



Work plan Session 2017-18
Class 3
ENGLISH

Month	Skills	Grammar	
April to May	<p>ORAL LISTENING</p> <ul style="list-style-type: none"> Comprehending audio-visual related to the text. <p>ORAL SPEAKING</p> <ul style="list-style-type: none"> Group discussions; Present their views. Use of appropriate language to express their opinions and thoughts about their role models. Explain and discuss their own writing. <p>WRITTEN READING</p> <ul style="list-style-type: none"> Biographies Comprehensions <p>WRITTEN WRITING</p> <ul style="list-style-type: none"> Creating Biographies using variety of visual media. Picture composition. Reflecting from the learned text Inferring meaning in their own language. Writing a paragraph focusing on elements like - introduction, content and conclusion. Reading biographies and write informally about their own ideas, experiences, feelings and connecting them to the IB attitudes and attributes. 	<p>Word Building</p> <ul style="list-style-type: none"> Alphabetical order (Prior knowledge assessment) <p>Inquiring about the meanings of the difficult words using dictionary.</p> <p>Articles</p> <ul style="list-style-type: none"> definite Articles Indefinite Articles <p>Nouns :</p> <ul style="list-style-type: none"> Common Proper noun <p>Adjectives</p> <ul style="list-style-type: none"> Adjectives of Quality Adjectives of Quantity 	<p>Who we are</p> <p>Choices of role models reflect the beliefs and values of individuals and societies.</p>

	<ul style="list-style-type: none"> • Describes the character of the stories read and heard. <p>Viewing and Presenting</p> <ul style="list-style-type: none"> • Interpret videos and discuss about it. • Presenting the presentations. 		
July	<p>ORAL LISTENING</p> <ul style="list-style-type: none"> • Understanding the purpose of spoken language; for instruction, information, entertainment and reassurance. • Use of appropriate language to express their opinions and thoughts about their feelings. • Role play (script writing) • Anticipate and predict when listening to text read aloud. <p>ORAL SPEAKING</p> <ul style="list-style-type: none"> • Giving oral reports to small or large groups • Expressing ideas clearly and logically. • Stating opinions. • Spin a Yarn • Retell, relate and sequence familiar and unfamiliar events and stories with increasing details. <p>WRITTEN READING</p> <ul style="list-style-type: none"> • Reading variety of text for information and pleasure. • Comprehending the read text; making inferences and drawing conclusions. <p>WRITTEN WRITING</p> <ul style="list-style-type: none"> • Different forms of creative writing. 	<p>Punctuation</p> <ul style="list-style-type: none"> • Using correct punctuation marks- Capital letter, full stop and question mark, comma and exclamation mark. <p>Conjunctions and, on, but, because or, if ,so ,when, after, before</p>	<p>How we express ourselves Imagination extends our ability to think, create and express ourselves.</p>

	<ul style="list-style-type: none"> Using language differently for different purpose. Creates illustrations to match their own written text. Summarizes the plot of the story and recreates it using new vocabulary. <p>Viewing and Presenting</p> <ul style="list-style-type: none"> View different version of the same stories and discuss the effectiveness of the different ways of telling the same story. 		
<p>August - September</p>	<p>ORAL LISTENING</p> <ul style="list-style-type: none"> Listening to variety of text from variety of sources for information and facts. <p>ORAL SPEAKING</p> <ul style="list-style-type: none"> Stating opinions. Sharing information and ideas for a purpose. <p>WRITTEN READING</p> <ul style="list-style-type: none"> Reading variety of text. Making inferences and drawing conclusion. <p>WRITTEN WRITING</p> <ul style="list-style-type: none"> Taking notes and paraphrasing Writing reports Creating posters with relevant text. <p>Viewing and Presenting</p> <ul style="list-style-type: none"> Gathering factual information from visual text and organizing and presenting it. Interpreting videos. Viewing visual information. Displaying understanding through role plays. 	<p>Prepositions</p> <ul style="list-style-type: none"> Over, behind, at, by, on, beside <p>VERB (Prior Knowledge Assessment)</p> <p>Subject verb Agreement</p> <ul style="list-style-type: none"> Usage of helping Verbs <p>Antonyms</p> <ul style="list-style-type: none"> Meaning and correct usage in sentences and paragraphs. <p>Gender</p> <ul style="list-style-type: none"> Identifying masculine and feminine, neuter and common gender(Prior knowledge) Using genders in sentence construction 	<p>Sharing the planet and How we Express</p>

<p>October- November</p>	<p>ORAL LISTENING</p> <ul style="list-style-type: none"> • Comprehending audio-visual related to the text. <p>ORAL SPEAKING</p> <ul style="list-style-type: none"> • Communicating text related to information and ideas. <p>WRITTEN READING</p> <ul style="list-style-type: none"> • Biographies; Reading about famous journeys that led to discovery of places. • Comprehensions <p>WRITTEN WRITING</p> <ul style="list-style-type: none"> • Creating Biographies using variety of visual media. • Reflecting from the learned text. • Inferring meaning in their own language. • Understanding the relationship between reading, thinking and reflection. • Re read, edit and improve their own writing for content and language. <p>Viewing and Presenting</p> <ul style="list-style-type: none"> • Viewing visual information. • Displaying understanding through presentations. 	<p>Pronouns :</p> <ul style="list-style-type: none"> • Possessive & interrogative <p>Plurals</p> <ul style="list-style-type: none"> • With rules • Concept of this- these, that-those, has-have, is-are <p>Apostrophe</p> <ul style="list-style-type: none"> • Difference between the usage for belongings and contractions 	<p>Where we are in Place and time</p> <p>Explorations can impact people and places.</p>
<p>December- January</p>	<p>ORAL LISTENING</p> <ul style="list-style-type: none"> • Gaining specific facts. • Remembering in similar form. <p>ORAL SPEAKING</p> <ul style="list-style-type: none"> • To construct an argument based on knowledge and understanding. • Making analysis; separating into component parts. <p>WRITTEN READING</p>	<p>Tense</p> <ul style="list-style-type: none"> • Present, Past Future - simple <p>Homophones (Prior knowledge assessment)</p> <p>Homograph</p>	<p>How the world works</p> <p>Evolution of machines has brought change in our lives.</p>

	<ul style="list-style-type: none"> • Reading a variety of sources for information and ideas. • Comprehending the read text; making inferences and drawing conclusion. <p>WRITTEN WRITING</p> <ul style="list-style-type: none"> • Recording information and observation. • Taking notes for writing reports. • Creating pieces on factual or imagined world. <ul style="list-style-type: none"> • Presentation on uses and conservation of resources. • Discuss what IF situations. <p>Viewing and Presenting</p> <ul style="list-style-type: none"> • SLC 		
<p>February - March</p>	<p>ORAL LISTENING</p> <ul style="list-style-type: none"> • Interpreting and analysing visual and multimedia. • Obtain information from the accessible spoken text. <p>ORAL SPEAKING</p> <ul style="list-style-type: none"> • Using language as a medium to attract consumers using voice modulation, jingles etc. as tools. • Speaking appropriately in small and large group interactions. <p>WRITTEN READING</p> <ul style="list-style-type: none"> • Gathering information from variety of resources. • Understanding the advertisements, logos, and making judgments. <p>WRITTEN WRITING</p>	<p>Recap of all the grammar topics.</p>	<p>How we organize ourselves</p> <p>Marketplaces depend on the ability to produce goods and supply services.</p>

	<ul style="list-style-type: none">• Creating posters, jingles, advertisements to attract consumers.• Comprehension passages <p>Viewing and Presenting Recognizing advertisements, logos, and labels.</p>		
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**Math Work Plan
Grade-3
Session 2017-2018**

Month	Topics	Concept
April-May 2017	<p>Numbers Place Value</p> <p>Rounding off</p> <p>Number operations Addition</p> <p>Data handling Bar graph</p>	<ul style="list-style-type: none"> • Recap of three digit numbers. • Introducing four digit numbers. • Counting up to 9,999. • Writing of four digit numbers in numerals and number names. • Place value and face value of the numbers. • Comparing four digit numbers. • Ordering of four digit numbers. • Rounding up to ten and hundreds places. • Addition of four digit numbers. • Addition of several 2 digit numbers • Using addition as a concept for logical reasoning. • Story sums. • Arranging three and four digit numbers horizontally and adding them with carryover. • Designing of survey. • Presenting the data in the form of a bar graph. • Reading and interpreting the data. • Using Venn's Diagram for comparison.
July 2017	<p>Shape and Space.</p> <p>Lines</p> <p>2 D shapes and 3 D shapes</p>	<ul style="list-style-type: none"> • Meaning and differentiate between a line, a ray and a line segment. • Identify, construct and use point, line, line segment and ray. • Sort; label 2 D shapes (up to 10 sided figures.) • Identify shapes in the manmade and natural world. • Properties of 3 d shapes including vertices, faces and edges of cube, cuboid, cylinder, cone and sphere.

		<ul style="list-style-type: none"> • Use of shape in real life situations and in immediate environment.
August 2017	<p>Number operation Subtraction</p> <p>Shape and space Position</p> <p>Numbers</p>	<ul style="list-style-type: none"> • Arranging four digit numbers and several two digit numbers, finding the difference without and with borrowing. • Story sums. • Directions-NEWS, NE, NW, SW, SE. • Whole turn, half turn quarter turn. • Clock wise and anti-clock wise, left turn and right turn. • Skip counting 2,3,4,5 • Recap of tables 2,3,5,10
September 2017	<p>Measurement Angles</p> <p>Shape and Space Lines and symmetry.</p> <p>Numbers Multiplication</p>	<ul style="list-style-type: none"> • Identify different types of angle; obtuse, acute, right and straight • Estimate the measure for a given angle. • Identify lines and axis of reflective symmetry in complex shapes and figures. • Introducing tables of 4, 6, 7, 8 and 9.

		<ul style="list-style-type: none"> • Long division and identifying dividend, divisor, remainder, quotient
December 2017	<p>Number Division</p> <p>Measurement Metric conversions.</p>	<ul style="list-style-type: none"> • Practice of division concept. • Estimate, measure, label and compare using nonstandard and standard units of measurement. • Measurement length, weight capacity.
January 2018	<p>Measurement Money</p>	<ul style="list-style-type: none"> • Introduction of money • Addition and subtraction of money. • Story sums.
February 2018	<p>Measurement Time</p> <p>Temperature</p>	<ul style="list-style-type: none"> • Read and write the time to the minute and quarter using intervals of ten minutes, five minutes and one minute on a twelve hour and twenty four clocks. • Conversions of time -minutes, hours and days. • Using time lines in real life situations. • Read thermometer in degree centigrade and Fahrenheit. • Reading Calendar.
March 2018	<p>Recapitulation of basic operations and concepts learned</p> <p>Mental Mathematics</p>	

UOI: WORK PLAN
Grade 3
Session: April 2017 - March 2018.

Date	Theme	Subject Integration	Attributes and Skills
<p>April and May</p> <p>10th April - 26th May</p>	<p>Who We are <u>Central Idea</u> Choices of role models reflect the beliefs and values of individuals and societies</p> <p><u>Lines of Inquiry</u> What determines our beliefs and values-</p> <p>Causation How and why role models are chosen-</p> <p>Perspective Influence of role models on our choices and actions-</p> <p>Reflection</p>	<p>SUBJECT INTEGRATION:</p> <p>SCIENCE:</p> <p>SOCIAL STUDIES : <u>Social organization and culture:</u></p> <ul style="list-style-type: none"> • Reading of biographies of famous people and identifying the character traits of these people. <p><u>Continuity and change through time:</u></p> <ul style="list-style-type: none"> • Impact of role models on the society and on the individuals. <p>PSPE: <u>Identity:</u></p> <ul style="list-style-type: none"> • Choosing our role model and identifying learner’s profile attitudes and attributes in him/her. • Looking deep within ourselves and look for qualities within us. <p><u>Interactions:</u></p> <ul style="list-style-type: none"> • How the qualities of our role models affect our beliefs and values. <p>Language Integration: ORAL LISTENING</p> <ul style="list-style-type: none"> • Comprehending audio-visual related to the text. <p>ORAL SPEAKING</p> <ul style="list-style-type: none"> • Group discussions; Present their views. <ul style="list-style-type: none"> • Use of appropriate language to express their opinions and thoughts about their role models. • Explain and discuss their own writing. 	<p>Transdisciplinary Skills: Social skills, Thinking skills and Communication skills</p> <p>Attitudes: Integrity, Appreciation and Tolerance</p> <p>Attributes: Reflective, Thinker and open minded.</p>

WRITTEN READING

- Biographies
- Comprehensions

WRITTEN WRITING

- Creating Biographies using variety of visual media.
- Picture composition.
- Reflecting from the learned text
- Inferring meaning in their own language.

- Writing a paragraph focusing on elements like -introduction, content and conclusion.
- Reading biographies and write informally about their own ideas, experiences, feelings and connecting them to the IB attitudes and attributes.
- Describes the character of the stories read and heard.

Viewing and Presenting

- Interpret videos and discuss about it.
- Presenting the presentations.

ICT:

Creating:

- Creation of PPT
- Bio cube creation or Guest book creation on role models.

Communicating:

- Presentation of the PPT

MUSIC:

- Learning about famous musicians through power point presentation.

ART:

- Learning about famous artists through power point presentation.

MATH INTEGRATION:

- **Data Handling**
Bar graph

		Venn's Diagram	
<p>18th July- 1st August 18th September- 4th October</p>	<p>'How we express ourselves' Central Idea Imagination extends our ability to think, create and express ourselves. Lines of Inquiry How we demonstrate and enjoy our imagination - Function Language a widely used way to express-Form Imagination helps us to think and to find solutions- Causation</p>	<p>SUBJECT INTEGRATION:</p> <p>SCIENCE:</p> <p>Forces and energy:</p> <ul style="list-style-type: none"> • Technological advances has made communication easier. <p>Materials and Matter:</p> <ul style="list-style-type: none"> • Imagination helps to create material manipulated to suit a purpose. <p>SOCIAL STUDIES : Human systems and economic activities:</p> <ul style="list-style-type: none"> • Humans use imagination as a tool to communicate with each other. • Imagination helps human to connect locally and globally. <p>Social organization and culture:</p> <ul style="list-style-type: none"> • Language a widely used way to express and communicate. <p>PSPE: Identity:</p> <ul style="list-style-type: none"> • Imagination helps human to identify uniqueness. • Imagination helps to express and communicate feelings and experiences through different mediums. <p>Active living:</p> <ul style="list-style-type: none"> • Different forms of expressions help us to reduce stress level. <p>Interactions:</p> <ul style="list-style-type: none"> • Different forms of expressions help people to interact with each other. 	<p>Transdisciplinary Skills: Communication skills, thinking skills and self-management skills.</p> <p>Attitudes: Curiosity, creativity and appreciation</p> <p>Attributes: Reflective and Courageous</p>

Language Integration:

ORAL LISTENING

- Understanding the purpose of spoken language; for instruction, information, entertainment and reassurance.
- Use of appropriate language to express their opinions and thoughts about their feelings.
- Role play (script writing)
- Anticipate and predict when listening to text read aloud.

ORAL SPEAKING

- Giving oral reports to small or large groups
- Expressing ideas clearly and logically.
- Stating opinions.
- Spin a Yarn
- Retell, relate and sequence familiar and unfamiliar events and stories with increasing details.

WRITTEN READING

- Reading variety of text for information and pleasure.
- Comprehending the read text; making inferences and drawing conclusions.

WRITTEN WRITING

- Different forms of creative writing.
- Using language differently for different purpose.
- Creates illustrations to match their own written text.
- Summarizes the plot of the story and recreates it using new vocabulary.

Viewing and Presenting

- View different version of the same stories and discuss the effectiveness of the different ways of telling the same story.

ICT:

		<p>Organizing/Communicating:</p> <ul style="list-style-type: none"> • Expressing imagination on Ms Word. • Exchanging of emails to share ideas. • Organizing thoughts and ideas using word and sharing it on the blogs. <p>Collaborating:</p> <ul style="list-style-type: none"> • Working together and creating play scripts. <p>MUSIC:</p> <ul style="list-style-type: none"> • Expressing through songs <p>ART:</p> <ul style="list-style-type: none"> • Expressing through different mediums of art. <p>DANCE:</p> <ul style="list-style-type: none"> • Expressing through dance <p>MATH INTEGRATION:</p> <ul style="list-style-type: none"> • 2D shapes • Symmetry • Directions 	
<p>2nd August-13th September</p>	<p>‘Sharing The Planet’ Central Idea “Human actions can have an impact on the sustainability of world’s natural resources.” Lines Of Inquiry Resources of the world - Form Impact of Human interactions on world’s resources- Causation</p>	<p>SUBJECT INTEGRATION:</p> <p>SCIENCE:</p> <p>Living things:</p> <ul style="list-style-type: none"> • Classification of resources. • Need to conserve resources. <p>Earth and space:</p> <ul style="list-style-type: none"> • Different natural and man-made resources available on earth. • Water cycle. • Conservation and sustainability of available resources. <p>Materials and matter:</p> <ul style="list-style-type: none"> • Properties of different resources (air, water, coal etc.) <p>Forces and energy:</p> <ul style="list-style-type: none"> • Resources used as different forms of energy. 	<p>Transdisciplinary Skills: Communication skills, social skills and research skills.</p> <p>Attitudes: Empathy, appreciation, commitment and enthusiasm</p> <p>Attributes: Communicator, Reflective and caring.</p>

	<p>Sustainability of available resources - Responsibility</p>	<ul style="list-style-type: none"> • Use of resources by human leads to pollution. <p>SOCIAL STUDIES : Human and natural environments:</p> <ul style="list-style-type: none"> • Use of resources affect humans and environment. • Marking major rivers and oceans on Map of India and Map of the world respectively. <p>Resources and the environment:</p> <ul style="list-style-type: none"> • Distribution of resources. • Need to conserve natural resources. • Impact of scientific and technological developments on the natural resources. <p>PSPE: Active living:</p> <ul style="list-style-type: none"> • Making right choices and evaluating the consequences of excessive use of resources. <p>Interactions:</p> <ul style="list-style-type: none"> • Responsibility to preserve the natural resources. <p>Language Integration: ORAL LISTENING</p> <ul style="list-style-type: none"> • Listening to variety of text from variety of sources for information and facts. <p>ORAL SPEAKING</p> <ul style="list-style-type: none"> • Stating opinions. • Sharing information and ideas for a purpose. <p>WRITTEN READING</p> <ul style="list-style-type: none"> • Reading variety of text. • Making inferences and drawing conclusion. <p>WRITTEN WRITING</p> <ul style="list-style-type: none"> • Taking notes and paraphrasing • Writing reports • Creating posters with relevant text. 	
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		<p>Viewing and Presenting</p> <ul style="list-style-type: none"> Gathering factual information from visual text and organizing and presenting it. <p>ICT:</p> <p>Investigating:</p> <ul style="list-style-type: none"> Research on various resources using internet as a tool. <p>Organising:</p> <ul style="list-style-type: none"> Arranging the researched work under different heads. <p>Creating:</p> <ul style="list-style-type: none"> Creating posters using MS paint <p>MUSIC:</p> <ul style="list-style-type: none"> Jal Tarang <p>ART:</p> <ul style="list-style-type: none"> Poster making <p>MATH INTEGRATION:</p> <ul style="list-style-type: none"> Data handling Bar graph 	
<p>9th October- 22nd November</p>	<p>‘Where we are in place and time’</p> <p>Central Idea Explorations can impact people and places.</p> <p>Lines Of Inquiry Explorations in the: past, present and future- Form Reasons and impact of explorations - Causation</p>	<p>SUBJECT INTEGRATION:</p> <p>SCIENCE:</p> <p>Living things:</p> <ul style="list-style-type: none"> The need for study of characteristics of a given environment for explorations. <p>Earth and space:</p> <ul style="list-style-type: none"> Climatic conditions affecting the explorations. Physical feature of a particular area leads to exploration. Major impacts of exploration. Investigation and explanation, how stars are used for navigation. 	<p>Transdisciplinary Skills: Thinking skills, research skills and communication skills</p> <p>Attitudes: Confidence, empathy and curiosity</p> <p>Attributes: Inquirer, reflective and communicator</p>

- Demonstration and understanding of other methods of navigation (for example, compasses, satellites).

SOCIAL STUDIES :

Human systems and economic activities:

- Identify the reasons, why people compelled to explore the unknown.

Social organization and culture:

- Inquiry into exploration and expeditions through land, sea and space.

Continuity and change through time:

- Changes brought by explorations in the lives of the people.
- Study of journeys that lead to discovering new places.
- Impact of discoveries in our lives
- Marking the route of major expeditions on a map.
- Reasons people explore.
- Time line and routes of major expeditions

Human and natural environments:

- Routes of major explorations.
- Experience of different explorers and how they adapted to the changed environment.

Resources and the environment:

- Impact of scientific and technological developments on explorations.
(Explorations of past, present and future)

PSPE:

Identity:

- Linking the different explorers to Learner's profile attitudes and attributes.
- Impact of culture, adversities and genders on different exploration.

Interactions:

- Importance of team work towards making any expedition successful.

Language Integration:

ORAL LISTENING

- **Comprehending audio-visual related to the text.**

ORAL SPEAKING

- **Communicating text related to information and ideas.**

WRITTEN READING

- **Biographies;** Reading about famous journeys that led to discovery of places.
- **Comprehensions**

WRITTEN WRITING

- **Creating Biographies using variety of visual media.**
- **Reflecting from the learned text.**
- **Inferring meaning in their own language.**
- **Understanding the relationship between reading, thinking and reflection.**
- Re read, edit and improve their own writing for content and language.

Viewing and Presenting

- Viewing visual information.
- Displaying understanding through presentations.

ICT:

Creating:

- Creating PPT on explores.
- Creating treasure hunt maps.

Investigating:

		<ul style="list-style-type: none"> • Research work on different explorers. <p>Becoming a responsible citizen:</p> <ul style="list-style-type: none"> • Proper use of internet while researching. <p>MUSIC:</p> <ul style="list-style-type: none"> • Exploration through a song 'I have a dream' <p>ART:</p> <ul style="list-style-type: none"> • Learners will explore different art forms. <p>MATH INTEGRATION:</p> <ul style="list-style-type: none"> • Venn's diagram • Directions 	
<p>27th November-15th December 17th January-16th February</p>	<p>'How the world works' Advantages and disadvantages of machines. Central Idea Evolution of machines has brought changes in our lives. Lines Of Inquiry Simple machines used in our everyday life- Function Relationship between simple and compound machines- Connection How evolution of machines have changed our lives- Change</p>	<p>SUBJECT INTEGRATION:</p> <p>SCIENCE: Living things:</p> <ul style="list-style-type: none"> • Comparing joints in human skeleton system with different types of simple machines. <p>Materials and matter:</p> <ul style="list-style-type: none"> • Different types of machines; simple and complex. • Machines- boon or bane <p>Forces and energy:</p> <ul style="list-style-type: none"> • All six simple machines and their uses in daily life. • Comparing simple machine with complex machines. • How machines have changed overtime to suit different needs. <p>SOCIAL STUDIES : Human systems and economic activities:</p> <ul style="list-style-type: none"> • How machines have brought the world closer. <p>Continuity and change through time:</p> <ul style="list-style-type: none"> • Time line of machines. 	<p>Transdisciplinary Skills: Thinking skills, research skills and self-management skills</p> <p>Attitudes: Creativity, cooperation and independence</p> <p>Attributes: Thinker, knowledgeable and communicator</p>

- Futuristic machines.
- Connection between human needs and wants and technological development.
- Reflect on the role of machines in our life.

Resources and the environment:

- Advantages and disadvantages of machines.

PSPE:

Active living:

- Use of machines to promote wellbeing.
- Responsibility while using machines.

Interactions:

- Responsibility while using machines.

Language Integration:

ORAL LISTENING

- Gaining specific facts.
- Remembering in similar form.

ORAL SPEAKING

- To construct an argument based on knowledge and understanding.
- Making analysis; separating into component parts.

WRITTEN READING

- Reading a variety of sources for information and ideas.
- Comprehending the read text; making inferences and drawing conclusion.

WRITTEN WRITING

- Recording information and observation.
- Taking notes for writing reports.
- Creating pieces on factual or imagined world.
- Presentation on uses and conservation of resources.

		<ul style="list-style-type: none"> • Discuss what IF situations. <p>Viewing and Presenting</p> <ul style="list-style-type: none"> • SLC <p>ICT:</p> <p>Creating</p> <ul style="list-style-type: none"> • Making simple machines using paint. <p>MUSIC:</p> <ul style="list-style-type: none"> • Identification and function of machines in musical instruments. <p>ART:</p> <ul style="list-style-type: none"> • Creating sculpture using waste machines. • Creating puzzles <p>DANCE:</p> <ul style="list-style-type: none"> • Robotic dance <p>Sports Integration:</p> <ul style="list-style-type: none"> • Identification and function of sports equipment. <p>MATH INTEGRATION:</p> <ul style="list-style-type: none"> • Venn’s diagram • Timeline • Data Handling; interpreting the data to answer questions. • Shape and space; angles. 	
<p>19th February- 28th March</p>	<p>‘How we Organize ourselves’ Central Idea Marketplaces depend on the ability to produce goods and supply services. Lines of Inquiry</p>	<p>SUBJECT INTEGRATION:</p> <p>SCIENCE: Materials and matter:</p> <ul style="list-style-type: none"> • Production line of various products; raw material to finished goods. <p>SOCIAL STUDIES : Human systems and economic activities:</p> <ul style="list-style-type: none"> • Structure of market places. 	<p>Transdisciplinary Skills: Thinking skills, communication skills and self-management skills</p> <p>Attitudes: Cooperation, integrity and independence</p>

	<p>Trade and markets-Form Production, demand and supply are connected to each other-</p> <p>Connection The choices we make when we go to a marketplace -</p> <p>Perspective</p>	<ul style="list-style-type: none"> • Trade connecting people locally and globally. <p>Social organization and culture:</p> <ul style="list-style-type: none"> • Ethics of market place • Rights of the consumers. <p>Continuity and change through time:</p> <ul style="list-style-type: none"> • Time line of money. <p>Resources and the environment:</p> <ul style="list-style-type: none"> • Needs and wants • Flow chart of a product, production and supply. • Impact of technological development on production of goods. • Supply and demand are affected by population and the availability of resources. <p>PSPE: Identity:</p> <ul style="list-style-type: none"> • Needs and wants <p>Interactions:</p> <ul style="list-style-type: none"> • Rights, duties and responsibilities of a producer and a consumer. <p>Language Integration: ORAL LISTENING</p> <ul style="list-style-type: none"> • Interpreting and analysing visual and multimedia. • Obtain information from the accessible spoken text. <p>ORAL SPEAKING</p> <ul style="list-style-type: none"> • Using language as a medium to attract consumers using voice modulation, jingles etc. as tools. • Speaking appropriately in small and large group interactions. <p>WRITTEN READING</p> <ul style="list-style-type: none"> • Gathering information from variety of resources. 	<p>Attributes: Principled, balanced and communicator</p>
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		<ul style="list-style-type: none">• Understanding the advertisements, logos, and making judgments. <p>WRITTEN WRITING</p> <ul style="list-style-type: none">• Creating posters, jingles, advertisements to attract consumers.• Comprehension passages <p>Viewing and Presenting Recognizing advertisements, logos, and labels.</p> <p>ICT:</p> <p>Creating/Collaborating</p> <ul style="list-style-type: none">• Making flow charts in a group. <p>Communicating:</p> <ul style="list-style-type: none">• Presentations <p>Investigating:</p> <ul style="list-style-type: none">• Understanding the benefits of online shopping. <p>ART:</p> <ul style="list-style-type: none">• Designing posters, flyers <p>MATH INTEGRATION:</p> <ul style="list-style-type: none">• Money• Data handling	
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Genesis Global School
Hindi Work Plan 2017 -18
Grade – 3

समय	परिकल्पना / कौशल	इकाई – श्रृंखला	पाठ
6 अप्रैल से 26 मई 2017	<ul style="list-style-type: none"> ● वर्णों का शुद्ध मौखिक व लिखित ज्ञान एवं उचित क्रम से संकलित कर सही शब्दों की रचना करने के कौशल का विकास करना ● चार व पाँच अक्षर के शब्दों तथा संयुक्ताक्षर शब्दों का मौखिक व लिखित ज्ञान में वृद्धि करने की कला का विकास करना। ● कविता , कहानी आदि का ध्यानपूर्वक श्रवण तथा सुने गए विषय को अपने शब्दों में व्यक्त करने की कला को विकसित करना। ● दिए गए चित्र को देखकर मौखिक वर्णन व उच्चारण कर भाषा को दृढ़ बनाने की योग्यता उत्पन्न करना। 	इकाई – <ul style="list-style-type: none"> ● आदर्श (रोल मॉडल) ● रचनात्मक लेख 	उल्लास:- पाठ 13 झटपट खाओ पाठ 3 अपना काम स्वयं करें व्याकरण:- <ul style="list-style-type: none"> ● स्वयं व अन्य का मौखिक व लिखित ज्ञान। ● हिंदी अक्षर ● हमारी हिंदी भाषा ● संयुक्ताक्षर ● संज्ञा ● सर्वनाम

17 जुलाई
से 31 अगस्त
2017

- एक – अनेक शब्दों का प्रयोग एवं लिंग निर्णय करने की कला का विकास करना।
- मुहावरों द्वारा भाषा को रोचक बनाने की कला का विकास, पशुओं के प्रति प्रेम की भावना का विकास
- अधूरी कहानी को अपने शब्दों में पूरी करने की कला एवं रचनात्मक लेख लिखने की कला विकसित करना।
- उचित शब्दों का प्रयोग करके अपने अनुभव को सुनाना तथा सुने गए भाव को समझकर स्पष्ट करना।
- बाल मन की कल्पनाओं और मातृ प्रेम की भावना को विकसित करना।

इकाई –

कल्पना

रचनात्मक लेखन

उल्लास:-

पाठ 4 ऊँट किस करवट बैठेगा

पाठ 9 मैं सबसे छोटी होऊँ

व्याकरण:-

- लिंग
- वचन
- मुहावरे

<p>1 सितंबर से 13 अक्टूबर</p>	<ul style="list-style-type: none"> ● लेखन में व्याकरण के सामान्य नियमों का प्रयोग करने की कला का विकास। ● वाक्य में शब्दों का उचित स्थान पर उचित क्रम में प्रयोग करना। ● समस्या और उनका समाधान, मूलभाव समझना। ● प्रकृति से मिलने वाली प्रेरणा को आत्मसात करते हुए कविता के द्वारा चिंतन , भावबोध और कल्पना को जागृत करने की कला विकसित करना। ● स्लोगन लिखने की कला का विकास। 	<p>इकाई – प्राकृतिक स्रोत – जंगल , हवा , पानी</p> <p>उल्लास – पाठ 10</p> <ul style="list-style-type: none"> ● हमारा पर्यावरण – एकांकी ● सामाजिक जागरूकता। <p>पाठ – 1 कविता – प्रकृति का संदेश</p>	<p>उल्लास– के पाठों का पठन</p> <p>व्याकरण:–</p> <ul style="list-style-type: none"> ● विशेषण ● क्रिया ● शब्द भंडार <p><u>अतिरिक्त कार्य</u></p> <p>र के विभिन्न रूप</p>

23

अक्टूबर
से 30
नवंबर
2017

- वाक्यों में विराम चिह्नों का उचित प्रयोग करने की कला का विकास करना।
- संवाद – लेखन कला का विकास।
- विषम परिस्थिति में स्वयं को उसके अनुरूप ढालने की कला का विकास करना।
- विद्यार्थियों में आई बी लर्नर प्रोफाइल गुणों का विकास
- चिंतन– मनन और लेखन कला का विकास

इकाई –

- अन्वेषण (खोज)
- अपठित गद्यांश

पाठ–16

- रॉबिनसन क्रूसो

उल्लास:–

पाठ 2 मुरगी का निराला बच्चा

व्याकरण:–

- विराम चिह्न
- श्रुतभाव ग्रहण

1 दिसंबर से 31
जनवरी 2017-18

- हिंदी के अंकों व शब्दों की जानकारी द्वारा भाषा ज्ञान में वृद्धि करने की कला का विकास
- दिए गए विषयों पर नाट्य मंचन द्वारा भाषा को समृद्ध करने की योग्यता का विकास करना।

इकाई –

मशीन

- रचनात्मक लेख
- नाट्य मंचन

व्याकरण:-

- गिनती 1-40 तक (हिंदी के अंकों व शब्दों की जानकारी द्वारा भाषा ज्ञान में वृद्धि करना।)

1 फरवरी से 23
मार्च 2018

- लयपूर्ण वाचन , चिंतन – मनन कौशल का विकास
जीवन में " परिश्रम " के महत्व को समझने के
कौशल का विकास
- पुरातन व नवीन बाजारों के अंतर को समझने की
कला विकसित करना ।
- चिंतन– मनन और लेखन कला का विकास

इकाई –

बाज़ार

- चलचित्र प्रदर्शन
- अपठित गद्यांश

उल्लास:-

पाठ. 17(कविता)

- कोशिश करने वालों की हार
नहीं होती