable, creative and original in presentation. Is explorative innovative and infers a result after experimenting; does extensive reference work.                          | Participates in most of the activities and Performs experiments with interest. Excellent, creative project presentation. Is explorative and innovative in experimenting : does reference work.             | Participates in some of the activities and performs some experiments. Good project presentation with little creativity. Is explorative in experimenting; sometimes does reference work                        | Participates in very few activities and rarely performs any experiments. Satisfactory project presentation; not very creative. Rarely read any reference books   | Needs a lot of encouragement to participate in activities or perform experiments. Project presentation is not creative and systematic. Not interested in extra reading. |
| <b>Scientific Skills</b> | Has a very keen observation, inquisitive approach likes to experiment in a systematic way and draws accurate diagrams and records information correctly, carefully and systematically. Is able to analyze draw inference and, apply information.             | Has a keen observation, is inquisitive: does systematic work and draw neat diagrams, records information correctly, carefully and systematically. Is able to analyze, draw inference and apply information | Sometimes inquires about concepts; usually does experimentation in a systematic way and draws diagrams correctly. Records information. Is able, to draw inference and apply information with some difficulty. | Rarely inquisitive; Does experimentation when told. not very systematic work and untidy diagrams. Is not able to draw inference and apply information  | Not interested in experimentation, recording or drawing inference. Not very tidy and organized in his work. Generally disinterested.                                    |

|                         |  |  |  |   |  |
|-------------------------|--|--|--|---|--|
| <b>Group Discussion</b> | Actively participates and usually leads all group discussions. Very often makes interesting observations and adds to the points given. Can analyze points critically and generate new ideas. | Actively participates. Good relations with other members. Often, makes interesting observations can analyze some points critically | Participates sometimes. Satisfactory relations with other members. Sometimes makes interesting observations. Can analyze few points. | Hesitant to participate in-group discussions. Poor relations with other members. Rarely makes observations. Unable to analyze points. | A passive participant . Never makes observations, unable to analyze points . |
|-------------------------|--|--|--|---|--|

## COMPUTER EDUCATION

|                 |   |  |  |  |  |
|-----------------|---|--|--|--|--|
| <b>Skills</b>   | Very confident in using graphic skills, word processing skills, and operating skills.   | Skilled in operating and word processing skills.                 | Shows excellent eye hand coordination in operating skills. | Uses computer to enhance his knowledge on various topics taught in class. Uses computer as a tool. | Needs help from the buddy to complete his assignments. |
| <b>Aptitude</b> | Excellent in selecting and using different colours, creating pictures and identifying different features of multimedia in work presentations. | Shows special aptitude in using tools to create shapes and lines | Works with confidence and handles mouse with competence.   | Is able to combine text and graphics with help from teacher  | Takes time to locate keys on the keyboard.             |

## GAMES

|                    |  |   |  |  |                       |
|--------------------|--|---|--|--|-----------------------|
| <b>Enthusiasm</b>  | Plays with full intrinsic Motivation.  | Plays with full intrinsic motivation most of the time.  | Plays with zeal but of his choice games  | Plays but only when commanded  | Always gives excuses. |
| <b>Discipline</b>  | Obeys all class discipline voluntarily and plays by following all rules of the game. | Obeys all class discipline voluntarily most of the time and plays by following all rules of the games | Obeys class discipline on command and follows rules only suited to his advantage | Obeys due to fear of punishment. Follows rules on command with displeasure | Lacks discipline.     |
| <b>Team spirit</b> | Has team spirit and plays for winning  | Has team spirit and plays for winning most of the time  | Puts his effort, individually.   | Shows team harmony on and off.   | Not a team player.    |

|                              |   |   |   |                           |                         |
|------------------------------|---|---|---|---------------------------|-------------------------|
| <b>Strength, and stamina</b> | Outstanding development of skills and displays high performance | Excellent development of skills and displays high performance most of the time. | Very good skill development but performs occasionally | Average skill development | Slow skill development` |
|------------------------------|---|---|---|---------------------------|-------------------------|

## MUSIC

|                 |  |   |  |   |  |
|-----------------|--|---|--|---|--|
| <b>Interest</b> | Always very keen to learn and follow given instructions        | Very keen to learn and follow instructions most of the time.                          | Needs little drive to learn and start                | Sometime shows interest                                       | Does not show much interest.             |
| <b>Rhythm</b>   | Child has a good sense of rhythm and keeps pace with the beat. | Child has a good sense of rhythm and sometimes falters in keeping pace with the beat. | Sometimes loses pace with the beat.                  | Sometimes goes off the beat and cannot make it up.            | Does not have the sense of rhythm.       |
| <b>Melody</b>   | Child has a good sense of tune                                 | Child has a good sense of tune and goes off key Occasionally                          | Child goes off key, sometimes can come back in tune. | Child has the sense of time but goes off key in higher octave | Child does not have much sense of music. |

## PERSONALITY DEVELOPMENT

|                           |  |   |  |  |   |
|---------------------------|--|---|--|--|---|
| <b>Courteousness</b>      | Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect. Always speaks politely and uses good vocabulary never interrupts in between | Wishes others most of the time says sorry, thank you and excuse me stands up to give respect speaks politely never interrupts in between. | Many times wish others, (says sorry, thank you and excuse me). Some times interrupts: in between, speaks politely may times. | Sometimes avoids to wish, (says sorry, thank you and excuse me). Some times speaks politely interrupts in between. | Avoids wishing., (say sorry, thank you and excuse me) Aggressive and impolite |
| <b>Confidence</b>         | Always very confident in carrying out various activities.  | Very confident in carrying out various activities most of the time.   | Confident in carrying out most of the activities   | Quite confident but needs to come up with his/her ideas.   | Needs to develop confidence.  |
| <b>Care of Belongings</b> | Always respects the belongings and takes care.   | Takes care of self as well as others property most of the time.   | Most of the times takes care of belongings   | Takes care but does not bother about others.   | Careless about self as well as others property.                               |
| <b>Neatness</b>           | Always wears proper and neat uniform. Very careful about personal hygiene  | Wears proper and neat uniform. Sometime nails/hair/teeth not clean  | Wears proper and neat uniform most of the time.  | Most of the times in improper uniform often not careful about hygiene  | Often untidily dressed  |

|                                   |  |   |  |   |   |
|-----------------------------------|--|---|--|---|---|
| <b>Regularity and punctuality</b> | Very particular about being regular and punctual to school/classroom. Always regular in doing and submitting assignments and projects.     | Often particular about being regular and punctual to school/classroom often regular in doing and submitting assignments and projects. | Sometimes particular about being regular and punctual. Sometimes late in submitting assignments                                | Sometimes irregular and not punctual to school/classroom . Sometimes late in submitting assignments and projects.           | Irregular and sometimes late to school/classroom. Rarely submits assignments and projects in time.                  |
| <b>Initiative</b>                 | Always tries to do things independently. Always ready to participate in oral discussions/extra curricular activities                       | Most of the times tries to do things independently. Often ready to participate in oral discussions/extra curricular activities        | Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities             | Sometimes tries to do things independently . Sometimes ready to participate in oral discussions/extra curricular activities | Never does things independently. a voids participating in oral discussions/extra curricular activities.             |
| <b>Spirit of service</b>          | Always volunteers to participate in all activities for a social cause. Always ready to help others   | Volunteers to participate in activities for a social cause most of the time. Often ready to help others.                              | Often volunteers to participate in activities for a social cause. Often helps others   | Sometimes volunteers to participate in activities for a social cause. Sometimes helps others.                               | Rarely participates in activities for a social cause. Never bothers to help others.                                 |
| <b>Respect other's property</b>   | Always follows rules and regulations. Takes good care of property and consciously makes efforts to keep the environment clean.             | Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.         | Often follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.             | Sometimes follows rules and regulations. Does bother about others' property. Sometimes litters his/her surroundings         | Does not follow rules and regulations. Is not sensitive about others' property. Often litters his/her surroundings. |
| <b>Self control</b>               | Well disciplined in the classroom/ corridors/ staircase. Never misbehaves or fights in the playground/break. Emotionally a balanced child. | Disciplined in the classroom/corridors/stair case most of the time. Never misbehaves or fights in the playground/break                | Disciplined in the classroom/corridors/ staircase most of the time. Occasionally misbehaves or fights in the playground /break | Disciplined in the classroom but not in corridors/ staircase. Often misbehaves or fights/bullies in the playground/break.   | Indiscipline in the classroom/corridors/staircase. Mostly misbehaves fights/ bullies in the playground/br eak.      |



| <b>ART &amp; CRAFT</b> |  |   |  |  |  |
|------------------------|--|---|--|--|--|
| <b>Interest</b>        | Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art.               | Shows great enjoyment and aptitude for drawing and painting – recognizes the value of art most of the time                | Enjoys drawing and painting. Shows imagination some time | Prefers to be guided than using his own imagination.     | Prefers to reproduce what is seen. Needs repeated instruction            |
| <b>Creativity</b>      | Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work. | Has original drawing and innovativeness in the work, shows more feeling and expressions in his/her work most of the time. | Good at reproducing. Shows feelings and emotions.        | Can communicate the ideas in terms of effect and appeal. | Lacks creativity and looks for ideas and instructions from the teachers. |
| <b>Skill</b>           | Excellent development of skills and high performance   | Excellent development of skills and high performance most of the time.  | Skills development is good but performs occasionally     | Very slow skill development                              | No skills.   |

## Learning Indicators (Source : NCERT CCE Manual)

### ENGLISH

- At the end of class III learners will be able to do the following: (Learning outcomes)
- Talk about themselves, members of the family and the people in their surroundings.
- Follow simple instructions, requests and questions, and use formulaic expressions appropriately.
- Enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English.
- Recognize whole words or chunks of language. Recognize small and capital forms of English alphabet both in context and in isolation.
- Read simple words/short sentences with the help of pictures and understand them. Write simple words/phrases/short sentences.

#### Listening

#### Curricular Expectations

Understand simple English language spoken in their immediate environment. Enthusiasm to listen to English with understanding. Appreciate non-verbal clues and respond through speaking / body language.

## **Pedagogic Processes**

### **Clear lip movement for children with hearing impairment to lip read**

- Familiarizing children with day to day spoken English (small sentences and phrases) in class, assembly, playground etc. with peers/groups.
- Creating learning situations for using greetings and polite forms of expression. Using formulaic expressions such as 'Sit in a circle.' and helping children become familiar with these expressions and use them.
- Familiarizing children with the sound system of English through chunks of language such as "an apple" and connecting it with visuals/realia.
- Giving oral instructions for games/activities in simple English.
- Introducing content and devising tasks that encourage children to draw on diverse experiences and make connections with what is worthwhile and important to them.
- Encouraging children to watch English cartoons (Listening and speaking are developing in conjunction) and speak about it.
- Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play. Facilitating pair/group work where children share their experiences.
- Providing learning situations such as role play to listen and communicate messages.
- Using picture clips, photos, singing, storytelling, effective questions, music etc. Narrating variety of stories from the textbook and beyond, helping children to talk about the main idea. Using a number of facial expressions, dramatizing and picturing stories.
- Asking questions based on the texts, using mother tongue and scaffolding, wherever necessary using role play.
- Reading aloud, action songs/poems, encouraging children to sing collectively (Listening and speaking are connected) using gestures.
- Giving dictation of a few simple sentences to enable children to listen and write. (Listening is linked with speaking/writing).
- Playing music (non-verbal) and encouraging children to express themselves through speech, action, dance, drama photographs, film clips, puppets, comics, displays and singing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r.r. etc.

## **Learning Indicators (Progression)**

### **Listening**

- Responds to English words and sentences used in class/school, in **home language/English**. *e.g mode of transportation, post office, other sources etc. and reads the poem aloud and enact, etc.*
- Responds to simple greetings and polite forms of expression in English/home language/facial expression/body language. *e.g. Please work with your friend etc. Let us tidy the place. (simple 6-8 sentences)*
- Follows rules of games/activities. *e.g. Today we will play 'relay race'. Do you know how is it played? I'll tell you the rules and we'll play.*

- Engages with English cartoons/ children's films/visuals. *e.g. Describe what you saw in the film and other related questions etc.*
- Shows interest in listening to experiences of her peers and others in English and home language *e.g. All the students had gone for a picnic and are now sharing their experiences.*
- Attends to oral messages/telephonic communications and communicates them in English/ home language. *e.g. Receives messages and conveys.* Listens to **new words** and points/indicates objects and persons. *e.g. Listening a story and understanding the meaning of words in context.*
- Understands the story and tells the main action in it. (Listening & Speaking in conjunction) **in home language/English/sign language.**
- Shows enthusiasm to listen to English poems, songs, jokes. *e.g. Birds sing, phone rings. . . .* Responds to questions asked on textual material/ narrated stories in **English/ home language.** *e.g. Do you enjoy train rides.*
- Takes dictation of chunks of words *e.g. describing the classroom.*
- Draws with interest after listening to the input. *e.g. Follows steps and does the task and also listens and writes words/sentence with understanding such as let us make an envelope.*
- Enjoys rhyme and rhythm of poems and sings aloud. *e.g. I found a shell, a curly one lying on the sand . . .* Appreciates music and expresses in action/speech. Listens, and co-relates various onomatopoeic sounds; talks about them. *e.g. Tak, tak, is anybody there?*

## Speaking

### Curricular Expectations

Able to speak English along with home language. Able to ask questions. Able to recite/ poems, say dialogues, phrases from stories/ plays, etc.

### Pedagogic Processes

- Encouraging lip reading to understand words even without sound.
- Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.
- Familiarizing children with new vocabulary as per their context and making them speak.
- Using pictures, objects, realia, models and wall displays at eye level, large prints and signs.
- Providing input/ encouraging for participation in class, morning assembly programmes.
- Providing situations/ pictures/images/artifacts to help children speak about them in pair/groups.
- Creating learning situations via-drama, storytelling, group work, role-play/mock-telephonic conversations/conversations between and among family members/ connecting it with the characters from lessons.
- Creating learning situations to speak about hobbies, games, food etc.
- Giving a prompt to help children speak "You know, I read a story which goes like this..." "Once my brother played a prank on me ..."
- Based on the reading of the text, children are encouraged to speak. *e.g. comprehension, connecting to previous knowledge.*

- Varying the input as per the special needs of the child with hearing impairment.
- Connecting learning to the real world and encouraging them to ask questions such as: *Why can't we play now?*
- Encouraging children to imagine and speak about characters and situations using prompts or pictures to help children create stories.
- Encouraging children to raise queries & ask questions through various modalities like visual, auditory and kinesthetic.
- Providing poems (from textbooks and other sources chosen by the teacher/ children from children's magazines/ children's section in newspapers).
- *All the bells are ringing. . .there?* 10 Providing stories/plays (from textbooks and beyond the textbook).

## **Learning Indicators (Progression)**

### **Speaking**

- Uses simple sentences to introduce herself in English/ home language/sign language. *e.g. I am Jagat. I study in class III. I like ice cream and orange juice.*
- Speaks as per context. *e.g. Given a context from the text or real world, gives appropriate words.*
- Participates in different events such as role play/ poetry recitation/ drama organized in school from time to time. Speaks about situations/pictures/images in English and home language.
- Engages in conversation in English and home language with friends, teachers, and family using simple sentences and Responses. *e.g. The kite is flying. The aero plane also flies.*
- Narrates her personal experiences/ anecdotes/ stories she has read or heard in English/home language/sign language. *e.g. My pup is very sweet.*
- Makes requests, uses greetings and polite forms of expression.
- Expresses her likes and dislikes. *e.g. I like to jump and skip.*
- Responds especially to the textual questions being asked in both English class and in other subject classes in English/home language.
- Narrates stories (imaginary/dreams/actual situations. etc.) Asks questions about things around her. Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation.
- Recites rhymes/ poems /songs in groups and individually and through acting out. Says phrases/dialogues from stories/plays. Retells main idea of the story/play.

**Reading** They recognize some words in English and make some attempts to read unknown words using initial sounds. They mostly rely on illustrations and teacher support to establish meaning in a text and may not understand everything that they read. While they continue to use early decoding skills, they are not yet able to predict from language context alone because of their yet developing English proficiency. Gradually they can follow and read short, simple texts along with the teacher and in class as shared reading activities.

### **Curricular Expectations**

- Understand the main idea, locate details in the text (seen and unseen).
- Able to ask questions.
- Understands the form and functions of grammar in context.

## **Pedagogic Processes**

- Providing visuals/pointing to illustrations in texts to encourage children to read. Familiarizes children with both small and capital letters of the alphabet.
- Facilitating comprehension through various texts/movement/actions.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions and interaction.
- Introducing stories to facilitate comprehension. Listening to poems, showing understanding through tone, volume and action.
- Introducing different kinds of texts such as descriptions, stories, folktales and poems. Providing beyond the text materials such as advertisements, notices, etc.
- Facilitating reading of children's magazines and children's section of newspapers and enriching the reading habits through exposure to school library, reading corner.
- Introducing titles of books, movies, etc. Encouraging children to raise questions based on their reading.
- Drawing attention towards use of grammar in context and explaining it such as nouns, adjectives etc. *e.g. red rose.*
- Drawing attention to the use of punctuation through a variety of texts such as use of capital and small case, comma, full stop.

## **Learning Indicators (Progression)**

### **Reading**

- Reads small texts with comprehension. Identifies/ locates main idea, details and the sequence of ideas and events and draws conclusions based on reading.
- Relates ideas with her personal experiences. *e.g. After reading a story on travel, is able to connect with her experience of travelling in a bus/ train etc.*
- Reads and relates texts of home language.
- Recognises themes such as triumph of good over evil.
- Engages with different kinds of texts descriptions, stories, folktales and poems. *e.g. She narrates the story that also deals with similar issues and connects with her life.* Connects with real life, including **home language/sign language**.
- Engages in reading beyond the text materials and enjoys reading. Infers the meaning of unfamiliar words by reading them in context.
- Reads titles of books, movies, captions. Asks questions based on the reading or out of curiosity.
- Uses simple grammar in sentences. *e.g. Jamala is a good student.* Uses appropriate punctuation. *e.g. Jatin is my friend.*

### **Writing**

They develop the ability to use some basic conventions of writing in English. They write texts using sentence structures based on oral structures and very simple repetitive texts. By the end of class III, they are beginning to write their own very short, simple texts. They write with less need for teacher transcription. Their attempts at spelling depend on sounds. Children begin with one word to phrases to sentences across class levels.

**Curricular Expectations** Able to write short, simple texts.

**Pedagogic Processes**

- Facilitating children to form letters and spacing properly.
- Familiarising children with words from the text and immediate surroundings.
- Drawing attention to the use of capital letters and punctuation marks such as full stop, comma, question mark etc. Giving dictation of sentences/short paragraphs (listening and writing are developed in conjunction).
- Providing texts (seen & unseen) and encouraging writing answers to comprehension questions.
- Providing verbal/visual clues to develop words/ sentence/ paragraphs.
- Encouraging children to write on self, family, pets and home etc. (**Giving extra time for children writing in Braille**).
- Providing examples of writing through a variety of examples.
- Providing examples of words/phrases (linkers) to indicate sequence, such as 'and' but' etc.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with rhyming words, creating rhythm through a poem.
- Providing a variety of contexts such as going for a picnic, a fair etc. and helping them develop new vocabulary.

**Learning Indicators (Progression) Writing**

- Draws enthusiastically according to the context and writes a little, name etc.
- Uses proper spacing between letters, words and sentences.
- Writes familiar words, phrases simple, sentences in Braille or print.
- Uses capital letters and punctuation marks. *e.g. Finally, I dressed up and went to school.*
- Takes dictation of chunks of words. *e.g. items needed for class library.*
- Writes answers for textual questions after comprehension. (**Writing is linked to reading**).
- Writes words/sentence paragraphs with the help of verbal/visual clues. *e.g. Pictures of flowers/ fruits, animals etc. and writes. Writes, descriptions/ narratives, 5-6 simple sentences on personal experiences. Describing any event/ place/ object. e.g. Look at the fish tank and write three sentences what you see.*
- Uses appropriate punctuation forms in a variety of written texts. Writes rhyming words. *e.g. Day-bay; mouse house etc.* Makes lists for various purposes. *e.g. Prepare a list for class picnic; mat, water bottle, tiffin, towel, bag etc.* Contributes for the school magazine (drawing with caption etc.)

**Concern for Immediate Environment**

**Curricular Expectations**

- Develop concern for immediate environment (both physical and social) through observation, which leads to development of language skills in an integrated manner.

**Pedagogic Processes**

- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.

- Providing texts/ film clips/ pictures/ posters/ models (seen/unseen) related to environment such as poems, stories, etc. thus developing listening and reading. e.g. This is a beautiful flower.
- Providing input & encouraging expression in the form of short dialogue, paragraph, poem or song.
- Providing a variety of inputs on diversity all around (nature and society) (different leaves, pictures of animals, landscapes, realia etc.) and encouraging peer grouping.
- Providing situations to ask questions through topics related to concern for the immediate environment such as throwing garbage in bin, not tearing paper etc.
- Providing audio – video input such as posters, children’s films, cartoons, displays, music, songs etc. for facilitating expression, role play, etc.
- Drawing attention towards diversity of language, dress, food, festivals etc. and providing new/related vocabulary.
- Providing texts (seen/unseen) and sensitizing the children towards gender equality and diversity among learners such as girls and boys going to school, all children going/learning/playing at school, including differently-abled , and introducing new/related works.

#### ❖ **Learning Indicators (Progression)**

##### ➤ **Concern for Immediate Environment**

- Appreciates the diversity nature and responds through verbal and non - verbal expression (body language, speech, drawing and writing/signs) **in English and home language/sign language.**
- Engages with new words related to environment. Appreciates the ideas in the poem/story on nature/environment. *e.g. Let us water the plants.* Expresses feelings, about environment/ social issues through speech/writing **in English/home language/sign language.**
- Appreciates the idea of learning together and sharing with others.
- Draws on diverse experiences and makes connections. *e.g. I read from this book and my friend reads from Braille book.*
- Uses role play to express ideas on learning together (inclusive education) and environment.

पाठ्यक्रम संबंधी अपेक्षाएं  
भाषा - हिंदी (कक्षा तीन )

**सुनना और बोलना :**

- दूसरो की बातों को ध्यान से सुनना ।
- अपनी बात को कहने की कोशिश करना ।
- दूसरो की बात समझ कर अपने शब्दों में कहने की कोशिश करना ।
- छोटी कहानी, कविता आदि सहज रचनाओं को ध्यान से सुनना ।
- छोटी कहानी, कविता आदि को हाव भाव के साथ सुनाना ।

**पढना और लिखना**

- चित्र देखकर अनुमान करते हुए पढना
- लिखित और मुद्रित सामग्री को पढना ।
- पढ़ी गई बातों को समझकर अपने शब्दों में कहने और लिखने की कोशिश करना ।
- विभिन्न स्रोतों (रीडिंग कार्नेर, पोस्टर, दवाईयों के रैपर, होडिंग, बाल पत्रिकाएँ, साइन लैंग्वेज) से अपनी पसंद की सामग्री
- अपनी बात को लिखकर कहना ।
- अपनी कल्पना से छोटी कहानी, कविता आदि लिखने की कोशिश करना ।

**परिवेशीय सजगता**

- आसपास की प्रकृति (पेड़-पौधे, मौसम, घरेलु पशु-पक्षी आदि)को देखना और अपनी राय बनाना ।
- घर की भाषा और हिंदी के बीच संबंध बनाने की कोशिश करना ।

**सीखने के तरीके तथा माहौल सभी बच्चों के समावेश को ध्यान में रखकर -**

- अपनी भाषा में बातचीत करने की आजादी और अवसर हो, जैसे - समूह में एक - दूसरे के बारे में कहना ।
- अपनी बात कहने(भाषिक और सांकेतिक माध्यम से) के लिए प्रोत्साहित हों।
- अपनी भाषा गढ़ने और उनका इस्तेमाल करने के अवसर हों ।
- छोटी कहानियां , कवितायें अथवा /बाल साहित्य ,स्तरानुसार सामग्री ,साइन बोर्ड , होर्डिंग ,अखबारों की कतरने आदि पर चर्चा के मौके हों ।
- सक्रिय होकर काम करने के लिए स्तरानुसार ऑडियो- वीडियो सामग्री के उपयोग के अवसर हों ।
- हिंदी में सुने गई छोटी कविता , कहानी आदि पर अपनी भाषा में सवाल पूछने के अवसर हों ।



- हिंदी में सुनी गई छोटी सी कविता, कहानी आदि को अपने तरीके और अपनी भाषा में सुनाने के अवसर हों।
- विभिन्न प्रकार की सामग्री (रीडिंग कार्नर, पोस्टर, दवाईयों के रैपर, होडिंग, बाल पत्रिकाएँ, साइन लैंग्वेज) से अपनी पसंद की सामग्री पढ़ने के अवसर हों।
- स्तरानुसार ऑडियो- वीडियो सामग्री रोचक बाल साहित्य , पत्रिकाएँ , अखबार उपलब्ध हों।
- अपना परिवार, स्कूल, मोहल्ला , खेल का मैदान ,गाँव की चौपाल जैसे विषय तथा अपने अनुभवों पर लिखकर एक दुसरे से बांटने के अवसर हों।
- एक दुसरे की लिखी हुए रचनाओं को सुनने,पढ़ने और उसपर अपनी राय देने, उसमें अपनी बात जोड़ने , बढ़ाने और अलग -अलग ढंग से लिखने के अवसर हों।
- बच्चों द्वारा अपनी वर्तनी गढ़ने की प्रवृत्ति को भाषा सिखने का हिस्सा समझा जाये।
- अपनी बात को सृजनात्मक तरीके से अभिव्यक्त करने की आजादी हो।
- आस -पास होने वाली गतिविधियों /घटनाओं (जैसे मेरे घर की छत से सूरज क्यों नहीं दिखता? सामने पेड़ पर बेठी चिड़िया कहाँ चली गयी?) को लेकर सवाल करने के अवसर पर बच्चों से बातचीत या चर्चा करने के अवसर उपलब्ध हों।
- कक्षा में अपने साथियों की बोलियों पर पर गौर करने के अवसर जैसे -आम , रोटी, तोता आदि शब्दों की अपनी बोली गतिविधि शब्दों की लेन -देन /आपसदारी की गतिविधि के रूप में की जा सकती है।
- पाठ्यपुस्तक और उसमें इतर सामग्री में आये प्राकृतिक , सामाजिक एवं अन्य संवेदनशील मुद्दों को समझने और उनपर चर्चा करने के अवसर उपलब्ध हों।

### सुनना और बोलना

- सुनी अथवा पढ़ी रचनाओं की विषय वस्तु , घटनाओं , पात्रों शीर्षक आदि के बारे में बातचीत /सवाल पूछती/पूछता है। जैसे - इस चित्र में मछली उड़ क्यों रही है।
- सुनी गई ऑडियो -वीडियो सामग्री पर बातचीत करता है। जैसे - बूढ़ी अम्मा ने झाड़ू मारा तो चाँद ऊपर आसमान में जाकर बैठ गया।
- अपने मन से कहानी /कविता आदि बनाने का प्रयास करती/करता है।
- कहानी, कविता अथवा अन्य सामग्री को अपनी भाषा में कहते हुए उसमें अपनी कहानी जोड़ती/जोड़ता है।

## पढना - लिखना

- रुचिकर रचनाओं को आनंद लेकर पढता /पढती है ।
- चित्र और सन्दर्भ के आधार पर अर्थ का अनुमान लगाती /लगाता है ।
- अलग -अलग तरह की रचनाओं को समझते हुए पढने की कोशिश करता/करती है ।
- अपनी पाठ्यपुस्तक से इतर सामग्री (अखबार, बाल-पत्रिका , होर्डिंग्स आदि) को पढकर समझता/ समझती है।
- देखी,पढ़ी, लिखित सामग्री पर अपनी राय देता/देती है |जैसे- मुझे यह कहानी अच्छी नहीं लगी ।

## परिवेशीय सजगता

- अपने आस -पास होने वाली घटनाओं के प्रति जिज्ञासा को लिखने की कोशिश करता/करती है ।
- पाठ्यपुस्तकमें और कक्षा में विभिन्न गतिविधियों /बातचीत के दौरान अवसर मिलने पर अपने घर की बोली में अपनी बात कहता/कहती है । जैसे - मम्मी के रई है की वाके झौरे मत बेठियो (ब्रिज भाषा )
- विभिन्न प्राकृतिक, सामाजिक एवं संवेदनशील मुद्दों पर अवसर मिलने पर बातचीत करता/करती है । जैसे- बाधाने पर हमारे मोहल्ले में भी पानी भर गया है।
- पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबें स्वयं चुनकर पढती/पढता है ।
- अपने सामान्य और विशेष अनुभवों को लिखता है । जैसे घर से स्कूल के रास्ते में क्या-क्या देखा? गर्मी की छुट्टियों में क्या क्या किया आदि।
- कविता या कहानी पढकर उसके बारे में पूछे गये प्रश्नों का उत्तर लिखना
- अपनी कल्पना से कहानी , कविता , पत्र आदि लिखते हैं। जैसे -मन करता है कोयल बनकर कुहू कुहू मैं भी गाऊं
- आस पास मौजूद परिस्थितियों के बारे में सवाल करता/करती है । जैसे - मेरे घर के पास कूड़ा क्यों है ।
- पाठ्यपुस्तक के विभिन्न पाठों में आये संवेदनशील मुद्दों पर अभिव्यक्ति /मौखिक/लिखित रूप से करती है ।
- अपनी बात /कविता /कहानी को सृजनात्मक तरीके से लिखते है ।

## What are the learning indicators of EVS Learning?

- Broadly, the EVS learning is around ten processes as mentioned below. Thus the nature of learning indicators in EVS is process based.
- In order to understand the nature of complexity class III to IV, IV to V, suggestive examples have been given along with each indicator.
  1. *Observation and Reporting* – Explores shares, narrates and draws, picture-reading, makes pictures, collects and records information, tables and maps.
  2. *Discussion* – Listens, talks, expresses opinions, finds out.
  3. *Expression* – Expresses through gestures/ body movements, expresses verbally, expresses through drawing/writing/sculpting, expresses through creative writing.
  4. *Explanation* – Reasoning, makes logical connections, describes events/situation, formulates one's own reasoning's, make simple gestures, thinks critically, and makes logical connections.
  5. *Classification* – Identifies objects based on observable features, identifies similarities and differences in objects, sorts/groups objects based on observable features. Compares objects and classifies them based on physical features.
  6. *Questioning* – Expresses curiosity, asks questions, raises critical questions, frame questions.
  7. *Analysis* – defines situation/ event, identifies/predicts possible causes of any event/situation, making hypotheses and inferences
  8. *Experimentation* – Improvises makes simple things and perform simple experiments.
  9. *Concern for Justice and Equality* – Sensitivity towards the disadvantaged or differently abled, shows concern for environment
  10. *Cooperation* – Takes responsibilities and takes initiatives, shares and works together with empathy.

### Learning Indicators in EVS for Primary Level (Class III)

#### Observation and reporting:

Observes and explores environmental objects/plants/animals/local transports in the immediate surroundings. *E.g., "identifies names of objects, local plants, animals, transport, and shelters, etc in their own language."*

- Shares and reports her observations on the collected information/objects/visited place through various ways. *E.g., "shares brief details of plants (part), animals, food item eaten in the family, local games, local transport, nearby park, garden/field, post office, market in their own language orally"*.
- Draws simple designs/ drawings/patterns that have been seen on different objects at home/school **with the support of elders** *E.g., "draw floral designs, pattern of leaves/circle/ square/ triangles and colour them."*
- Appreciates and reflects on her observations, work done by self and others. *E.g., "Reading and enjoying signboards, pictures, posters in the locality, school (shops name, posters name, posters related to prevention of disease notice board etc) and reflects on them verbally or through gestures"*.
- Involves in group discussions related to the problems seen in immediate surroundings. *E.g., "wastage of water, littering and throwing garbage use of plastic bags, food wastage in the family, need for bridges, kind of houses, etc"*.

- Listens to others experiences/ideas in group discussion on the problems / themes related to immediate surroundings *E.g., “where do their family get water, who fills water in the family, do their family discriminate in the community/public places”.*
- Shares experiences verbally and accepts feedback given by peers group on her work. *E.g., ‘Water in Our Life’, and narrating one’s own experiences of where s/he has seen people wasting water such as while cleaning the houses, utensils, clothes, vehicles, and reflects her views”.*
- Reflects on others work/views in a group *E.g., “suggests how can the use of plastic bags can be reduced, how to dispose garbage in the locality”.*
- Expresses one’s feelings / ideas through orally /verbally form *in a creative writing exercise on – “If I could fly like a bird”, she can describe her own ideas creatively where would I like to go? She describes how does she interact with family as well as others who cannot see, speak or hear? How does she help them with their work?*
- Uses appropriate language/gestures to show care, respect and accept the people as they are.
- Expresses views/opinion on problems related to day to day life and misuse of environmental resources. *E.g., “reduce wastage of food, water in school/family”.*
- Creates designs by using variety of material by using fallen dry leaves, flowers, clay and pebbles, etc.
- Makes her own guesses and gives her own reasoning on any event/situation in day-to-day life. *e.g., “how many hand spans will cover the table/desk”? “Where do animals drink water other than the pets?” “How many mugs of water are required to fill a bucket”?*
- Explains the relationships of *self with other members of the family and depicts through drawings and written language.* *E.g. makes family tree(depicting only two generations (father/grandfather)*
- Identifies objects, plants, animals, food items based on their observable features in the surroundings
- Engages actively in sorting the objects by one/two observable features at a time. *E.g., “**sorting objects** on the basis of one/two visible features at a time e.g. (size, colour, shape, texture etc. classify leaves on the basis of their smell, colour, shapes, texture)”.*
- Groups objects/animals/plants according to **similarities** in relation to their appearance/habitat/food/movement. *E.g., “looking for similarities and differences in different ways of cooking – like frying, roasting, steaming; Sorting things that are made from rice and wheat;*
- Classifies objects/animals/plants according to **differences** in relation to their appearance / habitat/ food/movement. *E.g., “Making a list of foods that one often eats such as dals, vegetables, rice, soup, water, roti,, biscuits, sambhar, tea, and then sorting these into solids and liquids”.*
- Expresses curiosity on any phenomenon/ event/celebration at home/in the immediate surroundings *E.g., “rainbow and cloud formation, customs followed in family”*
  - a.) Asks questions that demonstrates a range of thinking skills (what, why, where) *e.g. “Why do we not eat all the vegetables throughout the year?” “Why does my four-month old sister only drink milk?”*
  - b) Generates/frames questions on her own on familiar objects/animals/plants and events in the immediate surroundings. *e.g. “from where do. Plants get water?” Where do lizards go in winter? “What happens if there are heavy rains?” “How is rain both good*

*and bad for the environment?’ What will happen if birds could not fly but only walk on their feet? “Why dals/seeds are soaked before cooking; why round, smooth pebbles are found near the river side; how grass and small plants grow on their own, without being planted by anyone”.*

Reflects critically on various issues of social and cultural discrimination. (Related to working children, girls/women, elderly and differently abled). Defines situation or events in her simple language.

Predicts and identifies probable reasons of any event/situation/phenomenon seen /observed *E.g., “ predict that a ten spoonful of water would fill a bowl or identifies why do a wet surface would dry more quickly when exposed to wind”.* Makes simple inferences (reasoning);

*E.g. , “ between the shapes and size of vessels and the water stored in them. e.g. Taking vessels of different shapes and sizes and predicting and testing which one contains more/less water, etc.? Creates simple objects (clay/locally available material ) and engages in hands on activities through pictorial instructions or with the support of elders.*

*E.g. “improvising/making a toy-train from empty matchboxes, simple jigsaw puzzle using cardboard; creating pictures of different animals with dried leaves.”*

- Tries out/manipulate with the given material/objects /hands on activities with the support of elders/independently. *e.g., putting water in various containers to demonstrate water takes the shape of any container, flows down and feels wet;*
- Develops sensitivity towards plants, animals, environment needs of differently-abled children, and learns to express feelings in different ways
- Expresses concern for equality and for justice for disadvantaged group of society, and gives her own opinion
- Avoids wastage of material and suggests ways for reuse of material in day to day life.
- Shows no biases in behavior (*E.g. “ sitting, eating, working, sharing with all irrespective of traditional and cultural biases”.*
- Engages in group work and share things with peers.
- Accept responsibility for age appropriate tasks *E.g., “turning off the lights when not in use; not wasting paper; throwing litter in the bin”; organizing belongings;”*
- Expresses empathy for others. *E.g., “Extend helps/support to friends when required.”*
- Follows rules made for games or other collective tasks undertaken in the school/home.
- Works with others to solve problems. *e.g., children are asked to turn to the child next to them and work cooperatively in answering a question; solves a problem by working with others, sharing ideas, and testing the solutions*
- Shows some responsibility for his/her own health, and the health and well being of others. *E.g. , “practices good personal hygiene and cleanliness; discusses healthy habits, and practice self-control by abstaining from actions that harm one’s self as well as others”.*
- Creating and utilizing school environment for group learning *E.g., “ takes a pollution walk, gathering examples of litter and trash”.*

### CLASS III MATHEMATICS

| Conceptual Area  | Pedagogical Processes   | Learning Indicators   |
|--|---|---|
| <p><b>SHAPES AND SPATIAL UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Creates shapes through paper folding, paper cutting Identifies 2-D shapes .</li> <li>• Describing the various 2- D shapes by counting their sides, corners and diagonals.</li> <li>• Draw some 3-D objects Make shapes on the dot-grid using straight and curved lines Tiles a given region using a tile of a given shape.</li> <li>• Distinguishes between shapes that tile and that do not tile</li> </ul> | <ul style="list-style-type: none"> <li>• Conduct activities with individual child and group of 3-4 children for folding paper for more than two types.</li> <li>• Let the children discuss and identify the figures that are formed by the crease on opening the paper.</li> <li>• Discussing various shapes ( 2-D and 3- D) available in the surroundings of the child and their characteristics by involving children in identification of the specific characteristics of every shape.</li> <li>• Drawing child's attention towards various similarities and differences in two and three dimensional shapes while they are sorting and classifying them. This will help them in associating various shapes with names like squares, rectangles, triangles, cube, cuboids, cone, cylinder, sphere etc.</li> <li>• Giving idea of straightness and curvedness from the objects like edge of a tumbler, edge of a book/notebook, table etc. involve children in exploring the other properties of shapes like edges, corners etc. Conducting activities involving children in drawing straight and non straight lines by tracing the edge of a 3-D shape on paper. Engaging children in making sceneries, pictures and drawings, focusing on shapes made up of straight and curved lines Conducting activities with children to draw various shapes using a dot grid.</li> </ul> | <ul style="list-style-type: none"> <li>• Child identifies rectangles, triangles and other rectilinear shapes formed by the crease of paper on folding it.</li> <li>• Indicates understanding of 2-D shapes on the basis of number of sides, corners and diagonals, straight and curved edges etc.</li> <li>• Demonstrates shapes like book, glass, bottle, chalk box, ball as 3-D shapes and gradually attempts to associate them with standard names like cuboids, sphere, cone, cylinder.</li> <li>• Explores observable properties of 3-D shapes like flat and curved surface, edges, corners etc.</li> <li>• Groups objects on the basis of shapes (cone, cylinder, balls etc. as they have curved surface) and other observable properties.</li> <li>• Demonstrates her ability to differentiate between 2-D shapes (like square, rectangle etc.) and 3-D shapes (cone, cylinder, sphere etc.).</li> <li>• Uses different ways of drawing straight line by paper folding, straight edge, straight string with free hand and with free ruler.</li> <li>• Cites different examples to show the understanding of difference between straight and curved lines.</li> <li>• Make free hand drawing of horizontal, vertical and slant lines. Draws shapes of her liking by using straight and curved lines on a dot grid.</li> </ul> |

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| <p><b>NUMBERS AND NUMBER OPERATIONS</b><br/>         Reads and write 3-digit numbers.<br/>         Expands a number using place value.<br/>         Counts in different ways starting from any number.<br/>         Compares numbers Forms greatest and smallest up to three digit numbers using given digits</p> | <ul style="list-style-type: none"> <li>• Involving children in reading numbers written on a number chart and other places in and outside classroom.</li> <li>• Engaging child in activities of counting large number of objects from her surroundings. Encourage them to make equal groups while counting. After building an adequate understanding of grouping objects in hundreds, tens and ones, involve them in writing the number.</li> <li>• Organise group activities to compare number of objects in two collections ( having groups of tens and ones) by one to-one correspondence. Children should be encouraged to find their own ways of comparing the collections e.g. using the sequential order of numbers.</li> </ul>  | <ul style="list-style-type: none"> <li>• Devises ways of counting the given number of objects by grouping them in groups of 2, 3, 4, .. 10 objects from her immediate environment and expresses the number as per her own understanding.</li> <li>• Attempts to read and write any given number (up to 999) and associate a given collection with a number and vice-versa.</li> <li>• Demonstrates strategies of comparing two numbers using sequential order of numbers, using size of a number, using the place values of digits etc. Devises ways of writing a number when a group (hundreds, tens or ones) is missing.</li> </ul> |
| <p><b>Addition and subtraction</b> Adds and subtracts three digit numbers (with and without regrouping) Solves problems using Addition and Subtractions</p>   | <ul style="list-style-type: none"> <li>• Engaging child in adding and/or subtracting two numbers written vertically or horizontally.</li> <li>• Let the children devise their own ways of addition by using their understanding of addition on 2-digit numbers .</li> <li>• There are a lot of situations in child's daily life where addition and subtraction of numbers up to three digits happens.</li> <li>• Let the child analyse the given situation and solve it by addition and subtraction.</li> <li>• Involve children in reading given problems and discussing what is given, what is to be found. Let children work out their strategies to find the unknown from the known.</li> <li>• Organising selling buying situation in classroom where lot of addition and subtraction of money is involved using play currency notes up to Rs. 1000.</li> <li>• Encouraging children to use alternative strategies for finding</li> </ul> | <ul style="list-style-type: none"> <li>• Adds and subtracts 3-digit numbers by using different strategies like using the concrete objects in bundles of hundreds, tens and ones or by standard algorithms or by her own algorithm but mathematically correct process.</li> <li>• Analyses and describes a problem in mathematical terms and finds the given and unknown data.</li> <li>• Finds the strategies to reach unknown from the known Solves problems using addition and/or subtraction with and without regrouping.</li> <li>• Uses estimation in verification of sum and difference of two/three digit numbers.</li> </ul>  |

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|   | total and balance without using pen and paper  |   |
| <p><b>Multiplication</b><br/>Multiplies two numbers using standard algorithm and lattice multiplication algorithm.<br/>Understands concept of division<br/>Applies multiplication and/or division to solve conceptual (daily life) problems</p> | <ul style="list-style-type: none"> <li>• Providing small hints to reach to the situation where child says <math>2+2+2+2+2</math> can also be called as 5 times 2.</li> <li>• Activities to write multiplication facts (times tables) by repeated addition and later on by observing patterns.</li> <li>• Activities to explore ways of multiplying two digit numbers. Avoid telling the standard algorithm at the first instance.</li> <li>• Children may devise their ways of multiplying first the tens and then units or other creative ways. Solving variety of problems on multiplication to master different algorithms and strategies.</li> </ul> | <ul style="list-style-type: none"> <li>• Appreciates the use of multiplication for repeated addition.</li> <li>• Explores the multiplication facts of 2,3,4,5 and 10 by different ways like repeated addition, skip counting,</li> <li>• identifying and continuing pattern .... Develops different algorithms to multiply two digit numbers.</li> </ul>                                  |
| <p><b>Division</b> Explains the meaning of division from context of equal sharing and grouping .<br/>Relates division with multiplication.<br/>Completes division facts by grouping and by using multiplication tables.</p>                     | <ul style="list-style-type: none"> <li>• Creating situations of equal sharing/grouping of objects and exploring ways of describing it mathematically.</li> <li>• Conducting activities to explore division facts in different ways like repeated subtraction, inverse of multiplication, pattern recognition etc.</li> <li>• Involving children in discovering their own ways to solve a problem involving division of two digit numbers</li> <li>• Conducting practice activities to help children master algorithms and appreciate the standard algorithms given in books.</li> </ul>  | <ul style="list-style-type: none"> <li>• Explores ways of equal grouping /sharing /distribution.</li> <li>• Understands division as another way of equal grouping /sharing /distribution Performs division by grouping / using multiplication tables.</li> <li>• Shows her understanding of division of two digit numbers in equal distribution of money to number of persons.</li> </ul> |
| <p><b>Money</b><br/>Converts Rupee to Paise using play money.<br/>Adds and subtracts amounts using column addition, and subtraction without regrouping.<br/>Makes rate charts</p>   | <ul style="list-style-type: none"> <li>• Involving children in groups and/or individually to make play currency notes of different denominations.</li> <li>• A set of such actual notes can be shown to them for the activities. Creating simple selling and buying situations in classroom and let children play with their play money.</li> <li>• Providing small hints to solve situations of transacting money</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrates use of numbers in identifying and making currency notes of different denominations.</li> <li>• Appreciates the use of money in day-to-day buying and selling situations.</li> <li>• Attempts to make small amounts of money by using notes of different denominations in different ways.</li> </ul>                                 |



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| <p>and bills.</p>   | <p>and finding balances Encouraging children to make estimates of how much money required, what will left etc. and then to actually verify their estimates.</p> <ul style="list-style-type: none"> <li>• Discussions may be held within and across the groups to find out the ways to refine their estimates.</li> <li>• Encouraging children to be critical observers of money transactions while they accompany parents and others for shopping.</li> </ul>  | <ul style="list-style-type: none"> <li>• Describe ways to find balance amount out of a given amount after the purchase of about 100 rupees.</li> <li>• Establishes relationship between rupee and paisa Devises ways of adding and subtracting amounts in daily life activities.</li> <li>• Estimates/approximates the money required and money obtained in balance in simple buying situations.</li> </ul>  |
| <p><b>Measurement: Length</b><br/>         Appreciates the need for a standard unit. Measures length using appropriate standard units of length by choosing between centimeters and meters. Estimate the length of given object in standard units and verifies by measuring Uses a ruler Relates centimeter and meter</p> | <ul style="list-style-type: none"> <li>• Organising discussions among children to showcase their understanding about measuring various things including lengths and distances and other quantities.</li> <li>• Creating situations when children get opportunities to measure in their own ways and resolve conflicts, if any, aroused due to use of non uniform units.</li> <li>• Providing hints during discussions so that children can appreciate that a unit is required for measuring anything. Involving children in devising various units that can remove the confusion and be used by all in a particular context.</li> <li>• Providing children units of centimeter and meter to measure various objects so that children can relate centimeter and meter.</li> </ul> | <ul style="list-style-type: none"> <li>• Attempts to resolve conflicts on lengths/distances by using body parts and other non uniform units like hand span etc.(non standard units).</li> <li>• Devises ways of making uniform units for measuring length/distances.</li> <li>• Uses her vocabulary to appreciate meter as a standard (uniform) unit of length.</li> <li>• Demonstrates ways of measuring smaller distances using a meter scale.</li> <li>• Appreciates the division of one meter into centimeters to measure relatively smaller lengths</li> <li>•</li> </ul> |
| <p><b>Mass</b> Weighs objects using nonstandard units Appreciates the conservation of weight<br/> <b>Volume</b> Measures and compares the capacity of different containers using non-standard units Appreciates the conservation of</p>   | <ul style="list-style-type: none"> <li>• Encouraging children to make out their meaning about the standard units of measurement they have in their vocabulary like a liter of water, kilogram and gram etc.</li> <li>• Let the children appreciate sub units to measure smaller and bigger quantities like meter-centimeter, kilogram-gram, litre-millilitre etc.</li> <li>• Involving children in speaking about their own daily experience of measuring liquids and</li> </ul>   | <ul style="list-style-type: none"> <li>• Describes ways of comparing and quantifying mass(es) of common objects .</li> <li>• Uses simple balance to compare weights of common objects Uses non-standard units like small stones and other such objects available in child's vicinity.</li> <li>• Understands that objects with different shapes and sizes may have same</li> </ul>   |

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| <p>Volume</p>  | <p>comparing the sizes of different containers<br/>Providing opportunities to children to relate various units and sub units and use their conversion in solving contextual problems</p>  | <p>weights.</p> <ul style="list-style-type: none"> <li>•Estimates capacities of different containers and tries to order them as per their capacities Shows the ability to compare the capacities of different containers in terms of non-standard units (like mugs, spoons etc.).</li> <li>•Understands general terms of measurement like liter for measuring volume and capacity.</li> <li>•Appreciates the conservation of volume like same amount of liquid seems to be more and less on pouring in to narrow and wide containers respectively but is same in quantity.</li> </ul> |
| <p><b>Time</b> Reads a calendar to find a particular day and date.<br/>Reads time correct to the hours. Reads calendar to find a particular date and day</p>     | <ul style="list-style-type: none"> <li>• Organising discussions and short stories on the vocabulary children have about time and calendar.</li> <li>• Encourage children to tell the time elapsed, time required to complete a task etc.</li> <li>• Conducting group/individual activities to introduce the idea of measuring a day in hours, months in days, and year in months.</li> <li>• Providing opportunities for reading a clock and a calendar. Initiating</li> <li>• discussion in the classroom and encourage children to find other ways of measuring a day, month and year.</li> </ul> | <ul style="list-style-type: none"> <li>• Shows the understanding of shorter and longer duration of different activities performed or to be performed.</li> <li>• Uses her experiences and talk of the people around him to express sequence of seasons in her own situation/environment Attempts to read the clock and tells the time correct to hour.</li> <li>• Demonstrates the skill of reading the calendar to find a particular</li> <li>• day and date i.e finds the day corresponding to date from the calendar.</li> </ul>   |
| <p><b>Data Handing</b><br/>Record data using tally marks<br/>Collects data and represents in terms of pictograph<br/>choosing appropriate scale and unit for</p> | <ul style="list-style-type: none"> <li>• Organising activities and providing opportunities to record information in numbers by using tally marks and to draw inferences or make decisions out of it. For example, in organizing a New Year party, how many pieces of different types would be required for class decoration.</li> </ul>   | <ul style="list-style-type: none"> <li>• Attempts to record information in her own ways.</li> <li>• Realizes problems in interpretation of information.</li> <li>• Devises ways of representing information to make it more clear and easy</li> </ul>   |

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| <p>display through pictographs Draw conclusions from the data by discussing with the teacher</p>  | <ul style="list-style-type: none"> <li>• Involving children in discussion to highlight the importance of recording of information.</li> <li>• Creating situations where in child uses her ways to record and present the information in a meaningful manner like number of students present in days of a week, number of family members each of her friends have, number of children whose name starts with particular letters etc.</li> <li>• Giving opportunities to children for exploring ways of recording and presenting data and draw inferences from the data.</li> </ul> | <p>to understand and interpret i.e uses tally marks to record large number of data.</p> <ul style="list-style-type: none"> <li>• Participates in discussions with others to draw inferences from the recorded information.</li> </ul>   |
| <p><b>Patterns</b> Identifies simple symmetrical shapes and patterns in his/her surroundings. Make patterns and design from straight lines and other geometrical shapes. Identifies patterns in the numerals for odd and even numbers and in adding odd and even numbers.</p> | <ul style="list-style-type: none"> <li>• Involving children in recognition and extension of patterns they come across in daily life experiences. These are required to be recorded and interpreted. For example different number patterns like 2,4,6,..., 10,20,30,40,... and patterns of shapes found on tiles and border designs on sarees, shawls etc.</li> <li>• Organizing group activities where children can create and discuss patterns. Group discussions could be followed by presentation of the patterns that have been found in front of the whole class.</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies simple patterns right from school activities to home like pattern in coming to school to going back, patterns in numbers and shapes, patters in tiles and designs, etc.</li> <li>• Understands the patterns of even and odd numbers, commutative of addition and multiplication of numbers, multiplication of numbers by 1, adding 1 to numbers etc.</li> </ul> |