

Eight Weeks
2020 - 21

Alternative Academic

Calendar

For Students

Part II

PRIMARY

Alternative Academic Calendar for 8 Weeks

Primary
(Classes I - V)

2020-21



**State Council of Educational Research and Training,
Telangana, Hyderabad.**

INDEX

Subject	Page No.
Class I	
Telugu First Language	2
Telugu (Other media)	3
Hindi First Language	5
Urdu First Language	6
English	7
Mathematics	9
Class II	
Telugu First Language	12
Telugu (Other media)	13
Hindi First Language	15
Urdu First Language	16
English	17
Mathematics	20
Class III	
Telugu First Language	24
Telugu (Other media)	25
Hindi First Language	27
Urdu First Language	28
English	30
Mathematics	33
Environmental Science (EVS)	36
Class IV	
Telugu First Language	40
Hindi First Language	41
Urdu First Language	42
English	44
Mathematics	46
Environmental Science (EVS)	49
Class V	
Telugu First Language	54
Hindi First Language	55
Urdu First Language	56
English	58
Mathematics	61
Environmental Science (EVS)	64

CLASS – I

CLASS I – TELUGU FL

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> • గేయాలను రాగయుక్తంగా పాడగలగడం, అభినయించగలగడం. • పరిచిత విషయాల గురించి మాట్లాడించడం. • గేయంలోని వాక్యాలను గుర్తించగలగడం. • కీలక పదాన్ని గుర్తించగలగడం. • అక్షరాలను కలుపుతూ చదువగలగడం. • అక్షరాలను చేర్చి చదువగలగడం. • చిత్రాలను చూసి పదాన్ని గుర్తించగలగడం. • చుక్కలు కలుపుతూ అందంగా రాయగలగడం. • గీతల్లో అందంగా రాయగలగడం. • బొమ్మను చూసి పదాలు రాయగలగడం. • గళ్ళలోని అక్షరాలతో పదాలు రాయగలగడం. • బొమ్మను గీసి, రంగులువేసి, పేరు రాయగలగడం. 	<ul style="list-style-type: none"> • ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్ • 1వ తరగతి పాఠ్యపుస్తకం • కృత్యపత్రాలు 	<p style="text-align: center;"><u>ఐదవ వారం</u></p> <ul style="list-style-type: none"> • “ఆట” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన. <p style="text-align: center;"><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> • “ఆట” పాఠ్యాంశ కృత్యపత్రాలు సాధన చేయించడం. <p style="text-align: center;"><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> • “ఉంగరం” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన. <p style="text-align: center;"><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> • “ఉంగరం” పాఠ్యాంశ కృత్యపత్రాలు సాధన చేయించడం. <p style="text-align: center;"><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> • “శనగ” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన. <p style="text-align: center;"><u>పదవ వారం</u></p> <ul style="list-style-type: none"> • “శనగ” పాఠ్యాంశ కృత్యపత్రాలు సాధన చేయించడం. <p style="text-align: center;"><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> • “అనప” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన. <p style="text-align: center;"><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> • “అనప” పాఠ్యాంశ కృత్యపత్రాలు సాధన చేయించడం.

CLASS I – TELUGU (OTHER MEDIA)

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యూహాలు / కృత్యాలు
<ul style="list-style-type: none"> • చిత్రాల గురించి మాట్లాడగలగాలి. • పేర్లు చెప్పగలగాలి. • గేయాలను పాడగలగాలి. • పరిచిత గేయాల గురించి మాట్లాడగలగాలి. • చిత్రాల ఆధారంగా పదాలు చదువగలగాలి. • గేయంలో కీలక పదాన్ని గుర్తించగలగాలి. • చుక్కలు కలుపుతూ అక్షరాలు రాయగలగాలి. • పదాలను చూసి గీతలలో రాయగలగాలి. • గేయాన్ని అభినయంతో పాడగలగాలి. • బొమ్మను చూసి రంగులువేసి, పేరు రాయగలగాలి. 	<ul style="list-style-type: none"> • ఎస్.సి.ఇ.ఆర్.టి. వెబ్సైట్ • 1వ తరగతి పాఠ్యపుస్తకం (ఇతర మాధ్యమాల వారి కోసం) • అంతర్జాలం 	<p>ఒకటవ వారం</p> <ul style="list-style-type: none"> • పాఠ్యపుస్తకంలోని “మాట్లాడుదాం”లోని చిత్రాల ఆధారంగా మాట్లాడించాలి. <p>రెండవ వారం</p> <ul style="list-style-type: none"> • పాఠ్యపుస్తకంలోని “చదువుదాం”లోని పాఠాలు బోధించడం. సూచనలోని విధంగా అభ్యాసాలు చేయించడం. (బొమ్మలు-పదాలు, వర్ణమాల) <p>మూడవ వారం</p> <ul style="list-style-type: none"> • పాఠ్యపుస్తకంలోని “చదువుదాం”లోని పాఠాలు బోధించడం. సూచనలోని విధంగా అభ్యాసాలు చేయించడం. (సరళపదాలు) <p>నాలుగవ వారం</p> <ul style="list-style-type: none"> • “పలక” పాఠ్యాంశ బోధన, చదువడం అభ్యాసాలు సాధన. <p>ఐదవ వారం</p> <ul style="list-style-type: none"> • “పలక” పాఠ్యాంశానికి చెందిన రాయడం, సృజనాత్మకత అభ్యాసాలను సాధన చేయించడం.

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
		<p>ఆరవ వారం</p> <ul style="list-style-type: none"> • “తబల” పాఠ్యాంశాన్ని బోధించడం. పాఠ్యాంశ చిత్రం గురించి మాట్లాడించడం, చదువడం అభ్యాసాల సాధన. <p>ఏడవ వారం</p> <ul style="list-style-type: none"> • “తబల” పాఠ్యాంశానికి చెందిన రాయడం, సృజనాత్మకత అభ్యాసాలను సాధన చేయించడం. <p>ఎనిమిదవ వారం</p> <ul style="list-style-type: none"> • “అరక” పాఠ్యాంశాన్ని బోధించడం. పాఠ్యాంశ చిత్రం గురించి మాట్లాడించడం, చదువడం అభ్యాసాల సాధన. <p>తొమ్మిదవ వారం</p> <ul style="list-style-type: none"> • “అరక” పాఠ్యాంశానికి చెందిన రాయడం, సృజనాత్మకత అభ్యాసాలు సాధన చేయించడం. <p>పదవ వారం</p> <ul style="list-style-type: none"> • “ఈత” పాఠ్యాంశాన్ని బోధించడం. పాఠ్యాంశ చిత్రం గురించి మాట్లాడించడం, చదువడం అభ్యాసాల సాధన. <p>పదకొండవ వారం</p> <ul style="list-style-type: none"> • “ఈత” పాఠ్యాంశానికి చెందిన రాయడం, సృజనాత్మకత అభ్యాసాలు సాధన చేయించడం. <p>పన్నెండవ వారం</p> <ul style="list-style-type: none"> • “సవరం” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన.

CLASS I – HINDI FL

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> ● चित्रों की सहायता से बातचीत करेंगे। ● देखी, सुनी, पढ़ी गई बातों को अपनी भाषा में व्यक्त करेंगे। ● अभिनययुक्त पठन-पाठन करेंगे। ● चित्र पठन को रुचिपूर्वक देखेंगे, सुनें अपनी प्रतिक्रिया देंगे। ● विभिन्न अक्षरों की पहचान करेंगे। ● सरल शब्द बनायेंगे, मात्राएँ पहचानेंगे। 	<p>SCERT वेबसाइट SCERT कक्षा - 1 की पाठ्यपुस्तक</p> <p>कलम, एक-ऐनक, मटर, घर, फल, शरबत, अदरक, इमली, ईख, चरखा, बढ़ई, बरगद, सड़क, पतंग, आम, उल्लू, ऊन पाठ के वर्कशीटों का उपयोग करें।</p>	<p>सप्ताह - 5 पाठ्यपुस्तक के चित्रों के बारे में अभिनययुक्त पठन-पाठन करें। 'कलम, एक-ऐनक' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 6 पाठ्यपुस्तक के चित्रों के सहायता से बातचीत करें। चित्र पठन को रुचिपूर्वक देखें, सुनें अपनी प्रतिक्रिया दें। 'मटर, घर' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 7 'फल, शरबत' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 8 'अदरक, इमली, ईख' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 9 'चरखा, बढ़ई' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 10 'बरगद, सड़क' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 11 'पतंग, आम' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 12 'उल्लू, ऊन' पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS I – URDU FL

Urdu Language (Class - I)

ہفتہ واری سرگرمیاں (Week - Wise - Activities)	ماخذ Sources	متوقع آموزشی ماحصل Learning Outcomes
<p>پانچواں اور چھٹواں ہفتہ</p> <p>☆ سبق ”جنگل“ اور ”درزی“ کی کہانی سن کر سمجھنا اور مشغلاتی پرچے حل کرنا۔</p>	<p>☆ ایس. سی. ای. آر. ٹی. کی ویب سائٹ</p> <p>☆ درسی کتب</p> <p>☆ مشغلاتی پرچے</p>	<p>☆ حروف تہجی کا تعارف - حروف کی شناخت، پڑھنے اور لکھنے کے قابل ہونا۔</p> <p>☆ نظمیں سن کر سمجھنے اور ترنم و اداکاری سے پڑھنے کے قابل ہونا۔</p>
<p>ساتھواں اور آٹھواں ہفتہ</p> <p>☆ نظم ”صبح و شام“ سن کر سمجھنے اور اس سے متعلق مشغلاتی پرچے حل کرنا۔</p> <p>☆ سبق ”طوطا“ کی کہانی پڑھنا، سمجھنا اور اس سے متعلق مشغلاتی پرچے حل کرنا۔</p>		<p>☆ چھوٹی چھوٹی ہدایات کو سن کر سمجھنے اور ان پر عمل کرنے کے قابل ہونا۔</p>
<p>نواں اور دسواں ہفتہ</p> <p>☆ ”کھلونے والا آیا ہے“ اور ”ابا چڑیا گھر لے جانا“ نظمیں سن کر سمجھنا اور ان سے متعلق مشغلاتی پرچے حل کرنا۔</p>		
<p>گیارہواں اور بارہواں ہفتہ</p> <p>☆ سبق ”آرا“ سن کر سمجھنا اور اس سے متعلق مشغلاتی پرچے حل کرنا۔</p> <p>☆ نظم ”پتنگ کی ڈور“ سن کر سمجھنا اور اس سے متعلق مشغلاتی پرچے حل کرنا۔</p>		

CLASS I – ENGLISH

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
<p>Child</p> <ol style="list-style-type: none"> 1. Recites the simple rhymes with action 2. Recognizes English alphabet 3. Differentiates between small and capital letters. 4. Listens and responds to simple instructions. 5. Produces words with letters from a-z. 6. Draws pictures and colours them 7. Uses prepositions like in/on/under. 8. Identifies the characters in a story. 9. Sequences the events in a story 10. Associates words with pictures. 11. Writes simple words in English 12. Comprehends and responds to the stories verbally and non-verbally. 	<p>SCERT</p> <ul style="list-style-type: none"> ➤ State text book of English Language for class-1 ➤ Worksheets ➤ Website 	<p>WEEK-5</p> <p>Theme – The health and hygiene</p> <ul style="list-style-type: none"> • recite the simple action poem. • draw and colour simple plants by following simple instructions. <p>WEEK-6</p> <p>Theme – Action words</p> <ul style="list-style-type: none"> • trace the letter and say aloud. Also, to follow simple verbs like float/sink. <p>WEEK-7</p> <p>Theme - Prepositions</p> <ul style="list-style-type: none"> • follow simple phrases like switch on/switch off. • follow the prepositions like in/on/under correctly. <p>WEEK-8</p> <p>Theme – Linguistic diversity</p> <ul style="list-style-type: none"> • differentiate between capital and small letters using any old newspaper. • enjoy and role play of the characters in the story along with the siblings.

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
<p>13. Names familiar objects.</p> <p>14. Talks about a picture/a situation.</p>		<p>WEEK-9</p> <p>Theme: Love for nature</p> <ul style="list-style-type: none"> • name the given objects, its colour and writes simple words like cat, pig etc. <p>WEEK-10</p> <p>Theme: Love for animals/birds/all living creatures</p> <ul style="list-style-type: none"> • repeat the story in simple words and phrases. • use prepositions like before and after appropriately. <p>WEEK-11</p> <p>Theme: The world of colours</p> <ul style="list-style-type: none"> • say the colours of different objects in his house • recite poems related to colours. <p>WEEK-12</p> <p>Theme: Love for nature</p> <ul style="list-style-type: none"> • recall the familiar objects such as pen, book etc. • describe a picture by using words in English.

CLASS I – MATHEMATICS

Learning Outcomes	Resources	Week-wise suggestive activities
<p>3) NUMBERS UP TO 20</p> <ul style="list-style-type: none"> • students will be able to count the given objects of 10-20 in groups or individually. • students will be able to recognize, read and write the numbers 10-20 using objects/contextual pictures/pebbles. • students will be able to denote 10-20 by using marbles, stones, beads etc. • students will be able to count 10's and 1's up to 20 • students will be able to compare the numbers up to 20 by counting objects. • students will be able to identify the equal number of objects by counting up to 20. • students will be able to add numbers whose sum is not exceeding 9 and difference is less than 1. • students will be able to recognize read and write the numbers 1 to 20. • students will be able to explain the '0'(zero) is less than 1. 	<p>Chapter-6(zero)</p> <p>SCERT website</p> <p>SLIM cards</p> <p>Chapter-7 (addition of numbers sum not exceeding 9)</p> <p>SCERT website</p> <p>SLIM cards</p>	<p>Week-5</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make the students to understand '0'(zero) by subtracting objects one by one and realize that '0'(zero) is less than one. • make the students to solve the exercises by themselves from textbooks of above concepts. <p>Week-6 and Week-7</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make students to understand addition by making them to prepare a garland of beads by adding one by one bead to it or by adding one by one stick to a bunch of stick up to 9(addition facts). • make students add two or three numbers vertically and horizontally is not exceeding 9. <p style="text-align: center;">Ex: $3+4=?$ 3 $2+3+1=?$</p> <div style="text-align: center;"> $\begin{array}{r} +4 \\ \hline \hline \end{array}$ </div> <ul style="list-style-type: none"> • make the students to understand the addition of single digit number from another single digit number by using objects such as balls, pictures etc in both ways horizontally and vertically and practice them by solving exercises. • make the students to solve the exercises by themselves from textbooks of above concepts.

	<p>Chapter-8(subtraction of numbers up to 9)</p> <p>SCERT website</p> <p>SLIM cards</p>	<p>Week-8 and Week-9</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make the students to understand learn subtractions by subtracting one by one. Ex: counting number of flowers in the garland by removing one by one flower (subtraction facts). • make the students to understand the subtraction of single digit number from another single digit number by using objects such as balls, objects etc both ways horizontal and vertical and practice them by solving exercises. • make the students to subtract the numbers horizontally and vertically. • make the students to solve the exercises by themselves from textbooks of above concepts. <p>Week-10 and Week-11</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make them to identify 10 -20 numbers by counting. • to make students to count the objects with desired numbers. • make the students to count and write the numbers 10-20. to make the students to solve the exercises by themselves from textbooks of above concepts. <p>Week-12</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make the students to understand the processor and successor of a number and a number in between two numbers by doing activities in the textbook up to 20. • make students to compare the numbers up to 20 in groups and make (more and equal) . • make the students to solve the exercises by themselves from textbooks of above concepts.
	<p>Chapter-9 (numbers from 10 to 20)</p> <p>SCERT website</p> <p>SLIM cards</p>	<p>Chapter-9(numbers from 10 to 20)</p> <p>SCERT website</p> <p>SLIM cards</p>

CLASS – II

CLASS II – TELUGU FL

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> • గేయాన్ని రాగయుక్తంగా పాడగలగడం. • పరిచిత అంశాల గురించి మాట్లాడగలగడం (పండుగలు, చెరువులు). • చిత్రాల ఆధారంగా మాట్లాడగలగడం. • ✓, ౧, ౨, ౩ పదాలను చదువగలగడం. ౪, ౫, ౬, ౭, ౮, ౯, ౧౦, ౧౧, ౧౨ గుణింతాలను గుర్తించి పదాలు చదువగలగడం. • గుణింతాలు రాయగలగడం. • గుణింతాలతో పదాలు రాయగలగడం. • గళ్ళలోని అక్షరాలతో పదాలు రాయగలగడం. • బొమ్మకు బదులు పేరు రాయగలగడం. • బొమ్మను చూసి వాక్యం రాయగలగడం. • బొమ్మ గీసి, రంగులు వేసి, వాక్యాలు రాయగలగడం. • బొమ్మలు చూసి సంభాషణ రాయగలగడం. 	<ul style="list-style-type: none"> • ఎస్.సి.ఇ. ఆర్.టి. వెబ్‌సైట్ • 2వ తరగతి పాఠ్యపుస్తకం • కృత్యపత్రాలు 	<p style="text-align: center;"><u>బదవ వారం</u></p> <ul style="list-style-type: none"> • “బతుకమ్మ ఆడుదాం” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన. <p style="text-align: center;"><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> • “బతుకమ్మ ఆడుదాం” పాఠ్యాంశ కృత్యపత్రాలు సాధన చేయించడం. <p style="text-align: center;"><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> • “బతుకమ్మ లెత్తుదాం” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన. <p style="text-align: center;"><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> • “బతుకమ్మ లెత్తుదాం” పాఠ్యాంశ కృత్యపత్రాలు సాధన చేయించడం. <p style="text-align: center;"><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> • “పోయిరా గౌరమ్మ” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన. <p style="text-align: center;"><u>పదవ వారం</u></p> <ul style="list-style-type: none"> • “పోయిరా గౌరమ్మ” పాఠ్యాంశ కృత్యపత్రాలు సాధన చేయించడం. <p style="text-align: center;"><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> • “అల్లో నేరేడల్లో” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన. <p style="text-align: center;"><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> • “అల్లో నేరేడల్లో” పాఠ్యాంశ కృత్యపత్రాలు సాధన చేయించడం.

CLASS II – TELUGU (OTHER MEDIA)

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> • వర్ణమాల, సరళ పదాలు స్పష్టంగా ఉచ్చరించగలగాలి. • వర్ణమాల, సరళపదాలు స్పష్టంగా చదువగలగాలి. • గుణింతాక్షరాల మధ్య ధ్వని భేదాన్ని గుర్తించగలగాలి. • గేయాలను అభినయంతో రాగయుక్తంగా పాడగలగాలి. • గుణింతాక్షరాలను చదువగలగాలి, అర్థం చేసుకోగలగాలి. • గేయంలో వాక్యాలను గుర్తించగలగాలి. • ఇచ్చిన పదాల ఆధారంగా జతపరచగలగాలి. • బొమ్మలను పదాలతో జతపరచగలగాలి. • గళ్ళలోని అక్షరాలతో గుణింతం చేర్చి రాయగలగాలి. • గుణింత పదాలు రాయగలగాలి. • అక్షరాలను కలుపుతూ పదాలు రాయగలగాలి. • అక్షరాలను సరిచేసి పదాలు రాయగలగాలి. 	<ul style="list-style-type: none"> • ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్ • 2వ తరగతి పాఠ్యపుస్తకం (ఇతర మాధ్యమాల వారి కోసం) • అంతర్జాలం 	<p>ఒకటవ వారం</p> <ul style="list-style-type: none"> • పిల్లలచే మాట్లాడించడం. • వర్ణమాల పునశ్చరణ. <p>రెండవ వారం</p> <ul style="list-style-type: none"> • సరళపదాల పునశ్చరణ - చదివించడం, రాయించడం. <p>మూడవ వారం</p> <ul style="list-style-type: none"> • “వాన” పాఠ్యాంశాన్ని బోధించడం. • “చదువండి”లోని అభ్యాసాలను సాధన చేయించడం. <p>నాలుగవ వారం</p> <ul style="list-style-type: none"> • “వాన” పాఠ్యంశంలోని “రాయండి”, “స్వజనాత్మకత”లోని అభ్యాసాలు సాధన చేయించడం. <p>ఐదవ వారం</p> <ul style="list-style-type: none"> • “మిరపకాయ” పాఠ్యాంశాన్ని బోధించడం. “చదువండి”లోని అభ్యాసాలను సాధన చేయించడం. <p>ఆరవ వారం</p> <ul style="list-style-type: none"> • “మిరపకాయ” పాఠ్యంశంలోని “రాయండి”, “స్వజనాత్మకత”లోని అభ్యాసాలు సాధన చేయించడం. <p>ఏడవ వారం</p> <ul style="list-style-type: none"> • “చీమ” పాఠ్యాంశాన్ని బోధించడం. “చదువండి”లోని అభ్యాసాలను సాధన చేయించడం.

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> • గళ్ళలోని అక్షరాలతో పదాలు రాయగలగాలి. • గేయాన్ని అభినయిస్తూ పాడగలగాలి. • బొమ్మలు చూసి ఏం మాట్లాడుకుంటున్నాయో చెప్పగలగాలి. • బొమ్మ చూసి కథ చెప్పగలగాలి. • బొమ్మ గీసి రంగులు వేసి పేరు రాయగలగాలి. 		<p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> • “చీమ” పాఠ్యాంశంలోని “రాయండి”, “స్వజనాత్మకత”లోని అభ్యాసాలు సాధన చేయించడం. <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> • “కుండ” పాఠ్యాంశాన్ని బోధించడం. “చదువండి”లోని అభ్యాసాలను సాధన చేయించడం. <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> • “కుండ” పాఠ్యాంశంలోని “రాయండి”, “స్వజనాత్మకత”లోని అభ్యాసాలు సాధన చేయించడం. <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> • “పూలు” పాఠ్యాంశాన్ని బోధించడం. “చదువండి”లోని అభ్యాసం చేయించడం. <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> • “పూలు” పాఠ్యాంశంలోని “రాయండి”, “స్వజనాత్మకత”లోని అభ్యాసాలు సాధన చేయించడం.

CLASS II – HINDI FL

सीखने की संप्राप्तियाँ	स्त्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> ● चित्र के बारे में बातचीत करेंगे। ● अभिनययुक्त पठन-पाठन करेंगे। ● देखी, सुनी, पढ़ी गई बातों को अपनी भाषा में व्यक्त करेंगे। ● चित्र पठन को रुचिपूर्वक देखेंगे, सुनेंगे अपनी प्रतिक्रिया देंगे। ● संदर्भानुसार चित्रों को देखकर अनुमान लगाते हुए पाठ पढ़ेंगे। ● कविता के पठित अंशों को पढ़कर उनसे संबंधित उत्तर देंगे। ● अक्षर, ध्वनियों को सुनकर समझकर लिखने का प्रयास करेंगे। ● वर्तनी, वचन को समझकर लिखेंगे। ● पाठ्यांश के मुख्य शब्दों की पहचान करेंगे। ● पाठ से संबंधित सृजनात्मक अभिव्यक्ति को विभिन्न प्रकारों में लिखेंगे। ● लेखन कौशल में वृद्धि होगी। ● कक्षा में सीखी हुई भाषा का दैनिक जीवन में प्रयोग करेंगे। 	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 2 की पाठ्यपुस्तक</p> <p>तितली और कली, सच्ची दोस्ती, ऊँट चला, भालू ने खेती फुटबॉल, सीखो, मैं भी, घंटी कौन बाँधे, कद्दूजी की बारात, अंकों का व्यवहार, ग्वाला पाठ के वर्कशीटों का उपयोग करें।</p>	<p>सप्ताह - 5 पाठ्यपुस्तक के चित्रों के बारे में अभिनययुक्त पठन-पाठन करें। नए शब्दों को जानें। पठन कौशल द्वारा पाठ्यांश को पढ़ें। 'तितली और कली' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 6 पाठ्यपुस्तक के चित्रों के सहायता से बातचीत करें। चित्र पठन को रुचिपूर्वक देखें, सुनें अपनी प्रतिक्रिया दें। 'सच्ची दोस्ती' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 7 'ऊँट चला' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 8 'भालू ने खेती फुटबॉल' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 9 'सीखो' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 10 'मैं भी' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 11 'घंटी कौन बाँधे, कद्दूजी की बारात' पाठों के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 12 'अंकों का व्यवहार, ग्वाला' पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS II – URDU FL

Urdu Language (Class - II)

ہفتہ واری سرگرمیاں (Week - Wise - Activities)	ماخذ Sources	متوقع آموزشی ماحصل Learning Outcomes
<p>پانچواں ہفتہ</p> <p>☆ حروف ب، پ، ت، ٹ، ٹھ، اور ن، ی، ے، کی شکلوں (ابتدائی درمیانی اور آخری) سے متعلق مشغلاتی پرچے حل کرنا۔</p>	<p>☆ ایس. سی. ای. آر. ٹی. کی ویب سائٹ</p> <p>☆ درسی کتب</p> <p>☆ مشغلاتی پرچے</p>	<p>☆ حروف تہجی کی ابتدائی درمیانی اور آخری شکلوں کی شناخت الفاظ میں کرنے، پڑھنے اور لکھنے کے قابل ہونا۔</p> <p>☆ حروف تہجی کی شناخت سے متعلق مختلف مشقیں حل کرنے کے قابل ہونا۔</p>
<p>چھٹواں ہفتہ</p> <p>☆ حروف ج تا خ کی شکلوں (ابتدائی درمیانی اور آخری) سے متعلق مشغلاتی پرچے حل کرنا۔</p>		<p>☆ مختصر نظمیں اور کہانیاں سن کر سمجھنے کے قابل ہونا۔</p> <p>☆ نظم کو ترنم و اداکاری کے ساتھ پڑھنے کے قابل ہونا۔</p>
<p>ساتھواں ہفتہ</p> <p>☆ حروف د تا ژ کی شکلوں (ابتدائی درمیانی اور آخری) سے متعلق مشغلاتی پرچے حل کرنا۔</p>		
<p>آٹھواں ہفتہ</p> <p>☆ حروف س اور ش کی شکلوں (ابتدائی درمیانی اور آخری) سے متعلق مشغلاتی پرچے حل کرنا۔</p>		
<p>نواں ہفتہ</p> <p>☆ حروف ص اور ض کی شکلوں (ابتدائی درمیانی اور آخری) سے متعلق مشغلاتی پرچے حل کرنا۔</p>		
<p>دسواں ہفتہ</p> <p>☆ حروف ع اور غ کی شکلوں (ابتدائی درمیانی اور آخری) سے متعلق مشغلاتی پرچے حل کرنا۔</p>		
<p>گیارہواں ہفتہ</p> <p>☆ حروف ف اور ق کی شکلوں (ابتدائی درمیانی اور آخری) سے متعلق مشغلاتی پرچے حل کرنا۔</p>		
<p>بارہواں ہفتہ</p> <p>☆ حروف ک اور گ کی شکلوں (ابتدائی درمیانی اور آخری) سے متعلق مشغلاتی پرچے حل کرنا۔</p>		

CLASS II – ENGLISH

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
<p>Child</p> <ul style="list-style-type: none"> # uses appropriate vocabulary # identifies the picture and assigns action word # frames simple sentences using punctuation marks # reads sentences # chooses the correct preposition # uses prepositions 	<p>SCERT / state text books of English language of class II unit III A visit to uncle's house page no. (25- 36)</p>	<p>WEEK 5</p> <p>Theme - Where are you sweety?</p> <ul style="list-style-type: none"> # identifies the action words. # listens and responds to questions on who are their family members, what things they do at home. # tells what are the pet animals and their activities. # reads the simple sentences with the help of picture. # frames sentence orally on things they do at home. <p>WEEK 6</p> <ul style="list-style-type: none"> # reads sentences with punctuations [, . ? " "] # writes correct spellings # recognizes the usage of capital letters, full stop in a sentence. # arranges jumble words to frame simple sentences. # answers the questions related to story.

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
<p># uses appropriate vocabulary.</p> <p># Identifies different modes of transport.</p> <p># recognizes different ways of transport.</p> <p># learns how to keep ourselves safe in crowd places.</p> <p># able to find out solution for problems they face .</p> <p># uses articles like a/an</p> <p># draws different vehicles</p>		<p>WEEK 7 [pg.no.18-24]</p> <p># recognizes and uses simple and common words related to colours, fruits, animals etc.</p> <p># answers the simple questions [writing].</p> <p># describes the picture using action words and few prepositions.</p> <p># uses suitable pronouns for living/ non-living thing in given sentence.</p> <p># Writes opposites.</p> <p>WEEK 8</p> <p># describes any animal / object</p> <p># observes the picture and frames own sentences</p> <p># framing of sentence using singular and plural nouns</p> <p># adds lines to a song orally and in writing by substituting word related to picture given</p> <p>WEEK 9</p> <p>Theme - A visit to uncle's house</p> <p># child will be able to describe picture using action words.</p> <p># listens and responds to questions related to modes of transport.</p> <p># expresses their feelings about journey's in simple language.</p> <p># gain knowledge about different places and their importance</p>

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p>WEEK 10</p> <ul style="list-style-type: none"> # recognize different modes of transport. # able to read simple sentence. # able to differentiate facilities between village and city. # identifies picture and tell story in simple language # answers the question related to the story. <p>WEEK 11 [pg.no.31-36]</p> <ul style="list-style-type: none"> # able to read the sentence and choose the correct answer # writes different names of the vehicles # can describe any vehicle and different types of that # able to fill the blanks with suitable articles # recognize and use of articles like (a/an, the) # able to draw different vehicles <p>WEEK 12</p> <ul style="list-style-type: none"> # frames simple sentence on vehicles (writing) # able to differentiate vehicles from their ways of transport # add lines to a song orally and in writing by substituting sound of horn for different vehicle # able to arrange pictures in sequence to form a story.

CLASS II – MATHEMATICS

Learning Outcomes	Resources	Week-wise suggestive activities
<p>3)Addition of Numbers</p> <p>students will be</p> <ul style="list-style-type: none"> • able to add the two digit numbers without grouping and with grouping (whose sum is less than 100). • able to estimate the sum of two digit numbers. • able to write numerical form of word problems using symbols. • able to solve contextual problems involving addition related to real life situations. • able to represent additions by using stick/beads. 	<p>Chapter-5 (addition of numbers)</p> <p>SCERT website</p> <p>SLIM cards</p> <p>worksheets</p>	<p>Week-5, Week-6 and Week-7</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make the students to learn the addition of two digit numbers (whose sum is less than 100) without carrying forward by using sticks/beads and allow them to practice it. • make the students to perform addition and subtraction of two digit numbers orally by counting 10's and 1's , provide practice examples and verbal problems as many as possible. • make the students solve the verbal problems with context around them involving addition on two digit numbers by using standard addition. • make the students to solve the exercises themselves from remedial cards of above concepts.

Learning Outcomes	Resources	Week-wise suggestive activities
	<p>Chapter-6 (addition of numbers [with regrouping/carryover])</p> <p>SCERT website</p> <p>SLIM cards</p> <p>worksheets</p> <p>Review the chapters 5 and 6</p> <p>SCERT website</p> <p>SLIM cards</p> <p>worksheets</p>	<p>Week-8, Week-9 and Week-10</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make the students solve the two digit number additions by using standard algorithm. • make the students solve verbal problems with context involving addition. • make students explore the appropriate process for addition (aggregation and augmentation). • make the students to perform addition of two digit numbers by using regrouping place value in stick bundle and beads and allow the students to practice. • make the students solve verbal problems with context around them involving additions orally. • make the students to solve the exercises by themselves from remedial cards of above concepts.

Learning Outcomes	Resources	Week-wise suggestive activities
		<p data-bbox="970 271 1278 300">Week-11 and Week-12</p> <p data-bbox="970 344 1406 555">To make the students to do the following activities individually or in groups or with elders support</p> <ul data-bbox="970 584 1406 1205" style="list-style-type: none"> <li data-bbox="970 584 1406 795">• review the exercises of addition of two digit numbers without grouping and with grouping. <li data-bbox="970 824 1406 969">• review the verbal problems with context around them involving additions. <li data-bbox="970 999 1406 1205">• make the students to solve the exercises by themselves from remedial cards of above concepts.

CLASS – III

CLASS III – TELUGU FL

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యూహాలు / కృత్యాలు
<ul style="list-style-type: none"> • గేయాన్ని రాగయుక్తంగా పాడగలగడం. • సందర్భాన్ని బట్టి ఏం చేయాలనిపిస్తుందో చెప్పగలగడం. • పాఠంలోని పదాలు వెతికి గుర్తించగలగడం. • పరిచిత ప్రాసపదాలు గుర్తించగలగడం. • ప్రశ్నలకు సొంతంగా జవాబులు రాయగలగడం. • ఎందుకు, ఏమౌతుంది లాంటి ప్రశ్నలకు సొంతంగా జవాబులు రాయగలగడం. • గేయాన్ని పొడిగించగలగడం. • చిత్రం చూసి సంభాషణ రాయగలగడం. • వర్ణమాలతో ఏర్పడే పదాలు రాయగలగడం. • పదాల ఆధారంగా వాక్యాలు రాయగలగడం. • చిత్రాల ఆధారంగా ఏకవచనం, బహువచనాలు గుర్తించగలగడం. • గళ్ళలోని అక్షరాలతో పదాలు రాయగలగడం. • చేసే పనులు పట్టికలో రాయగలగడం. 	<ul style="list-style-type: none"> • ఎస్.సి.ఇ.ఆర్.టి. వెబ్సైట్ • 3వ తరగతి పాఠ్యపుస్తకం • కృత్యపత్రాలు 	<p><u>బదవ వారం</u></p> <ul style="list-style-type: none"> • “వానదేవుడా” పాఠ్యాంశాన్ని బోధించడం. <p><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> • “వానదేవుడా” పాఠ్యాంశ అభ్యాసాలను సాధనచేయించడం. <p><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> • “బాలభీముడు” పాఠ్యాంశాన్ని బోధించడం. <p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> • “బాలభీముడు” పాఠ్యాంశ అభ్యాసాలు సాధన చేయించడం. <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> • “బాలభీముడు” పాఠ్యాంశ కృత్యపత్రాలు సాధన చేయించడం. <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> • “అమ్మ” పాఠ్యాంశాన్ని బోధించడం. <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> • “అమ్మ” పాఠ్యాంశ అభ్యాసాలు సాధన చేయించడం. <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> • “అమ్మ” పాఠ్యాంశ కృత్యపత్రాలు సాధన చేయించడం.

CLASS III – TELUGU (OTHER MEDIA)

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యూహాలు / కృత్యాలు
<ul style="list-style-type: none"> • చిత్రాలను చూసి మాట్లాడగలగడం. • పరిచిత విషయాలు / అంశాల గురించి మాట్లాడించగలగడం. • పిల్లలు వారి సొంతభావాలను చెప్పగలగడం. • గేయాలను రాగయుక్తంగా పాడగలగడం. • గేయంలో వాక్యాలను గుర్తించగలగడం. • పదాలలోని తేడాలను చెప్పగలగడం. • ద్విత్వ, సంయుక్త పదాలు గుర్తించగలగడం. • పదాలను జతపరచగలగడం. • పదాలు చదివి పట్టికలో రాయగలగడం. • తప్పొప్పులను గుర్తించగలగడం. • గుణింతాన్ని చదివి ఒత్తు రాయగలగడం. • బొమ్మలకు పేర్లు రాయగలగడం. • గళ్ళలోని అక్షరాలతో పదాలు రాయగలగడం. 	<ul style="list-style-type: none"> • ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్ • 3వ తరగతి పాఠ్యపుస్తకం (ఇతర మాధ్యమాల వారి కోసం) • అంతర్జాలం 	<p><u>ఒకటవ వారం</u></p> <ul style="list-style-type: none"> • వర్ణమాల పునశ్చరణ. • సరళపదాలు, గుణింత పదాల పునశ్చరణ. <p><u>రెండవ వారం</u></p> <ul style="list-style-type: none"> • “చుక్కలు” పాఠ్యాంశాన్ని బోధించడం. “చదువండి”లోని అభ్యాసాలను సాధన చేయించడం. <p><u>మూడవ వారం</u></p> <ul style="list-style-type: none"> • “చుక్కలు” పాఠ్యంశంలోని “రాయండి”లోని అభ్యాసాలు సాధన చేయించడం. “స్వజనాత్మకత”లోని అంశాన్ని అభ్యాసం చేయించడం. <p><u>నాలుగవ వారం</u></p> <ul style="list-style-type: none"> • “ముగ్గులు” పాఠ్యాంశాన్ని బోధించడం. “చదువండి”లోని అభ్యాసాలను సాధన చేయించడం. <p><u>ఐదవ వారం</u></p> <ul style="list-style-type: none"> • “ముగ్గులు” పాఠ్యాంశంలోని “రాయండి”, “స్వజనాత్మకత”లోని అభ్యాసాలు సాధన చేయించడం.

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> • పదాలు జతపరిచి వాక్యాలు రాయగలగడం. • పట్టిక ఆధారంగా వాక్యాలు రాయగలగడం. • బొమ్మ గీసి, రంగులు వేసి, పేరు రాయగలగాలి. • గేయాన్ని పొడిగించగలగాలి. 		<p>ఆరవ వారం</p> <ul style="list-style-type: none"> • “పిచ్చుక” పాఠ్యాంశాన్ని బోధించడం. “చదువండి”లోని అభ్యాసాలను సాధన చేయించడం. <p>ఏడవ వారం</p> <ul style="list-style-type: none"> • “పిచ్చుక” పాఠ్యాంశంలోని “రాయండి”, “స్వజనాత్మకత”లోని అభ్యాసాలు సాధన చేయించడం. <p>ఎనిమిదవ వారం</p> <ul style="list-style-type: none"> • “బుజ్జిమేక” పాఠ్యాంశాన్ని బోధించడం. “చదువండి”లోని అభ్యాసాలు సాధన చేయించడం. <p>తొమ్మిదవ వారం</p> <ul style="list-style-type: none"> • “బుజ్జిమేక” పాఠ్యాంశంలోని “రాయండి”, “స్వజనాత్మకత”లోని అభ్యాసాలు సాధన చేయించడం. <p>పదవ వారం</p> <ul style="list-style-type: none"> • “చెట్టు” పాఠ్యాంశాన్ని బోధించడం. “చదువండి”లోని అభ్యాసాలు సాధన చేయించడం. <p>పదకొండవ వారం</p> <ul style="list-style-type: none"> • “చెట్టు” పాఠ్యాంశంలోని “రాయండి”, “స్వజనాత్మకత”లోని అభ్యాసాలు సాధన చేయించడం. <p>పన్నెండవ వారం</p> <ul style="list-style-type: none"> • “బుడ్డోడు” పాఠ్యాంశాన్ని బోధించడం. “చదువండి”లోని అభ్యాసాలు సాధన చేయించడం.

CLASS III – HINDI FL

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> ● उन्मुखीकरण चित्र के बारे में बातचीत करेंगे। ● अभिनययुक्त पठन-पाठन करेंगे। ● देखी, सुनी, पढ़ी गई बातों को अपनी भाषा में व्यक्त करेंगे। ● चित्र पठन को रुचिपूर्वक देखेंगे, सुनेंगे अपनी प्रतिक्रिया देंगे। ● संदर्भानुसार चित्रों को देखकर अनुमान लगाते हुए पाठ पढ़ेंगे। ● कविता व पाठ के पठित अंशों को पढ़कर उनसे संबंधित उत्तर देंगे। ● पाठ्यांश के मुख्य शब्दों की पहचान करेंगे। ● पाठ से संबंधित सृजनात्मक अभिव्यक्ति को विभिन्न प्रकारों में लिखेंगे। ● लेखन कौशल में वृद्धि होगी। ● कक्षा में सीखी हुई भाषा का दैनिक जीवन में प्रयोग करेंगे। 	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 3 की पाठ्यपुस्तक</p> <p>कक्कू, शेखीबाज़ मक्खी, चाँद वाली अम्मा, मन करता है, बहादुर बित्तो, हमसे सब कहते, टिपटिपवा पाठ के वर्कशीटों का उपयोग करें।</p>	<p>सप्ताह - 5 'कक्कू' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 6 'शेखीबाज़ मक्खी' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 7 'चाँद वाली अम्मा' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 8 'मन करता है' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 9 'बहादुर बित्तो' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 10 'हमसे सब कहते' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 11 'टिपटिपवा' पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 12 'टिपटिपवा' पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS III – URDU FL

ہفتہ واری سرگرمیاں Weekly Activities	ماخذ Source	متوقع آموزشی ماحاصل Learning Outcomes
ہفتہ (5 & 6) چڑیا گھر کی سیر سبق کی بنیاد پر صحیح یا غلط جملوں کی نشاندہی کرنے کے قابل نہیں گے۔ سبق میں موجود دہکاری، نون غنہ اور چار حرفی الفاظ کی شناخت کریں گے اور ان الفاظ کو لکھیں گے۔ سبق کی بنیاد پر جملوں کو ترتیب دیں گے اور انہیں ترتیب وار لکھیں گے۔ سبق کی بنیاد پر خالی جگہوں کو پُر کرنے کے قابل نہیں گے۔ دیے گئے الفاظ کی نشاندہی اور شناخت سبق کے متن میں کرنے کے قابل نہیں گے۔	حکومت تلنگانہ SCERT Book	تصویریں دیکھ کر ان کے متعلق اظہار خیال کرنے کے قابل نہیں گے۔ مباحثوں میں حصہ لینے اپنے خیالات کو واضح طور پر پیش کرنے کے قابل ہوں گے۔ فنی اظہار کی صورتوں کو دیکھ کر، سن کر سمجھنے، جستجو اور دلچسپی کو فروغ دینے کے قابل ہوں گے۔ متن کے کلیدی نکات کی نشاندہی کرنے اور لکھنے کے قابل ہوں گے۔ رموز اور قاف، مرکب جملوں کا موقع محل کے اعتبار سے استعمال کرنے اور لکھنے کے قابل ہوں گے۔ تصویروں کی مدد سے درست املے کی نشاندہی کریں گے اور لکھیں گے۔ کہانیاں، نظمیں، ڈرامے دیکھ کر لکھنے اور کوئی کردار ادا کرنے کے قابل ہوں گے۔
ہفتہ (7 & 8) ٹیپو سلطان متن پڑھ کر صحیح یا غلط جملوں کی نشاندہی کرنے کے قابل نہیں گے۔ سبق کی بنیاد پر جملوں کو ترتیب دیں گے اور انہیں ترتیب وار لکھیں گے۔ سبق پڑھ کر مناسب الفاظ کے معنی جانیں گے۔ سبق کو روانی سے پڑھنے کے قابل نہیں گے۔ سبق کی بنیاد پر خالی جگہوں کو پُر کرنے کے قابل نہیں گے۔ متن کے مطابق مکالموں کو تشکیل دینے کے قابل نہیں گے۔ متن سے مشکل الفاظ کو ڈھونڈنے کے ان کے معنی جانیں گے اور ان الفاظ کو جملوں میں استعمال کریں گے۔ مشکل الفاظ کے معنی درسی کتاب کی فرہنگ یا لغت میں دیکھنے کے قابل نہیں گے۔		

<p>ہفتہ (9 & 10)</p> <p>اچھی باتیں</p> <p>سبق کی بنیاد پر خالی جگہوں کو پُر کرنے کے قابل نہیں گے۔ دیے گئے الفاظ کی نشاندہی نظم میں کرنے کے قابل نہیں گے۔ نظم کے نامکمل اشعار کو مکمل کرنے کے قابل نہیں گے۔ نظم کو ترنم اور ادائیگی سی پڑھیں گے۔ اچھی اور بری عادوتوں کو سمجھیں گے اور ان کی شناخت جملوں میں صحیح اور غلط کے طور پر کرنے کے قابل نہیں گے۔ نظم میں موجود مشکل الفاظ کے معنی لکھنے کے قابل نہیں گے۔ نظم سے ہم آہنگ الفاظ کو ڈھونڈ کر لکھنے کے قابل نہیں گے۔ ختمہ کیا ہے اس کو سمجھ کر جملوں میں استعمال کرنے کے قابل نہیں گے۔ سہ حرفی، چار حرفی، پانچ حرفی اور چھ حرفی الفاظ کو نظم سے تلاش کر کے لکھنے کے قابل نہیں گے۔</p> <p>ہفتہ (11 & 12)</p> <p>انگور بیٹھے ہیں</p> <p>سبق کو روانی سے پڑھنے کے قابل نہیں گے۔ سبق کی تصویریں دیکھ کر ان تصویروں کے بارے میں اظہار خیال کرنے کے قابل نہیں گے۔ جملوں کے اشاروں کی مدد سے متن میں موجود کرداروں اور چیزوں کی شناخت کرنے کے قابل نہیں گے۔ سبق کے کرداروں کے بارے میں اپنی رائے ظاہر کریں گے۔ سنتہ کیا ہے اس کو سمجھ کر جملوں میں استعمال کرنے کے قابل نہیں گے۔ سبق کی بنیاد پر خالی جگہوں کو پُر کرنے کے قابل نہیں گے۔</p>	<p>تصویروں دیکھ کر ان کے متعلق اظہار خیال کرنے کے قابل نہیں گے۔ مباحثوں میں حصہ لینے اپنے خیالات کو واضح طور پر پیش کرنے کے قابل ہوں گے۔ فنی اظہار کی صورتوں کو دیکھ کر، سن کر سمجھنے، جستجو اور دلچسپی کو فروغ دینے کے قابل ہوں گے۔ متن کے کلیدی نکات کی نشاندہی کرنے اور لکھنے کے قابل ہوں گے۔ رموز اور قاف، مرکب جملوں کا موقع محل کے اعتبار سے استعمال کرنے اور لکھنے کے قابل ہوں گے۔ تصویروں کی مدد سے درست املے کی نشاندہی کریں گے اور لکھیں گے۔ کہانیاں، نظمیں، ڈرامے دیکھ کر لکھنے اور کوئی کردار ادا کرنے کے قابل ہوں گے۔</p>
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CLASS III – ENGLISH

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
<p>Child</p> <ul style="list-style-type: none"> ❖ listens, understands and responds to simple poems, conversations, descriptions and stories ❖ follows the instructions and speaks simple sentences with proper pronunciation ❖ reads and understands poems, stories and characters in the story ❖ reads small texts and identifies the main ideas, details, sequences and draws conclusions ❖ reads printed scripts on the classroom walls like charts, slogans posters etc ❖ reads aloud with proper pronunciation and pause ❖ writes meaningful phrases, short sentences using the pictures or given clues ❖ uses a variety of nouns, pronouns, adjectives and prepositions in the context ❖ uses the punctuation marks such as full-stop, comma, question mark and capital letters 	<p>SCERT</p> <ul style="list-style-type: none"> ➤ State text book of English Language for class-3 ➤ Worksheets ➤ Website 	<p>Week 5</p> <p>Theme : Train and its parts</p> <ul style="list-style-type: none"> • learns about the different words related to a railway station • circles the correct spellings • describes the picture using clues • chooses the true statements • chooses the correct answers • introduces oneself as train introduced itself <p>Week 6</p> <p>Theme : Places through which train passes</p> <ul style="list-style-type: none"> • learns about the different words related to a train • circles the odd one out • answers the given questions • describes a train using given clues. • fills in the missing letters • makes sentences with the given words.

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p>Week 7</p> <p>Theme : Different modes of transport</p> <ul style="list-style-type: none"> • classifies the different modes of transport • writes true or false • matches the words appropriately • concept mapping – things in a travel bag • writes the opposites • makes phrases using “and’ <p>Week 8</p> <p>Theme : Be safe</p> <ul style="list-style-type: none"> • comprehends the passage • writes the plurals • adds lines to the given poem • rewrites the sentences using capital letters, full-stop, comma, question mark and correct spellings • builds a conversation between the given characters • makes a matchbox train <p>Week 9</p> <p>Theme : A magic show</p> <ul style="list-style-type: none"> • knows about a magic show and the words related to it • chooses the correct option • writes true or false • writes rhyming words • writes the opposites • fills in the blanks with past form of the verbs given.

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p>Week 10 Theme : Giant and his beautiful castle</p> <ul style="list-style-type: none"> • learns about a giant and the magic things he has • writes a conversation • descriptions of the strange man • classification of living and non-living things • chooses the right answers <p>Week 11 Theme : Mother – the super woman</p> <ul style="list-style-type: none"> • appreciates the mother who saved her child from the giant • finds the odd word out • rearranges the jumbled sentences in the correct order • fills in the blanks with prepositions • writes the opposites • concept mapping - musical instruments <p>Week 12 Theme : Happy ending</p> <ul style="list-style-type: none"> • extends the poem imagining different magical things • action words related to places • finds the words in the grid • chooses the correct answer • rewrites the sentences using capital letters, full-stop, comma, question mark and correct spelling • adds the suffix “est” or “iest” to the given words.

CLASS III – MATHEMATICS

Learning Outcomes	Resources	Week-wise suggestive activities
<p>4) Addition and Subtraction</p> <ul style="list-style-type: none"> • Students will be able to find the sum of two numbers by joining (augmentation) or (aggregation) or mixing (up to 999) without regrouping and with regrouping. • Students will be able to solve the problems of additions, subtractions of the numbers horizontally, vertically up to three digit numbers in different situations (for addition- augmentation, aggregation; for subtraction- partition, reduction, comparison, counter addition). • Students able to give reason to the results of addition and subtraction. • Students able to recognize and correct the mistakes in addition and subtraction. • Students able to create new problem based on addition and subtraction. • Students able to apply in real life situations involving concepts of addition and subtraction. • Students will be able to relate addition and subtraction. • Students will be able to identify patterns involving addition and subtraction extends the pattern and creates a new pattern. 	<p>Chapter-3 (addition)</p> <p>SCERT website</p> <p>Worksheets</p>	<p>Week-5, Week-6 and Week-7</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make the students to find the sum of two numbers by augmentation and aggregation of seeds, beads, pictures. Make them to understand the process of finding sum of two numbers. • make the students to find the sum of numbers up to three digit numbers orally and in written form by counting 1's, 10's, 100's. make the students to find the sum by estimation. • make the students to add two numbers up to three digit numbers by using standard algorithm (with grouping , without regrouping). make the students to understand the process by activities. • make the students to identify the errors in process of adding numbers make them to discuss and correct the errors-practice. • make the students to read and understand the problems with context and stories involving addition and thus make them to solve problems by using steps (the sum does not exceed 999) allow them to practice and solve the different ways. • make the students to solve the exercises by themselves from given worksheets and in textbooks of above concepts.

Learning Outcomes	Resources	Week-wise suggestive activities
	Chapter-4 (subtraction) SCERT website Worksheets	<p>Week-8, Week-9 and Week-10</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make the students to understand the process of partition and reduction by observing context, examples, in pictures. • make the students to solve problems involving subtractions horizontally and vertically in the context of partition, reduction, comparison and counter addition without regrouping or with regrouping of places, encourage the students to solve the problems on their own. • make the students to estimate the difference between two numbers and discuss for logical reasoning. • make the students to find errors in solving problems and encourage them to correct the errors. • make the students to read and understand the problems with context , examples and stories involving subtraction and make them to solve the problems on their own. • to make the students to solve the exercises themselves from given worksheets and in textbooks of above concepts.

Learning Outcomes	Resources	Week-wise suggestive activities
	Chapter-5 (using addition and subtraction) SCERT website Worksheets	<p>Week-11 and Week-12</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make the students understand the relation between addition and subtraction relate the concepts with objects, pictures etc ,provide exercise to practice. • make the solutions to understand the relation between addition and subtraction and solve the problems , practice-verification. • allow the students to make practice creating new problems of addition and subtraction concepts by giving pictures and some context. • make the students solve the exercises themselves from given worksheets and in textbooks of above concepts.

CLASS III – ENVIRONMENTAL STUDIES (EVS)

Learning outcomes	Resources	Week-wise suggestive activities				
<p>Child.....</p> <ul style="list-style-type: none"> Groups objects according to differences / similarities/ Appearance / place of livelihood / good habits / movement and other features. Differentiate between shelter of animals / structure of plants / food we eat. Describe need of food for people of different age groups , animals and birds , availability of food and water and use of water at home and surroundings. Shows sensitivity towards plants, animals and elders of the family. Collect and tabulate the details of pet animals / plant grown in different places / different types of food we eat which come from plants and animals/ how the public health centre helps the villagers. Ask questions to know how animals can built their shelters / functioning of different institution working at village level. 	<ul style="list-style-type: none"> SCERT text books NCERT text books <p>Children and parents may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online. http://nroer.gov.in</p> <p>Children and parents may also visit you tube and explore the EVS e-resource available. www.youtube.com</p> <p>Children and parents may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online. http://nroer.gov.in</p> <p>Children and parents may also visit you tube and explore the EVS e-resource available. www.youtube.com</p> <p>Children and parents may also visit NROER, an online educational resource repository of NCERT and</p>	<p>5th WEEK (Shelters of Animals)</p> <ul style="list-style-type: none"> Children may enlist the shelters of animals and birds <table border="1" data-bbox="798 477 1406 629"> <thead> <tr> <th data-bbox="798 477 1091 517">Animal name</th> <th data-bbox="1091 477 1406 517">Type of shelter</th> </tr> </thead> <tbody> <tr> <td data-bbox="798 517 1091 629" style="height: 50px;"></td> <td data-bbox="1091 517 1406 629" style="height: 50px;"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Given chart of animals children may colour the animals which are living near our houses. Write example of the birds that fly, animals that crawl and animals that walk. <p>6th WEEK (Shelters of Animals)</p> <p>Students may complete the following activities</p> <ul style="list-style-type: none"> Students should sit in groups keeping social distance. They should take a paper and make it into three folds. One from each group should draw the head and neck of an animal they like on the first fold. Second member of the group should draw the trunk of the animal they like on the second fold. Third member of the group should draw the legs of the animal they like on the third fold. Now unfold the paper. We will get an amazing animal. We must be kind towards animals. We should give them food and water and protect them. <p>7th WEEK (Plants around us)</p> <p>Interactive questions</p> <ul style="list-style-type: none"> Name the flowering plants. When and why do we use flowers? Which plants do you grow in your backyard? Find out the details of the plants that are grown in the houses of your friends. Write in the table with the particulars. Give examples of flowering plants and fruit bearing plants. How do you feel if any one plucks the plant that you planted during Harithahaaram. 	Animal name	Type of shelter		
Animal name	Type of shelter					

Learning outcomes	Resources	Week-wise suggestive activities
<ul style="list-style-type: none"> • Draw the diagrams of animal shelters / plant parts / utensils used in cooking and food product from plants and animals/ village map. • Give examples for pet animals / flowering and fruit giving plants / food we eat with cooking and without cooking and grass eating , seeds eating animals/different public institutions in village. 	<p>explore the EVS e-resource available online. http://nroer.gov.in Children and parents may also visit you tube and explore the EVS e-resource available. www.youtube.com</p>	<p>8th WEEK (Plants around us) Interactive questions</p> <ul style="list-style-type: none"> • Write down the names of the trees that give us flowers, fruits, shade and wood in a table form. • All plants are not of the same height? Some plants are shorter than, some are upto your height and some are taller than you. Identify such plants and trees in your surroundings and write in the table form. • Did you ever participate in the plantation programme conducted in your school? How do you feel when you see the plants, planted by you are growing well. • Draw and colour rose and hibiscus flowers. <p>9th WEEK (The food we eat) Interactive questions</p> <ul style="list-style-type: none"> • Do we eat the kind of food eaten at wedding/ parties at home too? Why / why not? • Tabulate the dishes you might have eaten in the marriage. • Ask your friends write in the table above the food they eat daily. What do most of them eat in the morning, afternoon, night? • Enlist the things that come from plants? The things come from animals we eat? <p>10th WEEK (The food we eat) Interactive questions</p> <ul style="list-style-type: none"> • Name the food items you might have seen in a shop. Which one you choose? • Write on the table with the food items that you eat cooked or raw. • Observe your kitchen, name the utensils seen. What do we do with them? • Draw the different food items and utensils used in our kitchen which work with electricity.

Learning outcomes	Resources	Week-wise suggestive activities								
		<p>11th WEEK (Our village)</p> <p>Interactive questions</p> <ul style="list-style-type: none"> • What do you know about a village? • Fill in the table with the public institutions that are present in your village <table border="1" data-bbox="769 506 1437 692"> <thead> <tr> <th data-bbox="769 506 1102 584">Name the Public Institution</th> <th data-bbox="1102 506 1437 584">Work they do?</th> </tr> </thead> <tbody> <tr> <td data-bbox="769 584 1102 692"></td> <td data-bbox="1102 584 1437 692"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Who gives polio drops in your village? What are different kinds of work they do? • Draw your village map. <p>12th WEEK (Our village)</p> <p>Interactive questions</p> <ul style="list-style-type: none"> • Think and say what happens if there is no veterinary hospital in your village? • From where do your village people bring water? What are the uses of water tank? • Which vehicles come to your village? In which do you travel write in the table? <table border="1" data-bbox="769 1391 1437 1615"> <thead> <tr> <th data-bbox="769 1391 1102 1469">Vehicles which come to your village</th> <th data-bbox="1102 1391 1437 1469">Vehicles in which you travelled</th> </tr> </thead> <tbody> <tr> <td data-bbox="769 1469 1102 1615"></td> <td data-bbox="1102 1469 1437 1615"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Discuss the different kinds of work your village people do? 	Name the Public Institution	Work they do?			Vehicles which come to your village	Vehicles in which you travelled		
Name the Public Institution	Work they do?									
Vehicles which come to your village	Vehicles in which you travelled									

CLASS – IV

CLASS IV – TELUGU FL

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యూహాలు / కృత్యాలు
<ul style="list-style-type: none"> • గేయాన్ని రాగయుక్తంగా పాడగలగడం. • కథను ఊహించి, పొడిగించి చెప్పగలగడం. • పండుగల గురించి చెప్పగలగడం. • పరిచిత ప్రాసపదాలు గుర్తించగలగడం. • పట్టిక పూరించగలగడం. • పాఠం ఆధారంగా తప్పొప్పులను గుర్తించగలగడం. • పేరా సంఖ్యలను, తారుమారైన పదాలను గుర్తించగలగడం. • ప్రశ్నలకు సొంతమాటల్లో జవాబులు రాయగలగడం. • గొప్పదనం గురించి, పోల్చడం వంటివి అంశాన్ని బట్టి రాయగలగడం. • పదాలను పయోగించి గేయాన్ని పొడిగించడం. • సంభాషణ రాయగలగడం. • బొమ్మలు తయారుచేసి రంగులు వేయగలగడం. • 2, 3, 4 అక్షరాల పదాలు రాయగలగడం. • ఏక, బహువచన పదాలు రాయగలగడం. • ద్విత్వాక్షరాలను పట్టికలో రాయగలగడం. • ఆధారాలతో పదాలు రాయగలగడం. 	<ul style="list-style-type: none"> • ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్ • 4వ తరగతి పాఠ్యపుస్తకం • కృత్యపత్రాలు 	<p>బదవ వారం</p> <ul style="list-style-type: none"> • “తెలంగాణ వైభవం” పాఠ్యాంశాన్ని బోధించడం. అభ్యాసాలు సాధన చేయించడం. <p>ఆరవ వారం</p> <ul style="list-style-type: none"> • “తెలంగాణ వైభవం” పాఠ్యాంశానికి చెందిన అభ్యాసాలు, కృత్యపత్రాలు సాధన చేయించడం. <p>ఏడవ వారం</p> <ul style="list-style-type: none"> • “పరమానందయ్య శిష్యులు” పాఠ్యాంశాన్ని బోధించడం. <p>ఎనిమిదవ వారం</p> <ul style="list-style-type: none"> • “పరమానందయ్య శిష్యులు” పాఠ్యాంశానికి చెందిన అభ్యాసాలు సాధన చేయించడం. <p>తొమ్మిదవ వారం</p> <ul style="list-style-type: none"> • “పరమానందయ్య శిష్యులు” పాఠ్యాంశానికి చెందిన కృత్యపత్రాలు సాధన చేయించడం. <p>పదవ వారం</p> <ul style="list-style-type: none"> • “వినాయకచవితి” పాఠ్యాంశాన్ని బోధించడం. <p>పదకొండవ వారం</p> <ul style="list-style-type: none"> • “వినాయక చవితి” పాఠ్యాంశానికి చెందిన అభ్యాసాలు సాధన చేయించడం. <p>పన్నెండవ వారం</p> <ul style="list-style-type: none"> • “వినాయక చవితి” పాఠ్యాంశానికి చెందిన కృత్యపత్రాలు సాధన చేయించడం.

CLASS IV – HINDI FL

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> ● उन्मुखीकरण चित्र के बारे में बातचीत करेंगे। ● कविता व पाठ में प्रयुक्त शब्दों के लिए शब्दार्थ, विलोम, वाक्य प्रयोग, कविता की पंक्तियों को पहचानना, आदि कार्य करेंगे। ● छात्र सूचनाओं का पालन करेंगे। ● जीवन कौशलों का विकास करेंगे। ● पाठ्यांश के मुख्य शब्दों की पहचान करेंगे। ● पाठ से संबंधित सृजनात्मक अभिव्यक्ति को विभिन्न प्रकारों में लिखेंगे। ● लेखन कौशल में वृद्धि हो सकेगी। ● कक्षा में सीखी हुई भाषा का दैनिक जीवन में प्रयोग करेंगे। 	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 4 की पाठ्यपुस्तक</p> <p>‘जैसा सवाल वैसा जवाब, गेंद का कमाल, दोस्त की पोशाक, नाव बनाओ नाव बनाओ, दान का हिसाब, कौन?’</p> <p>पाठ के वर्कशीटों का उपयोग करें।</p>	<p>सप्ताह - 5</p> <p>‘जैसा सवाल वैसा जवाब’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 6</p> <p>‘जैसा सवाल वैसा जवाब’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 7</p> <p>‘गेंद का कमाल’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 8</p> <p>‘गेंद का कमाल’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 9</p> <p>‘दोस्त की पोशाक’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 10</p> <p>‘नाव बनाओ नाव बनाओ’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 11</p> <p>‘दान का हिसाब’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 12</p> <p>‘कौन?’ पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS IV – URDU FL

ہفتہ واری سرگرمیاں Weekly Activities	ماخذ Source	متوقع آموزشی ماحاصل Learning Outcomes
ہفتہ (5 & 6) انصاف	حکومت تلنگانہ SCERT Book	<p>لسانی اصولوں کو سمجھ کر صحیح زبان کا (زبانی یا تحریری شکل میں) استعمال کرتے ہوئے اپنی لسانی صلاحیت کو فروغ دینے کے قابل ہوں گے۔</p> <p>تصویروں کی بنیاد پر بات کو ترتیب وار کہنے کے قابل بنیں گے۔</p> <p>تصویروں کو دیکھ کر ان کے متعلق اظہار خیال کرنے کے قابل بنیں گے۔</p> <p>مباحثوں میں حصہ لینے اپنے خیالات کو واضح طور پر پیش کرنے کے قابل ہوں گے۔</p> <p>فنی اظہار کی صورتوں کو دیکھ کر، سن کر سمجھنے، جستجو اور دلچسپی کو فروغ دینے کے قابل ہوں گے۔</p> <p>متن کے کلیدی نکات کی نشاندہی کرنے اور لکھنے کے قابل ہوں گے۔</p> <p>مختلف تحریروں میں نئے الفاظ کے استعمال کو موقع و محل کی مناسبت سے سمجھ کر اپنی زبان میں (تحریری/زبانی) استعمال کرتے ہیں</p> <p>رموز اور قاف، مرکب جملوں کا موقع محل کے اعتبار سے استعمال کرنے اور لکھنے کے قابل ہوں گے۔</p> <p>تصویروں کی مدد سے درست املے کی نشاندہی کریں گے اور لکھیں گے۔</p> <p>کہانیاں، نظمیں، ڈرامے دیکھ کر لکھنے اور کوئی کردار ادا کرنے کے قابل ہوں گے۔</p> <p>لسانی امور کو اپنی زبان میں استعمال کرتے ہوئے لکھتے ہیں۔ (اجزائے کلام، ہتذکیر و تہنیت، واحد جمع وغیرہ)</p>
ہفتہ (7 & 8) میرا وطن		<p>نظم میں موجود نون غنہ والے الفاظ کی نشاندہی کرنے کے قابل بنیں گے۔</p> <p>نظم کے اشعار کا مطلب اپنے الفاظ میں بولنے اور لکھنے کے قابل بنیں گے۔</p> <p>نظم میں موجود ہم آہنگ الفاظ کی شناخت کرنے کے قابل بنیں گے۔</p> <p>نظم میں موجود مترادف الفاظ کی نشاندہی کرنے کے قابل بنیں گے۔</p> <p>نظم میں موجود ہم وزن الفاظ کو تلاش کر کے لکھیں گے۔</p> <p>نظم سے مشکل الفاظ کو ڈھونڈنے کے ان کے معنی جانیں گے اور ان الفاظ کو جملوں میں استعمال کریں گے۔</p> <p>فعل کی تعریف سے واقف ہوں گے۔ اور جملوں میں فعل کی نشاندہی کرنے کے قابل بنیں گے۔</p>

ہفتہ (9 & 10)

آزادی کا احساس

سبق کی بنیاد پر صحیح یا غلط جملوں کی نشاندہی کرنے کے قابل بنیں گے۔
دیے گئے الفاظ کے معنی کو حل کرنے، سبق سے الفاظ تلاش کر کے لکھنے کے
قابل بنیں گے۔

سادہ جملوں کو سوالیہ جملوں کی شکل میں لکھنے کے قابل بنیں گے۔
سبق میں موجود مقام یا جگہ کو ظاہر کرنے والے الفاظ کی شناخت کریں گے۔
دیے گئے نامکمل جملوں کی نشاندہی سبق میں کریں گے اور جملوں کو مکمل
کرنے کے قابل بنیں گے۔

سبق میں موجود جملوں میں فعل اور فعل امر کی نشاندہی کر کے لکھنے کے قابل
بنیں گے۔

ہفتہ (11 & 12)

روبوٹ

سبق کو روانی سے پڑھنے کے قابل بنیں گے۔
سبق کی تصویریں دیکھ کر ان تصویروں کے بارے میں اظہار خیال کرنے کے
قابل بنیں گے۔

متن کو پڑھ کر صحیح اور غلط جملوں کی شناخت کرنے کے قابل بنیں گے۔
سبق کے کرداروں کے بارے میں اپنی رائے ظاہر کریں گے۔
فعل نہیں کیا ہے اس کو سمجھ کر جملوں میں اس کی نشاندہی کرنے کے قابل بنیں
گے۔

مرکب الفاظ کو استعمال کرتے ہوئے جملے لکھنے کے قابل بنیں گے۔

لسانی اصولوں کو سمجھ کر صحیح زبان کا (زبانی یا تحریری شکل میں) استعمال
کرتے ہوئے اپنی لسانی صلاحیت کو فروغ دینے کے قابل ہوں گے۔
تصویروں کی بنیاد پر بات کو ترتیب وار کہنے کے قابل بنیں گے۔
تصویروں دیکھ کر ان کے متعلق اظہار خیال کرنے کے قابل بنیں گے۔
مباحثوں میں حصہ لینے اپنے خیالات کو واضح طور پر پیش کرنے کے قابل
ہوں گے۔

فنی اظہار کی صورتوں کو دیکھ کر، سن کر سمجھنے، جستجو اور دلچسپی کو فروغ
دینے کے قابل ہوں گے۔

متن کے کلیدی نکات کی نشاندہی کرنے اور لکھنے کے قابل ہوں گے۔
مختلف تحریروں میں نئے الفاظ کے استعمال کو موقع و محل کی مناسبت سے
سمجھ کر اپنی زبان میں (تحریری/زبانی) استعمال کرتے ہیں
رموز اور قاف، مرکب جملوں کا موقع محل کے اعتبار سے استعمال کرنے
اور لکھنے کے قابل ہوں گے۔

تصویروں کی مدد سے درست املے کی نشاندہی کریں گے اور لکھیں گے۔
کہانیاں، نظمیں، ڈرامے دیکھ کر لکھنے اور کوئی کردار ادا کرنے کے قابل
ہوں گے۔

لسانی امور کو اپنی زبان میں استعمال کرتے ہوئے لکھتے ہیں۔ (اجزائے
کلام، تہذیب و تہیث، واحد جمع وغیرہ)

CLASS IV – ENGLISH

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
<p>Child</p> <ul style="list-style-type: none"> ➤ identifies/ lists out the words by reading the given picture. ➤ listens, responds and understands the narration. ➤ reads simple passages. ➤ fills in the blanks with suitable words. ➤ states true or false. ➤ writes simple phrases. ➤ answers the simple questions. ➤ uses opposite words. ➤ uses adjectives wherever necessary. ➤ describes the pictures. ➤ writes discourses like description, conversation, a recipe etc; ➤ uses the punctuation marks i.e. use of capital letter, comma, question mark, full stop, exclamation, inverted commas etc; ➤ understands importance of forests and animals 	<p>SCERT</p> <ul style="list-style-type: none"> ➤ State text book of English language for class-4 ➤ Worksheets ➤ Website 	<p>Theme: Ekalavya (5-8 weeks)</p> <p>Week-5</p> <ul style="list-style-type: none"> • reading the pictures • listening to the narration <p>Week-6</p> <ul style="list-style-type: none"> • reading comprehension <p>Week-7</p> <ul style="list-style-type: none"> • comprehension • children will be able to answer the comprehension based questions • construction of discourses <p>Week-8</p> <ul style="list-style-type: none"> • B reading – children will be made to read, sing and dance. • theme <p>Unit 2: The pancake (9-12 weeks)</p> <p>9 to 12 weeks</p> <p>Week-9</p> <ul style="list-style-type: none"> • reading the pictures • listening to the narration

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p>Week-10</p> <ul style="list-style-type: none"> • reading comprehension • construction of discourses <p>Week-11</p> <ul style="list-style-type: none"> • comprehension • children will be able to answer the comprehension based questions • construction of discourses <p>Week-12</p> <ul style="list-style-type: none"> • B reading – monkeys go on fasting. • children will be able to understand forest, animals and birds.

CLASS IV – MATHEMATICS

Learning Outcomes	Resources	Week-wise suggestive activities
<p>4) Addition and Subtraction</p> <ul style="list-style-type: none"> • Students will be able to solve problems involving addition and subtraction vertically and horizontally. • Students will be able to solve verbal problems involving addition and subtractions which are in the forms of pictures, context, numbers and verbal. • Students will be able to estimate the sum and differences and explain reasons. • Students will be able to prepare new problem and able to denote in mathematical form by using symbols. • Students will be able to solve verbal problems involving combination of addition and subtraction. • Students will be able to represent addition or subtraction on number line. 	<p>Chapter-5 (How much more, how much less)</p> <p>SCERT website</p> <p>Worksheets</p>	<p>Week-5,Week-6 and Week-7</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • provide activities from daily life situations involving addition and subtraction of numbers up to 999. • take activities to make students estimate sum or difference of two numbers. • collect or prepare verbal problems involving the process of combining, joining, partition, reduction, comparison, counter addition and provide them to students to solve allow the students. • take up activities to make students to solve problems involving addition and subtraction on number line. • make the students to solve the exercises themselves from given worksheets and in textbooks of above concepts.

Learning Outcomes	Resources	Week-wise suggestive activities
<p>5) Multiplication</p> <ul style="list-style-type: none"> • Students will be able to multiply numbers up to three digit by one digit and two digit numbers similarly students will be able to multiply two digit and three digit numbers by 10 and 100 • Students will be able to estimate the product of two numbers and give the reason in finding the products. • Students will be able to communicate multiplication facts by using numerals and symbols. • Students will be able to prepare new verbal and non verbal problems with given context and appropriate numerals and symbols. • Students will be able to solve verbal problems involving combination of operations (+, -, *). • Students will be able to explain multiplication as repeated addition. 	<p>Chapter-6 (How many times)</p> <p>SCERT website</p> <p>Worksheets</p>	<p>Week-8, Week-9 and Week10</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • take activities to make students to multiply numbers up to 3 digit with 1 digit and 2 digit numbers and provide exercise to practice. • collect or prepare verbal problems with process of equal grouping, increasing at same rate and arrays involving multiplication and provide them to students do on their own. • encourage the students to solve problems involving multiplication from situations. • make the students to segregate a number in 1's, 10's, 100's and 1000's by single digit numbers and 2 digit numbers and allow the students to understand distributive property in multiplying numbers. • provide students with verbal problems involving atleast 2 operations. • to make the students to solve the exercises themselves from given worksheets and in textbooks of above concepts.

Learning Outcomes	Resources	Week-wise suggestive activities
<p>6) Division</p> <ul style="list-style-type: none"> • Students will be able to divide three digit number by single and two digit numbers. • Students will be able to divide a number up to three digits by a number with single digit or a two digit number (with remainder/ without remainder). • Students will be able to communicate remainder, quotient, divisor and dividend. • Students will be able to prepare new verbal and non verbal problems with given context and appropriate numerals and symbols. • Students will be able to solve verbal problems involving combination of operations (+,-,*,/). • Students will be able to explain the relation between multiplication and division. • Students will be able to explain division as repeated subtraction. 	<p>Chapter-7 (Equal shapes and equal groups)</p> <p>SCERT website</p> <p>Worksheets</p>	<p>Week-11 and Week-12</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • carryout the activities to make students to divide numbers up to 3 digits by numbers with 2 digits and single digit. • make students to estimate the quotient in division. • collect or prepare verbal problems with process of equal grouping, equal sharing involving division and provide them to students to solve on their own. • encourage extensive discussions on solutions of verbal problems involving division . • provide students with contents from daily life to identify relation between multiplication and division. • provide students with verbal problems involving atleast 2 operations. • make the students to solve the exercises themselves from given worksheets and in textbooks of above concepts.

CLASS IV – ENVIRONMENTAL STUDIES (EVS)

Learning Outcomes	Resources	Week- wise suggestive activities (to be guided by parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> understands the Life styles of Animals - Their Classification, Different Public Institutions and their Uses, Right to Information act. gives examples, Identify the similarities and differences and do the classification of animals, plants and public institutions. will be able to ask questions about the collection of information. For information on animals, plants, flowers. They will be able to question, make hypothesis, give reasons and identify the facts for different problems of animals, plants, way/ directions and public institutions will be able to do the experiments on plants. Collect the required materials for the experiment. After doing the experiments, children compare their hypothesis and analyses the reasons. Children will be able to explain the process of experiments. 	<p>SCERT Textbook/ NCERT Textbook</p> <p>Children and Parents may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online. https://nroer.gov.in</p> <p>Children and Parents may also visit YouTube and explore the EVS e-resource available online. www.youtube.com</p> <p>Worksheets</p>	<p>WEEK – 5 [LIFE STYLE OF ANIMALS BIODIVERSITY]</p> <ul style="list-style-type: none"> Make a bird with a rough paper and fly it and it can be exhibited in class later. Observe the nest of any bird in your surroundings. See that there are no bees in it. Don't disturb it. Write about the materials it used to make the nest and it can be shared in class later. Collect leaves, small twigs, dry hay, yarn, pieces of cloth, thread etc. Weave a bird's nest and it can be exhibited in class later. <p>WEEK – 6 [LIFE STYLE OF ANIMALS BIODIVERSITY]</p> <ul style="list-style-type: none"> Keep a cube of jaggery or sugar at one place. Observe after sometime. You will notice a line of ants. Try to observe the ants under a magnifying glass. Notice their body parts and movements. Where are the ants carrying the food particles? Write your observations in note book and it can be shared in class later. Find out from your elders and write about plants or animals in your village or city which were present in the past but are not present now and it can be shared in the class later. Ask the elders and write about the animals, birds and insects which lived in the past but are not seen in the present and it can be shared in the class later.

Learning Outcomes	Resources	Week- wise suggestive activities (to be guided by parents with the help of teachers)
		<p>WEEK – 9</p> <p>[FIND THE WAY / DIRECTIONS]</p> <p>Activities</p> <ul style="list-style-type: none"> • Stand in your place at your home. Face the rising sun and stretch your hands. Identify the four directions. • Draw a lay out of your house and mark different areas. Parents can frame questions to help them acquire a sense of the directions. • Take your elder’s help and draw the map of your village/city on the floor. Tabulate the places in your village and Write down what are there in different directions of your village with this draw a complete map of your village. • Draw a map of your house with the help of match sticks. <p>WEEK – 10</p> <p>[FIND THE WAY / DIRECTIONS]</p> <p>Activities</p> <ul style="list-style-type: none"> • Collect the map of your Mandal from internet. Point your village and write the borders. • Locate your Mandal on a map of your district and mention the boundaries. • Trace the boundaries of our state in the map of India. Point out some important places of India and the direction in which they are.

Learning Outcomes	Resources	Week- wise suggestive activities (to be guided by parents with the help of teachers)
		<p>WEEK – 11</p> <p>[PUBLIC INSTITUTIONS]</p> <p>Activities</p> <ul style="list-style-type: none"> • Observe the Food Security Card at your home. Note down the details given on the card in your note book • Apart from collectorate, what other offices function at the district level? Collect the information with the help of your elders and prepare a table. • Collect the details of the village level government officials and their duties with help of your parents. Write them in your note book. <p>WEEK – 12</p> <p>Activities</p> <ul style="list-style-type: none"> • Draw the map of your mandal. Mark the different institutions in your mandal. • Collect information with the help of your elders about what precautions are taken by your Village Sarpanch and Village Secretary to control spread of COVID-19 in your village.

CLASS – V

CLASS V – TELUGU FL

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> • గేయాన్ని విని రాగయుక్తంగా పాడగలగడం. • పాఠ్యాంశాన్ని సొంతమాటల్లో చెప్పగలగడం. • విహార యాత్రల గురించి సొంతమాటల్లో చెప్పగలగడం. • గేయాలను, పాఠ్యభాగాలను ధారాళంగా చదువగలగడం, అర్థం చేసుకొని చెప్పగలగడం. • పట్టికలు, పేరాలు, పోస్టర్, దినచర్యలను చదువగలగడం, అర్థం చేసుకొని జవాబులు చెప్పగలగడం, రాయగలగడం. • ఇచ్చిన ప్రశ్నలకు ఆలోచించి సొంతమాటల్లో జవాబులు రాయగలగాలి. • ప్రశ్నలు చదివి ప్రత్యేకతలు, ఏమనిపించిందో రాయగలగాలి. • నినాదాలు రాయగలగాలి. • పోస్టర్ తయారు చేయగలగాలి. • (డైరీ) దినచర్య రాయగలగాలి. • ✓, ౦, ౧, ౨ పదాలను • అర్థాలు, సొంతవాక్యాలు, వేరుగా ఉన్నపదాలు, ద్వితీయాక్షర పదాలు, జంటపదాలు రాయగలగడం. గళ్ళలోని అక్షరాలతో పదాలు రాయడం. 	<ul style="list-style-type: none"> • ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్ • 5వ తరగతి పాఠ్యపుస్తకం • కృత్యపత్రాలు 	<p>బదవ వారం</p> <ul style="list-style-type: none"> • “మన జెండా” పాఠ్యాంశాన్ని బోధించడం. అభ్యాసాలు సాధనచేయించడం. <p>ఆరవ వారం</p> <ul style="list-style-type: none"> • “మన జెండా” పాఠ్యాంశ అభ్యాసాలు, కృత్యపత్రాలు సాధన చేయించడం. <p>ఏడవ వారం</p> <ul style="list-style-type: none"> • “యాదగిరి గుట్ట” పాఠ్యాంశాన్ని బోధించడం. <p>ఎనిమిదవ వారం</p> <ul style="list-style-type: none"> • “యాదగిరి గుట్ట” పాఠ్యాంశ అభ్యాసాలు సాధన చేయించడం. <p>తొమ్మిదవ వారం</p> <ul style="list-style-type: none"> • “యాదగిరి గుట్ట” పాఠ్యాంశానికి చెందిన కృత్యపత్రాలు సాధన చేయించడం. <p>పదవ వారం</p> <ul style="list-style-type: none"> • “సాలార్జంగ్ మ్యూజియం” పాఠ్యాంశాన్ని బోధించడం. <p>పదకొండవ వారం</p> <ul style="list-style-type: none"> • “సాలార్జంగ్ మ్యూజియం” పాఠ్యాంశ అభ్యాసాలు సాధన చేయించడం. <p>పన్నెండవ వారం</p> <ul style="list-style-type: none"> • “సాలార్జంగ్ మ్యూజియం” పాఠ్యాంశానికి చెందిన కృత్యపత్రాలు సాధన చేయించడం.

CLASS V – HINDI FL

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> ● पाठ के पठित-अपठित अंश पढ़कर प्रतिक्रिया करेंगे। ● देशभक्ति के बारे में अपने शब्दों में लिखेंगे। ● कविता के आधार पर एक छोटी-सी देश भक्ति से संबंधित कविता का सृजन करेंगे। ● पाठ से संबंधित सृजनात्मक अभिव्यक्ति को विभिन्न तरीकों में लिखेंगे। ● व्याकरण संबंधी प्रश्नों के उत्तर देंगे। ● प्रश्नों के उत्तर अपने शब्दों में लिखेंगे। 	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 5 की पाठ्यपुस्तक</p> <p>‘वे दिन क्या दिन थे, राख की रस्सी, पानी रे पानी, बढ़े चलो, बढ़े चलो, चावल की रोटियाँ’</p> <p>पाठ के वर्कशीटों का उपयोग करें।</p>	<p>सप्ताह - 5 ‘वे दिन क्या दिन थे’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 6 ‘वे दिन क्या दिन थे’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 7 ‘राख की रस्सी’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 8 ‘राख की रस्सी’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 9 ‘पानी रे पानी’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 10 ‘बढ़े चलो, बढ़े चलो’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 11 ‘बढ़े चलो, बढ़े चलो’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p>सप्ताह - 12 ‘चावल की रोटियाँ’ पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS V – URDU FL

Urdu Language (Class - V)

ہفتہ واری سرگرمیاں (Week - Wise - Activities)	ماخذ Sources	متوقع آموزشی ماحصل Learning Outcomes
<p>پانچواں اور چھٹا ہفتہ : (تتلی اور گلاب)</p> <p>☆ سبق کو پڑھ کر اس کے کرداروں سے متعلق اپنے والدین سے گفتگو کریں گے۔</p> <p>☆ کیسے لوگوں سے دوستی کرنا چاہیے جانیں گے۔</p> <p>☆ اپنے کسی پسندیدہ پھول یا پرندے کے بارے میں لکھنے کے قابل ہوں گے۔</p> <p>☆ تتلی کی خوبصورتی کو اپنے الفاظ میں بیان کرنے کے قابل ہوں گے۔</p> <p>☆ درسی کتاب کے علاوہ دیگر کتابوں سے اس طرح کے اسباق کا مطالعہ کر کے ان پر رائے دینے کے قابل ہوں گے۔</p> <p>☆ فاعل، فاعل اور مفعول سے واقفیت حاصل کریں گے۔</p> <p>ساتواں اور آٹھواں ہفتہ : (بچپن)</p> <p>☆ نظم کو ترنم کے ساتھ پڑھنے کے قابل ہوں گے۔</p> <p>☆ بچپن کی اہمیت کو اپنے الفاظ میں لکھنے کے قابل ہوں گے</p> <p>☆ نئے الفاظ کے معنی جانیں گے۔</p> <p>☆ اپنے ماں باپ کے ارمان کو کس طرح پورا کریں گے اس بارے میں اظہار خیال کریں گے۔</p> <p>☆ اپنے بچپن سے کس طرح لطف اندوز ہو رہے ہیں۔ بیان کرنے کے قابل ہوں گے۔</p> <p>☆ مختلف الفاظ کی ضد اور مترادفات سے واقفیت حاصل کریں گے۔</p>	<p>حکومت تلنگانہ</p> <p>SCERT BOOK</p> <p>☆ مشغلاتی پرچے</p> <p>SCERT Website</p>	<p>☆ نظمیں لحن سے پڑھنا اور ادا کاری کرنا سیکھیں گے۔</p> <p>☆ نظمیں، کہانیاں، مکالمے، مضامین واقعات وغیرہ سن کر فہم حاصل کریں گے اور اپنے الفاظ میں اظہار خیال کریں گے۔</p> <p>☆ کہانیاں، نظمیں، ڈرامے لکھنے اور کوئی کردار ادا کرنے کے قابل ہوں گے۔</p> <p>☆ متن کو فہم حاصل کر کے اُسے بیان کریں گے</p> <p>☆ سبق کے کرداروں کے بارے میں اپنی رائے کا اظہار کریں گے۔</p> <p>☆ اپنی تخلیقی صلاحیت کا اظہار کہانی، نظم وغیرہ کی شکل میں کریں گے۔</p> <p>☆ درسی کتاب کے علاوہ دیگر معیاری کے مطابق دوسری تحریروں کو پڑھ کر اپنی رائے دینے کے قابل ہوں گے۔</p>

<p>ہفتہ واری سرگرمیاں (Week - Wise - Activities)</p>	<p>ماخذ Sources</p>	<p>متوقع آموزشی ماحصل Learning Outcomes</p>
<p>نواں اور دسواں ہفتہ : (حوصلے کی بلندی)</p> <p>☆ سبق کو پڑھ کر اپنے احساسات بیان کرنے کے قابل ہوں گے۔</p> <p>☆ ایسی کسی شخصیت کے بارے میں لکھیں گے جنہوں نے اپنی معذوری کے باوجود زندگی میں کامیابی حاصل کی ہو۔</p> <p>☆ معذور افراد کے ساتھ کس طرح کا رویہ اور ہمدردی سے پیش آنا چاہیے اس سے واقفیت حاصل کریں گے۔</p> <p>☆ کہانی کے کردار "حامد" کے بارے میں اپنے الفاظ میں اظہار خیال کریں گے۔</p> <p>☆ نامانوس الفاظ کے معنی جانیں گے اور اپنے طور پر جملوں میں استعمال کریں گے۔</p> <p>☆ فعل ماضی سے واقفیت حاصل کریں گے۔</p> <p>گیارہواں اور بارہواں ہفتہ :</p> <p>☆ تتلی اور گلاب</p> <p>☆ نظم - بچپن</p> <p>☆ باغ کی خوبصورتی سے مخطوط ہو کر اسے اپنے الفاظ میں بیان کریں گے۔</p> <p>☆ تتلی اور گلاب کی خوبصورتی سراہتے ہوئے چند جملے لکھیں گے۔</p> <p>☆ بچپن کی زندگی کے واقعات کو بیان کریں گے۔</p> <p>☆ اپنے اور دوستوں کے واقعات کو سنیں گے اور انہیں لکھنے کے قابل ہوں گے۔</p>	<p>حکومت تلنگانہ SCERT BOOK مشغلاتی پرچے SCERT website</p>	

CLASS V – ENGLISH

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
<p>Child</p> <p>*identifies and learns the usage of vocabulary (missing letters, opposites, singular and plural form of words, compound words, action words.</p> <p>*uses variety of nouns pronouns, verbs, adverbs, adjectives in making meaningful sentences in English</p> <p>*learns to read and comprehend the passage given and writes the answers correctly.</p> <p>*expresses experiences in oral and written form for the given context</p> <p>*describes a given object, person, incident, situation</p> <p>*uses prefixes, suffixes, degrees of comparison</p> <p>*observes and analyses pictures</p> <p>*fills the concept mapping given to situations.</p> <p>*draws the pictures with the help of the given clues</p> <p>*writes slogans, sentences or passage (composition) on a given content</p> <p>*analyses the picture or situations and writes in simple English</p>	<p>SCERT</p> <ul style="list-style-type: none"> ➤ State text book of English Language for class-5 ➤ Worksheets ➤ Website 	<p>Theme: Let's be Friends (5-8 weeks)</p> <p>Week 5</p> <p>Unit 1</p> <p>*picture Interaction, listening text/ conversation,</p> <p>(A)Reading from the text</p> <p>*teacher/parents ask the child to comprehend the picture and write answers correctly</p> <p>*teacher/parents reads out the listening text and ask the child to listen, comprehend and write the answers correctly.</p> <p>Week 6</p> <p>Description, solving puzzles, conversation, usage of articles a, an, the</p> <p>*child listens to the instructions of the teacher and the parents and complete the activities related to the vocabulary, grammar, puzzles and proper usage of articles.</p> <p>*child looks at the picture and writes the description.</p> <p>*teacher/parent ask the child to use proper punctuation</p> <p>Week 7</p> <p>Writing a letter, notice board, vocabulary and articles, usage of adjectives and adverbs</p> <p>*referring to the letter in the worksheet 24 teacher/ parent helps the child to write a letter and usage of articles.</p> <p>*to do the given task correctly on adjectives, adverbs and vocabulary.</p> <p>*to write do's and don'ts in a notice board activity</p>

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p>Week 8 action words, slogans, conversation, qualities of a good friend *teacher/parent provides clues on the topic corona and ask the child to write its cause, protection and its impact in our life *child to listen to the instructions of the teacher or parent and writes slogans, conversation, conventions of writing.</p> <p>Theme: Karate Kitten(9-12 weeks)</p> <p>Week 9 Reading Comprehension (picture), listening text, concept mapping, vocabulary, grammar and conversation. *teacher/parent helps the child to follow the instructions and do the activities correctly.</p> <p>Week 10 Description, conversation, puzzle, degree of comparison, usage of simple past tense *teacher/parent ask the students to describe the given pictures in simple sentences. *child to listen to the instructions of the teacher and solve the puzzle and learns the usage of simple past tense and degrees of comparison.</p>

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p>Week 11</p> <p>Reading comprehension, concept mapping, adding lines to the poem and different form of sentences</p> <p>*teacher/parent helps the activities related to reading comprehension.</p> <p>*child to listen to the instructions of teacher and add lines to the given poem and different form of sentences.</p> <p>Week 12</p> <p>Letter writing, conventions of writing, comparison and creative writing and usage of prepositions</p> <p>*child listens to the instructions of the teacher/parent and completes the given activities.</p> <p>*learns to write a letter to a friend, describes the given picture and learns to write do's and don'ts for a given content.</p>

CLASS V – MATHEMATICS

Learning Outcomes	Resources	Week-wise suggestive activities
<p>4) Smart Tables (Data Handling)</p> <ul style="list-style-type: none"> • Students will be able to interpret the data given in tables. • Students will be able to analyze the given data in tables. • Students will be able to understand the importance of appropriate scale for pictograph. • Students will be able to read the data using bar graphs. • Students will be able to organize the data using tally marks. • Students will be able to represent the data using pictographs and bar graphs. 	<p>Chapter-3 (smart tables)</p> <p>SCERT website</p> <p>Worksheets</p>	<p>Week-5 and Week-6</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make the students to discuss the ways of collecting data and resources for collecting data and make them to understand how to collect data and tabulate data. • make the students to understand tabulating collected data by using tally marks. Provide more exercises to practice. • make the students to understand different representations of data like bar graph, pictorial graph. • make the students to practice different ways of representation of data into pictorial graph and bar graph and make them to analyze the data and interpret the data. • to make the students to solve the exercises by themselves from given worksheets and in textbooks of above concepts.
<p>5) Length (Measurement)</p> <ul style="list-style-type: none"> • Students will be able to apply the 4 operations in solving problems involving length. • Students will be able to estimate length • Students will be able to relate commonly used larger and smaller units of length. • Students will be able to convert fractional larger unit into complete smaller unit for length. 	<p>Chapter-4 (Smaller lengths- bigger lengths)</p> <p>SCERT website</p> <p>Worksheets</p>	<p>Week-7</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • children have different exposures on measurements of length in various contacts in their daily life experiences individually or along with their parents. teacher students will be able to make use of this knowledge for taking up activities in the class room to make the students to understand the units of length. Take up discussions on the units to measure.

Learning Outcomes	Resources	Week-wise suggestive activities
<p>6) Perimeter and Area-1</p> <ul style="list-style-type: none"> • Students will be able to determine intuitively perimeter and area. • Students will be able to explain perimeter and area of 2D shapes. • Students will be able to find perimeter and area 2D shapes. • Students will be able to explore the perimeter and area to simple shapes. • Students will be able to find the perimeter and area of simple shapes. 	<p>Chapter-5 (Space and boundaries)</p> <p>Chapter-6 (Angles in surroundings)</p> <p>SCERT website</p> <p>Worksheets</p>	<ul style="list-style-type: none"> • make students to understand the measurement procedures, understand quantities of measurements. Discussion should be carried out on the units to measure length like this. How much length should be 1cm and how much would be 1m. • provide students various activities to make students to understand conversions of the units in measurement of lengths. Provide students project works to make students have broad exposure on measurement length to have clear understanding. • to make the students to solve the exercises by themselves from given worksheets and in textbooks of above concepts. <p>Week-8 and Week-9</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make the students to understand the meanings of perimeters and circumference through activities. • without confining the students in definitions and complex terminology, let the students to construct their own meanings of geometrical concepts and make them to understand the mathematical terms, perimeters and area. • to make the students to solve the exercises and activities by themselves from given worksheets and in textbooks of above concepts.

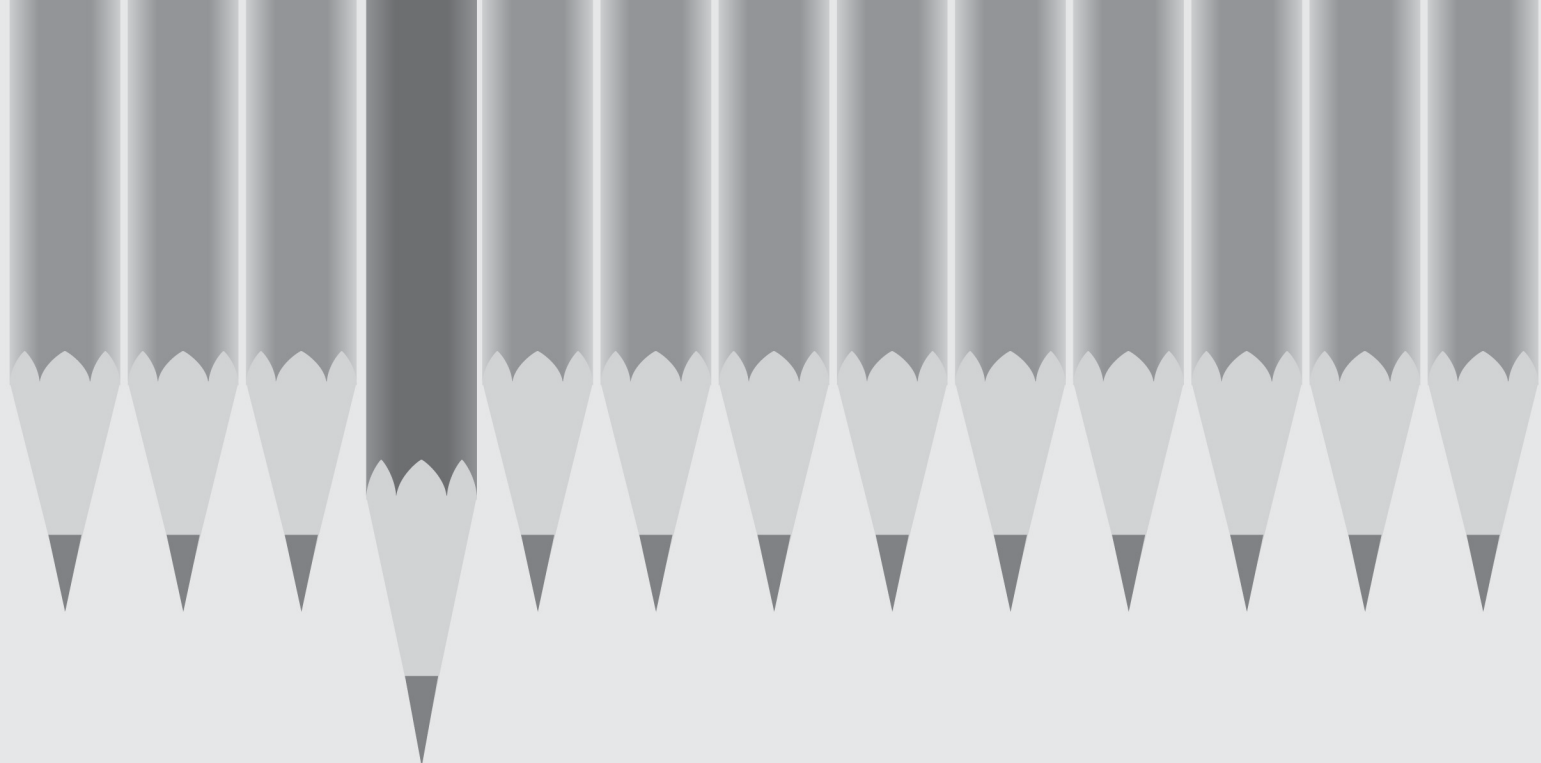
Learning Outcomes	Resources	Week-wise suggestive activities
<p>6) Understanding Geometrical Shapes and Figures</p> <ul style="list-style-type: none"> • Students will be able to identify the net shapes of cubes and cuboids. • Students will be able to draw the net shapes of cubes, cuboids. • Students will be able to explain the angles through paper folding. • Students will be able to explain the angles like right angle, more than right angle, less than right angle. • Students will be able to identify the right angle, more than and less than right angle. • Students will be able to draw right angle, more than and less than right angle. • Students will be able to identify center, radius, diameter in a circle. • Students will be able to use shapes to create different shapes and different patterns by using tangrame. • Students will be able to identify and express the center and radius of a circle. • Students will be express the center and radius of a circle. • Students will be able to draw the shapes on dotted paper. • Students will be able to make border strip and tiling patterns. • Students will be able to identify the shadows of 3D shapes expressed as 2D shapes. 	<p>Chapter-7 (Playing with shapes)</p> <p>SCERT website</p> <p>Worksheets</p>	<p>Week-10, Week-11 and Week-12</p> <p>To make the students to do the following activities individually or in groups or with elders support</p> <ul style="list-style-type: none"> • make the students to identify 3D figures and 2D shapes in their surroundings and make them to understand their bases properties. • take up activities to make them to explore and understand features of 3D objects Ex: shadows of objects. • without confining the students in definitions and complex terminology, let the students to construct their own meanings of geometrical concepts and make them understand the mathematical terms. Ex: center of circle, radius, right angle, more than right angle, less than right angle. • make then students to identify the net shapes of various 3D objects like boxes, cube, cuboid shapes, cylinder, cone etc. and make them to draw net shapes of the boxes. • make them to understand the net shapes through discussions. • make the students to perceive objects and places from different perspectives and allow them to draw their perspectives. • take up activities to make them explore and understand how to create different shapes and different patterns by using tangrams. • to make the students to solve the exercises and activities by themselves from given worksheets and in textbooks of above concepts.

CLASS V – ENVIRONMENTAL STUDIES (EVS)

Learning outcomes	Resources	Week-wise suggestive activities																																				
<p>Child....</p> <ul style="list-style-type: none"> ● Explain the essential condition for plant growth/ advantages of trees/ precautions to be taken while planting a tree and their protection. ● Describe the lifestyle of the tribals /peoples living on river banks ● Understand that how plants are useful/ protection measures to be taken /voluntary organisations worked for environment and greenery/difficulties faced by the fisherman during cyclones and floods. ● Question about different food items / to know how tribal's can buy the things without using money / which plants can grow in back yard/why the villages and cities establish on river banks/ Discuss about the functioning of internal organs. 	<ul style="list-style-type: none"> ● SCERT(TS) text books ● NCERT text books <p>Children and parents may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online. http://nroer.gov.in</p> <p>Children and parents may also visit YouTube and explore the EVS e-resource available. www.youtube.com</p> <p>Children and parents may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online. http://nroer.gov.in</p> <p>Children and parents may also visit YouTube and explore the EVS e-resource available. www.youtube.com</p>	<p>5th WEEK</p> <p>(Let's grow trees)</p> <p>Activities</p> <ul style="list-style-type: none"> ● Is there any place in your locality without trees? Why? How do we avoid such conditions? ● Take two potted plants. Keep one potted plant in dark room and other potted plant in the sun light. Water these plants every day record your observations in the table. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Change observed in days</th> <th colspan="4" style="width: 30%;">Plant in the dark room</th> <th colspan="4" style="width: 30%;">Plant in open place</th> </tr> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Is it healthy?</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>height</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Change observed in days	Plant in the dark room				Plant in open place					1	2	3	4	1	2	3	4	Is it healthy?									height								
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		<ul style="list-style-type: none"> ● What are the suitable places for growing different types of plants? what precautions to be taken? 																																				
		<p>6th WEEK</p> <p>(Let's grow trees)</p> <p>Activities</p> <ul style="list-style-type: none"> ● Visit nearby park /garden/ nursery record the names of the plants which you see. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Flowering plants</th> <th style="width: 33%;">Fruit bearing plants</th> <th style="width: 33%;">Ornamental plants</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Flowering plants	Fruit bearing plants	Ornamental plants																																	
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		<ul style="list-style-type: none"> ● Is there any voluntary organisation in your locality working for the environment and greenery? ● Draw the different types of fruits and vegetables? 																																				

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<ul style="list-style-type: none"> ● Collect the information of the heart beats of different age group of people by consulting the doctor/ Visit a river or canal or a lake, observe the various activities perform their . ● Draw the pictures of different fruits, vegetables etc / internal parts of the body (Lungs, Heart, Kidney etc.)/ tribals shelters/boats. ● Tabulate the information regarding the weight of heartbeat of different age groups and different forest products. ● Point out the forest areas/rivers on the map of Telangana and show where the tribals dwell. 	<p>Children and parents may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online. http://nroer.gov.in</p> <p>Children and parents may also visit YouTube and explore the EVS e-resource available. www.youtube.com</p>	<p>7th WEEK (Our Body – Internal Organ System) Activities</p> <ul style="list-style-type: none"> ● Using a measuring tape measure the circumference of your friends chest when they breathe in and breathe out. Note the details in tabular form. ● Visit a butchers shop and observe the lungs of a goat or sheep and write down your observations. ● Place one of your ears on your friend’s chest and listen to the sound carefully. Where does this sound come from? Discuss with your friends. <p>8th WEEK (Our Body – Internal Organ System) Activities</p> <ul style="list-style-type: none"> ● Enlist various body organs which are observed differently in X-ray photograph and identify the part to which they belong. ● Students may know joints help in moving and bending the bones. Identify the places where joints are located. Imagine and say how the body would be without bones. ● Children may draw the diagram of digestive system and excretory system. <p>9th WEEK (Forest – Tribals) Activities/ Interactive questions</p> <ul style="list-style-type: none"> ● Tribals live mostly in the forest? Why? And write the different types of tribes in your region. ● Write the differences and similarities between the hospitality offered by Gonds and your family. ● To know more about the people of tribals, what questions would you ask to your teacher? ● Children may know tribals make colours with the leaves and seeds available in their surroundings. Tribes make their houses look beautiful with mud and rangoli.

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		<p>10th WEEK (Forest – Tribals) Activities/ Interactive questions</p> <ul style="list-style-type: none"> ● Can collect from 5 of their friends the list of forest products used in their houses through mobile. ● May know forests are of the habitat of different animals and plants. We are destroying their habitat. What do you think about the habitat of animals and plants? ● Write your feelings when you observe different scenes of the forest / nature? <p>11th WEEK(Rivers – Means of livelihood) Activities/ Interactive questions</p> <ul style="list-style-type: none"> ● Have you ever seen any river and what are the uses of rivers? Are their people who depend only on rivers for their livelihood? What they can do? ● Identify the districts of Telangana through which the river Godavari flows in a given Telangana map. ● What difficulties does the fisherman face when floods occur, during cyclone and when rivers dry up? <p>12th WEEK(Rivers – Means of livelihood) Activities/ Interactive questions</p> <ul style="list-style-type: none"> ● With the construction of dams we lost forests, few villages are flooded, and what steps should we take to support them? ● Why do villages and cities emerged on the river banks? Explain the relation between the rivers and culture of the people? ● Discuss the causes of water pollution, its consequences and how do we prevent. ● Draw a diagram of boat and colour it.



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TELANGANA, HYDERABAD.