















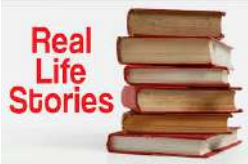
ENGAGE PLANNER
DECEMBER 2024-25
SCHOLASTIC PERIODS







Class - PLP 1





NOTE: Cold Calling will be done in all the Regular Periods.


Subject – English

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
2nd December (Monday)- 5th December (Thursday) Value of the Week- 	Course Book Chapter-14 The Dangerous Riddle 	Introduction Video Proper explanation of the chapter will be given after showing the video. https://youtu.be/wrwNXAiF5Fc?si=G-8pGB9MSzVAHvg3 Learning outcomes Students will be able to: 1.analyze the riddle presented in the chapter and explain its significance to the story. 2.infer the moral or lesson behind solving the riddle Discussion Question Why do you think problem-solving is important in everyday life?	Teaching Methodology Oral Drill Teacher will randomly call the students to read the chapter.. Listen-a-while Teacher will read out some riddles and students will guess the answer with the help of given pictures.(Pg No.140) Art Integration Draw a picture of a strange creature of your imagination and write its name on pg no.140. Materials Required 1.Crayons 2.Sketch Pens	Reflection 1.Word Meanings 2.Short answer type 3.True/False 4.Oral answer type Workbook Framework 1 Language Smart Complete the letter by filling the blanks with-is,am,are,was and were on pg no.137. Thinking Caps On Unscramble the mystery letters to solve the riddle.(Pg No.139) 	Demonstration of the Acquired Skills Creativity Riddle Creation Teacher will ask students to come up with their own riddles that are as complex or dangerous as the one in the story. 	Application of the learning by students Critical Thinking Students will name the capitals of the given neighbouring countries of India.(Pg no.139) 	Homework Workbook Framework 2 NEP Aligned Activity Students will solve the questions.(Pg No.134) 


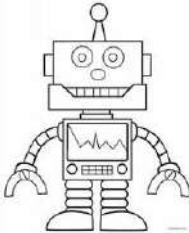
<p>6th December (Friday)- 12thDecember (Thursday)</p> <p>Value of the week-</p> 	<p>Course Book Chapter-15 A Lesson to Learn</p> 	<p>Introduction</p> <p>Video Proper explanation of the chapter will be given after showing the video. https://youtu.be/RAj0AUHrwEw?si=SDHgAzg0zA10cEdx</p> <p>Learning outcomes Learners will be able to:</p> <ol style="list-style-type: none"> 1.understand the moral of the story and its relevance in daily life. 2.reflect on their experiences and identify lessons they have learned from challenges. <p>Discussion Questions</p> <ol style="list-style-type: none"> 1.can you share a moment when you learned something important from a mistake? 2.How do you think learning from mistakes makes a person stronger? 	<p>Teaching Methodology</p> <p>Art Integration Draw a beautiful cover page of the chapter in your notebook.</p>  <p>Materials Required</p> <ol style="list-style-type: none"> 1.Crayons 2.Sketch pens <p>Listen-a-while Listen to the poem that teacher will recite and then enact a role play with your partner.(Pg No.148)</p> 	<p>Reflection</p> <ol style="list-style-type: none"> 1.Word Meanings 2.Short answer type 3.Fill ups <p>Workbook Framework 1</p> <p>Language Smart Find the pairs of Synonyms and color them using the same colour.(Pg No.146)</p>  <p>Write-a-while What do you think your hands are good at? (Pg No.148)</p>  <p>Creativity What do you do when you feel sad and want to cry?Write in a few lines on an A4 size sheet and paste it in your notebook.</p> 	<p>Demonstration of the Acquired Skills</p> <p>Think-Pair-Share Students will think individually about the lesson, discuss it with a partner, and then share their ideas with the class.</p> 	<p>Application of the learning by students</p> <p>Real-Life Connection Students will share a personal story where they learned a similar lesson and how it affect them?</p> 	<p>Homework</p> <p>Workbook Framework 2</p>
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<p>13thDecember (Friday)- 17thDecember (Tuesday)</p> <p>Value of the Week-</p> 	<p>Grammar Book Chapter-20 Simple Past Tense</p> 	<p>Introduction</p> <p>The simple past tense is used to talk about actions or events that happened and were completed in the past. It describes something that took place at a specific time.</p> <p>Learning outcomes Learners will be able to:</p> <ol style="list-style-type: none"> 1.understand the structure and use of the simple past tense. 2.differentiate between regular and irregular verbs in the past tense. 3.use the simple past tense to describe events that have already happened. <p>Discussion Questions</p> <ol style="list-style-type: none"> 1.What is the simple past tense? 2.Can you name some verbs and their past forms? 	<p>Teaching Methodology</p> <p>Audio Visual A video related to simple past tense will be shown,explaining the structure of a sentence using simple past form. https://youtu.be/aTHpjefgFtl?si=jr9YueseHMuJdrb</p> <p>Communication skills Speak a few sentences of your daily routine using simple past tense.</p> 	<p>Reflection</p> <p>Book's Back Exercise</p> <ol style="list-style-type: none"> 1. Fill ups 2. Tick the correct option 3.Add -ed or -d 4.Complete the sentences using past tense 	<p>Demonstration of the Acquired Skills</p> <p>Sentence Construction The teacher will provide students with a set of words (nouns, verbs in the past tense, and adverbs) and ask them to construct sentences using the simple past tense.</p> 	<p>Application of the learning by students</p> <p>Write five sentences of General Truth from your own life experience using the structure of past tense in notebook.</p> 	<p>Homework</p> <p>In Context Rewrite the passage by changing the verbs into simple past tense.(Pg N0.81)</p>
<p>18thDecember (Wednesday)- 23rdDecember (Monday)</p> <p>Value of the Week-</p> <p>It doesn't matter what others are doing, it matters what you are doing.</p>	<p>Grammar Book Chapter-21 Simple Future Tense</p> 	<p>Introduction</p> <p>The teacher will introduce the topic "Simple Future Tense" by discussing how we talk about actions or events that will happen in the future. The introduction will include examples from the students' daily lives.</p>	<p>Teaching Methodology</p> <p>Audio Visual A video related to future tense will be shown,explaining the structure of a sentence using simple future form. https://youtu.be/Zq6WPZMU9wQ?si=sEiloldTlr4sPtmn</p>	<p>Reflection</p> <p>Book Back Exercise</p> <ol style="list-style-type: none"> 1.Fill ups 2.Tick the correct option 3.Change the sentences into simple past tense. <p>Notebook Work</p> <ol style="list-style-type: none"> 1.Frame Sentences 2.Flow chart 	<p>Demonstration of the Acquired Skills</p> <p>Let's Watch The video related to the usage of "will" and "shall" will be shown, and learners will be asked to connect it with their future</p>	<p>Application of the learning by students</p> <p>Write-a-while Pen down your future actions by providing a way to talk about actions that will begin and end in the future (e.g., "I will pay for the tickets by credit card").</p>	<p>Homework</p> <p>In Context Read the description given at pg no.84 and rewrite it in the simple future tense.</p>



		<p>Learning outcomes Learners will be able to:</p> <ol style="list-style-type: none"> 1. understand how to use the simple future tense to describe actions that will occur. 2. construct sentences using the simple future tense with "will" and "shall." <p>Discussion Questions</p> <ol style="list-style-type: none"> 1. What is the simple future tense? 2. How do we form sentences in the simple future tense? 3. Can you give an example of a prediction using the simple future tense? 	<p>Art Integration Draw a picture of a strange creature from your imagination and write sentences in Simple Future Tense what that creature will do in the future.</p>  <p>Material Required</p> <ol style="list-style-type: none"> 1. A4 size sheet 2. Crayons 3. Sketch Pens 	 	<p>aims. https://youtu.be/03LUR3_Lmkl?si=5HGuwZqBgLWZZqC</p>		
<p>24thDecember (Tuesday)- 31stDecember (Tuesday)</p> <p>Holiday: Christmas 25thDecember (Wednesday)</p> <p>Value of the Week-</p>	<p>Grammar Book Chapter-26 Has, Have and Had</p> 	<p>Introduction</p> <p>Video Proper explanation of the topic will be given after showing the video. https://youtu.be/MiVt9fiNwi0?si=_LYCNqlijws2NXal</p> <p>Learning outcomes Learners will be able to:</p> <ol style="list-style-type: none"> 1. recognize when to use has, have, and had in sentences based on the subject and the tense. 2. construct grammatically correct sentences using has, have, and had. 	<p>Teaching Methodology</p> <p>Explanatory Method Teacher will explain the use of Has, Have using the examples given in the chapter.</p> <p>No Slipping Students will go through the information given in the No slipping section to reinforce their concept.</p> <p>Table Students will draw a table showing uses of</p>	<p>Reflection</p> <p>Book's Back Exercise</p> <ol style="list-style-type: none"> 1. Circle the correct option 2. Fill in the blanks 	<p>Demonstration of the Acquired Skills</p> <p>Let's Watch Teacher will show a video explaining the rules to frame sentences using has, have and had. https://youtu.be/y8ViZl5CKLw?si=zyFRYESTo7NEvxQP</p>	<p>Application of the learning by students</p> <p>Story Writing Students will create a short story or diary entry that uses has, have, and had correctly to describe events or actions in different tenses.</p> 	<p>Homework</p> <p>In Context Rewrite the poem in your notebook using the correct forms of verbs.</p>


 <p>The only discipline that lasts is self-discipline</p> <p>BUM PHILLIPS</p>		<p>Discussion Questions</p> <p>When do we use <i>has</i> and <i>have</i> in the present tense? Can you give examples for each?</p>	<p>Has, Have and Had in the notebook.</p>				
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Subject – Hindi

दिनांक तथा दिवस	विषय/ उपविषय	शिक्षार्थी को ऊर्जावान बनाना/ सशक्तिकरण	पाठ्यसामग्री का संचालन	दीर्घकालीन स्मृति	वास्तविक जीवन अनुप्रयोग	आकलन व्यक्ति योजना	गतिविधियों का विस्तारीकरण
<p>2 दिसम्बर (सोमवार)- 9 दिसम्बर (सोमवार)</p> <p>मूल्य शिक्षा: विपत्ति के समय धैर्य एवं संयम से कार्य करना चाहिए।</p>	<p>पाठ-14</p> <p>रिया का सपना</p> 	<p>परिचय/ प्रस्तावना</p> <p>रिया का सपना' एक विज्ञान काल्पनिक कथा है। इस पाठ में रिया के सपने के माध्यम से रोबोट एवं एलियंस के बारे में बताया गया है।</p> <p>अधिगम का उद्देश्य</p> <p>सामान्य उद्देश्य-</p> <p>(i) हिंदी कहानी के प्रति रुचि जागृत करना।</p> <p>(ii) कल्पनाशक्ति एवं तार्किक दृष्टिकोण का विकास करना। (iii) कहानी में निहित भावों, विचारों, नैतिक मूल्यों को ग्रहण करने की क्षमता विकसित करना।</p> <p>विशेष उद्देश्य-</p> <p>(i) छात्रों को रोबोट एवं एलियंस के बारे में जानकारी देना।</p>	<p>शिक्षण पद्धतियाँ</p> <p>वीडियो</p> <p>https://youtu.be/pW5X7r9lcws?si=r3peLS-0MazRtUlv</p> <p>अध्यापिका द्वारा छात्रों से पाठ का सस्वर वाचन करवाया जाएगा। उन्हें उचित आरोह-अवरोह, हाव-भाव सहित कविता पढ़ने के लिए प्रेरित किया जाएगा। इससे छात्रों की श्रवण, ग्रहण एवं वाचन क्षमता का विकास होगा।</p>	<p>परावर्तन</p> <p>पठित ज्ञान को सुदृढ़ करने के लिए अधिगम का पुनर्मूल्यांकन अति आवश्यक है।</p> <p>इसके लिए पाठ आधारित मौखिक प्रश्न पूछे जाएंगे-</p> <p>1. बिजली जाने पर बच्चे क्या खेल रहे थे ?</p> <p>2. रोबोट ने बच्चों को किसमें बिठाया ?</p> <p>3. रोबोट ने थाली में क्या खोला ?</p>	<p>अर्जित कौशल का प्रदर्शन</p> <p>रोबोट का आविष्कार किसने किया?</p> <p>इंटरनेट की सहायता से पता लगाओ।</p> 	<p>छात्रों द्वारा अर्जित ज्ञान का प्रयोग</p> <p>कल के अखबार में एलियंस पर एक काल्पनिक रिपोर्ट छपी थी। उसमें संवाददाता ने कुछ गलतियाँ कर दी हैं। उन्हें सही करके दोबारा अपनी कार्यपुस्तिका में लिखिए।</p> <p>एक दिन खेलते समय बच्चों को उड़नतश्तरी जैसी दिखने वाली चीज मिली। उसमें बैठे एलियस ने बच्चों से दोस्ती करके उन्हें उड़नतश्तरी में बैठा लिया। सभी दूसरे गृह</p>	<p>गृहकार्य</p> <p>सोनचिरैया</p> <p>पृष्ठ संख्या 123</p> <p>प्रश्न 1,2,3</p>



		<p>(ii) छात्रों को बाल मन में उठने वाली काल्पनिक तरंगों से परिचित कराना।</p> <p>(iii) छात्रों की विज्ञान कथाओं के प्रति रुचि जागृत करना।</p> <p>(iv) छात्रों में तार्किक दृष्टिकोण का विकास करना।</p> <p>छात्रों से पूर्व ज्ञान पर आधारित प्रश्न पूछे जाएंगे जैसे-</p> <p>(i) बच्चों आप कौन-कौन-से खेल खेलते हैं?</p> <p>(ii) क्या आपने रोबोट का नाम सुना है?</p> <p>(iii) सपना देखना आपको कैसा लगता है?</p>				<p>पहुँच गए। वहाँ पहुँचकर बच्चों हैरान रह गए। उन्हें लगा कि वे किसी जादुई लोक में पहुँच गए हैं।</p> <p>(पृष्ठ संख्या 125)</p>	
<p>10 दिसम्बर (मंगलवार)- 13 दिसम्बर (शुक्रवार)</p> <p>मूल्य शिक्षा: अपने स्वयं से परे सोचना सबसे बड़ी खुशी देता है।</p>	<p>विषय</p> <p>पाठ -18</p> <p>पत्र लेखन</p> <p>(अनौपचारिक)</p> 	<p>परिचय/प्रस्तावना</p> <p>अधिगम का उद्देश्य</p> <p>सामान्य उद्देश्य:</p> <p>1. छात्रों की हिंदी विषय के प्रति रुचि उत्पन्न करना।</p> <p>2. भाषा कौशलों का विकास करना।</p> <p>3. बच्चों के शब्द भंडार में वृद्धि करना ।</p> <p>4. मानसिक क्षमता का विकास करना।</p> <p>पूर्व ज्ञान पर आधारित प्रश्न-</p> <p>1. क्या आप पोस्ट बॉक्स के बारे में जानकारी रखते हैं?</p>	<p>शिक्षण पद्धतियाँ</p> <p>वीडियो</p> <p>https://youtu.be/_c_gMAEgGnU?si=K2-NbF8Z1Lmz00eh</p> <p>व्याख्यान व उदाहरण विधि का प्रयोग करते हुए अध्यापिका द्वारा छात्रों को ज्ञान दिया जाएगा कि अनौपचारिक पत्र उन लोगों को लिखे जाते हैं जिनके साथ हमारा कोई व्यक्तिगत संबंध होता है। निजी पत्र,</p>	<p>परावर्तन</p> <p>अधिगम का पुनर्मूल्यांकन</p> <p>पठित ज्ञान को सुदृढ़ करने के लिए अधिगम का पुनर्मूल्यांकन अति आवश्यक है।</p> <p>1. इस पत्र को प्राप्त करने के बाद प्राप्तकर्ता पर इसका क्या प्रभाव पड़ेगा?</p>	<p>अर्जित कौशल का प्रदर्शन</p> <p>जीवन कौशल</p> <p>1. छात्र मौखिक तथा लिखित रूप में शुद्ध वाक्यों का निर्माण कर पाएँगे।</p> <p>2. अपनी बात को कम शब्दों में प्रस्तुत कर सकेंगे।</p>	<p>छात्रों द्वारा अर्जित ज्ञान का प्रयोग</p> <p>व्यवहारिक जीवन में अनौपचारिक पत्र लिखने के लिए सक्षम होंगे।</p>	<p>गृहकार्य</p> <p>अपने भाई को पत्र लिखकर बताइए कि आपको चित्रकला में प्रथम पुरस्कार मिला है ।</p>


		2. जब टेलीफोन उपकरण नहीं था तब मनुष्य अपनी बात को एक दूसरे तक कैसे पहुँचाते थे?	अपने मित्रों ,सगे संबंधियों,को लिखे जाते हैं ।	2.अगर मैं इस पत्र को प्राप्त करता, तो मेरी क्या प्रतिक्रिया होती? 3.आप यह पत्र क्यों लिख रहे हैं, और इसके माध्यम से आप क्या संदेश देना चाहते हैं?			
<p>16 दिसम्बर (सोमवार) - 20 दिसम्बर (शुक्रवार)</p> <p>मूल्य शिक्षा: साहस ऐसा गुण है ,जो व्यक्ति में सकारात्मक ऊर्जा का संचार करता है ।</p>	<p>विषय पाठ -19 कहानी लेखन</p> 	<p>परिचय/प्रस्तावना अधिगम का उद्देश्य सामान्य उद्देश्य: 1.बच्चों को कहानी लेखन के बारे में समझाना। 2. कहानी लेखन के महत्वपूर्ण तत्वों से परिचित कराना। 3. बच्चों की रचनात्मकता और भाषा कौशल का विकास करना।</p> <p>छात्रों से पूर्व ज्ञान पर आधारित प्रश्न पूछे जाएँगे जैसे - 1.आपको कैसी कहानी सुनना पसंद है? 2.आपकी पसंदीदा कहानी में कितने किरदार होते हैं ?</p>	<p>शिक्षण पद्धतियाँ वीडियो प्रस्तुतीकरण के लिए क्लिक करें वीडियो https://youtu.be/BhUPhTpdM?si=XFkHBF-wO5LfXcHq अध्यापिका द्वारा छात्रों को समझाया जाइगा कि 1. कहानी लेखन की भाषा सरल व स्पष्ट होनी चाहिए। 2. कहानी में छोटे छोटे वाक्यों का प्रयोग करना चाहिए।</p>	<p>परावर्तन 1. सही विकल्प का चयन कीजिए । 2. रिक्त स्थानों की पूर्तिकीजिए। 3. मौखिक प्रश्न 4. लिखित प्रश्न</p>	<p>अर्जित कौशल का प्रदर्शन अपनी स्वयं की कहानी लिखना कहानी लेखन के सिद्धांतों का पालन करते हुए छात्र अपनी कल्पनाशक्ति का उपयोग कर एक नई कहानी लिख सकते हैं। इसमें वे कथानक, पात्रों, संवाद और विषय को जोड़ते</p>	<p>छात्रों द्वारा अर्जित ज्ञान का प्रयोग ऊपर दिए गए चित्रों की सहायता से एक कहानी लिखिए अपनी उत्तर पुस्तिका में ।</p> 	<p>गृहकार्य उड़ान पृष्ठ संख्या 94 प्रश्न क</p>

			<p>3. कहानी लेखन में प्रसंग को संक्षिप्त में लिखना चाहिए।</p> <p>4. कहानी में घटनाओं का क्रम क्रमानुसार होना चाहिए।</p> <p>5. कहानी का उद्देश्य स्पष्ट होना चाहिए, पाठक को समझ आना चाहिए।</p>		हुए एक संगठित कहानी तैयार कर सकते हैं।		
<p>23 दिसम्बर (सोमवार)-</p> <p>31 दिसम्बर (मंगलवार)</p> <p>अवकाश -</p> <p>25 दिसम्बर (बुधवार)</p> <p>क्रिसमस डे</p> <p>मूल्यशिक्षा:</p> <p>लालच करना बुरी बात है। लालच के वशीभूत होकर मनुष्य अपना विवेक खो देता है।</p>	<p>विषय</p> <p>पाठ -15</p> <p>जहाँ का तहाँ</p>	<p>परिचय/प्रस्तावना</p> <p>इस पाठ की मुख्य अवधारणा इस बात पर केंद्रित है कि लालच करना बुरी बात है। छात्रों को मेहनत एवं ईमानदारी से काम करने की प्रेरणा देना पाठ का मुख्य ध्येय है।</p> <p>अधिगम का उद्देश्य सामान्य उद्देश्य:</p> <p>(i) छात्रों में हिंदी कहानी के प्रति रुचि जागृत करना।</p> <p>(ii) छात्रों द्वारा कहानी का श्रवण, वाचन, लेखन का अभ्यास करके हिंदी भाषा पर अधिकार करना।</p> <p>विशेष उद्देश्य-</p> <p>(i) छात्रों को लालच के दुष्परिणामों से परिचित कराना।</p>	<p>शिक्षण पद्धतियाँ</p> <p>वीडियो</p> <p>https://youtu.be/Pb9_oRTw3M0?si=s0zx9R7ytq1Y0kME</p> <p>अध्यापिका द्वारा छात्रों से पाठ का सस्वर वाचन करवाया जाएगा। उन्हें उचित आरोह-अवरोह, हाव-भाव सहित कविता पढ़ने के लिए प्रेरित किया जाएगा। इससे छात्रों की श्रवण, ग्रहण एवं वाचन क्षमता का विकास होगा।</p>	<p>परावर्तन</p> <p>पठित ज्ञान को सुदृढ़ करने के लिए अधिगम का पुनर्मूल्यांकन अति आवश्यक है। इसके लिए पाठ आधारित मौखिक प्रश्न पूछे जाएंगे।</p> <p>(i) मछुआरा कहाँ रहता था?</p> <p>(ii) पानी में गिरते ही सुनहरी मछली में क्या परिवर्तन आया?</p>	<p>अर्जित कौशल का प्रदर्शन</p> <p>जीवन कौशल</p> <p>रचनात्मकता</p> <p>विभिन्न त्योहारों के चित्र एक स्क्रेप बुक में चिपकाकर उनके बारे में लिखो।</p> <p>(पृष्ठ संख्या 137)</p> 	<p>छात्रों द्वारा अर्जित ज्ञान का प्रयोग</p> <p>गणित से जुड़े -</p> <p>मछुआरा और उसकी पत्नी बाज़ार में खरीदारी करने गए। उन्होंने मछली पकड़ने काए कुछ 1400 में, रसोई के लिए में खरीदारी करने जा ₹1200 में तथा घर के लिए कुछ जरूरी सामान ₹400 में खाने-पीने का पाक</p>	<p>गृहकार्य</p> <p>उड़ान</p> <p>पृष्ठ संख्या 134</p> <p>प्रश्न 1.2.3 कीजिए।</p>




		<p>(ii) छात्रों को परिश्रम करने की प्रेरणा देना।</p> <p>(iii) छात्रों को ईमानदारी से जीवन जीने के लिए प्रेरित करना।</p> <p>छात्रों से पूर्व ज्ञान पर आधारित प्रश्न पूछे जाएँगे जैसे -</p> <p>(i).बच्चो, क्या आपने मछुआरा देखा है?</p> <p>(ii) मछुआरा क्या करता है?</p> <p>(iii) क्या हमें लालच करना चाहिए?</p> <p>(iv) बाज़ार में मछलियाँ कौन लाता है? आदि।</p>		<p>(iii) रानी मछली क्यों नाराज़ हो गई? आदि।</p>		<p>उन्होंने कुल कितने रुपए की खरीदारी की? (पृष्ठ संख्या 137)</p> 	
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Subject – Mathematics

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>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p> <p>25th December (Wednesday)</p> <p>Value of the week</p> 	Chapter 9 - Measures of Time	<p>Introduction To start the class:</p> <ul style="list-style-type: none"> Let's watch <p>https://youtu.be/v7VvIVN-BSc?si=3MkJ5UzXCXxWvhAi</p> <ul style="list-style-type: none"> One day = 24 hours 1 hour = 60 minutes The hour hand takes one hour to move from one number to the other number. It takes 12 hours to complete one round. Half past = 30 minutes Quarter past = 15 minutes quarter to = 45 minutes 	<p>Teaching Methodology</p> <p>The facilitator will use a dummy clock to explain the concept of time in minutes.</p> <p><i>Joyful Learning</i> Get Set Go.... Match the different activities with the clock and the time.(Pg no. 124)</p>	<p>Reflection COURSEBOOK</p> <ul style="list-style-type: none"> Exercise 9A Exercise 9B Exercise 9C Exercise 9D <ul style="list-style-type: none"> Mental Math <p>WORK BOOK</p> <p>Chapter 9:</p> <ul style="list-style-type: none"> Framework 1 Framework 2 	<p>Demonstration of the Acquired Skills</p> <p><i>Activity</i> Preparing Your Own Calendar</p> <p>Children will prepare the calendar for the month of December marking their friends birthdays, the dates of UT, holidays etc</p>	<p>Application of the learning by students</p> <p>Financial Literacy Concept of savings and investments will be discussed.</p>  <p>Hands-on Learning - Children will create a weekly schedule</p>	<p>Homework</p> <p>Art Integration Children will prepare 2 clocks, a.m. clock and p.m. clock. They will prepare their hourly schedule and write/paste them in the respective clocks. (Pg No.-125)</p> <p>Life Skills</p> <ul style="list-style-type: none"> Always manage your time based on the priority of the work assigned.







		<p>Learning outcomes: Children will be able to:</p> <ul style="list-style-type: none"> • read the time in minutes • identify the time in a.m. and p.m. • read the calendar • convert months into day • convert days into hours • convert hours into minutes • convert minutes into seconds <p>Discussion question: Children will be asked:</p> <ul style="list-style-type: none"> • How many hours do you sleep? • How many hours do you spend in school? 			 <p>(Material Required: 4 size sheet, sketch pens)</p>	<p>to practice time management.</p> <p>A quiz will be played in the class https://youtu.be/ibglKlhSMjs?si=b6Ehg-xjmGxyYHfv</p>	
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Subject – Science


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>2nd December (Monday)- 13th November (Friday)</p> <p>Value of the week- Conserve Water</p> 	<p>Chapter-12 Air, Water and Weather</p> 	<p>Introduction-Video Proper explanation of the chapter will be given after showing the video. https://youtu.be/OqGV2zg1ZU0?si=3FECsGqp7e9a04WA</p> <p>Learning Outcomes- The learners will be able to-</p> <ol style="list-style-type: none"> 1. understand air, its properties and importance. 2. understand water and its importance. 3. describe different forms of water and the role of the water cycle on the earth. 	<p>Teaching Methodology- A video related to the rotation and revolution will be shown.</p> <p>Audio-Visual https://youtu.be/s0bS-SBAgJI?si=GVzhDi7iloaU1i-g</p> <p>Art Integration Draw a diagram of a water cycle. <i>(Material Required- Crayons, Cotton, Paint Color, Pencil, Scale)</i></p>	<p>Reflection</p> <p>Coursebook Exercise-</p> <ol style="list-style-type: none"> 1. Tick the correct answers. 2. Fill in the blanks. 3. Write two examples for each of the following. 5. Short Answer Type 6. Long Answer Type 7. High Order Thinking Skills. <p>Workbook-</p>	<p>Demonstration of the Acquired Skills</p> <p>Life Skills- Prepare a weather forecast for the upcoming week and fill the temperature in your science book.. (pg no-115)</p> 	<p>Application of the learning of students</p> <p>Oral Drill</p> <ol style="list-style-type: none"> 1. Students will understand the concept of the water cycle. 2. They will understand the concept of weather forecasting . 	<p>Homework</p> <p>Subject Integration (Social Studies) Mark the places on the physical map of India.</p> <ol style="list-style-type: none"> a. very heavy rainfall. b. moderate rainfall. c. very less rainfall. d. very cold winter season.

		<p>4. explain the weather and the factors that affect it. 5. know about different seasons and activities to do in these seasons .</p> <p>Discussion Questions- 1. What will happen if there is no air? 2. Explain the important factors that help in regulating the weather of a place?</p>		(Framework 1 and 2)			
<p>16th December (Monday)- 31th November (Tuesday)</p> <p>Holiday: Christmas 25th December (Wednesday)</p> <p>Value of the week- Save the Environment by planting trees!</p> 	<p>Chapter-13 Our Environment</p> 	<p>Introduction-Video Proper explanation of the chapter will be given after showing the video. https://youtu.be/OqGV2zq1ZU0?si=3FECsgqp7e9a04WA</p> <p>Learning Outcomes- The learners will be able to-</p> <ol style="list-style-type: none"> 1. understand the term environment. 2. explain pollution. 3. identify factors that make an environment dirty. 4. describe different types of pollution, their causes and preventive measures to control them. <p>Discussion Questions- 1. Loud music is not good for us. What harmful effects are caused by noise pollution to the old and sick people?</p>	<p>Teaching Methodology- A video related to the rotation and revolution will be shown.</p> <p>Audio-Visual https://youtu.be/s0bS-SBAqJI?si=GVzhDi7iloaU1i-g</p> <p>Art Integration Draw a poster to save the environment on an A-4 Size sheet and paste in your science notebook. (Material Required- A-4 Size sheet, Crayons, Pencil, Fevicol, Scale)</p>	<p>Reflection</p> <p>Coursebook Exercise- 1. Tick the correct answers. 2. Fill in the blanks. 3. Write two examples for each of the following. 5. Short Answer Type 6. Long Answer Type 7. High Order Thinking Skills.</p> <p>Workbook- (Framework 1 and 2)</p>	<p>Demonstration of the Acquired Skills</p> <p>Life Skills- We use too many plastic bags in our daily life. We should not use polybags as these are harmful for the environment. Can you tell why are polybags harmful for our environment? What can we use instead of polybags? Write it in your science notebook.</p> 	<p>Application of the learning of students</p> <p>Oral Drill 1. Students will explain the causes of pollution. 2. They will explain preventive measures to control them.</p>	<p>Homework Creativity Write a slogan about saving the environment in your science notebook.</p> 




Subject – Social Science

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>2nd December (Monday) - 13th December (Friday)</p> <p>Value of the Week- Environment Awareness</p>  <p>Value Education - Respect</p> 	<p>Chapter -16</p> <p>Topic – Chennai</p> 	<p>Introduction</p> <p>Video</p> <p>https://www.youtube.com/watch?v=kG3rWGxxNSQ</p> <p>Proper explanation of the chapter will be given after showing the video.</p> <p>Learning Outcomes Students will be able to -</p> <ol style="list-style-type: none"> 1. explain the significance of Chennai. 2. describe its historical background and climate. 3. explain its governance system. <p>Discussion Questions</p> <ol style="list-style-type: none"> 1. What was the old name of Tamil Nadu? 2. Describe the climate of Chennai. 3. What are the main food items of the people of Chennai? 	<p>Teaching Methodology</p> <p>Audio Visual</p> <p>https://youtu.be/dGw5kAu0PLw</p> <p>Students will learn the importance of Chennai Cross Culture Zone</p> <p>Do you love South Indian food? Search for the recipes of some famous South Indian dishes like dosa, idli, upma etc. Note it down and then request your mother to prepare it for you.</p>  <p>Art Integration and Joyful learning Students will draw any one of the musical instruments used in Carnatic music of Chennai. Materials Required - A4 size sheet , pencil colours</p>	<p>Reflection</p> <p>Mind map on location, Climate, Transport, Festival, Food, Language, Music and Dance of Chennai</p> <p>Quick Zone</p> <ul style="list-style-type: none"> • Tick the correct answer • Fill in the blanks • True/ False • Match the Column) • Long Answer Question <p>Workbook</p> <p>Framework 1</p>	<p>Demonstration of the Acquired Skills</p> <p>Video</p> <p>https://www.youtube.com/watch?v=Q5uZPmcdsN0</p> <p>Students will learn about the culture of Chennai</p> <p>Communication Skill</p> <p>Pictures will be shown to students of famous places of Chennai and they are supposed to speak a few lines on it .</p>  <p>Research based</p> <p>Jallikattu is a famous sport of Tamil Nadu. Find the other name of</p>	<p>Application of the learning by students</p> <p>Oral drill</p> <p>Students will get familiar with important places in Chennai. Students will know the location, climate of Chennai. Students will know about people living in Chennai</p> <p>Map work</p> <p>Locate Chennai, Tamil Nadu and neighbouring states on the Political Map of India.</p> <p>Materials Required Political Map of India</p> 	<p>Homework</p> <p>Life skill</p> <p>Students will learn about helping their community, like keeping public places clean or being kind to neighbors.</p> <p>Workbook</p> <p>Framework 2</p>

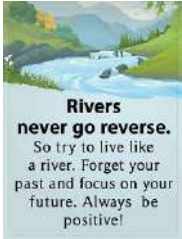







					it and with which animal it is played?		
<p>16th December (Monday) –31st December (Tuesday)</p> <p>Holiday: Christmas 25th December (Wednesday)</p> <p>Value of the week -</p> <p>Togetherness</p>  <p>Value Education</p> <p>Compassion</p> 	<p>Chapter -17</p> <p>Topic - Kolkata</p> 	<p>Introduction</p> <p>Video</p> <p>https://www.youtube.com/watch?v=q0B2pQe9hLk</p> <p>Proper explanation of the chapter will be given after showing the video.</p> <p>Learning Outcomes</p> <p>Students will be able to -</p> <ol style="list-style-type: none"> 1..explain the significance of Kolkata. 2. describe the location - situated on the bank of the river Hooghly. 3. describe its historical background and climatic conditions. <p>Discussion Questions</p> <ol style="list-style-type: none"> 1. What is Kolkata? What was its earlier name? 2. Name two bridges built on the Hooghly river. 3. Name any three tourist places of Kolkata. 	<p>Technology Methodology</p> <p>Audio Visual</p> <p>https://www.youtube.com/watch?v=3MkhERJVBTA</p> <p>Students will understand location, climate and government and important industries.</p> <p>Research Zone</p> <p>Kolkata has many famous personalities from different fields. Search on one person each from movies, cricket, music, freedom fighter and write in your notebook.</p>  <p>Subject Integration with Art</p> <p>Draw a picture of traditional Bengali musical instruments such</p>	<p>Reflection</p> <p>Mind map on location, historical background, climate, festivals of Kolkata</p> <p>Quick Zone</p> <ul style="list-style-type: none"> • Tick the correct answer • Fill in the blanks • True/False • Match the column • Long Answer Question <p>Work book</p> <p>Framework 1</p>	<p>Demonstration of the Acquired skills</p> <p>Video</p> <p>https://www.youtube.com/watch?v=fvD31hMVNW8</p> <p>Students will learn about the culture of Kolkata</p> <p>Communication Skill</p> <p>Pictures will be shown to students of famous places of Kolkata and they are supposed to speak a few lines on it .</p> 	<p>Application of the learning by students</p> <p>Oral drill</p> <p>Students will know the significance of Kolkata as an important city of our country.</p> <p>Map work</p> <p>Locate Kolkata, West Bengal and neighbouring states on the Political Map of India.</p> <p>Materials Required -</p> <p>Political Map of India</p> 	<p>Homework</p> <p>Life Skill</p> <p>Students will prepare a travel package on Theme “Kolkata Kids Adventure” and write on an A4 size sheet.</p> <p>Work book</p> <p>Framework 2</p>









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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)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holiday: Christmas 25th December (Wednesday)</p> <p>Value: We are all now connected by the internet, like neurons in a giant brain.</p>	<p>Topic: Chapter 8</p> <p>Using Internet</p> 	<p>Introduction</p> <p>The internet is a global network that connects billions of computers and other electronic devices around the world. It allows users to access information, communicate with others, and more</p> <p>https://youtu.be/eRj1UcRadcs?si=tqBPjbaZX0RV70Go</p> <p>Learning outcomes: -</p> <p>Students will be able to:-</p> <ol style="list-style-type: none"> 1.open Web Browser 2.search for information in a browser. 3.navigating using links. <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What is the internet? 2. What is the full form of WWW? 3. Name any 3 Search engine. 	<p>Teaching Methodology</p> <p>Audio Visual The teacher will introduce the chapter with the help of the given video.</p> <p>https://youtu.be/ESHxf0xytsc?si=WNymVdGUeNs76fR</p> <p>Hands on Experiential Draw any three web browser that are used to view websites.</p> <p>Material required: (A4 size sheet, colors)</p> <p>Technology Integration Students will be shown through VTS to open web browser.</p> <p>Interdisciplinary integration Search for different web browsers and search engines.</p>	<p>Reflection</p> <p>At the end of the lesson, students will be asked to reflect what they have learned</p> <ol style="list-style-type: none"> 1.What is the internet? 2.Which application software is used to view websites? 3. Write any two uses of the internet. 4.What is the use of a search engine? <p>Extra Questions</p> <ol style="list-style-type: none"> 1.What is web address? 2.What are the steps to view a web page in a browser? 3.Define Web browser. 	<p>Demonstration of the Acquired Skills</p> <p>Students will be able to :-</p> <ol style="list-style-type: none"> 1.use web browsers. 2.use keywords to search anything on the internet. 	<p>Application of the learning by students</p> <p>Students will be provided opportunities to showcase their knowledge and information.</p> <p>Lab Visit: Type the keyword 'modes of transport' in the address bar of the browser. Press the enter key to view the different types of information it displays.</p> <p>https://youtu.be/UXs0mnDkntI?si=olX6WSoaJt_hHG5</p>	<p>Homework</p> <p>Open a web browser and search 'Difference between internet and intranet' and write it in your notebook.</p> 

Subject – General Knowledge

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
2ndDecember (Monday)-6thDecember (Friday) Value of the Week-  <p>Rivers never go reverse. So try to live like a river. Forget your past and focus on your future. Always be positive!</p>	Indian Rivers (Pg No.-14) 	Introduction Video Proper explanation of the topic will be given after showing the video. https://youtu.be/KlwrVsvIc_m0?si=rCkCiZJCTNeV0mKE Learning Outcomes Students will be able to: 1.identify major Indian rivers and their locations on the map. 2.explain the importance of rivers in India for agriculture, transportation, and culture. Discussion Questions Which river do you think is the most important in India and why?	Teaching Methodology Interactive River Map Students will create a large classroom map and mark major Indian rivers. They will draw each river's nearby states. 	Reflection Book's Back Exercise will be done Students will complete the worksheet identifying the sources and tributaries of famous Indian rivers, as well as their cultural significance.	Demonstration of the Acquired Skills Peer Teaching Students will present their thoughts to classmates, explaining the geographical and cultural significance of each river they have chosen. 	Application of the learning by students Classroom Discussion Teacher will ask students to discuss how rivers influence the culture and economy of different regions in India. Students will share stories or traditions associated with rivers from their own backgrounds. 	Homework Find out about famous rivers present in India and mark it on Indian physical map.
9thDecember (Monday)-13thDecember (Friday) Value of the Week-  <p>If you want to fly, give up everything that weighs you down.</p>	Friends with Wings (Pg No.-24) 	Introduction Video Proper explanation of the topic will be given after showing the video. https://youtu.be/2pVKqxvqC4M?si=e04kS8KsiCupLiik Learning Outcomes Students will be able to: 1.identify different types of birds and their unique features (e.g., beak shapes,	Teaching Methodology Art Integration Students will draw pictures of birds in their natural habitat, explaining how their features help them survive. 	Reflection Book's Back Exercise will be done Students will solve the puzzle with the help of given clues.	Demonstration of the Acquired Skills Let's Watch A video on how migratory birds travel vast distances will be shown. https://youtu.be/28apWGxIjpo?si=46uJPdEtrVTbl9Hp https://youtu.be/BDcVwVTMOqI?si=mjycR4Vpg2Gaa3al	Application of the learning by students Students will listen to recordings of various bird calls and match them with pictures of the birds.	Homework Do pg no. 61 in GK book.

		<p>wing spans, migratory patterns).</p> <p>2.explain how birds adapt to their environments and contribute to ecosystems.</p> <p>Discussion Questions</p> <p>1.Which bird fascinates you the most, and why?</p> <p>2.How do birds communicate with each other, and what challenges do they face in their habitats?</p>	<p>Material Required</p> <p>1.A4 size sheet</p> <p>2.Crayons</p> <p>3.Sketch pens</p> <p>4.Pencil and eraser</p> 				
<p>16thDecember (Monday)- 20thDecember (Friday)</p> <p>Value of the Week-</p> 	<p>The Human Body (Pg No.-34-35)</p> 	<p>Introduction</p> <p>Video</p> <p>Proper explanation of the topic will be given after showing the video. https://youtu.be/B3Fv2X8EKfE?si=XsH-eOcf-Mpm_FJ</p> <p>Learning Outcomes</p> <p>Students will be able to:</p> <p>1.identify and describe the functions of major internal organs like the heart, lungs, brain, stomach, and liver.</p> <p>2.explain the importance of each organ for the human body to function effectively.</p> <p>Discussion Questions</p> <p>1.Which internal organ do you think is the most important and why?</p> <p>2.How does taking care of our internal organs affect our overall health?</p>	<p>Teaching Methodology</p> <p>Group Discussions</p> <p>The teacher will organize a game where each student picks a card with the name of an internal organ and explains how it contributes to a healthy body. Another group will discuss ways to keep each organ healthy.</p> 	<p>Reflection</p> <p>Book's Back Exercise will be done</p> <p>Identify and write the names of the body parts.</p>	<p>Demonstration of the Acquired Skills</p> <p>Peer Teaching</p> <p>Students will work in pairs or small groups, with each student taking turns explaining how one internal organ works and why it is essential.</p> 	<p>Application of the learning by students</p> <p>Quiz Activity</p> <p>Teacher will conduct a fun quiz where students will answer questions related to the functions and care of internal organs. Each correct answer earns a point for their team, making the learning process engaging and reinforcing their understanding of the topic.</p>	<p>Homework</p> <p>Experiential Learning</p> <p>Prepare a health poster showing ways to keep the human body healthy, focusing on internal organs.</p>  <p>Material Required</p> <p>1.A4 size sheet</p> <p>2.Colors/Crayons</p> <p>3.Glue and cutouts (optional)</p>

<p>23rdDecember (Monday)- 26thDecember (Thursday)</p> <p>Holiday: Christmas 25thDecember (Wednesday)</p> <p>Value of the Week-</p> 	<p>Sound of Music (Pg No.-46)</p> 	<p>Introduction</p> <p>Video Proper explanation of the topic will be given after showing the video. https://youtu.be/a8IZQnQZg_A?si=T0Sf4oeAEmkTXDg3</p> <p>Learning Outcomes Students will be able to: 1.identify various types of musical instruments (e.g., string, wind, percussion) and describe their sounds. 2.understand how music can evoke different emotions and enhance creativity.</p> <p>Discussion Questions 1.Who is your favorite musician, and what do you like most about their music? 2.How does music make you feel, and can you describe a moment when a song made you happy or calm?</p>	<p>Teaching Methodology</p> <p>Storytelling Session The teacher will narrate inspiring stories about musicians like Beethoven, Lata Mangeshkar, or Bob Marley, highlighting their struggles and successes to show how music shaped their lives and inspired generations.</p> 	<p>Reflection</p> <p>Book's Back Exercise will be done</p> <p>Identify and write the names of the body parts.</p>	<p>Demonstration of the Acquired Skills</p> <p>Instrument Imitation: Students will work in pairs to choose an instrument and demonstrate how it is played, either through physical imitation or with a simple handmade model. They can describe its sound and use in different music genres.</p> 	<p>Application of the learning by students</p> <p>Musician Quiz</p> <p>Teacher will organize a quiz where students answer questions about different musicians, such as their famous works, genres, or cultural influences. This will help assess their understanding in a fun and engaging way.</p>	<p>Homework</p> <p>Do pg no. 50 in the GK book.</p>
<p>27thDecember (Friday)- 31stDecember (Tuesday)</p> <p>Value of the Week-</p>	<p>Incredible India (Pg No.-68-69)</p> 	<p>Introduction</p> <p>Video Proper explanation of the topic will be given after showing the video. https://youtu.be/Y9cRA2zui_Y?si=GrSO7bRQj8g1z-AL</p> <p>Learning Outcomes Students will be able to: 1.identify key elements of India's diverse culture,</p>	<p>Teaching Methodology</p> <p>Art Integration Students will create art inspired by Indian motifs, like Madhubani paintings or Rangoli patterns, and explain their significance.</p> <p>Material Required 1.A4 size white sheet 2.Oil pastel colours 3.Sketch Pens</p>	<p>Reflection</p> <p>Book's Back Exercise will be done</p> <p>Identify and write the names of the body parts.</p>	<p>Demonstration of the Acquired Skills</p> <p>Let's Watch A documentary on India's ancient traditions and architecture will be shown. https://youtu.be/IK3oqU2WNY0?si=syj81N_hQNLGhx1</p>	<p>Application of the learning by students</p> <p>Writing Creative Stories</p> <p>Students will write travel journals or a short story describing a trip to any Indian state, focusing on the local customs, food,</p>	<p>Homework</p> <p>Watch it out! https://youtu.be/6Za8ckpGXO8?s_i=j4EUizUTpV9aD2TN</p> 

		<p>including languages, festivals, and traditions.</p> <p>2. understand how geographical features influence the culture and lifestyle of people in various regions of India.</p> <p>Discussion Questions</p> <p>1. What is your favorite Indian festival, and why?</p> <p>2. How do India's physical features, like the Himalayas or the Thar Desert, affect its culture?</p>	<p>4. Decorative material (optional)</p> 			<p>and sights they encountered.</p> 	
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Co-Scholastic

Subject – Life Skills

Date and Day	Topic	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p> <p>25th December (Wednesday)</p> <p>Value of the month</p> <p>"Honesty is the first chapter in the book of wisdom." – Thomas Jefferson</p>	<p>Chapter 8 HONESTY PAYS</p> <p>Chapter 9 BE INDEPENDENT</p>	<p>Introduction</p> <p>https://youtu.be/0VWK4plxkjk?feature=shared</p> <p>The video is about a young boy named Honest Gattu who finds pencils and erasers on his way home from school. He returns them to the principal, and as a reward, he receives the pencils and erasers. This story teaches the importance of honesty.</p> <p>Learning outcomes</p> <p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the value of honesty in building trust and fostering strong relationships. 2. Recognize how being honest can lead to long-term benefits and success. 3. Develop the confidence to make independent decisions and take responsibility for actions. 	<p>Teaching methodology</p> <ul style="list-style-type: none"> • Storytelling- Woodcutter and the Axe to teach Honesty • Art and Craft-Based Learning- Activity: "Honesty and Independence Wall" • Guided Group Activities -Truth or Consequences activity 	<p>Demonstration of the skills acquired</p> <p>Activity: "Honesty and Independence Wall"</p> <p>Students will work together to create an "Honesty and Independence Wall." Each student decorates a brick with a short story or drawing of a time they were honest or did something independently. As they add their bricks, they build a wall symbolizing the strength that honesty and independence bring to a community.</p> <p>Materials Required: Large chart paper or poster board, pre-cut paper bricks, markers, crayons, and stickers.</p>




		<p>4. Appreciate how independence empowers personal growth and enhances problem-solving skills.</p> <p>Discussion question How can being honest and independent help you in making better decisions and achieving success in life?</p>		
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Subject – Library


Date and Day	Topic	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p> <p>25th December (Wednesday)</p> <p>Value of the month</p> <p>“There is no greater agony than bearing an untold story inside you”</p>	<p>Story Cubes</p>	<p>Introduction- Teacher will ask students to use a set of story cubes with different images on each side. Children will roll the cubes and weave a story based on the images that appear on top. This activity helps in learning story structure and boosts creative thinking.</p> <p>Learning Outcomes- Students will be able to:</p> <ul style="list-style-type: none"> ● trust their own ideas and interpretations ● learn how to weave a story. ● Enhance their Imagination Power. 	<p>Teaching Methodology The teacher will describe that when you create a story, you can ask yourself many questions to help you develop the plot, characters, starting and ending of your story. The questions will be like:</p> <ol style="list-style-type: none"> 1. Do you like to create a story from the things around us? 2. Who is the main character of your story? 3. Tell me the title of your story. 4. What makes your story interesting? 5. How can you make your story different from others? 	<p>Demonstration of the Acquired Skills The basic bones of a story are setting, character, plot, conflict, and theme. These elements work together to create the basic structure of a story. Without any one of these components, a story will fall flat, and changing any one of these elements can dramatically affect a story's structure and impact.</p>


Subject – Music

Date and Day	Topic	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p> <p>25th December (Wednesday)</p>	<p>1. Prayer- “Subah savere le kar tera naam prabhu ”</p> <p>2. Taal – TeenTaal</p>	<p>Chapter Introduction</p> <ol style="list-style-type: none"> 1. .Audio visual https://www.youtube.com/watch?v=ATqpMqcSwAw 	<p>Teaching Methodology Teacher will introduce the prayer explaining its significance in the cultural and spiritual context. She will also discuss the themes of the prayer, such</p>	<p>Demonstration of the Acquired Skills:</p> <ul style="list-style-type: none"> ● Helping students manage stress and anxiety, especially during challenging times like exams. Help them to make a sense of peace, comfort.



<p>Value of the month</p> <p>"The best way to spread Christmas cheer is singing loud for all to hear."</p>	 <p>3.Christmas carol - Joy to the World</p> 	<p>This video will be shown in the class ,to sing the prayer beautifully. This prayer can serve as a daily reminder to approach life with purpose and a grateful heart.</p> <p>2. https://www.youtube.com/watch?v=9PyCWCmup6U</p> <p>Above video will help know more about teen taal.Teen Taal is a 16-beat rhythm cycle, often used in both Hindustani classical music and kathak dance. It is divided into four sections, each containing four beats</p> <p>Learning Outcomes- Students will be able to:</p> <ul style="list-style-type: none"> • practice expressing gratitude and recognizing the blessings in their lives, promoting a positive outlook • enhance their vocabulary and pronunciation. 	<p>as devotion, gratitude, and unity. She will teach students to pronounce each bol clearly and correctly. Start slowly, with students repeating the sequence after you.</p>	<ul style="list-style-type: none"> • Students can improve fine motor skills, hand-eye coordination, and overall physical awareness. • These songs (CAROL) can help students understand and appreciate diverse cultural practices and religious celebrations. 
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Subject - Art






Date and Day	Topic	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p> <p>25th December (Wednesday)</p> <p>Value of the month</p>	 <p>Stencil art (page no-36)</p> <p>Catterpillar (page no- 16)</p>	<p>Introduction- Arts and crafts are hands-on, creative pursuits that involve making or crafting objects using various materials and techniques.</p> <p>Learning outcomes- Students will be able to:</p> <ol style="list-style-type: none"> 1. develop critical thinking skills through experimentation and problem-solving. 	<p>Teaching Methodology-</p> <p>The teacher will make demonstrate and help students to neat and appropriate creations.</p> <p>Art Education approaches:</p> <ol style="list-style-type: none"> 1. Play- Based Learning 2. Design Thinking <p>Art Integration (Material required-)</p>	<p>Demonstration of the Acquired Skills</p> <ol style="list-style-type: none"> 1. Students will be able to develop motor skills, language skills, social skills, decision- making, risk-tasking, and inventiveness. 2. They will also learn about color, layout, perspective, and balance: all techniques that are necessary in presentation artwork.

	<p>Tree (page no- 18)</p> <p>Clouds (page no- 20)</p>	<ol style="list-style-type: none"> 2. apply mathematical concepts (e.g., geometry, symmetry) to stencil design. 3. build confidence through creative expression. 4. understand collaborative art projects, teamwork, communication, and cooperation. 5. share materials, negotiate ideas, and appreciate others. 6. develop fine motor skills and hand-eye coordination. 	<p>Stencil art</p> <ol style="list-style-type: none"> 1. Book Be an Artist 2. Pencil color 3. cotton <p>Caterpillar</p> <ol style="list-style-type: none"> 1. Book Be an Artist 2. Newspaper 3. Googly eyes 4. Cardboard sheet <p>Tree</p> <ol style="list-style-type: none"> 1. Book Be an Artist 2. Green color poster Cotton <p>Clouds</p> <ol style="list-style-type: none"> 1. Book Be an Artist 2. Poster color- blue, yellow 	<ol style="list-style-type: none"> 3. Students will be able to participate in craft fairs or markets, teach craft workshops or art classes.
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Subject – Dance

Date and Day	Topic	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas 25th December (Wednesday)</p> <p>Value of the month</p> <p>"PRACTICE CREATES <i>confidence</i>. CONFIDENCE EMPOWERS YOU."</p>	<p>Chakkar daar tukda</p>  <p>Hastak</p> 	<p>Introduction : https://youtu.be/DVDTec3QMWs?si=vmVJqL5K549WiJyS</p> <p>Learning Outcomes: Students will be able to: 1. express emotions, stories, and themes more vividly, adding depth to their performances. 2. enhance coordination between hand movements and body rotations. 3. master intricate footwork (tatkar) patterns, a core aspect of Kathak that develops timing, control, and precision. 4. improve balance, spatial awareness, and technique.</p>	<p>Teaching Methodology:</p> <ol style="list-style-type: none"> 1 Students will learn tukda which is a fixed composition primarily with forceful bols. They usually start on the 'Sam' (first beat) and also end on a 'Sam'. 2. Teacher will start with foundational tatkar (footwork) to establish rhythm and build strength, ensuring students can synchronize foot taps with rhythm. 3. Teacher will demonstrate each segment of the tukda slowly, breaking it down into small parts and explaining each movement's purpose. 4. More focus on hand movements/gestures along with the footwork. 	<p>Demonstration of the acquired skills:</p> <p>Students will be able to perform a Kathak tukda in school assemblies, competitions and cultural events.</p>

Subject – Yoga



Date and Day	Topic	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p> <p>25th December (Wednesday)</p> <p>Value of the month</p> 	<ul style="list-style-type: none"> Mayurasana  <ul style="list-style-type: none"> Utkatasana  <ul style="list-style-type: none"> Makarasana  <ul style="list-style-type: none"> Bhujangasana 	<p>Introduction</p> <ul style="list-style-type: none"> Mayurasana, or the peacock pose, is a yoga pose that involves balancing the body on the hands while extending the legs backward. The name comes from the Sanskrit words Mayur (peacock) and asana (pose). Utkatasana, also known as Chair Pose, is a standing yoga pose that involves bending the knees and holding a partial squat. The Sanskrit name Utkatasana translates to "powerful". Makarasana is derived from two words - 'makar' which means crocodile in Sanskrit and 'asana' (pose). Thus it is a pose that resembles a crocodile. Makarasana is very beneficial for sciatica, slip disk, stress reduction, and problems affecting the waist and knees. Bhujangasana, also known as Cobra Pose, is a yoga pose that involves reclining back-bending to stretch the spine, chest, and abdomen <p>Learning Outcomes Student will be able to:</p> <ul style="list-style-type: none"> improve flexibility and balance. strengthen arms, shoulders, and back muscles. enhanced core stability and posture. increase circulation and oxygenation. reduce stress and anxiety. cultivate awareness and focus. develop body awareness and coordination. balance energy and calms the mind. prepares for more advanced yoga poses. enhance self-discipline and concentration. 	<p>Teaching Methodology</p> <p>The teacher will begin with a brief introduction to each pose, highlighting benefits, contraindications, and modifications. He will demonstrate each asana, emphasizing proper alignment, breathing, and engagement. He will also encourage students to listen to their bodies, modify or rest when needed, and explore creative expressions of each pose.</p> <p>Link</p> <ul style="list-style-type: none"> Mayurasana https://youtu.be/ASNK54226ts?si=gOOjN0_IaS3Tgclr Utkatasana https://youtu.be/tEZhXr0FuAQ?si=Xl3Y4avqBW7vFik1 Makarasana https://youtu.be/tFReLsh9Z7Y?si=Ml7J2ECsSg2mIEOT Bhujangasana https://youtu.be/qp1jcVFbXuE?si=mBlc7WYuDljx-a8P 	<p>Demonstration of the Acquired Skill.</p> <p>After learning Mayurasana, Utkatasana, Makarasana, and Bhujangasana, students will be able to demonstrate acquired skills by executing each pose with precision, balance, and control, showcasing improved flexibility, strength, and body awareness. They will confidently modify poses to accommodate individual needs, incorporate effective breathing techniques, and relax into each asana. Students will sequence poses seamlessly, understand benefits, contraindications, and safety precautions. Students' ability to create and lead short yoga sequences, participate in yoga-related projects, and apply yoga principles to daily life further demonstrates their mastery of these foundational poses.</p>

Subject – Skating

Date and Day	Topic	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas 25th December (Wednesday)</p> <p>Value of the month</p> <p>“Skating is the closest thing to flying on land.”</p>	<p>Turns Both Sides</p> 	<p>Introduction</p> <p>The students will be introduced to the turns on both sides in Skating. Turns on both sides in skating refer to the ability to execute turns on both the left and right sides of the body while skating.</p> <p>Learning Outcomes</p> <p>Student will be able to:</p> <ul style="list-style-type: none"> • master turns on both sides (forward and backward) with control and balance. • develop edge quality, agility, and flexibility. • improve overall skating technique, including posture, alignment, and movement. • enhance balance, coordination, and spatial awareness. • increase speed and efficiency while turning. 	<p>Teaching Methodology</p> <p>The teacher will explain the turns on both sides skills by demonstrating the steps himself, emphasizing on proper technique for executing.</p> <p>Crossover in skating https://youtu.be/8RzPxAuMFA M?si=BPc3sPfSXVDXsEq0 https://youtu.be/QGlzTQKO9S 4?si=67SwlBczFlarzb6w</p> 	<p>Demonstration of the Acquired Skills</p> <p>After learning, students will be able to demonstrate acquired skills by executing smooth, controlled turns on both the left and right sides, showcasing improved edge control, weight transfer, and rotation. Students will be able to transition confidently between forward and backward turns, maintaining balance and poise. They will be able to display enhanced spatial awareness, navigating turns with precision and ease. Their ability to adapt turns to various skating disciplines, such as figure skating, hockey, or speed skating, showcases versatility and mastery. Overall, students will exhibit increased confidence, fluidity, and control, solidifying their foundation in skating and paving the way for advanced techniques.</p> 

Subject – Basketball

Date and Day	Topic	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p>	<p>Rebound taking in basketball</p>	<p>Introduction</p> <p>The students will be introduced to rebound taking in basketball and the importance of effective rebound</p>	<p>Teaching Methodology</p> <p>The teacher will explain the basketball rebound taking skills by demonstrating</p>	<p>Demonstration of the Acquired Skills</p> <p>Students will be able to demonstrate acquired skills by consistently executing proper box-out technique, securing rebounds with fingertips,</p>

<p>25th December (Wednesday)</p> <p>Value of the month</p> <p>The greatest match a man can win is won within.</p>		<p>taking in basketball will be emphasized.</p> <p>Learning Outcomes</p> <p>Student will be able to:</p> <ul style="list-style-type: none"> do proper positioning and footwork for rebounding. improve strength, power, and endurance. enhance agility and quickness. understand rebounding fundamentals (stance, positioning, timing). read the ball's trajectory and opponent's movement. develop skills for tipping, tapping, and securing rebounds. 	<p>himself, emphasizing the correct form which is as follows:</p> <p>Stance and Positioning:</p> <ol style="list-style-type: none"> Feet shoulder-width apart, toes pointed slightly outward. Knees slightly bent, weight evenly distributed. Back straight, core engaged. Position yourself near the basket, between opponent and board. <p>Box-Out Technique:</p> <ol style="list-style-type: none"> Contact the opponent with a forearm or shoulder. Seal opponent with body, keeping them away from board. Keep elbows wide, hands up. <p>Rebounding:</p> <ol style="list-style-type: none"> Jump vertically, exploding upward. Extend arms, hands shoulder-width apart. Catch rebound with fingertips, securing ball. Protect ball with body, elbows in. <p>Rebound taking in basketball</p> <p>https://youtu.be/4_L5s2w-YNo?si=Rv0j9Tfv_lo-tNZd</p> <p>How To REBOUND in Basketball in Hin...</p>	<p>and protecting the ball. They will be able to showcase improved strength, power, and endurance, explosively jumping to grab rebounds in traffic and contested situations. Students will also effectively anticipate opponent movement, adjusted positioning, and communicate with teammates to secure rebounds. Their enhanced spatial awareness, timing, and footwork enabled them to outmaneuver opponents, securing crucial rebounds in pivotal game moments. Overall, students will be able to exhibit confidence, aggressiveness, and mastery of rebounding fundamentals, translating to improved team performance and success on the court.</p> 
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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.
10. Kindly ensure that your ward prepares for cold calling, according to the schedule.

EVENTS OF THE MONTH:

- Sports Day will be celebrated on December 14, 2024.
- Winter 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.

INTRA/INTER CLASS COMPETITIONS:

<u>Date</u>	<u>Day</u>	<u>Topic</u>	<u>Class</u>
December 18, 2024	Wednesday	Tang-Safari	PLP 1 (III)
December 18, 2024	Wednesday	Creativity is Magical- Coaster Making	PLP 2 (IV)
December 18, 2024	Wednesday	Geometrical Fun	PLP 3 (V)

IDIOMS OF THE MONTH:

- **"Lend a helping hand" (help someone in need)**
- **"Give from the heart" (give generously)**

- "Do a good turn" (help someone without expecting anything in return)
- "Spread the love" (show kindness and generosity)
- "Pay it forward" (help someone, expecting them to help others)
- "Beam with joy" (show great happiness)
- "On top of the world" (feel extremely happy)
- "Walking on air" (feel extremely happy and excited)
- "A ray of sunshine" (bring happiness to others)
- "Grin from ear to ear" (smile widely, showing happiness)

- 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, 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 unavoidable circumstances.