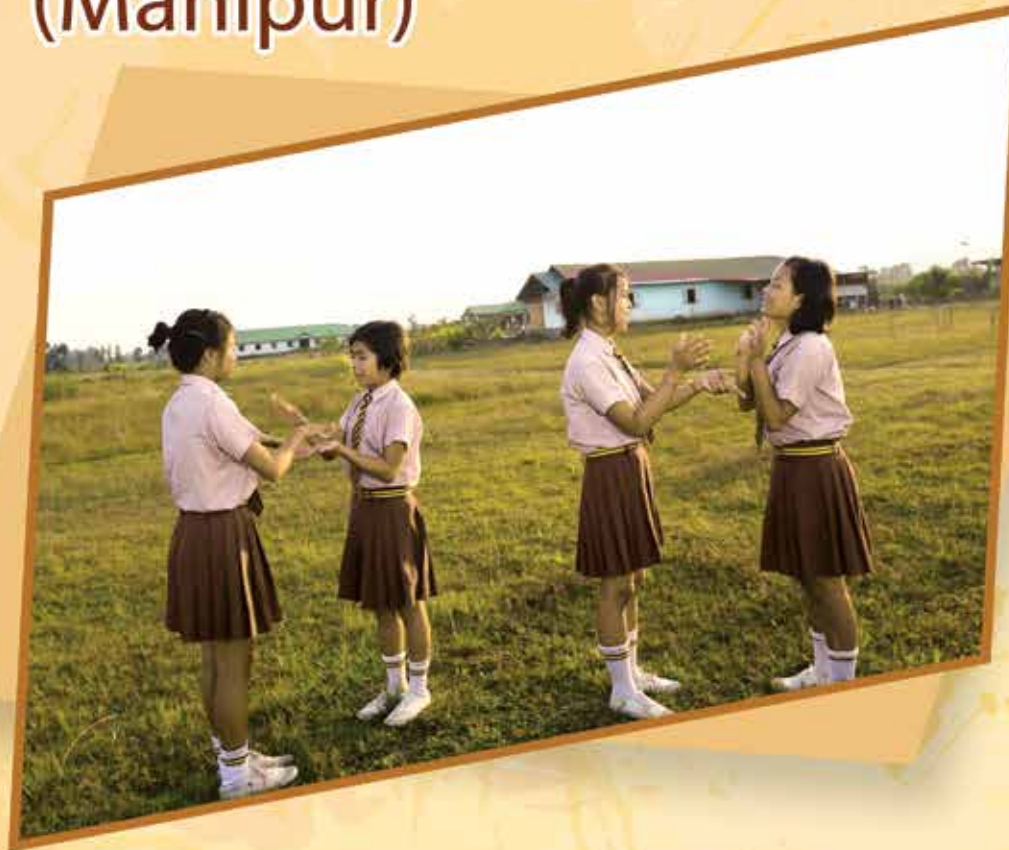




# **LEARNING ENHANCEMENT CARDS**

**Grades : 3-5**

**(Manipur)**



**Government of Manipur  
Department of Education (Schools)**



# Foreword

*Education is a process of the child's holistic development. It is a continuous process by which a child is nurtured, enriched and empowered with knowledge and skills which enable her to develop optimally in all domains- physical, mental, psychological, creative, linguistic and spiritual. By providing a vibrant learning environment, the schools empower their students to interact with the outside world and face challenges with ease.*

*Each learner is unique and is proficient in a range of skills and competencies over a vast array of multiple intelligences.*

*Holistic development needs to focus on all dimensions including physical, mental, emotional, cognitive, social and spiritual. Schools as agents of socialization and change help to develop all these dimensions in a well-rounded manner.*

*Learning Enhancement Cards are unique in this aspect. They use multidisciplinary areas of cognition and integrate it with physical fitness activities. An activity involving jumping and running will not only help to develop speed and power but also to understand measurement and conversion concepts.*

*Each card addresses the Learning Outcomes of other subjects through cross-curricular links and these have been mapped out on the card.*

*LEC is a great resource for the teacher, student, parent or even an educator and a starting point which can lead to more exciting lesson plans.*

*The teacher who uses these cards effectively will definitely help to create physically fit and cognitively curious learners.*

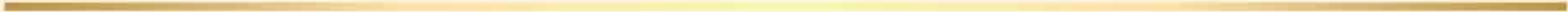
*I hope that the teachers handling Class 3-5 will find these cards useful and would be able to use the activities provided in a meaningful way. Any suggestions for further improvement are always welcome.*



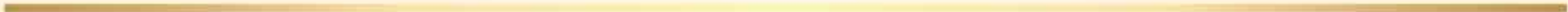
*The book includes:*

1. *Learning Enhancement Cards Grades 3-5*
2. *Learning Outcomes coding document*
3. *Learning Outcomes Matrix*





# GRADE 3



# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 1

### Agility, Balance, Coordination: Running, jumping and throwing

| Activities   | Use these Activities to:  | Variations   | Equipment  | Safety measures   |
|--|---|--|--|---|
| <b>In groups</b> <ul style="list-style-type: none"> <li>Throw balls/rings at a distance and score points. (1)</li> <li>Jump three times, one after the other: how many points can you pass? (2)</li> <li>Run fast over low hurdles. (3)</li> </ul> | <ul style="list-style-type: none"> <li>Improve 'explosive' running over short distances</li> <li>Improve the techniques of jumping and throwing</li> <li>Learn a basic hurdling technique</li> <li>Use the end of one jump as the beginning of the next.</li> <li>Learn to estimate distance</li> <li>Develop sentences and enhance one's vocabulary</li> <li>Perform basic multiplication while playing</li> </ul> | <ul style="list-style-type: none"> <li>Jump from one foot to one foot: how far can you go?</li> <li>Take a short run-up and jump from one foot to two feet: how far can you go?</li> </ul> | <ul style="list-style-type: none"> <li>Balls or rings</li> <li>500 ml recycled bottles or lime powder to show start lines.</li> <li>Markers, recycled bottles and ropes to make low hurdles.</li> <li>Recycled bottles to mark landing positions.</li> </ul> | <ul style="list-style-type: none"> <li>Keep space</li> <li>Watch out for others.</li> </ul> |

### Cross Curricular Links

| English   | Mathematics   | EVS  | Life Skills Enhanced  |
|---|---|--|---|
| <b>Enrich learners' vocabulary through speaking:</b> <ul style="list-style-type: none"> <li>On every jump the children speak one sentence to describe themselves. (3. LS. 6), (4. LS. 4), (4. LS. 7), (5. LS. 5)</li> </ul> | <b>Multiplication:</b> <ul style="list-style-type: none"> <li>The child will jump three times, one after the other. On each jump, the child will give the multiple of the number given by the teacher: e.g. <math>5 \times 3 = \underline{\quad}</math> (3. 1. 4), (3. 1. 6)</li> </ul> | <b>Estimation and Prediction:</b> <ul style="list-style-type: none"> <li>Child to throw the ball and predict the distance. After the prediction, actual distance to be measured using hand spans, foot span etc. If the prediction and actual distance is closest to the actual measure, the child gets 5 points. (3. 6. 1)</li> </ul> | <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Problem solving</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 2

### Agility, Balance, Coordination: Chasing games

| Activities  | Use these Activities to:  | Variations  | Equipment                           | Safety measures   |
|---|---|---|-------------------------------------|---|
| <p><b>How to play</b></p> <p><b>Duck, duck, goose</b></p> <ul style="list-style-type: none"> <li>Children sit in a circle. One player is nominated to be the 'fox'. The fox runs around the circle naming the players 'duck' one by one until one child is named the 'goose'. The goose must get up and chase the fox around the circle trying to catch the fox before s/he gets back to the goose's original position.</li> <li>If the fox is not caught, the fox takes the goose's place in the circle and the goose becomes the fox. If the fox is caught the fox has another go.</li> </ul> <p><b>Drop the cloth</b></p> <ul style="list-style-type: none"> <li>Divide the class into groups each consisting of about 11-15 players. Each group of players forms itself into a circle of about 5m radius. The players are then seated and they sing the song: 'I sent a letter to my father'.</li> <li>One player is nominated as the runner who runs around the circle holding a piece of cloth/handkerchief looking for an opportunity to drop it behind one player in the group.</li> <li>Those who are sitting are not allowed to look behind but they can use their hands to feel behind their back to check if the cloth piece has been dropped there.</li> <li>If a player finds it, s/he gets up and chases the runner to try and catch him/her. The runner will try to occupy the position where the chaser was seated, after completing the circle.</li> <li>If the runner gets caught s/he is 'out' and sits in the centre of the circle.</li> <li>Now the chaser becomes the new runner.</li> <li>To conclude the game – the last player runs to complete a circle and those sitting in the circle will sing the chorus: 'is that you?' The player then comes back to his initial position.</li> <li>Rule: No runner is to be repeated. All the players should get their turn to be chasers.</li> </ul> | <ul style="list-style-type: none"> <li>Improve speed and agility</li> <li>Improve the skills of chasing and fleeing</li> <li>Turn and move quickly</li> <li>Take turns and have fun together.</li> <li>Learn about the names of domestic and wild animals.</li> <li>Improve speed of executing 'multiplication'.</li> <li>Learn 'opposites' while playing.</li> </ul> | <ul style="list-style-type: none"> <li>Play the games with the children sitting in different formations: square, triangular shapes.</li> <li>Change the way children move when chasing and being chased. Ask them to jump or hop or run touching a part of their body.</li> </ul> | <p>Piece of cloth/handkerchief.</p> | <ul style="list-style-type: none"> <li>To be played in the field.</li> <li>Be alert regarding the position of other players.</li> </ul> |

#### Cross Curricular Links

| English   | Mathematics  | EVS   | Life Skills Enhanced  |
|---|--|---|---|
| <p><b>Learning opposites:</b></p> <p>Drop the cloth: Children sitting in the circle have a word written on a piece of paper with them (e.g. day, hot, close, near, up etc.) If the runner is able to give the correct opposite to the word, then s/he can take the place of the child, otherwise he continues running around the circle and the game continues.</p> <p>(3. LS. 8), (5. LS. 6)</p> | <p><b>Multiplication:</b></p> <p>Count the number of players named 'duck' each time. Multiply this number by 2,3,4,5 or 10.</p> <p>(3. 1. 4), (3. 1. 6), (4. 1. 1)</p> | <p><b>Animals:</b></p> <p>Drop the cloth: Sitting in the circle, children have the name of a domestic or wild animal attached to their back. The runner with the cloth must drop it behind a player with the animal group that has been announced by the teacher.</p> <p>(3. 1. 2), (3. 4. 1)</p> | <ul style="list-style-type: none"> <li>Problem solving</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 3

### Agility, Balance, Coordination: Shoe box relay

| Activities   | Use these Activities to:  | Variations   | Equipment   | Safety measures   |
|--|---|--|---|---|
| <p>How to play</p> <ul style="list-style-type: none"> <li>Divide the class into 3-4 groups.</li> <li>Make them stand in front of a starting line.</li> <li>Player 1 runs and places the blue box in the first tyre, runs around the bottle and returns. Player 2 runs and places the red box in the second tyre, runs around the bottle and returns. Player 3 runs and picks up blue box and returns with it to the starting line. Player 4 runs and picks up the red box from the second tyre, and runs around the bottle and returns with it to the starting line. The next set of players have their go.</li> </ul> | <ul style="list-style-type: none"> <li>Improve speed and agility</li> <li>Use the bending and chasing skills involved in the game-Kho Kho</li> <li>Bend and move in a smooth action</li> <li>Know which direction to take and when direction can be changed.</li> <li>Learn names of animals and their babies</li> <li>Learn to 'multiply' in a fun way.</li> <li>Enhance understanding of various types of nouns.</li> </ul> | <ul style="list-style-type: none"> <li>Reduce or increase the distance run.</li> <li>Once players reach the first tyre they hop or jump back to the start line.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycled bottles (as markers)</li> <li>Used/discarded tyres of car or scooter painted in red and blue colour</li> <li>Empty small cartons or shoe boxes painted in red and blue colour</li> </ul> | <ul style="list-style-type: none"> <li>Sufficient space for each group.</li> <li>Watch out for others.</li> <li>Keep in own area</li> </ul> |

### Cross Curricular Links

| English   | Mathematics  | EVS   | Life Skills Enhanced   |
|---|--|---|--|
| <p><b>Nouns:</b><br/>In both tyres, place chits of paper with a variety of nouns (proper, common and abstract nouns) written on them. Teacher to ask the runner to collect a particular type of noun from the jumbled chits of paper placed in both the tyres<br/>(E.g. Pick 2 common nouns)<br/>(3. LS. 6), (4. LS. 7)</p> | <p><b>Mental Maths:</b></p> <ul style="list-style-type: none"> <li>In the first tyre place numbers till 20 e.g. 8.</li> <li>In the second tyre place its multiplication/addition/subtraction sum e.g. 2 X 4, 4+4, 20-12</li> <li>Children take it in turns to collect a number from the first tyre and find the correct sum in the second tyre.</li> <li>They run around the bottle and return.<br/>(3. 1. 6) (4.1)</li> </ul> | <ul style="list-style-type: none"> <li>Place the names of animals in the first tyre and the names of their offspring in the second tyre.</li> <li>Children take it in turns to collect the name of an animal and match it to their offspring. They run around the bottle and return.<br/>(3. 1. 2)</li> </ul> | <ul style="list-style-type: none"> <li>Problem solving</li> <li>Confidence building</li> </ul> |



# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 4

### Agility, Balance, Coordination: Circle chase

| Activities  | Use these Activities to:   | Variations   | Equipment  | Safety measures  |
|---|--|--|--|--|
| <b>How to play:</b> <ul style="list-style-type: none"> <li>Divide the group into three teams of four players each. Players sit one behind each other in their teams in a straight line inside the circle.</li> <li>First player from each team runs around the outside of a circle (chaser of each team) trying to catch one of the other players (of the other teams), while running back to their original position. If no runner is caught by the time the runner returns to his/her team, the next member of the team continues the chase.</li> <li>The relay continues until one runner catches and touches another. One point is then scored for that team. The relay then restarts.</li> </ul> | <ul style="list-style-type: none"> <li>Warm up for other activities</li> <li>Improve speed and endurance</li> <li>Move, dodge and turn quickly</li> <li>Play in a team</li> <li>Learn to use 'adjectives'</li> <li>Revisit use of simple mathematics operations.</li> <li>Learn the basic properties of forms of matter</li> </ul> | <ul style="list-style-type: none"> <li>Play the game with four teams spaced evenly around the circle.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or chalk to create a defined playing area.</li> </ul> | <ul style="list-style-type: none"> <li>Keep alert and watch out for others.</li> </ul> |

### Cross Curricular Links

| English  | Mathematics  | EVS   | Life Skills Enhanced   |
|--|--|---|--|
| <b>Describe a person:</b> <ul style="list-style-type: none"> <li>When the chaser catches a runner, the chaser to form a sentence with an adjective to describe runner. E.g. He's a quick runner. (3. LS. 6), (4. LS. 7), (5. LS. 1)</li> </ul> | <b>Mental arithmetic:</b> <ul style="list-style-type: none"> <li>Decide a simple scoring system for this game. Can you keep the score for your team? Use the scores to carry out simple number operations e.g. add or subtract your team score from the other team's scores. (3. 1. 3), (4. 1. 1)</li> </ul> | <b>Forms of matter: solids, liquids &amp; gases:</b> <ul style="list-style-type: none"> <li>After the class has been divided into 3 groups, and 1 child runs outside of his/her team, the team to stay in a solid, liquid or gas form. Solid – not moving; liquid – minimal movement and gas – jump and float wherever they please. If the runner returns to the team without being touched, the other team members to change their form of matter and continue to circle chase.</li> </ul> | <ul style="list-style-type: none"> <li>Effective communication</li> <li>Inter-personal relationships</li> <li>Creative Thinking</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 5

### Agility, Balance, Coordination: Domes and dishes

| Activities  | Use these Activities to:  | Variations  | Equipment  | Safety measures  |
|---|---|---|--|--|
| <b>How to play</b> <ul style="list-style-type: none"> <li>Divide children into two groups.</li> <li>Each group has an equal number of glasses. One group spaces glasses as domes (upside down) the other group place as glasses as dishes (open side up).</li> <li>On signal, the 'dome' group tries to turn all the dishes to domes, while the 'dishes' group tries to change the domes to dishes. Winning team is the team with the most domes or dishes at the end of a period of time, say one minute.</li> </ul> | <ul style="list-style-type: none"> <li>Warm up for other activities</li> <li>Improve speed and endurance</li> <li>Move and turn quickly</li> <li>Dodge in and out of others.</li> <li>Learn and apply the concepts of nouns and pronouns</li> <li>Application of numbers and simple operations while playing</li> </ul> | <ul style="list-style-type: none"> <li>Increase the amount of time for the activity</li> <li>Increase the number of glasses.</li> <li>Increase the playing areas so more distance has to be covered.</li> </ul> | <ul style="list-style-type: none"> <li>Chalk powder to create a defined playing area.</li> <li>Disposable glasses for domes and dishes.</li> </ul> | <ul style="list-style-type: none"> <li>Keep alert and watch out for others.</li> </ul> |

### Cross Curricular Links

| English  | Mathematics   | EVS  | Life Skills Enhanced   |
|--|---|--|--|
| <b>Dictation:</b> <ul style="list-style-type: none"> <li>Use all the glasses as domes. Space the glasses in the playing area and under each dome place a letter. The teacher says a simple noun e.g. 'cup'. Children are given 15 seconds to run to the domes and find the letters of the word. Without telling others, they remember the positions of the letters. Stop the children after 15 seconds. Children spell the word by pointing to the position of each letter in the correct order.<br/>(3. LS. 5), (3. LS. 6), (4. LS. 4), (4. LS. 7)</li> </ul> | <b>Numbers and operations:</b> <ul style="list-style-type: none"> <li>At the end of the game ask the children to count the number of 'domes' and 'dishes' and use this information to add, subtract and multiply.<br/>(3. 1. 3), (4. 1. 1)</li> </ul> | <b>Directions:</b> <ul style="list-style-type: none"> <li>Using all glasses as domes in 2 straight lines, letters of simple words to be placed under all glasses. In groups of 3, 2 children to search for the letters of word said by the teacher and come back to their groups. The 3<sup>rd</sup> child to go and find the appropriate letter based on the instructions given by their team members (E.g. after 4 glasses on the left, second glass on the right and so on.) Rule: The child can give only 5 instructions to find the letters of the given word. (3. 5. 1)</li> </ul> | <ul style="list-style-type: none"> <li>Effective communication</li> <li>Inter-personal relationships</li> <li>Problem solving</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 6

### Agility, Balance, Coordination: Scatter ball

| Activities  | Use these Activities to:  | Variations   | Equipment  | Safety measures  |
|---|---|--|--|--|
| <p>How to play</p> <ul style="list-style-type: none"> <li>Divide the group into two teams. Place six objects that can be thrown into a hoop and place the hoop in front of the throw line.</li> <li>One player throws all six objects into the playing area. As soon as the objects have been thrown the player runs around all four corners.</li> <li>The fielding team collects all six objects returning them to the hoop. As soon as all the objects are collected the teacher shouts 'stop'. If the player who threw the objects has passed base 1 score 1 points; base 2, score 2 points; base 3, score 3 points and base 4, score 5 points.</li> <li>Objects must be thrown ahead of the throw line. Any object that is thrown behind the throw line does not count and need not be collected by the fielders.</li> <li>Keep team score. When all team members have had a go at throwing the objects change teams. The winning team is the team with the highest score.</li> </ul> | <ul style="list-style-type: none"> <li>Learn how to throw in different directions and into specified space</li> <li>Play as a member of a team</li> <li>Keep individual and team scores</li> <li>Collect objects as quickly as possible</li> <li>Form simple sentences using adjectives.</li> <li>Measure/estimate a distance using nonstandard units and then measure the actual distance</li> <li>Differentiate between organs and sense organs.</li> </ul> | <p>This is a high energy game. Allow children to rest if necessary.</p> <p>Use striking and kicking skills to scatter and collect balls.</p> | <ul style="list-style-type: none"> <li>Recycled bottles to mark running area.</li> <li>A range of six soft or light objects that can be thrown: balls, rings, toys etc.</li> <li>Lime powder or markers to mark the throw line.</li> </ul> | <ul style="list-style-type: none"> <li>Keep out of the way of players who are running.</li> <li>When waiting for turn keep away from throwing area.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics   | EVS   | Life Skills Enhanced                                 |
|--|---|---|--|
| <p>Take dictation of simple sentences</p> <p>On completion of his/her attempt at scattering the objects and running, the student says two sentences about his/her performance (e.g. I ran fast, I nearly fell). His/her partner writes down the sentences. (3.LS.6) (4.LS.3) (4.LS.4) (5.LS.1)</p> | <p>Measurement; estimation of distance</p> <p>When 'stop' is called the player who is running must stand still. Other members of the team estimate the distance travelled and verify this using strides or other nonstandard units of measurement. Repeat this for each member of the team. (4.4.2)</p> | <p>Sense Organs</p> <p>Place a tyre in the field. Place picture cards of various body parts, but the fielding team to only throw the picture cards of the sense organs in the tyre. (3.4.2)</p> | <ul style="list-style-type: none"> <li>nn</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 7

### Agility, Balance, Coordination: Circle Dodge Ball

| Activities   | Use these Activities to:   | Variations   | Equipment   | Safety measures  |
|--|--|--|---|--|
| <b>How to Play</b> <ul style="list-style-type: none"> <li>Divide the class into groups, each comprising 10-15 children. Team A makes a circle. Team B stand inside the circle. Using one soft ball the players in Team A try to hit the players inside the circle below the knee. Play the game for a specified time (2 minutes). Count the number of times the players in the circle are hit. After the specified time the teams change places. The winning team is the team that scored the least number of hits.</li> </ul> | <ul style="list-style-type: none"> <li>Improve throwing skills</li> <li>Improve dodging skills</li> <li>Watch the ball and anticipate its path</li> <li>Throw and aim accurately</li> <li>Frame grammatically correct sentences</li> <li>Perform simple multiplication</li> <li>Enlist rules and safety of the game</li> </ul> | <ul style="list-style-type: none"> <li>Have fewer players in the middle of the circle</li> <li>Use two balls instead of one</li> <li>Kick the ball instead of throwing it</li> </ul> | <ul style="list-style-type: none"> <li>One large foam or lightweight ball.</li> </ul> | <ul style="list-style-type: none"> <li>Use a soft ball.</li> <li>Players must only be hit below the knee.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics  | EVS   | Life Skills Enhanced   |
|--|--|---|--|
| <b>Speaking skills</b> <ul style="list-style-type: none"> <li>Ask two children to do commentary on the games being played. Ask them to use correct sentence structures and focus on the use of specific words e.g. nouns, pronouns, adjectives, adverbs. (Provide cue cards to help in developing the commentary). (3.LS.6) (4.LS.4) (4.LS.5) (4.LS.7) (5.LS.5)</li> </ul> | <b>Numbers</b> <ul style="list-style-type: none"> <li>Give each child a number between 1-10. When a player is hit she/he multiplies his/her number by the number of the player who hit him/her and provides the answer. (3.1.4) (4.1.1)</li> </ul> | <b>Rules and Safety</b> <ul style="list-style-type: none"> <li>Ask the children to speak out loud or write down the rules and the safety tips that can be followed while playing this game (3.8.1)</li> </ul> | <ul style="list-style-type: none"> <li>Problem solving</li> <li>Public speaking</li> </ul> |



# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 8

### Agility, Balance, Coordination: Hitting and kicking

| Activities  | Use these Activities to:   | Variations  | Equipment  | Safety measures   |
|---|--|---|--|---|
| <b>How to play</b><br><b>In teams</b> <ul style="list-style-type: none"> <li>From the start line all children in turns either hit, roll or kick the ball.</li> <li>One player stops the ball and returns it to the next player. (standing at the finish line)</li> <li>Give another player a chance to stop the ball</li> </ul> | <ul style="list-style-type: none"> <li>Improve accuracy of kicking and hitting skills</li> <li>Improve strength and power</li> <li>Improve coordination of hand-eye and feet-eye movements to bring about effective outcomes</li> <li>Determine the most effective way to kick and hit a ball</li> <li>Measure distance using standard limits of measurement</li> <li>Dictate correct spelling of words</li> </ul> | <ul style="list-style-type: none"> <li>Increase the distance</li> <li>Play as a competition: all members of the team have a go. First team to finish wins.</li> </ul> | <ul style="list-style-type: none"> <li>Balls for kicking, small balls, bat rackets</li> <li>Lime powder (recycled bottles as markers)</li> <li>Picture cards of insects</li> </ul> | <ul style="list-style-type: none"> <li>Keep alert and watch out for others.</li> <li>Move quickly once you have passed the ball.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics   | EVS  | Life Skills Enhanced  |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>Children to spell out the correct spellings of a word asked by the teacher before hitting, kicking or rolling the ball</li> </ul> | <b>Measurement</b> <ul style="list-style-type: none"> <li>When a player hits, kicks or rolls the ball from the start line, one player will stand at the point where the ball stopped moving. The pair will estimate the distance the ball has covered and measure the distance using standard units of length. (3.3.1) (4.4.2)</li> </ul> | <b>Environmental studies: creepy crawlies and flies</b> <ul style="list-style-type: none"> <li>At the start of each turn the child will take a slip of paper on which is written the name of an insect. If the insect is a 'crawler' (e.g. ant) the child will hit the ball, if a 'flyer' (e.g. fly) the child will kick the ball and if a 'creeper' (e.g. earthworm) the child will roll the ball. (3.1.2) (3.4.1) (4.1.2) (4.4.2)</li> </ul> | <ul style="list-style-type: none"> <li>Confidence building</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 9

### Agility, Balance, Coordination: Scoring goals

| Activities  | Use these Activities to:  | Variations  | Equipment  | Safety measures  |
|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>Individually, move a ball from one end of the playing area to the other by dribbling a ball using hockey sticks, kicking skills and bouncing a ball</li> </ul> <p>Add a goal</p> <ul style="list-style-type: none"> <li>Dribble a ball to score a goal using</li> <li>A stick: hit between two bottles</li> <li>Feet: kick between two bottles</li> <li>A ball, bouncing it downwards: hit a bottle placed inside a tyre.</li> </ul> | <ul style="list-style-type: none"> <li>Move a ball from one end of the playing area to the other</li> <li>Keep close to a ball when dribbling</li> <li>Learn where to position oneself to score goals</li> <li>Combine different movements and actions together</li> <li>Distinguish between nouns, verbs and adjectives</li> <li>Identify simple features of animals</li> <li>Revise multiplication <b>tasees</b></li> </ul> | <ul style="list-style-type: none"> <li>Decrease the size of the goal</li> <li>Increase the distance to the goals.</li> <li>Kick and dribble different sized balls.</li> </ul> | <ul style="list-style-type: none"> <li>Recycled bottles (as markers) to mark play areas.</li> <li>Hockey sticks</li> <li>Small balls and balls for bouncing and kicking</li> <li>Markers, and recycled tyres</li> <li>Box of mixed word cards (nouns, verbs and adjectives)</li> </ul> | <ul style="list-style-type: none"> <li>Stay in playing zones</li> <li>Be careful when retrieving balls that stray into other playing areas.</li> </ul> |

### Cross Curricular Links

| English  | Mathematics  | EVS   | Life Skills Enhanced  |
|--|--|---|---|
| <p>English: nouns, verbs, adjectives</p> <ul style="list-style-type: none"> <li>Place three boxes the goal end identified for nouns, verbs and adjectives. At the start line place a box of all kinds of mixed words. Each player picks up a word from the box at the start line. After a goal has been scored the player places the word in the correct box. The winning team is the team with the most words in the correct boxes/ hoops. (3.LS.6) (4.LS.7)</li> </ul> | <p>Mathematics: Measurement</p> <ul style="list-style-type: none"> <li>Teacher to ask children a multiplication facts (tables) and children hit kick or dribble the ball the numbers of times as the answer (3.1.4)</li> </ul> | <p>Environmental studies: animals</p> <ul style="list-style-type: none"> <li>Place a box at the goal and containing answers to a range of questions. For example, what animals eat, where they live, how many legs? The teacher says the name of an animal. Having scored a goal, the child has to find the correct answer to the question about the animal. The team with most correct answers wins the game. (3.1.2)</li> </ul> | <ul style="list-style-type: none"> <li>Problem solving</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 10

### Agility, Balance, Coordination: Dribble and shoot

| Activities   | Use these Activities to:   | Variations   | Equipment   | Safety measures  |
|--|--|--|---|--|
| <p>How to play</p> <ul style="list-style-type: none"> <li>Dribble the ball in and out of the boltless to score a goal use:</li> <li>Bats</li> <li>Kicking skills</li> <li>Bouncing a ball downwards (as in basketball).</li> </ul> | <ul style="list-style-type: none"> <li>Move a ball from one end of the playing area to the other</li> <li>Keep close to a ball when dribbling</li> <li>Learn where to position oneself to score goals</li> <li>Keep an object under control while moving in a zigzag pathway.</li> </ul> | <ul style="list-style-type: none"> <li>Decrease the distance between markers to make maneuvering more difficult.</li> <li>Decrease the size of the goal</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycled bottles mark lay areas and targets</li> <li>Cricket bats</li> <li>Small balls and balls for bouncing and kicking.</li> <li>Markers, bottles and tyres</li> <li>Cards (enlisting steps to mailing a letter)</li> <li>A model clock</li> </ul> | <ul style="list-style-type: none"> <li>Stay in playing zones</li> <li>Be careful when retrieving balls that stray into other playing areas.</li> </ul> |

#### Cross Curricular Links

| English   | Mathematics  | EVS   | Life Skills Enhanced   |
|---|--|---|--|
| <p>Telling stories</p> <ul style="list-style-type: none"> <li>Select a picture story. Cut it into separate pictures. Put these at the goal end. Each time a goal is scored the child takes one of the pictures. As a team they assemble the pictures to form the story. The winning team is the first team to order the story correctly. At the end of the lesson the children can tell the story. (3.LS.3) (3.LS.4) (4.LS.4) (5.LS.1)</li> </ul> | <p>Time</p> <ul style="list-style-type: none"> <li>After reaching the goal, the child to identify the time shown by the teacher on a mock clock, and then score a goal. (3.4.2) (4.5.1)</li> </ul> | <p>Mailing a letter</p> <ul style="list-style-type: none"> <li>Place a box at the goal end containing flash cards of all the stages of mailing a letter. Having scored a goal, the child collects one of these flash cards. When everyone has had a turn the group correctly order the stages of mailing a letter. The winning team is the first to do this correctly.</li> </ul> | <ul style="list-style-type: none"> <li>Problem solving</li> <li>Teamwork</li> <li>Confidence building</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 11

### Agility, Balance, Coordination: Passing and shooting

| Activities  | Use these Activities to:  | Variations  | Equipment  | Safety measures   |
|---|---|---|--|---|
| <p>In groups</p> <ul style="list-style-type: none"> <li>With a partner get a ball from one end of the playing area to the other by:</li> <li>Throwing and catching (try not to move when holding the ball)</li> <li>Hitting with a stick</li> <li>Kicking with feet</li> <li>Bouncing and passing (two bounces and pass the ball).</li> </ul> <p>Add a goal</p> <p>With a partner:</p> <ul style="list-style-type: none"> <li>Pass and move to score a goal using:</li> <li>Throwing and catching: bounce the ball into a tyre</li> <li>Hitting with a stick: hit between two bottles.</li> <li>Bouncing and passing: hit bottle placed inside bottles tyre.</li> </ul> | <ul style="list-style-type: none"> <li>Move into a space to receive a pass</li> <li>Work together to get from one end of the playing area to the other</li> <li>Pass the ball in front of the player receiving the ball</li> <li>Pass accurately</li> <li>Form meaningful sentences</li> <li>Recite multiplications facts (tables)</li> <li>Identify various types of modes of transport</li> </ul> | <ul style="list-style-type: none"> <li>Decrease the size of the goals or targets</li> <li>Play the games in three's.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycled bottles markers to mark play areas.</li> <li>Ball for throwing, catching, bouncing, kicking and hitting.</li> <li>Cricket bats</li> </ul> | <ul style="list-style-type: none"> <li>Stay in playing zones.</li> <li>Be careful when retrieving balls that stray into other playing areas.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics   | EVS   | Life Skills Enhanced  |
|--|---|---|---|
| <p>Sentence framing using language items</p> <ul style="list-style-type: none"> <li>Each pair is given the first word of a sentence. The child who passes the ball must add a word to the sentence. The sentence must be completed before an attempt at scoring. No word can be repeated in the sentence. (3.LS.6) (5.LS.1)</li> </ul> | <p>Multiplication</p> <ul style="list-style-type: none"> <li>Each pair is given a number between 2 and 5. The first child to pass the ball begins reciting that table. For example, if the number 2 is given the first child who passes the ball says <math>2 \times 1 = 2</math>, the next child <math>2 \times 2 = 4</math> until the multiplication table is complete or the players reach the other end of the playing area. (3.1.4) (4.1.1)</li> </ul> | <p>Me and My surroundings</p> <ul style="list-style-type: none"> <li>Teacher to call out a mode of transport (e.g. air, water, road etc.) and both children to give examples of the mode before reaching the goal. (3.2.2)</li> </ul> | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Cooperation</li> </ul> |



# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 12

### Agility, Balance, Coordination: Standing Kho

| Activities   | Use these Activities to:   | Variations   | Equipment  | Safety measures  |
|--|--|--|--|--|
| <p>How to play</p> <ul style="list-style-type: none"> <li>All players stand in circle with alternate children family the opposite direction (with their backs facing the inside of the circle) except two players who act as runner and chaser.</li> <li>The chaser chases the runner in and out of the circle. If the runner stands in front or behind any of the pair the same/front player will become the runner. If the chaser catches the runner, the runner will become the chaser and the chaser the runner. Play for 5 minutes.</li> <li>Chasing are being around or within the circle only.</li> </ul> | <ul style="list-style-type: none"> <li>Improve agility</li> <li>Be alert to run on command of 'kho'</li> <li>Transfer body weight from static to moving</li> <li>Be aware of spatial movement.</li> <li>Learn about the games played in the past years and the present</li> <li>Quickly perform mental maths</li> <li>Learn 'opposites'</li> </ul> | <ul style="list-style-type: none"> <li>Standing Kho in different formations: line, circle, square, alternate stand/sit.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycles bottles (as markers)</li> </ul> | <ul style="list-style-type: none"> <li>Non-slip surface.</li> <li>Obstacle free playing area.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics  | EVS   | Life Skills Enhanced   |
|--|--|---|--|
| <p>English: opposites</p> <ul style="list-style-type: none"> <li>When the runner stands in front of a child, they say a word, and the child to correctly answer the opposite of that word before starting to run. (3.LS.8) (5.LS.6)</li> </ul> | <p>Mathematics: mental arithmetic</p> <ul style="list-style-type: none"> <li>When the runner stands in front of a child they say a two-digit number. The child must double the digit mentally and give the answer before starting to run. (3.1.4) (3.1.6) (4.1.1)</li> </ul> | <p>Environmental studies: games we play</p> <ul style="list-style-type: none"> <li>Ask the children what they know about the game of Kho Kho. Who do they know who plays it? Did their parents play it in their childhood? (3.4.2)</li> </ul> | <ul style="list-style-type: none"> <li>Team work</li> <li>Problem solving</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 13

### Agility, Balance, Coordination: Using equipment

| Activities   | Use these Activities to:  | Variations   | Equipment  | Safety measures   |
|--|---|--|--|---|
| <p>In groups</p> <ul style="list-style-type: none"> <li>Give children the opportunity of using the equipment to practice, create and play their own games and activities.</li> </ul> | <ul style="list-style-type: none"> <li>Allow children to practice skills they want to improve</li> <li>Let them play their own games/activities</li> <li>Improve skills of agility, balance and coordination</li> <li>Develop neuro-muscular coordination.</li> <li>Speak in appropriate spoken English</li> <li>Learn to use tally marks</li> <li>Design rules and marks measures for a game.</li> </ul> | <ul style="list-style-type: none"> <li>Play individually and with others.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycled bottles as markers to create playing area and goals.</li> <li>Tyres and boxes for targets</li> <li>Balls for throwing and catching, bouncing, kicking and striking.</li> <li>Tennis racket, bats</li> <li>Skipping ropes</li> </ul> | <ul style="list-style-type: none"> <li>Keep within playing areas.</li> <li>Be careful when retrieving stray balls.</li> <li>Use soft, light balls.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics   | EVS   | Life Skills Enhanced  |
|--|---|---|---|
| <p>Use appropriate spoken language in meaningful contexts</p> <ul style="list-style-type: none"> <li>Children describe the games they are playing. Use correct sentence structure and relevant language. (3.LS.3) (3.LS.6) (4.LS.4)</li> </ul> | <p>Data handling</p> <ul style="list-style-type: none"> <li>Ask the children to play their game with somebody else and to think of a scoring system for their game. Record scores using tally marks. (3.6.2)</li> </ul> | <p>Rules and Safety</p> <ul style="list-style-type: none"> <li>Child enlist the rules of the games they design along with the safety measures to be undertaken (3.8.1)</li> </ul> | <ul style="list-style-type: none"> <li>Creativity</li> <li>Decision making</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 14

### Agility, Balance, Coordination: Throwing and catching

| Activities  | Use these Activities to:   | Variations   | Equipment   | Safety measures   |
|---|--|--|---|---|
| <p>In groups</p> <ul style="list-style-type: none"> <li>An equal number of players stand on one line, and an equal number face them on the other line:</li> <li>Chest pass to next player</li> <li>Underarm throw to next player</li> <li>Bounce pass to next player</li> <li>Overhead pass to next player</li> </ul> | <ul style="list-style-type: none"> <li>Develop eye, hand coordination</li> <li>Develop strength</li> <li>Anticipate the speed and path of the thrown object</li> <li>Chest pass, underarm throw, overhead throw and bounce pass</li> <li>Understand rhyming words</li> <li>Recite multiplication tables</li> <li>Challenge gender stereotypes in the everyday</li> </ul> | <ul style="list-style-type: none"> <li>Increase the distance between the two sets of players.</li> <li>Use different sized balls.</li> </ul> | <ul style="list-style-type: none"> <li>Variety of balls and equipment for throwing and catching.</li> <li>Lime powder or markers. (recycled bottles)</li> </ul> | <ul style="list-style-type: none"> <li>Keep alert and watch out for others.</li> <li>Move quickly once you have passed the ball.</li> </ul> |

#### Cross Curricular Links

| English   | Mathematics  | EVS  | Life Skills Enhanced   |
|---|--|--|--|
| <p>Appreciate the rhythm of rhyming words</p> <ul style="list-style-type: none"> <li>Before throwing the ball, the first child says a word, the next child has to say rhyming word (beat, meat etc.) Continue until the ball is dropped or the children run out of ideas. (3.LS.1) ?</li> </ul> | <p>Multiplication</p> <ul style="list-style-type: none"> <li>Count the number of times the ball is caught before it is dropped. As a group recite the table for that particular number. E.g. if the ball is successfully caught 4 times the group recite the 4 x table. (3.1.4)</li> </ul> | <ul style="list-style-type: none"> <li>Before throwing the ball, the child to say a cloud a task that his/her parents do every day. Use the answers to challenge gender stereotypes, focusing on positive examples. (3.8.2)</li> </ul> | <ul style="list-style-type: none"> <li>Problem solving</li> <li>Teamwork</li> <li>Empathy</li> <li>Emotional intelligence</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 15

### Agility, Balance, Coordination: Catch up

| Activities  | Use these Activities to:   | Variations  | Equipment   | Safety measures   |
|---|--|---|---|---|
| <p>How to play<br/>In groups</p> <ul style="list-style-type: none"> <li>Players stand in a circle. Use two balls. Throw and catch the balls around the circle. Try to pass the ball quickly so that the position of both the balls meet.</li> </ul> | <ul style="list-style-type: none"> <li>Develop eye, hand coordination</li> <li>Anticipate the speed and path of the thrown object</li> <li>Be ready to catch the ball</li> <li>Chest pass, underarm throw, overhead throw and bounce pass</li> <li>Use nouns, pronouns to form meaningful sentences</li> <li>Apply mental maths to games</li> <li>Think critically of the events happening around them.</li> </ul> | <ul style="list-style-type: none"> <li>Increase the distance between players</li> <li>Use different sized balls, boxes and rings</li> <li>Use different passes: chest pass, underarm throw, bounce pass and overhead pass.</li> </ul> | <ul style="list-style-type: none"> <li>Variety of balls and equipment for throwing and catching</li> <li>Coloured balls (Red and Blue)</li> </ul> | <ul style="list-style-type: none"> <li>Keep alert and watch out for the ball.</li> <li>Throw the ball carefully and accurately.</li> <li>Initially use soft balls.</li> </ul> |

#### Cross Curricular Links

| English   | Mathematics   | EVS  | Life Skills Enhanced  |
|---|---|--|---|
| <p>Nouns, pronouns; sentence construction using language in a meaningful context</p> <ul style="list-style-type: none"> <li>Use two differently coloured balls e.g. red and blue. When players catch the red ball, they must say any noun; the blue ball any pronoun. When the second ball has caught the first the children use both the noun and pronoun to frame a correctly spoken sentence. (3.LS.6) (4.LS.7)</li> </ul> | <p>Mental Arithmetic</p> <ul style="list-style-type: none"> <li>Count the number of passes of the first and second ball before they are together. Use these two numbers to carry out simple mental arithmetic: e.g. subtract the first number from the second. (3.1.6)</li> </ul> | <p>Good and Bad Touch</p> <ul style="list-style-type: none"> <li>Use 2 coloured balls (red and blue). Every time a child catches a red ball, the child to share an object/task/event happening around them that they find good or appropriate. When the red ball is caught, a thing/task/event that in the opinion is wrong to be shared. Teacher can also introduce acts of bullying, discrimination, good touch and bad touch in this actively. (3.8.2) (3.9.1)</li> </ul> | <ul style="list-style-type: none"> <li>Critical thinking</li> <li>Problem solving</li> <li>Teamwork</li> <li>Confidence building</li> </ul> |



# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 16

### Agility, Balance, Coordination: Jumping for height

| Activities   | Use these Activities to:  | Variations   | Equipment  | Safety measures   |
|--|---|--|--|---|
| <p>In groups</p> <ul style="list-style-type: none"> <li>• In two's, jump to catch a ball or other object that is thrown high.</li> <li>• Play 2 against 1. Player in the middle jumps to intercept the ball.</li> <li>• Jump upwards to touch a wall. How far can you reach?</li> <li>• Run and jump over ropes placed on the ground.</li> <li>• Run and jump over recycled bottles</li> <li>• Run and jump over low hurdles.</li> </ul> | <ul style="list-style-type: none"> <li>• Jump upwards for height</li> <li>• Jump over different objects</li> <li>• Land safely</li> <li>• Jump to catch an object</li> <li>• Learn to use the appropriate tense in a particular context</li> <li>• Measure distances using standard units of measurement</li> <li>• Create hand painting</li> </ul> | <ul style="list-style-type: none"> <li>• Make the activities competitive. How high can you reach how quickly can you jump over the bottles.</li> </ul> | <ul style="list-style-type: none"> <li>• Different sized balls or other objects for throwing and catching.</li> <li>• Ropes and recycled bottles (as markers)</li> <li>• Marker and measuring tape to measure height of upward jumps.</li> <li>• Newspapers</li> </ul> | <ul style="list-style-type: none"> <li>• Bend knees when landing</li> <li>• Keep spaced out.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics   | EVS  | Life Skills Enhanced   |
|--|---|--|--|
| <p>Tense forms</p> <ul style="list-style-type: none"> <li>• Prepare sentence cards using different tense form for each activity. The children say the sentence at the appropriate time. For example, 'Rena and Shyam will jump to catch the ball', 'Rena and shyam are jumping to catch the ball', 'Rena and Shyam jumped to catch the ball'.</li> </ul> | <p>Measurement</p> <ul style="list-style-type: none"> <li>• Use a metre ruler to measure the height jumped upwards and compare with other group members.</li> </ul> | <p>Creativity</p> <ul style="list-style-type: none"> <li>• Teacher to paste newspapers on a wall. Children paint their hands in poster colors, jump as high as they can slap the wall firmly, creating their hand impression. These newspapers can then be pasted in their classroom. (3.7.1)</li> </ul> | <ul style="list-style-type: none"> <li>• Creativity</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 17

### Agility, Balance, Coordination: Making Shapes

| Activities   | Use these Activities to:  | Variations  | Equipment  | Safety measures   |
|--|---|---|--|---|
| <p><b>Class Activity</b></p> <ul style="list-style-type: none"> <li>Divide the class into teams of about twelve players. Give each team a 'home' corner or base. To begin the game all players, stand in the middle of the playing area an equal distance from their home bases. The teacher shows the group a picture of a shape. The team must run back to their home corner and make the shape by joining hands or in some other way. The winning team is the team that completes the shape first.</li> </ul> | <ul style="list-style-type: none"> <li>Improve the skills of running, jumping and hopping</li> <li>Work with others</li> <li>Have fun</li> <li>Identify and make different shapes</li> <li>Narrate experiences using correct tense forms.</li> <li>Create shapes while playing</li> <li>Develop a layout of your classroom making various shapes</li> </ul> | <ul style="list-style-type: none"> <li>Increase the distance over which children must run to return to their home corners.</li> <li>Use more complex shapes or figures.</li> <li>Give the name of the shape instead of showing it</li> <li>Use jumping and hopping skills to return to home corners.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or markers to show playing area and home bases.</li> <li>Picture cards (of shapes)</li> </ul> | <ul style="list-style-type: none"> <li>Look out for other when running to home bases.</li> <li>Avoid pulling or tugging each other when making the shapes.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics   | EVS  | Life Skills Enhanced  |
|--|---|--|---|
| <p><b>Narrate experiences</b></p> <ul style="list-style-type: none"> <li>Once children have made the shape ask them to talk about how they did this. Provide some vocabulary if necessary. Encourage children to use correct tense forms. (3.LS.6) (3.LS.7) (4.LS.4) (5.LS.5)</li> </ul> | <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Ask the children to create shapes that they have been learning about in maths lessons. (3.2.1)</li> </ul> | <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>Children to make a layout of their class, using outlines of shapes of their bodies (as done in the activity) (E.g. Children can make a rectangle showing the board, a group can make a square for a window, circle for tables etc.) (3.7.1)</li> </ul> | <ul style="list-style-type: none"> <li>Confidence building</li> <li>Creativity</li> <li>Teamwork</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 18

### Agility, Balance, Coordination: Shooting and scoring goals

| Activities  | Use these Activities to:  | Variations  | Equipment  | Safety measures   |
|---|---|---|--|---|
| <p>Class activity</p> <ul style="list-style-type: none"> <li>Score a goal by throwing a ball to hit the target</li> <li>Basket net</li> <li>A board on a tree</li> <li>A recycled tyre hanging from a tree</li> <li>An empty box</li> </ul> | <ul style="list-style-type: none"> <li>Shoot into higher goals and targets</li> <li>Use one handed and two-handed throwing actions</li> <li>Jump and shoot with one or two hands</li> <li>Dribble and shoot.</li> <li>'differentiate between common and proper nouns</li> <li>Perform simple addition and subtraction</li> <li>Distinguish between objects of past and present</li> </ul> | <ul style="list-style-type: none"> <li>Use smaller balls.</li> <li>Reduce the size of the targets.</li> <li>Increase the height of the target.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycled bottles markers to show throw lines.</li> <li>A tyre</li> <li>A rope</li> <li>Proper slips (with common and proper nouns)</li> <li>Paper slips (with names of objects of past present)</li> </ul> | <ul style="list-style-type: none"> <li>Throw in the same direction.</li> <li>Be careful when collecting and chasing after balls.</li> </ul> |

### Cross Curricular Links

| English   | Mathematics   | EVS  | Life Skills Enhanced  |
|---|---|--|---|
| <p>Common and proper nouns</p> <p>Divide the class into two equal groups. Use two boxes as targets. In the middle of the two groups place a range of proper and common nouns. Each child takes it in turns to pick a card. Depending on whether the word is a common or proper noun the child shoots into the respective box at the correct target. Score one point if a goal is scored into the correct. The winning team is the team with the highest score box. (3.LS.6)</p> | <p>Numbers</p> <p>In teams keep a count of the total number of attempts made at hitting the targets. Keep a separate count of the number of successful attempts. Use these two figures to undertake simple addition and subtraction calculations. (3.1.6)</p> | <p>Objects and activities of the Past</p> <p>Using 2 targets (one box representing past and other present) place a box of paper slips at the start line containing names of various objects or activities of the past (telegram, old phones etc.) and of the present (mobiles, laptops etc.). Students to read the name and throws the ball in the respective box. (3.4.2)</p> | <ul style="list-style-type: none"> <li>Problem solving</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 19

### Agility, Balance, Coordination: Bird Catcher

| Activities   | Use these Activities to:  | Variations   | Equipment   | Safety measures   |
|--|---|--|---|---|
| <p>How to play</p> <p>Crows and cranes</p> <ul style="list-style-type: none"> <li>Children stand in tow lines facing sideways in the same direction, 2 metre apart. One line is named 'crows', the other 'cranes'. The teacher calls out one of the names. If 'crows'. Is called the line of children must turn and run to touch and line behind them with the cranes chasing. If a player is tagged before reaching the line the player changes sides.</li> </ul> <p>Bird catcher</p> <ul style="list-style-type: none"> <li>Divide the class into groups of five to ten players. Give each group the name of a bird, for example, pigeon, parrot. The teacher calls out one of the names. All the children in that group try to run to cross an area between without being tagged by the bird catcher. The bird catcher tries to tag as many children as possible while remaining within the middle lane. Anybody who is tagged joins the bird catcher.</li> </ul> | <ul style="list-style-type: none"> <li>Develop running. Dodging and fleeing skills</li> <li>Change direction</li> <li>Explain the direction used in Kho Kho</li> <li>Respond quickly to commands.</li> <li>Form sentences using adjectives.</li> <li>Use tally marks and pictographs to handle data</li> <li>Understand the difference between a good touch and a bad touch.</li> </ul> | <ul style="list-style-type: none"> <li>Use other names for teams: 'cats' and 'cattle', 'rats' and 'rabbits', 'rams' and 'ravens'</li> <li>Use different formations.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or markers to define the playing areas.</li> </ul> | <ul style="list-style-type: none"> <li>Keep alert and watch out for others when chasing and running.</li> </ul> |

#### Cross Curricular Links

| English   | Mathematics  | EVS  | Life Skills Enhanced  |
|---|--|--|---|
| <p>Adjectives</p> <ul style="list-style-type: none"> <li>Ask the children to identify adjectives that best describe the birds/animals. Make sentences using these adjectives. For example, 'two of the green parrots were caught.' (3.LS.6) (4.LS.7)</li> </ul> | <p>Data handling</p> <ul style="list-style-type: none"> <li>Collect data using tally marks to show how many team members were caught or successful. Display this information using pictographs. (3.6.2)</li> </ul> | <p>Good touch and Bad touch</p> <ul style="list-style-type: none"> <li>While playing 'bird catcher' introduce the concept of good touch and bad touch, giving examples of the same. After the children have finished playing, ask them to repeat the rules related to good and bad touch. (3.8.2)</li> </ul> | <ul style="list-style-type: none"> <li>Team work</li> <li>Self awareness</li> </ul> |



# LEARNING ENHANCEMENT CARD

## GRADE 3: CARD 20

### Agility, Balance, Coordination: Rhythmic activities

| Activities   | Use these Activities to:   | Variations   | Equipment   | Safety measures  |
|--|--|--|---|--|
| <p>Class activities</p> <ul style="list-style-type: none"> <li>• V-step: begin with feet together. Step out diagonally with right foot. Step out diagonally with left foot. Rhythmically step back diagonally with one foot at a time to return back to original position.</li> <li>• Diamond-step: begin with feet together. Step out diagonally with one foot at a time. Move forward and join both feet at a time and make a diamond movement.</li> <li>• Clock-step: Jump rhythmically in forward direction using both feet. This makes the movement in 12'o clock position. Again, jump out at 3'o clock, 6'o clock and 9'o clock position to complete a circle.</li> </ul> | <ul style="list-style-type: none"> <li>• Improve neuro-muscular coordination</li> <li>• Improve flexibility</li> <li>• Move to a beat and count the beat</li> <li>• Coordinate different stepping patterns</li> <li>• Narrate movements using correct tenses and word linkers</li> <li>• Form patterns of different shapes</li> <li>• Estimating distance while playing using non-standard units.</li> </ul> | <ul style="list-style-type: none"> <li>• Master these basic moves from both sides (right and left).</li> <li>• Change the music intensity and style.</li> <li>• Use claps/ribbons</li> </ul> | <ul style="list-style-type: none"> <li>• Music</li> </ul> | <ul style="list-style-type: none"> <li>• Perform these actions on a non-slippery floor surface.</li> </ul> |

#### Cross Curricular Links

| English   | Mathematics   | EVS  | Life Skills Enhanced  |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• As the children to narrate their movements (in a singing manner), using correct tenses and using linkers like 'first' 'next' etc. (3.LS.6) (4.LS.4)</li> </ul> | <p>Patterns</p> <ul style="list-style-type: none"> <li>• Individually, in pairs and groups combine stepping actions to create simple geometrical shapes. Use ribbons or string to show the patterns that emerge. (3.2.1)</li> </ul> | <ul style="list-style-type: none"> <li>• While performing the above activities, a child can mark the distance between one step and another and their measures the distance using a hand spans or footsteps. (3.6.1)</li> </ul> | <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Confidence building</li> </ul> |

# LEARNING ENHANCEMENT CARD

## CLASS 3: CARD 21

### Observation, Collection, Identification, Appreciation : Playing with leaves

| Activities  | Use these Activities to:  | Variations   | Equipment  | Safety measures |
|---|---|--|--|-----------------|
| <p>Class activities:</p> <p>The teacher may ask the students to draw a leaf and color it.</p> <p><b>In groups</b></p> <ul style="list-style-type: none"> <li>Collect different leaves from surroundings.</li> <li>Ask the student to turn up the lower part of the leaves and observe the different parts of the leaves.</li> <li>Ask the student to identify different parts of a leaf.</li> <li>Ask students to categorize the leaves they collected according to their shapes.</li> <li>Ask the student to say the different shapes of leaves they found.</li> <li>Ask the student to arrange the leaves according to their colors.</li> <li>Ask students to make basket and leave plate.</li> <li>Teacher may assist the students to prepare herbarium.</li> <li>Let the children prepare collage with fallen leaves.</li> <li>Ask the students to draw beautiful patterns based on leaves.</li> <li>Ask the student to discuss with their guardians about local leaves which are used as foods, medicines, decorative purposes, and in religious ceremonies.</li> <li>In the next class teacher may ask the students to discuss in groups and present their findings.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the different parts of the leaves.</li> <li>Organize objects into groups of similar features</li> <li>Describe leaves occur in different colors.</li> <li>Draw patterns.</li> <li>Δεμονστράτε and follow simple instructions in English.</li> <li>Differentiate between shapes.</li> <li>Name local leaves which are used as foods, medicine, decorative purposes, and in religious ceremonies.</li> <li>Appreciate the importance and beauty of leaves.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher may use ICT.</li> </ul>   | <ul style="list-style-type: none"> <li>Leaves</li> <li>Adhesives and necessary items.</li> <li>Notebooks and stationery items</li> </ul> | NA              |
| Cross Curricular Links  |   |  |  |                 |
| English   | Mathematics   | EVS  | Life Skills Enhanced   |                 |
| <p><b>Follow simple instructions</b></p> <ul style="list-style-type: none"> <li>Follow simple instructions given by the teacher: e.g. Collect, Count, Categories, Paste, (Action Verbs)</li> </ul>  | <p><b>Geometry</b></p> <p>Children aware of different shapes such round, triangular, oval, heart shapes etc.</p>  | <p>Children can identify observational features of leaves.</p> <p>Group Objects(leaves) according to difference in features.</p> | <ul style="list-style-type: none"> <li>Creative Thinking</li> <li>Teamwork</li> <li>Skill of preparing things.</li> </ul>                |                 |

# LEARNING ENHANCEMENT CARD

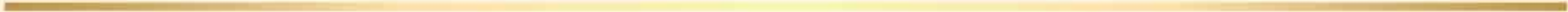
## CLASS 3: CARD 22

### Observation, Collection, Identification, Appreciation : Playing with leaves

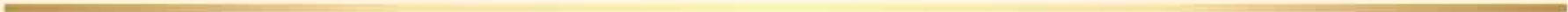
| Activities  | Use these Activities to:   | Variations   | Equipment   | Safety measures                                      |
|---|--|--|---|--|
| <p><b>Class activities:</b></p> <p>The teacher may provide pictures of different seasons and may initiate a brainstorming session by asking the student to say something about each season.</p> <ul style="list-style-type: none"> <li>Ask children to say different dresses they use in different seasons.</li> <li>Ask the student to name some stitched and unstitched dresses.</li> </ul> <p><b>In groups</b></p> <ul style="list-style-type: none"> <li>Ask the children to paste the pictures of the dresses of different communities of Manipur in a large sheet of paper and describe orally about the dresses. (Teacher may provide the pictures/ Children may collect).</li> <li>Teacher may ask to find out different shapes and patterns from traditional dresses.</li> </ul> | <ul style="list-style-type: none"> <li>Establish idea of dresses and its uses.</li> <li>Differentiate between stitched and unstitched dresses</li> <li>Identify the different traditional dresses of Manipur.</li> <li>Appreciate the beauty of cultural diversity.</li> </ul> | <ul style="list-style-type: none"> <li>Role play:<br/>Teacher may organize a role play by dividing into groups. They may represent different community by wearing different traditional dresses.</li> <li>Teacher may use ICT</li> </ul> | <ul style="list-style-type: none"> <li>Different traditional dresses or pictures depicting it.</li> </ul> | <ul style="list-style-type: none"> <li>NA</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics  | EVS  | Life Skills Enhanced   |
|--|--|--|--|
| <p><b>Follow simple instructions</b></p> <ul style="list-style-type: none"> <li>Follow simple instructions given by the teacher: e.g. Collect, Count, Categories, Paste, (Action Verbs)</li> </ul> | <p><b>Geometry</b></p> <p>Children are aware of different patterns of different designs.</p> | <p>Identify features such as shape, color, design and texture in traditional dresses. Differentiate between clothes of present and past.</p> | <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Confidence building</li> <li>Creative Thinking</li> <li>Interpersonal relationships</li> <li>Brotherhood</li> <li>Teamwork</li> </ul> |




# GRADE 4



# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 1

### Basic Games Skills: Athletics

| Activities   | Use these Activities to:  | Variations  | Equipment   | Safety measures  |
|--|---|---|---|--|
| <b>In groups</b><br><b>Jumping: Standing broad jump</b> <ul style="list-style-type: none"> <li>Stand behind the start line with feet together. Keep feet together and jump forwards as far as possible. Walk back to get ready for next attempt.</li> </ul> <b>Compass run</b> <ul style="list-style-type: none"> <li>Begin at point 5. Run to point 1, then to point 2 and back to point 1, then point 3 and back to point 1, then to point 4 and back to a point 1 and back to point 5. Each point must be touched.</li> </ul>  <b>Zig-zag run</b> <ul style="list-style-type: none"> <li>From the start line run in and out of all the points in a zigzag fashion back to the start line.</li> </ul> <b>Hurdles</b> <ul style="list-style-type: none"> <li>From the start line, run and jump over the four low hurdles (bottle height).</li> </ul> <b>Throwing: Balls, Frisbees and Sticks</b> <ul style="list-style-type: none"> <li>From the start line throw the object as far as you can.</li> </ul> | <ul style="list-style-type: none"> <li>Improve speed and power</li> <li>Improve running, jumping and throwing techniques</li> <li>Take part in simple races</li> <li>Frame sentences using prepositions</li> <li>Understand measurement and conversion concepts</li> <li>Calculate time required for completing an activity.</li> </ul> | <ul style="list-style-type: none"> <li>Children can measure, keep time and record results for themselves and each other.</li> </ul> | <ul style="list-style-type: none"> <li>Balls, Frisbees and Sticks</li> <li>Lime powder or markers to mark tracks/playing areas.</li> <li>500 ml Recycled Bottles</li> <li>Metre Scale</li> <li>Stopwatch</li> </ul> | <ul style="list-style-type: none"> <li>When throwing, throw in the same direction.</li> <li>Be careful when handling equipment.</li> </ul> |

### Cross Curricular Links

| English   | Mathematics   | EVS  | Life Skills Enhanced  |
|---|---|--|---|
| <b>Prepositions:</b> <ul style="list-style-type: none"> <li>While children are involved in these activities ask them to frame sentences describing what is happening using prepositions: 'through', 'behind', 'besides', 'above in front of'. (4.LS.4), (4.LS.5), (4.LS.7)</li> </ul> | <b>Measurement:</b> <ul style="list-style-type: none"> <li>Measure the distance of an object that is thrown in meters and convert the distance into centimeters. (4.4.1) (4.4.2) (5.4.1)</li> </ul> | <b>Estimation &amp; Prediction:</b> <ul style="list-style-type: none"> <li>Estimate the time required by you and your friends for completing each activity using a stopwatch. (4.5.1)</li> </ul> | <ul style="list-style-type: none"> <li>Time Management</li> <li>Creativity</li> </ul> |



# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 2

### Basic Games Skills: Mini Kho

| Activities  | Use these Activities to:   | Variations  | Equipment   | Safety measures   |
|---|--|---|---|---|
| <b>How to play</b> <ul style="list-style-type: none"> <li>The group is divided into two equal teams. One group is the chasing group and the other group is the running group. Group the runners into threes outside the playing area. The active chaser starts running and gives Kho to the sitting chaser close to the runner or pole and takes the sitting position.</li> <li>Sitting chaser runs in the direction of the runner to try and touch the runner and deliver the Kho to the next sitting chaser and so on till the time is over or all the runners are caught out. In the next game, the teams exchange roles, that is, the runners become chasers and chasers become runners.</li> </ul> | <ul style="list-style-type: none"> <li>Understand the basic game of Kho-Kho</li> <li>Sit in the square in a crouch position and get up from this position to avoid early Kho</li> <li>Run in the direction of the chaser</li> <li>Practice single chain running.</li> <li>Develop observation and speaking skills of the learners.</li> <li>Understand time and duration concept in games.</li> <li>Observe rules in games and understand good/bad touch.</li> </ul> | <ul style="list-style-type: none"> <li>Increase the number of sitting squares.</li> </ul> | <ul style="list-style-type: none"> <li>Marker or pole</li> <li>Lime powder to create playing areas.</li> <li>Stopwatch</li> </ul> | <ul style="list-style-type: none"> <li>Non slippery playing surface.</li> </ul> |

#### Cross Curricular Links

| English   | Mathematics   | EVS   | Life Skills Enhanced  |
|---|---|---|---|
| <b>Narrate experiences and incidents:</b> <ul style="list-style-type: none"> <li>Ask two or three children to provide a commentary on the game. Change the commentators frequently. (4.LS.5) (4.LS.9) (5.LS.5)</li> </ul> | <b>Time:</b> <ul style="list-style-type: none"> <li>What is the duration of the game? How long did it take for the team to be 'out'? (4.5.1) (4.5.2) (4.5.3)</li> </ul> | <b>Safety and Inclusion:</b> <ul style="list-style-type: none"> <li>Discuss with children concepts like good touch/bad touch, discrimination related to caste, class and gender etc. in reference to the game. (4.9.1)</li> </ul> | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Effective Communication</li> <li>Empathy</li> <li>Interpersonal relationships</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 3

### Basic Games Skills: Net Games

| Activities  | Use these Activities to:   | Variations  | Equipment   | Safety measures  |
|---|--|---|---|--|
| <b>Volleyball</b> <ul style="list-style-type: none"> <li>One player throws the ball high to the player on the other side of the net or space.</li> <li>The player volleys it back to the receiver who catches it.</li> </ul> <b>Tennis-type games</b> <ul style="list-style-type: none"> <li>One player throws the ball to a player on the other side of the net or space.</li> <li>The player hits it back to the receiver who catches it off the bounce.</li> </ul> <b>Table tennis-type games</b> <ul style="list-style-type: none"> <li>One player throws the ball to a player on the other side of the table.</li> <li>The player hits it back to the receiver who catches it off the bounce.</li> </ul> | <ul style="list-style-type: none"> <li>Learn net game skills.</li> <li>Send and receive a ball over a net.</li> <li>Catch a ball after a bounce.</li> <li>Learn a simple volleying action.</li> <li>Learn synonyms and antonyms in English.</li> <li>Recite and learn tables in mathematics.</li> <li>Identify different animal sounds.</li> </ul> | <b>Volleyball</b> <ul style="list-style-type: none"> <li>Instead of catching the ball the receiver uses a volleying action to return the ball.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or markers</li> <li>Cloth to act as net</li> <li>Soft ball for volley-ball</li> <li>Balls for Tennis and Table Tennis</li> <li>Teachers' tables/ student benches joined together for Table Tennis</li> </ul> | <ul style="list-style-type: none"> <li>Keep well-spaced.</li> <li>Be careful when retrieving loose balls.</li> </ul> |

### Cross Curricular Links

| English  | Mathematics   | EVS   | Life Skills Enhanced   |
|--|---|---|--|
| <b>To enrich learners' vocabulary:</b> <ul style="list-style-type: none"> <li>The first player to throw a ball says a word. The receiver says its antonym. Synonyms can be used in a different game. (5.LS.6)</li> </ul> | <b>Mental Arithmetic:</b> <ul style="list-style-type: none"> <li>The first player throws the ball and at the same time begins reciting a table (e.g. <math>12 \times 1 = 12</math>). The player who catches the ball continues to recite the table (<math>12 \times 2 = 24</math>). This can be repeated for different tables. (4.1.1) (4.6.1)</li> </ul> | <b>Animal Sounds:</b> <ul style="list-style-type: none"> <li>The first player who throws the ball, calls out the name of an animal. The receiver returns the ball while producing the sound of the animal whose name was called out. (4.1.2) (5.1.1)</li> </ul> | <ul style="list-style-type: none"> <li>Problem solving</li> <li>Creative thinking</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 4

### Basic Games Skills: Quick Runs

| Activities   | Use these Activities to:   | Variations   | Equipment  | Safety measures   |
|--|--|--|--|---|
| <p><b>How to play</b><br/> <b>Two teams: one team fielding, one batting</b></p> <ul style="list-style-type: none"> <li>The batsman hits the ball into the playing area and runs, holding the cricket bat, between the two sets of stumps. Once back, the next batsman runs between the two sets of stumps. Batsman continue to run one at a time, between the two sets of stumps, scoring two runs each time they return.</li> <li>Fielders retrieve the ball. All fielders line up behind the player who has the ball. The ball is passed over the heads of each of the fielders. Once the player at the end receives the ball, 'stop' is called.</li> <li>Count the number of runs scored by the batting team.</li> <li>The game continues until all batsmen have had a go at hitting the ball.</li> <li>Change roles.</li> </ul> <p><b>This is a high energy game. Allow children to rest if necessary.</b></p> | <ul style="list-style-type: none"> <li>Hit balls into space</li> <li>Retrieve balls quickly</li> <li>Have fun and play together</li> <li>Get puffed out</li> <li>Differentiate between adjectives, adverbs, nouns and pronouns</li> <li>Identify tools used by people belonging to different professions.</li> <li>Identify shapes and find their area and perimeter.</li> </ul> | <ul style="list-style-type: none"> <li>Fielders pass the ball through their legs (tunnel ball).</li> </ul> | <ul style="list-style-type: none"> <li>Two cricket bats and two sets of stumps or markers to indicate running area.</li> <li>Lime powder to mark crease area.</li> <li>Ball</li> <li>4 empty boxes</li> <li>Word cards with random words, names of tools and helpers</li> <li>Metre scale</li> </ul> | <ul style="list-style-type: none"> <li>Batsman must stay a safe distance from the stumps when the ball is being hit.</li> <li>Fielders must be careful of the batsman when they are running and keep out of their way.</li> </ul> |

### Cross Curricular Links

| English   | Mathematics   | EVS  | Life Skills Enhanced   |
|---|---|--|--|
| <p><b>Adjectives and Adverbs, Nouns and Pronouns:</b></p> <ul style="list-style-type: none"> <li>At one set of stumps, place four boxes labelled 'nouns', 'pronouns', 'adjectives' and 'adverbs'. At the other set, place a variety of words. Turn wise, children pick one word and run and place the word in the correct box, identifying it as either a noun, pronoun, adjective or adverb. (4.LS.7)</li> </ul> | <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Find out the shape of the pitch and consequently its area and perimeter, using non-standard units and verify the same by actual measurement. (4.3.6) (4.4.2)</li> </ul> | <p><b>Work and play:</b></p> <ul style="list-style-type: none"> <li>Place cards with the names of helpers at one set of stumps and cards with the names of the tools they use at the other set of stumps. Players pick the name of a helper and match it to the tools they use. (4.2.2)</li> </ul> | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Problem solving</li> <li>Decision making</li> <li>Resilience</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 5

### Basic Games Skills: Arch Ball Chase

| Activities   | Use these Activities to:  | Variations   | Equipment  | Safety measures  |
|--|---|--|--|--|
| <p><b>How to play</b></p> <p><b>Two teams: one team fielding, one batting</b></p> <ul style="list-style-type: none"> <li>The batsman throws or hits a ball into the playing field (drop feed) and runs round all four bases. All the batters follow running in a line around all the bases.</li> <li>The fielders retrieve the ball. All fielders line up behind the player with the ball. The ball is passed over the heads of each of the fielders. Once the back player receives the ball, 'stop' is called.</li> <li>If all the batters have passed base 1 they score 1 point; base 2- 2 points; base 3- 3 points and base 4- 5 points.</li> <li>The game continues until all batters have had a go at hitting the ball.</li> </ul> <p><b>This is a high energy game. Allow children to rest if necessary.</b></p> | <ul style="list-style-type: none"> <li>Run fast over short distances</li> <li>Get puffed out and play together</li> <li>Practice keeping in position in a line</li> <li>To use written language in meaningful contexts.</li> <li>To acquire understanding about fractions</li> <li>To use creative skills in designing game rules.</li> </ul> | <ul style="list-style-type: none"> <li>Fielders pass the ball through their legs (tunnel ball).</li> </ul> | <ul style="list-style-type: none"> <li>Markers to mark the running area.</li> <li>Ball to throw or hit</li> <li>Bat</li> <li>Pens/pencils</li> <li>Plain sheets</li> </ul> | <ul style="list-style-type: none"> <li>Batters must stay in line, no overtaking.</li> <li>Fielders must be aware of the running team and keep out of their way.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics  | EVS   | Life Skills Enhanced   |
|--|--|---|--|
| <p><b>Use written language in meaningful contexts:</b></p> <ul style="list-style-type: none"> <li>In small groups write the rules of this game and how to play it in such a way that others can understand and play it.<br/>(4.W.2) (4.W.4) (4.W.6) (4.W.7) (4.W.8) (5.W.3)</li> </ul> | <p><b>Fractional numbers:</b></p> <ul style="list-style-type: none"> <li>How many of the team were at or past a base when 'shout' was called? Answer as a fraction.<br/>(4.2.1) (4.2.2) (5.2.1)</li> </ul> | <p><b>Creativity:</b></p> <ul style="list-style-type: none"> <li>Design a poetry/ sketch for the game taking help from the rules written before in the English activity.<br/>(4.8.1) (5.7.1)</li> </ul> | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Creative Thinking</li> <li>Problem solving</li> <li>Resilience</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 6

### Basic Games Skills: Intercepting the ball

| Activities   | Use these Activities to:   | Variations  | Equipment   | Safety measures  |
|--|--|---|---|--|
| <b>2 against 1</b> <ul style="list-style-type: none"> <li>Two groups of 3 children each and a ball to play with.</li> <li>Two players (attackers) work together to try and pass the ball between them, randomly. The players in the middle (defenders) try to intercept the passes. Play for a specified time (one minute). How many times does the defender intercept the balls?</li> </ul> <b>Monkey in the center</b> <ul style="list-style-type: none"> <li>Players form a circle with 1 player in the middle.</li> <li>Ball is passed across the circle to each other.</li> <li>Player in the middle tries to intercept the pass.</li> <li>Play for a specified time. How many times does the defender intercept the ball?</li> </ul> | <ul style="list-style-type: none"> <li>Intercept a ball.</li> <li>Take the role of a defender</li> <li>Improve throwing, catching and hitting skills</li> <li>Anticipate the path of a ball and jump and move to intercept it.</li> <li>Develop understanding of playing together as a team.</li> <li>Understand geometrical concepts like the radius and diameter of a circle.</li> <li>Use creative skills while framing riddles during the game.</li> <li>Inculcate qualities of togetherness and team work during play.</li> </ul> | <ul style="list-style-type: none"> <li>If the defender is successful in getting the ball they change position with the player who threw it.</li> <li>When playing circle intercept, increase the number of players in the center.</li> <li>Use soft basketballs/volleyball and different sized balls.</li> <li>Use cricket bats and balls or kicking skills.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or markers.</li> <li>Mini basketballs, volleyballs, footballs.</li> <li>Cricket bats and balls.</li> </ul> | <ul style="list-style-type: none"> <li>Adequate space between players.</li> <li>Be careful when retrieving balls that stray into other playing areas.</li> </ul> |

### Cross curricular links

| English   | Mathematics  | EVS  | Life Skills Enhanced   |
|---|--|--|--|
| <b>Riddles</b> <ul style="list-style-type: none"> <li>While playing 'Monkey in the center' ask children to frame a riddle/ drop a hint for describing the person they will be throwing the ball to, and the person in the center tries to intercept the ball by solving the riddle.</li> </ul> (4.LS.6.) (5.LS.2) | <b>Multiplication: geometry</b> <ul style="list-style-type: none"> <li>When playing 'Monkey in the center' focus on children's understanding of 'circle', radius and diameter'.</li> </ul> (4.3.1) | <b>Work and play</b> <p>After playing the game ask the children questions about how well they played together as a team. For example, who played well, who did not and why? How did you enjoy playing as a group? Help children to understand qualities like, 'togetherness', 'team work', cooperation', 'leadership'.</p> (4.9.1) (4.9.2) | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Leadership</li> <li>Problem Solving</li> <li>Critical Thinking</li> </ul> |



# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 7

### Basic Games Skills: Playing 2 against 1

| Activities  | Use these Activities to:  | Variations  | Equipment  | Safety measures   |
|---|---|---|--|---|
| <b>2 against 1</b> <ul style="list-style-type: none"> <li>Two attackers work together to score a goal.</li> <li>Starting at one end of the playing area, pass the ball and move to try and score a goal. How many goals do they score in 3 or 5 attempts?</li> <li>Use throwing and catching, bouncing and throwing (as in basketball), kicking (as in football) and hitting with cricket bat (as in cricket).</li> </ul> | <ul style="list-style-type: none"> <li>Play together against a defender improve endurance.</li> <li>Improve throwing, catching and hitting skills when moving.</li> <li>Frame sentences using different tense forms.</li> <li>Use arithmetic operation to create a number.</li> <li>Recapitulate name of currencies of different counties.</li> </ul> | <ul style="list-style-type: none"> <li>Play the game like golf. What is the minimum number of passes you can make in order to score a goal?</li> <li>Play 3 against 2.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycled bottles (as markers) to create playing area and goals.</li> <li>Balls for throwing and catching, bouncing, kicking and hitting.</li> <li>Cricket bats.</li> </ul> | <ul style="list-style-type: none"> <li>Keep within playing areas.</li> <li>Be careful when retrieving stray balls.</li> <li>Use soft, light balls.</li> </ul> |

#### Cross curricular links

| English  | Mathematics   | EVS  | Life Skills Enhanced  |
|--|---|--|---|
| <b>Tense forms</b> <ul style="list-style-type: none"> <li>The goalkeeper says one verb: e.g. 'go'. The two attackers must say at least 4 different sentence using different tenses of the same verb before trying to score a goal. E.g. simple present; Mohit goes to school.</li> </ul> (5.R.5) | <b>Numbers</b> <ul style="list-style-type: none"> <li>The goalkeeper says a number e.g. 100. While passing the ball the two attackers must make that number by adding two different numbers together (e.g. 20+80; 60+40 etc.). Use subtracting, multiplication and division.</li> </ul> (4.1.1) (4.1.2) | <b>Currency</b> <ul style="list-style-type: none"> <li>The goalkeeper says the name of a country. The 2 attackers must say the name of the currency used in that country before passing the ball.</li> </ul> (4.7.1) | <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Creative Thinking</li> <li>Teamwork</li> <li>Decision Making</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 8

### Basic Games Skills: Dribble and pass

| Activities  | Use these Activities to:  | Variations  | Equipment   | Safety measures   |
|---|---|---|---|---|
| <b>In groups</b> <ul style="list-style-type: none"> <li>Player 1 dribbles the ball to the passing area. Ball is passed to player 2 who dribbles the ball to the passing area and passes it. Third player dribbles the ball and shoots at goal.</li> <li>Have 5 attempts. Change position.</li> <li>Use kicking skill, cricket bats and balls, small basketballs or similar balls, (bounce ball downwards when moving).</li> </ul> | <ul style="list-style-type: none"> <li>Dribble and pass a ball using different equipment</li> <li>Improve accuracy</li> <li>Develop manipulative skills</li> <li>Work with other as a team.</li> <li>Give a running commentary of events.</li> <li>Identify teeth, beaks and claws of different animals.</li> <li>Calculate time intervals for completing an activity.</li> </ul> | <ul style="list-style-type: none"> <li>Dribble the ball in a zigzag pathway around recycled bottles.</li> </ul> | <ul style="list-style-type: none"> <li>Balls that can be kicked and bounced.</li> <li>Cricket bats and balls.</li> <li>Lime powder or recycled bottles (as markers).</li> <li>Picture cards: teeth, bears &amp; claws of animals.</li> <li>Stop watch/clock.</li> </ul> | <ul style="list-style-type: none"> <li>Keep spaced out.</li> <li>Be careful when retrieving loose balls.</li> </ul> |

### Cross curricular links

| English   | Mathematics   | EVS  | Life Skills Enhanced   |
|---|---|--|--|
| <b>Using language; is, am, are, has, have.</b> <ul style="list-style-type: none"> <li>While one group is passing the ball another group will observe them and comment, one after the other, on what they are doing using the words, is, am, are, has, have.</li> </ul> (4.LS.5) (4.LS.7) (5.LS.5) | <b>Time</b> <ul style="list-style-type: none"> <li>While one group is passing the ball, another group calculates the time taken for scoring the goal</li> </ul> (4.5.3) | <b>Teeth beaks and claws</b> <ul style="list-style-type: none"> <li>Each time a goal is scored a team member collect a picture of a beak, claws or teeth of different common animals. At the end of the game the team will match the beaks, claws and teeth to the correct animals.</li> </ul> (4.1.2) | <ul style="list-style-type: none"> <li>Decision Making</li> <li>Effective Communication</li> <li>Teamwork</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 9

### Basic Games Skills: Three Court Dodge Ball

| Activities  | Use these Activities to:   | Variations   | Equipment  | Safety measures   |
|---|--|--|--|---|
| <b>How to play</b> <ul style="list-style-type: none"> <li>• Divide the group into three equal teams. Position each team in one part of a rectangular area, one team per defined area.</li> <li>• The center team are the dodgers.</li> <li>• The two outside teams try to hit the center team with the ball, below the knee.</li> <li>• Count the number of times the center team is hit in one minute.</li> <li>• Change teams so that each team gets a go at being in the center.</li> <li>• The winning team is the team with the least number of hits in the time limit.</li> </ul> | <ul style="list-style-type: none"> <li>• Improve dodging skills.</li> <li>• Learn to dodge the ball through different body movements.</li> <li>• Improve anticipation skills</li> <li>• Help children work together to win a game.</li> <li>• Participate in discussing and team talk.</li> <li>• Speak appropriately in meaningful contexts.</li> <li>• Estimate time required for completing an activity.</li> <li>• Voice opinions on issues observed in surroundings.</li> </ul> | <ul style="list-style-type: none"> <li>• Use two balls instead of one.</li> <li>• Increase the amount of time for which the game is played.</li> <li>• Kick the ball rather than throw it.</li> <li>• Use cricket bats.</li> </ul> | <ul style="list-style-type: none"> <li>• One large foam or lightweight balls.</li> <li>• Lime powder to mark three areas.</li> <li>• Cricket bats</li> <li>• Stopwatch/ clock</li> </ul> | <ul style="list-style-type: none"> <li>• Use a soft ball.</li> <li>• Players must only be hit below the knee.</li> <li>• Stay in designated areas.</li> </ul> |

#### Cross curricular links

| English  | Mathematics   | EVS  | Life Skills Enhanced   |
|--|---|--|--|
| <b>Using appropriate spoken language in meaningful contexts.</b> <ul style="list-style-type: none"> <li>• After the game ask each team to discuss how well they played ('team talk'). Who the most energetic? Who was a good dodger? What tactics were used by individuals that made them successful?</li> </ul> (4.LS.4) (4.LS.5) (5.LS.1) (5.LS.5) | <b>Time</b> <ul style="list-style-type: none"> <li>• Estimate how long you think it will take to get all members of the other team 'out'. Compare this to the actual time taken.</li> </ul> (4.5.3) | <b>Safety &amp; Inclusion</b> <ul style="list-style-type: none"> <li>• Teacher to observe and discuss issues concerning stereotype &amp; discrimination related to gender, caste depravity etc.</li> </ul> (4.9.1) (4.9.2) (5.8.1) (5.8.2) | <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Interpersonal Relationships</li> <li>• Empathy.</li> <li>• Self-awareness</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 10

### Basic Games Skills: Relay races

| Activities  | Use these Activities to:  | Variations   | Equipment   | Safety measures   |
|---|---|--|---|---|
| <b>How to play in teams</b><br><b>Tunnel ball</b> <ul style="list-style-type: none"> <li>In teams space players between two markers.</li> <li>The first player to pass the ball backwards between under his/her legs through the legs of all players in the team.</li> <li>The back player takes, the ball, runs around the back and front markers to the front of the team. The ball is passed through the legs of all the players again.</li> </ul> <b>Arch ball</b> <ul style="list-style-type: none"> <li>Same procedure as above to be followed except that ball is passed over the heads of each player in the team.</li> </ul> <b>Arch and tunnel ball</b> <ul style="list-style-type: none"> <li>Same as above except that ball is passed over the head of the first player and under the feet of the next player.</li> </ul> <b>Sitting arch ball</b> <ul style="list-style-type: none"> <li>Same as above except that ball is passed over the heads while all the children are seated.</li> </ul> | <ul style="list-style-type: none"> <li>Have fun and work together.</li> <li>Improve coordination</li> <li>Carefully handle an object while passing it.</li> <li>Build a story around a given theme.</li> <li>Identify correct sequence of events.</li> <li>Create numerical patterns in multiplication and division.</li> <li>Understand the procedure of getting food we eat.</li> </ul> | <ul style="list-style-type: none"> <li>Increase or decrease the number of players in each team.</li> <li>Pass different ball and smaller objects.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycled bottles to mark playing areas.</li> <li>Balls of different types and sizes.</li> </ul> | <ul style="list-style-type: none"> <li>Space teams so that there is enough room to run from the back of each team to the front.</li> <li>Be careful when retrieving balls.</li> </ul> |

#### Cross curricular links

| English  | Mathematics  | EVS   | Life Skills Enhanced   |
|--|--|---|--|
| <b>Story dramatization</b> <ul style="list-style-type: none"> <li>Each group will be given the title of a story that they've read in their classrooms (e.g. the thirsty cow). Each time the ball is passed, each player must create and say one sentence to build the story. (5.LS.2)</li> </ul> | <b>Patterns</b> <ul style="list-style-type: none"> <li>Each group to create a pattern in multiplication or division (of numbers up to 9 (4.6.1)</li> </ul> | <b>How we get our food?</b><br>As the ball is passed from one player to another, the players will sequence the journey of food items from field to Mandi (vegetable market) in the correct order. (4.3.1) | <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Creative Thinking</li> <li>Coordination</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 11

### Basic Games Skills: Relay races

| Activities   | Use these Activities to:  | Variations  | Equipment   | Safety measures  |
|--|---|---|---|--|
| <p><b>How to play in teams</b></p> <p><b>Tunnel ball</b></p> <ul style="list-style-type: none"> <li>• In teams, space players between two markers.</li> <li>• The first player to pass the ball backwards between under his/her legs through the legs of all players in the team.</li> <li>• The last player takes the ball, runs around the back and front markers to the front of the team. The ball is passed through the legs of all players.</li> <li>• Keep going until the first players is back at the front of the team with the ball in hand.</li> </ul> <p><b>Tunnel crawling:</b> Teams stands with legs stretched. The ball is passed overhead from the front player to the back player. When the ball reaches the last player she/he crawls through the tunnel of legs with it to reach the front of the team. Continue until the first players has returned to the front of the line.</p> <p><b>Arch and tunnel crawl:</b> Team stands with legs stretched. The ball is passed overhead from the front player to the back player. When the ball reaches the back player she/he crawls through the tunnel of legs with it to reach the front of the team. Continue unit the first player has returned to the front of the line.</p> <p><b>Box pass</b></p> <ul style="list-style-type: none"> <li>• Teams sit with legs straight in front of them. While sitting and with an empty box placed in between his/her first player rotates 180 degrees and passes the to the next player using feet only.</li> <li>• The last player stand up and runs with the box around the back and front markers to the front of the team. The box is passed in the same way.</li> <li>• Keep going until the first player is back at the front of the team with the box in hand.</li> </ul> | <ul style="list-style-type: none"> <li>• Have fun and work together.</li> <li>• Improve coordination.</li> <li>• Keep alert and move quickly.</li> <li>• Lear to convert one tense form to another.</li> <li>• Assemble jigsaw pieces to make picture of 3-D objects.</li> <li>• Understand &amp; follow directions to reach a location.</li> </ul> | <ul style="list-style-type: none"> <li>• Increase/ decrease the number of players in each team.</li> <li>• Pass different balls and smaller objects.</li> </ul> | <ul style="list-style-type: none"> <li>• Lime powder or recycled bottles to mark playing area.</li> <li>• Balls of different types and sizes.</li> <li>• Small empty boxes.</li> <li>• Cloth to behind fold.</li> </ul> | <ul style="list-style-type: none"> <li>• Space team so that there is enough room to run from the back of each team of the front.</li> <li>• Be careful when retrieving loose balls.</li> </ul> |

#### Cross curricular links

| English   | Mathematics  | EVS   | Life Skills Enhanced  |
|---|--|---|---|
| <p><b>Tense forms</b></p> <p>Instead of passing a ball the children pass flash cards of different verbs from front to the back of the team and the children write down (or say) the verbs in the present continuous form. (5.R.5)</p> | <p><b>Geometry:</b> Cut a picture of 3-D object into smaller jigsaw pieces. Instead of passing a ball the children pass the jigsaw pieces from the front to the back of the team. When all the pieces are at the back of the team the children make the jigsaw. The winning team is the first team to complete the jigsaw. (4.3.3) (5.3.3)</p> | <ul style="list-style-type: none"> <li>• Instead of standing in a straight line, make the children stand in random arrangements and blindfold them.</li> <li>• Guide them by giving directions to pass the ball to their adjacent partner. (4.6.1) (5.6.1)</li> </ul> | <ul style="list-style-type: none"> <li>• Self-Awareness.</li> <li>• Problem Solving</li> <li>• Coordination.</li> </ul> |



# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 12

### Basic Games Skills: Chasing games

| Activities   | Use these Activities to:  | Variations  | Equipment   | Safety measures  |
|--|---|---|---|--|
| <b>How to play tag games</b> <ul style="list-style-type: none"> <li>Three players position themselves in the middle of the playing areas. They are not able to move outside this area.</li> <li>A group of 8-10 players attempt to run from one end of the playing area to the other without being tagged by the middle players. If successful they earn a point, repeat 5 times. How many times was a team successful? Change roles.</li> </ul> <b>Dribble tag</b> <ul style="list-style-type: none"> <li>Three players, with a ball each, act as taggers in the middle of the playing area.</li> <li>A group of 8-10 players, attempt to reach the other end of the area without being tagged by the middle players. The taggers must dribble a ball while they are chasing players.</li> <li>Repeat 5 times. How many times were you tagged? Change roles.</li> </ul> | <ul style="list-style-type: none"> <li>Improve spatial awareness.</li> <li>Maneuver, dodge and swerve</li> <li>Move across a pitch or court,</li> <li>Create new games and frame rules for the same.</li> <li>Use arithmetic operations for country.</li> <li>Practice speaking skill through tongue twisters.</li> </ul> | <b>Dribble tag.</b> <ul style="list-style-type: none"> <li>Use kicking skills.</li> </ul> | <ul style="list-style-type: none"> <li>Balls that bounce.</li> <li>Lime powder or markers to mark the area.</li> <li>Money card.</li> </ul> | <ul style="list-style-type: none"> <li>Look up and watch out for others.</li> <li>Keep the ball under control.</li> <li>Be careful when retrieving balls.</li> </ul> |

#### Cross curricular links

| English  | Mathematics   | EVS  | Life Skills Enhanced   |
|--|---|--|--|
| <b>Command over the language</b> <ul style="list-style-type: none"> <li>Challenge the players to simultaneously repeat a tongue twister while catching other players.</li> </ul> (4.LS.6) (5.LS.2) | <b>Money</b> <ul style="list-style-type: none"> <li>Each player begins the game with '100 rupees'. Each time a player is successful at getting from one end of the playing area to the other without being tagged she/he receives '50 rupees'. Each time a player is caught they 'give' 24 rupees to the player who catches them. At the end of the game how much 'money' does each player have?</li> </ul> (4.1.3) (5.5.1) | <b>Work and play</b> <ul style="list-style-type: none"> <li>Discuss the type of chasing games children play at school and at home? Talk about how the rules are negotiated and decided. On the basis of these discussions can the children create their own chasing games, decide the rules and explain how to play them?</li> </ul> (4.8.1) (5.7.1) | <ul style="list-style-type: none"> <li>Effective Communication</li> <li>Creative Thinking</li> <li>Self-Awareness</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 13

### Basic Games Skills: Athletics

| Activities  | Use these Activities to:   | Variations  | Equipment  | Safety measures   |
|---|--|---|--|---|
| <b>In groups</b><br><b>Hop, step and jump</b> <ul style="list-style-type: none"> <li>Stand behind the start line. Start off from one foot, then hop, then step, then take a jump.</li> </ul> <b>Skipping</b> <ul style="list-style-type: none"> <li>Skip from one recycled bottle marker to the other as fast as possible. Walk back and wait for your next turn.</li> </ul> <b>Throwing balls, frisbees &amp; sticks:</b> <ul style="list-style-type: none"> <li>Throw as far as possible, collect object and return.</li> </ul> | <ul style="list-style-type: none"> <li>Skip over short distances</li> <li>Jump in combination.</li> <li>Improve skipping</li> <li>Improve throwing techniques</li> <li>Frame questions using 'wh' family words.</li> <li>Measure &amp; graphically represent distance &amp; time units for activities.</li> <li>Frame slogans for events in school.</li> </ul> | <ul style="list-style-type: none"> <li>Children can keep time and record results for themselves and each other.</li> <li>Throw balls Frisbees or sticks.</li> </ul> | <ul style="list-style-type: none"> <li>Balls, Frisbees and sticks.</li> <li>Skipping ropes.</li> <li>Lime powder or markers to mark tracks/playing areas.</li> <li>Recycled bottles</li> <li>Markers for estimating distances</li> <li>Measuring tape</li> <li>Stopwatch.</li> </ul> | <ul style="list-style-type: none"> <li>When throwing, throw in the same direction.</li> </ul> |

### Cross curricular links

| English  | Mathematics  | EVS   | Life Skills Enhanced  |
|--|--|---|---|
| <b>Question words</b> <ul style="list-style-type: none"> <li>While the children are playing ask them to frame questions using words starting with 'wh'. E.g. who skipped first? Where did she land?</li> </ul> | <b>Data handling</b> <ul style="list-style-type: none"> <li>Measure the distance covered or record the time of skipping activities. Represent this information in a bar graphs. (4.4.2) (4.5.3) (4.7.1) (5.7.1)</li> </ul> | <b>Creativity</b> <ul style="list-style-type: none"> <li>Frame a slogan for the upcoming athletics event in your school stressing on the importance of 'play in day to day life. (5.7.1)</li> </ul> | <ul style="list-style-type: none"> <li>Creative Thinking</li> <li>Self-Awareness</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 14

### Basic Games Skills: Athletics

| Activities   | Use these Activities to:  | Variations  | Equipment   | Safety measures   |
|--|---|---|---|---|
| <b>In groups</b><br><b>Three spring jumps</b> <ul style="list-style-type: none"> <li>Stand behind the start line with two feet together. Keep feet together and jump forwards 3 times.</li> </ul> <b>Running</b> <ul style="list-style-type: none"> <li>Run fast from one recycled bottle or jog back and wait for your next turn.</li> </ul> <b>Shuttle run</b> <ul style="list-style-type: none"> <li>Take it in turns to run from the start point to the end, while touching 4 lines made in the play area. Each line must be touched with the hand.</li> </ul> <b>Throwing balls, Frisbees or sticks</b> <ul style="list-style-type: none"> <li>Throw as far as possible collect object and return.</li> </ul> | <ul style="list-style-type: none"> <li>Improve speed and power.</li> <li>Sprint over short distances.</li> <li>Improve running, jumping and throwing techniques.</li> <li>Jump in combinations.</li> <li>Measure and graphically represent time &amp; distance parameter for activities.</li> <li>Create posters for events in school.</li> </ul> | <ul style="list-style-type: none"> <li>Children can measure keep time and record result for themselves and each other.</li> <li>Throw different balls instead of balls, Frisbees &amp; sticks.</li> </ul> | <ul style="list-style-type: none"> <li>Balls, Frisbees and sticks.</li> <li>Lime powder or markers to mark tracks/playing areas</li> <li>Recycled bottles</li> <li>Markers for recording distance.</li> <li>Stopwatch</li> <li>Measuring tape.</li> </ul> | <ul style="list-style-type: none"> <li>When throwing, throw in the same direction.</li> <li>Be careful when collecting implements.</li> </ul> |

#### Cross curricular links

| English  | Mathematics  | EVS  | Life Skills Enhanced  |
|--|--|--|---|
| <b>Determiners</b> <ul style="list-style-type: none"> <li>While the children are involved in these activities ask them to frame sentences using determiners (this, that, these, those)</li> </ul> (5.LS.5) | <b>Data handling</b> <ul style="list-style-type: none"> <li>Measure the distances covered or record the times of running activities. Use this information to create bar graphs.</li> </ul> (4.4.2) (4.5.3) (4.7.1) (5.7.1) | <b>Creativity</b> <ul style="list-style-type: none"> <li>Design a poster for the upcoming athletics event in your school emphasizing importance of physical activity for the body</li> </ul> (4.8.1) (5.7.1) | <ul style="list-style-type: none"> <li>Creative thinking</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 15

### Basic Games Skills: Warm up activities

| Activities  | Use these Activities to:  | Variations   | Equipment   | Safety measures   |
|---|---|--|---|---|
| <b>How to play</b><br><b>Musical dribble</b> <ul style="list-style-type: none"> <li>Mark out a playing area. Give each child a ball. Dribble the ball staying inside the marked area. When the music stops children should stand still and the ball should be close to the child, or in their hands.</li> </ul> <b>Keep the ball moving</b> <ul style="list-style-type: none"> <li>Divide class into small groups. Move about rolling the ball from one player to another as quickly as possible.</li> <li>Move about throwing the ball from one player to another as quickly as possible.</li> </ul> <b>Skipping activities.</b> <ul style="list-style-type: none"> <li>Skip using one foot after the other and two feet together. Move forwards and backwards. Keep skipping for one minute and gradually increase the amount of continuous skipping undertaken. Begin slowly and increase the speed or complexity of the actions.</li> <li>Talk to children about how these activities make them feel: heart beating fast, 'puffed out', 'hot'.</li> </ul> | <ul style="list-style-type: none"> <li>Explain the importance of warming up.</li> <li>Increase children's heart rate.</li> <li>Understand the importance of warm up activities.</li> <li>Practice speaking skills through commentary.</li> <li>Estimate and record time taken for activities.</li> <li>Observe plants and animals in their surroundings.</li> </ul> | <ul style="list-style-type: none"> <li>Try skipping backwards or adding additional moves.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or markers to define playing areas.</li> <li>Skipping ropes.</li> <li>Cricket bats and balls</li> <li>Balls for throwing and catching</li> <li>Music</li> <li>Stopwatch</li> </ul> | <ul style="list-style-type: none"> <li>Keep groups sufficiently spaced out.</li> <li>Watch out for others.</li> </ul> |

#### Cross curricular links

| English   | Mathematics   | EVS   | Life skills enhanced  |
|---|---|---|---|
| <b>Tense forms</b> <ul style="list-style-type: none"> <li>Take it in turns to provide a commentary on the games being played using the correct tense forms (4.LS.5) (5.R.5) (5.LS.5)</li> </ul> | <b>Time</b> <ul style="list-style-type: none"> <li>Estimate how long you are able to skip continuously or how many times you can skip in one minute. Validate the estimation by timing the activity or counting the number of skips. (4.5.3)</li> </ul> | <b>Living things</b> <ul style="list-style-type: none"> <li>During musical dribble activity, every time the music is stopped, children look around to identify simple observable features of plants and animals in their surroundings. (4.1.1) (4.1.2)</li> </ul> | <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Effective Communication</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 16

### Basic Games Skills: Understanding stretching

| Activities   | Use these Activities to:  | Variations   | Equipment  | Safety measures   |
|--|---|--|--|---|
| <b>How to play</b> <ul style="list-style-type: none"> <li>Select one or two stretches for each body part. Hold each stretch to the count of 10:</li> <li>Hold both hands at the back side and stretch your arms.</li> <li>Sit on the ground and touch your toes with your fingers without bending your knees.</li> <li>Do a push up and a pull up</li> <li>Lie on your stomach and try to touch and hold hand with your foot by raising them upwards.</li> <li>Include stretching the upper body, arms and legs.</li> <li>Lie on your back and lift one leg and then the other.</li> </ul> | <ul style="list-style-type: none"> <li>Explain why it is necessary to stretch before an activity.</li> <li>Teach a range of sequential stretches that can be used before an activity.</li> <li>Perform the stretches effectively.</li> <li>Improve the range of movement and flexibility.</li> <li>Learn vocabulary related to muscle stretching.</li> <li>Estimate time &amp; verify by actual measurement.</li> </ul> | <ul style="list-style-type: none"> <li>Ask children to lead a warm up for a small group of others including pulse raising activities and stretches.</li> <li>Use similar stretches for the same and different parts of the body.</li> <li>Stretching exercises with partners.</li> </ul> | <ul style="list-style-type: none"> <li>Mats or a soft area.</li> <li>Cards with muscle name.</li> <li>Stopwatch</li> </ul> | <ul style="list-style-type: none"> <li>Do not over stretch. Keep back straight while stretching.</li> </ul> |

#### Cross curricular links

| English  | Mathematics   | EVS   | Life Skills Enhanced  |
|--|---|---|---|
| <b>Vocabulary</b> <ul style="list-style-type: none"> <li>Ask children to identify and talk about the muscles they are using while doing the stretching exercise. Provide cards for the names of the muscles. (4.LS.5) (5.R.3)</li> </ul> | <b>Time:</b> Ask children to estimate a time of 20 seconds by counting to themselves. Compare their understanding of 20 seconds with 20 actual seconds. Estimate different amounts of time e.g. 15, 30 seconds. (4.5.3) | <b>Estimating pulse rate</b> <ul style="list-style-type: none"> <li>Ask children to observe and compare their pulse rate before and after an activity. (4.5.1) (5.5.1)</li> </ul> | <ul style="list-style-type: none"> <li>Self-Awareness.</li> </ul> |



# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 17

### Basic Games Skills: Rhythmic activities

| Activities  | Use these Activities to:   | Variations   | Equipment   | Safety measures   |
|---|--|--|---|---|
| <b>Class activities.</b> <ul style="list-style-type: none"> <li>Fun with partners: the first child opens both feet. The second child drags one foot in between the feet of the first child. Change roles.</li> <li>Box step: Begin with simple 'step-touch' (cross your left leg to the right), then left, then step right. Take your left foot in front of the right, putting all weight on the right foot. And the right foot next to the left (making a position with both positions of the feet on the opposite places) to finish the 'step-touch'. Repeat to the left side.</li> </ul> | <ul style="list-style-type: none"> <li>Enhance motor skills</li> <li>Improve flexibility</li> <li>Be able to move in time to a beat</li> <li>Coordinate movement.</li> <li>Appreciate the rhythm &amp; music of rhymes.</li> <li>Create geometrical patterns base on symmetry.</li> <li>Create rangoli design from their stepping patterns.</li> </ul> | <ul style="list-style-type: none"> <li>Combine the above actions into short movement phrases.</li> <li>Include addition stepping patterns created by the children.</li> <li>Use claps/ribbons.</li> <li>Include the use of arms (swinging/wave-like arm movements).</li> </ul> | <ul style="list-style-type: none"> <li>Music</li> <li>Ribbons (optional).</li> <li>Local/waste material for rangoli.</li> </ul> | <ul style="list-style-type: none"> <li>Perform these action on a non-slippery floor surface.</li> </ul> |

### Cross curricular links

| English   | Mathematics  | EVS  | Life Skills Enhanced  |
|---|--|--|---|
| <b>Appreciate the rhythm and music of rhymes</b> <ul style="list-style-type: none"> <li>Give groups of children different well know rhymes. Ask them to create stepping actions that they can perform while reciting the rhymes. (4.LS.1) (5.LS.2)</li> </ul> | <b>Geometrical patterns</b> <ul style="list-style-type: none"> <li>Individually, use stepping patterns children to create symmetric shapes. Draw these shape on the playground or on paper. (4.6.2) (5.3.2)</li> </ul> | <b>Creativity</b> <ul style="list-style-type: none"> <li>Children create rangoli designs using stepping patterns of symmetric shapes. After the design is made, they may use local/waste material to fill in the rangoli. (4.8.1)</li> </ul> | <ul style="list-style-type: none"> <li>Creative Thinking.</li> <li>Self-awareness.</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 18

### Basic Games Skills: Skipping

| Activities   | Use these Activities to:   | Variations  | Equipment  | Safety measures   |
|--|--|---|--|---|
| <p><b>In groups</b></p> <ul style="list-style-type: none"> <li>• Skip a self-turned rope using a running step.</li> <li>• Skip a self-turned rope using two feet together.</li> <li>• Skip a self-turned rope using a running step and travel between two markers.</li> </ul> <p><b>Rock the cradle:</b> In groups of three with one long rope, two players swing a swinging rope and one player jumps it.</p> <p><b>Swinger</b></p> <ul style="list-style-type: none"> <li>• In groups of six with one player in the middle. Use a long rope with empty box/ball attached at one end. The center player swings the rope round the circle trying to make the box/ball touch the other players. Each player must jump to avoid being hit by the rope. If hit by the rope, change place with the swinger. The person who is hit the least number of times is the winner.</li> </ul> <p><b>Run into and out of a turning rope:</b> In groups of three with one long rope, two players swing a rope. The other player tries to run in and out of the turning rope.</p> | <ul style="list-style-type: none"> <li>• Repeatedly jump a self-turned rope.</li> <li>• Jump into and out of a rope turned by others.</li> <li>• Skip with others.</li> <li>• Improve agility</li> <li>• Devise new rules for games.</li> <li>• Recite multiplication tables while skipping.</li> <li>• Sing songs in English while skipping.</li> </ul> | <ul style="list-style-type: none"> <li>• Add tricks to the skipping action. For example when skipping individually bring rope overhead and cross arms in front of body while jumping through the loop.</li> <li>• Try skipping with a partner facing them and back to back.</li> <li>• Try skipping in time with a partner.</li> <li>• Skip to a beat.</li> </ul> | <ul style="list-style-type: none"> <li>• Long and short skipping ropes.</li> <li>• Recycled bottles (as markers).</li> <li>• Empty boxes.</li> </ul> | <ul style="list-style-type: none"> <li>• Be careful of the turning ropes.</li> <li>• Keep out of the way of the other ropes.</li> </ul> |

### Cross curricular links

| English   | Mathematics  | EVS  | Life Skills Enhanced   |
|---|--|--|--|
| <p><b>Singing songs</b></p> <ul style="list-style-type: none"> <li>• Ask children to sing any of their favourite songs in English while skipping. (5.LS.2)</li> </ul> | <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>• Swinger: Give the player in the middle a number (e.g. 4). As the box passes around the circle ask the children to recite this multiplication table. (E.g. <math>4 \times 2 = 8</math>) etc. (4.1.1) (4.6.1)</li> </ul> | <p><b>Work and play</b></p> <ul style="list-style-type: none"> <li>• Ask the children to draw up some rules for the skipping games they are playing or the skipping games they devise themselves. (4.8.1) (5.7.1)</li> </ul> | <ul style="list-style-type: none"> <li>• Self-Awareness.</li> <li>• Creative Thinking</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 19

### Basic Games Skills: Roads and lanes

| Activities  | Use these Activities to:   | Variations   | Equipment  | Safety measures  |
|---|--|--|--|--|
| <b>How to play</b> <ul style="list-style-type: none"> <li>Two children are nominated, one as the chaser and one the runner. The rest of the group stand in line of 5/6 players making 2-3 separate rows, holding hands. The runner begins in the middle of the playing area, running around the rows of players. The chaser is positioned at one end of the line of players. On command the chaser attempts to tag the runner. As the chaser gets closer to the runner the teacher shouts, 'change'. Those standing in line release their hands, turn to an opposite direction and hold hands again, making the chase to maneuver his position to catch the runner. Change the command frequently. If the chaser successfully catches the runner the game begins again with a new chaser and runner.</li> </ul> | <ul style="list-style-type: none"> <li>Develop running and chasing skills.</li> <li>Change direction quickly.</li> <li>Respond quickly to commands.</li> <li>Provide a running commentary of the game.</li> <li>Estimate the time taken for an activity.</li> <li>Follow signboards to reach a place.</li> </ul> | <ul style="list-style-type: none"> <li>Play with two runners and one chaser.</li> <li>Play with two chasers and one runner.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or markers to define the playing area.</li> <li>Cue cards for the game.</li> <li>Stopwatch</li> <li>Signboards</li> </ul> | <ul style="list-style-type: none"> <li>Provide sufficient space for the runners and chasers to turn safely between the lines.</li> </ul> |

#### Cross curricular links

| English  | Mathematics   | EVS   | Life Skills Enhanced   |
|--|---|---|--|
| <b>Narrative experiences</b> <ul style="list-style-type: none"> <li>Ask children in turn to write down a simple commentary on what they see happening in the game. Use cue cards for relevant vocabulary. (4.LS.5) (5.LS.5)</li> </ul> | <b>Numbers:</b> Estimate how long it will take for the chaser to catch the runner. Validate this by comparing the actual time. Ask the children questions to determine how close their estimations were. What is the difference between the actual and estimate time? (4.5.3) | <b>Reading signboards;</b> <ul style="list-style-type: none"> <li>Provide children standing in lines with signboard to guide the chaser toward the runner. (4.7.1) (5.6.1)</li> </ul> | <ul style="list-style-type: none"> <li>Decision Making</li> <li>Effective Communication</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 4: CARD 20

### Basic Games Skills: Jigsaw trail

| Activities  | Use these Activities to:   | Variations   | Equipment   | Safety measures  |
|---|--|--|---|--|
| <b>How to play</b> <ul style="list-style-type: none"> <li>Take a number of copies of the same picture. Cut the pictures into jigsaw pieces and place the same pieces in bags. Hang these bags at various points around the school grounds.</li> <li>Group the children into threes or fours. Children must stay together throughout the game.</li> <li>Children run around the school grounds trying to find the jigsaw piece. When they think they have found all the pieces they return to the start position and make the jigsaw.</li> <li>The winning team is the first team to complete the jigsaw.</li> </ul> | <ul style="list-style-type: none"> <li>Support each other.</li> <li>Keep each other safe</li> <li>Use running skills to complete an activity</li> <li>Have fun together.</li> <li>Compare stories from visual clues.</li> <li>Apply arithmetic operation in handling currency.</li> <li>Follow clues to find an object.</li> </ul> | <ul style="list-style-type: none"> <li>The game will become more difficult if the bags are hidden so that children have to look carefully for them.</li> <li>The further the bags are away from the starting position the more running the children will have to do.</li> <li>Increase the number of jigsaw pieces that need to be collected.</li> </ul> | <ul style="list-style-type: none"> <li>Bags containing jigsaw pieces.</li> <li>Recycled bottles (as markers)</li> <li>Paper money</li> <li>Treasure hunt clue cards.</li> </ul> | <ul style="list-style-type: none"> <li>Children must stay together and support each other.</li> <li>Point out any hazards and any areas that are out of bounds.</li> </ul> |

### Cross curricular links

| English   | Mathematics   | EVS  | Life Skills Enhanced  |
|---|---|--|---|
| <b>Write a short description of a person, thing or place</b> <ul style="list-style-type: none"> <li>Use pictures for the jigsaw that encourage descriptive language. After the jigsaw has been completed ask children to write a story about the picture or ask them to describe it. (4.LS.9) (5.LS.2) (5.W.3) (5.W.5)</li> </ul> | <b>Money</b> <ul style="list-style-type: none"> <li>Use bags containing paper money. Give each team a target amount of money to collect. In groups, the children find the bags containing the paper money. The winning team is the first team to have collected the exact amount of money. (4.1.3) (5.5.1)</li> </ul> | <b>Places and directions</b> <ul style="list-style-type: none"> <li>Play the game like a treasure hunt. Leave clues/hints along the trail for guiding the children to the next jigsaw piece (4.6.1) (5.6.1)</li> </ul> | <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Creative Thinking.</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE IV: CARD 21

### Observation, Explore: Field visit and Discussion

| Activities  | Use these Activities to:   | Variations  | Equipment   | Safety measures  |
|---|--|---|---|--|
| <b>In groups</b> <ul style="list-style-type: none"> <li>Visit community home kitchen, zoo, farms, natural sources of water, bridge, construction site, local industries, distance relatives, parks, botanical gardens etc.</li> <li>Balance an Interacting with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers etc.) and share experience s about their work, their skills and tools used by them.</li> <li>Share their experiences and observations through drawing, touch, verbally and writing in some sentences and para in simple language</li> <li>Collect objects and materials from their surroundings such as fallen flowers, roots, spices, seeds, pulses, feathers, newspapers, magazine articles, advertisements, pictures etc. in an innovative manner.,</li> <li>Observed and share experiences of the phenomena, happenings in daily life such as how roots and flower grow.</li> </ul> | <ul style="list-style-type: none"> <li>Know the different types of the plant.</li> <li>Understand and follow simple instructions in English.</li> <li>Learn and differentiate between types of plants.</li> <li>Create basic layouts of the surroundings.</li> </ul> | <ul style="list-style-type: none"> <li>Observe kitchen garden at school and home.</li> <li>Record observations/ experiences/ information</li> </ul> | <ul style="list-style-type: none"> <li>Empty cartons or boxes.</li> <li>Notebooks and stationery items</li> </ul> | <ul style="list-style-type: none"> <li>Follow instruction,</li> <li>Monitoring by the facilitators.</li> <li>Use a non congested and non slippery surface</li> </ul> |

#### Cross Curricular Links

| English   | Mathematics  | EVS   | Life Skills Enhanced   |
|---|--|---|--|
| <b>Exposure to, and comprehension of spoken and written inputs</b> <ul style="list-style-type: none"> <li>Increase vocabulary and writing skill.</li> </ul> | <b>Geometry</b> <ul style="list-style-type: none"> <li>Conduct activity of area calculation of different shape of leaves.</li> </ul> | <b>Living Things: Plants</b> <ul style="list-style-type: none"> <li>Identify simple features like shape, color, aroma, where they grow/ any other, of flowers, roots and fruits in immediate surroundings.</li> </ul> | <ul style="list-style-type: none"> <li>Creative Thinking</li> <li>Teamwork</li> <li>Empathy</li> </ul> |



# LEARNING ENHANCEMENT CARD

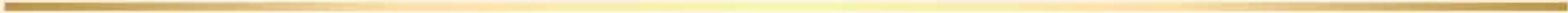
## GRADE IV: CARD 22

### Observation, Explore: Playing with Pebbles

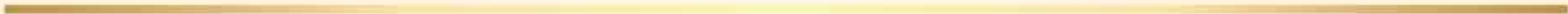
| Activities  | Use these Activities to:  | Variations   | Equipment   | Safety measures   |
|---|---|--|---|---|
| <b>Class activities</b> <ul style="list-style-type: none"> <li>Ask children to collect different shape and size of pebbles.</li> </ul> <b>In groups</b> <ul style="list-style-type: none"> <li>Play games with pebbles( indigenous games like marum konbi, khulokpi)</li> <li>Make a balance and weight stones with standard weight ( like 1 kg of rice, 100 gm of biscuit).</li> <li>Color the pebbles, write alphabets on it and play cross-words and puzzles.</li> </ul> | <ul style="list-style-type: none"> <li>Responds to simple instructions, announcements in English made in class/ school.s</li> <li>Enrich vocabulary through puzzles.</li> <li>Applies operation of numbers in daily life.</li> <li>Estimate the weight of various objects.</li> </ul> | <ul style="list-style-type: none"> <li>Play games with pebbles ( indigenous games like chaigai chongbi)</li> </ul> | <ul style="list-style-type: none"> <li>Pebbles</li> <li>water colour and</li> <li>brush.</li> </ul> | <ul style="list-style-type: none"> <li>Use only intoxicated colour</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics  | EVS  | Life Skills Enhanced  |
|--|--|--|---|
| <b>Observes rules in the game</b> <ul style="list-style-type: none"> <li>Listen to simple instruction, announcement in English made in class/ school and act accordingly.</li> </ul> | <b>Applies Operation of numbers in the play</b> <ul style="list-style-type: none"> <li>Solves problem involving daily life related to weight, volume and time involvinf four basic arithmetic operations.</li> </ul> | <b>Preservation of culture</b> <ul style="list-style-type: none"> <li>Records her observations/ experiences/ information for indigenous games like marum konbi, khulokpi by playing the games in group.</li> </ul> | <ul style="list-style-type: none"> <li>Problem solving</li> <li>Interpersonal relationship</li> </ul> |



# GRADE 5



# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 1

### Games Skills: Track and field events

| Activities   | Use these Activities to:  | Variations   | Equipment   | Safety measures   |
|--|---|--|---|---|
| <b>In groups</b><br><b>Cricket Run</b> <ul style="list-style-type: none"> <li>The distance between two cricket wickets is 20 m. How long does it take you to run this distance? Run, holding a cricket bat.</li> </ul> <b>Jumping</b> <ul style="list-style-type: none"> <li>How far can you jump using a hop, step and jump?</li> </ul> <b>Throwing</b> <ul style="list-style-type: none"> <li>How far can you throw a cricket ball?</li> <li>How far can you throw a football?</li> <li>How far can you throw from a seated position?</li> </ul> | <ul style="list-style-type: none"> <li>Practice running, throwing and jumping actions</li> <li>Take part in simple competitions and challenges</li> <li>Sequence jumps</li> <li>Improve 'explosive' running over short distances.</li> <li>Enhance creative writing and recitation skills.</li> <li>Collect and record data related to a particular activity.</li> <li>Graphically represent collected data through various forms.</li> </ul> | <ul style="list-style-type: none"> <li>Children can measure, time and record these events and challenges.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycled bottles (500 ml) for marking start and finish lines.</li> <li>Cricket ball</li> <li>Small footballs</li> <li>Cricket wickets and cricket bats</li> <li>Stopwatches and measuring tape</li> </ul> | <ul style="list-style-type: none"> <li>Throw in the same direction.</li> <li>Be careful when using equipments.</li> </ul> |

### Cross Curricular Links

| English   | Mathematics  | EVS  | Life Skills Enhanced   |
|---|--|--|--|
| <b>Relate words with actions:</b> <ul style="list-style-type: none"> <li>During the lesson ask children to write down some of the significant action words they used, e.g. hopping, throwing. Use these words to compose a short poem. Share the poem with the class. (5.LS.1), (5.LS.2), (5.W.1), (5.W.5)</li> </ul> | <b>Measurement and Data handling:</b> <ul style="list-style-type: none"> <li>Measure and record times and distances. Use the information to create tables and store the data. (5.7.1)</li> </ul> | <b>Estimation and prediction:</b> <ul style="list-style-type: none"> <li>Draw a pie chart/ bar group/histogram to graphically represent the data collected in Maths activity. (5.5.2)</li> </ul> | <ul style="list-style-type: none"> <li>Creative Thinking</li> <li>Communication</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 2

### Games Skills: Roll into the goal

| Activities  | Use these Activities to:   | Variations   | Equipment   | Safety measures  |
|---|--|--|---|--|
| <b>How to play</b><br><b>In groups</b> <ul style="list-style-type: none"> <li>Divide the group into two teams of six players including a goalkeeper. Both the teams to wear different colour wrist bands (use recycled paper to make these bands)</li> <li>Players roll the ball to each other using their hands and try to score by rolling the ball to the opposition's goal.</li> <li>Players must not run when they have the ball, but may turn on the spot.</li> <li>The ball can be intercepted but no contact between players is allowed.</li> <li>Players must not use their feet to stop the ball.</li> <li>The goalkeeper is the only person allowed in the goal area and should stay inside it.</li> </ul> | <ul style="list-style-type: none"> <li>Play together as a team</li> <li>Learn attacking and defending skills</li> <li>Look out for the position of other team members</li> <li>Pass through quickly and move into a space</li> <li>Develop narration skills</li> <li>Measure and compare distances under different situations</li> <li>Relate cause and effect from data collected.</li> </ul> | <ul style="list-style-type: none"> <li>Once familiar with the game use kicking skills, hockey sticks or throwing and catching skills.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or markers to mark playing area</li> <li>Recycled bottles to create goals</li> <li>Two colour wrist bands (made with recycled paper)</li> <li>Measuring tape</li> <li>Large light-weight ball</li> </ul> | <ul style="list-style-type: none"> <li>Be careful of bumping into others particularly when bending to receive a ball.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics  | EVS   | Life Skills Enhanced  |
|--|--|---|---|
| <b>Narrate experiences and incidents:</b> <ul style="list-style-type: none"> <li>Undertake a running commentary of the game. Use relevant language. E.g. 'the centre player is swerving past the defender. (5.LS.5)</li> </ul> | <b>Measurement:</b> <ul style="list-style-type: none"> <li>Measure and compare the distance different balls travel on different surfaces e.g: grass surface, brick path, cement path, mud path. (5.7.1)</li> </ul> | <b>Estimation and Prediction:</b> <ul style="list-style-type: none"> <li>Use data collected from the maths activity to discuss friction and its effect on moving objects. (5.5.1), (5.5.2)</li> </ul> | <ul style="list-style-type: none"> <li>Co-operation</li> <li>Teamwork</li> <li>Communication</li> <li>Coping with stress</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 3

### Games Skills: Four Court Dodge Ball

| Activities  | Use these Activities to:   | Variations   | Equipment   | Safety measures  |
|---|--|--|---|--|
| <b>How to play</b><br><b>In groups</b> <ul style="list-style-type: none"> <li>Divide the group into two equal teams.</li> <li>Divide the playing area into four playing zones; zone A, B, C and D with a safety zone in the middle.</li> <li>All but two players from each team occupy the centre courts (Zone B and C). Two players from each team stand in the end zones (Zones A and D).</li> <li>The end players work with their centre players to try and hit their opponents with a ball below the knee. When a player is hit, he/she goes to the end zone to help hit the other team members.</li> <li>The winning team is the first team to clear their opponents' centre court of players.</li> <li>Players can use their hands to defend the ball.</li> </ul> | <ul style="list-style-type: none"> <li>Improve dodging skills</li> <li>Improve anticipation skills</li> <li>Use throwing and catching skills to pass the ball to players in more advantageous positions than themselves.</li> <li>Work with others to defeat the opposition.</li> <li>Use written communication in meaningful contexts.</li> <li>Learn and recite multiplication tables.</li> <li>Enact emergency situations through role play.</li> </ul> | <ul style="list-style-type: none"> <li>Use two balls instead of one.</li> <li>Kick the ball rather than throwing it.</li> </ul>  | <ul style="list-style-type: none"> <li>One large foam or lightweight ball</li> <li>Lime powder or markers to mark the playing areas</li> </ul>  | <ul style="list-style-type: none"> <li>Use a soft ball.</li> <li>Players must only be hit below the knee.</li> <li>Stay in designated areas.</li> <li>Have a small safety zone between the teams that no one can enter.</li> </ul> |
| Cross Curricular Links  |  |  |   |  |
| English   | Mathematics  | EVS  | Life Skills Enhanced  |  |
| <b>Use written language in meaningful contexts:</b> <ul style="list-style-type: none"> <li>During the lesson children jot down their understanding of the rules of the game. They write these as a set of rules that can be used by others to play this game. (5.W.3)</li> </ul>  | <b>Numbers:</b> <ul style="list-style-type: none"> <li>Numbers are attached to all team members randomly. Group 1 hits children carrying multiples of 3. Group 2 hits children having multiples of 4. Once hit, the player moves to the end zones. The game continues with other multiples.</li> </ul>   | <b>Safety and Inclusion:</b> <ul style="list-style-type: none"> <li>Enact a role play depicting a situation where one of your fellow classmates falls and injures himself/herself. What would you do in such a situation? (5.8.2)</li> </ul> | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Empathy</li> <li>Creative thinking</li> <li>Emotional intelligence</li> <li>Interpersonal skills</li> <li>Problem solving</li> </ul> |  |



# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 4

### Games Skills: Throwball

| Activities   | Use these Activities to:   | Variations   | Equipment  | Safety measures  |
|--|--|--|--|--|
| <b>How to play</b><br><b>In groups</b> <ul style="list-style-type: none"> <li>Divide the group into two equal teams.</li> <li>Divide the playing area into four playing zones: zones A, B, C and D and a safety zone in the middle.</li> <li>All but two players from each team occupy the centre courts (Zones B and C). Two players from each team stand in the end zones (Zones A and D).</li> <li>The end players work with their centre players to try and throw the ball over the heads of the opposition. If a player in the end zone catches the ball the player who threw the ball moves to the end zone.</li> <li>The game is won when all members of one team are in the end zone.</li> </ul> | <ul style="list-style-type: none"> <li>Encourage accurate throwing</li> <li>Use different types of throws</li> <li>Jump to intercept a ball</li> <li>Work with others to defeat the opposition</li> <li>Develop two-way communication and discussion skills</li> <li>Learn to use fractions in daily life</li> <li>Understand the role of different institutions.</li> </ul> | <ul style="list-style-type: none"> <li>Once children understand the game, play the game using different passes: chest pass, overhead pass, one handed sideways pass, bounce pass.</li> </ul> | <ul style="list-style-type: none"> <li>Large lightweight balls</li> <li>Lime powder or markers to mark the playing areas.</li> </ul> | <ul style="list-style-type: none"> <li>Do not let children enter the middle safety zone.</li> <li>Ensure players stay in their defined playing areas.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics  | EVS  | Life Skills Enhanced  |
|--|--|--|---|
| <b>Oral communication:</b> <ul style="list-style-type: none"> <li>Talk about the role of team captains and team talks. Nominate team captains by voting and discussing the points that why they chose him/her as the captain. Now give each team the chance to discuss their tactics and how they will work together to win the game. (5.LS.1), (5.LS.5) (5.LS.7)</li> </ul> | <b>Fractional numbers:</b> <ul style="list-style-type: none"> <li>After a specified time (say 5 minutes) stop the game. Children ascertain the number of members of their team in Zones A or D and write the answer as a fraction of the full team. (5.2.1)</li> </ul> | <b>Institutions:</b> <ul style="list-style-type: none"> <li>Write the names of different institutions (banks, police, hospitals etc.) on the ball. The player who catches the ball has to choose any one institution and mention one function/feature of the institution. (avoid repetition of the institution) (5.3.1)</li> </ul> | <ul style="list-style-type: none"> <li>Problem solving</li> <li>Creative thinking</li> <li>Teamwork and coordination</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 5

### Games Skills: Lead Up Games for Kabaddi

| Activities  | Use these Activities to:   | Variations   | Equipment   | Safety measures  |
|---|--|--|---|--|
| <b>Wheelbarrow race</b> <ul style="list-style-type: none"> <li>With two's players create a wheelbarrow with one child at the front of the wheelbarrow and the other at the back holding the legs of the other child. On command the pair will start walking, one using his/her feet and the other using his/her hands with the help of their partner.</li> </ul> <b>Carry your partner</b> <p>In groups of 3</p> <ul style="list-style-type: none"> <li>One child stands between two children who cross their hands. On command the middle child will sit on the hands of the other children and hold them around the shoulders. On whistle they will run towards the finishing line.</li> </ul> <b>Balancing act</b> <ul style="list-style-type: none"> <li>In pairs standing back to back, players place a ball between their shoulders. They must carry it to the finishing line without dropping it.</li> </ul> | <ul style="list-style-type: none"> <li>Improve strength of legs and arms</li> <li>Improve running skills</li> <li>Work in teams</li> <li>Work in opposition to others</li> <li>Learn about local and traditional games</li> <li>Design posters to promote an event.</li> <li>Design a layout of an area with proper measurements.</li> </ul> | <ul style="list-style-type: none"> <li>Play as races. Who is first to reach the line, or who is first to break the chain?</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or markers</li> <li>Large lightweight balls</li> </ul> | <ul style="list-style-type: none"> <li>Keep play area clean and free from debris.</li> </ul> |


#### Cross Curricular Links

| English  | Mathematics  | EVS   | Life Skills Enhanced  |
|--|--|---|---|
| <b>Poster making:</b> <ul style="list-style-type: none"> <li>Ask children to create a poster inviting their family and friends to a sports event stating of all activities mentioned above. They can include pictures/drawings and poems (composed in Card 1) to promote the event. (5.W.5)</li> </ul> | <b>Geometry and Measurement:</b> <p>Children to be divided into groups and design an outline of the playing field (with proper dimensions) for the different activities performed. They should keep in mind parameters like equipments used, weights carried and time taken to complete each activity. (5.4.1)</p> | <b>Local games:</b> <ul style="list-style-type: none"> <li>Use the opportunity to discuss the game of Kabaddi and other indigenous games. Ask the children to find out about other local and traditional games. Can they teach these games to their peers? (5.4.2)</li> </ul> | <ul style="list-style-type: none"> <li>Resilience</li> <li>Coordination</li> <li>Problem solving</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 6

### Basic Games Skills: Gallery

| Activities   | Use these Activities to:  | Variations  | Equipment   | Safety measures  |
|--|---|---|---|--|
|  <p><b>How to play</b></p> <ul style="list-style-type: none"> <li>• Divide the group into 2 team having equal numbers of players (6-8 per team).</li> <li>• One defender stands in each of the galleries.</li> <li>• Defenders stand in the gallery at their respective positions.</li> <li>• The runners try to enter zone 1 by dodging the defender in gallery.</li> <li>• The defenders can move in their respective galleries as well as the central gallery till the position of the defender in the next gallery.</li> <li>• The runners have to reach the finishing line by dodging each defender in each gallery.</li> <li>• Score 1 point if one runner reaches the finishing line or score 1 point for each player that reaches the finishing point in a set time, say 10 minutes.</li> </ul> | <ul style="list-style-type: none"> <li>• Improve agility and coordination</li> <li>• Prepare for games like Kho Kho and Kabaddi.</li> <li>• Develop peripheral vision.</li> <li>• Defend the space and the players.</li> <li>• Learn usage of common names and preposition in a sentence.</li> <li>• Identify geometric patterns and angles formed.</li> <li>• Understand the function of institution around us.</li> </ul> | <ul style="list-style-type: none"> <li>• Defenders can move in all the direction</li> </ul> | <ul style="list-style-type: none"> <li>• Lime powder or recycle bottles (as markers)</li> </ul> | <ul style="list-style-type: none"> <li>• When touching the players the defenders must not push the runners.</li> <li>• Watch out for others and be aware of those running around and near to you.</li> </ul> |

#### Cross curricular links

| English   | Mathematics  | EVS  | Life Skills Enhanced  |
|---|--|--|---|
| <p><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>• Runners are given names of common nouns. The defenders are given names of prepositions. After 5 minutes stop the game. Ask the pairs that are left in the game to frame sentences using their nouns and prepositions: e.g. the god is beneath the tree. (5.R.5) (5.LS.5)</li> </ul> | <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>• Ask the children to create the playing areas for this game. Identify the geometric patterns of the court and the angle formed most. (5.3.1)</li> </ul> | <p><b>Institutions in daily life</b></p> <ul style="list-style-type: none"> <li>• The runner can question the defender to list a function of various institutions in our surrounding (e.g. Banks, public, courts etc.) If the defender fails to answer, he lets the runner cross a gallery. (5.3.1)</li> </ul> | <ul style="list-style-type: none"> <li>• Teamwork.</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 7

### Basic Games Skills: Find that space

| Activities   | Use these Activities to:   | Variations  | Equipment   | Safety measures   |
|--|--|---|---|---|
| <b>How to play</b> <ul style="list-style-type: none"> <li>Divide a rectangular play area in to 3 parts (zones) along the length of the rectangle. Make teams of 3 children each. One team will be the defenders and the other, the attackers.</li> <li>Each defender stands/takes position in/ zone with a ball in the team, the attackers enter the play area and try to cross all the 3 zones without getting caught. The main rule of this, is to stand still when you have the ball in your hand, and dribble while moving around.</li> <li>Change defenders after discussion how the games were played and what players can do to improve.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to understand how games are played</li> <li>Work together as a team to score a goal.</li> <li>Understand the role of attackers and defender</li> <li>Defend and intercept the ball</li> <li>Answer coherently in written form.</li> <li>Convert numbers of hours into minutes.</li> <li>Link all the seasons together.</li> </ul> | <ul style="list-style-type: none"> <li>When children are very familiar with this game and understand the role of the attackers and defenders let them use kicking skills and dribbling the ball (as in basketball). These are complex games. Only introduce them once children fully understand this game.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycle bottles to mark playing area.</li> <li>Variety of balls.</li> </ul> | <ul style="list-style-type: none"> <li>Enforce the 'no tackle' rule.</li> <li>Leave enough space between groups.</li> </ul> |

#### Cross curricular links

| English   | Mathematics   | EVS  | Life Skills Enhanced   |
|---|---|--|--|
| <b>Use written language in meaningful contexts</b> <ul style="list-style-type: none"> <li>Write commentaries, in note form, of the games. Use relevant technical language e.g. defenders, attackers, dodge, mark, swerve. Use these notes to produce commentaries of the games in written and spoken forms. (5.LS.1) (5.W.1) (5.W.3)</li> </ul> | <b>Time</b> <ul style="list-style-type: none"> <li>Record, in seconds, the total time taken by the attacking team to score a goal. Convert the time into minutes and vice versa. (5.5.1)</li> </ul> | <ul style="list-style-type: none"> <li>In the play area in all the three zones, are spread out visual cue cards of the various seasons that occur. The attackers to collect all these cards and arrange them in the correct order to score an addition point. (5.3.2)</li> </ul> | <ul style="list-style-type: none"> <li>Teamwork.</li> <li>Interpersonal Relationships</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 8

### Basic Games Skills: Simple net games

| Activities  | Use these Activities to:   | Variations   | Equipment  | Safety measures  |
|---|--|--|--|--|
| <b>How to play</b> <ul style="list-style-type: none"> <li>• Work in pairs to achieve the highest rally score using;</li> <li>• Forehands (Badminton)</li> <li>• Backhand (Table Tennis)</li> <li>• Volleys (Volleyball)</li> </ul> <p>Introduce a time limit for the rallies.</p> | <ul style="list-style-type: none"> <li>• Improve the skills required for net games.</li> <li>• Work together to score as many points as possible and keep a rally going.</li> <li>• Develop a sideways stance for hitting the ball.</li> <li>• Develop forehand and backhand strokes.</li> <li>• Write appropriately in English with an informed description.</li> <li>• Arrange 5-6 digit numbers in ascending or descending order.</li> <li>• Design a map/layout of your surroundings.</li> </ul> | <ul style="list-style-type: none"> <li>• Play 1 against 2, and 2 against 2.</li> </ul> | <ul style="list-style-type: none"> <li>• Rackets, balls, shuttle-cocks and a suitably marked area with a net or 'no-go' area.</li> <li>• Table tennis bats and balls if using tables.</li> <li>• Lime powder or markers (recycled bottles).</li> </ul> | <ul style="list-style-type: none"> <li>• Space children out</li> <li>• Emphasise a controlled racket swing.</li> </ul> |

### Cross curricular links

| English  | Mathematics   | EVS   | Life Skills Enhanced  |
|--|---|---|---|
| <b>Write a short description</b> <ul style="list-style-type: none"> <li>• At the end of their game ask the pair to write a short description of the game they played. How did it start? What actions did they use? How and where did they move? (5.W.3)</li> </ul> | <b>Numbers</b> <ul style="list-style-type: none"> <li>• Place numbers 0-9 on the ground. Children have five attempts at hitting the numbers. Each time a number is hit it is noted by the group. The group use the numbers to form six, five digit numbers. They arrange them according to descending and ascending order. (5.1.1)</li> </ul> | <b>Places and Direction</b> <ul style="list-style-type: none"> <li>• Identify if there is a play area around your house wherein you can play badminton and volley ball. Draw a simple layout with directions and land marks, showing the way from your house, to the area. (5.6.1) (5.7.1)</li> </ul> | <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Cooperation</li> <li>• Creativity</li> </ul> |



# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 9

### Basic Games Skills: Zone passing

| Activities  | Use these Activities to:  | Variations   | Equipment   | Safety measures   |
|---|---|--|---|---|
| <b>How to play</b> <ul style="list-style-type: none"> <li>Make two teams of four players each. One team are attackers, the other defenders. Divide a square area into four zones. One attacker and one defender occupy each zone.</li> <li>Attackers try to pass the ball to each other across the zones while the defenders try to intercept the ball.</li> <li>Attackers can dribble the ball, by bouncing it, to make space for a pass.</li> <li>Attackers and defenders must stay in zones. Defenders must not make physical contact when defending.</li> <li>If attackers pass the ball successfully to each player in turn they score 2 point. If the defender intercepts the ball, 1 point is deducted.</li> </ul> | <ul style="list-style-type: none"> <li>Work together as a team.</li> <li>Understand the role of attackers and defenders.</li> <li>Catch or receive a ball that has been thrown from different heights and directions.</li> <li>Anticipate the path of the ball and actions of the attackers.</li> <li>Guess the correct proverb based on textual cues.</li> <li>Express monetary denomination in a fraction.</li> </ul> | <ul style="list-style-type: none"> <li>When children understand the game use kicking, bats and balls.</li> </ul> | <ul style="list-style-type: none"> <li>A light/soft ball</li> <li>Lime powder or markers to create playing areas</li> <li>Currency notes</li> <li>Word cards clue (with words of various proverbs)</li> </ul> | <ul style="list-style-type: none"> <li>Leave enough space between games</li> <li>Remind children to keep their eyes open and to avoid bumping into each other.</li> </ul> |

#### Cross curricular links

| English  | Mathematics   | EVS   | Life Skills Enhanced  |
|--|---|---|---|
| <b>Guess the proverb</b> <ul style="list-style-type: none"> <li>Once four passes have been completed the child who has the ball collects a card on which is written part of a proverb, e.g. 'stitch, time'. The other team guess the full proverb e.g. a stitch in time saves nine.</li> </ul> | <b>Money</b> <ul style="list-style-type: none"> <li>Once the ball is passed to all the attackers, one team member to pick a currency note from a box kept outside the play area. The child to them expresses the denomination as a fraction. (E.g. If he/she picks up a Rs. 20 note, it can be <math>\frac{1}{5}^{\text{th}}</math> of Rs. 100, and Rs. 10 can be <math>\frac{1}{2}</math> of Rs. 20 and so on.) (5.2.1) (5.2.3)</li> </ul> | <b>Work and play</b> <ul style="list-style-type: none"> <li>Appoint team captains. Stop the games at regular intervals so that the teams can discuss how well they are playing as a team and what they could do differently or better in order to be successful.</li> </ul> | <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Teamwork</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 10

### Basic Games Skills: Track and field events

| Activities   | Use these Activities to:  | Variations   | Equipment  | Safety measures   |
|--|---|--|--|---|
| <ul style="list-style-type: none"> <li>Challenge the children to run as fast as they can over short distances and jump and throw as far as they can.</li> </ul> <p><b>Running</b></p> <ul style="list-style-type: none"> <li>A cheetah can cover a distance of 310 metres in 10 seconds. How far can you run in 10 seconds? One player acts as timekeeper, one as scorer and one as recorder.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>How far can you jump using:</li> <li>Three spring (continuous) jumps?</li> <li>A two footed to two footed jump?</li> </ul> <p>One player acts as scorer and one as recorder</p> <p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>How far can you throw a:</li> <li>A large flat stone</li> <li>A frisbee</li> </ul> <p>One player acts as scorer and one as recorder.</p> | <ul style="list-style-type: none"> <li>Practice running, throwing and jumping actions</li> <li>Take part in simple competitions and challenges</li> <li>Sequence jumps</li> <li>Develop a sideways throwing stance.</li> <li>Differentiate between the heart when the body is at rest and after a physical activity</li> <li>Represent data graphically</li> <li>Develop an understanding of conducting short interviews</li> </ul> | <ul style="list-style-type: none"> <li>Children can measure, time and record these events and challenges. They should be involved with marking the distance of the jumps and throws, timekeeping, scoring, measuring and recording.</li> <li>What is the total distance your team has thrown or jumped?</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycled bottles (as markers) to mark start and finish lines and to show the distance jumped or thrown.</li> <li>Frisbee, a large stone</li> <li>Stopwatch</li> <li>Measuring tape.</li> </ul> | <ul style="list-style-type: none"> <li>Throw in the same direction.</li> <li>Be careful when collecting throwing implements.</li> </ul> |

### Cross curricular links

| English   | Mathematics   | EVS  | Life Skills Enhanced  |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>Children to conduct short interviews of their peers asking them questions about their favorite part of the activity, future goals in sports etc. (5.LS.4)</li> </ul> | <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Children measure the distance of jumps and throws and the distance covered in 10 seconds. The information can be used to create tables and/or graphs (data handling) in order to compare individual performances over time. (5.7.1)</li> </ul> | <p><b>Blow hot, blow cold</b></p> <ul style="list-style-type: none"> <li>Compare breathing and heart rates at rest and after running fast for 10 seconds.</li> </ul> | <ul style="list-style-type: none"> <li>Coordination</li> <li>Confidence building</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 11

### Basic Games Skills: Catch Cricket

| Activities  | Use these Activities to:  | Variations  | Equipment   | Safety measures   |
|---|---|---|---|---|
| <p>How to play</p> <ul style="list-style-type: none"> <li>Divide the children into two teams: one team fielding, one batting</li> <li>The bats person hits the ball into the playing area and runs, holding the cricket bat, between the two sets of stumps. When back the next runs, between the two sets of batsperson stumps, scoring two runs each time they return. The bats person continue to take it in turns to run between stumps.</li> <li>Every time a batsperson finishes the round, the fielders collect the ball and pass it around the circle of fielders. The ball must be passed 20 times. When this has been done the teacher shouts 'stop'.</li> <li>Count the number of runs scored by the batting team.</li> <li>The game continues until all batters have had a go at striking the ball.</li> <li>Change roles.</li> </ul> | <ul style="list-style-type: none"> <li>Take part in a simple striking game</li> <li>Improve catching skills</li> <li>Improve hitting skills with a bat</li> <li>Run fast over short distance.</li> <li>Enlighten the class about various facts of cricket in India.</li> <li>Compare the score achieved based on the distance covered</li> <li>Enlist instructions given by the teacher during the game.</li> </ul> | <ul style="list-style-type: none"> <li>Instead of throwing and catching the fielding team must kick the ball to each other 20 times.</li> </ul> | <ul style="list-style-type: none"> <li>Two sets of cricket wickets, soft cricket ball and two bats.</li> <li>Lime powder or (recycled bottles) markers to show position of catchers.</li> </ul> | <ul style="list-style-type: none"> <li>Fielders must keep out of the way of those running between the wickets.</li> </ul> |

#### Cross curricular links

| English  | Mathematics   | EVS  | Life Skills Enhanced  |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>Children observe the game and write down the various instructions given by the teacher during the game. (5.LS.3) (5.W.1)</li> </ul> | <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Compare the scores achieved with variations in the length of the pitch. (5.4.1)</li> </ul> | <p><b>Local games</b></p> <ul style="list-style-type: none"> <li>At the end of the lesson discuss the game of cricket and its popularity in India. Can children name their local cricket teams? Do they know any national level players? Ask them to find out about local and national cricket competitions that take place within India.</li> </ul> | <ul style="list-style-type: none"> <li>Problem Solving</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 12

### Basic Games Skills: Fast Forward

| Activities   | Use these Activities to:   | Variations   | Equipment   | Safety measures  |
|--|--|--|---|--|
| <b>How to play</b> <ul style="list-style-type: none"> <li>Divide the children into two teams: one team fielding, one batting. Six of the fielding team act as catchers and are not permitted to move from their markers.</li> <li>On the rectangular field, each corner is taken as a base. 2 catchers stand on the 3 sides of the field and on the 4 side (the length) the batter takes his/her position.</li> <li>The batter hits the ball into the playing field. Keeping in a line all the batters run around the four bases.</li> <li>Fielders retrieve the ball. They then throw the ball to one of the catchers. The ball must be passed to all catchers at which point 'stop' is shouted.</li> <li>If all the batting team have passed base 1 they score 1 point; base 2, 2 points; base 3, 3 points and base 4, 5 points.</li> <li>The game continues until all batters have had a go at striking the ball.</li> </ul> <p><b>This is high energy game. Allow children to rest if necessary.</b></p> | <ul style="list-style-type: none"> <li>Work together as a team, supporting each other</li> <li>Improve accuracy of throwing and catching</li> <li>Hit a ball into a space</li> <li>Use English language appropriately for a running commentary.</li> <li>Understand the functioning of the heart.</li> <li>Work with time intervals and graphical representation.</li> </ul> | <ul style="list-style-type: none"> <li>Use kicking, hockey, badminton, tennis, table tennis skills.</li> </ul> | <ul style="list-style-type: none"> <li>Markers (recycled bottles) to mark running area.</li> <li>Ball to throw or hit.</li> <li>A bat</li> <li>A stopwatch</li> </ul> | <ul style="list-style-type: none"> <li>Batters must stay in line: no overtaking</li> <li>fielders must be aware of the batters when they are running and keep out of their way.</li> </ul> |


#### Cross curricular links

| English  | Mathematics   | EVS   | Life Skills Enhanced   |
|--|---|---|--|
| <b>Use spoken language in meaningful contexts</b> <ul style="list-style-type: none"> <li>Provide a running commentary of this game from the point of view of the runners, catchers and fielders. (5.LS.2)</li> </ul> | <b>Time</b> <ul style="list-style-type: none"> <li>Children to measure the time taken by the batters to run from one base to another. They then add the time taken altogether and represent the performance of the team graphically. (5.5.1) (5.7.1)</li> </ul> | <b>Blow hot, blow cold</b> <ul style="list-style-type: none"> <li>Compare breathing and heart rates at rest and after playing this game for 5 or 10 minutes.</li> </ul> | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Coordination</li> <li>Interpersonal Skills</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 13

### Games Skills: Kho

| Activities  | Use these Activities to:   | Variations   | Equipment   | Safety measures   |
|---|--|--|---|---|
|  <p><b>How to play</b></p> <ul style="list-style-type: none"> <li>The group is divided into two equal parts. One group acts as chasers and the other group acts as runners. Chasers take their positions on the ground, sitting in opposite directions alternatively, on a straight line. One active chaser starts running and gives Kho to the sitting chaser close to the runner and takes the sitting position.</li> <li>Sitting chaser runs straight or in the direction of runner to try to catch and deliver the Kho to the next sitting chaser nearest to the runner and so on till the time is over or all the runners are caught out. After that the teams change their roles.</li> </ul> | <ul style="list-style-type: none"> <li>Learn double chain running skills.</li> <li>Learn chasing skills.</li> <li>Improve dodging, swerving and avoiding the chasers</li> <li>Understand the directional requirements of this game.</li> <li>Record and compare observations</li> <li>Apply fractions in everyday games</li> <li>Learn to use the dictionary regularly.</li> </ul> | <ul style="list-style-type: none"> <li>Increase the number of sitting squares.</li> <li>Decrease the duration of play.</li> </ul>  | <ul style="list-style-type: none"> <li>Marker or recycled bottle.</li> <li>Lime powder or markers to create playing areas.</li> </ul> | <ul style="list-style-type: none"> <li>Non slippery playing surface.</li> </ul> |
| Cross Curricular Links  |  |  |   |   |
| English   | Mathematics  | EVS  | Life Skills Enhanced  |   |
| <p><b>Dictionary</b></p> <ul style="list-style-type: none"> <li>Ask the children to refer to the dictionary to find out the meaning of words used during the day and write them down. (5.R.4)</li> </ul>  | <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Stop the game at intervals. How many of the team have been caught? Give the answer as a fraction. (5.2.1) (5.2.2)</li> </ul>  | <ul style="list-style-type: none"> <li>Estimate what your heart rate will be at the end of the game. Verify your prediction by taking your heart rate. If there are differences suggest why this might be. For example, were you as active as you thought you were going to be?</li> </ul> | <ul style="list-style-type: none"> <li>Team work</li> <li>Effective Communication</li> </ul>  |   |



# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 14

### Games Skills: Seven Stones

| Activities  | Use these Activities to:   | Variations  | Equipment   | Safety measures  |
|---|--|---|---|--|
| <b>How to play</b><br><b>In groups</b> <ul style="list-style-type: none"> <li>Divide the group into two, five in each group, A and B. Make a mountain of 7 flat stones (with the largest at the bottom)</li> <li>One child from team A throws the ball from a start line trying to make the stones (or blocks) fall. Having done this the child runs anywhere in the playing area.</li> <li>Team B picks the ball and try to hit members of team A their legs with a soft ball. At the same time Team A tries to put the stones back, one on top of the other, in the same order. Anyone who is hit with the ball is out of the game.</li> <li>If Team A manages to reset the blocks in order before any of the team is hit by the ball they score a point.</li> <li>The team which scores most points before all their members are out wins the game.</li> </ul> | <ul style="list-style-type: none"> <li>Improve accuracy of throwing</li> <li>Improve flexibility</li> <li>Use different types of throwing</li> <li>Work in teams</li> <li>Learn about local games</li> <li>Apply the use of fractions in everyday games</li> <li>Use synonyms and antonyms.</li> </ul> | <ul style="list-style-type: none"> <li>Increase the space of the playing area.</li> <li>Increase or decrease the size of the blocks or ball.</li> </ul> | <ul style="list-style-type: none"> <li>Seven blocks, each of a different size that stones may be used in place of blocks or markers can be stacked one on top of the other.</li> <li>Soft ball</li> <li>Lime powder or recycled bottles (as markers) to show start line.</li> </ul> | <ul style="list-style-type: none"> <li>Use a non-slippery surface</li> <li>Ball must be aimed at the legs only.</li> <li>Watch out for each other, particularly when running after the ball and restacking the stones/blocks.</li> </ul> |

#### Cross Curricular Links

| English   | Mathematics   | EVS  | Life Skills Enhanced   |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>Every time a ball hits the blocks, the teacher to call out a word, for which the team members have to give a synonym and an antonym. (5.LS.6)</li> </ul> | <b>Fractional numbers</b> <ul style="list-style-type: none"> <li>Each time the stones or blocks are hit, count the number of blocks that have fallen, convert this into fraction of the total number of stones or blocks and express the fraction in decimal form. (5.2.1) (5.2.2)</li> </ul> | <b>Local games</b> <ul style="list-style-type: none"> <li>Once children have played the game ask them to find out more information about this Indian game. What other rules do people use? What other equipment? Was it also played by the previous generation?</li> </ul> | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Effective Communication</li> <li>Problem Solving</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 15

### Games Skills: Leg cricket

| Activities  | Use these Activities to:   | Variations  | Equipment  | Safety measures   |
|---|--|---|--|---|
| <p><b>How to play</b></p> <p>Divide children in 2 groups – batters and bowlers</p> <ul style="list-style-type: none"> <li>The bowler underarm throws a soft ball to the 'batter'. The 'batter' kicks the ball into the space and runs between the two wickets. Fielders retrieve the ball. A player is 'out' if: <ul style="list-style-type: none"> <li>The stumps are hit before the 'batter' reaches the crease</li> <li>The ball is caught by a fielder</li> <li>The winning team is the one which scores maximum number of runs.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Underarm bowl a ball</li> <li>Kick a moving ball</li> <li>Sprint fast over short distances</li> <li>Field a ball.</li> <li>Write rules and regulations of the game</li> <li>Understand and estimate angles while playing.</li> <li>Create posters using waste material</li> </ul> | <ul style="list-style-type: none"> <li>Play on a soft ball or baseball pitch. Kick the ball and run around, or to, the stumps.</li> </ul> | <ul style="list-style-type: none"> <li>Two sets of stumps or equivalent.</li> <li>Lime powder to mark creases.</li> <li>Large, soft ball.</li> </ul> | <ul style="list-style-type: none"> <li>Fielders must keep out of the way of the runners.</li> <li>Be careful when running for the ball.</li> <li>Be very careful when throwing the ball at the stumps; make sure nobody is in the way of the throw.</li> <li>Use a soft ball only.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics   | EVS  | Life Skills Enhanced   |
|--|---|--|--|
| <p><b>Writing Rules and Safety</b></p> <ul style="list-style-type: none"> <li>Cricket is a popular game in India? What are the rules of cricket? Can you play to these rules? Enlist these rules. (5.W.1)</li> </ul> | <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>When children hit the ball ask them to determine the angle at which it is hit. (5.3.1)</li> </ul> | <p>Children to create a colorful attractive poster, inviting children to apply for trials to form the school cricket team using waste materials. (5.8.1)</p> | <ul style="list-style-type: none"> <li>Team work</li> <li>Creativity</li> <li>Coordination</li> <li>Effective Communication</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 16

### Games Skills: Standing Kho

| Activities  | Use these Activities to:  | Variations   | Equipment  | Safety measures  |
|---|---|--|--|--|
| <b>How to play</b><br>In groups <ul style="list-style-type: none"> <li>Two teams of 12 players each. A = runners, B= chasers.</li> <li>The chasers stand in a circle; one player is designated the active chaser.</li> <li>The runners are grouped in threes (i.e. <math>3 \times 4 = 12</math>) outside the playing area.</li> <li>The first group of three runners is sent inside the circle and on a whistle the chaser begins chasing them.</li> <li>The runners can run in any direction to protect themselves from being caught by the chaser.</li> <li>The active chaser can give KHO to the chasers by standing behind them. Initially when KHO is given the active chaser can move in any direction. When the whole group has been touched the next group enters into the playing area.</li> <li>When all the groups of runners are out the teams change roles.</li> </ul> | <ul style="list-style-type: none"> <li>Improve agility</li> <li>Be alert to run on command of 'Kho'</li> <li>Transfer body weight from static to moving</li> <li>Be aware of spatial movement</li> <li>Understand the games we play</li> <li>Perform quick mental arithmetic problems</li> <li>Share riddles in English.</li> </ul> | <ul style="list-style-type: none"> <li>Standing Kho in different formations: line, circle, square, alternate stand/sit.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or markers</li> </ul> | <ul style="list-style-type: none"> <li>Non-slip surface.</li> <li>Obstacle free playing area.</li> </ul> |

#### Cross Curricular Links

| English   | Mathematics  | EVS   | Life Skills Enhanced   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>If and when a runner is caught, he/she can ask a simple riddle to the chaser. If the chaser answers correctly, the runner is out, if he/she fails to answer, the runner gets another chance. (5.LS.2)</li> </ul> | <b>Mental arithmetic</b> <ul style="list-style-type: none"> <li>Stop the game at regular intervals and ask the children to calculate the number of groups of three who are out and the number still waiting for their turn.</li> </ul> | <b>Games we play</b> <ul style="list-style-type: none"> <li>Ask the children what they know about the game of Kho Kho. Who do they know who plays it? Did their parents play it?</li> </ul> | <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Team work</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 17

### Games Skills: Throwing relay

| Activities   | Use these Activities to:   | Variations   | Equipment   | Safety measures  |
|--|--|--|---|--|
| <b>How to play</b><br><b>In teams</b> <ul style="list-style-type: none"> <li>Form two teams. Divide a rectangular field into two, with one lane at the breadth of the rectangle. Give each team the same object to throw. For example give each team a small box. Each team must use one lane only.</li> <li>Player 1 throws the small box as far as possible so that it lands in the lane. Mark this position with a bottle or marker. The next player throws from the position at which the box landed.</li> <li>Continue until the team have all had a go at throwing the box.</li> <li>What is the total distance of the team throw?</li> <li>Alternatively place a bottle at a distance away from the start line. How many throws does it take for the team to reach the bottle?</li> </ul> | <ul style="list-style-type: none"> <li>Throw for distance</li> <li>Improve flexibility</li> <li>Use different types of throws</li> <li>Work with others</li> <li>Form and present a study in English, based on picture cards.</li> <li>Estimate and measure actual distance</li> <li>Estimate fractions of the whole of a distance.</li> </ul> | <ul style="list-style-type: none"> <li>Use a variety of objects: rings, small and large balls.</li> <li>Specify the throw to be used: over-head, side-ways overarm, seated throw etc.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycled bottles to show start line.</li> <li>Recycled bottles to mark the position of each throw.</li> <li>Different objects to throw</li> <li>Picture story cards.</li> </ul> | <ul style="list-style-type: none"> <li>Throw in one direction only.</li> <li>Keep teams spaced.</li> <li>Children should make other players aware if they intend to cross or enter a different lane to collect an object.</li> </ul> |

### Cross Curricular Links

| English   | Mathematics  | EVS   | Life Skills Enhanced   |
|---|--|---|--|
| <b>Reading a story</b> <ul style="list-style-type: none"> <li>Let the children read the story Jack and the Beanstalk. Split the story into cards and ask children to read in continuation as they throw. They can enact the story as well. (5.R.1)</li> </ul> | <ul style="list-style-type: none"> <li>Measure the entire length of lane with a measuring tape. After all the throws to reach the finish line are complete, estimate the fractions so formed based on the markers placed at each throw. (5.2.1) (5.2.2)</li> </ul> | <b>Measurement, estimation</b> <ul style="list-style-type: none"> <li>Estimate the total distance the box will be thrown at by the team. Estimate the distance of individual throws. Verify and compare estimates with actual distances. Estimate the total distance other objects will be thrown at and verify these. (5.5.1)</li> </ul> | <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Confidence Building</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 18

### Games Skills: Let's get fit

| Activities   | Use these Activities to:  | Variations   | Equipment   | Safety measures  |
|--|---|--|---|--|
| <b>How to play</b><br><b>In groups</b> <ul style="list-style-type: none"> <li>Work in small group to undertake the circuit of activities.</li> <li>Each group moves to the next activity after completing the task in stated time. <ul style="list-style-type: none"> <li>Run around a rectangular ground</li> <li>Pass around a ball, forming a square in the end with each kick/throw.</li> <li>Push up – tie on your stomach and push your upper body in the air with the force/strength of your arms</li> <li>Run on a Zig Zag path</li> <li>Take a skipping rope and jump over it 10 times</li> <li>Jump with both feet and land on both, over a rope held at a short distance about the ground.</li> <li>Jump in and out of a tyre.</li> <li>Perform jumping jacks: Jump with your arms and legs moving in and out.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Undertake a circuit of activities.</li> <li>Learn different exercises to improve strength.</li> <li>Improve endurance improve speed.</li> <li>Differentiate between past and present these.</li> <li>Record and analyse data.</li> <li>Make children aware of their rights.</li> </ul> | <ul style="list-style-type: none"> <li>Initially carry out the activities for one minute. Increase the time as children become more able, or decrease the rest time between exercises.</li> <li>Over time increase the number of exercises included in the circuit.</li> </ul> | <ul style="list-style-type: none"> <li>Lime powder or recycled bottles or markers to show start lines.</li> <li>Children will need paper and pencils in order to keep scores.</li> <li>Skipping rope</li> <li>A rope</li> <li>Recycled tyres</li> </ul> | <ul style="list-style-type: none"> <li>Allow children to rest if they feel the need to.</li> <li>Ensure the exercises are undertaken safely. Be particularly careful to make sure not strain is placed on the back.</li> </ul> |

#### Cross Curricular Links

| English   | Mathematics   | EVS  | Life Skills Enhanced  |
|---|---|--|---|
| <b>Present and past tense</b> <ul style="list-style-type: none"> <li>Ask the children to use different sentences describing what they did while doing the activity and after it.</li> </ul> | <b>Data handling</b> <ul style="list-style-type: none"> <li>Undertake the same circuit of activities for 6 sessions. Collect data on a weekly basis and present the information using bar graphs or other representations. (5.7.1)</li> </ul> | <ul style="list-style-type: none"> <li>Have class discussion after this activity explaining to children issues such as child rights, child labour, child marriage etc. Emphasize on the need for education. (5.8.1)</li> </ul> | <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Teamwork</li> </ul> |



# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 19

### Games Skills: Fun relay races

| Activities  | Use these Activities to:   | Variations   | Equipment   | Safety measures   |
|---|--|--|---|---|
| <p><b>How to play</b><br/> <b>In teams:</b> Each team should record the time it takes them to complete each of the following event. When each team has completed all activities they should compare the event times. Which team won the Individual events and which team won overall?</p> <p><b>Object pick up</b></p> <ul style="list-style-type: none"> <li>4 small empty boxes are placed in 4 tyres, in a straight line. Player 1 to run and pick up each box from the tyre one at a time, returning to the start line and dropping each box. Player 2 to pick up each of these boxes and run to place them back in the 4 tyres, one at a time. The game continues until all the players have had their chance of either 'pick' or 'drop'.</li> </ul> <p><b>Three legged race</b></p> <ul style="list-style-type: none"> <li>In two's players tie their two inside legs together. Together they walk or run to the bottle and back. The next pair have their turn</li> </ul> <p><b>Ball and spoon</b></p> <ul style="list-style-type: none"> <li>Take it in turns to run with a table tennis ball on a spoon in your mouth or a ball on a table tennis bat.</li> </ul> <p><b>Skipping</b></p> <ul style="list-style-type: none"> <li>In two's skip together (with one rope) to the bottle and back. The next pair have their turn.</li> </ul> <p><b>Sack Race</b></p> <ul style="list-style-type: none"> <li>Take it in turns to get into the sack and jump to bottle and back.</li> </ul> <p><b>Ball Carry</b></p> <ul style="list-style-type: none"> <li>2 children to stand back to back, with a ball in between them, balance the ball to the end point.</li> </ul> | <ul style="list-style-type: none"> <li>Enjoy relay races with others</li> <li>Use known skills in different contexts</li> <li>Celebrate success and the success of others</li> <li>Support other team members.</li> <li>Differentiate properties of various objects.</li> <li>Record and analyse time taken for each activity</li> <li>Write an informal letter</li> </ul> | <ul style="list-style-type: none"> <li>Include additional activities decided with and by the children</li> </ul> | <ul style="list-style-type: none"> <li>Stop watches, pens and paper for recording times.</li> <li>Lime powder or recycled bottles (as markers) to show start lines.</li> <li>Tyres and small boxes.</li> <li>Bats and balls or table tennis balls and spoons.</li> <li>Skipping ropes.</li> <li>Material to tie feet together. (rope)</li> <li>Sacks</li> <li>Large ball</li> </ul> | <ul style="list-style-type: none"> <li>Space activities.</li> <li>Ensure children are running and carrying out the activities in the same direction.</li> <li>Remind the children to be careful when working with a partner. They must help each other and move at the speed of the weakest player</li> </ul> |

### Cross Curricular Links

| English   | Mathematics  | EVS  | Life Skills Enhanced   |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>Ask the children to write an informal letter to their siblings outlining the importance of physical education in the classroom. (5.W.4)</li> </ul> | <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Use addition and subtraction to find the differences in the times recorded by the teams for the different relay races. For example, what is the difference between the winning time and the time of the second or third placed teams? (5.5.1)</li> </ul> | <p><b>What floats or sinks?</b></p> <ul style="list-style-type: none"> <li>Use relay races to collect pictures/words/objects that reinforce learning in environmental studies. For example, give each team a range of objects that float and sink. Children collect/find or carry only those that float from a box kept at the finish line. (5.4.1)</li> </ul> | <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Teamwork</li> <li>Interpersonal Communication</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE 5: CARD 20

### Games Skills: Rhythmic activities

| Activities   | Use these Activities to:   | Variations  | Equipment   | Safety measures  |
|--|--|---|---|--|
| <b>Class Activities</b> <ul style="list-style-type: none"> <li><b>Grapevine:</b> begin with both feet together. Step out on any side with one foot. Use the other foot to cross behind the other foot. Join both feet together to finish the move. Additionally add a 'step-cross-step' action.</li> <li><b>Flower formation:</b> group children and ask them to stand in a circle formation. As a group move 4 steps inward and raise arms up together at the 4<sup>th</sup> count. Move 4 steps outwards and extends arms backwards at 8<sup>th</sup> count.</li> <li><b>Entry/Exit:</b> begin with feet together, hands on hips. To the count of 8:               <ol style="list-style-type: none"> <li>Move forwards onto right foot.</li> <li>Bring left foot to right foot.</li> <li>Move forwards onto right foot.</li> <li>Bring left foot to right foot</li> <li>Jump on the spot and bring both hands in front of chest.</li> <li>Open arms, bend left knee and look back at the sole of the left foot.</li> <li>Jump on the spot and bring both hands in front of chest.</li> <li>Open arms, bend left knee and look back at the sole of the left foot.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Enhance motor skills</li> <li>Improve flexibility</li> <li>Be able to move in time to a beat</li> <li>Coordinate movements.</li> <li>Create simple sequence of an activity in English.</li> <li>Learn about the formations of constellations.</li> <li>Express time as a fraction.</li> </ul> | <ul style="list-style-type: none"> <li>Combine the above actions into short movement phrases.</li> <li>Use claps/ribbons</li> <li>Include the use of arms (swinging/ wave-like arm movements).</li> </ul> | <ul style="list-style-type: none"> <li>Music</li> </ul> | <ul style="list-style-type: none"> <li>Perform these actions on a non-slippery floor surface.</li> </ul> |

#### Cross Curricular Links

| English  | Mathematics  | EVS   | Life Skills Enhanced  |
|--|--|---|---|
| <b>Take part in group activity</b> <ul style="list-style-type: none"> <li>In groups ask the children to create simple sequence of stepping actions based on those they have learnt that they can perform to each other and audiences. (5.LS.1) (5.LS.5)</li> </ul> | <b>Time and fractions</b> <ul style="list-style-type: none"> <li>While performing 'flower formation' teacher to call out a particular time (E.g. 4.30 PM) 2 children to leave the circle and take the positions of the hour and minute hand to depict that time then estimate the fraction so formed of the total circle. (5.2.2)</li> </ul> | <b>Constellations</b> <ul style="list-style-type: none"> <li>In groups, use stepping patterns to create some of the basic patterns and shapes of the constellations. For example, the great bear, Orion.</li> </ul> | <ul style="list-style-type: none"> <li>Coordination</li> <li>Creativity</li> <li>Problem Solving</li> </ul> |

# LEARNING ENHANCEMENT CARD

## GRADE V: CARD 21

### Reasoning and Coordination: Linkage with resources

| Activities  | Use these Activities to:  | Variations   | Equipment   | Safety measures  |
|---|---|--|---|--|
| <b>Class Activities</b> <ul style="list-style-type: none"> <li>Collect information from books, newspaper, magazines, web resources, museums etc about animals found in Manipur, important, places, different land forms such as plain area and hill area and verities of flora and fauna.</li> </ul> <b>In groups</b> <ul style="list-style-type: none"> <li>Making groups among the students and categorizing the collected information of similar types.</li> </ul> | <ul style="list-style-type: none"> <li>Establish linkage among terrain, climate, resources and cultural life.</li> <li>Act according to instruction given in English in classroom/ school</li> <li>Collect data related to various daily life situations, represents it in tabular form and a bar graphs and interpret it.</li> </ul> | <ul style="list-style-type: none"> <li>Discussion with teachers, elders and collect information about animals found in Manipur, important, places, different land forms such as plain area and hill area and verities of flora and fauna.</li> </ul> | <ul style="list-style-type: none"> <li>Pen, paper and sketch pen</li> </ul>                   | <ul style="list-style-type: none"> <li>Providing proper instruction so as to avoid any kind of hurdle while collecting information.</li> </ul> |
| Cross Curricular Links  |   |  |   |  |
| English   | Mathematics   | EVS  | Life Skills Enhanced  |  |
| <b>Exposure to, and comprehension of spoken and written inputs</b> <ul style="list-style-type: none"> <li>Act according to instruction given in English in classroom/ school</li> </ul>   | <b>Graphs:</b><br>Collect data related to various daily life situations, represents it in tabular form and a bar graphs and interpret it.   | <b>Me and My surrounding:</b><br>Establish linkage among terrain, climate, resources and cultural life.  | <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Communication skill</li> </ul> |  |

# LEARNING ENHANCEMENT CARD

## Class V: CARD 22

**Describe interdependence; Groups objects/materials; Collects data related to various daily life situations, represents it in tabular form and as bar graph; Interprets: Field Trip to a village or a nearby dwelling area.**

| Activities   | Use these Activities to:   | Variations  | Equipment   | Safety measures  |
|--|--|---|---|--|
| <b>Class Activities</b><br><b>The teacher may</b> ask the students to share their own idea about village.<br>Ask students to describe how villagers earn their livings.<br>Inform students of the rough outline of the planned short field trip to a nearby village (or any nearby dwelling area).<br><b>In groups</b><br>Have students break up into groups of 3-4 Ask each group to identify a specific task they would like to accomplish from the list the teacher have developed. (For example groups may be go to collect information about how the villagers get their food and what are the items they eat./drinking water and clothes. Students in group may collect information about<br><ol style="list-style-type: none"> <li>1.type of houses they find in the village</li> <li>2. about their various normal activities which may include farming, dairy works, plantations, animal rearing, handloom, carpentry etc.</li> <li>3. about culture, customs and festivals of the villagers.</li> </ol> (Teacher may create a list of the tasks that should be accomplished on the short field trip and hints should be provided to the students to students how to record observations, experiences and information in an organised manner).<br><ul style="list-style-type: none"> <li>• In the next class, each group may ask to discuss and to interpret their findings. This can be followed by group presentation. (The teacher may facilitate the whole process).</li> </ul> | Understand about village life like food, drinking water, clothes, shelter, farming, dairy works, plantations, animal rearing, handloom, carpentry etc.<br><ul style="list-style-type: none"> <li>• Appreciate the interdependence among human, plants and animals.</li> <li>• Appreciate the livelihood of villagers with co-operations among themselves.</li> </ul> | <ul style="list-style-type: none"> <li>• Field visit to museum, parks, monument, public places, other government institutions, science center etc.</li> </ul> | <ul style="list-style-type: none"> <li>• May need vehicles for transportation.</li> </ul> | <ul style="list-style-type: none"> <li>• Instruction should be provided for safety of children.</li> </ul> |

### Cross Curricular Links

| English   | Mathematics   | EVS  | Life Skills Enhanced   |
|---|---|--|--|
| The students can follow instructions given by the teacher. Develop potentials to connect ideas and write paragraphs. They can appreciate verbally/ in writing the variety of food, dress, customs, festivals (Action Verbs) | Collects data related to various daily life situations, represents it in tabular form and as bar graph. | Students can<br><ol style="list-style-type: none"> <li>1. describe interdependence among plant, animal and human i.e. communities earning livelihood from animals and plants.</li> <li>2. groups objects, materials, activities according to difference in features and properties.</li> <li>3. Records observations, experiences and information in an organized manner.</li> </ol> | <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Confidence building</li> <li>• Creative Thinking</li> <li>• Interpersonal relationships</li> <li>• Brotherhood</li> <li>• Teamwork</li> </ul> |

## Grade 3: English

| English                              | Code | Learning Outcomes  |
|--------------------------------------|------|--|
| <b>Listening Speaking<br/>(3.LS)</b> | LS.1 | Recites poems individually/ in groups with correct pronunciation and intonation.   |
|                                      | LS.2 | Performs in events such as role-play/skit in English with appropriate expressions.   |
|                                      | LS.3 | Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.   |
|                                      | LS.4 | Expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.   |
|                                      | LS.5 | Responds appropriately to oral messages/telephonic communication.  |
|                                      | LS.6 | Uses meaningful short sentences in English, orally and in writing uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class. |
|                                      | LS.7 | Distinguishes between simple past and simple present tenses  |
|                                      | LS.8 | Identifies opposites like 'day/night', 'close-open', and such others.  |
|                                      | LS.9 | Uses vocabulary related to subjects like Maths, EVS, relevant to class III.  |
| <b>Reading<br/>(3.R)</b>             | R.1  | Reads aloud with appropriate pronunciation and pause   |
|                                      | R.2  | Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.   |
|                                      | R.3  | Reads printed scripts on the classroom walls: poems, posters, charts etc.  |
| <b>Writing<br/>(3.W)</b>             | W.1  | Writes/types dictation of words/phrases/sentences.   |
|                                      | W.2  | Uses punctuation such as question mark, full stop and capital letters appropriately.   |
|                                      | W.3  | Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.   |



## Grade 3: Mathematics

| Mathematics                                | Code  | Learning Outcomes  |
|--|-------|--|
| <b>Whole Numbers<br/>(3.1)</b>             | 3.1   | Works with 3-digit numbers   |
|  | 3.1.1 | Reads and writes numbers up to 999 using place value.  |
|  | 3.1.2 | Compares numbers up to 999 for their value based on their place value.   |
|  | 3.1.3 | Solves simple daily life problems using addition and subtraction of three digit numbers with and without regrouping, sums not exceeding 999  |
|  | 3.1.4 | Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations.   |
|  | 3.1.5 | Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction. For example $12 \div 3$ as number of groups of 3 to make 12 and finds it as 4 by repeatedly subtracting 3 from 12 |
|  | 3.1.6 | Analyses and applies an appropriate number operation in the situation/ context.  |
|  | 3.1.7 | Adds and subtracts small amounts of money with or without regrouping.  |
|  | 3.1.8 | Makes rate charts and simple bills   |
| <b>Geometry Basic<br/>Shapes<br/>(3.2)</b> | 3.2   | Acquires understanding about 2D shapes   |
|  | 3.2.1 | Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc.  |
|  | 3.2.2 | Describes 2D shapes by the number of sides, corners and diagonals. For example, the shape of the book cover has 4 sides, 4 corners and two diagonals   |
|  | 3.2.3 | Fills a given region leaving no gaps using a tile of a given shape.  |
| <b>Measurement<br/>(3.3)</b>               | 3.3.1 | Estimates and measures length and distance using standard units like centimetres or metres & identifies relationships.   |
|  | 3.3.2 | Weighs objects using standard units - grams & kilograms using simple balance   |
|  | 3.3.3 | Compares the capacity of different containers in terms of non- standard units.   |
|  | 3.3.4 | Adds & subtracts measures involving grams & kilograms in life situations.  |
| <b>Time<br/>(3.4)</b>                      | 3.4.1 | Identifies a particular day and date on a calendar.  |
|  | 3.4.2 | Reads the time correctly to the hour using a clock/watch.  |
| <b>Pattern<br/>(3.5)</b>                   | 3.5.1 | Extends patterns in simple shapes and numbers.   |
| <b>Data Analysis<br/>(3.6)</b>             | 3.6.1 | Acquires understanding about data handling.  |
|  | 3.6.2 | Records data using tally marks, represents pictorially and draws conclusions   |

## Grade 3: EVS

| EVS  | Code  | Learning Outcomes   |
|--|-------|---|
| <b>Living things: Plants and Animals (3.1)</b>       | 3.1.1 | Identifies simple observable features (e.g. shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings.   |
|  | 3.1.2 | Identifies simple features (e.g. movement, at places found/kept, eating habits, sounds) of animals and birds) in the immediate surroundings   |
| <b>Me and My Surroundings (3.2)</b>                  | 3.2.1 | Identifies relationships with and among family members.   |
|  | 3.2.2 | Identifies objects, signs (vessels, stoves, transport, means of communication, transport, signboards etc.), places (types of houses/shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes, etc.) at home/school/ neighbourhood. |
|  | 3.2.3 | Describes roles of family members, family influences (traits, features/ habits/ practices), need for living together, through oral/written or other ways.   |
| <b>Natural Resources (3.3)</b>                       | 3.3.1 | Describes need of food for people of different age groups, animals/birds, availability of food and water and use of water at home and surroundings.   |
|  | 3.3.2 | Describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/written/other ways.   |
| <b>Classification, Comparison and Contrast (3.4)</b> | 3.4.1 | Groups objects, birds, animals, features, activities according to differences/similarities using different senses. (e.g. appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses.)                               |
|  | 3.4.2 | Differentiates between objects and activities of present and past (at time of the elders). (e. g. clothes /vessels /games played/ work done by people).   |
| <b>My Surroundings: Places and Directions (3.5)</b>  | 3.5.1 | Identifies directions, location of objects/places in simple maps (of home/ classroom/ school) using signs/symbols/verbally.   |
| <b>Estimation Prediction (3.6)</b>                   | 3.6.1 | Guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units (hand spans, spoon/mugs, etc.).   |
|  | 3.6.2 | Records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns (e.g. shapes of moon, seasons).   |
| <b>Creativity (3.7)</b>                              | 3.7.1 | Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/school, etc.) and slogans, poems, etc.  |
| <b>Rules and Safety (3.8)</b>                        | 3.8.1 | Observes rules in games (local. indoor, outdoor) and other collective tasks.  |
|  | 3.8.2 | Voices opinion on good/bad touch, stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school   |
| <b>Inclusion (3.9)</b>                               | 3.9.1 | Shows sensitivity for plants, animals, and the elderly, differently abled and diverse family set ups in surroundings. (For the diversity in appearance, abilities, choices - likes/dislikes, and access to basic needs such as food, shelter, etc.)             |

## Grade 4: English

| English                          | Code | Learning Outcomes  |
|----------------------------------|------|--|
| <b>Listening Speaking (4.LS)</b> | LS.1 | Recites poems with appropriate expressions and intonation.   |
|                                  | LS.2 | Enacts different roles in short skits.   |
|                                  | LS.3 | Responds to simple instructions, announcements in English made in class/school.  |
|                                  | LS.4 | Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read.        |
|                                  | LS.5 | Describes briefly, orally/in writing about events, places and/ /or personal experiences in English   |
|                                  | LS.6 | Shares riddles and tongue-twisters in English  |
|                                  | LS.7 | Uses nouns, verbs, adjectives, and prepositions in speech and writing  |
|                                  | LS.8 | Speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to mela.    |
|                                  | LS.9 | Presents orally and in writing the highlights of a given written text/a short speech/narration/video, film, pictures, photograph etc.      |
| <b>Reading (4.R)</b>             | R.1  | Reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements.  |
|                                  | R.2  | Solves simple crossword puzzles, builds word chains, etc.  |
|                                  | R.3  | Infer the meaning of unfamiliar words by reading them in context.  |
|                                  | R.4  | Uses dictionary to find out spelling and meaning   |
|                                  | R.5  | Uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.                               |
|                                  | R.6  | Reads printed script on the classroom walls, notice board, in posters and in advertisements  |
| <b>Writing (4.W)</b>             | W.1  | Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read.        |
|                                  | W.2  | Describes briefly, orally/in writing about events, places and/ /or personal experiences in English   |
|                                  | W.3  | Writes / types dictation of short paragraphs (7-8 sentences)   |
|                                  | W.4  | Uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop.               |
|                                  | W.5  | Writes informal letters/messages with a sense of audience  |
|                                  | W.6  | Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.   |
|                                  | W.7  | Uses nouns, verbs, adjectives, and prepositions in speech and writing.   |
|                                  | W.8  | Presents orally and in writing the highlights of a given written text/ a short speech / narration / video, film, pictures, photograph etc. |

## Grade 4: Mathematics

| Mathematics                    | Code  | Learning Outcomes  |
|--------------------------------|-------|--|
| <b>Whole Number<br/>(4.1)</b>  | 4.1   | Applies operations of numbers in daily life  |
|                                | 4.1.1 | Multiplies 2 and 3 digit numbers   |
|                                | 4.1.2 | Divides a number by another number using different methods like: pictorially (by drawing dots) equal grouping repeated subtraction by using inter-relationship between division and multiplication |
|                                | 4.1.3 | Creates and solves simple real life situations/ problems including money, length, mass and capacity by using the four operations.  |
| <b>Fractions<br/>(4.2)</b>     | 4.2   | Works with fractions   |
|                                | 4.2.1 | Identifies half, one-fourth, three-fourths in a given picture (by paper folding) and also in a collection of objects.  |
|                                | 4.2.2 | Represents the fractions as half, one-fourth and three-fourths by using symbols respectively.  |
|                                | 4.2.3 | Shows the equivalence of and other fractions.  |
| <b>Geometry<br/>(4.3)</b>      | 4.3   | Acquires understanding about shapes around him/her   |
|                                | 4.3.1 | Identifies the centre, radius and diameter of the circle.  |
|                                | 4.3.2 | Finds out shapes that can be used for tiling.  |
|                                | 4.3.3 | Draws cube/ cuboids using the given nets.  |
|                                | 4.3.4 | Shows through paper folding/ paper cutting, ink blots, etc. The concept of symmetry by reflection.   |
|                                | 4.3.5 | Draws top view, front view and side view of simple objects.  |
|                                | 4.3.6 | Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit like the number of books that can completely fill the top of a table. |
| <b>Measurement<br/>(4.4)</b>   | 4.4.1 | Converts metre into centimetre and vice-versa.   |
|                                | 4.4.2 | Estimates the length of an object/distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement.                                      |
|                                | 4.4.3 | Solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations.  |
| <b>Time<br/>(4.5)</b>          | 4.5.1 | Reads clock time in hour and minutes and expresses the time in a.m. and p.m.   |
|                                | 4.5.2 | Relates 24 hour clock with respect to 12 hour clock.   |
|                                | 4.5.3 | Calculates time intervals/ duration of familiar daily life events by using forward or backward counting/ addition and subtraction.   |
| <b>Patterns<br/>(4.6)</b>      | 4.6.1 | Identifies the pattern in multiplication and division (up to multiple of 9).   |
|                                | 4.6.2 | Observes, identifies and extends geometrical patterns based on symmetry  |
| <b>Data Analysis<br/>(4.7)</b> | 4.7.1 | Represents the collected information in tables and bar graphs and draws inferences from these.   |

## Grade 4: EVS

| EVS  | Code  | Learning Outcomes   |
|--|-------|---|
| <b>Living Things: Plants and Animals (4.1)</b>       | 4.1.1 | Identifies simple features (e.g. shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings.   |
|  | 4.1.2 | Identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals.  |
|  | 4.1.3 | Explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests), changes in family (e.g. due to birth, marriage, transfer, etc.).  |
| <b>Me and My Surroundings (4.2)</b>                  | 4.2.1 | Identifies relationship with and among family members in extended family.   |
|  | 4.2.2 | Describes different skilled work (farming, construction, art/craft, etc.), their inheritance (from elders) and training (role of institutions) in daily life  |
| <b>Natural Resources (4.3)</b>                       | 4.3.1 | Explains the process of producing and procuring daily needs (e.g. food, water, clothes) i.e. from source to home. (E.g. crops from field to mind and to home, water from local source and ways of its purification at home/ neighbourhood).   |
| <b>Classification, Comparison and Contrast (4.4)</b> | 4.4.1 | Differentiates between objects and activities of past and present. (E.g. transport, currency, houses, materials, tools, skills - farming, construction, etc.)   |
|  | 4.4.2 | Groups the animals, birds, plants, objects, waste material for observable features. (E.g. on appearance (ears, hair, beaks, teeth, texture of skin/surface), instincts (domestic/wild, fruit/ vegetable/ pulses/ spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste/, likes, etc.)   |
| <b>Estimation and Prediction (4.5)</b>               | 4.5.1 | Guesses (properties, conditions of phenomena), estimates spatial quantities (distance, weight, time, duration) in standard/local units (kilo, gaj, pav etc.) and verifies using simple tools/set ups to establish relation between cause and effect. (e.g. evaporation, condensation, dissolution, absorption; for places; near/far, objects; size and growth; shelf life of flower, fruit, vegetables) |
|  | 4.5.2 | Records her observations /experiences/information for objects, activities, phenomena, places visited (mela, festival, historical place) in different ways and predicts patterns in activities/phenomena.  |
| <b>My Surroundings: Places and Directions (4.6)</b>  | 4.6.1 | Identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc.   |
| <b>Reading (Scanning) (4.7)</b>                      | 4.7.1 | Uses the information on signboards, posters, currency (notes/coins), and railway ticket/time table.   |
| <b>Creativity (4.8)</b>                              | 4.8.1 | Creates collage, designs, models, rangolis, posters, albums, and simple maps (of school/neighbourhood etc.) using local/waste material.   |
| <b>Safety and Inclusion (4.9.1)</b>                  | 4.9.1 | Voices opinion on issues observed/ experienced in family/ school/ neighbourhood e.g. on stereotypes (making choices/ decision making/ solving problems), discrimination practices on caste in use of public places, water, MDM/community eating, child rights (schooling, child abuse, punishment, labour   |
|  | 4.9.2 | Suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), resources (food, water, and public property).   |



## Grade 5: English

| English                          | Code | Learning Outcomes   |
|----------------------------------|------|---|
| <b>Listening Speaking (5.LS)</b> | LS.1 | Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read   |
|                                  | LS.2 | Recites and shares English songs, poems, games, riddles, stories, tongue twisters etc., recites and shares with peers and family members.   |
|                                  | LS.3 | Acts according to instructions given in English, in games/ sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc.   |
|                                  | LS.4 | Conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc.  |
|                                  | LS.5 | Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions.   |
|                                  | LS.6 | Uses synonyms such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context.   |
|                                  | LS.7 | Connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences.  |
|                                  | LS.8 | Appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc. |
| <b>Reading (5.R)</b>             | R.1  | Reads independently in English storybooks, news items/ headlines, advertisements etc., talks about it, and composes short paragraphs.   |
|                                  | R.2  | Reads text with comprehension, locates details and sequence of events.  |
|                                  | R.3  | Connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences.  |
|                                  | R.4  | Uses the dictionary for reference   |
|                                  | R.5  | Identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs   |
|                                  | R.6  | Reads print in the surroundings (advertisements, directions, names of places etc.), understands and answers queries.  |
| <b>Writing (5.W)</b>             | W.1  | Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.  |
|                                  | W.2  | Takes dictation for different purposes, such as lists, paragraphs, dialogues etc.   |
|                                  | W.3  | Writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.   |
|                                  | W.4  | Writes informal letters, messages and e-mails   |
|                                  | W.5  | Attempts to write creatively (stories, poems, posters, etc.)  |
|                                  | W.6  | Writes and speaks on peace, equality etc. suggesting personal views.  |
|                                  | W.7  | Appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc. |

## Grade 5: Mathematics

| Mathematics                    | Code  | Learning Outcomes   |
|--------------------------------|-------|---|
| <b>Whole Number<br/>(5.1)</b>  | 5.1   | Works with large numbers  |
|                                | 5.1.1 | Reads and writes numbers bigger than 1000 being used in her/his surroundings.   |
|                                | 5.1.2 | Performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers.  |
|                                | 5.1.3 | Divides a given number by another number using standard algorithms.   |
|                                | 5.1.4 | Estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking a number and then using operation.(For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients). |
| <b>Fractions<br/>(5.2)</b>     | 5.2   | Acquires understanding about fractions  |
|                                | 5.2.1 | Finds the number corresponding to part of a collection.   |
|                                | 5.2.2 | Identifies and forms equivalent fractions of a given fraction.  |
|                                | 5.2.3 | Expresses a given fraction $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ in decimal notation and vice-versa. For example in using units of length and money- half of Rs. 10 is Rs. 5.   |
|                                | 5.2.4 | Converts fractions into decimals and vice versa.  |
| <b>Geometry<br/>(5.3)</b>      | 5.3   | Explores idea of angles and shapes  |
|                                | 5.3.1 | Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing.   |
|                                | 5.3.2 | Identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes.  |
|                                | 5.3.3 | Makes cube, cylinder and cone using nets designed for this purpose.   |
| <b>Measurement<br/>(5.4)</b>   | 5.4.1 | Relates different commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice-versa.  |
|                                | 5.4.2 | Estimates the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug.  |
| <b>Time and Money (5.5)</b>    | 5.5.1 | Applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time intervals.  |
| <b>Patterns<br/>(5.6)</b>      | 5.6.1 | Identifies the pattern in triangular number and square number.  |
| <b>Data Analysis<br/>(5.7)</b> | 5.7.1 | Collects data related to various daily life situations, represents it in tabular form and as bar graphs and interprets it.  |

## Grade 5: EVS

| EVS  | Code   | Learning Outcomes   |
|--|--------|---|
| <b>Living Things: Plants and Animals (5.1)</b>       | 5.1.1  | Explain the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc.  |
| <b>Natural Resources (5.2)</b>                       | 5.2.1  | Explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g. farm produce to kitchen i.e. grains to Roti, preservation techniques, storage tracking of water source)   |
|  | 5.2.2  | Describes the interdependence among animals, plants and humans. (E.g. Communities earning livelihood from animals, dispersal of seeds etc.).  |
| <b>Me and My Surroundings (5.3)</b>                  | 5.3.1  | Explains the role and functions of different institutions in daily life. (Bank, Panchayat, cooperatives, police station, etc.)  |
|  | 5.3.2  | Establishes linkages among terrain, climate, resources (food, water, shelter, and livelihood) and cultural life. (E.g. life in distant/difficult areas like hot/cold deserts).  |
| <b>Classification, Comparison and Contrast (5.4)</b> | 5.4.1  | Groups objects, materials, activities for features/properties such as shape, taste, colour , texture, sound, traits etc.  |
|  | 5.4.2  | Traces the changes in practices, customs, and techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders. (e.g. cultivation, conservation, festivals, clothes, transport, materials/tools, occupations, buildings/houses, practices like cooking, eating, working) |
| <b>Estimation and Prediction (5.5)</b>               | 5.5.1  | Guesses (properties, conditions of phenomena), estimates spatial quantities (distance, area, volume, weight etc. ) and time in simple standard units and verifies using simple tools/ set ups. (e.g. floating/sinking/ mixing/evaporation/germination /spoilage /breathing /taste)                                  |
|  | 5.5.2  | Records observations/experiences/information in an organised manner (e.g. in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/phenomena (e.g. floating, sinking, mixing, evaporation, germination, spoilage) to establish relation between cause and effect.                           |
| <b>My Surroundings: Places and Directions (5.6)</b>  | 5.6.1: | Identifies signs, directions, and location of different objects/landmarks of a locality /place visited in maps and predicts directions w.r.t. positions at different places for a location.   |
| <b>Creativity (5.7)</b>                              | 5.7.1  | Creates posters, designs, models , set ups, local dishes, sketches, maps (of neighbourhood/ different places visited) using variety of local/waste material and writes poems/ slogans/travelogue etc.   |
| <b>Safety and Inclusion (5.8)</b>                    | 5.8.1  | Voices opinion on issues observed/experienced and relates practices /happenings to larger issues of society. (E.g. discrimination for access/ownership of resources, migration/ displacement /exclusion, child rights).   |
|  | 5.8.2  | Suggests ways for hygiene, health, managing waste, disaster/ emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/deprived.  |

# Learning Outcomes Matrix

## Grade 3: English

| English                      | Code | Learning Outcomes  | Pedagogic Process  | Resources  |
|------------------------------|------|--|--|--|
| Listening Speaking<br>(3.LS) | LS.1 | Recites poems individually/ in groups with correct pronunciation and intonation.   | Sing songs/ recite poems in English with intonation (accuracy of pitch).   | LEC Grade 1: Card 2 & 5<br>LEC Grade 3: Card 14  |
|                              | LS.2 | Performs in events such as role-play/skit in English with appropriate expressions.   | Participate in role-play, enactment of skits. Reads aloud short texts/ scripts on the walls, with pronunciation and pause  | LEC Grade1: Card 4   |
|                              | LS.3 | Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.   | Reads aloud short texts/ scripts on the walls, with pronunciation and pause.   | LEC Grade 3: Card 10 & 13  |
|                              | LS.4 | Expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.   | Draw points and speak short sentences related to stories read, and speak about their drawing or writing work.  | LEC Grade 1: Card 20<br>LEC Grade 2: Card 2<br>LEC Grade 3: Card 10                            |
|                              | LS.5 | Responds appropriately to oral messages/telephonic communication.  | Listen to and communicates with oral/ telephonic messages  | LEC Grade 1: Card 1, 15 & 16<br>LEC Grade 2: Card 9, 16, 17 & 20<br>LEC Grade 3: Card 5        |
|                              | LS.6 | Uses meaningful short sentences in English, orally and in writing uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class. | Use nouns, pronouns, adjectives and prepositions in speech and writing   | LEC Grade 2: Card 7 & 17<br>LEC Grade 3: Card 1, 3, 4, 5, 6, 7, 9, 11, 13, 15, 17, 18, 19 & 20 |
|                              | LS.7 | Distinguishes between simple past and simple present tenses  | Convert sentences from one tense to another (past and present)   | LEC Grade 3: Card 16 & 17  |
|                              | LS.8 | Identifies opposites like 'day/night', 'close-open', and such others.  | Identify opposites and use in communication, for example 'tall/short', 'inside/outside', 'fat/thin' etc.   | LEC Grade 1: Card 15<br>LEC Grade 2: Card 11, 13 & 14<br>LEC Grade 3: Card 2 & 12              |
|                              | LS.9 | Uses vocabulary related to subjects like Maths, EVS, relevant to class III.  | <ul style="list-style-type: none"> <li>• Enrich vocabulary in English through listening to and reading stories/folk tales.</li> <li>• Use terms such as 'add', 'remove', 'replace', etc., that they come across in Maths, and words such as 'rain', 'build' in EVS.</li> </ul> | LEC Grade 2: Card 4 & 5  |

|                          |     |  |   |                             |
|--------------------------|-----|--|---|-----------------------------|
| <b>Reading<br/>(3.R)</b> | R.1 | Reads aloud with appropriate pronunciation and pause   | Reads aloud short texts/ scripts on the walls, with pronunciation and pause               | LEC Grade 2: Card 10        |
|                          | R.2 | Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English. |   |                             |
|                          | R.3 | Reads printed scripts on the classroom walls: poems, posters, charts etc.  | Read posters, tickets, labels, pamphlets, newspapers etc.                                 | LEC Grade 2: Card 1, 5 & 10 |
| <b>Writing<br/>(3.W)</b> | W.1 | Writes/types dictation of words/phrases/sentences.   | Takes dictation of words/phrases/sentences short paragraphs from known and unknown texts. | LEC Grade 2: Card 8         |
|                          | W.2 | Uses punctuation such as question mark, full stop and capital letters appropriately.   |   |                             |
|                          | W.3 | Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.                                       |   |                             |



## Grade 3: Mathematics

| Mathematics            | Code  | Learning Outcomes  | Pedagogic Process   | Resources                                 |
|------------------------|-------|--|---|---|
| Whole Numbers<br>(3.1) | 3.1   | Works with 3-digit numbers   | Apply place values for writing greatest/ smallest numbers with three digits. (Digits may or may not repeat.)<br><br>Perform simple addition and subtraction operations while playing a game. E.g. add the total scores of all the teams | LEC Grade 2: Card 16                      |
|                        | 3.1.1 | Reads and writes numbers up to 999 using place value.  |   |   |
|                        | 3.1.2 | Compares numbers up to 999 for their value based on their place value.   | Apply place values for writing greatest/ smallest numbers with three digits. (Digits may or may not repeat.)  | LEC Grade 2: Card 1                       |
|                        | 3.1.3 | Solves simple daily life problems using addition and subtraction of three digit numbers with and without regrouping, sums not exceeding 999  | Perform simple addition and subtraction operations while playing a game. E.g. add the total scores of all the teams   | LEC Grade 3: Card 4 & 5                   |
|                        | 3.1.4 | Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations.   | Develop multiplication facts of 2, 3, 4, 5 and 10 using different ways e.g.<br>• Skip Counting<br>• By using repeated addition  | LEC Grade 3: Card 1, 2, 7, 9, 11, 12 & 14 |
|                        | 3.1.5 | Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction. For example $12 \div 3$ as number of groups of 3 to make 12 and finds it as 4 by repeatedly subtracting 3 from 12 |   |   |
|                        | 3.1.6 | Analyses and applies an appropriate number operation in the situation/ context.  |   | LEC Grade 3: Card 1, 2, 3, 12, 15 & 18    |
|                        | 3.1.7 | Adds and subtracts small amounts of money with or without regrouping.  | Conduct role play of seller and buyer in selling/buying situation where lots of addition and subtraction of amounts using play money may be done.   | LEC Grade 2: Card 2 & 18                  |
|                        | 3.1.8 | Makes rate charts and simple bills   |   |   |

|                                    |       |  |  |                           |
|------------------------------------|-------|--|--|---------------------------|
| <b>Geometry Basic Shapes (3.2)</b> | 3.2   | Acquires understanding about 2D shapes   |  |                           |
|                                    | 3.2.1 | Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc.  | Observe various 3D shapes available in the surroundings and discussions may be held for identification of similarities and differences with respect to their corresponding 2D. Shapes like triangle, square, and circle cut outs of cardboard.<br>Make 2D shapes through paper folding/paper cutting activities. | LEC Grade 3: Card 17 & 20 |
|                                    | 3.2.2 | Describes 2D shapes by the number of sides, corners and diagonals. For example, the shape of the book cover has 4 sides, 4 corners and two diagonals |  |                           |
|                                    | 3.2.3 | Fills a given region leaving no gaps using a tile of a given shape.  |  |                           |
| <b>Measurement (3.3)</b>           | 3.3.1 | Estimates and measures length and distance using standard units like centimetres or metres & identifies relationships.                               | Measure the length of objects in their surroundings by using scale/ tape. Students may be encouraged to estimate the length first and then verify it by actual measurement   | LEC Grade 3: Card 8 & 16  |
|                                    | 3.3.2 | Weighs objects using standard units - grams & kilograms using simple balance   | Use simple balance to compare and find weight of common objects in terms of non-standard units likes small stones, packets of objects, etc.  | LEC Grade 2: Card 11      |
|                                    | 3.3.3 | Compares the capacity of different containers in terms of non- standard units.   |  |                           |
|                                    | 3.3.4 | Adds & subtracts measures involving grams & kilograms in life situations.  |  |                           |
| <b>Time (3.4)</b>                  | 3.4.1 | Identifies a particular day and date on a calendar.  |  |                           |
|                                    | 3.4.2 | Reads the time correctly to the hour using a clock/watch.  | Attempt to read a clock and calendar.  | LEC Grade 3: Card 10      |

|                            |       |  |   |   |
|----------------------------|-------|--|---|---|
| <b>Pattern (3.5)</b>       | 3.5.1 | Extends patterns in simple shapes and numbers.                               | Observe patterns both geometrical and numerical and discuss them. (Presentation by the group may be done in front of the whole class)   | LEC Grade 2: Card 20<br>LEC Grade 3: Card 5 |
| <b>Data Analysis (3.6)</b> | 3.6.1 | Acquires understanding about data handling.                                  |   |   |
|                            | 3.6.2 | Records data using tally marks, represents pictorially and draws conclusions | Collect and record data in their own way and use pictograph to represent it. For example flowers of different colours in the school garden or the number of boys and girls present in a class.<br><br>To interpret pictographs from magazines and newspapers which can be displayed in the classroom. | LEC Grade 3: Card 13 & 19                   |

### Grade 3: EVS

| <b>EVS</b>                                     | <b>Code</b> | <b>Learning Outcomes</b>  | <b>Pedagogic Process</b>   | <b>Resources</b>  |
|--|-------------|---|--|---|
| <b>Living things: Plants and Animals (3.1)</b> | 3.1.1       | Identifies simple observable features (e.g. shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings.   | Observe and explore the immediate surroundings i.e. home, school and neighbourhood for different objects/plants/animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/ found, habits, needs, behaviour etc.). | LEC Grade 2: card 11, 12 & 13<br><br>Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 7<br><br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 5  |
|  | 3.1.2       | Identifies simple features (e.g. movement, at places found/kept, eating habits, sounds) of animals and birds) in the immediate surroundings | Observe and explore the immediate surroundings i.e. home, school and neighbourhood for different objects/plants/animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/ found, habits, needs, behaviour etc.). | LEC Grade 1: Card 5, 17<br>LEC Grade 2: Card 1 & 16<br>LEC Grade 3: Card 2, 3, 8 & 9<br><br>Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 7<br><br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 4 & 5 |

|   |       |   |  |  |
|---|-------|---|--|--|
| <b>Me and My Surroundings<br/>(3.2)</b> | 3.2.1 | Identifies relationships with and among family members.   | Observe, explore their home/family for the people whom they live with, what work they do, the relations and their physical features and habits and share the experiences in different ways.<br>Ask/frame questions and respond to the peers and elders without any fear/hesitation.  | Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 6   |
|   | 3.2.2 | Identifies objects, signs (vessels, stoves, transport, means of communication, transport, sign-boards etc.), places (types of houses/shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes, etc.) at home/ school/ neighbourhood. | Explore the neighbourhood for the means of transport, communication and what works people do.<br><br>Observe their home/school kitchen for the food items, vessels, stoves, fuels and cooking processes.   | LEC Grade 1: Card 6<br>LEC Grade 2: Card 6 & 20<br>LEC Grade 3: Card 11<br><br>Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 10                 |
|   | 3.2.3 | Describes roles of family members, family influences (traits, features/ habits/ practices), need for living together, through oral/written or other ways.   | Observe, explore their home/family for the people whom they live with, what work they do, the relations and their physical features and habits and share the experiences in different ways.  | Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 6   |
| <b>Natural Resources<br/>(3.3)</b>      | 3.3.1 | Describes need of food for people of different age groups, animals/birds, availability of food and water and use of water at home and surroundings.   | Discuss with elders and find out from where we/birds/animals get water, food (plants/animals, which part of the plant we eat etc.), who works in the kitchen, who eats what, who eats last.<br><br>Visit different places in the neighbourhood e.g. market to observe the process of buying/selling, journey of a letter from post office to home, local water bodies etc. | LEC Grade 1: Card 10, 15<br><br>Baby Steps (Grade 1-2), Grade 2: Activity 7<br><br>Saving our Planet: Making A Difference (Grade 3-5), Grade 3: Activity 2 & 8 |
|   | 3.3.2 | Describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/written/other ways.   |  |  |

|  |       |   |   |   |
|--|-------|---|---|---|
| <b>Classification, Comparison and Contrast (3.4)</b> | 3.4.1 | Groups objects, birds, animals, features, activities according to differences/similarities using different senses. (e.g. appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses.) | Observe and explore the immediate surroundings i.e. home, school and neighbourhood for different objects/plants/ animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/ found, habits, needs, behaviour etc.). | LEC Grade 1: Card 20<br>LEC Grade 2: Card 12, 13 & 16<br>Grade 3: Card 2 & 8<br><br>Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 7<br><br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 5 & 6 |
|  | 3.4.2 | Differentiates between objects and activities of present and past (at time of the elders). (e. g. clothes /vessels /games played/ work done by people).   | Discuss with the parents/guardians/grandparents/elders in the neighbourhood and compare their lives in past with that of now for the things of daily use such as clothes, vessels, works done by people around, games etc.  | LEC Grade 3: Card 6, 12 & 18<br><br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 7   |
| <b>My Surroundings: Places and Directions (3.5)</b>  | 3.5.1 | Identifies directions, location of objects/places in simple maps (of home/ classroom/ school) using signs/symbols/verbally.   | Critically think to guess/estimate and predict about the happenings, situations, events and the possible ways to check/ verify/test them. E.g. which directions (left/ right/front/back) to be followed to reach a nearby object/place.   | LEC Grade 1: Card 1, 3, 8<br>LEC Grade 2: Card 2 & 8<br>LEC Grade 3: Card 5   |
| <b>Estimation Prediction (3.6)</b>                   | 3.6.1 | Guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units (hand spans, spoon/mugs, etc.).   | Critically think to guess/estimate and predict about the happenings, situations, events and the possible ways to check/ verify/test them. E.g. which vessel (of same volume) contains more water, how many spoons of water to fill a mug /mugs to fill a bucket etc.              | LEC Grade 1: Card 9, 11 & 19<br>LEC Grade 2: Card, 4, 15 & 19<br>LEC Grade 3: Card 1 & 20   |
|  | 3.6.2 | Records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns (e.g. shapes of moon, seasons).   | Critically think to guess/estimate and predict about the happenings, situations, events and the possible ways to check/verify/test them (E.g. observe the shape of the moon every day for a week and discuss in class the observations made and share the results)                | LEC Grade 1: Card 19<br>LEC Grade 2: Card 4 & 10  |



|                                   |       |   |   |  |
|-----------------------------------|-------|---|---|--|
| <b>Creativity<br/>(3.7)</b>       | 3.7.1 | Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/school, etc.) and slogans, poems, etc.  | Observe their surroundings and shares the observations that orally /gestures /sketches /tables /writing in simple sentences.  | LEC Grade 1: Card 1<br>LEC Grade 2: Card 7 & 18<br>LEC Grade 3: Card 16 & 17   |
| <b>Rules and Safety<br/>(3.8)</b> | 3.8.1 | Observes rules in games (local, indoor, outdoor) and other collective tasks.  | Collect observations/experiences on the experiments/ activities and shares that orally /gestures /sketches /tables /writing in simple sentences.  | LEC Grade 1: Card 16<br>LEC Grade 2: Card 9<br>LEC Grade 3: Card 7 & 13  |
|                                   | 3.8.2 | Voices opinion on good/bad touch, stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school   | Manipulate local/waste material, fallen dry leaves/flowers, clay, fabrics, pebbles, colours to create/improvise drawings, models, designs, collage etc. For example using clay to make pots/vessels, animals, birds, vehicles, furniture from empty matchboxes, cardboard, etc.   | LEC Grade 2: Card 17<br>LEC Grade 3: Card 14, 15 & 19<br><br>Saving our Planet: Baby Steps (Grade 1-2), Grade 2: Activity 6  |
| <b>Inclusion<br/>(3.9)</b>        | 3.9.1 | Shows sensitivity for plants, animals, and the elderly, differently abled and diverse family set ups in surroundings. (For the diversity in appearance, abilities, choices - likes/dislikes, and access to basic needs such as food, shelter, etc.) | <ul style="list-style-type: none"> <li>• Share experiences of their relationships with pets/domestic animals or other birds animals in surroundings.</li> <li>• Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. in different indoor/outdoor/local/contemporary activities and games, carry out projects such as taking care of a plant(s), feed birds/ animals, things around them.</li> </ul> | LEC Grade 1: Card 4, 18<br>LEC Grade 3: Card 15<br><br>Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 8 & 9/ Grade 2: Activity 2<br><br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 4, 7 & 8 |

## Grade 4: English

| English                   | Code | Learning Outcomes   | Pedagogic Process   | Resources  |
|---------------------------|------|---|---|--|
| Listening Speaking (4.LS) | LS.1 | Recites poems with appropriate expressions and intonation.  |   | LEC Grade 1: Card 5<br>LEC Grade 4: Card 17  |
|                           | LS.2 | Enacts different roles in short skits.  |   |  |
|                           | LS.3 | Responds to simple instructions, announcements in English made in class/school.   | Listen to simple instructions, announcements in English made in class/school and act accordingly.<br>Participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard. | LEC Grade 1: Card 1, 16 & 19<br>LEC Grade 2: Card 9, 17 & 20<br>LEC Grade 3: Card 6                                      |
|                           | LS.4 | Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read.     | Participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard.  | LEC Grade 1: Card 4<br>LEC Grade 3: Card 1, 5, 6, 7, 10, 13, 17 & 20<br>LEC Grade 4: Card 1 & 9                          |
|                           | LS.5 | Describes briefly, orally/in writing about events, places and/ or personal experiences in English                                       | Participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard.<br>Learn grammar in a contextual and integrated manner and frame grammatically correct sentences.    | LEC Grade 2: Card 2<br>LEC Grade 3: Card 7<br>Grade 4: Card 1, 2, 5, 8, 9, 15, 16 & 19                                   |
|                           | LS.6 | Shares riddles and tongue-twisters in English   |   | LEC Grade 4: Card 6 & 12   |
|                           | LS.7 | Uses nouns, verbs, adjectives, and prepositions in speech and writing   | Notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities.   | LEC Grade 1: Card 9<br>LEC Grade 2: Card 17<br>LEC Grade 3: Card 1, 3, 4, 5, 7, 9, 15, 19<br>LEC Grade 4: Class 1, 4 & 8 |
|                           | LS.8 | Speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to mela. | Practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing.  | LEC Grade 2: Card 7  |
|                           | LS.9 | Presents orally and in writing the highlights of a given written text/a short speech/narration/video, film, pictures, photograph etc.   | Participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard.<br>Look at cartoons/ pictures/comic strips with or without words and interpret them.                 | LEC Grade 2: Card 2<br>LEC Grade 4: Card 2 & 20  |

|                          |     |  |  |   |
|--------------------------|-----|--|--|---|
| <b>Reading<br/>(4.R)</b> | R.1 | Reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements.  |  |   |
|                          | R.2 | Solves simple crossword puzzles, builds word chains, etc.  | Enrich vocabulary through crossword puzzles, word chain, etc.  | LEC Grade 2: Card 12                            |
|                          | R.3 | Infer the meaning of unfamiliar words by reading them in context.  | Infer the meaning of unfamiliar words from the context.  | LEC Grade 2: Card 20                            |
|                          | R.4 | Uses dictionary to find out spelling and meaning   | Start using dictionary to find out spelling and meaning.   |   |
|                          | R.5 | Uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.                               |  |   |
|                          | R.6 | Reads printed script on the classroom walls, notice board, in posters and in advertisements  | Learn English through posters, charts, etc., in addition to books and children's literature.   | LEC Grade 2: Card 1 & 10<br>LEC Grade 4: Card 5 |
| <b>Writing<br/>(4.W)</b> | W.1 | Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read.        |  |   |
|                          | W.2 | Describes briefly, orally/in writing about events, places and/ or personal experiences in English  | Practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. | LEC Grade 4: Card 5                             |
|                          | W.3 | Writes / types dictation of short paragraphs (7-8 sentences)   |  |   |
|                          | W.4 | Uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop.               | Practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. | LEC Grade 4: Card 5                             |
|                          | W.5 | Writes informal letters/messages with a sense of audience  |  |   |
|                          | W.6 | Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.   |  | LEC Grade 4: Card 5                             |
|                          | W.7 | Uses nouns, verbs, adjectives, and prepositions in speech and writing.   |  | LEC Grade 4: Card 5                             |
|                          | W.8 | Presents orally and in writing the highlights of a given written text/ a short speech / narration / video, film, pictures, photograph etc. | Practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. | LEC Grade 4: Card 5                             |

## Grade 4: Mathematics

| Mathematics           | Code  | Learning Outcomes  | Pedagogic Process   | Resources  |
|-----------------------|-------|--|---|--|
| Whole Number<br>(4.1) | 4.1   | Applies operations of numbers in daily life  | <p>Solve and create daily life problems using multiplication like, if a pen costs Rs. 35 what will be the cost of 7 pens?</p> <p>Create contextual problem through group activity such as dividing the class in two groups where one group and the other solves by using different operations and vice- versa.</p>  | LEC Grade 3: Card 3  |
|                       | 4.1.1 | Multiplies 2 and 3 digit numbers   | Explore and write multiplication facts through various ways like skip counting, extending patterns, etc. For example, for developing multiplication table of 3, children could use either skip counting or repetitive addition  | LEC Grade 3: Card 2, 4, 5, 7, 11 & 12<br>LEC Grade 4: Card 3, 7, 12 & 18 |
|                       | 4.1.2 | Divides a number by another number using different methods like: pictorially (by drawing dots) equal grouping repeated subtraction by using inter-relationship between division and multiplication | Make groups for division  | LEC Grade 4: Card 7 & 12   |
|                       | 4.1.3 | Creates and solves simple real life situations/ problems including money, length, mass and capacity by using the four operations.  | <p>Make bills so that the students while making bills will use the four operations of addition/ subtraction/ multiplication/ division.</p> <p>First estimate the length of an object/ distance and then verify them by actually measuring them. For example, estimating the length of their bed or distance between the school gate and the classroom and verifying it by measuring them.</p> <p>Make a balance and weigh things with standard weights. In case standard weights are not available, packages with standard weights may be used like packets of <math>\frac{1}{2}</math> Kg dal, 200 gm pack of salt, 100 gm pack of biscuits.</p> | LEC Grade 4: Card 12 & 20  |

|                            |       |  |   |                      |
|----------------------------|-------|--|---|----------------------|
| <b>Fractions<br/>(4.2)</b> | 4.2   | Works with fractions   |   |                      |
|                            | 4.2.1 | Identifies half, one-fourth, three-fourths in a given picture (by paper folding) and also in a collection of objects.  | To co-relate fractional numbers like half, one fourth, three fourths by paper folding.            | LEC Grade 4: Card 5  |
|                            | 4.2.2 | Represents the fractions as half, one-fourth and three-fourths by using symbols respectively.  | To discuss and co-relate fractional numbers like half, one fourth, three fourths.                 | LEC Grade 4: Card 5  |
|                            | 4.2.3 | Shows the equivalence of and other fractions.  |   |                      |
| <b>Geometry<br/>(4.3)</b>  | 4.3   | Acquires understanding about shapes around him/her   |   |                      |
|                            | 4.3.1 | Identifies the centre, radius and diameter of the circle.  | Draw circles with various lengths of radius, compasses and explores various design with the shape | LEC Grade 4: Card 6  |
|                            | 4.3.2 | Finds out shapes that can be used for tiling.  |   |                      |
|                            | 4.3.3 | Draws cube/ cuboids using the given nets.  |   | LEC Grade 4: Card 11 |
|                            | 4.3.4 | Shows through paper folding/ paper cutting, ink blots, etc. The concept of symmetry by reflection.   |   |                      |
|                            | 4.3.5 | Draws top view, front view and side view of simple objects.  |   |                      |
|                            | 4.3.6 | Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit like the number of books that can completely fill the top of a table. |   | LEC Grade 4: Card 4  |



|                                |       |   |   |  |
|--------------------------------|-------|---|---|--|
| <b>Measurement<br/>(4.4)</b>   | 4.4.1 | Converts metre into centimetre and vice-versa.  |   | LEC Grade 4: Card 1  |
|                                | 4.4.2 | Estimates the length of an object/distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement. | First estimate the length of an object/ distance and then verify them by actually measuring them. For example, estimating the length of their bed or distance between the school gate and the classroom and verifying it by measuring them. | LEC Grade 2: Card 11, 13 & 14<br>LEC Grade 3: Card 6, 8 & 16<br>LEC Grade 4: Card 4, 13 & 14 |
|                                | 4.4.3 | Solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations.               |   |  |
| <b>Time<br/>(4.5)</b>          | 4.5.1 | Reads clock time in hour and minutes and expresses the time in a.m. and p.m.  | Utilise their experiences inside/outside the class having exposure to telling time/ reading clock in hours and minutes allowing peer learning.  | LEC Grade 3: Card 10<br>LEC Grade 4: Card 2  |
|                                | 4.5.2 | Relates 24 hour clock with respect to 12 hour clock.  |   | LEC Grade 4: Card 2  |
|                                | 4.5.3 | Calculates time intervals/ duration of familiar daily life events by using forward or backward counting/ addition and subtraction.                            | Discover the time lapsed in an event by counting forward or using subtraction/ addition are created.  | LEC Grade 4: Card 2, 8, 9, 13, 14, 15, 16 & 19   |
| <b>Patterns<br/>(4.6)</b>      | 4.6.1 | Identifies the pattern in multiplication and division (up to multiple of 9).  |   | LEC Grade 4: Card 3, 10 & 18   |
|                                | 4.6.2 | Observes, identifies and extends geometrical patterns based on symmetry   | Explore patterns/ designs in their environment (using shapes and numbers) and can be encouraged to make such patterns and extend them.  | LEC Grade 2: Card 19<br>LEC Grade 4: Card 17   |
| <b>Data Analysis<br/>(4.7)</b> | 4.7.1 | Represents the collected information in tables and bar graphs and draws inferences from these.  | Collect information and draw meaningful results in their daily life. Using these experiences, the children may be involved in activities focusing on data handling.   | LEC Grade 4: Card 13 & 14  |

## Grade 4: EVS

| EVS  | Code  | Learning Outcomes   | Pedagogic Process  | Resources  |
|--|-------|---|--|--|
| <b>Living Things: Plants and Animals (4.1)</b> | 4.1.1 | Identifies simple features (e.g. shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings.   | Observe and explore the immediate surroundings i.e. home, school and neighbourhood for different objects/flowers/plants/ birds for their simple observable physical features (diversity, appearance, movement, places of living, food habits, needs, nesting, group behaviour, etc.) | LEC Grade 2: Card 11<br>LEC Grade 4: Card 15<br><br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 5  |
|  | 4.1.2 | Identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals.  | Observe and explore the immediate surroundings i.e. home, school and neighbourhood for different animals and birds for their simple observable physical features (diversity, appearance, movement, places of living, food habits, needs, nesting, group behaviour etc.)              | LEC Grade 3: Card 8<br>LEC Grade 4: Card 3, 8 & 15<br><br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 4 & 5  |
|  | 4.1.3 | Explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests), changes in family (e.g. due to birth, marriage, transfer, etc.).  | Visit community/ home kitchen/ mandi/ museum/ wildlife sanctuaries/ farms/ natural sources of water/ bridges/ construction sites/ local industries/ distant relatives, friends/ places famous for making special things such as paintings, carpets, handicrafts, etc.                | Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 7   |
| <b>Me and My Surroundings (4.2)</b>            | 4.2.1 | Identifies relationship with and among family members in extended family.   |  |  |
|  | 4.2.2 | Describes different skilled work (farming, construction, art/craft, etc.), their inheritance (from elders) and training (role of institutions) in daily life  | Interact with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers, drivers, health and defense personnel etc.) and share experiences about their work, their skills / tools used by them.  | LEC Grade 4: Card 4  |
| <b>Natural Resources (4.3)</b>                 | 4.3.1 | Explains the process of producing and procuring daily needs (e.g. food, water, clothes) i.e. from source to home. (E.g. crops from field to mind and to home, water from local source and ways of its purification at home/ neighbourhood). |  | LEC Grade 4: Card 10<br><br>Saving our Planet: Baby Steps (Grade 1-2), Grade 2: Activity 9<br><br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 6/ Grade 4: Activity 4 |

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|--|-------|--|--|--|
| <b>Classification, Comparison and Contrast (4.4)</b> | 4.4.1 | Differentiates between objects and activities of past and present. (E.g. transport, currency, houses, materials, tools, skills - farming, construction, etc.)  |  |  |
|  | 4.4.2 | Groups the animals, birds, plants, objects, waste material for observable features. (E.g. on appearance (ears, hair, beaks, teeth, texture of skin/surface), instincts (domestic/wild, fruit/ vegetable/ pulses/ spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste/, likes, etc.)  | Compare objects/entities based on differences/ similarities in the observable features and sorts them into different categories.   | LEC Grade 1: Card 20<br>LEC Grade 2: Card 14<br>LEC Grade 3: Card 8  |
| <b>Estimation and Prediction (4.5)</b>               | 4.5.1 | Guesses (properties, conditions of phenomena), estimates spatial quantities (distance, weight, time, duration) in standard/local units (kilo, gaj, pav etc.) and verifies using simple tools/set ups to establish relation between cause and effect. (e.g. evaporation, condensation, dissolution, absorption; for places; near/ far, objects; size and growth; shelf life of flower, fruit, vegetables) |  | LEC Grade 2: Card 4<br>LEC Grade 4: Card 1 & 16  |
|  | 4.5.2 | Records her observations /experiences/ information for objects, activities, phenomena, places visited (mela, festival, historical place) in different ways and predicts patterns in activities/phenomena.  | Observe and share experiences of the phenomena, happenings, situations in daily life such as how root, flowers grow, lifting of weight with/without pulley etc. and use ways to check/ verify/test the observations through simple experiments/activities. | LEC Grade 2: Card 4 & 10   |
| <b>My Surroundings: Places and Directions (4.6)</b>  | 4.6.1 | Identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc.  | Read train/ bus tickets and Time Table, currency notes, directions to locate places on the map, signboards.  | LEC Grade 1: Card 1<br>LEC Grade 2: Card 2<br>Lec Grade 4: Card 11 & 20<br><br>Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 10 |

|                                   |       |   |   |  |
|-----------------------------------|-------|---|---|--|
| <b>Reading (Scanning) (4.7)</b>   | 4.7.1 | Uses the information on signboards, posters, currency (notes/coins), railway ticket/time table.   | Read train/ bus tickets and Time Table, currency notes, directions to locate places on the map, signboards.   | LEC Grade 4: Card 7 & 19   |
| <b>Creativity (4.8)</b>           | 4.8.1 | Creates collage, designs, models, rangolis, posters, albums, and simple maps (of school/neighbourhood etc.) using local/waste material.   | Manipulate local /waste material to create/improvise patterns, drawings, models, motifs, collage, poem/story/slogans using variety of material. For example using clay to make pots/vessels, animals birds, vehicles, making train, furniture from empty matchboxes, cardboard, waste material etc.   | LEC Grade 1: Card 1<br>LEC Grade 4: Card 5, 14, 17 & 18  |
| <b>Safety and Inclusion (4.9)</b> | 4.9.1 | Voices opinion on issues observed/ experienced in family/ school/ neighbourhood e.g. on stereotypes (making choices/ decision making/ solving problems), discrimination practices on caste in use of public places, water, MDM/community eating, child rights (schooling, child abuse, punishment, labour.) | Enquire from parents, teachers, peers and elders at home/community, discuss, critically think and reflect on experiences of children related to situations at home, school, neighbourhood on reuse and reduction of waste, proper use and care of the public property, care of different animals, water pollution and wastage, health, and hygiene. Enquire/care about participation of female members in stereotypical activities for play/work, limited/ restricted access of some children/persons/families (differently abled, castes, the aged) to common places/resources, etc.<br>Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. in different indoor/outdoor/ local/contemporary activities and games, carry out projects/role play for taking care of a plant(s), feed birds/animals, things/elderly/differently abled around them. | LEC Grade 1: Card 18<br>LEC Grade 4: Card 2, 6, 9 & 12<br><br>Saving our Planet: Making a Difference (Grade 3-5), Grade 4: Activity 5  |
|                                   | 4.9.2 | Suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), resources (food, water, and public property).   | Manipulate local /waste material to create/improvise patterns, drawings, models, motifs, collage, poem/story/slogans using variety of material. For example using clay to make pots/vessels, animals birds, vehicles, making train, furniture from empty matchboxes, cardboard, waste material etc.   | LEC Grade 4: Card 6 & 9<br>Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 8/ Grade 2: Activity 6 & 8<br>Saving our Planet: Making a Difference (Grade 3-5), Grade 4: Activity 2 & 10 |

## Grade 5: English

| English                   | Code | Learning Outcomes   | Pedagogic Process   | Resources  |
|---------------------------|------|---|---|--|
| Listening Speaking (5.LS) | LS.1 | Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read   | Discuss and present orally, and then write answers to text based questions, short descriptive paragraphs.   | LEC Grade 3: Card 4, 6, 10 & 11<br>LEC Grade 4: Card 9<br>LEC Grade 5: Card 1, 4, 7 & 20                                       |
|                           | LS.2 | Recites and shares English songs, poems, games, riddles, stories, tongue twisters etc., recites and shares with peers and family members.   | Participate in activities which involve English language use, such as role-play, enactment, dialogue and dramatization of stories read and heard.   | LEC Grade 1: Card 2 & 5<br>LEC Grade 4: Card 6, 10, 12, 17, 18, & 20<br>LEC Grade 5: Card 1, 12 & 16                           |
|                           | LS.3 | Acts according to instructions given in English, in games/ sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc.   | Listen to instructions carefully and act as per the directions provided.  | LEC Grade 1: Card 1, 16, 17<br>LEC Grade 2: Card 1, 9 & 20<br>LEC Grade 5: Card 11   |
|                           | LS.4 | Conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc.  |   | LEC Grade 5: Card 10   |
|                           | LS.5 | Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions.   | Prepare speech for morning assembly, group discussions, debates on selected topics, etc.  | LEC Grade 2: Card 17<br>LEC Grade 3: Card 1, 7 & 17<br>LEC Grade 4: Card 2, 8, 9 14, 15 & 19<br>LEC Grade 5: Card 2, 4, 6 & 20 |
|                           | LS.6 | Uses synonyms such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context.   | <ul style="list-style-type: none"> <li>Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms.</li> <li>Understand the use of synonyms, such as 'big/large', 'shut/ close', and antonyms like inside/ outside, light/dark from clues in context.</li> </ul> | LEC Grade 2: card 11, 13 & 14<br>LEC Grade 3: Card 12<br>LEC Grade 5: Card 14  |
|                           | LS.7 | Connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences.  | Relate ideas, proverbs and expressions exchanged in their interaction with others, to their personal views and experiences  | LEC Grade 5: Card 4  |
|                           | LS.8 | Appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc. |   |  |



|                          |     |   |   |   |
|--------------------------|-----|---|---|---|
| <b>Reading<br/>(5.R)</b> | R.1 | Reads independently in English storybooks, news items/ headlines, advertisements etc., talks about it, and composes short paragraphs. |   | LEC Grade 5: Card 17  |
|                          | R.2 | Reads text with comprehension, locates details and sequence of events.  | <ul style="list-style-type: none"> <li>• Infer the meaning of unfamiliar words from the context while reading a variety of texts.</li> <li>• Read step-by-step instructions independently and silently in English.</li> </ul> | LEC Grade 2: Card 1 & 20  |
|                          | R.3 | Connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences.                          | Relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/ surroundings/cultural context.   | LEC Grade 4: Card 16  |
|                          | R.4 | Uses the dictionary for reference   | Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms.   | LEC Grade 5: Card 13  |
|                          | R.5 | Identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs                                       | Learn grammar in a context and integrated manner ( such as use of nouns, adverbs; differentiates between simple past and simple present verbs)  | LEC Grade 3: Card 16<br>LEC Grade 4: Card 6, 11 & 15<br>LEC Grade 5: Card 6 |
|                          | R.6 | Reads print in the surroundings (advertisements, directions, names of places etc.), understands and answers queries.                  |   |   |

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|--------------------------|-----|---|--|--|
| <b>Writing<br/>(5.W)</b> | W.1 | Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.  | Discuss and present orally, and then write answers to text based questions, short descriptive paragraphs.  | LEC Grade 5: Card 1, 7, 11 & 15                        |
|                          | W.2 | Takes dictation for different purposes, such as lists, paragraphs, dialogues etc.   |  |  |
|                          | W.3 | Writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.   | Use linkers to indicate connections between words and sentences such as 'Then', 'After that', etc.<br><br>Watch sports proceedings and write a few sentences about the event using proper punctuation. | LEC Grade 4: Card 5 & 20<br>LEC Grade 5: Card 3, 7 & 8 |
|                          | W.4 | Writes informal letters, messages and e-mails   |  | LEC Grade 5: Card 19                                   |
|                          | W.5 | Attempts to write creatively (stories, poems, posters, etc.)  | Find out different forms of writing (informal letters, lists, stories leave application, notice, posters etc.)   | LEC Grade 4: Card 20<br>LEC Grade 5: Card 1 & 5        |
|                          | W.6 | Writes and speaks on peace, equality etc. suggesting personal views.  |  |  |
|                          | W.7 | Appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc. |  |  |

## Grade 5: Mathematics

| Mathematics           | Code  | Learning Outcomes  | Pedagogic Process   | Resources   |
|-----------------------|-------|--|---|---|
| Whole Number<br>(5.1) | 5.1   | Works with large numbers   |   |   |
|                       | 5.1.1 | Reads and writes numbers bigger than 1000 being used in her/his surroundings.  | Represents numbers beyond 1000 (up to 100000) using place value system, like extend learning of numbers beyond 9 thousand, how to write number one more than 9999.  | LEC Grade 5: Card 8                                       |
|                       | 5.1.2 | Performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers.   |   |   |
|                       | 5.1.3 | Divides a given number by another number using standard algorithms.  |   |   |
|                       | 5.1.4 | Estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking a number and then using operation. (For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients). |   |   |
| Fractions<br>(5.2)    | 5.2   | Acquires understanding about fractions   |   |   |
|                       | 5.2.1 | Finds the number corresponding to part of a collection.  | Discuss and use contexts/ situations from daily life in activities to develop understanding about fractional part of the group like, how many   | LEC Grade 4: Card 5<br>LEC Grade 5: Card 4, 9, 13, 14, 17 |
|                       | 5.2.2 | Identifies and forms equivalent fractions of a given fraction.   | Compares fractions through various ways like paper folding, shading of diagram etc.<br>Develop the idea of equivalence of fractions through various activities. For example<br>1. By paper folding and shading<br>2. Understand the idea of decimal fractions | LEC Grade 5: Card 13, 14, 17, 20                          |
|                       | 5.2.3 | Expresses a given fraction $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ in decimal notation and vice-versa. For example in using units of length and money- half of Rs. 10 is Rs. 5.  |   | LEC Grade 5: Card 9                                       |
|                       | 5.2.4 | Converts fractions into decimals and vice versa.   |   |   |

|                                 |       |  |   |  |
|---------------------------------|-------|--|---|--|
| <b>Geometry<br/>(5.3)</b>       | 5.3   | Explores idea of angles and shapes   |   |  |
|                                 | 5.3.1 | Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing.                                    | Develop earlier understanding of angles and to describe it.<br><br>Observe angles in their surroundings and compare their measures. For example, whether the angle is smaller, bigger or equal to a corner of a book which is a right angle; further, classify the angles.  | LEC Grade 5: Card 6, 15                                    |
|                                 | 5.3.2 | Identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes.                         |   | LEC Grade 2: Card 19<br>LEC Grade 4: Card 17               |
|                                 | 5.3.3 | Makes cube, cylinder and cone using nets designed for this purpose.  |   | LEC Grade 4: Card 11                                       |
| <b>Measurement<br/>(5.4)</b>    | 5.4.1 | Relates different commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice-versa. | Measure length of different objects using a tape/ metre scale.<br><br>Appreciate the need of converting bigger units to smaller units.  | LEC Grade 4: Card 1<br>LEC Grade 5: Card 5, 11             |
|                                 | 5.4.2 | Estimates the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug.                                     |   |  |
| <b>Time and Money<br/>(5.5)</b> | 5.5.1 | Applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time intervals.               | Plan their shopping—to make estimates of money (in different denominations) and the balance money one would get.<br><br>Conducts role play of shopkeepers/ buyers in which students create bills.<br><br>Measure length of different objects using a tape/ metre scale.<br>Appreciates the need of converting bigger units to smaller units.<br><br>Discuss experiences on units of capacity printed on water bottle, soft drink pack, etc. | LEC Grade 4: Card 12, 20<br>LEC Grade 5: Card 7, 12, 19    |
| <b>Patterns<br/>(5.6)</b>       | 5.6.1 | Identifies the pattern in triangular number and square number.   |   |  |
| <b>Data Analysis<br/>(5.7)</b>  | 5.7.1 | Collects data related to various daily life situations, represents it in tabular form and as bar graphs and interprets it.                       | Collect information and display it in a pictorial form. For example, heights of students from their class and represent it pictorially.<br><br>Collect and discuss various diagrams/bar charts from newspapers/magazines.   | LEC Grade 4: Card 13, 14<br>LEC Grade 5: Card 1, 2, 12, 18 |

## Grade 5: EVS

| EVS  | Code  | Learning Outcomes   | Pedagogic Process  | Resources   |
|--|-------|---|--|---|
| <b>Living Things: Plants and Animals (5.1)</b> | 5.1.1 | Explain the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc.  | Observe and explore the animals for the unique/unusual sense of sight, smell, hear, sleep, and respond for etc., and their response to light, heat, sound etc.   | LEC Grade 4: Card 3<br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 5/ Grade 5: Activity 5   |
|  | 5.2.1 | Explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g. farm produce to kitchen i.e. grains to Roti, preservation techniques, storage tracking of water source) |  | Saving our Planet: Baby Steps (Grade 3-5), Grade 3: Activity 2 & 6  |
| <b>Natural Resources (5.2)</b>                 | 5.2.2 | Describes the interdependence among animals, plants and humans. (E.g. Communities earning livelihood from animals, dispersal of seeds etc.).  | Observe and share experiences for different phenomena such as how water evaporates, condenses, and dissolves different substances under different conditions, and how food gets spoilt, how seeds germinate and the direction in which roots, shoot grow and conduct simple experiments/activities to find out the same. | Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 7/ Grade 2: Activity 7<br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 8 & 9/ Grade 5: Activity 4 |
|  | 5.3.1 | Explains the role and functions of different institutions in daily life. (Bank, Panchayat, cooperatives, police station, etc.)  | Visit departments/ bodies in the surroundings e.g. Bank, Jal Board, and Hospital and Disaster management body and interact with related people and interpret different documents related with them.  | LEC Grade 5, Card 4, 6  |
| <b>Me and My Surroundings (5.3)</b>            | 5.3.2 | Establishes linkages among terrain, climate, resources (food, water, shelter, and livelihood) and cultural life. (E.g. life in distant/difficult areas like hot/cold deserts).  |  | LEC Grade 5: Card 7<br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 7/ Grade 4: Activity 5/ Grade 5: Activity 6 & 9  |



|  |        |   |   |   |
|--|--------|---|---|---|
| <b>Classification, Comparison and Contrast (5.4)</b> | 5.4.1  | Groups objects, materials, activities for features/properties such as shape, taste, colour , texture, sound, traits etc.  |   | LEC Grade 1: Card 20<br>LEC Grade 3: Card 8<br>LEC Grade 5: Card 19<br><br>Saving our Planet: Making a Difference (Grade 3-5), Grade 5: Activity 5    |
|  | 5.4.2  | Traces the changes in practices, customs, and techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders. (e.g. cultivation, conservation, festivals, clothes, transport, materials/tools, occupations, buildings/houses, practices like cooking, eating, working) | Discuss with teachers/elders and use pictures, paintings, visit museums and collect information related to the lives for food, shelter, availability of water, means of livelihood, etc., practices, customs, games, techniques, of different regions and different time periods. | LEC Grade 5: Card 5<br><br>Saving our Planet: Making a Difference (Grade 3-5), Grade 3: Activity 7/ Grade 4: Activity 5 & 8                           |
| <b>Estimation and Prediction (5.5)</b>               | 5.5.1  | Guesses (properties, conditions of phenomena), estimates spatial quantities (distance, area, volume, weight etc. ) and time in simple standard units and verifies using simple tools/ set ups. (e.g. floating/sinking/ mixing/evaporation/germination /spoilage /breathing /taste)                                  | Conduct activities/simple experiments to check the properties/ features of different objects/ seeds/ water/waste materials, etc.  | LEC Grade 5: Card 2, 17<br>LEC Grade 4: Card 16   |
|  | 5.5.2  | Records observations/experiences/information in an organised manner (e.g. in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/phenomena (e.g. floating, sinking, mixing, evaporation, germination, spoilage) to establish relation between cause and effect.                           | Perform simple activities, record the observations in the form of table/ sketch/ bar graph/ pie chart/ oral/ written form, etc. interpret and present their findings.   | LEC Grade 5: Card 1, 2  |
| <b>My Surroundings: Places and Directions (5.6)</b>  | 5.6.1: | Identifies signs, directions, and location of different objects/landmarks of a locality / place visited in maps and predicts directions w.r.t. positions at different places for a location.  | Prepare guide routes to reach from one place to another.  | LEC Grade 1: Card 1<br>LEC Grade 2: Card 2 & 8<br>LEC Grade 4: Card 11, 19, 20<br><br>Saving our Planet: Baby Steps (Grade 1-2), Grade 1: Activity 10 |

|                                       |       |   |  |   |
|---------------------------------------|-------|---|--|---|
| <b>Creativity<br/>(5.7)</b>           | 5.7.1 | Creates posters, designs, models , set ups, local dishes, sketches, maps (of neighbourhood/ different places visited) using variety of local/waste material and writes poems/ slogans/travelogue etc.                   | Participation in events of celebrations, dance, drama, theatre, creative writing etc. (e.g. diya/rangoli/kite making/ models of buildings/bridges etc. and sharing experiences through stories, poems, slogans, reports about the events, narration/creative writing (poem/story) or any other creative tasks.   | LEC Grade 1: Card 1<br>LEC Grade 4: Card 5, 13, 14, 18<br>LEC Grade 5: Card 8   |
| <b>Safety and Inclusion<br/>(5.8)</b> | 5.8.1 | Voices opinion on issues observed/experienced and relates practices /happenings to larger issues of society. (E.g. discrimination for access/ownership of resources, migration/ displacement /exclusion, child rights). | <p>Enquire from parents, teachers, peers and elders at home/community to critically think and discuss to reflect on experiences of children related to situations at home, school, and neighbourhood.</p> <p>Discuss freely with peers, teachers and elders about the biases, prejudices, and stereotypes by providing counter examples to one another.</p> <p>Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. in different</p>   | <p>LEC Grade 4: Card 9<br/>LEC Grade: 5: Card 15, 18</p> <p>Baby Steps (Grade 1-2), Grade 2: Activity 5</p>   |
|                                       | 5.8.2 | Suggests ways for hygiene, health, managing waste, disaster/ emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/deprived.                    | <p>Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. in different indoor/outdoor/local/contemporary activities, games, dance, fine art, carry out projects/role play for taking care of a plant(s), feed birds/animals, things/ elderly/ differently abled around them.</p> <p>Visit the night shelters, people living in camps, old age homes, in surroundings and interact with old/differently abled and who change their means of earning to find out where do people belong to and why they left their places, where their ancestors had been living for ages etc.</p> | <p>LEC Grade 4: Card 9<br/>LEC Grade 5: Card 3, 15 &amp; 18</p> <p>Saving our Planet: Baby Steps (Grade 1-2) Grade 2: Activity 6, 8 &amp; 10</p> <p>Saving our Planet: Making a Difference (Grade 3-5), Grade 4: Activity 3, 4 &amp; 10/ Grade 5: Activity 2, 3, 8 &amp; 10</p> |





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