



**Work plan Session 2017-18**  
**Class 3**  
**ENGLISH**

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

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

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

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

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

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|  | <ul style="list-style-type: none"><li>• Creating posters, jingles, advertisements to attract consumers.</li><li>• Comprehension passages</li></ul> |  |  |
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**Viewing and Presenting**

Recognizing advertisements, logos, and labels.

**Math Work Plan  
Grade-3  
Session 2017-2018**

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

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





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

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

Date	Theme	Subject Integration	Attributes and Skills
<p>April and May</p> <p>10<sup>th</sup> April - 26<sup>th</sup> May</p>	<p><b>Who We are</b>  <u><b>Central Idea</b></u>            Choices of role models reflect the beliefs and values of individuals and societies</p> <p><u><b>Lines of Inquiry</b></u>            What determines our beliefs and values-</p> <p><b>Causation</b>            How and why role models are chosen-</p> <p><b>Perspective</b>            Influence of role models on our choices and actions-</p> <p><b>Reflection</b></p>	<p><b>SUBJECT INTEGRATION:</b></p> <p><b>SCIENCE:</b></p> <p><b>SOCIAL STUDIES :</b>  <u>Social organization and culture:</u></p> <ul style="list-style-type: none"> <li>• Reading of biographies of famous people and identifying the character traits of these people.</li> </ul> <p><u>Continuity and change through time:</u></p> <ul style="list-style-type: none"> <li>• Impact of role models on the society and on the individuals.</li> </ul> <p><b>PSPE:</b>  <u>Identity:</u></p> <ul style="list-style-type: none"> <li>• Choosing our role model and identifying learner's profile attitudes and attributes in him/her.</li> <li>• Looking deep within ourselves and look for qualities within us.</li> </ul> <p><u>Interactions:</u></p> <ul style="list-style-type: none"> <li>• How the qualities of our role models affect our beliefs and values.</li> </ul> <p><b>Language Integration:</b>  <b>ORAL LISTENING</b></p> <ul style="list-style-type: none"> <li>• Comprehending audio-visual related to the text.</li> </ul> <p><b>ORAL SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Group discussions; Present their views.               <ul style="list-style-type: none"> <li>• Use of appropriate language to express their opinions and thoughts about their role models.</li> </ul> </li> <li>• Explain and discuss their own writing.</li> </ul>	<p><b>Transdisciplinary Skills:</b>            Social skills, Thinking skills and Communication skills</p> <p><b>Attitudes:</b>            Integrity, Appreciation and Tolerance</p> <p><b>Attributes:</b>            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>18<sup>th</sup> July- 1<sup>st</sup> August 18<sup>th</sup> September- 4<sup>th</sup> October</p>	<p><b>'How we express ourselves'</b> <b>Central Idea</b> Imagination extends our ability to think, create and express ourselves. <b>Lines of Inquiry</b> How we demonstrate and enjoy our imagination - <b>Function</b> Language a widely used way to express-<b>Form</b> Imagination helps us to think and to find solutions- <b>Causation</b></p>	<p><b>SUBJECT INTEGRATION:</b></p> <p><b>SCIENCE:</b></p> <p><b>Forces and energy:</b></p> <ul style="list-style-type: none"> <li>• Technological advances has made communication easier.</li> </ul> <p><b>Materials and Matter:</b></p> <ul style="list-style-type: none"> <li>• Imagination helps to create material manipulated to suit a purpose.</li> </ul> <p><b>SOCIAL STUDIES :</b> <b>Human systems and economic activities:</b></p> <ul style="list-style-type: none"> <li>• Humans use imagination as a tool to communicate with each other.</li> <li>• Imagination helps human to connect locally and globally.</li> </ul> <p><b>Social organization and culture:</b></p> <ul style="list-style-type: none"> <li>• Language a widely used way to express and communicate.</li> </ul> <p><b>PSPE:</b> <b>Identity:</b></p> <ul style="list-style-type: none"> <li>• Imagination helps human to identify uniqueness.</li> <li>• Imagination helps to express and communicate feelings and experiences through different mediums.</li> </ul> <p><b>Active living:</b></p> <ul style="list-style-type: none"> <li>• Different forms of expressions help us to reduce stress level.</li> </ul> <p><b>Interactions:</b></p> <ul style="list-style-type: none"> <li>• Different forms of expressions help people to interact with each other.</li> </ul>	<p><b>Transdisciplinary Skills:</b> Communication skills, thinking skills and self-management skills.</p> <p><b>Attitudes:</b> Curiosity, creativity and appreciation</p> <p><b>Attributes:</b> 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><b>Organizing/Communicating:</b></p> <ul style="list-style-type: none"> <li>• Expressing imagination on Ms Word.</li> <li>• Exchanging of emails to share ideas.</li> <li>• Organizing thoughts and ideas using word and sharing it on the blogs.</li> </ul> <p><b>Collaborating:</b></p> <ul style="list-style-type: none"> <li>• Working together and creating play scripts.</li> </ul> <p><b>MUSIC:</b></p> <ul style="list-style-type: none"> <li>• Expressing through songs</li> </ul> <p><b>ART:</b></p> <ul style="list-style-type: none"> <li>• Expressing through different mediums of art.</li> </ul> <p><b>DANCE:</b></p> <ul style="list-style-type: none"> <li>• Expressing through dance</li> </ul> <p><b>MATH INTEGRATION:</b></p> <ul style="list-style-type: none"> <li>• 2D shapes</li> <li>• Symmetry</li> <li>• Directions</li> </ul>	
<p>2<sup>nd</sup> August-13<sup>th</sup> September</p>	<p><b>‘Sharing The Planet’</b>  <b>Central Idea</b>  <b>“Human actions can have an impact on the sustainability of world’s natural resources.”</b>  <b>Lines Of Inquiry</b>  Resources of the world -  <b>Form</b>  Impact of Human interactions on world’s resources-  <b>Causation</b></p>	<p><b>SUBJECT INTEGRATION:</b></p> <p><b>SCIENCE:</b></p> <p><b>Living things:</b></p> <ul style="list-style-type: none"> <li>• Classification of resources.</li> <li>• Need to conserve resources.</li> </ul> <p><b>Earth and space:</b></p> <ul style="list-style-type: none"> <li>• Different natural and man-made resources available on earth.</li> <li>• Water cycle.</li> <li>• Conservation and sustainability of available resources.</li> </ul> <p><b>Materials and matter:</b></p> <ul style="list-style-type: none"> <li>• Properties of different resources (air, water, coal etc.)</li> </ul> <p><b>Forces and energy:</b></p> <ul style="list-style-type: none"> <li>• Resources used as different forms of energy.</li> </ul>	<p><b>Transdisciplinary Skills:</b>  Communication skills, social skills and research skills.</p> <p><b>Attitudes:</b>  Empathy, appreciation, commitment and enthusiasm</p> <p><b>Attributes:</b>  Communicator, Reflective and caring.</p>

	<p>Sustainability of available resources - <b>Responsibility</b></p>	<ul style="list-style-type: none"> <li>• Use of resources by human leads to pollution.</li> </ul> <p><b>SOCIAL STUDIES :</b> Human and natural environments:</p> <ul style="list-style-type: none"> <li>• Use of resources affect humans and environment.</li> <li>• Marking major rivers and oceans on Map of India and Map of the world respectively.</li> </ul> <p>Resources and the environment:</p> <ul style="list-style-type: none"> <li>• Distribution of resources.</li> <li>• Need to conserve natural resources.</li> <li>• Impact of scientific and technological developments on the natural resources.</li> </ul> <p><b>PSPE:</b> Active living:</p> <ul style="list-style-type: none"> <li>• Making right choices and evaluating the consequences of excessive use of resources.</li> </ul> <p>Interactions:</p> <ul style="list-style-type: none"> <li>• Responsibility to preserve the natural resources.</li> </ul> <p><b>Language Integration:</b> <b>ORAL LISTENING</b></p> <ul style="list-style-type: none"> <li>• Listening to variety of text from variety of sources for information and facts.</li> </ul> <p><b>ORAL SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Stating opinions.</li> <li>• Sharing information and ideas for a purpose.</li> </ul> <p><b>WRITTEN READING</b></p> <ul style="list-style-type: none"> <li>• Reading variety of text.</li> <li>• Making inferences and drawing conclusion.</li> </ul> <p><b>WRITTEN WRITING</b></p> <ul style="list-style-type: none"> <li>• Taking notes and paraphrasing</li> <li>• Writing reports</li> <li>• Creating posters with relevant text.</li> </ul>	
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		<p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>Gathering factual information from visual text and organizing and presenting it.</li> </ul> <p><b>ICT:</b></p> <p><b>Investigating:</b></p> <ul style="list-style-type: none"> <li>Research on various resources using internet as a tool.</li> </ul> <p><b>Organising:</b></p> <ul style="list-style-type: none"> <li>Arranging the researched work under different heads.</li> </ul> <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>Creating posters using MS paint</li> </ul> <p><b>MUSIC:</b></p> <ul style="list-style-type: none"> <li>Jal Tarang</li> </ul> <p><b>ART:</b></p> <ul style="list-style-type: none"> <li>Poster making</li> </ul> <p><b>MATH INTEGRATION:</b></p> <ul style="list-style-type: none"> <li>Data handling Bar graph</li> </ul>	
<p><b>9<sup>th</sup> October- 22<sup>nd</sup> November</b></p>	<p><b>‘Where we are in place and time’</b></p> <p><b>Central Idea</b> Explorations can impact people and places.</p> <p><b>Lines Of Inquiry</b> Explorations in the: past, present and future- <b>Form</b> Reasons and impact of explorations - <b>Causation</b></p>	<p><b>SUBJECT INTEGRATION:</b></p> <p><b>SCIENCE:</b></p> <p><b>Living things:</b></p> <ul style="list-style-type: none"> <li>The need for study of characteristics of a given environment for explorations.</li> </ul> <p><b>Earth and space:</b></p> <ul style="list-style-type: none"> <li>Climatic conditions affecting the explorations.</li> <li>Physical feature of a particular area leads to exploration.</li> <li>Major impacts of exploration.</li> <li>Investigation and explanation, how stars are used for navigation.</li> </ul>	<p><b>Transdisciplinary Skills:</b> Thinking skills, research skills and communication skills</p> <p><b>Attitudes:</b> Confidence, empathy and curiosity</p> <p><b>Attributes:</b> 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"> <li>• Research work on different explorers.</li> </ul> <p><b>Becoming a responsible citizen:</b></p> <ul style="list-style-type: none"> <li>• Proper use of internet while researching.</li> </ul> <p><b>MUSIC:</b></p> <ul style="list-style-type: none"> <li>• Exploration through a song 'I have a dream'</li> </ul> <p><b>ART:</b></p> <ul style="list-style-type: none"> <li>• Learners will explore different art forms.</li> </ul> <p><b>MATH INTEGRATION:</b></p> <ul style="list-style-type: none"> <li>• Venn's diagram</li> <li>• Directions</li> </ul>	
<p><b>27<sup>th</sup> November-15<sup>th</sup> December 17<sup>th</sup> January-16<sup>th</sup> February</b></p>	<p><b>'How the world works'</b> Advantages and disadvantages of machines. <b>Central Idea</b> Evolution of machines has brought changes in our lives. <b>Lines Of Inquiry</b> Simple machines used in our everyday life- <b>Function</b> Relationship between simple and compound machines- <b>Connection</b> How evolution of machines have changed our lives- <b>Change</b></p>	<p><b>SUBJECT INTEGRATION:</b></p> <p><b>SCIENCE:</b> <b>Living things:</b></p> <ul style="list-style-type: none"> <li>• Comparing joints in human skeleton system with different types of simple machines.</li> </ul> <p><b>Materials and matter:</b></p> <ul style="list-style-type: none"> <li>• Different types of machines; simple and complex.</li> <li>• Machines- boon or bane</li> </ul> <p><b>Forces and energy:</b></p> <ul style="list-style-type: none"> <li>• All six simple machines and their uses in daily life.</li> <li>• Comparing simple machine with complex machines.</li> <li>• How machines have changed overtime to suit different needs.</li> </ul> <p><b>SOCIAL STUDIES :</b> <b>Human systems and economic activities:</b></p> <ul style="list-style-type: none"> <li>• How machines have brought the world closer.</li> </ul> <p><b>Continuity and change through time:</b></p> <ul style="list-style-type: none"> <li>• Time line of machines.</li> </ul>	<p><b>Transdisciplinary Skills:</b> Thinking skills, research skills and self-management skills</p> <p><b>Attitudes:</b> Creativity, cooperation and independence</p> <p><b>Attributes:</b> 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"> <li>• Discuss what IF situations.</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>• SLC</li> </ul> <p><b>ICT:</b></p> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Making simple machines using paint.</li> </ul> <p><b>MUSIC:</b></p> <ul style="list-style-type: none"> <li>• Identification and function of machines in musical instruments.</li> </ul> <p><b>ART:</b></p> <ul style="list-style-type: none"> <li>• Creating sculpture using waste machines.</li> <li>• Creating puzzles</li> </ul> <p><b>DANCE:</b></p> <ul style="list-style-type: none"> <li>• Robotic dance</li> </ul> <p><b>Sports Integration:</b></p> <ul style="list-style-type: none"> <li>• Identification and function of sports equipment.</li> </ul> <p><b>MATH INTEGRATION:</b></p> <ul style="list-style-type: none"> <li>• Venn’s diagram</li> <li>• Timeline</li> <li>• Data Handling; interpreting the data to answer questions.</li> <li>• Shape and space; angles.</li> </ul>	
<p><b>19<sup>th</sup> February-28<sup>th</sup> March</b></p>	<p><b>‘How we Organize ourselves’</b>  <b>Central Idea</b>  Marketplaces depend on the ability to produce goods and supply services.  <b>Lines of Inquiry</b></p>	<p><b>SUBJECT INTEGRATION:</b></p> <p><b>SCIENCE:</b>  <b>Materials and matter:</b></p> <ul style="list-style-type: none"> <li>• Production line of various products; raw material to finished goods.</li> </ul> <p><b>SOCIAL STUDIES :</b>  <b>Human systems and economic activities:</b></p> <ul style="list-style-type: none"> <li>• Structure of market places.</li> </ul>	<p><b>Transdisciplinary Skills:</b>  Thinking skills, communication skills and self-management skills</p> <p><b>Attitudes:</b>  Cooperation, integrity and independence</p>

	<p>Trade and markets-<b>Form</b> Production, demand and supply are connected to each other-</p> <p><b>Connection</b> The choices we make when we go to a marketplace -</p> <p><b>Perspective</b></p>	<ul style="list-style-type: none"> <li>• Trade connecting people locally and globally.</li> </ul> <p><b>Social organization and culture:</b></p> <ul style="list-style-type: none"> <li>• Ethics of market place</li> <li>• Rights of the consumers.</li> </ul> <p><b>Continuity and change through time:</b></p> <ul style="list-style-type: none"> <li>• Time line of money.</li> </ul> <p><b>Resources and the environment:</b></p> <ul style="list-style-type: none"> <li>• Needs and wants</li> <li>• Flow chart of a product, production and supply.</li> <li>• Impact of technological development on production of goods.</li> <li>• Supply and demand are affected by population and the availability of resources.</li> </ul> <p><b>PSPE:</b> Identity:</p> <ul style="list-style-type: none"> <li>• Needs and wants</li> </ul> <p>Interactions:</p> <ul style="list-style-type: none"> <li>• Rights, duties and responsibilities of a producer and a consumer.</li> </ul> <p><b>Language Integration:</b> <b>ORAL LISTENING</b></p> <ul style="list-style-type: none"> <li>• Interpreting and analysing visual and multimedia.</li> <li>• Obtain information from the accessible spoken text.</li> </ul> <p><b>ORAL SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Using language as a medium to attract consumers using voice modulation, jingles etc. as tools.</li> <li>• Speaking appropriately in small and large group interactions.</li> </ul> <p><b>WRITTEN READING</b></p> <ul style="list-style-type: none"> <li>• Gathering information from variety of resources.</li> </ul>	<p><b>Attributes:</b> Principled, balanced and communicator</p>
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		<ul style="list-style-type: none"><li>• Understanding the advertisements, logos, and making judgments.</li></ul> <p><b>WRITTEN WRITING</b></p> <ul style="list-style-type: none"><li>• Creating posters, jingles, advertisements to attract consumers.</li><li>• Comprehension passages</li></ul> <p><b>Viewing and Presenting</b> Recognizing advertisements, logos, and labels.</p> <p><b>ICT:</b></p> <p><b>Creating/Collaborating</b></p> <ul style="list-style-type: none"><li>• Making flow charts in a group.</li></ul> <p><b>Communicating:</b></p> <ul style="list-style-type: none"><li>• Presentations</li></ul> <p><b>Investigating:</b></p> <ul style="list-style-type: none"><li>• Understanding the benefits of online shopping.</li></ul> <p><b>ART:</b></p> <ul style="list-style-type: none"><li>• Designing posters, flyers</li></ul> <p><b>MATH INTEGRATION:</b></p> <ul style="list-style-type: none"><li>• Money</li><li>• Data handling</li></ul>	
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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"> <li>● वर्णों का शुद्ध मौखिक व लिखित ज्ञान एवं उचित क्रम से संकलित कर सही शब्दों की रचना करने के कौशल का विकास करना</li> <li>● चार व पाँच अक्षर के शब्दों तथा संयुक्ताक्षर शब्दों का मौखिक व लिखित ज्ञान में वृद्धि करने की कला का विकास करना।</li> <li>● कविता , कहानी आदि का ध्यानपूर्वक श्रवण तथा सुने गए विषय को अपने शब्दों में व्यक्त करने की कला को विकसित करना।</li> <li>● दिए गए चित्र को देखकर मौखिक वर्णन व उच्चारण कर भाषा को दृढ़ बनाने की योग्यता उत्पन्न करना।</li> </ul>	<b>इकाई –</b> <ul style="list-style-type: none"> <li>● आदर्श ( रोल मॉडल)</li> <li>● रचनात्मक लेख</li> </ul>	<b>उल्लास:-</b> <b>पाठ 13 झटपट खाओ</b>  <b>पाठ 3 अपना काम स्वयं करें</b>  <b>व्याकरण:-</b> <ul style="list-style-type: none"> <li>● स्वयं व अन्य का मौखिक व लिखित ज्ञान।</li> <li>● हिंदी अक्षर</li> <li>● हमारी हिंदी भाषा</li> <li>● संयुक्ताक्षर</li> <li>● संज्ञा</li> <li>● सर्वनाम</li> </ul>

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