



Hansraj Public School

sector-6, Panchkula



Blue Print



Portfolio



Rubrics



Reading Bonus



Activities



Test Schedules

Syllabus



Roadmap 2023-24

Class: I



SCHOOL MOTTO

‘विद्ययाऽमृतमश्नुते’

विद्या से अमृत की प्राप्ति होती है ।’

'Through knowledge one attains immortality.'

The Vedas have declared that attainment of immortality is possible for those who attain knowledge, so one must always strive to acquire learning by staying with one's preceptor or the 'Guru'

FOREWARD

'A good plan is like a road map, it shows the final destination and usually the best way to get there'

- H. Stanely Hudd.

Hansraj consistently strives to create a conducive environment for learning. This roadmap is a worthy effort in this direction to enable Hansarians to prepare well and excel in the current academic session. It aims to aid students and then parents to get an expansive overview of the syllabus to be covered throughout the session, with month wise division of chapters. To provide further guidance, clear segregation of periodic syllabus has been given. A blue print of subject wise exam paper along with division of marks has been included to enable our students to achieve high academic merit.

Jaya Bhardwaj
Principal

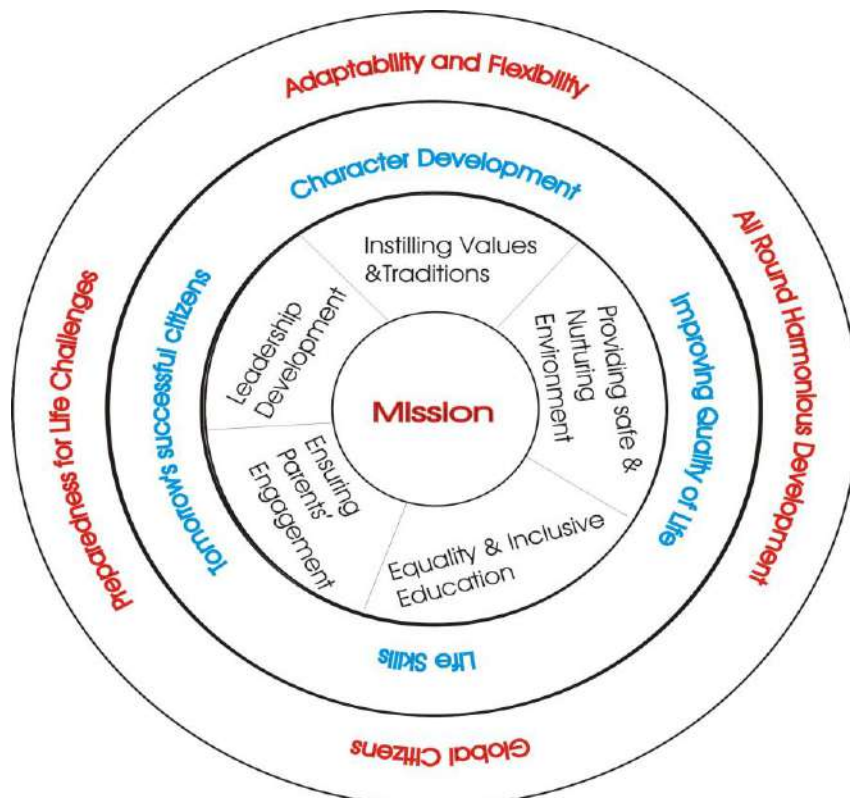
Values, Vision and Mission:

Values: The school offers a unique blend of modern educational practices and basic values of India's ancient cultural heritage.

Vision: To inspire young students to be confident, considerate good human beings who would be lifelong learners with global attitude and responsible citizens.

Mission: HPS is committed to promote human values, provide a nurturing environment and engaging parents towards all round harmonious development of our students. To achieve this, the workforce at HPS:

- Ensures that each student acquires the knowledge, humane values and skills to achieve personal success and enrich community at national and international level.
- Prepares them to be responsible global citizens.
- Empowers learners to cope with both success and failure and prepares them to face the challenges of life.
- Instills the virtue of adaptability and flexibility to enable students to excel in complex and interconnected changing world.



GENERAL GUIDELINES FOR STUDENTS REGARDING NOTEBOOKS AND ASSIGNMENTS

1. Maintain the index of the notebook diligently. Fill in all the columns.
2. Label the work done properly.
3. Be careful about spellings while working in the notebooks.
4. Do corrections after the notebook is corrected by the teacher.
5. Don't scribble on the pages at the back of your notebook.
6. Don't tear pages from the notebook for any reason.
7. Maps/Graphs/diagrams should be marked neatly. Labeling of maps/graphs/diagrams should be done with pencil and in block letters.
8. Worksheet / assignments to be pasted in the notebooks.



“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice And most of all, love of what you are doing or learning to do.”

- Pele

English

I. Learning Outcomes:

- The learners will be able to communicate effectively in English.
- The learners will be able to use the four language skills i.e. listening, speaking, reading and writing effectively.
- The learners will be able to use grammar structures effectively.
- The learners will be able to use language fluently, appropriately and confidently in real-life situations.
- The learners will be able to express ideas clearly, concisely, correctly and appropriately.
- The learners will be able to use appropriate English to communicate in various social settings.

Listening:

By the end of the course learners should be able to:

- a) Listen with understanding.
- b) Concentrate in class.

Speaking:

By the end of the course learners should be able to:

- a) Speak clearly with correct pronunciation.
- b) Express self confidently.
- c) Recite poems with proper pronunciation.
- d) Respond to questions fluently and accurately.

Reading:

By the end of the course learners should be able to:

- a) Take interest in reading material.
- b) Read with understanding.
- c) Read new words independently.
- d) Apply new vocabulary by speaking and writing

Writing:

By the end of the course learners should be able to:

- a) Write neatly and legibly.
- b) Use full stops, capital letters and question marks appropriately.

- c) Write words correctly.
- d) Use writing skills meaningfully and accurately.
- e) Write with accuracy.

II. Month-wise division of Syllabus

Name of Book	Literature	Grammar	Month
Unit - 1			
My English Reader	Ls. 1 The Pets Ls. 2 Kitty-The Naughty Cat Ls. 3 A Funny Funny Zoo	a, an, in, on, under, Pg. 1-8, Pg. 74, Pg. 75	April
	Vocabulary *distribute *collect *share *about turn		
English Practice Book	Ls. 4 Neha in a Jeep ('ee' sound) Ls. 5 The Big Bell ('ll' sound)	This, that, these, those Pg 70,71,72	May
	Vocabulary *together *mess *clean up *labour *sticky		
Graded Handwriting	Ls. 6 The Hot spoon ('oo' sound) Ls. 7 A shop in the ship. ('sh' sound) Pg. 42-47, Pg. 51, 52	Noun Punctuation (Capital letter, full stop and question mark) I, he, she, it, is, am, are Pg. 36-41, Pg. 44, 45	July
	Vocabulary *switch on *bloom * beginning *petals *erase		
	Ls. 8 Chintu and the Chicks ('ch' sound) Ls. 9 The Thief and the Thorn. ('th' sound) Ls. 11 (Poem) One thing at a time.	Nouns - one and many Pg 43	August

	Vocabulary *total *rewrite *quench *thirst *spread *rhyme		
	Ls. 10 The Puss in the class ('ss' sound) Ls. 12 Vicky and Nicky ('ck' sound)	Genders, opposite Pg. 65-67	September
	Vocabulary *climate *breeze *blossom *harvest		
	Ls. 13 The King's Ring ('ng' sound) Ls. 14 (Poem) My Mummy Ls. 15 Anil and Geeta	you, we, they, has ,have Pg - 56-58, Pg.64-66 Paragraph writing Myself My best friend	October
	Vocabulary *construct *climate *conditions *life cycle		
	Ls. 16 Out of the cage Ls. 17 (Poem) Tiny Ball Vocabulary *spread *whole *mosque *solid *landforms	Paragraph writing My favourite toy My pet	November
	Ls. 18 Clever Chicks	Comprehension Paragraph writing My family	December

	Vocabulary *compost *waste *aware *option *surroundings *product		
	Ls. 19 Tommy - the pet	Pg.68-73 Verbs Paragraph writing My School My class room	January
	Vocabulary *conversation *paragraph *comprehension *through *speaker		
	Ls. 20 A Picnic	Describing words Paragraph writing My favourite festival	February
	Vocabulary *include *domestic *exchange *aqua *watercycle		
	Ls. 21 Raju's Bunny	What is what Comprehension	March
	Vocabulary *importance *unseen *continuation *action *describe		

III. Curriculum Overview- Observation I

Term 1 April - August	Name of the Chapter
Literature	<ul style="list-style-type: none"> *Ls. 1 The Pets *Ls. 2 Kitty-The Naughty Cat * Ls. 3 A Funny Funny Zoo *Ls. 4 Neha in a Jeep ('ee' sound) * Ls. 5 The Big Bell ('ll' sound) *Ls. 6 The Hot spoon ('oo' sound) *Ls. 7 A shop in the ship. ('sh' sound) * Ls. 8 Chintu and the Chicks ('ch' sound) *Ls. 9 The Thief and the Thorn. ('th' sound) *Ls. 11 (Poem) One thing at a time.
Grammar	<ul style="list-style-type: none"> *a, an, in, on, under, Pg. 1-8, Pg. 74, Pg. 75 *This, that, these, those Pg 70,71,72 *Punctuation (Capital letter, full stop and question mark) * I, he, she, it, is, am, are Pg. 36-41, Pg. 44, 45 *Nouns - one and many Pg 43

III. Curriculum Overview- Observation II

Term 1 September-December	Name of the Chapter
Literature	<ul style="list-style-type: none"> *Ls. 13 The King's Ring ('ng' sound) *Ls. 14 (Poem) My Mummy *Ls. 15 Anil and Geeta *Ls. 16 Out of the cage Ls. 17 (Poem) Tiny Ball *Ls. 18 Clever Chicks
Grammar	<ul style="list-style-type: none"> *a, an, in, on, under, Pg. 1-8, Pg. 74, Pg. 75 *This, that, these, those Pg 70,71,72 *Punctuation (Capital letter, full stop and question mark) * I, he, she, it, is, am, are Pg. 36-41, Pg. 44, 45 *Nouns - one and many Pg 43
	<ul style="list-style-type: none"> *Genders, opposite Pg. 65-67 *you, we, they, has, have Pg - 56-58, Pg.64-66 *Comprehension

Paragraph writing

- *Myself
- * My best friend
- * My favourite toy
- * My pet

III. Curriculum Overview- Observation III

Term 1 January - March	Name of the Chapter
Literature	*Ls. 19 Tommy - the pet * Ls. 20 A Picnic *Ls. 21 Raju's Bunny
Grammar	*a, an, in, on, under, *This, that, these, those *Punctuation (Capital letter, full stop and question mark) * I, he, she, it, is, am, are *Nouns - one and many *Genders, opposite *you, we, they, has, have *Comprehension *Paragraph writing -Myself -My best friend -My favourite toy -My pet - My family - My school * Verbs * Describing words * What is what

IV. Enrichment Activities

Name of Activity	Objectives	Mode of Activity	Methodology/ Procedure	Testing Parameters	Skills developed
Unit -1 April – September					
1.Collage based on zoo	<ul style="list-style-type: none"> *To develop the students intellectual and personal abilities. * To develop creative and artistic skills of students. 	Individual Activity	Collecting pictures of various wild animals and pasting them in the form of a collage in the notebook.	<ul style="list-style-type: none"> *Creativity *Imagination * Neatness *Presentation 	<ul style="list-style-type: none"> *Reading *Creative *Listening *Cognitive thinking *Speaking
2.Picture Writing	<ul style="list-style-type: none"> *Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing) 	Individual Activity	Students will frame and write sentences based on the given picture.	<ul style="list-style-type: none"> *Vocabulary inputs *Imagination * Neatness *Punctuation 	<ul style="list-style-type: none"> *Reading *Writing *Listening *Speaking *Creative
3. Scavenger Hunt	<ul style="list-style-type: none"> *Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing) 	Group Activity	Students divided in teams will solve the puzzles and find answers based on prepositions.	<ul style="list-style-type: none"> *Imagination *Vocabulary input *Enthusiastic participation *Teamwork 	<ul style="list-style-type: none"> *Reading *Imagination *Listening *Speaking *Creative *Cognitive Thinking
4. Listen and draw	<ul style="list-style-type: none"> *Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing) 	Individual Activity	Students will listen to the instruction given by the teacher and draw accordingly on the sheet keeping prepositions in mind.	<ul style="list-style-type: none"> *Creativity *Imagination * Neatness *Presentation 	<ul style="list-style-type: none"> *Reading *Creative *Listening *Cognitive thinking *Speaking

5. DAV Kit Word train	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing)	Individual Activity	Students will form a word train by forming rhyming words of various sound blends done in class.	*Vocabulary inputs *Imagination *Creativity *Enthusiastic participation	*Imagination *Listening *Speaking *Creative *Cognitive Thinking
6. Poem Recitation	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing)	Group Activity	Students will recite the given poem with proper speed and intonation.	*Pronunciation *Rhythm	*Reading *Listening *Speaking
7. Listen and clap Activity	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing)	Group Activity	Students will clap at the given sound blend during the recitation of a poem related to it.	*Vocabulary inputs *Enthusiastic participation	*Listening *Speaking *Cognitive Thinking

Unit – 2 September to December

8. Mystery bag	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing)	Individual Activity	Students will play a mystery bag activity based on nouns in the class.	*Vocabulary inputs *Enthusiastic participation *Pronunciation	*Listening *Speaking *Cognitive Thinking
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9. Be Quick	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing)	Individual Activity	Students will give words based on 'ss' and 'ch' sound blends one after the other without taking much time.	*Vocabulary inputs *Enthusiastic participation *Pronunciation *Time taken	*Imagination *Listening *Speaking *Creative
10. Placard making based on genders and opposites	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing)	Group Activity	Students will be divided in two different teams and further they will make placards depicting opposites and genders accordingly.	*Knowledge *Creativity *Time taken *Presentation	*Reading *Imagination *Listening *Speaking *Creative *Cognitive Thinking
11. Pouring Plurals	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing) *Correct use of plurals in various exercises.	Individual Activity	Students will draw plural droplets pouring from an umbrella for different words.	*Knowledge *Creativity *Vocabulary input *Presentation	*Reading *Imagination *Listening *Speaking *Creative *Cognitive Thinking
12. Pronoun columns	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing) *Correct use of pronouns in various exercises.	Individual Activity	Students will be provided two columns with 'He' and 'She' as their heading. The students will write the name of their friend under the correct column according to the appropriate gender.	*Concept clarity *Vocabulary *Neatness	*Reading *Imagination *Listening *Speaking *Creative *Writing

13. Story time/DEAR time	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing)	Individual activity	Students will take a story book from the class library and read. Further a story telling session will be conducted in class based on the reading of the story books.	*Vocabulary *Pronunciation *Intonation *Clarity in speech	*Reading *Speaking *Listening *Vocabulary Enhancement
14. Noun Town	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing) *Concept clarity	Individual activity	Students will be given one alphabet and they will write down different forms of nouns found from that alphabet framing a town.	*Knowledge *Creativity *Vocabulary input *Presentation	*Reading *Imagination *Listening *Speaking *Creative *Writing

Unit -3 January to March

15. Stick figure drawing for action words (verbs)..	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing) *Concept clarity	Individual activity	Students will draw stick figures depicting various action words in their notebooks.	*Knowledge *Creativity *Vocabulary input *Presentation	*Reading *Imagination *Listening *Speaking *Creative *Writing
16. Circle time	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing) *Sharing of experiences.	Group Activity	Students will sit in a circle and will share their experiences of going on a picnic with family.	*Vocabulary *Pronunciation *Clarity in speech *Expression	*Imagination *Listening *Speaking *Vocabulary input

17. Story formation using describing words (adjectives)	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing) *Enhancement of imagination.	Group Activity	Students will form a story collectively by adding one sentence each on their turn.	*Vocabulary *Pronunciation *Clarity in speech *Expression	*Imagination *Listening *Speaking *Vocabulary input
18. Picture card reading	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing).	Individual activity	Students will do reading practice from a picture card shown b the teacher in class.	*Vocabulary *Pronunciation *Clarity in speech *Intonation	*Reading *Imagination *Listening *Speaking
19. Word train	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing).	Group activity	Students will form a word train b adding words starting from the last alphabet of the previous word.	*Vocabulary *Pronunciation *Clarity in speech	*Vocabulary input *Imagination *Listening *Speaking
20. Show and Tell	*Vocabulary enhancement. *To acquire basic language skills(listening, speaking, reading and writing).	Individual activity	Students will perform show and tell activity dressed in their favourite fairy tale character.	*Vocabulary *Pronunciation *Clarity in speech *Presentation	*Imagination *Listening *Speaking *Vocabulary input

V. Rubrics -

A - Topic – Story telling activity

Criteria	Excellent (5-4)	Very Good (4-3)	Good (3-2)	Fair (2-1)	Needs Improvement (1-0)
Presentation and style	It was very well presented and enhanced dramatic impact of the object.	Presentation of content was effective, but delivery style lacked the desired impact	Presentation was effective to a large extent but delivery style could have been better.	Presentation did not leave the desired impact.	Ineffective presentation
Relevance of content	The content was relevant and age appropriate.	The content was relevant but not age appropriate	The content was neither relevant nor age appropriate	Content was not up to the expectations	The content was not age appropriate at all.
Confidence	Very confident, poised and comfortable. Excellent use of body language.	Fairly confident, poised and comfortable. Good use of body language	Appeared confident ad needed slight prompting with little use of gestures	Lacked confidence and seemed uncomfortable. Lacked use of body language.	Appeared nervous and did paper reading without use of body gestures.
Voice Modulation	Correct pronunciation and has proper voice modulation with two distinct voices loudly and clearly.	Correct pronunciation but speaks with very little voice modulation loudly and clearly.	Incorrect pronunciation and little voice modulation loudly and clearly.	Speaks slowly and with one distinct voice but correct pronunciation.	Speaks slowly with one distinct voice and incorrect pronunciation

B. Rubrics for Art integrated projects

Criteria	Excellent (5-4)	Very Good (4-3)	Good (3-2)	Fair (2-1)	Needs Improvement (1-0)
How well was the project integrated.	The project was very well integrated with art and the topic given keeping every aspect of the topic in mind with clarity.	The project was well integrated with art and the topic given keeping almost every aspect of the topic in mind with clarity.	All required elements are included in the project leaving a few.	All but one of the required elements is included in the project.	Several required elements were missing.

Presentation	The presentation strongly integrated art with the given concept.	The integrated project is good and integrated art and given concept.	The project integrated art and the given concept to a great extent.	The project rarely integrated art and the given concept.	The presentation lacked integration of art and the given concept totally.
Understanding of the topic	Indicates clear understanding of the topic.	Indicates a very good understanding of the topic.	Good understanding of the topic.	Fair understanding of the topic.	Lacks understanding of the topic.
Attractiveness and Neatness	The project is exceptionally attractive and neat in terms of idea displayed and material used.	The project is quite attractive and neat in terms of idea displayed and material used.	The project is attractive and neat.	The project is very attractive but may be a bit messy.	The project is messy , poorly designed and is not attractive.

VI. Blueprint of Observation I-

Section-A Reading

Comprehension

Section- B Writing

*Picture Writing

*Paragraph Writing

Section-C Grammar

*Exercises related to topics covered

- Fill in the blanks

- Rewrite the sentences

- Multiple choice questions

Section-D Vocabulary (Make sentences, opposites, correct the spelling)

VII. Prescribed Books: My English Reader, English Practice book

VIII. Suggested Books:


Maths

I. Learning Outcomes: The learner will be able to:


- Acquire understanding of numbers and numeration.
- Understands the concept of comparison.
- Applies the knowledge of numbers.(0-99) in different ways.
- Understands the concept of Ones, Tens and Hundreds.
- Identifies Ordinal numbers (0-10)
- Handles numbers (0-99) mentally.
- Identify different shapes and their properties.
- Correlate the real life objects with the given shapes.
- Acquire knowledge of weight, length and capacity.
- Tell and show time in a clock.
- Identify the number of hours in a day
- Memorize days of the week and months of the year.
- Understand the exchange value of coins and notes.
- Learn how to add and subtract money in real world situations.

II. Month-wise division of Syllabus

Name of Book	Name of the Lesson	Concepts	Month
Unit I			
Primary Maths Book	Comparison Pg.1-16	Big; Small; Long; Short; Tall; Short; More; Less; More; Few; Thick; Thin; Far;Near; Things in order.	April
	Number concept(0-50) Pg.17-42	Missing Numbers, Numeral, Number Name, Ones, Tens, Place Value - Abacus, Greater than / less than, Equal to, Before, After, Between, Ascending /Descending order, Ordinal Numbers.	May
	Addition and Subtraction (0-20) Pg.43-53	Add on Number Line,Add Downwards, Subtract on Number Line, Subtract Downwards.	July
	Comparisons, Number concepts,	Recapitulation of allthe concepts done.	August

	Addition and Subtraction		
	SDG,s	Idioms	Vocabulary Inputs
	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	Hold your horses: Wait a minute.	Number, before, after, between, ascending, descending, ordinal, short, long, tall
		Give it a shot- To try to do something	addition, plus, subtraction, minus, take away, sign, greater, lesser, equal, draw
Unit II			
	Shapes Pg. 54-63	Flat shapes, solid shapes Tables - 2, 5 and 10	September
	Number concept (0-99) Introduction to 100 Pg. 64-77	Numeral, Number Name, Tens, ones, Abacus, Greater than / Less than, Before, After, Between, Ascending / Descending order, Concept of Hundred	October
	Add and subtract Pg.81-83	Addition / Subtraction in Tens	November
	Length Pg. 78-80 Weight Pg. 84-87 Capacity Pg. 93-94	Non-Standard Units Heavier/Lighter, Non Standard Units Non Standard Units Tables 2 to 5 and 10 (Dodging)	December
	SDG,s	Idiom/phrase	Vocabulary Input
		Fair Play – Behaviour that is fair and honest.	Circle, triangle, rectangle, square, ruler, shape, sides, Corners Cube, cuboid, cone, cylinder, sphere, faces,

Unit III

	<p>More on Addition(0-99) Pg. 88-92 More on SubtractionPg. 95-99</p>	<p>Addition of 2-digit numbers Subtraction of 2-digit numbers</p>	<p>January</p>
	<p>Time Pg. 100-105</p>	<p>Morning, Afternoon, Evening, Night, Telling Time, Clock</p>	<p>February</p>
	<p>Money Pg. 106-114</p>	<p>Coins & currency notes, Addition of Money, Value of object, Total cost, Subtraction of money.</p>	<p>March</p>
	<p>SDG's</p>	<p>Idioms/Phrase</p>	<p>Vocabulary Input</p>
		<p>So far so good- Things are going well.</p>	<p>Morning, evening, afternoon, coins, rupees, hours, minutes</p>

III. Curriculum Overview- Observation I

Term	Name of the Chapter
<p>April – August (Unit 1)</p>	<p>Comparisons, Number concepts, Addition and Subtraction</p>

Observation II

Term	Name of the Chapter
<p>September- December (Unit 2)</p>	<p>Flat shapes, Solid shapes, Tables 2,5 and 10, Number concepts and Measurements (Height, Weight and Capacity).</p>

Observation III

Term	Name of the Chapter
January- March (Unit 3)	Number concepts (0-99), Verbal counting (1-100) Addition (0-99), Subtraction (0-99), Time and Money

IV. Enrichment Activities

Name of Activity	Objectives	Mode of Activity	Methodology/ Procedure	Testing Parameters	Skills developed
Unit I					
Comparisons (Objects)	<p>*To enable to compare things on the basis of their size, shape and weight.</p> <p>*To develop creativity and ability to think.</p>	Individual Activity	Different toys will be displayed and learner will touch and hold them and classify them on the basis of their size.	<p>*Hand eye coordination</p> <p>*Sensory</p> <p>*Exploration</p> <p>*Sorting.</p>	Cognitive Problem solving Critical thinking
Alligator mouth (Comparison of numbers)	<p>*To enable to compare 2 digit numbers.</p> <p>*To understand the sign $>$, $<$, $=$ Greater than/Less than or equal to</p>	Individual activity	Two numbers were written on board learner will put the correct alligator mouth showing the greater or lesser number.	<p>*Knowledge</p> <p>*Enthusiasm</p> <p>*Critical thinking</p>	<p>*Analytical</p> <p>*Quantitative reasoning</p> <p>*Problem Solving skills</p>
Paper cutting and grouping (Place Value)	<ul style="list-style-type: none"> To enable to acquire basic mathematical concepts. To enable to write numbers at correct place. 	Individual Activity	Take two papers fold them twice/thrice and cut them into pieces. Learner will count the	<ul style="list-style-type: none"> Knowledge Accuracy timeliness 	Cognitive Listening Problem solving Critical thinking

	<ul style="list-style-type: none"> Count and regroup objects/numbers into tens and ones. 		number of pieces and group them as tens and ones. E.g. If there are 18 pieces they group them as 10 and 8.		
Number Lotto (Number Names)	<ul style="list-style-type: none"> *Enable to identify number and number names. *Able to memorize numbers and number names. 	Individual Activity	Making of lotto cards by using origami sheet. Numbers will be written on them. Reading of number names from flash cards and will check the number on their lotto card.	<ul style="list-style-type: none"> *Understanding and application of concept. *Handles numbers mentally *Read and writes number names. 	<ul style="list-style-type: none"> *Cognitive *Listening *Writing *Speaking *Reading
Sequencing of leaves (Ascending & Descending order)	<ul style="list-style-type: none"> *To develop creativity and ability to think. *Able to compare things and numbers. 	Individual Activity	Leaves of different shapes and sizes will be arranged in smaller to bigger and vice versa and pasted in the notebook.	<ul style="list-style-type: none"> *Logical thinking *Neatness *Accuracy *Knowledge of the concept. 	<ul style="list-style-type: none"> *Thinking skills *Problem solving skills *Cognitive skills.
Kite Tail (Ordinal Numbers)	<ul style="list-style-type: none"> To develop positive attitude towards Mathematics. To enable the students to speak and write ordinal numbers. 	Individual Activity	Pasting of kite by using origami sheet and adding tail to it by using colourful cut outs and writing ordinal numbers and number names on them.	<ul style="list-style-type: none"> *Neatness *Accuracy *Completion *Strategy/Procedure 	<ul style="list-style-type: none"> *Kinesthetic skills. *Creativity *Writing *Reading *Speaking

Number Line (Addition)	<ul style="list-style-type: none"> To develop abstract and logical thinking. To develop the understanding of numbers and numeration. To enable the students to add objects and number by using number line. 	Individual Activity	Number line will be drawn on the floor and numbers will be written from 0-20. Flash card will be shown and students will take jump on the number line and solve the sum.	<ul style="list-style-type: none"> *Timeliness *Completion *Accuracy *Enthusiasm 	<ul style="list-style-type: none"> *Problem solving skills *Logical thinking *Deductive method.
Number Dominoes (Subtraction)	<ul style="list-style-type: none"> *To develop confidence in solving problems. *Enable to recall the subtraction vocabulary. 	Group Activity	D.A.V. dominoes kit for subtraction sums will be used. A chain of subtraction sums will be done by using the cards.	<ul style="list-style-type: none"> *Team work *Handle numbers mentally *Accuracy *Time 	<ul style="list-style-type: none"> *Problem solving skills *Logical thinking *Deductive reasoning.
<h2>Unit II</h2>					
Child graph (Ascending and descending order)	<ul style="list-style-type: none"> Enable to compare numbers and objects. To be able to 	Group Activity	Class will be divided into 2 groups. Learners will stand in	<ul style="list-style-type: none"> *Coordination *Sequencing *Timeliness 	<ul style="list-style-type: none"> *Quantitative skills *Thinking skills *Learning by doing.

	stand in line from big to small and small to big.		ascending order in one group and the other group will stand in descending order.		
Abacus (Place Value hundreds, tens, ones)	<ul style="list-style-type: none"> To enable to acquire basic mathematical concepts. To enable to write numbers at correct place. Count and regroup objects/numbers into tens and ones. 	Individual Activity	Abacus will be used to show numbers on hundreds tens and ones places by putting different coloured beads.	<ul style="list-style-type: none"> *Knowledge *Accuracy *Timeliness 	<ul style="list-style-type: none"> *Cognitive *Listening *Problem solving *Critical thinking
Apple tree (Addition 2 digit)	<ul style="list-style-type: none"> *To develop abstract and logical thinking. *Able to handle numbers mentally. *Students will be able to add 2 digit numbers. 	Individual Activity	Sums will be written on apple tree and learners will come and solve the sum and place the correct card on the tree.	<ul style="list-style-type: none"> *Accuracy *Time *Understanding of the concept 	<ul style="list-style-type: none"> *Problem solving skills *Logical thinking *Creative
Table Wheel (2,5 and 10)	<ul style="list-style-type: none"> *Enable to recall equal grouping and skip counting. *Enable to memorize table. *Representing multiplication table as repeated addition. 	Individual Activity	A wheel will be drawn in notebook and it will be divided into 10 equal parts and in the center number 2 will be written in the outer circle numbers from 1-10 will be written learner will write the correct answer in the	<ul style="list-style-type: none"> *Neatness *Knowledge of topic *Explanation 	<ul style="list-style-type: none"> *Cognitive skills *Writing skills *Listening skills *Analytical thinking

			outer circle.		
Making of Animal (Flat shapes)	<p>*To be able to compare and contrast shapes.</p> <p>*Enable to identify number of sides and corners.</p> <p>* Enable to create images by using shapes.</p>	Individual Activity	Cut outs of different shapes with colourful sheets will be used to create an image of any animal or thing.	<p>*Neatness</p> <p>*Creativity</p> <p>*Completion</p> <p>*Understanding of topic.</p>	<p>*Kinesthetic skills</p> <p>*Imagination</p> <p>*Learning by doing</p>
Scavenger Hunt (Solid Shapes)	<p>*To relate maths with real life world.</p> <p>*To enable students to differentiate between flat and solid shapes.</p> <p>*To able to differentiate between different solid shapes based on their properties.</p>	Group Activity	A solid shape will be shown on smart board and learner will find the objects around them according to the shape the team who finds maximum objects will be the winner.	<p>*Coordination</p> <p>*Imagination</p> <p>*Enthusiasm</p> <p>*Timeliness</p>	<p>*Thinking skills</p> <p>*Team spirit</p> <p>*Problem solving skill</p>
Mystery Bag (Flat and Solid shapes)	<p>*To be able to identify objects of solid and flat shapes.</p> <p>*To enable the learner to differentiate between different solid shapes based on their properties.</p>	Individual Activity	A bag will be placed on table and learner will come and pick one item from the bag .Learner will show and explain the shape and properties of	<p>*Confidence</p> <p>*Fluency</p> <p>*Relevancy of the content.</p> <p>*Presentation</p>	<p>*Communication skills</p> <p>*Thinking skills</p> <p>* Speaking skills</p>

			that object/toy.		
Building Solid Shapes (STEAM Activity)	<p>*To enable to identify 3 D shapes.</p> <hr/> <p>*To be able to differentiate between 2D and 3D shapes.</p> <p>*To be able to make and draw solid shapes.</p>	Group activity	<p>Toothpicks and clay were used to make different 3 -D shapes. Learner will use toothpicks and join them with the help of modelling clay ta make a shape like cuboid, cube cone. Cylinder etc.</p>	<p>*Creativity</p> <p>*Hand eye Coordination</p> <p>*Neatness</p>	<p>*Kinesthetic skill</p> <p>*Coordination</p> <p>*Creative</p>

Unit III

Making of beam balance (Measurements)	<p>*Enable to use measuring tool.</p> <p>*Identify and measure weight of various objects.</p>	Group Activity	<p>Making of beam balance with the help of paper cups by tying them on both the ends of the stick. Learner will put two different objects in both the cups and measure which one is heavy and which is light.</p>	<p>*Accuracy</p> <p>*Knowledge of the concept</p> <p>*Observation</p>	<p>*Kinesthetic skills</p> <p>*Imagination</p> <p>*Learning by doing</p>
Subtraction using pulses, matchsticks, etc.	<p>*To develop the subtraction vocabulary by using minus, deduct etc.</p> <p>*Enable to understand the</p>	Individual Activity	<p>A sum will be written on board learner will use pulses/matches ticks to solve the sum. E.g.</p>	<p>*Hand eye coordination</p> <p>*Accuracy</p> <p>*Handle numbers mentally</p>	<p>*Problem solving skills</p> <p>*Hand eye</p> <p>*Coordination</p> <p>*Cognitive skills.</p>

	<p>concept through real life objects.</p> <p>*To be able to subtract 2 digit numbers.</p>		<p>23-13 = ? First take 23 kidney beans and take out 13 from it they count the left over beans and will write the correct answer.</p>	<p>*Understanding of the concept</p>	
<p>Making of clock (Time)</p>	<p>*Enable to read and tell time in full hour.</p> <p>*To be able to show time in clock.</p> <p>*To enable to make clock by using animals face.</p>	<p>Individual Activity</p>	<p>Cut out of any animal face will be used to make clock by using needles/ ice-cream sticks. Numbers from 1 to 12 will be written on the face of the clock and will show the time on that clock.</p>	<p>*Accuracy *Neatness *Imagination *Knowledge</p>	<p>*Creativity *Analytical thinking *Learning by doing</p>
<p>Making of artificial notes. (Money)</p>	<p>*To understand the exchange value of coins and notes.</p> <p>*To be able to add and subtract money in real life world.</p>	<p>Group Activity</p>	<p>Making of artificial currency notes by using chart papers and a store will be set up in the class so the learner will buy things from class store as the student will be the store keeper.</p>	<p>*Accuracy *Team work *Enthusiasm *Creativity</p>	<p>*Kinesthetic skill *Coordination *Creativity</p>

V. Rubrics (activities)-

Activity 1: Kite Tail (Ordinal Numbers)

Assessment Criteria	Excellent (4-3)	Good (3-2)	Fair (1-2)	Needs Improvement (1-0)
Neatness	The work is incredibly neat and presentable. Cut outs of kite and its tail was done with lot of care.	The work is neat with few tears around the cut outs of the kite.	The kite and its tail cut outs have several smudges and tears.	Kite and its tail are not properly cut out and just thrown onto the paper.
Completion	All the assigned work is completed in the given time.	Most of the assigned work is completed in the given time.	Some of the assigned work is completed in the given time.	Little part of the assigned work is completed in the given time.
Accuracy	All the assigned work was correct and done in a proper sequence.	Most of the work was correct and properly sequenced.	Some part of the work was done correctly.	Struggling to arrange the kite
Strategy/Procedure	Efficiently uses effective strategies to complete the task.	Efficiently uses effective strategies to complete the task.	Sometimes uses an effective strategy to complete the task, but does not do it consistently.	Rarely uses an effective strategy to stay on the task.

Activity 2: Mystery Bag (Flat and Solid Shapes)

Assessment Criteria	Excellent (4-3)	Good (3-2)	Fair (2-1)	Needs Improvement (1-0)
Quality of Presentation	Presentation was very well organized	Presentation was organized, but there were	Presentation did not leave the desired	Ineffective presentation

	and everything was in great details.	some details that were incomplete	impact.	
Relevance of Content	The content was relevant and age appropriate.	The content was relevant but not age appropriate.	Content was not up to the expectations.	Content was not age appropriate at all.
Confidence	Excellent use of body language, very confident and comfortable.	Appeared confident and good use of body language	Lacked confidence and seemed uncomfortable. No use of body language.	Appeared nervous and did paper reading without using body gestures.
Voice Inflections	Speaks clearly and distinctly all the time without any flaw.	Speaks clearly and distinctly most of the time but mispronounced few words.	Fairly clear and fluent with some errors.	Lacked fluency while speaking.

VI. Blueprint of Observation III-

Q 1. Fill in the blanks:

Q2. Choose the correct option:

Q3. Arrange in ascending and descending order.

Q4. Write the number names of the given numbers.

Q5. Solve the sums

Q6. Draw the following shapes and give one example of each.

Q7. Show the given time in clock.

VII. Prescribed Books:

Primary Maths Book

VIII. Suggested Books:

Amity Worksheet Book

Class I- EVS

I. Learning Outcomes:

1. The objectives of the teaching and study of sciences are to encourage and enable students to:

- a. Shows curiosity and interest in surroundings.
- b. Collects information and material from the surroundings
- c. Participates in discussions, activities, and experiments related to the concept.
- d. Shows awareness about the environmental concepts.
- e. develops an awareness of the natural, social, and cultural environment.
- f. enhance / promote curiosity and creativity in relation to the surroundings.
- g. develops a relationship with the surroundings.

II. Month-wise division of Syllabus

Unit I

April - August

Name of the Book	Name of the Lesson	Month
My Living World	Ch – 1 Myself	April
	Ch-2 Keeping Clean	May
	Ch-3 Our Food	July
	Ch-4 Keeping Healthy	August

Unit -II
September -December

Name of the Book	Name of the Lesson	Month
My Living World	Ch – 5 Clothing /Seasons	September
	Ch-6 A House is a Must	October
	Ch-7,8 Who are They? We are Happy Family	October
	Ch-9 Fairs and Festivals	November
	Ch-10 Know your Surroundings	December

Unit -III

January – March

Name of the Book	Name of the Lesson	Month
My Living World	Ch – 11 Plants	January
	Ch-12 The Animal Kingdom	January
	Ch-13 Water	February
	Ch-14 Important Places	February
	Ch-15 Let us meet them	March

III. Curriculum Overview- Observation

Section	Name of the Chapter /Lesson
Observation -I	<u>Ch-1,2,3,4,5</u>
Observation -II	<u>Ch-5,6,7,8,9,10</u>
Observation -III	<u>Ch-11 , 12 ,13 ,14, 15</u>





IV. Enrichment Activities

Name of Activity	Objectives	Mode of Activity	Methodology/ Procedure	Testing Parameters	Skills developed
Unit 1					
April To August					
Ch-1 Myself All About Me Potato Head craft Activity	*Students will be able to name the sense organ used for various senses.	Individual Activity	Students will cut and paste cut outs of sense organs on potato face.	Vocabulary and sentence Building	*Cognitive *Listening *Reading *Writing *Thinking*Speaking
Mystery bag Activity Draw and Write Sense Organs in the notebook.	Students will be able to draw various body parts and different sense organs correctly.		Teacher will tell the children to use sense organs and recognize the objects in the bag.	Knowledge of the concepts taught Functions of each sense organs	

<p>Ch-2 Keeping Clean</p> <p>Bathing Doll Activity</p>	<p>Students will be able to name various things to be used for personal hygiene to keep their body clean.</p> <p>Students will be able to follow steps of personal hygiene to keep their body clean.</p>	<p>Group Activity</p>	<p>Teacher will explain the importance of keeping ourselves clean by performing the bathing activity with the help of doll.</p> <p>Importance of hygiene is of utmost importance for a person.</p>	<p>Sense and responsibility of keeping surroundings neat and clean.</p> <p>Importance of personal hygiene.</p> <p>Steps to keep our body clean</p>	<p>*Cognitive *Listening *Reading *Writing *Thinking *Speaking</p>
<p>Ch-3 Our Food Healthy Plate</p> <p>Food group identification activity</p> <p>Talk on healthy and junk food</p> <p>Drawing of fruits and vegetables</p>	<p>Students will apprehend the importance of food in overall well-being of our body and mind.</p> <p>Students will understand how food is important for staying healthy and strong.</p> <p>Students will get awareness of different types of foods and their benefits.</p>	<p>Individual Activity</p> <p>Group Activity</p> <p>Individual activity</p>	<p>Children will paste pictures of different food items on cut out of plate in their notebook.</p> <p>Teacher will discuss healthy and junk food items with the children.</p> <p>Children will draw different food items in their notebook following a</p>	<p>Building a healthy and balanced diet.</p> <p>Eat a variety of healthy food items to stay strong and fit.</p> <p>Choose a diet which consists of fruits and vegetables.</p>	<p>*Cognitive *Listening *Reading *Writing *Thinking *Speaking *Creative</p>

			cross on junk items and tick on healthy items.		
<p>Ch-4 Keeping Healthy</p> <p>Handwash Activity</p> <p>Speak about 5 Healthy habits</p> <p>Shake a leg</p>	<p>Students will be able to follow healthy eating habits for healthy living.</p> <p>They will be able to understand the importance of exercise and proper sleeping habits.</p>	Group Activity	Children will have a handwash activity in the school, in which they will be taught steps of handwash and how it is important for a healthy lifestyle. Use of sanitizer and mask if required.	<p>Awareness and responsibility towards the importance of adopting a healthy lifestyle.</p> <p>Five steps to wash our hands.</p> <p>Importance of Cleanliness.</p>	<p>*Cognitive</p> <p>*Listening</p> <p>*Reading</p> <p>*Writing</p> <p>*Thinking</p> <p>*Speaking</p>

Unit -I

	SDGs and related topic	New Vocabulary Inputs	Related Proverb
Myself		Taste Sight	All ears Lend an ear
Keeping Clean		Hygiene Sanitation	Spick and Span A clean bill of health
Our Food		Healthy Balanced Diet	Cool as cucumber One smart Cookie
Keeping Healthy		Cleanliness Well-Being	Cleanliness is next to godliness Neat and Tidy

Unit II






September to December

<p>Ch-5</p> <p>Clothing and Seasons</p> <p>Dancing Doll Activity</p> <p>Season Wheel craft Activity</p>	<p>Students will be able to learn about different types of clothes we wear in different seasons.</p> <p>Students will be able to learn and recognize different types of clothes and types of fabric used in different clothes.</p>	<p>Individual Activity</p> <p>Individual Activity</p> <p>Individual Activity</p>	<p>Children will make paper doll by folding origami sheet and they will draw their favourite season showing Dancing Doll activity. Children will make season wheel craft by dividing the circular cut out into four sections representing each season.</p>	<p>Presentation and Creativity of the activity.</p> <p>Knowledge of wearing clothes according to each season.</p> <p>Knowledge of the concepts taught in relation to seasons and clothing.</p>	<p>*Cognitive</p> <p>*Listening</p> <p>*Reading</p> <p>*Writing</p> <p>*Thinking</p> <p>*Speaking</p>
<p>Ch-6</p> <p>A House is a Must</p> <p>My Booklet of different types of Houses</p> <p>Drawing and Colouring</p>	<p>Students will be able to understand the importance of house in our lives.</p> <p>Students will know the difference between permanent and non-permanent</p>	<p>Individual Activity</p>	<p>Children will make a booklet of Houses by drawing different types of Houses and representing various activity on each house.</p> <p>For example-</p>	<p>Presentation and Creativity of the activity.</p> <p>Art Integration</p> <p>Sense of responsibility</p>	<p>*Cognitive</p> <p>*Listening</p> <p>*Reading</p> <p>*Writing</p> <p>*Thinking</p> <p>*Speaking</p>

of various types of Houses	houses.		pasting of grass and twigs for kutcha house etc.	towards environment	
Ch-7 Who are They? Ch-8 We are Happy Family Meet my Family	Students will be able to understand the importance of a family and its bonding. Students will be able to understand the difference between nuclear and joint family.	Individual Activity	Children will show different types of family with the help of ice cream sticks and they will draw stick puppets in the notebook.	Types of Family and importance of Family. Integration of ideas in relation to family.	*Cognitive *Listening *Reading *Writing *Thinking *Speaking
Family Frame craft activity (Using waste material)	Students will know the importance of helping each other and living happily in a family.	Individual Activity	Children will make family frame craft using waste material for example – newspaper and toothpicks etc.	Presentation and Creativity of the activity Judicious use of waste material	
Ch-9 Fairs and Festivals Drawing of	To enable the students to learn about different customs and traditions followed for different	Individual Activity	Children will draw favourite festival scene in their notebook. This will	Knowledge and religious value of each festival. Unity in Diversity	*Cognitive *Listening *Reading *Writing *Thinking *Speaking

<p>favourite festival</p> <p>Show n Tell on Favourite Festival</p>	<p>festivals.</p> <p>To develop an awareness on religious and national festivals.</p>		<p>enhance their drawing skills.</p> <p>Children will speak a few lines on their favourite festival using the prop related to the festival.</p>	<p>Presentation and Creativity</p>	
<p>Ch-10 Know your Surroundings</p> <p>Different Landforms through food items.</p> <p>Draw different landforms in the notebook.</p>	<p>Students will be able to differentiate between river, sea, and oceans.</p> <p>Students will be able to differentiate between plains and hills.</p> <p>They will be able to observe surroundings.</p>	<p>Individual Activity</p> <p>Group Activity</p>	<p>Children will show different types of landforms through food items. For example</p> <ul style="list-style-type: none"> *Mountains -chocolates Ocean -jelly <p>Children will draw different landforms in the notebook.</p>	<p>Newness and Collaboration of ideas</p>	<ul style="list-style-type: none"> *Cognitive *Reading *Writing *Thinking *Listening *Speaking

Unit -II

Name of the lesson	SDGs and related topic	New Vocabulary Inputs	Related Proverb
Clothing/Seasons		Blossom Freezing Breeze drizzling	On cloud nine Once in a blue moon Put on your thinking cap
A House is a Must		Protect Sustain household	Make yourself at home There is no place like home
Who are They? We are happy Family		Family Nuclear Joint	Like father like son Kith and kin
Fairs and Festivals		Celebration Togetherness People	Deck the halls Have a whale of time
Know your Surroundings		Valley Coast Landforms Bay	A drop in the ocean In Hot Water

Unit III

January to March


Ch-11 Plants	Students will gain knowledge about various types of plants and their features.	Individual Activity	Children will collect different leaves and will paste them in the notebook. They will observe shape of leaves.		*Cognitive *Listening *Reading *Writing *Thinking *Speaking
My leaf Collection	Students will be able to know about various plant products.		Children will do finger and leaf painting to make		
Leaf and finger Painting	Students will be able to differentiate	Group			
Life Cycle of					




<p>Plant (showing STEM activity)</p>	<p>various types of leaves based on their size and shape.</p>	<p>Activity</p>	<p>caterpillar on a leaf.</p> <p>Teacher will show life cycle of plant through STEM activity.</p>		
<p>Ch-12 The Animal Kingdom</p> <p>Animal Face Mask Craft Activity</p> <p>Role Play on Animals</p> <p>DIY Finger Puppets</p>	<p>Students will be able to differentiate between wild animals, domestic animals, and birds.</p> <p>Students will learn about the physical traits of animals and birds.</p> <p>Students will also understand how animals and birds are useful to us.</p>		<p>Children will make mask of their favourite animal using paper plate and integrating with time showing clock.</p> <p>Children will speak a few lines on their favourite animal showing role play.</p> <p>Children will make animal puppet (cone) with the help of teacher.</p>	<p>Presentation and Creativity of the activity.</p> <p>Formation of Sentences and Vocabulary Building.</p> <p>Understanding of the concepts taught and creativity.</p>	<p>*Cognitive *Listening *Reading *Writing *Thinking *Speaking *Creative</p>

<p>Ch-13 Water</p> <p>Water Cycle in Bottle</p> <p>Life Cycle of Water</p>	<p>Students will be able understand different types of sources of water.</p> <p>Students will understand difference between artificial and natural sources of water.</p> <p>They will able to know the uses of water and ways to save water.</p>	<p>Group Activity</p>	<p>Teacher will show water cycle through an experiment in a water bottle. Showing them the process of evaporation and precipitation.</p> <p>Children will draw water cycle in the notebook and will show the process of evaporation and precipitation.</p>	<p>Connectivity with the environment</p> <p>Knowledge of the concepts taught</p> <p>Applied Knowledge</p> <p>Creativity and Presentation</p>	<p>*Cognitive *Listening *Reading *Writing *Thinking *Speaking</p>
<p>Ch-14 Important Places Quiz Time!</p>	<p>Children will be asked questions related to Neighbourhood Places and nearby places they observe in daily life.</p>	<p>Individual Activity</p>	<p>Children will be asked quiz related to neighbourhood places and helpers around us.</p> <p>Why these places are important in our daily lives.</p>	<p>Knowledge of Surroundings.</p> <p>Importance of Neighbourhood Places and Community Helpers</p> <p>Role of helpers in our community.</p>	<p>*Cognitive *Listening *Reading *Writing *Thinking *Speaking</p>

<p>Ch-15 Let us meet them Role Play</p> <p>Vocabulary Quiz</p> <p>Speak Up Activity</p> <p>Card Making Activity</p>	<p>Students will be able to identify various community helpers and know how they help in our community.</p> <p>Students will be able to draw a community helper incorporating the various tools/objects.</p>	<p>Individual Activity</p>	<p>Children will be asked questions related to tools used by the helpers.</p> <p>Children will dress in helpers dress and will show tools which they use.</p> <p>Children will draw thank you card for community helpers with the help of teachers.</p>	<p>Creativity and Presentation</p> <p>Application of knowledge</p> <p>Understanding of the concept</p> <p>Formation of Sentences</p> <p>Importance of Community Helpers in our society</p>	<p>*Cognitive *Listening *Reading *Writing *Thinking *Speaking</p>
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Unit -III

Name of the lesson	SDGs and related topic	New Vocabulary Inputs	Related Proverb
Plants		<p>Blossom Planting Sprout thistle</p>	<p>Out of the woods Have a green thumb</p>
The Animal Kingdom		<p>Wildlife Sanctuary Habitation</p>	<p>Hold your horses Cat nap As sly as fox</p>

Water		Saving Important Survival	Be in hot water As a duck takes to water
Important Places		Neighbourhood Nearby residence domestic	Make yourself at home There is no place like home
Let us meet them		Helpers Services Community	In the pipeline Deliver the goods

V. Rubrics

Activity – My Booklet of Different Houses

Project – The student will make a booklet of different types of Houses using different material and various art activities like eraser painting to make igloo. This will help them in recognizing the types of houses around us.

Rubric

Category	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)
Presentation	All the work was done suitably and a lot of care has been taken care in its presentation.	Most of the work has been done adequately, neatly and with care taken in its presentation.	The activity is not presented with care. Some activities are incomplete.	The work included in the activity is messy and not well presented. Many activities are incomplete.
Execution of activity correctly	All the activities were done correctly. Step by step execution is followed correctly.	Most of the activities have been done correctly.	Various activities have been done incorrectly.	Some of the activities have not been done and others are incomplete and proposal of teacher not taken correctly.

Shows evidence of Learning	The activity will reflect a thorough meaningful assimilation of all the contents.	The activity will reflect the assimilation of most of the contents covered in the project.	The activity will reflect the assimilation of least of the contents covered in the project.	The activity does not reflect assimilation of the contents covered in different tasks.
Shows personalization and original ideas	Additional detail, colour and creativity demonstrate quality work. Extra details were added beyond the basic requirements.	Some detail, colour and creativity demonstrate good work.	Detail, colour and creativity meet the basic requirements.	Little or no attempts in the area of creativity.
Reflects on their own learning	Reflects fully on their learning process, showing that they are aware of their achievements and difficulties. Shows interest in improving.	Assess their progress in learning based on the work done. Is aware of the difficulties they had.	Makes some assessment of their learning and the work done but is superficial and not well reasoned.	Student is not able to suitably assess the work done. Student does not identify the difficulties they faced.

Rubric

Project – The student will create animal face mask using paper plate. This will help them knowing the facial characteristics of each animal.

Category	4	3	2	1
Neatness	The students will create face mask using a paper plate. Neatness of the activity is appropriate.	Face Mask is neat. Proper material is used to make the mask.	Face mask is not neat.	Face mask is messy.
Accuracy	Mask is accurate and shows the	Missing one or two	Missing some of the components.	Missing a lot of components and

	face of an animal using proper facial characteristics.	components.		is not accurate.
Creativity	The student used available material to make a face mask and showing clock as will to enhance creativity.	The student constructs a face mask not paying much attention to creativity.	The student could have put forth more effort in making an animal face mask.	The student did not use available material to make face mask.
Presentation	The student presented animal face mask accurately in the class and explained about the characteristics of each animal.	The student presented animal face mask to the class but lacks in explanation.	The student presented the craft but did not explain about it.	The student did not present his/her mask to the class or explain about it.
Colour	Student used colourful material and craft material to make mask.	Student didn't use much colour coordination for craft.	Student rarely used craft or paper plate to make mask.	Student used paper or newspaper or nothing at all.

VI. Blueprint of Observation I-

Q 1. Picture Observation

Q2. Multiple choice Question

Q3.Fill in the Blanks

Q4. State whether true/false

Q5. Answer in one word

VII. Prescribed Books: My Living World Book

VIII. Suggested Books: Looking Around, Environmental Studies (Viva)

Hindi

I. Learning Outcomes:

Listening:

By the end of the course learners should be able to:

- a) Listen with understanding.
- b) Concentrate in class.
- c) Discriminate between sounds of different matras.

Speaking:

By the end of the course learners should be able to:

- a) Speak clearly with correct pronunciation.
- b) Express self by speaking.
- c) Recite poems with proper pronunciation.
- d) Respond to questions asked.

Reading:

By the end of the course learners should be able to:

- a) Take interest in reading material.
- b) Read with understanding and proper pronunciation.
- c) Read new words independently.

Writing:

By the end of the course learners should be able to:

- a) Write words correctly.
- b) Write neatly and legibly.

II. Month-wise division of Syllabus



DIVISION OF SYLLABUS UNIT - I (APRIL TO AUGUST)

पुस्तक का नाम	यूनिट	पाठ का नाम	महीना
भाषा माधुरी	पाठ 1 पाठ 2 पाठ 3 पृष्ठ 3	राजा बेटा (कविता) अमन समझदार अजय आ (T) मात्रा वाले शब्द	अप्रैल
	पृष्ठ 6 पाठ 4 पाठ 7	इ () मात्रा वाले शब्द रविवार का दिन शाम हुई (कविता)	मई
	पृष्ठ 9 पाठ 5	ई () मात्रा वाले शब्द दीपावली आई	जुलाई
	पृष्ठ 12 पाठ 6	उ () मात्रा वाले शब्द गुड़िया की शादी	अगस्त
भाषा अभ्यास	पृष्ठ 1 पृष्ठ 2 पृष्ठ 3-5 पृष्ठ 6-10	स्वर व्यंजन बिना मात्रा वाले शब्द आ (T) मात्रा वाले शब्द, समानलय शब्द	अप्रैल
	पृष्ठ 11-15	इ () मात्रा वाले शब्द	मई
	पृष्ठ 16-19	ई () मात्रा वाले शब्द	जुलाई
	पृष्ठ 20-24	उ () मात्रा वाले शब्द	अगस्त

॥- गतिविधियाँ

क्रम संख्या	गतिविधि का नाम	उद्देश्य	गतिविधि का प्रकार	मूल्यांकन का आधार	सिखाने के प्रतिफल
1	शब्दों की बनावट सुधारते हुए सुलेख लेखन	हस्त लेखन और मात्रा सुधारना	एकल (लिखित)	शब्दों की सही बनावट	छात्रों के हस्त लेखन और
2	शब्द लड़ी	शब्द ज्ञान	सामूहिक (मौखिक)	शब्द ज्ञान में वृद्धि	मात्रा में सुधार छात्रों के शब्द ज्ञान में वृद्धि हुई
3	कविता पाठ	लय एवं ध्वनि से परिचित करना शुद्ध उच्चारण सिखाना	एकल (मौखिक)	लय एवं ध्वनि से परिचित एवं शुद्ध उच्चारण	छात्र लय एवं ध्वनि से परिचित हुए
4	कहानी के द्वारा अशुद्ध वाक्यों को शुद्ध करना	शुद्ध भाषा की जानकारी देना	सामूहिक (मौखिक)	शुद्ध भाषा की जानकारी	छात्रों को शुद्ध भाषा की जानकारी हुई

शब्दावली	पाठशाला, समझदार, ताकतवर, मिठाई, हिसाब, रिमझिम, दीपावली, नाशपाती, दुनिया, फुलवाड़ी, कुमकुम, पुजारी, धनुष, गुड़िया, रुमाल, रुपया
मुहावरा	नाम कमाना, नाक कटना, धाक जमाना, जिगर का टुकड़ा, जान की

	बाज़ी लगाना, पीठ दिखाना
SDG's	 

III. Curriculum Overview- Observation I

भाग	पाठ का नाम
साहित्य	राजा बेटा (कविता), अमन ,समझदार अजय, रविवार का दिन शाम हुई (कविता), दीपावली आई, गुड़िया की शादी
व्याकरण	स्वर, व्यंजन, बिना मात्रा वाले शब्द, मात्राएँ(आ, इ, ई, उ) समानलय शब्द

UNIT - II (SEPTEMBER TO DECEMBER)

पुस्तक का नाम	यूनिट	पाठ का नाम	महीना
भाषा माधुरी	पृष्ठ 16	ऊ (ू) मात्रा वाले शब्द	सितम्बर
	पृष्ठ 8	जादूगर का जादू	सितम्बर
	पृष्ठ 19	ए(े) मात्रा वाले शब्द	सितम्बर
	पाठ 9	मेला	सितम्बर
	पृष्ठ 22	ऐ(े) मात्रा वाले शब्द	अक्तूबर
	पाठ 10	शैला की मना	अक्तूबर

	पृष्ठ 26 पाठ 11 पाठ 15	ओ (ो) मात्रा वाले शब्द होली का दिन परियों की रानी (कविता)	नवंबर नवंबर नवंबर
	पृष्ठ 29 पाठ 12	औ (ौ) मात्रा वाले शब्द कौशल की सालगिरह	दिसंबर दिसंबर
भाषा अभ्यास	पृष्ठ 25-31 पृष्ठ 32-36 पृष्ठ 37-40 पृष्ठ 41-44 पृष्ठ 45-48	ऊ (ू) मात्रा वाले शब्द ए(े) मात्रा वाले शब्द, एक अनेक ऐ(े) मात्रा वाले शब्द, विलोम शब्द, फलों के नाम ओ (ो) मात्रा वाले शब्द औ (ौ) मात्रा वाले शब्द	सितम्बर सितम्बर अक्तूबर नवंबर दिसंबर

गतिविधियाँ

क्रम संख्या	गतिविधि का नाम	उद्देश्य	गतिविधि का प्रकार	मूल्यांकन का आधार	सिखाने के प्रतिफल
1	चित्र लेखन	रचनात्मकता कौशल सुधारना, वाक्य रचना सिखाना	सामूहिक (मौखिक)	भाषा सम्बन्धी ज्ञान	छात्रों के रचनात्मकता कौशल में वृद्धि
2	कविता पाठ	लय एवं ध्वनि से परिचित करना शुद्ध उच्चारण सिखाना	एकल (मौखिक)	लय एवं ध्वनि से परिचय एवं शुद्ध उच्चारण	छात्र लय एवं ध्वनि से परिचित हुए चित्र

3	शब्दों को सही चित्रों से जोड़ना	चित्रों को देखके शब्दों के अर्थ का अनुमान लगाने में छात्रों की मदद करना	सामूहिक (लिखित)	शब्द का ज्ञान व् सही जगह प्रयोग करना	पहचानने में और शब्द ज्ञान में वृद्धि हुई
4	विपरीत शब्दों के सही चित्र बनाना	रचनात्मकता कौशल बढ़ाना विपरीत शब्दों का ज्ञान करवाना	एकल (लिखित)	शब्द का ज्ञान व् चित्र की सुन्दर प्रस्तुति	छात्रों के रचनात्मकता कौशल में वृद्धि
शब्दावली	अमरूद, जादूगर, देहरादून, त्रिशूल, रेलगाड़ी, सवेरा, गणेश, महकते, मौसम, सैनिक, तैराक, लालटेन , जरूर , सैर, हैरान				
मुहावरा	अपने में न होना, फूले न समाना, आप भले तो जग भला, खाली दिमाग शैतान का घर				
SDG's					

III. Curriculum Overview- Observation II

भाग	पाठ का नाम
साहित्य	जादूगर का जादू , शैला की मना, होली का दिन परियों की रानी (कविता), कौशल की सालगिरह
व्याकरण	मात्राएँ(ऊ, ए, ऐ, ओ, औ,) एक अनेक शब्द, विलोम शब्द, फलों के नाम, रंगों के नाम


UNIT - II (JANUARY TO MARCH)

पुस्तक का नाम	यूनिट	पाठ का नाम	महीना
भाषा माधुरी	पृष्ठ 32	अं (ं) मात्रा वाले शब्द	जनवरी
	पृष्ठ 13	संजय की पतंग	जनवरी
	पृष्ठ 35	अँ (ँ) मात्रा वाले शब्द	जनवरी
	पाठ 14	ताँगे वाले की मूँछें	जनवरी
	पाठ 16	मस्त कलंदर	फरवरी
	पाठ 17	नन्ही चिड़िया (कविता)	फरवरी
	पाठ 18	अच्छी परी	फरवरी
	पाठ 19	गुब्बारे वाला (कविता)	मार्च
	पाठ 20	योगशाला	मार्च
	भाषा अभ्यास	पृष्ठ 49-52	अं (ं) मात्रा वाले शब्द
पृष्ठ 53-54		अँ (ँ) मात्रा वाले शब्द, एक अनेक	जनवरी
पृष्ठ 55-60		संयुक्ताक्षर शब्द, विपरीत शब्द	फरवरी

	पृष्ठ 61-66	संयुक्ताक्षर शब्द, पक्षियों के नाम	पशु- मार्च
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गतिविधियाँ

क्रम संख्या	गतिविधि का नाम	उद्देश्य	गतिविधि का प्रकार	मूल्यांकन का आधार	सिखाने का प्रतिफल
1	पशु पक्षियों के चित्र चिपकाना व उनके नाम लिखना	पशु पक्षियों के नाम सही प्रकार से लिखना	एकल (लिखित)	पशु पक्षियों के नाम सही प्रकार से लिखना	छात्रों ने पशु पक्षियों के नाम जाने व लिखना सीखा
2	एक- अनेक, सही चित्रों का मिलान करना	एक- अनेक	एकल (लिखित)	शब्दों की सही जानकारी	एक- अनेक शब्दों का ज्ञान हुआ
3	कविता पाठ	शब्दों का ज्ञान लय एवं ध्वनि से परिचित करना शुद्ध उच्चारण सिखाना	एकल (मौखिक)	लय एवं ध्वनि से परिचय एवं शुद्ध उच्चारण	कल्पनाशक्ति विकसित करना और लय एवं ध्वनि से परिचय करवाना मात्रा में सुधार छात्रों के
4.	रचनात्मक लेखन	सही वाक्यों को लिखना रचनात्मक कला	एकल (लिखित)	शुद्ध वाक्य लेखन	वाक्य लेखन का ज्ञान हुआ

		विकसित करना			
शब्दावली	पतंग, पंडित, पंखा, डंडा, तिरंगा, झड़ा , शंख, बंदर, अंदर, घंटी , कंघी , दाँत , पाँव, चाँद, साँप, आँख , मूँछ , कुआँ, कक्षा, त्रिशूल, जाता, श्रमिक				
मुहावरा	आपे से बाहर होना, फूटी कौड़ी न होना, थक कर चूर होना, ज़मीन आसमान एक करना				
					

III. Curriculum Overview- Observation III

भाग	पाठ का नाम
साहित्य	संजय की पतंग, ताँगे वाले की मूँछें मस्त कलंदर, अच्छी परी, योगशाला, नन्ही चिड़िया (कविता), गुब्बारे वाला (कविता)
व्याकरण	सभी मात्राएँ एक अनेक शब्द, विलोम शब्द, फलों के नाम, रंगों के नाम, संयुक्ताक्षर शब्द, पशु- पक्षियों के नाम, लिंग बदलो

VI. Blueprint of Observation III-

Section-A Reading

अपठित गद्यांश, प्रश्न पत्र पढ़ना,

Section- B Writing

वाक्य बनाओ, रचनात्मक लेखन,

Section-C Grammar

सही जगह पर मात्रा लगाओ, विलोम शब्द, फलों के नाम, रंगों के नाम, लिंग बदलो

Section-D Vocabulary (Meanings, sentences, opposites, correct the spelling)

VII. Prescribed Books: भाषा माधुरी, भाषा अभ्यास, सुलेखाभ्यास

