



DE INDIAN PUBLIC SCHOOL

GIVE WINGS TO YOUR DREAMS

A Senior Secondary School, Affiliated to CBSE

ENGAGE PLANNER

DECEMBER 2024-25

Theme: Food

SCHOLASTIC PERIODS

Subject- English

CLASS : FLP 3

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
December 02 (Monday) – December 13 (Friday) Value of the Week- Students will learn the value of home and security. They will understand how important a safe and stable place is for comfort and well-being, and how losing a home can affect those who rely on it.	L- 6 The Story of a Pot	Introduction Teacher will begin the lesson by asking students if they know where animals might seek shelter. https://youtu.be/P15rsMVtiFQ?si=okUA-X0vSG_Snpd Learning outcomes- Students will be able to: - listen attentively and understand the storyline and sequence of event - recall story details and explain the sequence using their own words - recognize animals and their actions, enhancing	Teaching Methodology Storytelling with Puppets: The teacher will narrate the story using puppet animals that "enter" a model of pot, helping students visualize the sequence and interaction. Art Integration Students will create a colorful drawing of the pot and label each animal as it appeared in the story, reinforcing memory and sequence. Materials Required: Art file, sketch pens and crayons	Reflection *New words will be done. *Question/Answers will be done *Books exercises will be done. *Worksheets will be done in the pullout worksheet book	Demonstration of the Acquired Skills Students will demonstrate their understanding of the story by explaining how the pot acted as an important home for the animals, providing safety and comfort. They will discuss the significance of having a home and what it means for the animals when the pot breaks, highlighting the value of stability and security.	Application of the learning by students Students will apply their learning by discussing and illustrating how a home provides safety and security, just like the pot did for the animals. They will reflect on what happens when a home is lost and how it feels to be displaced, connecting the story to their own experiences of comfort and safety at	Homework Students will research and list the names of homes for different animals

		comprehension of animal behavior. Discussion question- The teacher will ask questions like "Why did the animals want to stay in the pot?" or "What happened when more animals joined?" to encourage thinking and comprehension.	Hands on Learning Students will re-enact the story by placing various toy animals into a pot. They will observe how the pot holds up as more animals are added, and then predict when it will break. After the pot breaks, they will discuss what caused it to happen.			home.	
16th December (Monday) –20th December (Friday) Value of the Week- Students will learn the value of expressing themselves clearly and creatively by using descriptive language.	Topic L-6 Describing Words	Introduction Teacher will introduce the topic with the below mentioned video. https://youtu.be/m_QkDFFHu8?si=tZAPtkC5wdK_k7TU Learning outcomes- Students will be able to: *define and identify adjectives (describing words). *use adjectives to describe people, places, things, and animals. *create sentences with adjectives for better description.	Teaching Methodology *The teacher will introduce describing words (adjectives) by explaining that adjectives are words that tell us more about things, people, or animals. * The teacher will show pictures of objects, animals, or people and ask students to describe the objects using simple adjectives like "big," "small," "happy," or "colorful." Hands on Experiential The teacher will organize a "Describing Words Box" activity, where students take turns pulling an object (e.g., toy, fruit, or classroom item) from a box. Each student will then describe the object using two or more adjectives (e.g., "The ball is small and red"). The teacher will encourage students to listen to their peers' descriptions and add their own adjectives to practice descriptive language. Art Integration	Reflection *Notebook work *Books exercises will be done. *Worksheets will be done in the pullout worksheet book.	Demonstration of the Acquired Skills *Students will demonstrate their acquired skills by creating a short story about their favourite animal or object, using at least five adjectives to describe it. *They will present their story to the class, highlighting the adjectives they've used to make their descriptions more vivid and engaging. * This will show their ability to use descriptive language in both spoken and written forms.	Application of the learning by students *Students will apply their learning by using adjectives to describe objects they encounter in their daily environment, such as their favorite toy, book, or pet. *They will create sentences using at least three adjectives to describe these items, helping them practice applying descriptive language in meaningful ways. This encourages students to actively use adjectives in their daily	Homework Students will choose a favourite object at home (like a toy, book, or pet) and write three sentences describing it using different adjectives. They can also draw the object and label the adjectives they used. This activity will reinforce their understanding of descriptive words and help them practice writing clear, detailed sentences.

			<p>The teacher will lead an "Adjective Art" activity where students draw a picture of their favorite animal, toy, or place. They will then use at least three adjectives to describe their drawing (e.g., "The cat is fluffy, white, and playful"). Afterward, students will share their artwork with the class, using their adjectives to explain their drawing, integrating both art and language skills.</p> <p>Materials Required: Art file, pencils and crayons</p>			interactions and observations.	
<p>23rd December (Monday) –31st December (Tuesday)</p> <p>Holidays- 25th December (Wednesday)- Christmas</p>	<p>Topic</p> <p>L-7 Doing Words</p>	<p>Introduction</p> <p>Teacher will introduce the topic with the below mentioned video.</p> <p>https://youtu.be/dyXZuICFbBA?si=v7T_2eJyz-f07REa</p> <p>Learning outcomes-</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> *understand and identify doing words (verbs). *use doing words in simple sentences. *demonstrate actions for doing words through movement and examples. *apply doing words to describe everyday activities. 	<p>Teaching Methodology</p> <p>The teacher will explain that doing words are words that show actions, like running, jumping, and eating. Through interactive examples, the teacher will guide students to identify doing words in sentences and use them in context. Using both visual and physical actions, the teacher will help students understand how doing words describe what people, animals, or things do.</p> <p>Hands on Experiential Activity: "Action Charades"</p> <p>The teacher will write several doing words on the board (e.g., jump, run, eat, sleep, sing) and demonstrate each one by acting it out. Students will</p>	<p>Reflection</p> <ul style="list-style-type: none"> *Definition in the notebook *Fill in the blanks. *Exercises in the grammar book 	<p>Demonstration of the acquired skills</p> <p>*Students will demonstrate their understanding of doing words by performing a series of actions (e.g., jump, clap, run) while saying the corresponding doing word aloud.</p> <p>*They will then create simple sentences like "I am jumping" or "She is running" to show they can use doing words correctly in context.</p>	<p>Application of the learning by students</p> <p>Students will apply their knowledge by writing three sentences about their favorite activities, using different doing words (e.g., "I run fast," "I eat pizza," "I play with my friends").</p> <p>*This will help them practice using doing words in real-life contexts.</p>	<p>Homework</p> <p>For homework, students will draw three pictures of themselves doing different activities (e.g., reading, playing, sleeping) and write one sentence for each picture using a doing word (e.g., "I am reading," "I am playing," "I am sleeping"). This reinforces their ability to use doing words in writing.</p>

			<p>then take turns miming an action while the rest of the class guesses the doing word. This helps students connect physical actions to the doing words, reinforcing their understanding of what they mean.</p> <p>Art Integration</p> <p>The teacher will ask students to draw pictures of themselves performing different actions (e.g., jumping, swimming, eating) and label each picture with the correct doing word. This allows students to creatively express actions while reinforcing their understanding of doing words.</p> <p>Materials Required: Art file, pencils and crayons</p>				
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Hindi

दिनांक तथा दिवस	विषय/ उपविषय	शिक्षार्थी को ऊर्जावान बनाना/ सशक्तिकरण	पाठ्यसामग्री का संचालन	दीर्घकालीन स्मृति	वास्तविक जीवन अनुप्रयोग	आकलन युक्ति योजना	गतिविधियों का विस्तारीकरण/गृहकार्य
2 दिसंबर (सोमवार) से 6 दिसंबर (शुक्रवार) सप्ताह का मूल्य- समझदारी: छात्रों को यह सिखाया जाएगा कि वे अपने कार्यों के जवाब दे समझदारी से कैसे काम कर सकते हैं और सही और गलत के बीच विवेक पूर्ण निर्णय ले सकते हैं।	पाठ 20- माँ और मेघा	<p>परिचय</p> <p>•स्वागत और वार्मअप:</p> <ul style="list-style-type: none"> छात्रों को माँ और मेघा का परिचय स्वाध्यायन वीडियो द्वारा दिया जाएगा। छात्रों को माँ और बच्चे के रिश्ते के बारे में बताया जाएगा । <p>पाठ का परिचय:</p>	<p>शिक्षण विधिया ऑडियोविजुअल</p> <p>पाठ का परिचय नीचे दी गई वीडियो दिखाकर किया जाएगा https://youtu.be/1s7IbMkZp3U?si=pLdw8Y2OCiPUOLJb</p> <p>कला एकीकरण</p> <p>माँ-बेटी के रिश्ते को दर्शाने वाला चित्र बनाएं और उसमें रंग भरकर पांच पंक्तियां लिखें।</p> <p>साधन सामग्री:</p> <ul style="list-style-type: none"> रंगीन कागज (रेखांकित, पेपर स्टीकर) 	<p>प्रतिबिंब</p> <p>#पुस्तिका कार्य पृष्ठनं० 39-40 # पुस्तककार्य :शब्द रचना चित्रों के नाम #मात्रापेटी</p>	<p>अर्जित कौशलों का प्रदर्शन</p> <p>कविता लेखन प्रतियोगिता: विद्यार्थियों को माँ-बेटी के रिश्ते पर कविता लिखने के लिए प्रोत्साहित करें।</p>	<p>छात्रों द्वारा शिक्षा का अनुप्रयोग</p> <p>पाठ का नाटकीकरण: विद्यार्थियों को माँ और मेघा पाठ का नाटकीकरण करने के लिए प्रोत्साहित करें।</p>	<p>गृहकार्य</p> <p>पुस्तिकाकार्य पृष्ठ नं० 41-42 व मात्रा पेटी द्वारा शब्दों की रचना करेंगे। स्वाध्यायन पर परीक्षा</p>

		<p>पाठ को किताब से पढ़ाया जाएगा और डूडलिंग करने को कहा जाएगा।</p> <p>शिक्षण के परिणाम</p> <p>छात्र सक्षम होंगे:</p> <ul style="list-style-type: none"> - माँ की भूमिका और महत्व की पहचान कर पायेंगे। - शब्दों का अर्थ और उपयोग समझ पायेंगे। - वाक्यों की संरचना और व्याकरण की समझकर पायेंगे। 	<ul style="list-style-type: none"> • रंगीन मार्कर, क्रेयॉन, रंग • काटने और चिपकाने के लिए ग्लू और कैंची • चार्ट पेपर या बड़ा कागज 				
<p>दिनांक तथा दिवस</p> <p>9 दिसंबर (सोमवार) से 13 दिसंबर (शुक्रवार)</p> <p>सप्ताह का मूल्य-समझदारी:</p> <p>समस्या समाधान: समझदारी से हम समस्याओं का समाधान आसानी से कर सकते हैं और सही निर्णय ले सकते हैं।</p>	<p>विषय/ उपविषय</p> <p>पाठ 9 विशेषता बताने वाले शब्द</p>	<p>परिचय</p> <p>स्वागत और परिचय:</p> <ol style="list-style-type: none"> 1. परिचय: विशेषता बताने वाले शब्द क्या हैं? 2. उदाहरण: सुंदर, प्यारा, बड़ा, छोटा 3. गतिविधि: चित्रों के माध्यम से विशेषता बताने वाले शब्दों को समझाएं। <p>शिक्षण के परिणाम</p> <ol style="list-style-type: none"> 1. विद्यार्थी विशेषता बताने वाले शब्दों की पहचान कर सकते हैं। 2. विद्यार्थी विशेषता बताने वाले शब्दों का उपयोग वाक्यों में कर सकते हैं। 3. विद्यार्थी विशेषता 	<p>शिक्षणविधिया</p> <p>ऑडियो विजुअल</p> <p>विशेषता बताने वाले शब्द का परिचय नीचे दी गई वीडियो दिखाकर किया जाएगा</p> <p>https://youtu.be/rtPpJ25QxcY?si=stwzisuEu5n4ZSHd</p> <p>कलाएकीकरण</p> <p>चित्र कार्ड वितरण: बच्चों को नाम वाले शब्दों के फ्लैश कार्ड्स दिखाकर उनके बारे में विशेषता वाले शब्द लिखने को कहा जाएगा।</p> <p>शब्द शृंखला एक्टिविटी</p> <ol style="list-style-type: none"> 1. विशेषण शब्दों की शृंखला बनाएं। 2. विद्यार्थियों को विशेषण शब्दों की शृंखला में शब्द जोड़ने के लिए प्रोत्साहित करें। 	<p>प्रतिबिंब</p> <p># पुस्तिका कार्य पृष्ठ नं० 53-54</p> <p># पुस्तक कार्य : शब्द रचना चित्रों के नाम</p> <p># मात्रा पेटी</p>	<p>अर्जित कौशलों का प्रदर्शन</p> <p>भाषिक कौशल</p> <ol style="list-style-type: none"> 1. विशेषण शब्दों की पहचान करना 2. विशेषण शब्दों का उपयोग वाक्यों में करना 3. विशेषण शब्दों के अर्थ समझना 	<p>छात्रों द्वारा शिक्षा का अनुप्रयोग</p> <p>स्मार्ट बोर्ड पर विशेषता बताने वाले शब्द सम्बंधित चित्र दिखाए जाएँगे और चित्रों की पहचान करने को कहा जाएगा।</p>	<p>गृहकार्य</p> <p>पुस्तिका कार्य पृष्ठ नं० 55-56</p> <p>व मात्रा पेटी द्वारा शब्दों की रचना करेंगे।</p> <p>स्वास्थ्य पर परीक्षा</p>

		बताने वाले शब्दों के प्रकारों को समझते हैं।	3. विशेषण शब्दों की शृंखला को वर्ग में प्रदर्शित करें।				
<p>दिनांक तथा दिवस 16 दिसंबर (सोमवार) से 31 दिसंबर (मंगलवार)</p> <p>अवकाश :</p> <p>25 दिसंबर(बुधवार) क्रिसमिस</p> <p>सप्ताह का मूल्य- समझदारी:</p> <p>समस्या समाधान: समझदारी से हम समस्याओं का समाधान आसानी से कर सकते हैं और सही निर्णय ले सकते हैं।</p>	<p>विषय/ उपविषय</p> <p>पाठ 10 सब नामों के लिए नाम</p>	<p>परिचय</p> <p>●स्वागत और परिचय:</p> <p>1. परिचय: सब नामों के लिए नाम क्या हैं?</p> <p>2. उदाहरण: खिलौने, किताबें, पेन</p> <p>3. गतिविधि: चित्रों के माध्यम से सब नामों के लिए नाम समझाएं।</p> <p>शिक्षण के परिणाम</p> <p>1. विभिन्न सब नामों के लिए नाम पहचानना।</p> <p>2. सब नामों के लिए नाम का उपयोग वाक्यों में करना।</p> <p>3. अपने आसपास की वस्तुओं के लिए सब नामों के लिए नाम का उपयोग करना।</p> <p>4. सब नामों के लिए नाम के अर्थ समझना।</p> <p>5. अपने विचारों को स्पष्ट रूप से व्यक्त करने के लिए सब नामों के लिए नाम का उपयोग करना।</p>	<p>शिक्षणविधिया ऑडियोविजुअल</p> <p>सब नामों के लिए नामका परिचय नीचे दी गई वीडियो दिखाकर किया जाएगा https://youtu.be/rtPpJ25QxcY?si=stwzisuEu5n4ZSHd</p> <p>कलाएकीकरण</p> <p>●चित्र कार्ड वितरण: बच्चों को नाम वाले शब्दों के फ्लैश कार्ड्स दिखाकर दूसरे नामों को मात्रा पेटी पर बनाने को कहा जाएगा ।</p>	<p>प्रतिबिंब</p> <p># पुस्तिका कार्य पृष्ठ न०56-57</p> <p># पुस्तक कार्य :शब्द रचना चित्रों के नाम #मात्रा पेटी</p>	<p>अर्जित कौशलों काप्रदर्शन</p> <p>भाषिक कौशल</p> <p>1. सब नामों के लिए नाम की पहचान करना</p> <p>2. सब नामों के लिए नाम का उपयोग वाक्यों में</p> <p>3. सब नामों के लिए नाम के अर्थ समझना</p>	<p>छात्रों द्वारा शिक्षा का अनुप्रयोग</p> <p>स्मार्ट बोर्ड पर नाम वाले शब्दों के चित्र बनाकर उनके दूसरे नामों को लिखने को कहा जाएगा।</p>	<p>गृहकार्य</p> <p>पुस्तिकाकार्य पृष्ठ न०60-61</p> <p>व मात्रा पेटी द्वारा शब्दों की रचना करेंगे।</p> <p>स्वाध्ययन पर परीक्षा</p>

Subject :-Maths

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
<p>December 02 (Monday) – December 13 (Friday)</p> <p>Holidays-</p>	<p>Unit-8</p> <p>Multiplication by Repeated Addition</p>	<p>Introduction Brainstorming Activity- Planting Seeds</p> <p>Teacher will give each student a set of 3</p>	<p>Teaching Methodology</p> <p>Teacher will introduce repeated addition through concrete examples, such as grouping pencils, apples, or blocks and counting items in sets.</p>	<p>Reflection</p> <p>*Notebook Work</p> <p>*Worksheets in pullout</p>	<p>Demonstration of the Acquired Skills</p> <p>Students will demonstrate</p>	<p>Application of the learning by students</p> <p>Students will apply repeated addition to solve real-world problems, such as</p>	<p>Homework</p> <p>Repeated Addition Practice</p> <p>There are 3 boxes, and</p>

<p>Value/Values- By applying repeated addition to real-world situations, students will develop the ability to break down a problem into smaller, manageable steps.</p>		<p>pots, with each pot needing 4 seeds. Students will "plant" the seeds by adding 4 seeds to each pot and then count how many seeds in total they have planted using repeated addition ($4 + 4 + 4 = 12$). This helps them visualize and practice repeated addition in a gardening context.</p> <p>Learning Outcomes- Students will be able to: *understand repeated addition as adding the same number multiple times. *connect repeated addition to the concept of multiplication.</p>	<p>Students will physically arrange the objects into equal groups and then use repeated addition to find the total. This hands-on approach helps reinforce the concept of adding the same number multiple times.</p> <p>Audio Visual https://youtu.be/ZpbYgplQZno?si=MhlsaQBAog-M5kPE Teacher will explain the concept of repeated addition with the help of the video.</p> <p>Hands on Experiential "Button Grouping" Teacher will give each student 5 groups of buttons, with 3 buttons in each group. Students will count the total number of buttons by adding 3 buttons from each group ($3 + 3 + 3 + 3 + 3 = 15$). This hands-on activity helps students practice repeated addition with tangible objects..</p> <p>Material Required: Buttons</p> <p>Collaborative Learning "Collaborative Garden Plot" In pairs, students will be given a set of paper cutouts representing flower pots, with each pot requiring 4 flowers to be planted. Together, they will count how many flowers they need for several pots using repeated addition ($4 + 4 + 4 = 12$). After solving, they will discuss their strategies and share how they used repeated addition to find the total number of flowers. This collaborative approach encourages teamwork and problem-solving skills.</p>	worksheet book.	<p>their understanding of repeated addition by solving simple problems like $2 + 2 + 2$ or $3 + 3 + 3$ using manipulatives (e.g., blocks, counters, or stickers). They will group the objects, count them, and then explain their addition sentence to the class. The teacher will guide students to verbalize how repeated addition works and help them connect it to the idea of counting in groups.</p>	<p>counting how many wheels are on several bicycles if each bicycle has 2 wheels. For example, they might solve $2 + 2 + 2$ for 3 bicycles. Using counters or drawings, students will group and count the objects, then write the repeated addition sentence.</p>	<p>each box has 4 marbles. Write the repeated addition sentence to find out how many marbles there are in total. (Hint: $4 + 4 + 4 = ?$)</p> <p>This will help students practice and apply repeated addition in a simple context.</p>
<p>16th December (Monday) –31st December (Tuesday)</p>	<p>Unit-8 Multiplication by Repeated Addition</p>	<p>Introduction Teacher will show the given below video to further explain the topic.</p>	<p>Teaching Methodology Teacher will start by telling a simple story, like, "We have 3 baskets, and each basket has 2</p>	<p>Reflection **Notebook Work</p>	<p>Demonstration of the Acquired Skills</p>	<p>Application of the learning by students Students can apply</p>	<p>Homework *Students will help their parents in</p>

Holidays- 25 th December (Wednesday)- Christmas Value/Values- Students will develop the ability to break down real-world problems into smaller, manageable steps and use addition to find solutions.	https://youtu.be/CUhljFKwrhQ?si=OiCHlc5clggQnWzc Learning Outcomes- Students will be able to: *develop fluency with addition facts. *apply repeated addition to solve real-world problems. *recognize patterns in numbers when adding the same amount. Discussion question- If you have 4 bags, and each bag has 3 apples, how can we find out how many apples there are in total without counting each one separately? How is this like adding the same number over and over again?"	apples. How can we find the total number of apples?" Students will use objects like blocks to show the baskets and count the apples. The teacher will show how to write the addition sentence (e.g., $2 + 2 + 2$). Hands on Experiential Teacher will provide each student with a set of 5 pencil cases, each containing 2 pencils. Students will physically group the pencils and count them using repeated addition ($2 + 2 + 2 + 2 + 2 = ?$). After counting, students will write the repeated addition sentence and explain their process.	*Worksheets in pullout worksheet book.	Students will solve a repeated addition problem using objects like blocks or counters. For example, they might be given 2 groups of 5 blocks and asked to add $5 + 5$. Students will physically count the blocks in groups, then write the addition sentence on the board and explain how they added the groups together.	repeated addition to real-life situations, such as when they go to the market. For example, if they buy 3 bags of oranges, and each bag has 4 oranges, they can use repeated addition ($4 + 4 + 4$) to find the total number of oranges. Similarly, if they pick 2 apples from each of 5 baskets, they can add $2 + 2 + 2 + 2 + 2$ to find how many apples they have in total. This helps students see how repeated addition works in everyday activities like shopping..	calculations. *Worksheets in pullout worksheet book.
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Subject :-EVS

Day and Date	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
December 02 (Monday) – December 31 (Tuesday) Holidays- 25 th December (Wednesday)- Christmas Value/Values- By applying repeated addition to real-world situations, students will develop the ability to break down a problem	Lesson 4 The Food We Eat	Introduction 1. "What is food?" 2. Teacher will show picture books of different foods. 3. Teacher will ask students: "What is your favorite food?" Learning outcomes- Students will be able to: 1. identify and name different types of food. 2. understand the importance of food for our bodies. 3. recognize the benefits of healthy eating habits.	Teaching Methodology Audio Visual Teacher will introduce the topic by showing the below given video to the students. https://youtu.be/M-ZdqFwayrU?si=euufiqPuP5C3fk7 Hands on Experiential Healthy Plate Creation - Objective: To create a balanced and healthy meal. - Procedure: Ask students to create a healthy plate by drawing or placing food pictures onto the plate, ensuring a balance of food groups. Material Required: : Paper plates, markers, food	Reflection *Notebook Work *Worksheets in pullout worksheet book.	Demonstration of the Acquired Skills Food Art - Objective: To express creativity and appreciation for food. - Procedure: Encourage students to draw or paint their favorite food, labeling its ingredients and nutritional benefits. Materials Required: Paper, markers, crayons.	Application of the learning by students Evaluate student understanding through verbal or written feedback.	Homework Swa- adhyayan – Learning by Doing Exercise. Worksheet Booklet : Page no 52-52

into smaller, manageable steps.			<p>pictures or samples.</p> <p>Collaborative Learning Food Sorting Game</p> <p>- Objective: To identify and categorize different food groups.</p> <p>- Procedure: Divide students into groups and give each group a set of food pictures or samples. (fruits, vegetables, grains, proteins, dairy).</p> <p>Material Required:</p> <p>Pictures or samples of various foods, sorting mats or baskets.</p>			
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Subject :-G.K

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>December 2 (Monday) – December 31 (Tuesday)</p> <p>Holidays- 25th December (Wednesday)- Christmas</p> <p>Value/Values- Students will develop independence as they navigate basic computer functions on their own. Through interactive tasks, students will foster curiosity and problem-solving skills, exploring digital environments and learning to adapt to new technology.</p>	<p>Countries and Flags (Page no. 17)</p> <p>On the Move (Page no. 18)</p> <p>Places of Worship (Page no. 19)</p>	<p>Chapter Introduction The lessons will be introduced with the below mentioned video https://youtu.be/yZUeOF1Uak8?si=2zWBrNZgFi9c9Xly</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • develop an understanding, respect and appreciation for other cultures • help users build and develop their vocabulary. • Developing fine motor skills 	<p>Teaching Methodology</p> <p>Teacher will ask: "What is a country, can you tell me true? A place where people live, with rules to follow too. What's a flag, and why is it so special to see? How does it show the country's identity?"</p> <p>Country Identification and Flag Recognition Teacher will show pictures of countries and ask which ones can you name? *What landmarks or symbols help you remember their fame? Then teacher will show the pictures of flags of different countries and will ask *Can you tell where they reside? Then will tell children Each flag has meaning, a story to tell, Of history, culture, and values they excel."</p> <p>Places of Worship Teacher will show pictures of different places of Worship and</p>	<p>Demonstration of the Acquired Skills: Students applying vocabulary in real life can be facilitated through the following paired activities:</p> <ol style="list-style-type: none"> 1. Picture and Word Matching: Teacher will pair up students and give each pair a set of picture cards and word cards and will make them match words to corresponding pictures and then use those words in simple sentences about their own experiences. This will help them connect vocabulary to real-life objects and actions.

			will explain the significance of each place.	
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Subject :-Computer

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
December 2 (Monday) – December 31 (Tuesday) Holidays- 25 th December (Wednesday)- Christmas Value/Values- icon/write normally Students will develop independence as they navigate basic computer functions on their own. Through interactive tasks, students will foster curiosity and problem-solving skills, exploring digital environments and learning to adapt to new technology.	Chapter L-8 Using a Computer	Introduction - Students will be shown a computer and will be asked if they know how it is used. - Basic parts of a computer will also be introduced. Discussion: 1. What is the computer used for? 2. Can you name some parts of a computer? Learning outcomes - Students will be able to: - identify and name basic computer parts - understand the purpose of each part.	Teaching Methodology - The teacher will start by showing students a computer setup and explaining the main parts: monitor, keyboard, mouse, and CPU. Each part's function will be briefly described, such as how the monitor displays information, the keyboard is used for typing, and the mouse helps select items. The teacher will then demonstrate basic computer interactions, like moving the mouse to click icons and typing a simple word. Students will be invited to try these basic actions under supervision to help them gain confidence and familiarity with the computer.	Reflection <ul style="list-style-type: none"> • Book Work : • Practical-Lab Visit 	Demonstration of the Acquired Skills Students will be asked to identify and label each part of the computer on a worksheet. They will also practice using the mouse to click on simple icons and type their name on the keyboard to demonstrate their understanding of basic computer functions.	Application of the learning by students Students will apply their learning by identifying and naming computer parts in their daily environment, such as at home or in a computer lab. They will also practice basic skills like clicking and typing simple words, reinforcing their understanding of how to use a computer for everyday tasks.	Homework: Book Work

CO-SCHOLASTIC PERIODS

Subject- Music

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)	G (Gauge the Learning)
December 2 (Monday) –	Topic Song-ingle	Introduction The teacher will introduce the melody and	Teaching Methodology	Demonstration of the Acquired Skills:	Students will be able to sing along with the "Jingle

December 31(Tuesday) Holidays- 25 th December (Wednesday)- Christmas Value of the month: students will learn the values of joy and celebration, as these songs embody the spirit of togetherness and festivity. They will also learn the value of teamwork through group singing and participation, as well as the value of cultural appreciation by engaging with holiday traditions from around the world.	Bells and Christmas Carols Practice	lyrics of Jingle Bells by singing each line and encouraging students to repeat after them. The teacher will explain the meaning behind the lyrics, emphasizing the joyful spirit of Christmas. Students will be guided to clap along to the rhythm, and the teacher will lead simple actions to enhance engagement, such as mimicking "jingle" sounds with small bells or hand movements. Learning outcomes: Students will be able to <ol style="list-style-type: none"> 1. understand the festive meaning and joyful spirit of Christmas carols. 2. learn the melody and rhythm of Jingle Bells and other simple carols. 	Students will be introduced to the melody and lyrics of Jingle Bells and other popular carols. - The teacher will sing each line, encouraging students to sing along and clap to the rhythm. - Key words like "jingle" and "bells" will be highlighted to help with pronunciation and understanding.	Students will sing Jingle Bells as a group, demonstrating their ability to follow the melody, rhythm, and lyrics. They will also use percussion instruments, like bells or tambourines, to keep time, showing coordination and understanding of the song's festive spirit.	Bells" song and learn simple Christmas carols. They will be able to recognize the rhythm and melody of these festive songs and will participate in group singing, enhancing their listening and vocal skills. Students will also engage in basic movements or actions that correspond to the lyrics, fostering both musical and kinesthetic development..
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Subject :-Dance

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
December 2 (Monday) – December 31 (Tuesday) Holidays- 25 th December (Wednesday)- Christmas Value/Values- Students will learn the values of joy and celebration through dance, expressing the festive spirit of Christmas.	Chapter Topic Christmas Song	Introduction The teacher will introduce the lesson by explaining the connection between music and movement, highlighting how Christmas carols bring joy and celebration. Teacher will make students play the chosen Christmas song (e.g., "Jingle Bells") and invite students to listen to the rhythm, encouraging them to clap or tap along to the beat. The teacher will then explain that the class will learn dance steps that match the song's rhythm, creating a fun and festive performance together. Learning outcomes- Students will be able to: *perform basic dance movements that match the rhythm of the Christmas song.	Teaching Methodology The teacher will start the lesson with a 5-minute warm-up to prepare students for movement, focusing on simple stretches and playful body movements. These warm-ups will help students feel comfortable and ready to dance. Hands on Experiential Students will engage with the rhythm of a Christmas carol, learning simple movements like marching, swaying, and twirling. They will actively participate in a group performance, expressing joy and celebration through movement while developing teamwork and coordination. This activity will allow students to connect music and movement, building confidence and creativity.	Demonstration of the Acquired Skills Students will demonstrate their acquired skills by: Dance Performance: Participating in a dance routine.

Subject :-Art and Craft

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
December 2 (Tuesday) – December 31 (Tuesday) Holidays- 25 th December (Wednesday)- Christmas Value/Values- icon/write normally Where there is a will, there is a way.	Topic Snow Hills (Page no.2) Landscape (Page no. 5) Flowers (Page no.14) X-Mas Tree (Page no. 34) Art File: Healthy Platter Christmas Tree	<ul style="list-style-type: none"> Chapter Introduction Colouring Strokes and pattern will be introduced by showing a picture. Learning Outcomes: gain familiarity with various art techniques such as drawing, painting, and collage. develop creativity and imaginative thinking through hands-on activities. learn basic principles of design and composition. 	Teaching Methodology *Step-by-step the art technique will be demonstrated. *Examples of the techniques will be shown, such as drawing, painting, or collage. *Proper use of materials and tools, emphasizing safety precautions will be demonstrate.	Demonstration of the Acquired Skills: Use art to express their understanding of nature's diversity through creations featuring animals like ladybirds, penguins, and turtles. Explore environmental themes and promote awareness through their artwork, highlighting conservation issues. Apply creative skills learned in class to enhance personal projects and everyday tasks, fostering innovation and problem-solving.

Subject :-Wall Climbing

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
December 2 (amaonday) – December 31 (Tuesday) Holidays- 25 th December (Wednesday)- Christmas Value/Values- icon/write normally Where there is a will, there is a way.	Chapter Wall Climbing •Warm Up Exercise •Stretching Exercise •Hand Holds : Jugs	Introduction Dynamic stretching: Begin with dynamic stretches for the shoulders,arms,leg and core to prepare muscles for climbing. Learning outcomes Students will be able to: *learn the importance of warm up exercise. *learn to use jug holds efficiently. Discussion question- How do effective warm up exercises contribute to optimizing the use of jugs hold in climbing? What specific warm up routines can enhance	Teaching Methodology Hands on Experiential Wall Climbing follow a structured approach that includes explanation, demonstration and practice. 1 The importance of warming up before wall climbing to prepare the body will be explained. 2.Exercises will be demonstrated	Demonstration of the Acquired Skills Warm up exercises prepare our body for physical activity, it improve circulation and reduce the risk of injury.

		the grip strength and technique for handling these type of holds?		
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Subject: Skating

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
December 2 (Monday) – December 31 (Tuesday) Holidays- 25 th December (Wednesday)- Christmas Value/Values- icon/write normally Where there is a will, there is a way.	Chapter T-Break	Introduction Teacher will start with explaining students how to stop safely while skating. Stopping is very important to stay safe and avoid accidents. Then will make students practice using different braking techniques. Learning outcomes: Students will be able to : 1. develop a sense of balance and coordination. 2. learn how to control their speed and direction and stop and start smoothly.	Teaching Methodology: Step by step method : 1. Positioning: - Stand with your feet parallel to each other. - Shift your weight onto one foot (dominant foot). 2. Edge Control: - Dig one edge of the other foot into the ground. - Keep the knee bent and weight centered. 3. T-Formation: - Move the trailing foot to form a "T" shape. - Keep the front foot stationary. 4. Braking: - Apply pressure on the edge of the trailing foot. - Gradually slow down.	Demonstration of the Acquired Skills Social Skills: Students will be able to 'see' how to balance on skates' and they can start by having them practice standing still on skates while holding onto a stable surface or with the help of a partner. Skating can be a social activity, helping individuals make new friends, improve teamwork skills, and build a sense of community. Physical Fitness: Skating is a full-body workout that improves cardiovascular health, builds muscle strength, and enhances balance and coordination.

SUGGESTIONS FOR PARENTS:

1. Kindly ensure that your ward wears prescribed school uniform, I.D card, neat and tidy shoes, etc.
2. Please see that your ward carries books and notebooks according to the Time Table for the day.
3. Encourage healthy eating habits and regulate your ward's sleeping hours as at least 8 hours sleep is essential for healthy growth and development.
4. Expensive gadgets and articles should not be brought to school. I pods, mobile phones, expensive watches, calculators, jewellery etc. will be confiscated and disciplinary action will be taken.
5. In case your ward is absent, ensure that you fill the leave application record in the almanac. If the leave is more than 3 days, send the leave application the very next day and be in touch with other classmates for the work done in the class and other instructions given in the class. Also, ensure you fill the leave record in the Almanac.

6. Encourage your child to do self-study at home and to converse in English.
7. Acknowledge your ward's Almanac on a regular basis with your signature.
8. Continuous Assessments will take place. Make sure your ward revises the classwork.
9. Be in touch with the school through our website and webpage on Facebook, Instagram and Youtube with the name De Indian Public School.

EVENTS OF THE MONTH:

- Sports Day will be celebrated on December 14, 2024.
- De Indian Carnival will be celebrated on December 28, 2024.
- December 25, 2024 will be off in lieu of Christmas.
- PTM will be conducted on December 21, 2024.

Class Activities /Competitions

<u>Date</u>	<u>Day</u>	<u>Topic</u>	<u>Class</u>
Dec,16,2024 to Dec,20,2024	Monday to Friday	Winter Land Week	PS-PP
Dec, 20,2024	Friday	National Mathematics Day	PS-PP
Dec,21, 2024	Saturday	Winter Carnival	All Four house with Cultural Team

SENTENCES OF THE MONTH:

- May I Quench my Thirst?
- I am very well indeed.

SCIENCE EXPERIMENT:

Talk Through a paper cup phone	Learners will make paper phone using paper cups and thread.
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- Note:**
1. Parents are not allowed to take back their child on half day or short leave. If something is really important, then you are requested not to send the child to the school.
 2. Although the school will be strict to the given planner but there might be minor changes due to unforeseen circumstances.
 3. Parents must carry the Parent's I-card while coming to the school.
 4. Mobile phones are prohibited in the school premises.
 5. The planning mentioned in the engage plan is tentative and can vary depending upon the avoidable situation due to unforeseen circumstances.

3. Parents must carry the Parent's I-card while coming to the school.
4. Mobile phones are prohibited in the school premises.
5. The planning mentioned in the engage plan is tentative and can vary depending upon circumstances.