

**Kanha Makhan Public Schools**  
**Unit Planner of Hindi Class-IV (2019 - 20)**

Unit/ Dates	Days	Lesson Name	Suggested Activities/Projects	Real Life Connect
1. April 1 to 15	12	1- Hkkjrl; kjk ns'kgekjk  2- tkj fQjI s pugkst k  0; kdj .k l Kk	<u>Managing Emotions &amp; musical intelligence</u> Lojygh <u>Verbal Linguistic Musical</u> "kr&"krueu jpukReddk; &jk'Vh; çrhdfplg <u>Creative thinking</u> ufrdeW; &ppkZ  <u>Managing Emotions</u> fp=kRedçLrfr  <u>Self Awareness</u> [ksy&[ksyea	Lkj] y; ] ; fr] xfr ds l kFkokpu {kerkdkfodkl A ns'k ds ohjiq 'kka o egkiq 'kka ds çfrvknj o l Eeku ds Hkko dh tkxfrA  ufrdxqkkdkfodkl A  lk"kp/ka ds çfrn; kj d: .kk o l j {k.k ds Hkkoef) A dYi uk "kDrdkfodkl Aykyp u djus dh çj .kka  uohu "kCnka dh jpukdjus dh {kerkdkfodkl A
2. April 16 to 30	11	3- ; K dk /kp/k  0; kdj .k "kCnHkA/kj  lk= y[ku %ko"; d dk; çrçodk" k ds fy, ½	<u>Litrary &amp; Creative thinking</u> dFkkØeD; oLFkk <u>Creativity &amp; Critical thinking</u> fdLI kxkbZ  <u>Litrary &amp; Creative Skill</u> vk[k feplsh  <u>Critical &amp; Creative Thinking</u> çk: lkfuekZk	fdLLkdqkfu; ka ds çfr : fp dh tkxfrAcj) pkrq çof) A  "kCnI ç kst udj udhdykdkfodkl A  Ukoku "kCnkakls [kkt us dh {kerkdkfodkl A  lk= y[ku fof/k dkKkuA
3. May 1 to 16	14	4- enjVjd k   0; kdj .k fo"ksk. kjfo"ks;	<u>Critical &amp; Creative Thinking</u> Ekkuo /ke] jppkZ  <u>Listening Skill</u> dk; ç; i = <u>Empathy</u> vuekyjRu  <u>Thinking Skill Dealing with stress</u> vrj i gpkuls	LketI odka ds çfrvknj l Eeku o J) k ds Hkkodkfodkl A  Jo.k {kerkdkfodkl A dFkkl kfgR; ds çfr : fp dh tkxfrA  fo'k; kuq kjuohu "kCnç; ks dh {kerkeof) A
4. July 1 to 16	13	5- dks y   6-dat h dkjgl; %doy i kBu grç	<u>Managing Emotions effective Communication</u> fopkj dks ky <u>Verbal Linguistic Bodily</u> <u>Kinesthetic</u> dykdkj hfn [kk; a  <u>Reading Skills</u> l Loj i kBu	lk"kp; i f{k; ka ds çfrn; kdkHkko e/kj ok.kh ds egRodckskkA  çNfr ds çfrçHkkoef) A  Hkkf'kddk\$kydkfodkl A

		0; kdj .k fojkefpgu  i = y[ku %kkbz ds fookgrqodk" k dsfy, ½	<u>Dealing with stress</u> Ekp s i gpkuls  <u>Creative Thinking</u> çk: lkfuekz k	lk= y[ kunekj kkkokfHkO; fDr {kerkdkfodkl A
5. July 17 to 31	13	7- ge e/kpfd [k; k;  0; kdj .k kpu dgkuh ¼t\$ k djksks o\$ k Hkjksçz	<u>Intrapersonal Verbal Linguistic</u> kku>kr'kst'kua <u>Effective Communication</u> <u>Interpersonal Intelligence</u> I kefigdppkz <u>Thinking skill dealing with stress</u> Tkuk&i gpkuls <u>Creativity and critical thinking</u> Rkkukckuk jpukReddk; &dgkuhy[ku	dhVi rækads fo'k; east kudkj hA  n's'khvkskf/k; kcdkKkuA  "kCn&dks'keof) A  ck\$) d {kerkdkfodkl A dFkky[ku ea : fpA
6. Aug. 1 to 20	13	8- feBkbæa tgjg\$  0; kdj .k I oLke fucdk ½ {kkCU/ku½	<u>Verbal Linguistic Visual spatial</u> <u>musical intelligence</u> ?kVuko.kz <u>Creativity &amp; critical</u> <u>thinking</u> I phfuekz k  <u>Creativity &amp; critical</u> <u>thinking</u> I e>ks'ks <u>Writing Skill</u> fopkj kfhkO; fDr	TkhougkL; vk\$uf"prrkI s thus dh I h[kA  fu.kz {kerkdkfodkl A  "kCnKkuend) A  Yk\$ kudks'kydkfodkl A
7. Aug. 21 to Sep. 5	12	9- >juk  10- nksthdkk\`  0; kdj .k dgkuh ½midkj dk knykz	<u>Managing Emotions &amp; musical</u> <u>intelligence</u> vkvkspxqk, j  <u>Interpersonal Relation Intelligence</u> fopkj kfhkO; fDr  <u>Creative Skill</u> U; k; 0; oLFkki jfopkjfoe"lz <u>Verbal Linguistic Bodily</u> <u>Kinesthetic</u> Lkkpks'kj crkvks <u>Thinking Skill Managing</u> "kCnI a kstu	çNfr ds vuar : i kq jgL; kav\$ "kfDr; ka ds çfrmRI çrk ds Hkko dh tkxfrA  thou efuHkz rkvk\$ vi uhjkgi jvkxs c<rst'kus dh I h[kA  i k\$kf.kdppj=kd i fjp; A  mfpr&vuifprdk; kds Kku ds I kFkfu.kz yus dh {kerkdkfodkl A  "kCnI a kst udjus ds Kkuend) A
8. Oct. 1 to 21	14	12- vxjdVs taxy rks  0; kdj .k lk= y[ku ½ek dh chekj h grqodk" k dsfy, ½	<u>Effective Communication</u> <u>Interpersonal Intelligence</u> ukV; çLrçr <u>Communication Skill</u> çnik. k&Hkk'k. kçLrçr <u>Listening Skill</u> dk; çi = <u>Critical thinking</u> çk: lkfuekz k	lk; kbj .k ds çfr tkx: drk , otk; kbj .kl j {k.k dsfy, ç; kl djus dh çj .kkA lkjki dkj ds egRodkckkA mnkj o i jki dkj hcuudhçj .kkA  çR; çI Ukefrend) A  i = y[ kufo/kkdkKkuA

9. Oct. 22 to Nov. 12	13	14- fudyk cpdj  13- dii & eM/d %dfork½  0; kdj .k çR; ; ] mi l xz	<u>Verbal speaking</u> Yk?kppkz  <u>Musical intelligence</u> Lkj l fjr k <u>Empathy</u> dFkkRedçLrfr jpukReddk; & dykReddk0; çLrfr <u>Creative thinking dealing with stress</u> çR; i l uefri jh{k.k	vfrfjDri kBudhf t Kkl keof) A  vkjkg&vojkg] gkoHko o y; ; Ørokpu {kerkdkfodkl A fpru&euu {kerkdkfodkl Amfprnf'Vdka kvi ukus dh çj .kA  uohu "kçnfuekz kdkKkuA
10. Nov. 13 to 30	16	11- nknkthvkš dppq %doy i kBu grž  15 cMkdksugš  0; kdj .k dgkuhyçku ¼ Pph fe=rk½ fØ; k	<u>Empathy</u> vkn"kl kBu  <u>Kinesthetic Intelligence</u> Xkqk&nkski jppkz <u>Critical Thinking</u> "kçnl a kksku  <u>Interpersonal Verbal Linguistic</u> dFkkØefof/k <u>Creative Thinking Dealing with stress</u> [ks/ks/çj thrks	i kBu {kerkdkfodkl A  vPNxqkkkdkfodfl rdjudhçj .kA  Loraè fprudkfodkl A  dgkuhyçku ds çfr : fpdkfodfl rdjukA  0; kdj f.kdKkudkfodkl A
11. Dec. 1 to 30	17	16- okjk.kl h  0; kdj .k  dky lk= yçku ¼ trd exkus grž	<u>Self Awareness Naturalistic</u> ; k=k orklrçLrfr <u>Critical Thinking</u> ç"ukRrjh <u>Creative Skill</u> Lkçy <u>Visual Spatial</u> çkç) i jh{k.k <u>Creativity &amp; critical thinking</u> çk: lkfuekz k jpukReddk; & i = yçku	LFkkuo.kZunokjkhkjr h; l ãÑfrdkKkuA l kçn; & çksk dh tkxfrA  Hkkf'kddkškydkfodkl A  okD; fuekz k {kerkdkfodkl A  lk= fo/kkl i fjp; A
12. Jan. 01 to 25	15	17- i kuhl Mj  0; kdj .k fucak yçku 1- nhi koyh 2- x.krl=fnoI	<u>Interpersonal Intelligence</u> Mj ukeukg&y?kppkz <u>Creative Skill</u> jæHkjks <u>Empathy</u> : i jç kkfuekz k	vkRefo"okl eof) A dykRedrkd kfodkl A l keku; Kkudkfodkl A  yçkudkškydkfodkl
13. Jan. 27 to Feb. 12	14	18- gekjk vjeku	<u>Interpersonal Visual</u> çkçyl Hkk  <u>Creative Skill</u> blgHkhi gpkfu,	Ekuens'khkfrDr ds HkkorFkkn'sk ds fy, dNndjudhçj .kk dh çflrA  n'sk ds ohj rst Loh0; fDr; ka ds çfreued Eeku ds Hkko dh tkxfrA

Syllabus for 1<sup>st</sup> Term- Unit- 1, 2, 3  
Syllabus for Half yearly – Unit – 4, 5, 6, 7

Syllabus for 2<sup>nd</sup> Term – Unit- 8, 9  
Syllabus for Annual – Unit- 10, 11, 12, 13

**Kanha MakhanPublic School**  
**Unit Planner of Social Science Class - IV (2019-20)**

Unit/ Dates	Days	Content	Suggested Activities/Project	Real Life Connect
1. April 1 to 15	12	<b>Chap. - 1</b> India: Our Country  <b>Chap. -2</b> The Northern Mountains	<b>Spatial - (Map pointing)</b> Display on the political map of India the states of East, West, North and South. <b>Critical thinking and social skills</b> <b>(Word Grid)</b> - Encircle the capital of the following states in the grid given on page no. 10 of your text book. <b>Spatial and interpersonal skills</b> <b>(Search and write)</b> Enlist in your notebooks various hill stations located in the Northern part of India.	To flourish the knowledge of the students regarding their own country India .They will also become familiar with the physical and political divisions of India. By the end of this Chap.students will conclude that where the northern mountains are located in India. They must also aware about the three main ranges of the Himalayas and the states which are situated near the northern mountains.
2. April 16 to 30	11	<b>Chap. - 3</b> The Northern Plains	<b>Critical thinking and problem solving skills -</b> <b>(Cross-eyed puzzle)</b> Solving the puzzle given in book on page no. 26 (B) <b>Interpersonal and social skills</b> <b>(Discuss and write)</b> - Discuss with your partners and write some causes of river pollution.	To imbibe the knowledge of the students about the location of the Northern plains and the states which are the partof it.
3. May 1 to 16	14	<b>Chap.-4</b> The Western Desert	<b>Communication and public speaking skills -</b> <b>(Group discussion)</b> Discuss in class (in a group) regarding problem faced by people living in a desert. <b>Interpersonal and social skills</b> <b>(Think and write)</b> Enlist in your notebook any five things you carry on a journey to any place	By the end of this Chap. the student will conclude about the western desert and their location in India. To enrich the knowledge of the students about the hardships faced by the people living in the deserts.
4. July 1to 16	13	<b>Chap. - 5</b> The Southern Plateau	<b>Critical thinking and spatial skills</b> <b>(Search and write)</b> - In your notebooks enlist the states located in the southern plateau along with their capitals.	It willenrich the knowledge of the students regarding the southern plateau region of India. To familiarize studentswith the Indian states located in the southern plateau region.
5. July 17 to 31	13	<b>Chap. - 6</b> The Coastal plains and the Islands	<b>Critical thinking and problem solving skills -</b> <b>(Cross-eyed puzzle)</b> With the help of the content given in the Chap.solve the cross word puzzle given on page no.46 <b>Linguistic and spatial skills</b> <b>(Find and paste)</b> - Collect the spices and paste in your notebook along with their English names.	This chap. will explain the lifestyle of the people living in the coastal plains of India and the climatic conditions of the regions.
6. Aug. 1 to 20	13	<b>Chap. - 7</b> The Climate of Our Country  <b>Chap. - 8</b> Natural Resources	<b>Creativity and imaginative skills</b> <b>(Collage making)</b> -Collect and paste the pictures and objects related to the season of your choice and prepare a collage. <b>Agility and adaptability skills</b> Choose a season of your choice and write things associated with that season like eatables, dresses, food etc. <b>Thinking and naturalistic skills</b> <b>(Gathering information)</b> - Prepare a list of renewable and Non-Renewable resources in your notebooks.	Learners would grasp the knowledge about the climate of India and the factors which are responsible for the change in the climate of the country. To strengthen the knowledge of the students regarding the renewable and Non-Renewable resources of the Earth/Nature.
7. Aug. 21 to Sept. 5	12	<b>Chap. - 9</b> Soils of India  <b>Chap. - 10</b> Our forest wealth	<b>Accessing and analyzing information skills -</b> <b>(Collect information and write)</b> -Make a list of different soils of India along with the crops that can be grown in them. <b>Innovative and creativity skills</b> Paste the packets of different soils of India in in your notebook. <b>Analyzing information skills</b> <b>(Gathering information)</b> With the help of the map given on pg.67, students will write in their N.B. five National Parks, Wildlife Sanctuary, Bird sanctuary etc.	To develop the knowledge of the students about the importance of soil and it's different types. ThisChap. will also explain them about the ways to prevent soil erosion. This will accelerate the knowledge of the students about the different types of forests and its importanceand government policies to conserve the forests.

8. Oct. 1 to Oct.21	14	<u>Chap.- 11</u> Our Water Resources  <u>Chap.- 12</u> Our Mineral Wealth	<u>Communication ,interpersonal and social skills(Discuss and write)</u> Students will first discuss and then write in their notebook about various ways to prevent wastage of water in villages. <u>Creativity and accessing information skills(Pasting work)</u> Paste the pictures of various things made up of metallic and non-metallic minerals. <u>Innovative and imaginative skills (Card making)</u> Prepare a card to be presented to the people conveying a message for the conservation of fossil fuels underlying all its importance.	To imbibe the knowledge why water is the importance resource of our life. They will learn the various sources of water with different ways to conserve it. This will enable the students to get more information about the minerals. They will be able to differentiate between metallic and non-metallic minerals.
9. Oct. 22 to Nov.12	13	<u>Chap. - 14</u> Our Agriculture  <u>Chap. - 15</u> Our Industries	<u>Accessing information skills (Pasting work) -</u> Paste the pockets of different cereals/pulses in your notebooks <u>Spatial (Map pointing) -</u> On a political map of India mark various crops and their states. <u>Spatial and initiative skills(Search and write) -</u> Make a list of various raw materials and the finished products obtained from them in your notebook.	This Chap. will enhance the knowledge of students regarding agricultural practices in India. Various food crops and cash crops grown in India will be known to the students. Knowledge of the students will be strengthened regarding the different kinds of industries, their products and the uses of these products.
10. Nov. 13 to 30	16	<u>Chap. - 16</u> Means of Transport  <u>Chap. - 17</u> Communicati on	<u>Communication, collaboration and social - (Discuss and write) -</u> Discuss and then write in your notebook about various measures to be followed on the road to avoid accidents. <u>Interpersonal and thinking skills (Conveying message) -</u> Convey any message to your friend by using any written means of communication. <u>Creativity and accessing information skills - (Collect and paste) -</u> Paste or draw pictures related to different means of communication.	To explain the importance of Transport and the different means of communication in their daily life.
11. Dec. 1 to Dec. 30	17	<u>Chap.- 18</u> Local-self Government	<u>Communication and interpersonal skills - (Group discussion)</u> Formation of class Panchayat, choosing head, discussion on problems of class and its solutions. <u>Social skills -</u> Enlist various responsibilities/duties performed by municipalities in your locality.	To imbibe the knowledge regarding the functioning of local government in India. They will also come to know about its two tiers that is rural and urban level.
12. Jan. 1 to Jan. 25	15	<u>Chap.-19</u> Our Right and Duties	<u>Social &amp; Imaginative skills</u> Prepare a constitution/rule book for your class <u>Problem solving and critical thinking skills -</u> If there is 'No Rule' day in the school, write in your notebooks the changes you observed in the whole day.	To accelerate the knowledge of the students regarding their rights as well as their obligations/duties towards the country.
13. Jan. 27 to Feb. 12	14	<u>Chap.- 21</u> Our Culture	<u>Critical thinking and problem solving skills - (Cross-word puzzle)</u> Collect the information given in the Chap. and on the basis of that solve the puzzle given on page no.130(B) <u>Creativity and problem solving skills(Rangoli making)</u> Draw a rangoli in your notebook and colour it.	To make the students aware about the Indian culture. They will also come to know about the different arts, music, painting styles prevailing in India.

Syllabus for 1<sup>st</sup> Term- UNIT-1, 2, 3  
Syllabus for Half Yearly - UNIT- 4, 5, 6, 7

Syllabus for 2<sup>nd</sup> Term- UNIT-8, 9  
Syllabus for Annual - UNIT-10, 11,12,13

Note- Around 30% of the question paper would be asked within the Chap.s.

**Kanha Makhan Public School**  
**Unit Planner of Science Class-IV (2019-20)**

Month/ Dates	Teaching Days	Topic	Suggested Activity and Project	Real life connect
1. April 1 to 15	12	Ch-1 Adaptation in Plants	<ul style="list-style-type: none"> <li>• <b>Group Discussion:-</b>On features of different types of plants.</li> <li>• <b>Visual Skills:-</b>Look at the pictures and match them with the appropriate sentences.</li> <li>• <b>Problem Solving:-</b> Complete the concept map.</li> </ul>	To generate awareness about the effect of surroundings on plants and to differentiate between useful and non-useful plants.
2. April 16 to 30	11	Ch-2 Leaves- The Food Factory of Plants	<ul style="list-style-type: none"> <li>• <b>Experimental Skills:-</b>To show that fungi grow on decaying material.</li> <li>• <b>Naturalistic Skills:-</b>Collect some dried different shaped leaves and paste in your notebook.(Herbarium file)</li> <li>• <b>Spatial Skills:-</b>Crossword Puzzle.</li> <li>• <b>Project:-</b> Draw flow chart to explain flow of energy.</li> </ul>	To intensify the knowledge about the importance of air,water and sun light to synthesize food by the plants.
3. May 1 to 16	14	Ch-3 Adaptation in Animals	<ul style="list-style-type: none"> <li>• <b>Group Discussion:-</b> On adaptive features of animals.</li> <li>• <b>Concept Based:-</b> Give some adaptive features of any one terrestrial animal with its picture.</li> <li>• <b>Observational Skills:-</b> On the basis of eating habits of animals fill the name of animals in the correct circle.</li> </ul>	To strengthen the knowledge about the different weather conditions and how animals adapt themselves in it.
4. July 1 to 16	13	Ch-4 Reproduction in Animals	<ul style="list-style-type: none"> <li>• <b>Investigational Skills:-</b>Find 10 different terms related to the reproduction in animals.</li> <li>• <b>Visual Skills:-</b>Looking from the box,categorize the animals as – who lays eggs and who gives birth to young ones.</li> <li>• <b>Logical Skills:-</b>Find the chopped words from the table and write them together.</li> </ul>	To generate awareness about the life cycle of some animals and the way how some animals take care of their young ones.
5. July 17 to 31	13	Ch-5 Food and Health	<ul style="list-style-type: none"> <li>• <b>Investigational Skills:-</b>Find out 10 food item names from the puzzle.</li> <li>• <b>Project:-</b>Find out 3 food items containing vitamins, proteins and carbohydrates and write their benefits also.</li> <li>• <b>Experimental Activity:-</b> To show food get spoiled if exposed to air and moisture.</li> </ul>	Self and social awareness about the need and importance of healthy food, meaning of balanced diet and the ways to stay healthy.
6. Aug. 1 to 20	13	Ch-6 Teeth and Digestion	<ul style="list-style-type: none"> <li>• <b>Guest Lecture:-</b>Taking care of teeth.</li> <li>• <b>Diagrammatical Skills:-</b> According to the shape of teeth given, make a picture of teeth in each jaw.</li> <li>• <b>Observational Skills:-</b> Label the organs of the digestive system.</li> <li>• <b>Poster Making:-</b>Make a poster on healthy eating habits.</li> </ul>	To generate the awareness about working of different types of teeth and different organs involve in digestion.

7. Aug.21 to Sep5	12	Ch-7 Keeping Safe	<ul style="list-style-type: none"> <li>• <b>Problem Solving:-</b> Complete the concept map.</li> <li>• <b>Diagrammatical Skills:-</b>Draw road safety signals and write their meaning.</li> <li>• <b>Visual Skills:-</b>Look at the pictures and write what would be right thing to do from the given box.</li> </ul>	To enhance the knowledge about first aid, safety rules and sensitizes students about the traffic rules and road safety at early stage, to save our young ones in future.
8. 1 Oct. to 21	14	Ch-8 Clothes We Wear	<ul style="list-style-type: none"> <li>• <b>GroupDiscussion:-</b> On different types of clothes to weather,tradition and occupation.</li> <li>• <b>Project:-</b>Collect and paste different types of fabric.</li> <li>• <b>Activity:-</b>Complete the web chart.</li> </ul>	Enables the students to know about different kinds of materials of clothes and selection of clothes suited to different weather and different states.
9. Oct. 22 to Nov. 12	13	Ch-9 Our Universe- The Solar System	<ul style="list-style-type: none"> <li>• <b>Investigational Skills:-</b>Find out the name of planets based on the clues given in riddles.</li> <li>• <b>Project Work:-</b>Make a model of solar system.</li> <li>• <b>Concept Based:-</b>Observe the diagram and fill according to position 1 and 2.</li> </ul>	To enhance their knowledge about floating bodies in the sky and formation of day, night and occurrence of seasons.
10. Nov. 13 to 30	16	Ch.- 10 Our Environment and Pollution	<ul style="list-style-type: none"> <li>• <b>Diagrammatical Skills:-</b> Draw the symbol of recycle.</li> <li>• <b>Creative Thinking:-</b> Make a paper bag with old newspaper.</li> <li>• <b>Group Discussion:-</b> On different types of pollution and its control.</li> </ul>	To make them aware about the need of preservation of natural resources which will lead to sustainable development.
11. Dec. 1 to 30	17	Ch-11 Weather, Air and Water	<ul style="list-style-type: none"> <li>• <b>Observational Skills:-</b>To find out most effective method to purify water.</li> <li>• <b>Critical Thinking:-</b>Complete the given map.</li> <li>• <b>Diagrammatic Skill:-</b> Draw water cycle.</li> </ul>	To generate awareness about resources, their conservation and their importance in our life.
12. Jan. 01 to 25	15	Ch-12 States of Matter	<ul style="list-style-type: none"> <li>• <b>Experimental Skills:-</b></li> <li>• To show the different states of water.</li> <li>• <b>Research Based Activity:-</b></li> <li>• To show that solute occupies space present in the solvent.</li> <li>• <b>GroupDiscussion:-</b> Differentiate among three states of matter.</li> </ul>	To provide wide knowledge about matter, their states and about their properties.
13. Jan. 27 to Feb. 12	14	Ch-13 Force, Work and Energy	<ul style="list-style-type: none"> <li>• <b>Problem Solving:-</b> Complete the crossword.</li> <li>• <b>Demonstrative Skills:-</b>Demonstrate different types of forces.</li> </ul>	Step up towards the scientific outlook about application of force in simple machines and enhance the knowledge about different kind of forces.

Syllabus for I Term – Unit 1, 2, 3

Syllabus for II Term – Unit – 8, 9

Syllabus for Half Yearly Exam – Unit 4, 5, 6, 7

Syllabus for Annual Exam Unit – 10, 11, 12, 13

**Kanha Makhan Public School**  
**Unit Planner of Computer Class-IV (2019-20)**

Month/Dates	Days	Lesson Name	Suggested Practicals/ Projects	Real Life Connect
1. April 1 to 15	12	Chapter 1 Computer Generations	<b><u>Linguistic, Verbal Intelligence &amp; Community participation</u></b> <b><u>Open Ended Discussion:</u></b> Discussion on “Generations of computer” <b><u>Typing Tutor:</u></b> Type some calculating device with their inventors in notepad <b><u>Text book activity:</u></b> To apprehend the different generations of computer.	To impart knowledge regarding “Updates in computer field based on timeline” Major technological developments that have led to the computing devices that we used today
2. April 16 to 30	11	Chapter 2 More About Windows	<b><u>Customizing your system:</u></b> <b><u>Change the wallpaper:</u></b>  <b><u>Text book activity:</u></b> How to set a screen saver	Wallpaper is a digital image used as a decorative background of a graphical user interface(GUI)on the screen of a computer The purpose of screen saver is to prevent burn in on CRT and Plasma computer monitors.
3. May 1 to 16	14	Chapter2 More About Windows	<b><u>Typography word cloud</u></b> This activity provides through a printed sheet and students have to find the names of customization features.	The objective of this activity is to confide the students about customization features of MS Word.
4. July 1 to 16	13	Chapter 3 Working With Files And Folders	<b><u>Creative Skills, Technology And Media Binder Forming:</u></b> Create a new folder on desktop by the name “Class- IV” and rename It as “My Computer”. Use Mouse &Keyboard Shortcuts for the same. (Activity to be conducted in lab)  <b><u>Textbook Activity:</u></b> Create a folder and sub folders	To explore the knowledge of students about how to create and rename any file or folder in windows.  Students will be able to store files in a folder just like paper files on desk. Students will familiar with the shortcut of files and folders to use frequently.
5. July 17 to 31	13	Chapter 3 Working With Files And Folders	<b><u>Creative Skills, Technology And Media Mimeograph:</u></b> Following activity is to be conducted in Lab <ul style="list-style-type: none"> <li>• Create file.</li> <li>• Move files to folder.</li> <li>• Copy file.</li> <li>• Delete created file.</li> </ul> <b><u>Chart creation:</u></b> List “shortcut keys” you will need to perform said task frequently in WordPad.	Through this chapter, students will learn how to create duplicate copy of a file. They will also able to change the location as per their need. They will learn managing computer files and folders in an efficient way.
6. Aug. 1 to 20	13	Chapter 4 MS Word 2010 Introduction	<b><u>Creative And Logical Thinking Technology And Media</u></b> <b><u>Brain Storm:</u></b> Get the newspaper and see the text based advertisement and design that advertisement in MS Word. <b><u>Textbook Activity:</u></b> Type the given paragraph and use different formatting options.	This activity is used to engage and entertain the students.
7. Aug. 21 to Sep. 5	13	Chapter 4 MS Word 2010 Introduction	<b><u>Creative And Logical Thinking Technology And Media</u></b> <b><u>Write and rectify:</u></b> Type given paragraph and correct the mistakes by using find, replace, Redo and Undo options. <b><u>Trick In MS Word 2010:</u></b> Save a file with two different names by using feature ‘Predefined paragraph’.	To teach students edit and modify the document using find, replace, undo & redo option.



8. Oct. 1 to 21	14	Chapter-5 MS-Word Formatting	<p><b><u>Creative skills, technology and media</u></b></p> <p><b><u>Splendor formation:</u></b> Type 5 Good Habits &amp; make your document attractive by using different formatting commands. Apply bullets &amp; numbering.</p> <p><b><u>Creative Word processing :</u></b> Insert images and practice on format menu and image options.</p> <p><b><u>Textbook Activity:</u></b> Activity given on page-no. 53 in Text book.</p>	<p>Convey to the students to create and design effective documents. Students will be able to apply different formatting features to make their document attractive.</p> <p>To tell students to enhance the appearance of document with the use of decorative text, images to design greetings, postures etc.</p>
9. Oct. 22 to Nov. 12	13	Chapter-6 MS- PowerPoint 2010	<p><b><u>Creative skills, technology and media Play with layout:</u></b> Make a presentation on “Festivals of India”.</p> <p><b><u>Textbook Activity:</u></b> Make a presentation on “Save Energy”</p> <p><b><u>Change with different Effects:</u></b> Apply Transition, sound &amp; speed to pre-created slides.</p>	<p>Students will upgrade their presentation skills by creating professional quality presentations used for business people, educators, students, trainers etc.</p>
10. Nov. 13 to 30	16	Chapter-7 Internet Introduction	<p><b><u>Linguistic &amp; verbal intelligence</u></b></p> <p><b><u>Blow the class:</u></b> Discussion on “Uses of Internet” in our daily life.</p> <p><b><u>Creative skills:</u></b> Paste the picture of basic components of an internet connection on a chart paper.</p>	<p>It will help the students to know about basic components &amp; uses of Internet in our daily life.</p> <p>Student will familiar with the basic requirements required for an internet connection.</p>
11. Dec. 01 to Dec. 30	17	Chapter-7 Internet Introduction	<p><b><u>Creative skills, technology and media</u></b></p> <p><b><u>Finding founder:</u></b> Make a presentation on “Web-Browsers” with their logos &amp; name of founder.</p> <p><b><u>Email Info:</u></b> Make a list of E-mail address of your neighbours/friends [write five user name&amp; their domain name]in MS-Word.</p> <p><b><u>Speech time:</u></b> Make 5 minutes speech on the topic advantages of computer network in our daily life.</p>	<p>Students will be aware about different kinds of most commonly used web-browsers(Google, internet explorer) with their logos.</p> <p>To teach them benefits of computer network in our daily life.</p> <p>Students will get familiarized with the fastest mode of communication for sending, receiving and storing message like email.</p>
12. Jan. 01 to Jan. 25	15	Chapter-8 Searching Websites	<p><b><u>Creative skills, technology and media</u></b></p> <p><b><u>Jumble words:</u></b> Arrange “Jumble Words” [name of web-browsers]</p>	<p>It will enhance the students knowledge about the concept of URL &amp; benefits of internet.</p> <p>Students will be able to know different kind of works we can do on internet.</p>
13. Jan. 27 to Feb. 12	14	Chapter-8 Searching Websites	<p><b><u>Creative skills, technology and media</u></b></p> <p><b><u>Play with layout:</u></b> Make a presentation on search engines.</p>	<p>Students will understand the search engine which can be especially helpful if a user having trouble finding a specific topic.</p>

Syllabus for 1<sup>st</sup> Term- Unit- 1, 2, 3  
Syllabus for Half yearly – Unit – 4, 5, 6, 7

Syllabus for 2<sup>nd</sup> Term – Unit- 8, 9  
Syllabus for Annual – Unit- 10, 11, 12, 13

**Kanha Makhan Public Schools**  
**Unit Planner of Hindi Class-IV (2019 - 20)**

Unit/ Dates	Days	Lesson Name	Suggested Activities/Projects	Real Life Connect
1. April 1 to 15	12	1- Hkkjrl;kjk ns”kgekjk  2- tk] fQjls pwgkstk  O;kdj.k laKk	<u>Managing Emotions &amp; musical intelligence</u> Lojygh <u>Verbal Linguistic Musical</u> “kr&”krueu jpukReddk;Z&jk’V <sup>ah</sup> ; çrhdfpUg <u>Creative thinking</u> uSfrdewY; &ppkZ  <u>Managing Emotions</u> fp=kRedçLrqfr  <u>Self Awareness</u> [ksy&[ksyesa	Lkqj] y;] ;fr] xfr ds lkFkokpu {kerkdkfodkIA ns”k ds ohjiq:’kksa o egkiq:’kksa ds çfrvknj o IEeku ds Hkko dh tkx`frA  uSfrdxq.kksadkfodkIA  lk”kqvksa ds çfrn;k] d:.kk o laj{k.k ds Hkkoesao`f)A dYiuk “kfDrdkfodkIAykyp u djus dh çsj.kkA  uohu “kCnksa dh jpukdjus dh {kerkdkfodkIA
2. April 16 to 30	11	3- ;K dk /kq;vk  O;kdj.k  “kCnHkaMkj  lk= ys[ku ¼vko”;d dk;Zgsrqvodk ”k ds fy,½	<u>Litrary&amp; Creative thinking</u> dFkkØeO;oLFkk <u>Creativity &amp;Critical thinking</u> fdLlkxksbZ  <u>Litrary&amp; Creative Skill</u> vk;[k fepkSyh  <u>Critical &amp; Creative Thinking</u> çk:lkfuekZ.k	fdLLksdgkfu;ksa ds çfr :fp dh tkxzfrAcqf) pkrq;Zesao`f)A  “kCnla;kstudjusdhdykdkfodkl A  Ukohu “kCnksadks [kkstus dh {kerkdkfodkIA  lk= ys[kufof/k dkKkuA
3. May 1 to 16	14	4- enjVsjslk      O;kdj.k fo”ks’k.k]fo”k s’;	<u>Critical &amp; Creative Thinking</u> Ekkuo /keZijppkZ  <u>Listening Skill</u> dk;Zçi= <u>Empathy</u> vueksyjRu  <u>Thinking Skill Dealing with stress</u> varjigpkuks	Lkektlsodksa ds çfrvknjIEekku o J)k ds HkkodkfodkIA  Jo.k {kerkdkfodkIA dFkkikfgR; ds çfr :fp dh tkxzfrA  fo’k;kuqlkjuohu “kCnç;ksx dh {kerkesao`f)A
4. July 1 to 16	13	5- dks;y	<u>Managing Emotions effective Communication</u> fopkjdkS”ky <u>Verbal Linguistic Bodily</u>	lk”kq&if{k;ksa ds çfrn;kdkHkko

		<p>6-datwlh dkjgL; ¼dsoy ikBu gsrq½</p> <p>O;kdj.k fojkefpg~u</p> <p>i= ys[ku ¼HkkbZ ds fookggsrqvod k”k ds fy,½</p>	<p><u>Kinesthetic</u> dykdkjhfn[kk;sa</p> <p><u>Reading Skills</u> lLojikBu</p> <p><u>Dealing with stress</u> Ekq&gt;s igpkuks</p> <p><u>Creative Thinking</u> çk:lkfuekZ.k</p>	<p>e/kqj ok.kh ds egRodkcks/kA</p> <p>çÑfr ds çfrçseHkkoesao`f)A</p> <p>Hkkf`kddkS”kydkfodkIA</p> <p>lk= ys[kun~okjkHkkokfHkO;fDr {kerkdkfodkIA</p>
5. July 17 to 31	13	<p>7- ge</p> <p>e/kqefD[k;kj</p> <p>O;kdj.k Okpu dgkuh ¼tSlk djksxs oSlk Hkjsxs½</p>	<p><u>Intrapersonal Verbal Linguistic</u> Ckw&gt;ksrkstkusa</p> <p><u>Effective Communication</u></p> <p><u>Interpersonal Intelligence</u> lkewfgdppkZ</p> <p><u>Thinking skill dealing with stress</u> Tkkuks&amp;igpkuks</p> <p><u>Creativity and critical thinking</u> Rkkukckuk jpukReddk;Z&amp;dgkuhys[ku</p>	<p>dhViraxksa ds fo`k; esatkudkjhA</p> <p>ns”khvkS`kf/k;ksadkKkuA</p> <p>“kCn&amp;dks”kesao`f)A</p> <p>ckSf)d {kerkdkfodkIA dFkkys[kuesa :fpA</p>
6. Aug. 1 to 20	13	<p>8- feBkbZesa tgjgS</p> <p>O;kdj.k loZuke fuca/k ¼j{kkcU/ku ½</p>	<p><u>Verbal Linguistic Visual spatial</u> <u>musical intelligence</u> ?kVuko.kZu</p> <p><u>Creativity &amp; critical</u> <u>thinking</u> lwphfuekZ.k</p> <p><u>Creativity &amp; critical</u> <u>thinking</u> le&gt;kscw&gt;ks</p> <p><u>Writing Skill</u> fopkjkhfHkO;fDr</p>	<p>TkhousesagkL; vkSjfuf”aprrkls thus dh lh[kA</p> <p>fu.kZ; {kerkdkfodkIA</p> <p>“kCnKkuesao`f)A</p> <p>Yks[kudkS”kydkfodkIA</p>
7. Aug. 21 to Sep. 5	12	<p>9- &gt;juk</p>	<p><u>Managing Emotions &amp; musical</u> <u>intelligence</u> vkvksxquxquk,j</p> <p><u>Interpersonal Relation Intelligence</u> fopkjkhfHkO;fDr</p>	<p>çÑfr ds vuar :iksa] jgL;ksavkSj “kfDr;ksa ds çfrmRlqdrk ds Hkko dh tkxzfrA</p>

		<p>10- nks'khdkSu\</p> <p>O;kdj.k dgkuh ¼midkj dk Cknyk½</p>	<p><b><u>Creative Skill</u></b> U;k; O;oLFkkijfopkjfoe”kZ <b><u>Verbal Linguistic Bodily</u></b> <b><u>Kinesthetic</u></b> LkkspskvsKjcrkvs <b><u>Thinking Skill Managing</u></b> “kCnla;kstu</p>	<p>thou esafuHkZ;rkvkSjviuhjkgijvks c&lt;rstkus dh lh[kA</p> <p>ikSj kf.kdpfj=ksalsifjp;A</p> <p>mfp&amp;vuqfprdk;ksZa ds Kku ds lkFkfu.kZ; ysus dh {kerdkfodkIA</p> <p>“kCnla;kstudjus ds Kkuesao`f)A</p>
<p>8. Oct. 1 to 21</p>	<p>14</p>	<p>12- vxjdVs taxy rks</p> <p>O;kdj.k lk= ys[ku ¼ekj dh chekjh gsrqvodk”k ds fy,½</p>	<p><b><u>Effective Communication</u></b> <b><u>Interpersonal Intelligence</u></b> ukV~; çLrqfr <b><u>Communication Skill</u></b> çnw’k.k&amp;Hkk’k.çLrqfr <b><u>Listening Skill</u></b> dk;Zçi= <b><u>Critical thinking</u></b> çk:lkfuekZ.k</p>	<p>lk;kZoj.k ds çfrtkx:drk ,oalk;kZoj.klaj{k.k ds fy, ç;kldjus dh çsj.kkA lkjksidkj ds egRodkcks/kA mnkj o ijksidkjhcuusdhçsj.kkA</p> <p>çR;qRiUUkefresao`f)A</p> <p>i= ys[kufo/kkdkKkuA</p>
<p>9. Oct. 22 to Nov. 12</p>	<p>13</p>	<p>14- fudyk cpdj</p> <p>13- dwi&amp;eaMwd ¼dfork½</p> <p>O;kdj.k çR;:] milxZ</p>	<p><b><u>Verbal speaking</u></b> Yk?kqppkZ</p> <p><b><u>Musical intelligence</u></b> Lkqjlfjrk <b><u>Empathy</u></b> dFkkRedçLrqfr jpukReddk;Z&amp;dykReddkO; çLrqfr <b><u>Creative thinking dealing with</u></b> <b><u>stress</u></b> çR;qRiUuefrijh{k.k</p>	<p>vfrfjDrikBudhftKklkesao`f)A</p> <p>vkjksq&amp;vojksq] gkoHkko o y; ;qDrokpu {kerdkfodkIA fparu&amp;euu {kerdkfodkIAmfprn`f`Vdksa.k viukus dh çsj.kkA</p> <p>uohu “kCnfuekZ.kdkKkuA</p>
<p>10. Nov. 13 to 30</p>	<p>16</p>	<p>11- nknkthvkSj dsapq, ¼dsoy ikBu gsrq½</p> <p>15 cM+kdkSugS \</p>	<p><b><u>Empathy</u></b> vkn”kZikBu</p> <p><b><u>Kinesthetic Intelligence</u></b> Xkq.k&amp;nks’kijppkZ <b><u>Critical Thinking</u></b> “kCnla”kks/ku</p> <p><b><u>Interpersonal Verbal Linguistic</u></b> dFkkØefof/k <b><u>Creative Thinking Dealing with</u></b> <b><u>stress</u></b></p>	<p>ikBu {kerdkfodkIA</p> <p>vPNsxq.kksadksfodflrdjusdhç sj.kkA</p> <p>Lora= fparudkfodkIA</p> <p>dgkuhys[ku ds çfr :fpdksfodflrdjuka</p>

		O;kdj.k dgkuhys[ku ¼lPph fe=rk½ fØ;k	[ksyksvkSjthrks	O;kdjf.kdKkudkfodklA
<b>11. Dec. 1 to 30</b>	<b>17</b>	16- okjk.klh  O;kdj.k  dky lk= ys[ku ¼iqLrd e; xkus gsrq½	<u>Self Awareness Naturalistic</u> ;k=k o`rkUrcLrqfr <u>Critical Thinking</u> ç"uksRrjh <u>Creative Skill</u> Lkqesy <u>Visual Spatial</u> Ckqf) ijh{k.k <u>Creativity &amp; critical thinking</u> çk:lkfuekZ.k jpukReddk;Z& i= ys[ku	LFkkuo.kZun~okjkHkkjrh; laLÑfrdkKkuA lkSUn;Z&cks/k dh tkxzfrA  Hkkf`kddkS"kydkfodklA  okD; fuekZ.k {kerdkfodklA  lk= fo/kklsifjp;A
<b>12. Jan. 01 to 25</b>	<b>15</b>	17- ikuhlsMj  O;kdj.k fuca/k ys[ku 1- nhikoyh 2- x.krU=fno l	<u>Interpersonal Intelligence</u> MjueukgS&y?qppkZ <u>CreativeSkill</u> jaxHkjks <u>Empathy</u> :ijs[kkfuekZ.k	vkRefo"oklesao`f)A dykRedrkdKfodklA lkekU; KkudkfodklA  ys[kudkS"kydkfodkl
<b>13. Jan. 27 to Feb. 12</b>	<b>14</b>	18- gekjk vjeku	<u>Interpersonal Visual</u> CkkyIHkk  <u>Creative Skill</u> bUgsaHkhigpkfu,	Ekuesans"kHkfDr ds HkkorFkksn"s" k ds fy, dqNdjusdhçsj.kk dh çkflrA  ns"k ds ohjrstLohO;fDr;ksa ds çfreusalEeku ds Hkko dh tkxzfrA

Syllabus for 1<sup>st</sup> Term- Unit- 1, 2, 3  
Syllabus for Half yearly – Unit – 4, 5, 6, 7

Syllabus for 2<sup>nd</sup> Term – Unit- 8, 9  
Syllabus for Annual – Unit- 10, 11, 12, 13

**Kanha Makhan Public School**  
**Unit Planner of Math's Class –IV (2019-20)**

Month/ Dates	Days	Topic	Suggested Activity and Project	Real Life Connect
1. April 1 to 15	12	<b>Chapter- 1</b> Bricks pattern	<b>Logical/visual:-</b> <b>Building Concept-</b> To make closed shapes with the help of pentablocks. <b>Tell apart-</b> Make a pattern with triangular shapes.	Each brick have definite shape and size. So, students can make different patterns by using bricks.
2. April 16 to 30	11	<b>Chapter- 2</b> Measuring length	<b>Spatial/visual/logical</b> <b>Building Concept-</b> To collect the measurement of the heights and weights of all the family members and to interpret the data. <b>Let's measure the world-</b> To measure the distance between two points.	In the verbal section they will attain proficiency in expressing relation between units of length. They will also be able to recognize the heavier or lighter objects among different objects.
3. May 1 to 16	14	<b>Chapter- 3</b> Estimation	<b>Mathematical/logical:-</b> <b>Building Relation-</b> Make an estimation of total number of students studying in class 4 <sup>th</sup> in your school. <b>Reckon the area-</b> To calculate the squares and area on the square sheet by taking the palm impression.	Situations in which we estimate involve: size of numbers and things. They will learn to differentiate between the actual and estimated things/ money
4. July 1 to 16	13	<b>Chapter- 4</b> Clocks and timelines	<b>Interpersonal/visual/mathematical:-</b> <b>Lets manage a project-</b> To make a clock dial and read time. <b>A.M – P.M</b> To compare 12-hour and 24-hour clock timings using clock dial. <b>My schedule-</b> To prepare a time table from wake up and to bed time on a working day and a holiday.	Students can begin with timelines of their own day. They will be able to read different types of time schedules.
5. July 17 to 31	13	<b>Chapter- 5</b> Visualizing the world around us	<b>Visual/logical/mathematical:-</b> <b>Build relation-</b> To draw the different shapes on a dot paper. <b>Let's do:-</b> To make a cube and to number its faces in order to form a dice.	Student will gain the knowledge, how different things look from different directions.
6. Aug. 1 to 20	13	<b>Chapter- 6</b> Money	<b>Mathematical/interpersonal:-</b> <b>Brain Teaser-</b> To represent your pocket money in different ways. <b>Grandpa Punch-</b> To clear the concept of preparing bill by making bill of old things sold by your parents.	Awareness about our currency which is helpful in day to day shopping. They will also learn to make the bill which is helpful to maintain a record of purchased items.
7. Aug. 21 to Sep. 5	12	<b>Chapter- 7</b> Measuring volumes	<b>Bodily/visual/kinesthetic/real life based:-</b> <b>Study the bill-</b> Collect the fuel bills and record how much fuel the vehicle consumes in a week.	Chapter will give the knowledge of units of capacity and how to find out the capacity of the water bottles, jugs and mugs.

8. Oct. 1 to 21	14	<b>Chapter-8</b> Introductions to circles	<b>Creative thinking/visual/spatial:-</b> <b>Rally Time:-</b> To draw geometrical designs using a compass and a ruler. <b>Let's manage the Project:-</b> Draw the Olympic rings using compass and a pencil.	The logical aspect and application of circle will help them to understand designs of moving vehicles and why they made in a particular way.
9. Oct. 22 to Nov. 12	13	<b>Chapter-9</b> Introduction to fractions	<b>Creative linguistic skills</b> <b>Peppronimania-</b> To divide a square shaped figure into four equal parts. <b>Let's Manage a project-</b> To write the list of ingredients needed for recipes of your favorite dishes. <b>Enjoy making pattern-</b> To shade (1/4) part of your palm impression and to fill a given region with thumb impressions.	Fraction can be used while sharing fruits, chocolates, pizza etc. Architects design the buildings segments in terms of fraction.  Useful in making designs and decorate the dresses.
10. Nov. 13 to 30	16	<b>Chapter-11</b> Multiplication and division	<b>Visual/Logical/Mathematical-</b> To clear the concept of division by dividing the things among students. <b>Let's do:-</b> To find all the multiples of 3 below 50.	Ensuring equal distribution no one gets extra or less is a challenge that children face every day.
11. Dec. 1 to 30	17	<b>Chapter-12</b> Measuring weights	<b>Real Life Based/Bodily/Verbal</b> <b>Gotcha Measure-</b> To compare the weights of different objects. <b>Lets Manage a project-</b> Measure the weight of your family member by using weighing machine and find out the heaviest and lightest member.	It will be helpful for students to understand or decide while object will be too heavy to pick up or too easy to lift.
12. Jan. 01 to 25	15	<b>Chapter-13</b> Perimeter and area	<b>Interpersonal/mathematical skills</b> <b>Kinda Down:-</b> Paste shiny tape around the top of a notebook and find its perimeter. <b>Let's Manage a project :-</b> To make the different shapes and shade the area covered by these shapes.	Area and perimeter used to carpeting the floor, planning for construction of a house, Interior designing etc.
13. Jan. 27 to Feb. 12	14	<b>Chapter-14</b> Data Handling	<b>Naturalistic skills-</b> <b>Let's Manage a project-</b> Prepare a data of favourite games of the students of your class.	Bar graph is useful for retrieving information quickly by observing. It shows what kind of data is represented.

Syllabus for 1<sup>st</sup> Term- Unit- 1, 2, 3

Syllabus for 2<sup>nd</sup> Term – Unit- 8, 9

Syllabus for Half yearly – Unit – 4, 5, 6, 7

Syllabus for Annual – Unit- 10, 11, 12, 13

**Kanha Makhan Public School**  
**Unit Planner of English Class – IV (2019 -20)**

<b>Month/ Dates</b>	<b>Lesson Name</b>	<b>Suggested Activities/Projects</b>	<b>Real Life Connect</b>
<b>1. April 15</b>	L- 1 The Stubborn Horse Gr- -Noun -Noun Gender	<b><u>Reading Skills:</u></b> Speedo- meter  <b><u>Presentation Skills :</u></b> <b>Class Talk-</b> Is it right to be stubborn?	This story teaches that love, not force, helps us to accomplish even the most difficult task. The activity helps learners to accelerate their reading efficiency. Class talk improves communication skills and gets students trained to talk to a group of people.
<b>2. April 16-30</b>	L-2 Who is Happy? P-3 Zoo Manners Gr- -Noun concrete, Abstract and compound -Noun Singular & Plural -Possessive Paragraph: Mother's Day	<b><u>Rational Skill :</u></b> Odd one out <b><u>Rhythmic Ability :</u></b> Tracing the rhyming words	Students will understand that one should avoid comparison with others. It is not always right to like what others have. Throwing away the habit of comparison leads us to happiness. They will come to know what manners one should follow while visiting zoo.
<b>3 May 1- 16</b>	L-4 Skipping Shoes Gr- -Countable and uncountable -Determiners -Articles Review-1 Leave Application Comprehension – A	<b><u>Creative and critical thinking:</u></b> If I get magic ----- <b><u>Life – Skills :</u></b> Are you a good friend?	Students would value the notion that true happiness lies in helping others. Creative thinking is the ability to form a mental image of something. This is a creative skill worth developing They would be able to judge themselves on parameters of a good friend.
<b>4 July 1- 16</b>	L-5 Health is Wealth Gr— Word Fun-1 -Adjective of quality -Adjective of quantity & number -Demonstrative Adjective Story : Greed is Sin	<b><u>Class –Talk:</u></b> <b><u>Decision making skills:</u></b> Healthy life style <b><u>Create and innovate:</u></b> Slogan writing- Health is wealth	Students will understand that overeating makes people lazy. We should exercise to stay fit. The activity will promote the habit of taking healthy food among students. They would understand that junk food and colas are unhealthy food.
<b>5 July 17- 31</b>	L-6 Little Benjamin Gr- -Possessive Adjective -Degrees of comparison -Order of adjective Paragraph- About your vacation Comprehension – B	<b><u>Extraction</u></b> <b><u>Vocabulary skills:</u></b> Spell Check <b><u>Project :</u></b> Composing a dictionary	Through the lesson, learners will value the idea that loving and peaceful family members support each other in taking decisions. Students would be able to trace-out the right part in literature text. Spell check would help to improve vocabulary. Better vocabulary leads to better comprehension. They will develop the skill of referring to dictionary.



<p><b>6</b> <b>Aug 1-20</b></p>	<p>L-8 The Golden Touch P-9 Cut Down Another Tree Reading for fun Gr- -Opposite -Personal pronoun Letter- Visit to a fair</p>	<p><b><u>Bodily Kinesthetic Skills</u></b> :Role-Play <b><u>Vocabulary skill:</u></b> Hidden words <b><u>Linguistic Skill:</u></b> Poesy Word</p>	<p>Role play encourages learner to participate actively. Through role play students get the scope to see the characters in the story more closely. This activity ameliorates their speaking skills and its sub skills and thereby helping them to acquire the knowledge of language with ease. Learners will imbibe the idea that we should be helpful to others. Students would realize what would happen if all the trees are cut down.</p>
<p><b>7</b> <b>Aug 21-Sep 5</b></p>	<p>L-10 Honesty Gr- -Possessive pronoun -Reflexive pronoun Review-2 How Much Do You Remember-1 Let's revise-1</p>	<p><b><u>Retrieving Skills:</u></b> That's Not Right <b><u>Life – Skills:</u></b> Good Manners</p>	<p>The listening activity shall enable them to listen attentively and differentiate between right and wrong statement. The notion that honesty is the best policy would be comprehended by students. They would understand that good manners bring us closer to our friends and family.</p>
<p><b>8.</b> <b>Oct. 01 to Oct. 21</b></p>	<p>L-11 Clever Betty Gr- Am\Is\Are\Was\Were -Has/Have/Had -Do/Does/Did Paragraph- An Elephant</p>	<p><b><u>Bodily Kinesthetic Skills:</u></b> Dramatization of the act <b><u>Vocabulary Skill :</u></b> Unscramble Words <b><u>Project-</u></b> Preparing a class magazine</p>	<p>Children will understand that difficult situation can be turned into favour if treated wisely. Dramatization of the act requires team work on the part of performers. Writing a class magazine improves children's basic literacy skills and their ability to put thoughts and feelings into words.</p>
<p><b>9.</b> <b>Oct. 22 to Nov. 12</b></p>	<p>L-13 The Silver Anklets Gr-Can/Could/May/Might Word Fun-2 -Present tense Comprehension – C</p>	<p><b><u>Oratory Skills:-</u></b> <b>Class Talk</b> The value of being honest <b><u>Concept Building:</u></b> Tense search</p>	<p>Students will learn the value of being honest. Class talk improves communication skills and encourages them to talk to a group of people. Student will get an exposure to the use of tenses in literature. It will develop their language skills- written as well as spoken abilities.</p>
<p><b>10.</b> <b>Nov. 13-30</b></p>	<p>L-14 Lost and Found Gr- -Past tense</p>	<p><b><u>Reading Skills:</u></b> Speedo- meter <b><u>Picture Perception</u></b></p>	<p>They will comprehend that humans have created boundaries between countries. This story helps us to know that love and peace</p>

	-Future tense Story- Grapes are Sour	Mind – Mapping <b>Sentence Structural Skill</b> : Maze Amaze	can help all human beings become one big family. The ability to order the jumbled sentence into a meaningful statement is something the activity will equip with. Picture reading develops their imagination and enables them to present their thoughts in a logical way.
<b>11. Dec. 01 to Dec. 30</b>	P-15 The Letter L-16 Robinson Crusoe Builds A House Gr- -Adverbs -Preposition -Letter- Art & craft exhibition you visited -Comprehension – D	<b>Musical Sensitivity :</b> Poem Recitation  <b>Oratory Skills:</b> Fabricate your own story	Poem recitation will encourage learners to recite poetry in a rhythmic way. Students will learn about the important things we should keep in mind while writing a letter. The idea that one should not lose hope when situations are difficult would be grasped by students. Learners will get a chance to narrate a story in front of class. It develops confidence and oratory skill.
<b>12. Jan. 01 to Jan. 25</b>	P-17 The Tragic Story Reading for fun Gr- -Conjunction Types of sentences Letter- Permission to submit H.W .late	<b>Rhythmic Skills :</b> Rhyming Word Game <b>Prepositional</b> <b>Efficiency:</b> Where is it? <b>Spelling Skills:</b> Spellathon	Logically they would be able to think why some words rhyme to each other. The other activity will enable the students to notify the location of objects. Good vocabulary sharpens the communication skills.
<b>13. Jan. 27 to Feb. 12</b>	L-18 The Nightingale Gr- Punctuation Review-3 Word Fun-3 How Much Do You Remember-2 Let's Revise 2	<b>Retrieving Skill :</b> Retract The Fact  <b>Class Discussion-</b> Should animals and birds be kept in cages?	“A bird is safe in its nest - but that is not what its wings are made for.” . The idea that freedom is precious to all will be comprehended by students. Class discussion improves communication skill and gets trained to talk to a group of people.

Syllabus for 1<sup>st</sup> Term- UNIT-1, 2, 3

Syllabus for 2<sup>nd</sup> Term- UNIT-8,9

Syllabus for Half Yearly - UNIT-4, 5, 6, 7

Syllabus for Annual - UNIT-10,11,12,13