Alternative Academic Calendar for Students

Primary

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Alternative Academic Calendar for Students at the Primary Stage

Guidelines for Studying at Home for Teachers, Parents and School Principals

Introductory Note

India and the world are facing an enormous crisis due to COVID-19. India as a country is under lockdown, while most of the cities and states in the world are under lockdown too. Medical care professionals, security personnel and personnel related to delivering essential services are working round the clock to tide over the crisis. Schools, Colleges and Universities have been closed. Students are confined to their homes, and so are teachers and parents. Teacher educators, teachers and parents need to find ways to deal with this unprecedented situation arising out of lockdown in order to engage students meaningfully through educational activities at home. While we are putting in all efforts to flatten the epidemic curve, learning can continue at home too, and the learning curve of children must continue to move upwards.

How should this be done? This question would be uppermost in the minds of teachers and parents. The first thought would perhaps be homework or home assignments. However, the concept of homework is that of a task done individually; moreover, it carries with it the pressure of completion rather than that of joyful learning. Further, as educationists, we prefer not to recommend homework over a long duration for very young children. We have to therefore seek alternative methods.

Currently, there are various technological tools and social media tools available for imparting education in fun-filled, interesting ways, which can be used by children to learn even while at home. Yet, we understand the need to structure it for you. Keeping in mind the varying levels of access to such tools and the variety of their content, NCERT has developed General Guidelines for Implementing Weekly Plan (for four weeks) for Learning of Students at the

Primary Stage. This entails the use of a commonly used, simple instrument i.e., the mobile.

Fortunately, almost everyone owns a mobile; additionally, many people use it for social media such as SMS, WhatsApp, Telegram, Facebook, Twitter as well as Google mail and Google Hangout. These tools have the advantage of providing us with the facility to connect with more than one student and parent at a time.

There is of course the possibility that many of us may not have internet facility in the mobile, or may not be able to use all of the above-mentioned social media tools. In that event, the solution is that students may be guided through SMS on mobile phones or mobile call; for very young students, this can be done with the help of their parents.

A week-wise plan for the primary stage (from Classes I to V) has been developed, keeping in view the choice of availability of tools with the teachers. The week-wise plan consists of interesting activities and challenges, with reference to theme/chapter taken from syllabus or textbook. Most importantly, it maps the themes with the learning outcomes. It may be mentioned here that the activities are suggestive in nature, not prescriptive, nor is the sequence mandatory. Teachers and parents may opt to do the activities that the student shows interest in, irrespective of the sequence. In the case of children in the same family studying in different classes, siblings may jointly be involved in the same activity; if the activities cater to different cognitive levels, the elder sibling can guide the younger one.

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

Links for e-resources have been provided along with the activities. Yet, if it is not possible for students to access these resources, the teacher may

guide them through mobile to other reference sources such as dictionary, atlas, news headlines, storybooks, etc.

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

WhatsApp Group Call

To start a group call on WhatsApp, first of all you have to make a group of parents then fire up a conversation on your WhatsApp and click the phone icon on the top right of the screen. Once your contact has picked up the phone, you can then click on the + icon on the screen and select multiple contacts to connect to a group call.

In cases where the teacher is using the mobile only for calling/ receiving calls and messaging, connecting with individual students or parents on a daily basis may be difficult. The teacher may opt for calling students or parents in a phase-wise manner for interacting, explaining and assessing. Hence it is suggested that this may be done in smaller groups. For instance, a teacher may call 15 parents in a day (Day 1) and explain the work expected from their children. On Day 2, she can call 5 out of the 15 parents to ascertain the progress of the children. The progress of the remaining ten would be ascertained on Day 3 (5 students) and Day 4 (5 students).On the same day (Day 2) she may call an additional ten parents to explain the work expected. This cycle would continue, so that a class of 40 students would be covered in 8-10 days. Likewise she can do for another set of students. Teacher can also send one collective SMS containing activities to a large group of parents/students simultaneously. Voice/video recorded messages may also be sent. Subsequently, parents can also respond to teachers through SMS and recorded voice message. Thus, in case of non-availability of the internet, mobile call, SMS, Voice Recorded message are some of the means through which a teacher can connect with parents and students.

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

General Guidelines for Implementing Weekly Plan (for four weeks) for the Learning of Students at the Primary Stage

- Teachers are advised to call up the parents of the students to appraise them about the conduct of the suggested activities.
- In case Internet is not available at a student's home, then teachers can explain to the parents about each activity over the phone, through SMS and Voice Recorded messages. Teacher must continuously ensure that the activity has been conducted, through a follow-up later.
- In case of availability of Internet and active WhatsApp, Facebook, Google Hangout, Google Mail, telegram, the teacher can forward the guidelines to parents with a brief explanation.
- Teachers should stress the point that children should not in any way be forced to do the activities. Rather, parents should create an atmosphere conducive to learning, for instance by telling a story or saying "let us play a game." Parents must also make efforts to participate in all these activities along with the children.
- The week-wise activities are given in the guidelines with overall learning outcomes, as learning outcomes should not be linearly divided. Resources are also mentioned wherever possible.
- Teachers may ask parents to observe changes in children's behaviour as given in the learning outcomes. Parents may, through interaction, questions, or similar kind of activities ensure that the student is indeed making progress in his/her learning. Examples are given in the table itself.
- The activities mentioned are suggestive and can be modified based on the availability of the resources and the prior knowledge of the student.
- The week-wise plan too is flexible: the teacher can guide parents knowing the strengths, limitations and contexts of the families as well as the interests of their children.
- The activities involve observant and active questioning on the part of teacher/parent as the student is progressing in the activity.

- Also, many activities cater to different concepts and skills which have to be developed in the student. A watchful integration of the concepts and prior understanding is required on the teachers'/parents' part.
- **Clear and sufficient verbal and visual instructions are to be given by teachers/parents so that all children, including Children with Special needs, are able to follow the activities suggested.**
- **To overcome difficulties of access with respect to learning Mathematics or other subject areas, some pupils may require tactile, and others specialized, equipment for work related to shape, geometry, calculations, etc. Some may require simpler language or more pictures. Others may need help in interpreting data in graphs, tables, or bar charts. There may be children who may need help in interpreting oral directions or while making mental calculations.**
- Opportunities are to be given to the student for logical reasoning and language development (in terms of expression of thought). Asking good questions and encouraging the student to think would help to achieve this objective.
- Appropriate worksheets can also be created aligned with the activities along with those given in the textbooks.
- Chapter wise e-content is available on the e-pathshala, NROER and DIKSHA portal of Government of India; these may be made use of.
- Before beginning the week-wise alternative academic interventions, the teachers need to have a talk with parents on 'Reducing Stress and Anxiety'. For this, the teachers need to go through the Guidelines on 'Reducing Stress and Anxiety' annexed at Annexure-I and accordingly develop points for a discussion, keeping in view the stage and level of students, and conduct it through WhatsApp conference call or Google Hangout with a good number of parents.
- In this Calendar, though experiential learning i.e., Art and Physical Education are integrated into subjects such as languages, Mathematics and Environmental Studies; yet in the interest and for the benefit of the children, Art Education and Physical Education have also been given special space as curricular areas.

- For Classes I-IV, parents may conduct the given activities under the guidance of teachers.
- For Class V, teachers need to directly talk to children through mobile phone and using WhatsApp, etc. under the supervision of their parents.
- Before the teacher begins explaining these activities, he/she must counsel /explain to parents / guardians and children the reasons for and merits of using this calendar.

Subject-wise Weekly Academic Calendar

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

The next column is titled 'Resources'. This column contains references to textbooks, chapters, themes, e-resources, some web links, etc. to be referred to by the teachers, if they want to design contextual activities for children. These are also helpful for parents to understand the activities they are going to conduct with their children. It may be mentioned here that there is no one-to- one mapping of activities with the Learning Outcomes, yet during the conduct of these activities, parents/teachers can observe changes in students in terms of their questions, discussion, their actions such as

classification of objects, etc. These changes relate to the Learning Outcomes, and ensure that the student is learning. The activities given here are exemplar; additionally, teachers and parents may design their own activities that focus on these learning outcomes.

This Calendar contains class-wise and subject-wise activities in tabular forms. it is up to choice of teachers and students, which activity they will choose to be undertaken as per their convenience and tool available with them. These acivities must not be termed as home work. Under alternative calendar, students are studying from home with parents under the guidance of teachers .

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

CLASS-I

Mathematics (Class I)

Learning Outcomes	*Resources*	*Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)*
Child • Classifies objects into groups based on a few physical attributes such as shape, size and other observable properties including rolling and sliding • Recites number names and counts objects up to 20, concretely, pictorially and symbolically • Describes the physical features of various solids/shapes in her own language. For example- a ball rolls, a box slides etc. • Works with numbers 1 to 20. • **C**ounts objects using numbers 1 to 9 • **C**ompares numbers up to 20. For example tells whether number of girls or number of boys is more in the class	NCERT Textbook/ State developed Textbook in Mathematics for Class -I	**WEEK -1** **Theme- Pre-number vocabulary**: • The student can be asked to observe different contexts and situations from the immediate environment, such as things that are inside/outside their room/ kitchen/ house, etc. • The student may be encouraged to use spatial vocabulary/ concepts like top-bottom, on under, inside-outside, above-below, near-far, before-after, thin- thick, big-small, etc. • The student can be asked to identify and compare things around them for example the things which are near-far, tall-short, thick-thin, etc. • The student can identify the differences and similarities between objects through different senses such as touching, hearing, and seeing and not limited to one sense. • The student can also be given worksheets emphasising such activities. These worksheets should give students multiple ways of expressing themselves and engaging with the objects around them. **WEEK -2** ***Theme-Classification*** • The student may be asked to collect a few objects on a table like pens, pencils, colors, erasers, sharpeners, or other material of cloth, paper, wood, glass, plastic, grains, pulses, spoons, magazines, etc. It must be ensured that these objects are of different colors and shapes. The

		student can be asked to classify them into several groups. The student may categorize objects on the basis of colors, shapes, sizes, utility or any other features that are observable and accessible by them. • The student may be asked why they have placed an object in a particular group. This will help the student in describing the criterion on the basis of which he/she has made that classification. • The classification may also include segregating three-dimensional objects based on their physical properties like round, flat, having corners, rolls or slides, etc. • Let the student now form only two groups of all the above objects. Ask the criterion on the basis of the formation of such groups. One such example can be that of objects belonging to a student's school bag placed in one group and the rest in another. A second example would be that one group has objects of a particular colour in one group and rest in another group, etc. **WEEK-3** ***Theme-One-to-one correspondence*** • The student can be asked to take out as many bowls/spoons/plates as there are members in the house. • The student may be asked to button up a shirt focusing on the one-to-one correspondence with the button and the buttonhole. • The student can be asked to make two groups and say which group has more /less /equal objects. The student may do this on the basis of one-to-one correspondence, or just by observation. **WEEK-4** ***Theme-Counting and Developing Number Sense:*** • The student may be asked to arrange the objects in a linear order and demonstrate the counting of objects

		by reciting number names and pointing to one object at a time. Ask the student to repeat the same. This will help the student in remembering the number names in order and also to initiate the process of counting. • Form a group by adding one object at time and counting. For example in an empty plate put one grape or any other available fruit/candy, etc. and say 'One' aloud. Now put one more and say 'One, and one more, make two!' Again put one more object and say aloud 'Two, and one more, make three!' Such experiences will help the student in developing number sense: that five is one more than four, or two more than three, or four more than one. **Note**- Up till now the numberness and number sense is developing by listening and speaking. ***Please avoid engaging the student in writing the numerals till she/he gets a clear understanding of numbers up to twenty.*** • Provide opportunities for the student to make a group of objects having a given number. Like making groups of three colours each, or drawing ten dots on a sheet of paper, floor, etc. • Provide opportunities to count objects, for instance, the student may take out objects up to 9 objects from a given collection of objects such as picking any 8 spoons/4 beads/6 ice-cream sticks etc. from the given box and to take out objects up to 20 objcts from a given collection of objects**.** • The student can be asked to count objects in the vicinity like the number of glasses in the kitchen, the number of chairs in the room, the number of family members, etc. (less than 20). • Show a number chart or number card to the student and read the numeral. Also, ask the student to take out the card having the symbol for a particular number from one to nine. • Teacher may send the following link to the WhatsApp of the student's parent, so that the student can enjoy an

		interactive activity on the following link: *https://diksha.gov.in/play/collection/do_31296974509282099214 38?contentType=TextBook&contentId=do_312936473250848768165* • Make groups of objects and ask which group has more or less. Now let the student use numbers to tell the answer. For example if a group has 7 and another group has 10 objects let the student now say that group with 10 objects is bigger than the group having 7 objects and that one group has three more or three less objects than the other group. The comparison of numbers is now being done by the student on the basis of her/his understanding of number sense. • Provide opportunities to the student to count and compare the number of objects in different groups up to twenty. Make this task more realistic, interesting, and accessible for all students. Avoid making artificial groups for the student to count and compare. Such tasks should be from the student's daily life experiences and situations. For example the student may enjoy an interactive activity on the following link: *https://diksha.gov.in/play/collection/do_31296974509282099214 38?contentType=TextBook&contentId=do_31293647337171353616 6*

English (Class 1)

Learning Outcomes	***Resource***	***Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)***
Child • Names familiar objects seen in the picture. • Draws in response to a story. • Responds orally (in any language) to comprehension	**NCERT/State Textbook of English Language for Class I or other resources – Story Books, Links as given,**	**WEEK-1** **Theme-Self and the Neighbourhood / Nature** *Link:* https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6468472d4a351365e9fc

questions related to the poem. • Listens to English greetings, polite forms of expression and short sentences. • Pronounces words with common blends, such as 'BR', e.g., 'brother'. • Draws in response to a story. • Responds orally (in any language) to comprehension questions related to the video. • Presents orally (focus on Speaking skill) • Talks about self/ situations in English. • Identifies characters and sequence in a story • Writes short words	**different objects available at home**	Students are shown the video which will give information on different animals and birds who attended the birthday party, and the objects seen in the video. Comprehension questions may be asked to elicit responses from students. The video is shown again and students may be asked to draw their favorite animal/bird seen in the video. **Link**:https://www.youtube.com/watch?v=tBI6bBzj1go After the students listen to the poem, they may be asked questions such as 'Where does the child live?' etc., The interaction should move on to a discussion about different kinds of houses. **Note:** Teachers/Parents can also refer to NCERT's Special Series Textbook *Raindrops Book 1* for further reference : http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19 **WEEK-2** **Theme-Self and the Neighbourhood / Nature** ***Link:*** https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6468472d4a351365e9fc The students are shown a video and asked to notice the greetings and polite expressions used. • The students may be asked questions in such a way as to elicit from them words such as 'brother' 'bread' 'branch' etc., making them practice the consonant blend. • The students may be asked about the different animals/birds who had come as guests in the video. They may be further asked about the homes of these animals/birds. Students may respond in English/home language. Then students may be asked to draw the home of any animal/bird.

		WEEK-3 **Theme-Self and the Neighbourhood / Nature** *Link:* https://nroer.gov.in/55ab34ff81fccb4f1d806025/searchresults/?search_text=ten+little+fingers The video for the first few minutes is shown, asking with students asked to focus on greetings and polite expressions used. These expressions are to be reinforced through examples. • 2. Next, the students are shown the video again and students asked to draw one of the activities (reading, building blocks etc.) seen in the video. • 3. After the students have seen the video, they are asked questions such as 'How many fingers do you have?' 'Can you point to your nose?', etc., to interact with students on parts of the body. • Note: Teachers/Parents can also refer to NCERT's Special Series Textbook *Raindrops Book 1* for further reference: http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19 **WEEK-4** **Theme: The world around us** ***Link*:** https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d The students watch the video on Ten Little Fingers. The teacher gives pronunciation practice focussing on two vowel sounds--bet, bat. set, sat. met, mat, etc., • The video is shown again and students are asked to describe how they celebrate their birthday. If the students use non-English words, they should not be censured, but facilitated to use English. • After the students see the video, they are asked a few questions related to the video. The responses would indicate whether the students have identified the characters and comprehended the sequence.

		• Students are encouraged to identify certain objects/ living beings in the video and write the words such as 'man', 'boy' 'sun' 'book', etc. ***Note:*** *Teachers/Parents can also refer to NCERT's Special Series Textbook* ***Raindrops Book 1 for further reference :*** *http://ncert.nic.in/textbook/textbook.htm?aerd1=0-19*

हिंदी (कक्षा प्रथम)

सीखने के प्रतिफल	*संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित)*	*प्रस्तावित गतिविधियाँ* *(बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)*
बच्चे - • विविध उद्देश्यों के लिए अपनी भाषा अथवा/और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं। • देखी, सुनी बातों आदि के बारे में बातचीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं। • अपनी निजी ज़िंदगी और परिवेश पर आधारित अनुभवों को सुनायी जा रही सामग्री आदि से जोड़ते हुए बातचीत में शामिल करते हैं।	एनसीईआरटी या राज्य द्वारा बनाई गई पाठ्यपुस्तकें, घर में उपलब्ध पढ़ने-लिखने की सामग्री, अन्य दृश्य-श्रव्य सामग्री (इंटरनेट, वेबसाइट,रेडियो,टीवी आदि)	**सप्ताह -1** **बातचीत करना/पढ़ना** 1. अपने परिवार के सदस्यों के साथ अलग-अलग विषयों पर अपने मन की बात करें। उनके साथ उनके बचपन के बारे में, उनके ज़माने के बारे में बातचीत करें,जैसे - उन्हें बचपन में क्या अच्छा लगता था? क्या वे भाई-बहन आपस में लड़ते थे? अक्सर किस बात पर लडाई होती थी? वे अपने दोस्तों के साथ कौन-कौन से खेल खेलते थे? कहाँ खेलते थे? क्या वे स्कूल जाते थे? क्या उन्हें स्कूल जाना अच्छा लगता था? जब बड़े अपने मन की बात बताएँ, तो आप भी बिना किसी झिझक के अपने मन की बातें बताएँ! इस बातचीत का विषय कुछ भी हो सकता है। कोई कहानी, कविता, घटना या बात! बातचीत के कुछ विषय आस-पास के नए-पुराने ज़माने के, नई घटनाओं के हो सकते हैं तो कुछ विषय स्कूल से जुड़े हुए भी हो सकते हैं! जैसे -हमें घर में ही क्यों रहना है? हम स्कूल क्यों नहीं जा रहे? स्कूल क्यों

• चित्र के सूक्ष्म और प्रत्यक्ष पहलुओं पर बारीक अवलोकन करते हैं। • परिचित/अपरिचित लिखित सामग्री में रुचि दिखाते हैं, बातचीत करते हैं और अर्थ के खोज में विविध प्रकार की युक्तियों का इस्तेमाल करते हैं।		बंद हो गया? स्कूल न जाने पर आपको जिन-जिन चीज़ों की याद आ रही है हैं, उनके बारे में बातचीत कीजिए, जैसे - दोस्तों से मिलना-जुलना, दोस्तों के साथ खूब बातें करना, स्कूल में खेलना-कूदना, कहानी की किताबें पढ़ना, शिक्षक का कहानी पढ़कर सुनाना, आदि। 2. आस-पास की नई-पुरानी चीज़ों के बारे में बड़ों से बात करें और उनसे सवाल पूछें, जैसे - चींटी को यह कैसे पता चलता है कि इसी डिब्बे में चीनी है? चींटियाँ एक कतार में क्यों चलती हैं? बारिश के समय चींटियाँ अपने मुँह में सामान क्यों ले जाती हैं? उन्हें अपने घर का रास्ता कैसे पता चलता होगा? चींटियाँ आपस में क्या बात करती होंगी और उनके खेल क्या होते होंगे? क्या उनका भी स्कूल होता है? आदि, आदि। हमें बार-बार हाथ धोने के लिए क्यों कहा जाता है? आदि। 3. घर में या आस-पास मौजूद तस्वीरों के बारे बातचीत कीजिए। उसमें क्या हो रहा है, वह तस्वीर कहाँ की है, किस बारे में, कौन क्या कर रहा है आदि। कब की तस्वीर होगी? आप चाहें तो अपनी किताब की किसी तस्वीर पर भी बात कर सकते हैं। उस पर कोई कहानी भी बनाकर सुना सकते हैं। पुरानी तस्वीरों को फिर से एक बार देखिए और बताइए कि उसमें कुछ ऐसा है जिस पर आपने पहले कभी ध्यान नहीं दिया? अगर तस्वीरों में कुछ लिखा हुआ है तो उसे तस्वीर में दी गई चीज़ों के आधार पर अनुमान लगाकर पढ़ने की कोशिश कीजिए। चाहें तो किसी बड़े की मदद भी ले सकते हैं। उन्हें खुशी ही होगी! करके तो देखिए, मज़ा आएगा!
• विविध उद्देश्यों के लिए अपनी भाषा अथवा/और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं। • संदर्भ की मदद से आस-पास मौजूद प्रिंट के अर्थ और उद्देश्य का अनुमान लगाते हैं।		**सप्ताह -2** ***(पिछले सप्ताह की गतिविधियों को जारी रखते हुए)*** **कहानी/कविता/अनुभव सुनना और सुनाना/पढ़ना** 1. घर में किसी बड़े व्यक्ति से कहिए कि वे आपको किताब से उंगली रखकर कहानी, कविता पढ़कर सुनाएँ। आप स्वयं भी चित्रों के सहारे अनुमान लगाते हुए पढ़ने की कोशिश कर सकते हैं। कहानी सुनकर/पढ़कर कोई बात मन में आए तो पूछने में संकोच मत कीजिएगा।

• देखी, सुनी बातों, कहानी, कविता आदि के बारे में बातचीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं।		2. अपने परिवार में बड़ों से, दादाजी ,दादीजी, भैया, दीदी, माता-पिता से कहानी या कविता, घटना या अनुभव के बारे सुनिए और उनसे सवाल पूछिए या प्रश्नोत्तर कीजिए। 3. घर में दादी, दादा, चाचा, माँ पिताजी, बहन, बुआ आदि को गीत आते होंगे जो वे अलग-अलग अवसरों पर गाते हैं। आप भी उनसे गीत सुनिए और उन्हें सुनाइए। सुर, लय, ताल की ज़्यादा चिंता मत कीजिएगा, बस आप तो जी भरकर गाइए! 4. आप भी कोई कहानी, कविता, घटना के बारे में सुनाइए। इस बार बड़ो को अवसर दें कि वे आपसे प्रश्न पूछे और आप उनके उत्तर दें।
• लिखना सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ी-तिरछी रेखाओं (कीरम-काँटे), अक्षर-आकृतियों, स्व-वर्तनी (इंनवेंटिड स्पेलिंग) और स्व-नियंत्रित लेखन (कनवैंशनल राइटिंग) के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से लिखने का प्रयास करते हैं। • हिंदी के वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं। • स्वयं बनाए गए चित्रों के नाम लिखते (लेबलिंग) हैं।		**सप्ताह 3 और 4** **(पिछले सप्ताह की गतिविधियों को जारी रखते हुए)** **पढ़ना/लिखना** 1. घर में कलेंडर होगा तो हर दिन की तारीख में लिखिए, आज आपने दिन में - ✓ कितनी बार हाथ धोए? ✓ घर के कितने कामों में हाथ बँटाया? ✓ कितने अलग-अलग खेल खेले? गिनती लिखने में आप किसी बड़े की मदद भी ले सकते हैं। आप चाहें तो यह एक कागज़ पर भी लिख सकते हैं या फिर खड़िया से ज़मीन या दीवार पर या स्लेट पर। जैसा मन चाहे! 2. किसी बड़े व्यक्ति की मदद से अपना नाम लिखना सीखिए। फिर उसे अपनी कॉपी में, ज़मीन पर, अपने बस्ते पर लिखिए। अपना नाम पढ़िए। यह देखिए कि आपके नाम में कितने और कौन-कौन से अक्षर हैं। पता कीजिए कि आपके परिवार के सदस्यों के नाम में ये अक्षर आते हैं या नहीं? 3. आपने जो कहानी/कविता सुनी/पढ़ी, उसमें आपको जो भी पसंद आया हो उसका चित्र बनाइए। चाहें तो किसी बड़े की मदद से उसका नाम भी लिख सकते हैं।

Urdu (Class 1)

آموزشی ماحصل (Learning Outcomes)	ماخذ (Source)	ہفتہ وار مجوزہ سرگرمیاں (Week-wise Suggestive Activities)
1۔ تصویروں کے ذریعے پڑھنے کی کوشش کرتے ہیں۔ 2۔ دوسروں کی باتوں کو توجہ اور غور سے سنتے ہیں۔ 3۔ آسان اظہار خیال کو سمجھتے اور سوالات کرتے ہیں۔	این سی ای آر ٹی/ ریاست کی درسی کتب	**ہفتہ- 1** **موضوع – تصویروں کی مدد سے اندازہ لگانا** 1۔ نیچے دیے لنک کی مدد سے بچوں کو ویڈیو دکھایا جائے ۔ اس میں پیش کی گئی کہانی اور دکھائے گئے جانوروں کے بارے میں طلبا سے گفتگو کی جائے۔ https://www.youtube.com/watch?v=jvouind16h0 2۔ بچوں کو دوبارہ ویڈیو دکھایا جائے اور ان سے کہا جائے کہ اپنی پسند کے جانور کی تصویر بنائیں جو انھوں نے ویڈیو میں دیکھا ہے۔ 3۔ بچوں کو این سی ای آر ٹی کی ویب سائٹ پر موجود اردو میں برکھا سیریز کی کہانیاں مہیا کرائی جائیں اور تصویروں کی مدد سے اندازہ لگا کر کہانی کو سمجھنے میں مدد کی جائے **ہفتہ- 2** **موضوع – گفتگو کرنا/پڑھنا اور لکھنا** 1۔ اپنے گھر کے افراد کے ساتھ کسی بھی موضوع خواہ کوئی واقعہ ہو یا حادثہ، پر گفتگو کیجیے ۔ مثال کے طور پر ہم اسکول کیوں نہیں جارہے ہیں ؟ اسکول کیوں بند ہوگیا؟ وغیرہ۔ اسکول نہ جانے پر آپ کو جن چیزوں کی یاد آرہی ہے؟ دوستوں سے ملنا جانا، خوب باتیں کرنا، اسکول میں کھیلناکودنا، کہانی کی کتابیں پڑھنا، استاد کاکہانی پڑھ کر سنانا وغیرہ۔ 2۔ اپنے آس پاس کی نئی پرانی چیزوں کے بارے میں اپنے بڑوں سے بات چیت کیجیے اور ان کے بارے میں سوال کیجیے۔

		ہفتہ-3 **موضوع – کہانی/نظم/ تجربات سننا اور سنانا** 1۔ گھر کے بڑوں سے کہیے کہ وہ آپ کو کتاب پر انگلی رکھ کر کہانی، نظم/گیت پڑھ کر سنائیں۔کہانی یا نظم /گیت سن کر کوئی بات ذہن میں آئے تو بے تکلف ہوکر اسے ظاہر کریں۔ 2۔ آپ بھی کوئی کہانی، نظم یا واقعہ سنائیے اور اپنے بڑوں کو موقع دیجیے کہ وہ سوال پوچھیں اور آپ ان کا جواب دیں۔ **ہفتہ -4** **موضوع – پڑھنا اور لکھنا** 1۔ اپنے گھر کے بڑے کی مدد سے اپنا نام لکھنا سیکھیے۔اور پھر اُسے اپنی کاپی پر لکھیے ۔یہ بھی معلوم کیجیے کہ نام میں کون کون سے حروف آئے ہیں ۔ اُن کے پورے نام اور ان کی شکلیں کیا ہیں۔ https://www.youtube.com/watch?v=J3JwlcBZNYQ

Class II

Mathematics (Class II)

Learning Outcomes	***Resource***	***Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)***
Child identifies basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names	NCERT Textbook/State Developed Textbook of Mathematics for Class-II	**WEEK -1** ***Theme- What is Long, What is Short*** • The student should be encouraged to use observations/ sense of touch to describe the shapes and their physical attributes. • A game of blind fold can be played with the student where they have to describe the object without looking at it. The purpose is to let the student observe different attributes of a solid shape and express them in their informal language. **WEEK -2** ***Theme- What is Long, What is Short*** • Showing the student a solid shape and asking which other solids around them looks like it. For example, ask the student to cite examples of shapes like a ball or a shoebox. Also ask him/her to justify why the two objects look alike? Which features are common in both? etc. • The student can be asked to observe and classify objects which roll, slide and both. The student may be asked to play one interactive activity given at following link: https://diksha.gov.in/play/collection/do_31296982214267699215 5?contentType=TextBook&contentId=do_312936580184907776 1150

reads and writes numerals for numbers up to 99		**WEEK-3** ***Theme-Reading and writing numbers*** • Give the student a lot of opportunities to experience numbers up to 99; like numbers on various wrappers of candies, daily utility material, milk pouches, cold drink bottles, in newspapers, on currency notes, on TV, etc. Engage the student in reading these numbers. • **Parents can prepare audio notes of counting and mathematical explanations for all children, particularly Children with Visual Impairment?? on their mobile or laptops or any other recording and play back device.** • Do an activity involvingverbal description of the numbers with the student. For example, ninety-two is two more than ninety, ninety is made up of nine tens, ninety-nine can be made by a fifty, a forty and nine etc. Such verbal experiences will help the student in understanding a number and its numeral representation. This is the stage when the student has to develop number sense and start looking and analyzing a number in different forms. • The number names in English give an understanding of the number like seventy-five is seen to be made up of seventy and five. In some Indian languages a little more help is required to the student, as बहत्तर में सत्तर और दो नहीं दिखता. • Engage the student in comparing numbers in terms less than or more than a given number. For example, the number of sheets in Mathematics textbooks is more than 50 or less than 50. **WEEK-4** ***Theme-Writing of numerals*** • Let the student identify the pattern in writing of two-digit numbers The practice of writing numbers in random order and also writing them in sequence should

		also be done. • Note that such a practice should not be repeated. Use different strategies like making a number chart at home in different forms 1, 2, 3, 4, 5, 6, 7 8, 9,10,11,12,13,14 15,16,17,18,19,20,21 and so on The student may be asked to play one interactive activity given at following link: https://diksha.gov.in/play/collection/do_31296922142676992155?contentType=TextBook&contentId=do_312936580190273536 1183

English (Class II)

Learning Outcomes	***Resource***	***Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)***
Child • Expresses verbally his/her opinion. • Draws a picture related to the poem. • Writes a few words related to the poem. • Uses pronouns such as this/that. Here/there, these/those. • Identifies characters, and sequence events in a story. • Draws in response to a story. • Uses prepositions such as 'before' 'between' while making sentences. • Expresses verbally his/her opinion.	**NCERT/State developed Textbook**	**WEEK-1** ***Theme: Wonder and Imagination*** 1. Link: https://www.youtube.com/watch?v=AdwanEPmqJY Students to listen to the poem on this link. . Teacher/Parent interacts with them on the simple joys of putting feet in cool water, watching life in the pond. 2. Listening to the poem again by students. Teacher/Parent now asks them to draw a picture or write a few words about the objects or living things in the pond. 3. Teacher/Parent suggests a few more creatures/objects: paper boat, fish, turtle etc. Students may be facilitated to come up with complete sentences, using pronouns and objectives. Note: Teachers/Parents can also refer to the NCERT's Special Series Textbook *Raindrops Book 1* for further reference :

• Draws a picture related to poem. • Writes a few words related to the poem in the video. • Responds orally (in any language) to comprehension questions related to the video. • Presents orally (focus on Speaking skill) • Talks about self/ situations in English • Asks question about the characters, storyline, etc., • Writes short words		http://ncert.nic.in/textbook/textbook.htm?berd1=0-15 **WEEK-2** ***Theme: Wonder and Imagination*** 1. *Link:* https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6468472d4a351365e9fc Teacher/Parent shows the video and then interacts with students on the different animals and birds who attended the birthday party, and the objects seen in the video, to elicit responses from students. 2. Teacher/Parent shows the video again and ask children to draw their favorite animal/bird seen in the video. 3. Referring to the story in the video, Teacher/Parent asks questions to elicit responses from the students which involve the use of prepositions such as 'in' 'out' 'on' 'before' 'between' 'under'. **WEEK-3** ***Theme: Wonder and Imagination*** 1. *Link:* https://nroer.gov.in/55ab34ff81fccb4f1d806025/searchresults/?search_text=ten+little+fingers Students to listen to the poem on this link. Teacher/Parent interacts with them on the activities in the video, such as looking at a picture book, playing with building blocks etc. Teacher/Parent asks students about their favourite book, and what makes it their favourite. 2. Listening to the poem again by students. Teacher/Parent now asks them to draw a picture of the elephant, paying particular attention to his long nose as stated in the poem. 3. After the students see the video, the teacher/Parent asks questions such as 'How many fingers do you have?' Do your feet have fingers too? What are they called?' etc. to interact with

		students on parts of the body. He/ she may introduce a few new words such as 'toe', 'ankle' and 'thumb'. ***Note:*** *Teachers/Parents can also refer to the NCERT's Special Series Textbook Raindrops Book 1 for further reference :* http://ncert.nic.in/textbook/textbook.htm?berd1=0-15 **WEEK-4** ***Theme: The world around us*** 1. *Link* https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d The students watch the video on Ten little Fingers. The teacher /Parent gives pronunciation practice focusing on two vowel sounds- bet, bat. set, sat. met, mat. 2. Teacher/Parent shows the video again and asks students to describe how they celebrate their birthday. If the students use non-English words, they should not be censured, but facilitated to use English. 3. After the students see the video, the teacher/parent encourages them to ask questions related to the video and moving beyond the video. This would encourage critical thinking and speaking skill. 4. Teacher/Parent encourages them to identify and describe the characters using suitable adjectives. Teachers/Parents facilitate with the appropriate words wherever necessary. ***Note****: Teachers/Parents can also refer to the NCERT's Special Series Textbook Raindrops Book 1 for further reference :* http://ncert.nic.in/textbook/textbook.htm?berd1=0-15

हिंदी (कक्षा -दूसरी)

सीखने के प्रतिफल	*संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित)*	*प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)*
बच्चे - • विविध उद्देश्यों के लिए अपनी भाषा अथवा/और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं। • देखी, सुनी बातों, कहानी, कविता आदि के बारे में बातचीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं। • चित्र के सूक्ष्म और प्रत्यक्ष पहलुओं पर बारीक अवलोकन करते हैं। • संदर्भ की मदद से आस-पास मौजूद प्रिंट के अर्थ और उद्देश्य का अनुमान लगाते हैं।	एनसीईआरटी या राज्य द्वारा बनाई गई पाठ्यपुस्तकें, घर में उपलब्ध पढ़ने-लिखने की सामग्री, अन्य दृश्य-श्रव्य सामग्री (इंटरनेट, वेबसाइट, रेडियो, टीवी आदि)	**सप्ताह -1** ***बातचीत करना/पढ़ना/लिखना*** 1. आपके मन में जो भी बातें उन्हें कह डालिए। अपने परिवार के साथ जी भरकर बातचीत कीजिए। यह बातचीत आपकी-उनकी पसंद-नापसंद पर हो सकती है, किसी काम को करने के तरीके पर हो सकती है। किसी हाल की ही घटना के बारे में हो सकती है, जैसे - कोरोना वायरस से सब इतना डर क्यों रहे हैं? कोरोना वायरस क्या कोई कीड़ा है? वह देखने में कैसा है? वह फैलता कैसे है? इसकी कोई दवाई नहीं है क्या? आदि। बातचीत किसी कहानी/कविता के पोस्टर, किताब पर या किसी सामान के पैकेट पर हो सकती है। 2. घर में अलग- अलग तरह की चीज़ों पर जो छपा है या लिखा है उसके बारे में अनुमान लगाकर पढ़िए कि क्या लिखा/छपा होगा। अपने अनुमान को किसी बड़े की मदद से तय कीजिए कि आपका अनुमान सही था या गलत? गलत होने की बिलकुल भी चिंता मत कीजियेगा। बड़ों से पूछिए- यह क्या लिखा है? उस अक्षर, शब्द, वाक्य की पहचान कीजिए और यह देखिये कि यह अक्षर, शब्द ,वाक्य आपके आस-पास उपलब्ध लिखित सामग्री में कहाँ-कहाँ है? उसे पढ़ने की कोशिश कीजिए। 3. आप अपनी पसंद की किताब भी पढ़ सकते हैं। यह किताब घर में मौजूद हो सकती है, भाई-बहन की कोई किताब हो सकती है, पिछले साल की पाठ्य-पुस्तक हो सकती है या इंटरनेट पर भी उपलब्ध हो सकती है जिसे डाउनलोड कर सकते हैं या फिर ऑनलाइन भी पढ़ सकते हैं। एनसीईआरटी की वेबसाइट पर आपके लिए ऐसी ही चुनिन्दा किताबों की सूची मौजूद है। आप चाहें तो वहाँ से अपनी पसंद की किताब का नाम देख

		सकते हैं। जो किताब पढ़ें उसके बारे में अपने घर के सदस्यों को बताएँ या फिर दोस्तों के साथ फ़ोन पर साझा कीजिए। आप उनके लिए चिट्ठी भी लिख सकते हैं। जब स्कूल खुलें तो उन्हें दे दीजिएगा। यक़ीनन उन्हें आपकी चिट्ठी पढ़ना अच्छा लगेगा। आप चाहें तो अपनी शिक्षिका के लिए भी चिट्ठी लिख सकते हैं।
• देखी, सुनी बातों, कहानी, कविता आदि के बारे में बातचीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं। • अपने स्तर और पसंद के अनुसार कहानी, कविता, आदि को आनंद के साथ पढ़कर अपनी प्रतिक्रिया व्यक्त करते हैं/प्रश्न पूछते हैं।		**सप्ताह -2** ***कहानी/कविता/अनुभव सुनना और सुनाना*** 1. परिवार में बड़ों से, दादा जी ,दादीजी, भैया, दीदी, माता-पिता से कहानी या कविता, घटना या अनुभव के बारे सुनिए और उनसे सवाल पूछिए या प्रश्नोत्तर कीजिए। 2. घर में दादी, दादा, चाचा, माँ, पिताजी, बहन, बुआ आदि को गीत आते होंगे जो वे अलग-अलग अवसरों पर गाते हैं। आप भी उनसे गीत सुनिए और उन्हें सुनाइए। सुर, लय, ताल की ज़्यादा चिंता मत कीजिएगा, बस आप तो जी भरकर गाइए। 3. आप भी कोई कहानी, कविता, घटना के बारे में सुनाइए। इस बार बड़ों को अवसर दें कि वे आपसे सवाल पूछें और आप उनके जवाब दें। 4. आप चाहें तो अपनी हिंदी की किताब में से भी कोई कहानी या कविता सुना सकते हैं। पढ़ी हुई कहानी, कविता पर अपनी पसंद-नापसंद बताएँ। बताएँ कि आपको उसमें क्या अच्छा लगा और क्यों।
• भाषा में निहित शब्दों और ध्वनियों के साथ खेल का मज़ा लेते हुए लय और तुक वाले शब्द बनाते हैं। • अपनी कल्पना से कहानी, कविता आदि बनाते हैं।		**सप्ताह -3** ***भाषा का सृजन/ ध्वनियों और शब्दों के साथ खेलने का आनंद लेना*** 1. आप किसी कहानी/कविता/चित्र के पोस्टर पर भी कहानी या कविता बनाएँ, सुनाएँ। 2. आप किसी कहानी कविता को आगे भी बढ़ा सकते हैं। 3. आप एक शब्द/वाक्य चुन लीजिए और उससे खूब सारे और शब्द/वाक्य बनाइए, अपने परिवार के सदस्यों से बनवाइए। जो टीम सबसे ज़्यादा शब्द बनाएगी, वह विजयी घोषित! जैसे - *अट्टू , पट्टू, मट्टू/गए मेले, खाए केले,अकेले-अकेले* आदि।

• पढ़ी कहानी, कविताओं आदि में लिपि चिह्नों/शब्दों/ वाक्यों आदि को देखकर और उनकी ध्वनियों को सुनकर, समझकर उनकी पहचान करते हैं। • लिखना सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ी-तिरछी रेखाओं (कीरम-काँटे), अक्षर-आकृतियों, स्व-वर्तनी (इंनवेंटिड स्पेलिंग) और स्व-नियंत्रित लेखन (कनवैंशनल राइटिंग) के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से लिखने का प्रयास करते हैं।		**सप्ताह -4** ***अपनी भाषा में लिखना/पढ़ना*** 1. किसी कहानी/कविता में आए वाक्यों, शब्दों को पढ़ने की कोशिश कीजिए। उन शब्दों, वाक्यों की पहचान कीजिए जो कहानी/कविता में बार-बार आए हैं। अब उन अक्षरों की पहचान कीजिए जो उन शब्दों और वाक्यों में बहुत बार आए हैं। 2. पढ़ी/सुनी हुई कहानी/कविता या चित्र वाले पोस्टर में जो आपको अच्छा लगे उसकी तस्वीर बनाकर उसका नाम लिखने की कोशिश कीजिए। अपने मन से कोई कहानी/ कविता लिखिए। अब जो लिखा है उसे पढ़ने की कोशिश कीजिए। लिखने/पढ़ने में भी किसी बड़े व्यक्ति की मदद भी ले सकते हैं। 3. आपको घर में रहना कैसा लग रहा है? आप कई दिनों से स्कूल भी नहीं गए और आपको अपने दोस्तों की याद आ रही है। तो उन्हें झटपट एक चिट्ठी ही लिख दीजिए। इस चिट्ठी में वह सब लिख दीजिए जो आप अपने दोस्त से कहना चाहते हैं। अपनी बात को कहने को कोई भी तरीका अपना सकते हैं, जैसे चित्र बनाकर, शब्दों में, कई वाक्यों में!

Urdu (Class II)

آموزشی ماحصل ***(Learning Outcomes)***	***ماخذ*** ***(Source)***	***ہفتہ وار مجوزہ سرگرمیاں*** ***(Week-wise Suggestive Activities)***
1- چھوٹی چھوٹی نظموں، کہانیوں وغیرہ کو غور سے سنتے اور سمجھتے ہیں۔ 2- روزمرہ کی زبان کے ساتھ ساتھ نئے لفظوں کو سنتے ہیں اور لکھی ہوئی تحریر کو پڑھنے کی کوشش کرتے ہیں۔ 3- اپنے، اپنے گھر کے افراد کے ناموں کو لکھتے ہیں۔	این سی ای آر ٹی/ ریاست کی درسی کتب	**ہفتہ- 1** **موضوع – حروف کو جوڑ کر پڑھنا اور لکھنا** 1- کسی کتاب یا سامان کے پیکٹ پر چھپی یا لکھی عبارت کو پڑھنے کی کوشش کیجیے۔ آپ حروف کو جوڑ کر اور اندازہ لگا کر پڑھنے کی کوشش کیجیے ۔ اپنے گھر کے بڑوں سے یہ معلوم کیجیے کہ آپ کا اندازہ کس

4۔ نظموں، قصوں وغیرہ کو سمجھ کر پڑھتے ہیں اور ذاتی تجربات کو ان سے ہم آہنگ کرتے ہیں۔		حد تک صحیح ہے۔ اندازہ غلط ہونے کی صورت میں بڑوں کی مدد سےصحیح پڑھنے کی کوشش کیجیے۔ یہ بھی معلوم کیجیے کہ کہ یہ حرف یا لفظ ارد گرد موجود اشیا پر کہاں کہاں موجود ہے؟ اُنھیں پڑھنے کی کوشش کیجیے۔ 2۔ ایسی تصویر یا پوسٹر کو لیجیے جس پر کوئی عبارت تحریر ہو۔ آپ اسی طرح کی تصویر بنائیے اور اس کے اوپر اُس کا نام/ عنوان لکھنے کی کوشش کیجیے۔ آپ اس میں اپنے بڑوں کی مدد لے سکتے ہیں۔ 3۔تصویروں والی کوئی ایسی کتاب پڑھنے کی کوشش کیجیے جو گھر پر موجود ہو یا انٹر نیٹ کی مدد سے بھی ایسی کتاب تلاش کر کے پڑھ سکتے ہیں۔این سی ای آر ٹی کی ویب سائٹ پر ایسی کتابیں موجود ہیں، اُن سے استفادہ کیا جا سکتا ہے۔ 4۔اپنی پڑھی ہوئی کتاب کے بارے میں فون پر اپنے دوستوں سے گفتگو بھی کرسکتے ہیں۔کیجیے اور انھیں بھی اس کتاب کو پڑھنے کے لیے کہیے۔ **ہفتہ-2** **موضوع – کہانی/نظم / ترانہ سننا اور سنانا** 1۔ گھر میں بڑوں سے، امی ابو سے کہانی ، نظم یا ان کے کسی خوشگوار تجربے کے بارے میں سنیے اوران سے سوال پوچھیے۔ 2۔ گھر کے کسی فرد جیسے امی، دادی ، نانی، پھوپھی، خالہ سے کوئی گیت یا ترانہ سنیے۔ اس میں پیش کیے جانے والے جذبات اور احساسات کے بارے میں ان سے معلوم کیجیے۔ وہی گیت یا ترانہ آپ بھی گنگنانے / سنانے کی کوشش کیجیے۔ 3۔ آپ بھی کوئی واقعہ / کہانی/ گیت/ترانہ سنائیے۔ یہ کہانی یا گیت کسی کتاب سے بھی

		سنایا جا سکتا ہے، اور اس مرتبہ اپنے گھر کے بڑوں کو سوال پوچھنے کا موقع دیجیے۔ 4۔ کسی تصویر یا پوسٹر کو دیکھ کر نظم یا کہانی کہنے کی کوشش کر سکتے ہیں ۔ اپنے گھر کے کسی فرد کی مدد سے اسے بہتر بناسکتے ہیں یا اپنی نظم یا کہانی کو آگے بڑھا سکتے ہیں۔ http://ncert.nic.in/textbook/textbook.htm?buib1=1-20 http://ncert.nic.in/textbook/textbook.htm?buib1=3-20 **ہفتہ- 3** **موضوع - ایک جیسی آواز والے الفاظ تلاش کرنا** 1۔ کوئی ایک لفظ بتائیے اور گھر کے دوسرے افراد سے اسی سے ملتا جلتا لفظ بنانے کے لیے کہیے جیسے ہم، کم، نم، غم وغیرہ۔ 2۔ کوئی ایک لفظ بتائیے اور گھر کے دوسرے افراد سی اس لفظ کے جواب میں آپ کے بتائے ہوئے لفظ کے آخری حرف سے شروع ہونے والا لفظ بنانے کے لیے کہیے جیسے جماعت۔ تمنا۔اکمل۔لب۔۔۔۔ **ہفتہ – 4** **موضوع – اپنی زبان میں لکھنا** 1۔ اپنے دوست کو خط کی شکل میں ایک ای میل یا واٹس ایپ کے ذریعے ایک پیغام لکھیے جس میں اپنے دل کا حال بیان کیجیے۔ اپنی بات کہنے کے لیے آپ تصویر/اسکیچ کا بھی استعمال کر سکتے ہیں۔

Class III

Mathematics (Class-III)

Learning Outcomes	*Resource(s)*	*Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)*
Student • Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc. • describes 2D shapes by the number of sides, corners and diagonals. For example, the shape of the book cover has 4 sides, 4 corners and two diagonals	**NCERT/ State developed Textbook**	**WEEK-1** • Let the student explore shapes around them by tracing them such as various boxes, utensils, shapes of vegetables and fruits etc. from different sides. • Let the student find similarities and differences in two shapes drawn/traced on a surface or paper. • Engage the student in paper folding activities including origami to introduce new shapes that are formed on opening the folds. For instance, triangles and squares are formed when we open a paper boat. • Let the student draw different shapes on a paper. For this, let them use round objects like a tumbler or katori to draw a circle, a box to draw four corner shapes by tracing. The shapes can then be coloured by the students. • Use a dot grid sheet to draw different shapes and designs. You can find many Youtube videos showing such designs drawn on a dotted grid sheet. **WEEK-2** • Engage the student in making *rangoli* using different shapes of varied sizes. • Let the student relate the shapes drawn on a paper with the surface of a solid object. • Let him/her find the surfaces that have the shape with four corners and four sides, or a shape like a round on

		the brim of a tumbler • Activities related to the association of a shape drawn on paper with the shape of a surface seen on a solid and vice-versa help the student in building better understanding of his/her surroundings. Following link is for an interactive activity: https://diksha.gov.in/play/collection/do_31296048691290112012 7?contentType=TextBook&contentId=do_31295060021955788811 54
• Reads and writes numbers up to 999 using place value		**WEEK-3** • By this time children are comfortable in dealing with two-digit numbers. If your student still has problems with two-digit numbers, engage him/her in making out a sense of numbers by providing opportunities to count objects, sticks, straws, etc. by making groups. as explained above for class II. • He/ She should be in a position to describe a number in different ways by splitting them into two, three or more parts. For example, 32 objects can be counted as six groups of five and two loose or four groups of eight or three groups of ten and two loose, Later he/ she may write the number in different ways like given below: 32= 5+5+5+5+5+5+2 32= 8+8+8+8 32=10+10+10+2 32=15+15+2 32=20+10+2..... • Once the student shows confidence in working with two-digit numbers, introduction of three-digit numbers will be much easier. Everything from reading, writing to applying number operations is in a pattern which a student may have identified while working with two-digit numbers. For example, in two-digit numbers reading after nineteen is twenty, twenty-one, twenty-two and so on to

		thirty, thirty-one, thirty-two and so on. • A similar numeration of three-digit numbers based on pattern. • Along with reading of three-digit numbers let the student start analyzing the number in two or more parts like one hundred can be seen as 50 and 50, 20 and 80, one more than 99, 6 more than 94, etc. **WEEK-4** ***Writing of three-digit numbers*** Let the student identify the pattern in writing of two-digit numbers and continue the same for three-digit numbers. The practice of writing numbers in random order along with in sequence is to be done. Note that such a practice should not be repeated. To avoid this use different strategies such as making a number chart at home in different forms.

English (Class-III)		
Learning Outcomes	***Resource(s)***	***Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)***
Child- • recites poems individually/ in groups • reads printed script on posters. • identifies opposites such as day/night. • uses vocabulary related to Environmental Studies. • reads printed scripts on posters/charts. • uses a variety of nouns, pronouns,, adjectives and prepositions in context.	**NCERT/State developed Textbook**	**WEEK-1** ***Theme: Appreciation of the beauty of Nature.*** 1. *Link:* https://www.youtube.com/watch?v=prkw0QrOG0A https://www.youtube.com/watch?v=yBHMLNS8FDE Students to listen to the poem on this link. When played again, they may be asked to repeat the poem after each line and later invited to interact on the various elements of Nature in the poem.

• uses meaningful short sentences in English, with a variety of nouns, pronouns, adjectives, and prepositions. • responds orally in English to comprehension questions related to the parts of the body as mentioned in the video. • presents orally (focus on Speaking skill). • uses the past tense correctly through meaningful sentences in English. • uses vocabulary related to Mathematics • writes 5-6 sentences on personal experiences		2. Students may be shown a poster with a simple message 'Save the Earth' etc. and encouraged to have a discussion on it. 3. The theme 'Nature' can be used to reinforce the concept of opposites such as day/night, hot/cold, warm/cool, dry/wet. 4. Parent can dictate a short paragraph (as discussed with the teacher beforehand) with age appropriate vocabulary. **WEEK-2** ***Theme: Student and the Nature*** 1. An interaction is held with students on public gardens, parks, mentioning the presidential garden in Delhi, Lal Bagh in Bengaluru: the open spaces, the flowers, the benches, etc. Then students are asked to read printed script such as 'Do not pluck the flowers ', 'Keep off the grass' along with a discussion on the purpose of putting them up. 2. Students are told to imagine that they have entered a large garden and they find many wonderful and beautiful things there. Students describe the magic garden using nouns, pronouns, adjectives and prepositions in context. **WEEK-3** ***Theme: Wonder and Imagination*** 1. Link : https://nroer.gov.in/55ab34ff81fccb4f1d806025/searchresults/?search_text=ten+little+fingers Teacher/Parent interacts with students on the characters and situation in the video. Students describe the context using nouns, pronouns, adjectives and prepositions in context. 2. After the students see the video, they are asked questions to reinforce names of parts of the body such as toes, thumb, ears etc. Teacher can

		introduce idiomatic phrases related to parts of the body such as 'the legs of a chair', 'the teeth of a comb', 'the hands of the clock' etc. 3. The video picturizes a reading room. In this context, messages are put up for a poster for the reading room: 'Keep Silent' and 'Replace the books on the shelf'. Students read the posters, and are encouraged to discuss on the need for such posters. **WEEK-4** ***Theme: The World around Us*** **1. Link** https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d The students watch the video 'Ten little Fingers'. The teacher/ parent gives pronunciation practice focusing on two vowel sounds bet, bat. set, sat. met, mat. Next, the teacher/parent gives pronunciation practice focusing on two consonant sounds--sh and s. Ship, sip. sheep, seep. shore, sore. The focus here is sound, not meaning. 3. Students are asked comprehension questions on the characters and situation in the video. Students describe the context using the simple past tense in context. 4. After the students see the video, they are asked questions about the objects in the video, to elicit responses that would involve the use of vocabulary generally associated with Mathematics such as square, rectangle, more than, smaller than etc. 5. Students are asked to imagine that a friend is visiting them. Students may write a few sentences on this, facilitated by the teacher.

हिंदी (कक्षा - तीसरी)

सीखने के प्रतिफल	*संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित)*	*प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)*
बच्चे - • आस-पास होने वाली घटनाओं, गतिविधियों, विभिन्न स्थितियों में हुए अनुभवों के बारे में बताते हैं, बातचीत करते हैं और प्रश्न पूछते हैं। • पाठ्यपुस्तक की सामग्री और निजी अनुभवों से उभरी संवेदनाओं की मौखिक, सांकेतिक और लिखित अभिव्यक्ति करते हैं। • स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत वर्तनी के प्रति सचेत होते हुए स्व-नियंत्रित लेखन (कनवैंशनल राइटिंग) करते हैं। • विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप को लेकर निर्णय लेते हुए लिखते हैं।	एनसीईआरटी या राज्य द्वारा बनाई गई पाठ्यपुस्तकें, घर में उपलब्ध पढ़ने-लिखने की सामग्री, अन्य दृश्य-श्रव्य सामग्री (इंटरनेट, वेबसाइट,रेडियो,टीवी आदि)	**सप्ताह -1** ***बातचीत करना/लिखना*** 1. परिवार के साथ अलग-अलग विषयों पर, आस-पास घट रही घटनाओं पर बातचीत करें, सवाल पूछकर अपनी जिज्ञासाओं को शांत करें, आस-पास घट रही घटनाओं के बारे में अपनी राय दें, अपनी प्रतिक्रिया व्यक्त करें आदि। जैसे- आपका सबसे पसंदीदा गीत कौन-सा है? आपको बचपन में आपका सबसे पसंद का और नापसंद का काम क्या था और क्यों? क्या आपको भी बचपन में कभी डांट पड़ती थी? क्यों? आपका स्कूल कैसा था? आपकी सबसे पसंदीदा टीचर कौन थीं और क्यों? क्या आपके बचपन में भी या आपके ज़माने में खबर इतनी तेज़ी से फैलती थी? कोरोना वायरस कैसे आया, सभी को घर में रहने के लिए क्यों कहा गया है? ये पशु-पक्षी तो घर के अंदर नहीं रहते, वे तो साबुन से हाथ भी नहीं धोते! तो क्या इन्हें कोरोना नहीं होगा? क्या आपको भी बचपन में कभी घर के अंदर बंद रहना पड़ा है? आपको कैसा लगा था? दोस्तों से दूर घर में बैठना, परिवार के सदस्यों को आपका घर में सुबह से रात तक रहना कैसा लग रहा है? उन्हें कैसा लग रहा कि वे अपने दोस्तों से नहीं मिल पा रहे। पौधों को पानी देने में आने वाला मज़ा, परेशानी, पौधों में दिन प्रतिदिन क्या-क्या बदलाव आ रहे हैं? पेड़ पर बैठे पक्षी आपस में क्या बात करते होंगे? आदि। 2. आप अपनी किताब में दिए गए चित्र, कहानी या किसी पाठ को भी आधार बना सकते हैं। साथ ही अपने आस-पास मौजूद किसी भी प्रिंट (लिखी हुई भाषा) को भी आधार बना सकते हैं। रेडियो,

		टीवी, मोबाइल, इंटरनेट आदि पर क्रमशः सुने, देखे गए कार्यक्रमों के बारे में भी बातचीत की जा सकती है। 3. आप इन विषयों पर लिखकर (अन्य संकेत भी) भी अपनी बात कह सकते हैं। लिखने में आपकी बात महत्वपूर्ण है इसलिए आप अपनी बात खुलकर लिखें। लिखने के तरीके में अंतर आ भी गया तो उसकी ज़्यादा चिंता न करें लिखने में आप किसी बड़े की मदद भी ले सकते हैं।
• कही जा रही बात, कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं और प्रश्न पूछते हैं। • सुनी/पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं, प्रश्न पूछते हैं, अपनी राय देते हैं, अपनी बात के लिए तर्क देते हैं। • कहानी, कविता आदि को उपयुक्त उतार-चढ़ाव, गति, प्रवाह और सही पुट के साथ सुनाते हैं। • अलग-अलग सामग्री, तरह-तरह की रचनाओं को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं,/अपनी राय देते हैं, /शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (मौखिक, लिखित, सांकेतिक) देते हैं। • कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी/बात जोड़ते हैं।		**सप्ताह -2** ***कहानी /कविता/गीत सुनना- सुनाना/पढ़ना*** 1. हमें मालूम है कि सभी बच्चों को कहानी/ गीत सुनना और सुनाना पसंद आता है। घर के सदस्यों/बड़ों से कहें कि वे मौखिक/लिखित साहित्य का इस्तेमाल करते हुए आप बच्चों को अलग-अलग तरह की उनकी पसंद की कहानियाँ सुनाएँ। उस तरह की कहानियाँ बच्चों के साथ साझा की जा सकती हैं जिनमें कहानी के साथ-साथ गीत या कविता की पंक्तियाँ भी होती थीं। आम तौर पर बच्चे ऐसी कहानियाँ कम ही सुनते हैं। 2. आप किसी कहानी /कविता के आधार पर चर्चा/प्रश्नोत्तर का काम करें। आपको कहानी की सबसे ज़्यादा मज़ेदार बात कौन-सी लगी और क्यों? कौन-सा पात्र सबसे ज़्यादा पसंद आया और क्यों? बोलकर या लिखकर बताइए। 3. आप किसी सुनी कहानी/कविता को आगे भी बढ़ा सकते हैं। 4. कहानी कहने और कहानी पढ़कर सुनाने के लिए पाठ्य-पुस्तक में दी गई कहानियों का भी उपयोग किया जा सकता है। 5. आप अपनी सबसे ज़्यादा पसंदीदा कहानी, कविता, गीत, बात आदि सुनाइए।

• अलग-अलग सामग्री, तरह-तरह की रचनाओं - बाल पत्रिका, होर्डिंग्स आदि को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं,/अपनी राय देते हैं, /शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के के उत्तर (मौखिक, लिखित, सांकेतिक) देते हैं। • कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी/बात जोड़ते हैं। • विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप को लेकर निर्णय लेते हुए लिखते हैं।		**सप्ताह -3 और 4** ***तरह-तरह की रचनाएँ पढ़ना/लिखना*** 1. बच्चों को अखबार, कहानी/कविता, पोस्टर्स/ विज्ञापन पढ़कर सुनाने के लिए कहा जा सकता है। स्तरानुसार या हाल ही के संवेदनशील बिंदुओं को चर्चा का आधार बनाया जा सकता है। इसके लिए पाठ्य-पुस्तक के अतिरिक्त मोबाइल, इंटरनेट, तथा अन्य बाल साहित्य का प्रयोग किया जा सकता है। 2. पढ़ी हुए सामग्री पर उनसे बातचीत की जा सकती है, सवाल पूछे जा सकते हैं, उनकी प्रतिक्रया पूछी जा सकती है और वे स्वयं प्रश्न बना सकते हैं। यह चर्चा/ प्रतिक्रिया मौखिक और लिखित दोनों प्रकार की हो सकती है। 3. लिखित कार्य के लिए विभिन्न प्रकार के प्रश्नों का निर्माण किया जा सकता है, जैसे - बहु विकल्पी प्रश्न, सही-गलत का का निशान लगाइए आदि।

Urdu (Class III)

آموزشی ماحصل ***(Learning Outcomes)***	***ماخذ*** ***(Source)***	***ہفتہ وار مجوزہ سرگرمیاں*** ***(Week-wise Suggestive Activities)***
1۔ کسی واقعے، منظر،وغیرہ کو دیکھ کر اپنے تاثرات /اپنی رائے کا اظہار کرتے ہیں۔ 2۔ سمعی اشیا کو سن کر اور بصری اشیا کو دیکھ کر اپنی رائے دیتے ہیں یا تاثر کا اظہار کرتے ہیں۔ 3۔ لکھے یا چھپے ہوئے پوسٹر، چارٹ وغیرہ اور اخبار و میگزین کے تراشے پڑھتے ہیں اور گفتگو کرتے ہیں۔	این سی ای آر ٹی/ ریاست کی درسی کتب	**ہفتہ – 1** **موضوع – محاورے معلوم کرنا** 1۔ گھر کے افراد کے ساتھ کسی ایک چیز سے متعلق محاورے معلوم کیجیے جیسے ' آنکھ'۔ آنکھ آنا، آنکھ دکھانا، آنکھیں لال پیلی کرنا،آنکھوں میں پانی بھرنا، آنکھ اتر آنا وغیرہ۔ **گفتگو کرنا**

		1۔بچے گھر کے افراد /اساتذہ کے ساتھ الگ الگ موضوعات پر ، اردگرد رونما ہونے والے واقعات پر گفتگو کرسکتے ہیں، سوالات کر سکتے ہیں، اپنے رائے ظاہر کر سکتے ہیں۔ 2۔1بات چیت کے لیے درسی کتاب میں دی گئی تصویر، تصویری کہانی یا سبق کو موضوع بنا سکتے ہیں۔ساتھ ہی اپنے آس پاس موجود کسی چھپی ہوئی یا کوئی تحریر کی زبان کو موضوعِ بحث بنا سکتے ہیں۔ 3۔ ریڈیو، ٹیلی ویژن، موبائل، انٹر نیٹ وغیرہ پر سنے یا دیکھے پروگراموں کے بارے میں بھی گفتگو کی جا سکتی ہے۔ 4۔ بات چیت کا موضوع بچوں کی سطح کے مطابق ہونا چاہیے جیسے آپ کی پسند کا گانا کون سا ہے؟ آپ کو بچپن میں کون سا کام زیادہ پسند تھا اور کون سا ناپسند؟آپ کا اسکول کیسا تھا؟ آپ کا پسندیدہ استاد یا استانی کون تھی؟کیا آپ کو کبھی بچپن میں گھر میں بند رہنا پڑا ہے؟ تب آپ کو کیسا لگا تھا؟ **ہفتہ – 2** **موضوع – کہانی/گیت/ نظم سننا اور سنانا** 1۔ بچوں کو کہانی سننا اور سنانا اچھا لگتا ہے۔ گھر کے کسی فردکو زبانی یا تحریری ادب سے بچوں کو الگ الگ موضوعات والی کہانیاں سنا سکتے ہیں۔ایسی کہانیاں بھی سنائی جا سکتی ہیں جن میں کہانی کے ساتھ ساتھ گیت یا نظم بھی شامل ہوتی ہیں گرچہ ایسی کہانیاں بہت کم ہوتی ہیں۔ کہانی کی بنیاد پر بچوں سے گفتگو کی جاسکتی ہے یا سوال و جواب کیا جا سکتا ہے کہ انھیں کہانی میں سب زیادہ اچھی بات کیا لگی؟ کہانی کا کون سا کردار زیادہ پسند آیا اور کیوں؟ 2۔ کہانی کے انجام کو آگے بڑھانے کے لیے بھی کہا جا سکتا ہے۔ کہانی کہنے اور پڑھ کر سنانے کے لیے درسی کتاب میں شامل کہانیوں کا استعمال کیا جا سکتا ہے۔

		3۔ بچوں سے کہا جا سکتا ہے کہ وہ اپنی پسند کی کہانی ، نظم یا گیت کو سنائیں۔ **ہفتہ - 3** **موضوع – مختلف نوعیت کی تخلیقات پڑھنا** 1۔بچوں کو اخبار، کہانی/ نظم، پوسٹر/اشتہار پڑھ کر سنا نے کے لیے کہا جا سکتا ہے۔ سطح کے مطابق حال میں رونما ہونے والے سنجیدہ مسائل پر گفتگو کی جا سکتی ہے۔اس کے لیے درسی کتاب کے علاوہ موبائل، انٹرنیٹ اور دیگر ادبِ اطفال کا استعمال کیا جا سکتا ہے۔ 2۔ پڑھی ہوئی اشیا پر ان سے سوالات پوچھے جاسکتے ہیں۔ ان پر اظہار رائے کرنے کے لیے کہا جاسکتا ہے۔وہ خود اپنے سوالات بنا سکتے ہیں۔ یہ مباحثہ زبانی اور تحریری دونوں نوعیت کا ہو سکتا ہے۔ تحریر کی لیے مختلف قسم کے سوالات بنا ئے جا سکتے ہیں جیسے کثیر متبادل جواب والے، صحیح غلط کے نشانات لگا نے والے سوالات۔

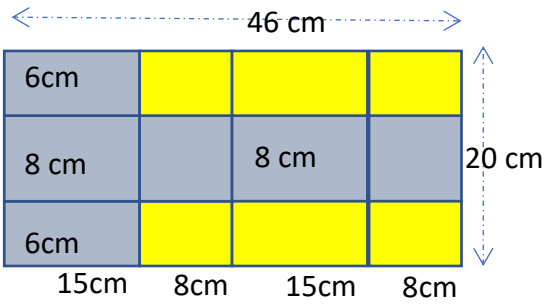
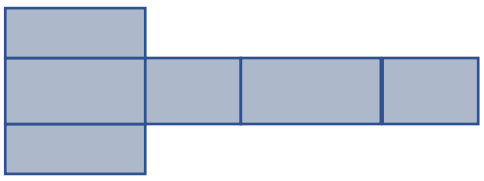
Environmental Studies (Class-III)

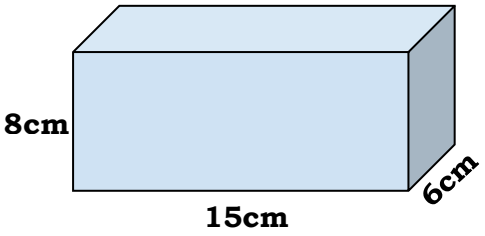
Learning Outcomes	***Resource(s)***	***Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)***
Child- • identifies relationships with and among family members. • describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/ written/other ways.	**NCERT/State developed Textbook** Children and Parents may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online e.g., • Pahadon se samandar tak-	**WEEK-1** • Draw your family tree. Ask about the likes/dislikes of each member and decorate it accordingly. • Do some form of workout like skipping, yoga, free dance, puzzles, indoor games etc., at home. Parents may accompany their children to motivate them to be healthier and spend quality time together. (continue in week 2,3,4) **WEEK-2** • Children may enlist the work they do in a day (starting from the time they

• differentiates between objects and activities of present and past (at time of the elders). (e.g. clothes /vessels /games played/ work done by people). • creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/school, etc.) and slogans, poems, etc. • observes rules in games (local. indoor, outdoor) and other collective tasks. • shows sensitivity for elderly and diverse family set ups in surrounding. (for diversity in appearance, abilities, likes/ dislikes and access to basic needs.) • describes need of food for people of different age groups; animals and birds, availability of food and water and use of water at home and surroundings	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d25b99b16b51c0172408c91 • Parchhai- https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1f17e216b51c0164772956 • Kahan se aya aya kisne pakaya (bhojan prakriya) https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d22d32716b51c01732f7abd • Kya kya khate hum https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d22dc3116b51c01732f7b1a	wake up till the time they sleep) and represent it pictorially through pie chart. It can be shared in class later. • Make a model of a house using waste material available at home like old newspaper, pieces of cloth, old box, match boxes, mud, clay etc. with the help of parents/elders. **WEEK -3** • What are the dos and don'ts recommended during Coronavirus outbreak? Make poster(s), of the same. • Children may be asked to record a voice message or write a message for their friend or family members. The message can be about anything like how they feel, what new they did/learnt during lockdown or anything which they wish to share. Children can give their message note to the family members or send the voice note to friends or relatives as surprise. **WEEK-4** • At home, children may be asked to observe the kitchen activities. Children may be encouraged to observe and list the activities and processes taking place in the kitchen. • Which other food items can be prepared using the listed cooking processes. Help your elders in the kitchen and other household activities.

Class- IV

Mathematics (Class-IV)

Learning Outcomes	*Resource(s)*	*Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)*
Child- • acquires understanding about shapes around her/him. • inds out shapes that can be used for tiling • makes cube/ cuboids using the given nets • shows through paper folding/ paper cutting, ink blots, etc. the concept of symmetry by reflection • draws top view, front view and side view of simple objects	**NCERT/State developed Textbook** **Building with Bricks** These theme aims at developing an understanding on various themes which include patterns made up of different shapes, properties of cuboids, volume of cuboid, and idea of large numbers integrated with daily life usage.	**WEEK-1** 1. Provide opportunities to the student to explore her/his surroundings to see patterns in tiles on walls, floors etc. This will help student in making an understanding of how different shapes, specially the cuboidal bricks, are arranged to form various patterns etc. **WEEK-2** 1. Make a net of cuboid by taking a cardboard sheet. To make a cuboid of length 15cm, breadth 8cm, and height 6cm: **Step1:** Draw a rectangle of length 46cm and breadth 14 cm, and divide it into smaller rectangles as shown in **Fig.1.**  **Step 2:** Cut out the two yellow boxes of dimensions 8cm X 8cm to obtain the final structure as depicted in **Fig. 2** 

		Cut the border and fold to join the end by a tape or gum. You get the shape of a cuboid.  Make many such cuboids. Now conduct activities with these as given in the text books. **WEEK-3** 1. Later the student may be asked to arrange the bricks so that they get designs of *Jaali* and the floor. 2. Engage children in finding the volume of a cuboid by multiplying its sides. ***e-content*** *https://diksha.gov.in/play/collection/do_31293722988661145614 2?contentType=TextBook&contentId=do_31293651678502912011 60*
• estimates the length of an object/ distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement	**Chapter 2:** Long and Short	**WEEK-4** 1. Measurement of length and distances is a skill which is essential for all problem solving in life. 2. Engage the student in estimating lengths and compare them. There are many situations in a student's experiences to do so. For example comparing the heights of different family members, friends and various objects like window, doors. etc. Can an almirah be taken inside a room through a door? Let the student make an estimate and then measure to compare. 3. Let the student use the known units like meter and centimeter to measure lengths and compare them. 4. Engage the student in measuring a distance in meters and then in centimetres. Later let them compare and find how many centimetres make a

		meter. Some children may have the idea that there are 100 centimeters in a meter. 5. Applications of decimal number operations are also seen prominently while dealing with measurement of length and distances. Like addition and subtraction of lengths and distances. For example a cloth piece of length 4m 75cm is there out which 2m15cm is used to make a shirt, what is the length of the cloth piece left? 6. Finding total length of a cycling track or a jogging track of rectangular shape, etc.

English (Class IV)

Learning Outcomes	*Source*	*Suggested Activities*
Child- • builds word chains. • uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. • responds verbally/ in writing in English to questions on day to day life. • uses punctuation marks appropriately, such as full stop, comma, question mark and capital letters. • responds verbally / in writing in English, to questions based on day to day experiences, and to a poem heard/read.	**NCERT/State Textbook**	**WEEK-1** ***Theme: The Importance of Time*** 1. Students are asked for words associated with TIME to create a word chain. 2. The fun element can be stressed on provided by tongue twisters, through examples such as 'Tiny Tim tells time'. 3. Students can talk about the daily routine that they used to have, from the time of getting up, till the time they reached school and how their routine has changed. 4. Students may write 5-6 sentences on this topic. **WEEK-2** ***Theme: Appreciation of Nature*** 1. **Link:** https://www.youtube.com/watch?v=CMKU3zHSyT0

• enacts different roles in short skits. • writes/takes down dictation of a short paragraph • uses the dictionary for spelling. • infers the meaning of unfamiliar words in context. • presents orally (focus on Speaking skill) • solves simple crossword puzzles • speaks on conservation of water.		Listening to the poem by students. Students may be asked to notice the words that describe how the birds, flowers, squirrels wake up to welcome the sun: the magic of words. The students listen again, this time focusing on the interesting ad beautiful sounds of the words in the poem. 2. Students are asked how they get up in the morning--who wakes them, at what time generally, etc. Role play is suggested here: the student should imagine himself/herself to be the parent and enact the role of waking up the student. 3. A short paragraph on 'Nature' is read out for dictation, and students write it down. Chunks of words are repeated twice during the entire dictation. Lastly the whole paragraph is read out so the students can check for the missing words if any. **WEEK-3** ***Theme: Knowing About the World*** 1. An interaction is held with students to emphasise the movement from oral practices to script, then print, followed by electronic media, yet the base remains words. Next the concept of dictionary is introduced and how it helps us to find out the correct spelling. Students are told about the alphabetical order followed. Students are assigned the task of locating words such as 'post', 'poster', 'postman' etc. 2. Teacher/Parent asks students to pick up any newspaper in English and attempt to read the headlines on every page-international news, sports etc. 3. The names of parts of the body are reinforced. Students are then introduced to idiomatic phrases such as 'the arms of a chair', 'the foot of a mountain', 'the head of the family' etc.

		4. Teachers can also interact on the gender aspect here: Can a woman be the head of the family? **WEEK-4** ***Theme: Knowing About the World*** **1. *Link*** https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d The students watch the video on Ten little Fingers. 2. The teacher gives pronunciation practice focussing on two vowel sounds-bet, bat. set, sat. met, mat. Next, the teacher gives pronunciation practice focussing on two consonant sounds--sh and s. *Ship, sip. sheep, seep. shore, sore. The focus here is sound, not meaning.* 3. Students are asked to think of words associated with WATER. A clue would be provided, and students should try and give the correct answer. The number of letters of the required answer would also be given, e.g., water that is flowing (5). The answer is RIVER (which consists of 5 letters). Similarly, clues can be provided for RAIN, POND, ICE, etc. 4. Students are asked to think of ways to conserve water at homes and facilitated to share their ideas in English.

हिंदी (कक्षा – चौथी)

सीखने के प्रतिफल	*संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित)*	*प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)*
बच्चे - ● कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हुए उसमें अपनी कहानी/बात जोड़ते हैं। ● भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसका इस्तेमाल करते हैं। ● अपनी कल्पना से कहानी, कविता, वर्णन आदि लिखते हुए भाषा का सृजनात्मक प्रयोग करते हैं।	एनसीईआरटी या राज्य द्वारा बनाई गई पाठ्यपुस्तकें, घर में उपलब्ध पढ़ने-लिखने की सामग्री, अन्य दृश्य-श्रव्य सामग्री (इंटरनेट, वेबसाइट,रेडियो,टीवी आदि)	**सप्ताह -1** ***भाषा का सृजन (मौखिक और लिखित)*** बच्चे अपनी भाषा गढ़ने के संदर्भ में कई तरह के काम कर सकते हैं- 1. अपने सृजन के बच्चे किसी सुनी/पढ़ी हुई कहानी, कविता, गीत, बातचीत के आधार पर - ● अपनी नई कहानी, कविता, गीत आदि बना सकते हैं। ● अपने कल्पना से उसे आगे बढ़ा सकते हैं। ● उसका अंत बदल सकते हैं। ● कहानी को गीत/कविता में और कविता/गीत को कहानी में बदल सकते हैं। ● कहानी का मंचन करने के लिए ज़रूरी सामान की सूची बना सकते हैं। ● किसी घटना को मंच-दृश्य में बदलने के लिए संवाद लिख सकते हैं।
● विभिन्न स्थितियों और उद्देश्यों के अनुसार लिखते हैं। ● किसी विषय पर लिखते हुए शब्दों के बारीक अंतर को समझते हुए और सराहते हैं और और शब्दों का उपयुक्त प्रयोग करते हुए लिखते हैं। ● अपनी पाठ्यपुस्तक से इतर सामग्री (बाल साहित्य/ समाचार पत्र के मुख्य शीर्षक, बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ते हैं।		**सप्ताह -2** **1. संवाद बोलना/लिखना -** कल्पना के आधार पर किसी व्यक्ति, दोस्त, घर के पालतू जीवों के साथ संवाद लिख सकते हैं, जैसे- कोरोना की वजह से घर में बंद रहने पर बच्चे और कोरोना के बीच बातचीत, बच्चे और उसके दोस्त के बीच बातचीत, बच्चे और शिक्षक के बीच बातचीत, बच्चे और उसके पालतू पशु के बीच बातचीत, घर के सदस्यों के साथ बातचीत आदि। **2. साक्षात्कार लेना -** घर में उपस्थित सदस्यों का विभिन्न विषयों पर साक्षात्कार लेना और उसे लिखना, जैसे - क्या कभी पहले भी ऐसा हुआ है? क्या कभी उन्हें घर में बंद रहना पड़ा है? घर में बंद रहकर क्या-क्या नुकसान हुआ है? क्या कभी खाने-पीने के सामान की कमी हुई है? अगर ऐसा लॉकडाउन बहुत लंबा चला क्या होगा? अपनी कल्पना से किसी दूसरे ग्रह के बच्चे का साक्षात्कार लेना/लिखना कि क्या तुम्हारे

		यहाँ भी कोरोना वायरस फैला हुआ है? जो लोग फुटपाथ पर रहते हैं वे कैसे कोरोना से बचाव करते होंगे, वे क्या काम करते होंगे? वे भोजन कैसे जुटाते होंगे? आदि। **3.** अपने आस-पास लगे हुए पोस्टर्स को देखें और बातचीत करें। अपने लिखे हुए को ज़रूर पढ़िएगा!
• विभिन्न स्थितियों और उद्देश्यों (बुलेटिन बोर्ड पर लगी जाने वाली सूचना, सामान की सूची , कविता, कहानी, चिट्ठी आदि) के अनुसार लिखते हैं। • अलग -अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका लेखन में इस्तेमाल करते हैं।		**सप्ताह -3** ***पोस्टर, विज्ञापन पढ़ना, बनाना और सूचना लिखना*** 1. अपनी पसंद के विषय पर पोस्टर, विज्ञापन बना सकते हैं, सूचना लिख सकते हैं, जैसे- कोरोना की रोकथाम के लिए घर में रहने की सलाह देना, इससे जुडी ज़रूरी बातों की सूची बनाना, स्कूल के बच्चों के लिए १४ अप्रैल तक लॉकडाउन की सूचना लिखना।
• अपनी कल्पना से कहानी, कविता, वर्णन आदि लिखते हुए भाषा का सृजनात्मक प्रयोग करते हैं। • भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसका इस्तेमाल करते हैं। • किसी विषय पर लिखते हुए शब्दों के बारीक अंतर को समझते हुए और सराहते हैं और शब्दों का उपयुक्त प्रयोग करते हुए लिखते हैं।		**सप्ताह - 4** ***कहानी, कविता, गीत आदि की रचना करना*** 1. बच्चे अपनी पसंद के विषय, अनुभव और स्तर के अनुसार कहानी, कविता, गीत आदि की रचना कर सकते हैं। 2. बच्चे अपनी कहानी की किताब भी बना सकते हैं। कविताओं का संकलन बना सकते हैं। 3. बच्चों के सृजनात्मक लेखन का संकलन करते हुए अपने स्कूल की बाल पत्रिका, स्कूल की भित्ति पत्रिका (स्कूल वॉल मैगज़ीन) का निर्माण किया जा सकता है।

Urdu (Class IV)

آموزشی ماحصل (Learning Outcomes)	ماخذ (Source)	ہفتہ وار مجوزہ سرگرمیاں (Week-wise Suggestive Activities)
1۔ نظموں، ترانوں، کہانیوں وغیرہ کو لکھتے اور اپنی پسندیدگی اور نا پسندیدگی کا اظہار کرتے ہیں۔ 2۔مختلف نوعیت کی تحریروں جیسے مکالمہ، انٹرویو، اشتہار وغیرہ کو پڑھتے اور اپنی زبان میں لکھنے کی کوشش کرتے ہیں۔ 3۔ قواعد کے اصولوں کے مطابق صحیح زبان لکھتے ہیں۔	این سی ای آر ٹی/ ریاست کی درسی کتب	**ہفتہ 1** **موضوع - زبان اور تخلیق** 1۔ تخلیقی صلاحیتوں کو فروغ دینے کے لیے مختلف نوعیت کی سرگرمیاں انجام دے سکتے ہیں، جیسے کسی سنی /پڑھی ہوئی کہانی، نظم، گیت یا گفتگو کی بنیاد پر – • نئی کہانی یا نظم گڑھ سکتے ہیں • اپنے تخیل کی بنا پر اسے آگے بڑھا سکتے ہیں۔ • اس کا انجام تبدیل کرسکتے ہیں۔ • کہانی کو گیت/نظم میں اور نظم/گیت کو کہانی میں بدلنے کی کوشش کرسکتے ہیں۔ • کہانی کو اسٹیج پر پیش کرنے کی خاطر واقعات تبدل کر سکتے ہیں ان کے مکالمے لکھ سکتے ہیں۔ **ہفتہ – 2** **موضوع – مکالمے ادا کرنا/لکھنا** 1۔ تخیل کی مدد سے کسی شخص، دوست، گھر کے کسی پالتو جانورکو موضوع بنا کر مکالمے لکھے جا سکتے ہیں جیسے کرونا کے سبب گھر میں بند رہنے پر بچے اور کرونا کے درمیان مکالمہ آرائی، بچے اور اس کے دوست کے درمیان گفتگو، بطے اور استاد کے درمیان بات چیت، گھر کسی فرد کے ساتھ گفتگو وغیرہ۔ **انٹرویو لینا** 1۔ گھر میں موجود لوگوں کا مختلف موضوعات پر انٹرویو کرنا اور اسے تحریر کرنا جیسے کیا پہلے بھی ایسا ہوا ہے؟ کیا کبھی انھیں گھر میں بند رہنا پڑا ہے؟ گھر میں بند رہ کر کیا نقصانات ہوئے ہیں ؟ کیا کھنے پینے کی کسی چیز کی کمی محسوس کی ہے؟ اگر ایسا لاک ڈاؤن لمبے عرصے تک چلا تو کیا ہوگا؟

		2۔ اپنے تخیل میں کسی دوسری دنیا کے بچے سے انٹرویو لینا/لکھنا کہ کیا تمھارے یہاں بھی کبھی کرونا جیسا وائرس پھیلا ہے؟ جو لوگ فٹ پاتھ پر رہتے ہیں وہ کس طرح اپنی حفاظت کرتے ہوں گے؟ اپنے کھانے کا انتظام کس طرح کرتے ہوں گے؟ وغیرہ۔ **ہفتہ – 3** **موضوع – پوسٹر، اشتہار بنانا اور اطلاع لکھنا** 1۔ اپنی پسند کے موضوع پر پوسٹر، اشتہار یا اطلاع لکھ سکتے ہیں جیسے کرونا کی روک تھام کے لیے گھر میں رہنے کے لیے صلاح دینا، اس سے متعلق ضروری باتوں کی فہرست تیار کرنا، اسکول کے بچوں کے لیے 14 اپریل تک لاک ڈاؤن کی اطلاع دینا۔ **ہفتہ – 4** **کہانی، نظم، گیت وغیرہ تخلیق کرنا** 1۔ بچے اپنی پسند کے موضوع ، تجربے اور سطح کے مطابق کہانی، نظم، گیت وغیرہ کی تخلیق کرسکتے ہیں۔ اپنی کہانیوں کا انتخاب مرتب کرسکتے ہیں۔ بچوں کی تخلیقات جمع کرکے اپنے اسکول کے لیے بچوں کا رسالہ، دیوار میگزین وغیرہ بھی تیار کیا جا سکتا ہے۔

Environmental Studies (Class-IV)

Learning Outcomes	***Resources***	***Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)***
Child- • identifies relationship with and among family members in extended family. • describes different skilled work (farming, construction, art/craft, etc.), their inheritance (from elders) and training (role of institutions) in daily life. • creates collage, designs, models, rangolis, posters, albums, and simple maps (of school/neighbour hood etc.) using local/waste material. • explains the process of producing and procuring daily needs (e.g., food, water, clothes) i.e., from source to home. • suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people)	**NCERT** Textbook /State developed Textbook Children and Parents may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online eg. • Jaanm pramad patra- https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1ef85916b51c016225de07 • Cylinder lo magar dhyan se https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d230fe116b51c01725581dd • Dadi ki rasoi se https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1efb1116b51c016313bfa3 • Savdhani hi suraksha https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d23098116b51c01725581d4	**WEEK-1** • Draw an extended family tree of your maternal and paternal side. Talk to your grandparents and parents about how different are your family tree from the family tree of their childhood. • Encourage the student to do some workout eg. skipping, free dance, yoga, puzzles, indoor games etc. at home. Parents may accompany their children to motivate to be healthier and spend quality time together. (continue in the following weeks also) • Children may help siblings and elders in various household tasks for the period they spend at home. **WEEK -2** • What are the changes that you see around now? How are these different from the life when you go to school? Are these different from when you had the summer or winter vacations? How? • At home, children may be asked to observe the kitchen activities. Children may be encouraged to observe and list the food items (cereals, pulses, spices etc.) and help the elders in the kitchen. • Use creative ways to prepare five innovative messages for public awareness on Corona outbreak.

		WEEK-3 • Talk to the people in family, or friends, neighbours or relatives over phone and develop a list of indoor games which they used to play in their times along with rules of the games. • Children may develop a 'Game Book'. Parents should encourage the children to play these games also. **WEEK-4** • Ask the children to write what they used to do in school during school hours (period wise) and what they do at home now during the school time and compare the two situations. Children may also do the same for other family members. • Write some ways in which you or your family members helped each other during the lockdown period.

Class-V

Mathematics (Class-V)

Learning Outcomes	*Resource*	*Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) (to be guided by Parents)*
Child - • reads and writes numbers bigger than 1000 being used in her/his surroundings	**NCERT book/State Textbook**	**WEEK-1** ***Reading of large numbers:*** Get the context of large numbers from newspapers and ask the student to read the numbers Some new terminology like Lakh, Crore, Arab, etc or Thousands, Million, Trillion, etc. may come to the student's knowledge while reading these numbers. Discuss with them the interrelationship in both the Indian and International system of numeration. For example, the total number of corona infected persons in each country and the total number in the world. Money allocated to various activities in the national budget for 2020-21 Textbooks may also have such numbers ***Writing of large numbers*** Let the student write large numbers in both Indian and International system. The two activities may be of writing numbers in words and then numeral for the same and vice-versa first reading a numeral and writing in words. **WEEK-2** Expanding numbers in different ways. Engage the student in describing large numbers in terms of number of thousands, lakhs, etc. For example like 12 lakh as 10,00,000+2,00,000 12,00,000=5,00,000+5,00,000+2,00,000 Engaging the student in finding the number of 2000/500 rupee notes to make a certain amount

• performs four basic arithmetic operations on numbers beyond 1000 by an understanding of place value of numbers • divides a given number by another number using standard algorithms		**WEEK-3** The student can be engaged in addition and subtraction of numbers from daily life context. For example, a person donated ₹1,26,000 and another person from the same family donated ₹4,25,000, what is the total amount they both donated? Similarly, if a person wants to buy a car that costs ₹25,03,756, and he/she has only ₹ 18,00,000 the rest he/she has to get loan from a bank. What is the amount he/she will have to have as a loan? Reading and comparing different rate charts and bills for a purchase is a good opportunity to apply and learn operations on numbers. Contexts related to division of large numbers are often available in every student's life. Avail those contexts, and ask the student to develop their own strategies to solve such problems. For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients.
• estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking a number and then using operation.	Chapter: The Fish tail	**WEEK-4** For any problem solving involving operations numbers estimation and verification by actual operation is very important. For example, in a stadium there are 25340 seats and the average price of each seat is ₹ 1480, what is the total amount collected, if all seats have been sold? In such a case a better estimate can be made by multiplying 25000 by 1500 i.e. ₹3,75,00,000 app. e-content https://diksha.gov.in/play/collection/do_31298133882480230412 0?contentType=TextBook&contentId=do_31293652888801280019 2

English (Class-V)

Learning Outcomes	***Resource***	***Week-wise Suggestive Activities (to be guided by Parents)***
Child- • appreciates either verbally or in writing the variety of food	**NCERT/State Textbooks**	**WEEK-1** ***Theme: Multi-cultural approach to food*** 1. Teacher addressing whole class (through Skype/mobile/other means) can interact on the variety of food in the different regions

as read/heard in day -to- day life or through narratives. • conducts short interviews of people around him/her, such as parents/grandparents. • connects ideas and sequence (through listening skills). • composes a short Paragraph. • share riddles in English. • uses antonyms in context. • takes dictation for different purposes, such as lists. • conducts short interviews • connects ideas that student has inferred through reading and interaction, with personal experience. • uses the dictionary for reference. • identifies kinds of nouns. • writes mini autobiography • presents orally (focus on Speaking skill) attempts to write creatively		of India. This may be followed by a short informal quiz. 2. The student may interact with parents/grandparents on the kinds of food they used to have in their childhood. 3. The student may identify the main points of Activity 2,to compose a short paragraph. 4. **Link**: https://www.youtube.com/watch?v=dprIzpoPlSY Teacher can interact on riddles, asking students for riddles in mother tongues and in English. The teacher then gives clues, the answer to which is a fruit/nut., e.g., large and green outside, red and black inside, hard and brown outside, soft and white inside. Teacher can ask students to write two riddles, using opposites such as large/small, inside/outside. **WEEK-2** ***Theme: Avoid wastage of food*** 1. *Link:* https://www.youtube.com/watch?v=GHSl9aieSQA Teacher can pause to ask questions, to ensure that students have understood. 2. Teacher can ask students to note down the food grains, flour, sugar, fruits and vegetables consumed by the family in a single day. 3. The student interacts with parents/grandparents on whether they had faced food crisis or food shortage at any time in their lives, and how they faced the challenge. 4. Teacher interacts with students on occasions of mass production of food, such as marriages, and how to avoid food wastage, students can connect on how to avoid food wastage at home. **WEEK-3** ***Theme: The World Around Us*** 1. Teacher asks students to pick up any newspaper, in any language. It contains thousands of words. Teacher explains that some words are unfamiliar, and introduces the concept of a dictionary – the alphabetical order, various meanings, pictorial dictionary

		etc. He/She asks the students to refer to the dictionary for 'shut up shop'. 'shut down', 'shut in' and write the meanings. 2. Teacher talks about ice-cream; the various colours, flavours, etc. Students name the flavours. Teacher points out that 'strawberry' is one word. But 'strawberry ice-cream' is a compound word. Similarly with other flavours. 3. Teacher asks students to imagine that each one of them is an ice-cream vendor, and has to describe one day in their life as an ice-cream vendor. **WEEK-4** ***Theme: The World Around Us*** **1. Link** https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d The students watch the video on Ten little Fingers. The teacher gives pronunciation practice focussing on the 'sh' sound. Words: cushion, ration, mention, etc. Teacher also points out that the sound is the same even though the spelling is different. 2. The names of parts of the body are reinforced. Students are introduced to idiomatic phrases such as 'the teeth of a comb', 'the foot of a mountain', 'the head of the family' etc. 3. Teachers can also interact on the gender aspect here: Can a woman be the head of the family? 4. Teacher asks students to imagine that there is no sugar at all at home one day. Shops are closed, and the neighbor's house is locked. Students may write how they went through the day.

**Children and Parents/Guardians may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online. Following are the links for the activities for easy access.*

S. No.	Activity	Link
1.	Aao naksha padhe	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d258bbe16b51c0173cdb711 retrieved on 20/12/2019
2.	Anita ki Madhumakkhiyan (shahad ki kahani)	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1f37b516b51c0164772bc8 retrieved on 20/12/2019
3.	Anita ki Madhumakkhiyan (vyavsaay)	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1eefc416b51c0164772764 retrieved on 20/12/2019
4.	Badal aaye baarish laye	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1ef5aa16b51c016225de04 retrieved on 20/12/2019
5.	Bade Chalo	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d23349e16b51c01732f8184 retrieved on 20/12/2019
6.	Boond Boond se	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d231b1c16b51c01732f7e7f retrieved on 20/12/2019
7.	Chale Rasoi Ghar	https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d22e4d416b51c01732f7b4f retrieved on 20/12/2019
8.	Chhoti Si jeebh par kaam hai bade	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d22d1e416b51c01725580ff retrieved on 20/12/2019
9.	Cylinder lo magar dhyan se	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d230fe116b51c01725581dd retrieved on 20/12/2019
10.	Gas Cylinder Raseed	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d23054c16b51c01732f7df5 retrieved on 20/12/2019
11.	Dadi ki rasoi se	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1efb1116b51c016313bfa3 retrieved on 20/12/2019
12.	Desh ka Gaurav	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d23136316b51c01732f7e57 retrieved on 20/12/2019
13.	Hathi- jigsaw paheli	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1f368b16b51c0164772bbd retrieved on 20/12/2019
14.	Ghar me aam	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d232e9b16b51c017255829e retrieved on 20/12/2019
15.	Kahan se aya aya kisne pakaya (bhojan prakriya)	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d22d32716b51c01732f7abd retrieved on 20/12/2019
16.	Khaye aam barah mahine	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1f325516b51c016225de49 retrieved on 20/12/2019
17.	Kilometer ya meter	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d23337916b51c01732f8154

		retrieved on 20/12/2019
18.	Kiski chhap	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5e4a396d16b51c016373500c retrived on 27/02/2020
19.	Kya kya khate hum	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d22dc3116b51c01732f7b1a retrieved on 20/12/2019
20.	Ntriya shayli	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5e4a382e16b51c016259a1ee retrieved on 27/02/2020
21.	Pani pani pani	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5e4a2ad616b51c016259a1a9 retrieved on 27/02/2020
22.	Patro ki yatra	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d232bfa16b51c01732f8054 retrieved on 20/12/2019
23.	Phool khile hai Gulshan Gulshan	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1f0f3e16b51c016477290a retrieved on 20/12/2019
24.	Phulwari	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1f11e416b51c016313bfca retrieved on 20/12/2019
25.	Pahuchaye saman yahan se vahan	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d23230516b51c01732f7f8c retrieved on 20/12/2019
26.	Railway samay sarini	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d2329b016b51c01732f804e retrieved on 20/12/2019
27.	Rajiv Gandi khel paruskar	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1f134d16b51c0164772936 retrieved on 20/12/2019
28.	Daya-baya	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d230dcf16b51c01732f7e2c retrieved on 20/12/2019
29.	Samay badal gya	https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d1f14ec16b51c016477294b retrieved on 20/12/2019
30.	Savdhani hi suraksha	https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d23098116b51c01725581d4 retrieved on 20/12/2019
31.	Swad swad me	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d232fff16b51c01725582b0 retrieved on 20/12/2019
32.	Whose print	https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1f1a0c16b51c016477296f retrieved on 20/12/2019

हिंदी (कक्षा - पाँचवी)

सीखने के प्रतिफल	*संसाधन (सभी सप्ताहों की गतिविधियों के लिए प्रस्तावित)*	*प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)*
बच्चे - • सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पात्रों शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं/स्वतंत्र टिप्पणी देते हैं/अपनी बात के लिए तर्क देते हैं/निष्कर्ष निकलते हैं। • अपने आस-पास घटने वाली विभिन्न घटनाओं की बारीकियों पर ध्यान देते हुए उन पर मौखिक रूप से अपनी प्रतिक्रिया व्यक्त करते हैं/प्रश्न पूछते हैं। • अपनी पाठ्यपुस्तक से इतर सामग्री (अखबार, बाल पत्रिका, पोस्टर आदि) को समझते हुए पढ़ते हैं, उसके बारे में बताते हैं। • अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाते हुए लिखते हैं। • स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं और लेखन के उद्देश्य और पाठक के अनुसार लेखन में बदलाव करते हैं।	एनसीईआरटी या राज्य द्वारा बनाई गई पाठ्यपुस्तकें, घर में उपलब्ध पढ़ने-लिखने की सामग्री, अन्य दृश्य-श्रव्य सामग्री (इंटरनेट, वेबसाइट,रेडियो,टीवी आदि)	**सप्ताह -1** ***तरह-तरह की रचनाएँ सुनना/पढ़ना/लिखना*** 1. बच्चे अपनी पसंद और स्तर के अनुसार अलग-अलग प्रकार के माध्यमों (रेडियो, टीवी, मोबाइल, अखबार, पत्रिका आदि) से विभिन्न प्रकार की रचनाएँ सुनकर अपने घर के सदस्यों से चर्चा कर सकते हैं, जैसे- बारिश का न थमना, किसी कवि सम्मेलन में पढ़ी गई कविताएँ, बच्चों का घर में कैद हो जाना, परिंदों का पिंजरे की कैद से बाहर निकलना आदि। बड़ों से यह भी कह सकते हैं कि वे अपने ज़माने की कोई कहानी, गीत सुनाएँ। 2. अपने मन से कोई कहानी, कविता लिखना, उन्हें आगे बढ़ाना आदि। 3. बच्चे अपनी रुचि, विषय, अनुभव और स्तर के अनुसार कहानी, कविता, गीत आदि की रचना कर सकते हैं। बच्चे अपनी कहानी की किताब भी बना सकते हैं। कविताओं का संकलन बना सकते हैं। बच्चों के सृजनात्मक लेखन का संकलन करते हुए अपने स्कूल की बाल पत्रिका, स्कूल की भित्ति पत्रिका (स्कूल वॉल मैगज़ीन) का निर्माण किया जा सकता है। ***प्रश्न-पत्र/ प्रश्नों का निर्माण*** पढ़ी/सुनी रचनाओं के आधार पर तरह-तरह के सवाल बना सकते हैं। बच्चों से यह भी कहा जा सकता है कि वे उन प्रश्नों का निर्माण करें जो वे चाहते हैं कि उनसे परीक्षा में पूछे जाएँ या वे अपना प्रश्न पत्र स्वयं बनाएँ और उसे हल भी करें।

• उद्देश्य और संदर्भ के अनुसार शब्दों, वाक्यों, विराम-चिह्नों का उचित प्रयोग करते हुए लिखते हैं।		
• सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं/ अपनी स्वतंत्र टिप्पणी देते हैं/अपनी बात के लिए तर्क देते हैं/निष्कर्ष निकालते हैं। • विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप को लेकर निर्णय लेते हुए लिखते हैं।		**सप्ताह -2** ***पुस्तक-समीक्षा (मौखिक और लिखित)*** बच्चों से यह कहा जा सकता है कि वे अपनी किसी कहानी की किताब, पाठ्य-पुस्तक (जो आपने अभी हल ही में पढ़ी हो, पिछले वर्ष पढ़ी हो) के बारे में बताएँ कि उन्हें क्या पसंद आया और क्या पसंद नहीं आया और क्यों? बच्चे यह भी बताएँ कि वे अपनी पाठ्य-पुस्तक में क्या बदलाव चाहते हैं , क्या शामिल करना चाहते हैं? बच्चों को यह स्वतंत्रता दी जाए कि वे यह काम मौखिक या लिखित रूप से यानी बोलकर या लिखकर बता सकते हैं।
• भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते हैं और उसे अपने लेखन/ब्रेल में शामिल करते हैं। • अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाते हुए लिखते हैं। • उद्देश्य और संदर्भ के अनुसार शब्दों, वाक्यों, विराम-चिह्नों का उचित प्रयोग करते हुए लिखते हैं।		**सप्ताह -3** ***भाषा के बारीकियों की पहचान करना और उसका प्रयोग करना*** - स्तरानुसार सुनी या पढ़ी हुई भाषा सामग्री यानी कहानी, कविता, अनुभव, साक्षात्कार आदि की भाषा की बारीकियों पर बच्चों का ध्यान आकर्षित करने, उनकी सराहना करने, उनका प्रयोग करने के लिए सुझाव के तौर पर निम्नलिखित कार्य किए जा सकते हैं - • सुनी या पढ़ी हुई रचना में से ऐसे अंश चुनने के लिए कहा जा सकता है जो उन्हें बहुत पसंद आए। • पढ़ी हुई रचना में से हिंदी भाषा की व्याकरणिक इकाइयों की पहचान, सराहना और प्रयोग करना, जैसे - किसी कहानी में संज्ञा, सर्वनाम, क्रिया, विशेषण, विराम-चिह्न, मुहावरे, लोकोक्तियों आदि की पहचान करना और स्वयं भी उनका प्रयोग करके देखना। उदहारण के लिए- एनसीईआरटी के हिंदी की पाठ्य-पुस्तक 'रिमझिम' कक्षा 5 में पाठ 4 'नन्हा फ़नकार' का यह अंश -

		'एक अनाड़ी-से वयस्क पर अपने काम की **धाक जमाने** में उसे मज़ा आ रहा था। वह बड़े ध्यान से देख रहा था कि अकबर किस तरह **लकीरों को उकेर रहे हैं।** बादशाह से ज़रा-सी **चूक हो जाने** पर उसकी **त्यौरियाँ चढ़ जातीं।** काम करते-करते अकबर पूछ बैठते, "केशव, सही नहीं है क्या?" और केशव सर हिलाकर अपनी असहमति जता देता। इस अंश में चिह्नित अंशों की भाषा के बारे में बात की जा सकती है - ● *धाक जमाने, लकीरों को उकेरने, चूक हो जाने, त्यौरियाँ चढ़ जाने, जता देने*'का क्या मतलब है? ● क्या यही बातें किसी और तरीके से कही जा सकती हैं? ● इस अंश में संज्ञा और क्रिया शब्द छाँटकर लिखिए। ● 'काम करते-करते अकबर पूछ बैठते...' वाक्य में 'करते-करते' का प्रयोग हुआ है। 'करते-करते' शब्द युग्म है यानी एक शब्द का एक साथ दो बार प्रयोग करना। 'करते-करते' और 'करते' के भाषा-प्रयोग में क्या अंतर है? आप किन स्थितियों में 'करते-करते' का प्रयोग करेंगे? बताइए/लिखिए। ● अपनी किताब में से ऐसे अंश छाँटकर लिखिए जहाँ शब्द - युग्म का प्रयोग हुआ हो।
● स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं और लेखन के उद्देश्य और पाठक के अनुसार लेखन में बदलाव करते हैं। ● विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में विराम-चिह्नों, जैसे - पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न, उद्धरण चिह्न का सचेत इस्तेमाल करते हैं।		**सप्ताह -4** ***कैलेंडर भरना/डायरी लिखना*** बच्चों से कहा जा सकता है कि वे अपने घर में टंगे कैलेंडर या डायरी में प्रतिदिन यह लिखें कि उन्होंने पूरे दिन में क्या ख़ास काम किया, उन्हें आज क्या अच्छा लगा, उन्होंने बड़ों के काम में कैसे हाथ बँटाया आदि।

****ऑनलाइन सामग्री का प्रयोग** - NCERT की websites, NROER, ई-पाठशाला तथा और भी अनेक websites हैं जहाँ बच्चों के लिए पढने-लिखने की सामग्री है| बच्चों से कहा जा सकता है कि वे उनका उपयोग करें| उन्हें देखें, सुने, पढ़ें और ज़रूरत व उद्देश्य के अनुसार लिखें| उदहारण के लिए एनसीईआरटी द्वारा प्रकाशित बाल पत्रिका' *फिरकी बच्चों की*) 'हिंदी और इंग्लिश में -द्विभाषिक(, क्रमिक पुस्तकमाला' बरखा) 'हिंदी, उर्दू, संस्कृत में(, पोस्टर्स)हिंदी, इंग्लिश में (, पोस्टर्स का इस्तेमाल करने के दिशा-निर्देश) हिंदी, इंग्लिश में(, हिंदी की पाठ्य-पुस्तक' रिमझिम 'के ऑडियो-वीडियो कार्यक्रम देखे जा सकते हैं| इसके अतिरिक्त प्राथमिक स्तर के लिए चयनित बाल साहित्य की सूची) हिंदी, इंग्लिश और 15-2014में उर्दू भी (भी देखी जा सकती है जिससे बच्चे उन किताबों को पढ़ सकते हैं| बाल साहित्य की सूची में किताब का शीर्षक, लेखक, प्रकाशक, वर्ष आदि दिए गए हैं| बच्चे अपनी लिखी हुई कहानियाँ, कविताएँ ,अनुभव, चित्र आदि एनसीईआरटी को भेज सकते हैं जिनमें से चयनित रचनाओं /कामों को एनसीईआरटी द्वारा प्रकाशित बाल पत्रिका' *फिरकी बच्चों की*) 'हिंदी और इंग्लिश में (में प्रकाशित किया जा सकता है|

कुछ लिंक इस तरह से हैं –

1. बरखा क्रमिक पुस्तक माला – विशेष रूप से कक्षा एक और दो के बच्चों के लिए जिसमें चार स्तरों की बच्चों की मनपसंद 40 कहानियाँ हैं|
   http://www.ncert.nic.in/departments/nie/dee/publication/Barkha.html
2. बाल पत्रिका 'फिरकी बच्चों की' (द्विभाषिक पत्रिका –हिंदी और इंग्लिश में)
   http://www.ncert.nic.in/departments/nie/dee/publication/firkee.html
3. बच्चों के लिए हिंदी और इंग्लिश में पोस्टर्स)कहानी ,कविता के और कुछ चित्रात्मक(
   http://www.ncert.nic.in/departments/nie/dee/publication/pdf/12poster1_6_16.pdf
4. पोस्टर्स का इस्तेमाल कैसे करें –कुछ सुझाव
   http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Posterguidelines.pdf
5. प्राथमिक स्तर के बच्चों के लिए पढने का आनंद देने वाला, रोचल बाल साहित्य की सूची (इंग्लिश-2013-14)
   http://www.ncert.nic.in/departments/nie/dee/publication/pdf/DDE(eng).pdf
6. प्राथमिक स्तर के बच्चों के लिए पढने का आनंद देने वाला, रोचल बाल साहित्य की सूची (हिंदी-2013-14)
   http://www.ncert.nic.in/departments/nie/dee/publication/pdf/DDE(pp).pdf
7. प्राथमिक स्तर के बच्चों के लिए पढने का आनंद देने वाला, रोचल बाल साहित्य की सूची (इंग्लिश-2012-13)
   http://www.ncert.nic.in/departments/nie/dee/publication/pdf/list%20Eng.pdf
8. प्राथमिक स्तर के बच्चों के लिए पढने का आनंद देने वाला, रोचल बाल साहित्य की सूची (इंग्लिश- 2008)
   http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Slctd_BEng.pdf
9. प्राथमिक स्तर के बच्चों के लिए पढने का आनंद देने वाला, रोचल बाल साहित्य की सूची (हिंदी - 2008)
   http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Slctd_BHindi.pdf

Urdu (Class V)

آموزشی ماحصل (Learning Outcomes)	ماخذ (Source)	ہفتہ وار مجوزہ سرگرمیاں (Week-wise Suggestive Activities)
1- اپنی تخلیقی صلاحیت کا اظہار کہانی، نظم ، گیت وغیرہ کی شکل میں کرتے ہیں۔ 2- درسی کتب کے علاوہ معیار کے مطابق دوسری تحریروں کو پڑھتے ہیں اور اپنی رائے ظاہر کرتے ہیں۔ 3- رسمی اور غیر رسمی تحریریں لکھتے ہیں اور دیے گئے موضوع پر اظہار خیال کرتے ہیں۔	این سی ای آر ٹی/ ریاست کی درسی کتب	**ہفتہ- 1** **موضوع – کہانی، نظم، گیت وغیرہ تخلیق کرنا** 1-بچے اپنی پسند کے موضوع ، تجربہ اور عمر کے لحاظ سے کہانی، نظم، گیت وغیرہ تخلیق کر سکتے ہیں۔ اشعار جمع کرکے اپنی بیاض بنا سکتے ہیں، کہانیوں کا مجموعہ بھی بنا سکتے ہیں۔ بچوں کی تخلیقات بھی جمع کر دیوار میگزین ترتیب دی جا سکتی ہے۔ **سوال نامہ/سوالات تیار کرنا** 1-پڑھی / سنی تخلیقات کی بنیاد پر سوالات تیار کیے جاسکتے ہیں۔بچوں سے کہیں کہ وہ ان سوالات کو تحریر کریں جو وہ چاہتے ہیں کہ ان سے امتحان کے دوران پوچھے جائیں یا وہ اپنا سوال نامہ ترتیب دیں اور اسے خود ہی حل کریں۔ **ہفتہ – 2** **موضوع - کتاب پر تبصرہ** 2- بچوں سے یہ کہا جا سکتا ہے کہ وہ اپنی کسی کہانی کی کتاب،درسی کتاب جس کا مطالعہ انھوں نے کیا ہو ، کے بارے میں بتائیں کہ انھیں کون سی باتیہن پسند آئیں اور کون سی نہیں اور کیوں۔ بچے یہ بھی بتائیں کہ کہ وہ اپنی کتاب میں کیا تبدیلی چاہتے ہیں؟ کون سی نئی باتیں اس میں شامل کرنا چاتے ہیں؟ بچوں کو یہ آزادی دی جائے کہ وہ اپنی رائے کا اظہار زبانی یا تحریری کسی شکل میں کر سکتے ہیں۔ **ہفتہ - 3** **زبان کی خوبیاں پہچاننا اور اس کا استعمال کرنا** 1- عمر کے لحاظ سے سنی یا پڑھی کہانی، نظم، تجربہ، مضمون وغیرہ کی زبان کی خوبیوں اور ان کے استعمال کرنے کے بارے میں تجاویز کے طور پر یہ کام کرائے جاسکتے ہیں:

2۔ سنی یا پڑھی ہوئی تحریر سے ایسے اقتباس منتخب کرنے کے لیے کہیے جو انھیں زیادہ پسند آئے۔ 3۔ پڑھی ہوئی تخلیق سے اردو زبان کی قواعد کے پہلوؤں کی شناخت، تحسین اور استعمال کرنا جیسے کسی کہانی میں اسم، ضمیر، فعل، صفت وغیرہ ، رموز اوقاف ، محاورے وغیرہ تلاش کرنا اور ان کا اپنے جملوں میں استعمال کرنا۔ **ہفتہ – 4** **موضوع – کلینڈر بنانا/ ڈائری لکھنا** 1۔ بچوں سے کہا جا سکتا ہے کہ وہ اپنے گھر میں لگے کلینڈر یا ڈائری میں روزانہ لکھیں کہ انھوں نے پورے دن کون کون سے خاص کام کیے، انھیں کیا اچھا لگا، انھوں نے اپنے بڑوں کے کام میں کس طرح حصہ لیا۔		

Environmental Studies (Class-V)

Learning Outcomes	***Resources***	***Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)***
Child- • Records observations/experiences/information in an organised manner (e.g. in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/phenomena (e.g. floating, sinking, mixing, evaporation , germination , spoilage) to establish relation	**NCERT Textbook/State developed Textbook** Children and Parents may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online eg. • Chale Rasoi Ghar https://nroer.gov.in/55ab34ff81fccb4f1d806025/p	**WEEK-1** • Mention some unique things about each family member. How are you similar or different in habits or traits from family members? • Encourage the student to do some physical workout eg. Skipping, yoga, dance, games, puzzles etc. at home. Parents may accompany their children to motivate them to be healthier and to spend some quality time together. (continue these in the following weeks) **WEEK -2** • Maintain a diary to write down your daily experiences of 21 days of

between cause and effect. • creates posters, designs, models , set ups, local dishes, sketches, maps (of neighbourhood/ different places visited) using variety of local/waste material and writes • suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/deprived.	age/5d22e4d416b51c01732f7b4f • Gas Cylinder Raseed https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d23054c16b51c01732f7df5 • Swad swad me https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d232fff16b51c01725582b0	lockdown due to Corona Virus Outbreak. • Use creative ways to prepare five innovative messages for public awareness on Corona outbreak. • Design appropriate slogans for public awareness on dos and don'ts during Corona virus outbreak. **WEEK-3** • What is social distancing and how is it important at this point of time? • Ask children to develop their own 'Hygiene Guide' and share it with all family members and later with their classmates and teacher after reopening of school. **WEEK-4** • What kind of food can help people build their immunity against Corona virus infection? Which food needs to be avoided? Find out. • Write how you and your family members are helping/ contributing to the society (including plants, birds/animals) during the lock down period due to corona outbreak. • What kind of challenges you and people around you are facing during Corona virus outbreak? What are the important lessons learnt during this time? How do you think the life should change after this? Give Suggestions.

Art Education

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

The calendar of activities has been divided in two parts; A (visual Arts) and B (performing arts) for the convenience of the teachers and not otherwise. Art Education syllabus for primary stage is based on National Curriculum Framework 2005.

Part A : Visual Arts

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

CLASSES I-III

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

Learning Outcomes	***Suggested Activities***	***Resources***
The Learner; - Draws and paints objects of different shapes and sizes, of examples taken from the immediate surroundings - Makes clay-models of fruits, vegetables, boxes, houses, animals, etc., using different shapes. - Identifies and names different Textures. - Develops skill of observation, exploration and becomes aware of his/her surroundings.	**Activity 1.** **Play quick draw games -** draw number of images seen around in the given time. *Children of classes I-III are faster in making simple line drawings and enjoy competing with others. Therefore 10 minutes is adequate for this activity.* *It becomes interesting if adults at home can also join children in quick drawing game.* *Ask children talk about why did they select the particular objects for drawing? Appreciate their efforts.* -Next step can be to colour the drawings with available materials at home. Or -If possible this activity can be done using clay. Children of all ages have great fun while working with clay. And it is therapeutic too. Another interesting medium for the same is; -Use of Chalk or Charcoal sticks on the floor, board, wall or in the court yard of home.	- Actual or pictures of toys, household objects, pets, people, plants, trees etc. on - Drawing book/ notebook. - Clay can be prepared at home before hand or procured from a potter. - Scrap book can be created out of used notebooks and papers. - Coloured chalks - Charcoal sticks - Colours can be made at home with the help of

- Starts taking responsibilities of keeping surroundings clean. - Arranges different shapes and objects in 2 D and in 3D space. - Draws / paints compositions on variety of themes, such as; myself, my family, my school, my playground etc. - Practices age appropriate techniques, such as; hand painting, thumb painting, blow painting, block printing, tearing & pasting, construction of small toys with wool and cotton, clay modelling etc.	**Activity 2.** Collect different leaves, flowers, feathers, twigs etc. from the vicinity. use them to create images of birds and animals. Pressing and drying leaves, flowers and twigs before using them in making art will give better results. (they can dry it while pressing it in news paper/ magazines or old notebooks and books). **Activity 3.** Hand Painting and printing, Finger printing, Thumb printing to create different shapes, objects, birds, animals. Use only primary colours (Red, Yellow and Blue). **Activity 4.** Block printing with materials such as; sponge, straws, thread, pebbles, nail-heads, different type of leaves, bark of trees, etc., Play with different type of surfaces and create patterns on paper sheet. **Activity 5.** Make Viewfinder with a thick sheet of an old card. Method- take a thick paper/card or cover of an old notebook. Cut a rectangle of 5cm X 3cm from middle of this sheet and use it as view finder. **Activity 6.** -Explore best corners in your room/house, in a garden, in the neighbourhood with the help of view finder and write few lines of appreciation about that. A simple sketch of the same can be preserved for portfolio. *Those who have smart phone can click pictures as it has ready its own viewfinder.*	available herbs, flowers, leaves etc. - Old magazines and/or newspapers - Glue of any kind, preferably prepared at home. - Wherever possible Smart phone and computer can be a great help in viewing youtube videos, - Smartphone can be helpful in recording and uploading in school websites / on YouTube or sharing art work with teachers. - Collective viewing of selected TV channels, such as; Discovery, Animal planet etc. is recommended.

	Activity 7. - Make painting on simple themes, such as; myself, my family, my school, my park etc. **Activity 8.** - Make Rangoli with leaves, flowers, sand, shells, coloured pebbles etc. at home and take picture or make a sketch of the same for portfolio. **Activity 9.** - Create figures and sceneries using tear and paste technique. Themes can be; my house, trees I like, sun, night sky with stars etc. *(children like tearing papers in small pieces, putting them together to create objects of their liking is a fun).* Use one side use papers for this activity. Young and old at home can join as team in this activity and have lots of fun. Use of old magazines is preferred for the activity, because of it's thickness and colours.	

CLASSES: IV-V

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

Learning Outcomes	Suggested Activities	Resources
The learner; - Identifies different geometrical shapes in objects such as; furniture, buildings/ monuments, plants & trees etc. - Draws and paints objects and scenes of his/her liking using appropriate colours. - Draws / paints compositions on themes, such as; myself, my family, my school, my park etc. - Knows names of secondary colours. - Creates chart of secondary colours and their shades. - Makes clay models of items such as; furniture, means of transportation, fruits, vegetables etc., using geometrical shapes. - Beautifies surroundings (own room, own home, boundary walls of own house, using 2D and 3D objects.	**Activity 1** -Painting on themes, such as, my school, my play ground, my classroom, monuments of personal liking. Try to follow the regional / folk style of painting/wall painting (Gond, Madhubani, Warli, Mandna, Rangoli, Sanjhi etc.) of your area or the one that you like the most. The art work can be added to portfolio for teacher/s to see. **Activity 2.** Quick game of object drawing to know 'Who is Quicker ?' in drawing of household objects (10 seconds to each object) Elders in the family can join and make the game a fun. The process can be recorded with mobile phone and shared with the school later on. **Activity 3.** Draw & paint objects of one colour with it's different shade. For example; Green of spinach, of leaks, of tree leaves of bitter gourd, of water melon, etc. This activity is fun as they start understanding the treasure of different hues and shades present in nature. **Activity 4.** Make colour chart of your own showing primary and secondary colours. Take a picture and share with teacher. **Activity 5.** Create clay models of commonly seen/found objects, such as; drawing room furniture, means of transportation, animals and birds and animals that you	- Drawing book/ notebook, chart paper etc,. - Pictures of regional wall paintings, Rangoli etc. for reference. - Clay can be prepared at home before hand. - Scrap book can be created out of the used notebooks or chart papers. - Colours can be prepared at home from herbs, dyes, leaves, flowers, stones etc. - Regional dyes/colours used for painting can be explored before buying branded colours. - Old charts, magazines or newspapers - Glue, sponge, pieces of different fabrics, sand, wool, feathers, potters clay, etc. - Wherever possible Smart phone and

-Identifies and appreciates different textures of; household objects, wood, cotton, wool, silk, etc. - Makes creative designs through; thumb painting, blow painting, block printing. - Constructs stuffed toys with wool, cotton or cloth cuttings. - Makes clay models using coil, slab, pressing and pinching method. - Exhibits skill of ;observation, exploration, experimentation, problem solving. - Shows awareness of the immediate surroundings and accepts responsibility of beautifying and keeping surroundings clean. - Starts communicating on social issues and practices personal and social value.	would like to protect, fruits and vegetables that one should eat, etc. Make video of the objects made and share with the friends and teachers. **Activity 6.** Make boarder designs with block printing using materials such as; sponge, thread, pebbles, nail-head, leaves etc. -Create your own block from soft wood or from waste of vegetable /fruit peals to play and print from different type of surfaces. Keep art work in the portfolio and make video or take pictures of the art work to be shared with teacher/s, family and friends. **Activity 7.** Blow painting- drop a drop of diluted colour/s or ink on surface of a white paper sheet and blow it from different sides using a straw. *(Children like this activity as it results into an unpredictable visual which keeps leading the doer to a sea of joy and creativity. This activity is considered a good exercise for the lungs)* **Activity 8.** Make your own stuff toys; using folk styles of making birds, animals, fruits, vegetables etc. **Activity 9.** Create Poster compositions on simple themes, such as; “Save Water”, “ Save Tree, Save Environment”, “ I Wash Hands Before Touching My Nose, Eyes and Mouth”, “I love My Country”, I respect Elders”, etc. etc. **Activity 10.** Make Rangoli with leaves, flowers, sand, shells, coloured pebbles etc. in front of your home and take picture or make a sketch of the same for portfolio.	computer can be a great help in recording the process and work, in viewing youtube videos, exploring related links/ videos on NROER, NCERT - Smartphone can be helpful in recording and uploading in school websites / on YouTube or sharing art work with teachers. - Collective viewing of selected TV channels, such as; Discovery, Animal planet etc. is recommended.

PART B : PERFORMING ARTS

The performing arts' consist of Music, Dance and Theatre and are considered to be very close to the young hearts. These are very natural to every child and they are involved in them effortlessly. Performimg arts provide them with opportunities to engage their mind and body into a holistic expression as it involves; cognitive, psycho-motor and affective domains simultaneously. Students get exposed to different sounds, movement, rhythm while they start understanding their own voice, sounds around them, creating different sounds, difference between noisy/ harsh and soothing /musical sounds and develop appreciation for musical sounds in nature and those created by people. They start taking more interest in their regional / folk performing arts and learn to participate in different art forms and express joyfully.

CLASSES I-III

Method and Materials: At this stage focus of learning performing arts is more on observation and exploration and emphasis is more on aspects of sound, rhythm, body movement, performance/ presentation and art appreciation.. Process or learning is more important than the final performance/presentation. Instruments, make-up, costumes, props etc. should preferably be regional and local specific. Students of this age group enjoy experimenting with variety of materials and objects available to them.

Learning Outcomes	***Suggested Activities***	***Resources***
The learner; - Listens to sounds in the immediate surroundings carefully. - Imitates sounds of different birds, animals and moving objects/machines. - Imitates body movement of	**Activity 1.** How many type of birds are there in your neighbourhood? -Make children close their eyes and concentrate on chirping sounds in the morning, or evening and try to identify name of the birds. - Same can be done with other sounds. Find the source of the sound and name it, direction from where the sound is coming e.g.; sound of wind, dogs, of Car/scooter, aeroplane, generator etc. **Activity 2.**	- Guided viewing of animal planet, discovery channel, youTube videos etc. - Audio and/or Video clips on selected sounds of birds, animals and objects. - Video clips of voices of different

animals, birds and people around. - Creates sound of rain drops, thunder of clouds, storm, sea, rustling of trees etc using own body and/or with available objects. - Sings poems using simple rhythm. - Narrates stories using different sounds and some facial expression to create impact. - Plays different roles for example; teacher, policeman, doctor, mother, father, grandparents, hawkers etc. - Sings/chants devotional music usually sung by elders at home - Dances to any rhythmic tune using hands and feet with proper expression - Identifies some of the regional musical instruments. - Likes to play simple musical instruments available.	Imitate different sounds, such as; sound of peacock, cuckoo, sparrows, elephant, lion, dog, cat, horse etc. Sound of the school bell, temple bells etc. *Parents can help taking video of such activities and share with the teacher/s.* Draw and talk about these object/bird/animal. (sheets can be added in portfolio) **Activity 3.** Listen to the sound of rain and create similar , storm, sea storm, thundering of clouds or any other sound/s in nature that the child likes. Parents, grand parents can join children and make it fun. Record it and share for school records. Children like to see their own videos. It helps them appreciate their performance and learn further. **Activity 4.** Encourage children pretend to be the animal, bird, object or persons. Sing the related poem/s and make matching dance movements, Follow the rhythm. The poem can be from the language textbooks. Children can be given opportunity to listen to the audio recordings of selected music – instrumental and vocal. Such audio files can be sent using whatsApp. **Activity 5.** Select situation or story (story can also be from textbooks) and ask child/children to narrate it dramatically using different sound and movement. Encourage children to add appropriate moods to the situation. For example; 'Lion was very angry but mouse was scared", 'Dog was very kind to the cat but cat was still afraid' etc.	people, with voice modulation and with specific expression. - Audio/Videos of different musical instruments. - Costumes and Make up, Head gears and masks with available resources. - Video clips on selected body movements and facial expressions. e.g. https://www.youtube.com/watch?v=bk-o3JGo88w https://www.youtube.com/watch?v=JKmL-uwAJwU https://www.youtube.com/watch?v=WdRXezT5dNM&t=7s - Pictures of regional, community or family dances. - Participation in family / community celebrations.

- Can identify and move different parts of the body like waist, shoulders, knees, toes etc. - Participates happily in group dance and role play - Tries to sing poems, school prayer/s, patriotic songs with interest. - Exhibits body balence while making different dance movements. - Appreciates performances seen on TV, YouTube videos of; Music, Dance, Puppet shows etc. And shares his likes on the same.	They can also be asked to create a script in their own language . This gives a specific frame to the storyline **Activity 6.** *'Dance like a robot or/and puppet' .* Tell children to do warm up exercises before starting the dance by gradually moving each part of the body, hands, arms, shoulders, head and neck. Feet and toe, legs and waist etc. After the warm up, child can perform movements like a puppet on a given situation, such as; 'getting up from chair and walking to the door in rhythm', 'performing, on any song of their liking' flying kite etc. **Activity 7.** Watch /listen to the audio-video clippings of various musical instruments, like; dhol, dholak, duff, magic of ghungroos, flute, tabla, sitar, harmonium, etc. Play and record music created with the help of kitchen utensils. Listen to the national anthem and morning prayers (audio recordings can be shared through whatsApp), mantra uchcharan, hymns, shabad, so that they pick up the correct pronunciation . **Activity 8.** Practise free body movements in open space for simple delight, such as; moving with the music, flying like clouds, swinging arms, moving around like butterfly, taking rounds etc. Observe and imitate movement of birds in the sky, butterflies around the flowers, dancing trees with wind etc. Guided viewing of TV documentaries/programmes on birds,	

	animals, nature can be very helpful in learning better, when children are at home. *Recommendation from school can guide them do it with purpose.* **Activity 9.** Games – children can play games such as dumb-charade with family. This is learning with fun. It can be based on; situations, roles, our helpers, name of animals, birds etc. Children can take turn with parents/elders on this game. This can also be done to communicate situations, such as; I am hungry, I want to eat, I am cleaning my teeth, taking bath etc. **Activity 10.** Viewing videos of own performances. Discussion on TV programs (those are approved by the family) on Dance and Music to encourage free expression of ones likes on different performances. This will help child in improving his/her reflective thinking	

CLASSES IV-V

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

Learning Outcomes	*Suggested Activities*	*Resources*
The learner; - Listens and differentiates sounds of different birds in the immediate surroundings. - Imitates and documents sounds of different birds, animals and moving objects/machines. - Makes rhythmic body movement, imitating animals, birds and people around. - Likes to listen to the sound of different musical instruments, such as; khanjira/ ghungroo/ dholak/ sarangi /shehnai etc - Creates sound of rain drops, thunder of clouds, storm, sea, rustling of trees etc using own body and/or with avialable objects. - Sings poems with expression using simple rhythm. - Identifies regional Music/ Folk Music	**Activity 1.** Identify the type of birds are there in your neighbourhood? - Concentrate and listen to the sound of birds from your home and try to identify the birds with their name. - Same can be done with other sounds. For example; sound of rain or wind, animals, of vehicles, machines, generator etc. Find the direction and approximate distance from where the sound is coming. *(A small project can be documented for portfolio)* **Activity 2.** Imitate different sounds, such as; sound of peacock, cuckoo, sparrows, of elephant, lion, dog, cat, horse etc. Sound of the school bell, of temple bells etc. Sound of different vehicles/ means of transportation such as; scooter, cycle, car, bus, train, ship etc. *(can record video of such activities and share with the teacher/s).* Drawing with little description of these can also be prepared by the child and kept in the portfolio) **Activity 3.** Listen and create sound of rain, storm, sea waves, thundering of clouds or any other sound/s in nature using your body. Parents, grand parents can join children and take turn to make it fun. Children can record it and share for school records. Children like to make their own videos and share on youTube. It helps them appreciate their own performances and explore similar from others and learn further.	- Guided viewing of animal planet, discovery channel, youTube videos etc. - Audio and/or Video clips on sounds of birds, animals and objects. - Video clips of personalities in music, dance, theatre, painters, sculptors, puppetiers, national leaders etc. https://www.youtube.com/watch?v=iVLXnAMAVyQ https://www.youtube.com/watch?v=rCJZ6aDKStQ - Audio/Videos of different musical instruments. - Costumes and Make up, Head gears and masks with available resources. - Video clips on selected regional dances and body movements,

of different states and likes. - Narrates stories using different sounds with facial expressions to create impact. - Plays role of different persons and personalities; for example; teacher, policeman, doctor, grandparents, farmer, Mahatma Gandhi, political leaders, scientists etc. - Identifies and documents some of the regional musical instruments. - Likes to play simple musical instruments available. - Uses hand and foot movements with folk music and rhythm. Tries to make hast mudra on their own, Moves different parts of the body like waist, shoulders, knees, toes etc. - Participates happily in group dance and role play	**Activity 4.** Encourage children pretend to be the person or personality of their choice from; teacher, policeman, doctor, grandparents, farmer, Mahatma Gandhi, political leaders (local or national), a scientist etc., read about them and play the/their role. They can sing poem/song about the character or the role they are playing. For rhythm they can use simple clapping of hands or tapping with the foot. Selecting accompanying beats/music from keyboard, dholak, khartal, dandiya sticks ,thaali etc (whatever is possible) would add to the presentation. The above activity can be selected from the language textbooks. They can be guided to explore internet (if available) or books to find out about the person or personality). Record the performance and share. Such audio-video files can be sent using whatsApp. **Activity 5.** Guide children to explore and to listen to the audio recordings of selcted musical – instrumental and vocal compositions. Preferably regional or of selected National /international performers in; music, dance, theatre and puppetry. Such audio files or links can be shared using whatsApp. e.g. https://www.youtube.com/watch?v=52WQwTyaNRU https://www.youtube.com/watch?v=2Ub98vlXPcg https://www.youtube.com/watch?v=Ru7IWs-QbZk https://www.youtube.com/watch?v=Pyhpm4wQPPs	facial expressions and moods. https://www.youtube.com/watch?v=LPjtbMn9Tns https://www.youtube.com/watch?v=SD23tzTVnKM&t=2s - Pictures or recording of family / community celebrations.

- Sings poems, school prayer/s, patriotic songs, folk songs with interest. - Balances body weight, can walk with grace and proper posture. -Explores open and close space for body movement. - Appreciates performances seen on TV, on YouTube, of his/her peers, family etc. ; Music, Dance, Puppet shows etc. And gives his/her observations on the same.	**Activity 6.** Take pictures of the regional instruments and write 5 lines about each instrument. -Inspire children to create their own musical instruments. Play it and record it's making process and the sound it makes. **Activity 7.** Take pictures of any one regional dance/ drama, which is performed on special occasions, festivals etc. Write 10 lines about that performance and what you like most about that art form. Inspire children to search about that dance or theatre form on internet and learn more about that. -Ask children practise any one regional dance of their liking and document it as video for sharing with the teacher/s and friends. **Activity 8.** Encourage children watch /listen to the audio-video clippings of instruments, like; flute, tabla, sitar, harmonium, guitar, etc. Listen to the national anthem and morning prayers (audio recordings can be shared through whatsApp), so that they pick up the correct pronunciation. Listen to the recording of seven notes and practice seven notes (sa re ga ma pa dha ni sa ..) on instrument of your choice. Or/and vocal practice of the seven notes. https://www.youtube.com/watch?v=JIfFMN6E9DA Record and share. **Activity 9.** Practise free body movements in open spaces for simple delight, such as; moving with the music, flying like clouds, swinging arms and legs, moving around	

	like butterfly, taking rounds, jumping like dear, walking like peacock, etc. Practise the same movements in close room, with less space and tell the difference they feel. *For better learning provide them with appropriate bakground music beats.* **Activity 10.** Games – children can play games such as dumb charades with family. This is learning with fun. It can be based on; social situations, national personalities, animals, birds etc. Children can take turn with parents/elders on this game. This can also be done to communicate moods, such as; I am very happy, I am sad, I love my pet, My mother is very kind to me, I hate unclean surroundings and love to clean it, I do not like to be Violent to animals etc. **Activity 11.** Viewing videos of own performances. Discussion on TV programs (those are approved by the family and teachers) on Dance and Music to encourage free expression of ones likes on different performances. This will help child in improving his/her analytical and reflective thinking Children can also be given link of the audio and video recordings of selcted instumental and vocal music (regional and classicle). Such audio files can be sent using whatsApp.	

Picture 1: Posture while sitting.

Picture 2: Posture while standing.

Picture 3: Posture while writing.

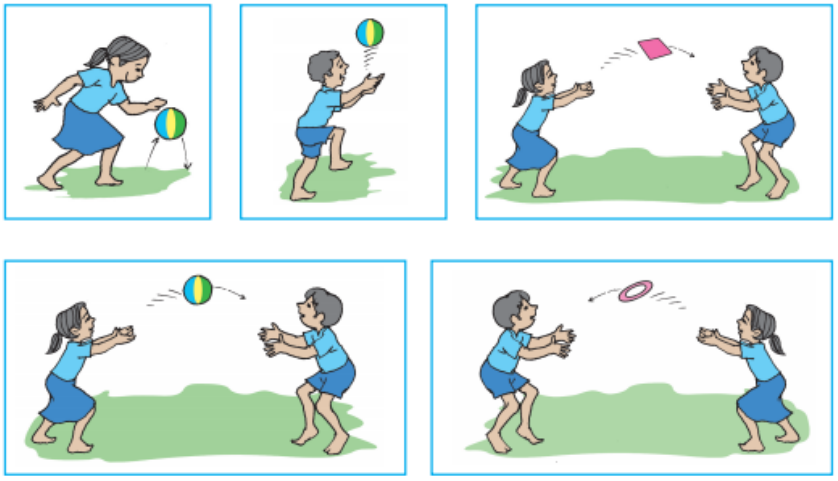
Picture 4: Posture while reading.

Health and Physical Education
(Time to Keep Children Fit and Healthy)

Children may be involved in various Activities. These are given below

1. Demonstrate correct postures. Show Posters, Charts (if available)- standing, sitting, walking, sleeping.
2. Show the Picture and have discussion on the questions given below
   - What is shown in Picture 1?
   - Which is the right posture in Picture?
   - How did you know that this is the correct posture of standing?
   - Can you demonstrate the correct way of sitting? Similar questions can be framed for pictures 2, 3, and 4
3. Play and move for fun with balls, rope etc. can be thought of.
4. Demonstrate and encourage them to practice hands wash before and after eating?
5. Show the picture as given below and ask the child to do similar exercise at home till they enjoy. Ask them to count the number of times they throw

an catch correctly alone and also with another sibling without dropping the ball /object and how many times they miss it.



6. Encourage the child to do the following activities at home . You also do it with the child. Such activities will help neuromuscular coordination.
   - walk and run
   - sit and stand
   - stop and walk
   - hop and walk
   - bend and roll
   - walk and run/ leap
   - walk and jog
   - Walk, jog and run
   - forward and backward running

7. Stories related to sport persons can be narrated

8. Picture reading followed by a discussion can be held. Show the following picture. Ask the child that if you are in the picture, what is missing in the picture to keep you healthy.

9. Demonstrate and encourage them to practice hands wash before and after eating?

10. Ask them to draw things which he/she observe for

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

Children of classes IV and V can do the following

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

11. Ask the child what he/she can do with this picture given below.

For Example the following activities can be done.

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

Social Media for Synchronous and Asynchronous Communication: A guideline for teachers and educators

Social media platforms facilitate communication in quick and convenient ways. There are various social media platforms such as Facebook, WhatsApp, Twitter, Instagram, LinkedIn, Google+, Telegram, being used worldwide by people of all age. These platforms have quickly reached even the remotest places on earth and help people to access various information sitting at their places at a very cheap price.

We can communicate with individuals as well as with groups through different media – text, image, audio, video and other documents. These communications are either synchronous – which means that all participants are sending and replying to each other's message in real-time/live; or it can be asynchronous – means that one sends a message and the others reply at their convenience. Synchronous communication includes individual or group audio/video calls, chatting through instant messaging apps. Asynchronous communication includes emails, messages or chats that may not replied to instantly.

Given the unprecedented social distancing and home quarantines due to COVID-19, social media platforms have immense potential to contribute to teaching-learning processes. When physical access to schools and colleges are closed, we can leverage these platforms to effectively carry out academic activities in innovative ways. In the following section, 12 different social media platforms are identified and their possible usage mentioned. Teachers and educators are at liberty to choose any of these tools as per their convenience and use for reaching out to students and pupil teachers, and provide online support to facilitate learning. Also teachers and educators are advised to inform students below 14 years of age to seek permission to share and use the gadgets (Smart Phone, iPAD, Tablet, laptop and Desktop) of their parents, grandparents and elder sibling(s) for accessing learning situations created under the guidance of elders at home.

1. WhatsApp

It is an App requires to be downloaded on mobile phone (also can be accesses on (laptop or desktop) and registered using individual mobile number. We can send messages, making audio-video calls. We can also share a wide variety of media like photos, audio, video, and other documents. We can communicate one-to-one or in a group in the above mentioned ways. Up to 256 people can join a group and interact with each other. One can create any number of groups (e.g., one group for each class or subject or course) on WhatsApp.

Use case: A teacher or educator can use WhatsApp group call to organise a virtual class and post an assignment on a group. Later learners can post their completed assignment. A teacher can share the link for learning resources in a group or share a downloaded document/ own recorded voice/ a self-created document on a topic. The teacher can also help parents with tips on how to engage learners at home. The School Head can form a WhatsApp group to interact and mentor fellow teachers.

2. Facebook

Facebook can be accessed on a laptop/desktop computer as well as through mobile App. One needs to create an account to log into Facebook. Facebook allows us to share or post information consisting of text, image, audio, video and other documents. It gives a sense of community as we can add and connect with other users as 'friends', thus creating a sense of community. Facebook also provides options to have closed as well as open groups. It also provides the user with control like permissions of users to collaborate, share, join etc.

Use case: Teachers can create subject or class wise groups and share contents in various forms. In addition, they can interact with students, deliver live lectures, organise a watch party etc. Personalized feedback can also be given to learner in Facebook chat/messenger. Facebook for education (https://education.fb.com/) is a dedicated platform of Facebook for educators to collaborate and innovate.

3. Twitter

Twitter is a micro blogging and social networking service on which users can post and interact through messages known as "tweets". It can be accessed on a laptop/desktop computer as well as through mobile App. It allows users to write and share their ideas and opinions in real time (instant messaging) within maximum 280 characters. We can also upload and share image, audio, video and document through twitter. While sharing, one can mention other person or group through a feature called hashtag (#). Twitter can be used for self-expression, social interaction, and information sharing.

Use Case: Teachers can use it as an effective pedagogical tool to gain information, engage students, follow interested communities, share their insights on specific topics, etc. It can enhance engagement and collaboration among peers, students and teachers. The teacher can tweet assignments, link to other resources or web pages. Students can work collaboratively on assignments using Twitter. Teachers and students can subscribe to relevant and important hashtags for further learning.

4. Edmodo

Edmodo is a free and secure online educational learning network. It is a social network to interact with others. Teachers can use it to create and manage an online classroom community, and students can connect and collaborate with their peers. It helps to schedule homework and assignments, network with other teachers, and monitor students' progress.

Use Case: Teachers can manage their classes and consolidate all of their activities in one place. Teacher can create a digital classroom space for all teachers and students to work together share ideas and resources. Edmodo's quiz builder or poll feature can be used to assess students' learning during or after a unit of study. Teacher can divide a class into smaller groups and have them post their work to their group for peer review and feedback. Teacher can further use Edmodo Badges to help motivate Students to push their learning and increase their practice time on new topics. Badges let students show off

their accomplishments and motivate others. Administrators can use the platform to coordinate and collaborate with fellow teachers. Panning professional development seminars is easy, especially with SchoolTube, Edmodo's video service.

5. Instagram

Instagram is a photo and video-sharing social networking service that has millions of active consumers all over the world. It can be accessed on a laptop/desktop computer as well as through mobile App. It can be used to share short videos, pictures, audios, quotations, write-ups and much more. Teachers can also make groups on Instagram and post photos and other media on groups. They can either keep a group open for all or make it a closed group.

Use Case: Through Instagram, teachers can effectively engage in visual storytelling. One can use hashtags that are relevant and often searched to be discoverable. There are other features as well which teachers and students can use such as video recording up to 15 seconds, unlimited story additions, direct messaging within Stories, etc. IGTV gives users the ability to share videos that are up to an hour long – like a TV episode.

6. Telegram

Telegram is a mobile app based communication tool. It has a capability to share a wide variety of media, be it photos, audio, video, and even documents. It supports one to one communication as well as group communication. Subject groups can be created, and each group can have even 1,00,000 members. It provided various admin supports such that the groups can be maintained by several admin in a collaborative manner. The groups can be controlled to have only one way or two way communications. It can also be used for making audio calls and video calls. Group conference calls are also an additional support that will help teachers to take online sessions and encourage interaction. Every time when someone opens his/her desktop, just click on the telegram icon, it will start working. Telegram channels can be helpful for providing the desired information to an unlimited number of students and teachers.

Use Case: Teachers can create large groups of teachers, students and continuously interact on various themes. During NISHTHA training many states like Assam, Karnataka, Odisha, Punjab, Rajasthan used Telegram for sharing of information and best practices.

7. Blogger

A blog can be considered as an online journal or an informational website. Individuals setup a blogging website and regularly post articles called blogs. Users can subscribe to blogs to receive notification of a new article through their email or can directly go to a blogging site and read articles.

Blogger is a blog-publishing service provided by Google. A user having a Google account (Gmail ID) can freely use the blogger facility to create a blogging website of its own and start writing articles on a topic or area such as travel blogs, experience blogs, marketing blogs, product description blogs, educational blogs, etc.

Use Case: Teachers and students can create their accounts on Blogger through their Gmail accounts. Teachers can write and share blogs on difficult topics related to the subject areas they teach, for instance, Science, Mathematics, Language, etc. They can display teaching learning material on blogs by adding pictures, videos, audios, PPTs, etc. A common classroom blog can also be created using WordPress, and a community of teachers and students can together post and discuss about concepts and ideas.

8. Skype

Skype is generally used to communicate through video conferencing either one-to-one or in groups. It can be accessed on a laptop/desktop computer as well as through mobile App. Users are required to create an account and then log in. Skype group calling includes conference calling and group chats. It can be used to host a group video chat or conference call for up to 50 people. Adding people who already have Skype is free.

Use Case: Skype provides an excellent way for teachers to introduce the world beyond the classroom to their students. Through video calling, students can connect with teachers, educators and other students for live discussions and solving their queries. We can also use Skype to explore virtual field trips, organize guest speaker sessions with two-way communication between presenter and the audience. Special events can be conducted like live discussion with authors, celebrities, technology experts, doctors, artists, etc. Sharing of screens, files, resources and other information with students, teachers and parents can also be part of an e-learning process through Skype.

9. Pinterest

Pinterest is a visual social network in multilingual format available on social web as well as mobile application (both android and iOS supported). It is like an online open bulletin board in which communities, teachers, students and parents can interact, share and post/ pin on a single forum. It enables posting, saving, blogging and discovery of information using images, GIFs, interactive videos, documents and blogs etc. The resources which are pinned get segregated into various categories. There are a lot of categories to choose from diversified fields of learning. These categories or boards are displayed on the user's Pinterest profile. Since these pins can be shared and are easily searchable, they have the potential to become a very useful educational tool.

10. YouTube

YouTube is an online video sharing platform wherein the users can watch, upload, edit and share videos. They can also like, dislike the content and comment on it. It allows the users to create free of cost YouTube channels in which they can upload the videos created by them. Also, users can sort videos and create their own playlists. Video lectures, animation videos, 360 videos are useful resources to engage the students and help them learn difficult concepts.

Use Case: Teachers, for example, can create "Geometry" as a playlist containing all the videos related to the geometry topic of maths. Teacher can search and share with students videos on various topic which are correct both conceptually and pedagogically. The videos can be auto-translated in local languages making them useful for everyone. The subtitles which can also be in a local language can be added in the videos for inclusion. The teachers can also Live Stream the lectures wherever they are to the selected group or public.

11. LinkedIn

LinkedIn is mostly used by professionals for social networking. Companies use this platform for posting jobs and job seekers posting their CVs. It's a social media exchange platform for employers and employees. LinkedIn allows members (both workers and employers) to create profiles and can establish connections to each other in an online social network mode which may represent real time professional relationships. Members can invite anyone (whether an existing member or not) to become a connection on this platform.

12. Google Hangout

It is a unified communications service that allows members to initiate and participate in text, voice or video chats/communication, sharing content either one-to-one or in a group. Hangouts are built into Gmail, and mobile Hangouts apps are available for iOS and Android devices. Only Gmail account is required to use this application. Up to 150 people can participate in a Google Hangout, though a video call is limited to 25 participants.

Use Case: Teacher can use hangout to live stream class from his/her home and students can join the live class from their respective homes. Smaller groups can be formed within a class for group discussion and peer learning among students, through audio or video chats.

Guidelines to Cope with Stress and Anxiety in the Present Scenario(for the Primary Stage)

Introduction

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

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

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

The effect of all this on mental health of individuals across all age groups, particularly on children is of serious concern. In such a situation

both children and their care givers (i.e. parents and teachers- primarily) need to know of ways to cope with the stress and anxiety.

Strategies to Reduce Stress and Anxiety for Children

PREPARE A TIME SCHEDULE

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

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

2. **Sharing feelings and emotions with parents and other family members**
   We know everybody in the family ~~and~~ are on TV are talking about this crisis. Children too are concerned about it which is making them anxious. Children must be encouraged to talk of their feelings with their parents and other elders/family members. Feel free to share their views on this issue, discuss with parents and elders and develop ~~your~~ own idea of keeping oneself safe inside the house. Children can also think and undertake different strategies to spread awareness and keep family members alert.
3. **Spending fun time with parents and other family members**
   - It is important that children spend time with parents and other family members in playing and having fun, such as playing indoor games

like carom, ludo, chess, watching TV together, play *antakshari*, dance, read stories together, solve puzzles and crosswords, prepare riddles etc.

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

Strategies to Reduce Stress and Anxiety for Teachers

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

1. Keep engaged but not get overload with work. Work together as a team with family members to avoid piling on too much work on the same day. Keep moving around inside the house shifting from one type of work to other taking stretching breaks.

2. Listening music/ singing/ playing instrument, etc. helps to relax and maintain focus. Teachers can indulge in such activities to keep their calm and remain composed.

3. Have a routine of sleep, work, time with family and time with self. Teachers must ensure that not only they themselves but their family members too are getting adequate sleep; eight hours of sleep helps to maintain both physical and emotional health. It is important to manage ones time and usage of mobile phones .

4. Prepare a daily schedule and follow it. Get up early. Workout, it helps to get out of stress and anxiety, gives energy and also helps to sleep better. Spend time with family. Laugh. Serve healthy food, family meal should include fruits and vegetables, mixed grains, protein etc. limit processed food as it creates sleep disorders. Eat together. Play simple games, watch television together, Work in your garden, Read for pleasure. Learn

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

5. Connect with students and their parents through the available tools- such as mobile, smart phone, google hangout, telegram, face book, twitter, zoom, etc. Teachers may search for appropriate e-content suitable to their course content and share with parents as a support learning material. They can also make video clips of teaching of some important concepts and send to parents. They can also design worksheets and assessment sheets and keep them ready, it will save their time later. Teachers can also watch video of other teachers and learn from them, share their videos and seek feedback from colleagues, which will help to further enhance their teaching skills.

6. Avoid negativity. Look for colleagues that inspire you, talk to them on phone.

7. Try to connect on-line with parents of your students and speak to them and also suggest them activities which they can do with their children during this period when they are at home.

Strategies to Reduce Stress and Anxiety for Parents

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

1. First of all, parents/guardians need to keep in view that the time is running very fast. This phase of time will also pass like a storm and we will get peaceful, healthy and positive environment once again.

2. Parent/guardian may be concerned about children missing school and their studies, however, they, on the other hand, might be struggling with the fear of falling sick or even losing their loved ones. Therefore, it is important to keep a watch on children' moods/behaviour like excessive crying, worry, sadness, body ache, poor sleep or eating habits. Children will require continuous support, love and reassurance about their own safety and that of their loved ones.

3. Parents need to make children feel safe and wanted by giving them the feeling that they can share anything and everything with them – their happiness as well as their concerns/worries.

4. It is particularly important for parents to stay calm especially when the children are anxious. Pay attention to their feelings and give them space to share their fears, if any. Ensure that there is adequate time for sitting together and talking freely at different times, for ex while sleeping, dining, playing or working together.

5. Parents also need to encourage and guide their children to plan their daily schedule for studies, play, sleep, health, hygiene, etc. and facilitate them in following it.

6. It is important in the present times to use only positive reinforcements without any criticism or punishment i.e. recognize and praise even small accomplishments and efforts made by children. This not only develops confidence and self-esteem but will lead to the formation of good habits and better performance in different tasks.

7. Along with maintain the daily schedule parents also need to maintain some amount of flexibility. For ex. giving extra time if children wish to play or sleep more or they want to read the storybooks only on some days. Many things can be planned-writing, reading, story-telling, art and craft,

indoor sports, games, puzzles etc.. Their subject wise studies and activities may also be included in a manner so that children will have good time without compromising with their learning.

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

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NCERT

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