

Class IV (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • participate in role play, enactment, dialogue and dramatisation of stories read and heard • listen to simple instructions, announcements in English made in class/school and act accordingly • participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard • learn English through posters, charts, etc., in addition to books and children’s literature • read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. • understand different forms of writing (informal letters, lists, stories, diar entry etc.) • learn grammar in a contextual and integrated manner and frame grammatically correct sentences • notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. • notice categories and word clines • enrich vocabulary in English mainly through telling and re-telling stories/folk tales • start using dictionary to find out spelling and meaning • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing • infer the meaning of unfamiliar words from the context • take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts • be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. • look at cartoons/pictures/comic strips with or without words and interpret them 	<p>The learner–</p> <ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation. • enacts different roles in short skits • responds to simple instructions, announcements in English made in class/ school • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read • describes briefly, orally/in writing about events, places and/or personal experiences in English • reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements • shares riddles and tongue-twisters in English • solves simple crossword puzzles, builds word chains, etc. • infers the meaning of unfamiliar words by reading them in context • uses dictionary to find out spelling and meaning • writes/types dictation of short paragraphs (7-8 sentences) • uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters • writes informal letters or messages with a sense of audience • uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc. • uses nouns, verbs, adjectives, and prepositions in speech and writing • reads printed script on the classroom walls, notice board, in posters and in advertisements

- enrich vocabulary through crossword puzzles, word chain, etc.
- appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc.

- speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a *mela*
- presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.

Class IV (EVS)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learners may be provided opportunities in pairs / groups / individually and encouraged to —</p> <ul style="list-style-type: none"> • observe and explore the immediate surroundings, i.e., home, school and neighborhood for different objects/flowers/plants/animals/birds for their simple observable physical features (diversity, appearance, movement, places of living, food habits, needs, nesting, group behaviour, etc.) • ask questions and discuss with family members/elders as to why some family members stay together and others are away, interact with relatives, friends etc. who stay at far off places, about the houses/ transport and life in their place of residence. • visit community/ home kitchen/ <i>mandi</i>/ 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. • interact with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers, drivers, health and defense personnel, etc.) and share experiences about their work, their skills and tools used by them • discuss with elders, the situations about changes in family with time, roles of different family members, share their experiences and views on stereotypes/ discrimination /unfair treatment to people/ animals/birds/plants in their home/school /neighbourhood • ask and frame questions and reflect on experiences without any fear or hesitation • share their experiences and observations through drawing/symbols/tracing/ gestures/ verbally and writing in some sentences and para in simple language • compare objects and entities based on differences or similarities in the observable features and sorts them into different categories 	<p>The learner —</p> <ul style="list-style-type: none"> • identifies simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings. • identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals. • identifies relationship with and among family members in extended family. • explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests); changes in family (e.g., due to birth, marriage, transfer, etc.) • describes different skilled work (farming, construction, art/craft, etc.); their inheritance (from elders) and training (role of institutions) in daily life • 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 <i>mandi</i> and home, water from local source and ways of its purification at home/ neighbourhood) • differentiates between objects and activities of past and present. (e.g., transport, currency, houses, materials, tools, skills-farming, construction, etc.) • 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.) • guesses (properties, conditions of phenomena), estimates spatial quantities (distance, weight, time, duration) in standard/local units (<i>kilo, gaz, pav</i> 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)

- discuss with the parents/guardians/grandparents/elders in the neighbourhood and compare the life style of past and present (clothes, vessels, nature of work, games); inclusion of children with special needs
- collect objects and material from their surroundings such as fallen flowers, roots, spices, seeds, pulses, feathers, newspapers, magazine articles, advertisements, pictures, coins, stamps and arrange them, etc. in an innovative manner
- perform simple activities and experiments to observe/smell/taste/feel/hear using different senses as per their abilities e.g., to test solubility of different substances in water, separate salt and sugar from water, and observe how fast a piece of wet cloth dries up (in sun, in a room, rolled, flattened, with/without fan) blow hot, blow cold
- observe and share experiences of the phenomena, happenings, situations in daily life such as how root, flowers grow, lifting of weight with/without a pulley etc. and use ways to check/verify/test the observations through simple experiments and activities
- read train/ bus tickets and Time Table, currency notes, directions to locate places on the map, signboards
- 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.
- participate in different cultural/national/environmental festivals/occasions organised in/at home/school/community, e.g., morning or special assembly/ exhibition/ Diwali, Onam, Earth Day, Eid etc. 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
- records her observations /experiences/ information for objects, activities, phenomena, places visited (*mela*, festival, historical place) in different ways and predicts patterns in activities/phenomena.
- identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc.
- uses the information on signboards, posters, currency (notes/coins), railway ticket/time table.
- creates collage, designs, models, *rangolis*, posters, albums, and simple maps (of school/neighbourhood, flow diagrams, etc.) using local/waste material.
- voices opinion on issues observed/experienced in, family/ school/ neighbourhood, e.g., on stereotypes (making choices/ decision making/solving problems), discriminatory practices on caste in use of public places, water, MDM/ community eating, child rights (schooling, child abuse, punishment, labour).
- 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).

- explore/read books, newspaper clippings, audio, stories, /poems, pictures/videos/tactile /raised material/web resources/library and any other resources besides textbooks.
- 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.
- 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.

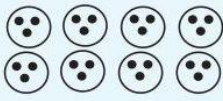
- विषय-वस्तु के संदर्भ में भाषा की बारीकियों और उसकी नियमबद्ध प्रकृति को समझने और उनका प्रयोग करने के अवसर हों।
- अन्य विषयों, व्यवसायों, कलाओं आदि (जैसे- गणित, विज्ञान, सामाजिक अध्ययन, नृत्यकला, चिकित्सा आदि) में प्रयुक्त होने वाली शब्दावली को समझने और उसका संदर्भ एवं स्थिति के अनुसार इस्तेमाल करने के अवसर हों।
- पाठ्यपुस्तक और उससे इतर सामग्री में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील बिंदुओं को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों।

- विभिन्न स्थितियों और उद्देश्यों (बुलेटिन बोर्ड पर लगाई जाने वाली सूचना, सामान की सूची, कविता, कहानी, चिट्ठी आदि) के अनुसार लिखते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं और लेखन के उद्देश्य और पाठक के अनुसार लेखन में बदलाव करते हैं।
- अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका लेखन में इस्तेमाल करते हैं।
- विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में विराम-चिह्नों, जैसे - पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न का सचेत इस्तेमाल करते हैं।
- अपनी कल्पना से कहानी, कविता, वर्णन आदि लिखते हुए भाषा का सृजनात्मक प्रयोग करते हैं।

कक्षा चार (हिंदी)

सीखने-सिखाने की प्रक्रिया	सीखने की संप्राप्ति (Learning Outcomes)
<p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें—</p> <ul style="list-style-type: none"> विभिन्न विषयों, स्थितियों, घटनाओं, अनुभवों, कहानियों, कविताओं आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने/प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों। ‘पढ़ने का कोना’/पुस्तकालय में स्तरानुसार विभिन्न प्रकार की रोचक सामग्री, जैसे— बाल साहित्य, बाल पत्रिकाएँ, पोस्टर, ऑडियो-वीडियो सामग्री, अखबार आदि उपलब्ध हों। तरह-तरह की कहानियों, कविताओं, पोस्टर आदि को पढ़कर समझने-समझाने, उस पर अपनी प्रतिक्रिया देने, बातचीत करने, प्रश्न करने के अवसर उपलब्ध हों। विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के अवसर उपलब्ध हों, जैसे— किसी घटना या पात्र के संबंध में अपनी प्रतिक्रिया, राय, तर्क देना, विश्लेषण करना, आदि। कहानी, कविता आदि को बोलकर पढ़ने-सुनाने और सुनी, देखी, पढ़ी बातों को अपने तरीके से, अपनी भाषा में कहने और लिखने (भाषिक और सांकेतिक माध्यम से) के अवसर एवं प्रोत्साहन उपलब्ध हों। ज़रूरत और संदर्भ के अनुसार अपनी भाषा गढ़ने (नए शब्द/वाक्य/अभिव्यक्तियाँ बनाने) और उनका इस्तेमाल करने के अवसर उपलब्ध हों। एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उस पर अपनी राय देने, उसमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से लिखने के अवसर हों। अपनी बात को अपने ढंग से/सृजनात्मक तरीके से अभिव्यक्त (मौखिक, लिखित, सांकेतिक रूप से) करने की आज़ादी हो। आस-पास होने वाली गतिविधियों/घटनाओं (जैसे— मेरे घर की छत से सूरज क्यों नहीं दिखता? सामने वाले पेड़ पर बैठने वाली चिड़िया कहाँ चली गई?) को लेकर प्रश्न करने, सहपाठियों से बातचीत या चर्चा करने के अवसर उपलब्ध हों। कक्षा में अपने साथियों की भाषाओं पर गौर करने के अवसर हों, जैसे— आम, रोटी, तोता आदि शब्दों को अपनी-अपनी भाषा में कहे जाने के अवसर उपलब्ध हों। 	<p>बच्चे—</p> <ul style="list-style-type: none"> दूसरों द्वारा कही जा रही बात को ध्यान से सुनकर अपनी प्रतिक्रिया व्यक्त करते और प्रश्न पूछते हैं। सुनी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं, अपनी राय देते हैं, अपनी बात के लिए तर्क देते हैं। कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हुए उसमें अपनी कहानी/बात जोड़ते हैं। भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसका इस्तेमाल करते हैं। विविध प्रकार की सामग्री (जैसे— समाचार पत्र के मुख्य शीर्षक, बाल पत्रिका आदि) में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील बिंदुओं को समझते और उन पर चर्चा करते हैं। पढ़ी हुई सामग्री और निजी अनुभवों को जोड़ते हुए उनसे उभरी संवेदनाओं और विचारों की (मौखिक/लिखित) अभिव्यक्ति करते हैं। अपनी पाठ्यपुस्तक से इतर सामग्री (बाल साहित्य/समाचार पत्र के मुख्य शीर्षक, बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ते हैं। अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका अर्थ ग्रहण करते हैं। पढ़ने के प्रति उत्सुक रहते हैं और पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ते हैं। पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं, अपनी राय देते हैं, अपनी बात के लिए तर्क देते हैं। स्तरानुसार अन्य विषयों, व्यवसायों, कलाओं आदि (जैसे- गणित, विज्ञान, सामाजिक अध्ययन, नृत्यकला, चिकित्सा आदि) में प्रयुक्त होने वाली शब्दावली की सराहना करते हैं। भाषा की बारीकियों, जैसे— शब्दों की पुनरावृत्ति, सर्वनाम, विशेषण, जेंडर, वचन आदि के प्रति सचेत रहते हुए लिखते हैं। किसी विषय पर लिखते हुए शब्दों के बारीक अंतर को समझते हुए सराहते हैं और शब्दों का उपयुक्त प्रयोग करते हुए लिखते हैं।

Class IV (Mathematics)

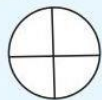
Suggested Pedagogical Processes	Learning Outcomes																					
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> explore and write multiplication facts through various ways like skip counting, extending patterns, etc. For example, for developing multiplication table of 3, children could use either skip counting or repetitive addition or pattern as shown below: <table border="1" style="margin: 10px auto;"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td></tr> <tr><td>-</td><td>-</td><td>-</td></tr> <tr><td>-</td><td>-</td><td>-</td></tr> <tr><td>-</td><td>-</td><td>-</td></tr> </table> <ul style="list-style-type: none"> expand the two digit number and multiply, e.g., 23 multiplied by 6 could be solved as follows: $23 \times 6 = (20+3) \times 6 = 20 \times 6 + 3 \times 6$ $120 + 18 = 138$ solve and create daily life problems using multiplication like, if a pen costs Rs. 35 what will be the cost of 7 pens? discuss and evolve standard algorithm for multiplication. make groups for division, e.g., $24 \div 3$ means <div style="text-align: center; margin: 10px 0;">  </div> <p>i.e. to find how many groups of 3 can be there in 24 or how many 3's make 24?</p> create contextual questions based on mathematical statements, e.g., the statement $25 - 10 = 15$ may trigger different questions from different students. A student may create: "I had 25 apples. Ten were eaten. How many apples are still left?" create contextual problem through group activity such as dividing the class in two groups where one group solves the problem given by the other group by using different operations and the vice-versa. 	1	2	3	4	5	6	7	8	9	10	11	12	-	-	-	-	-	-	-	-	-	<p>The learner —</p> <ul style="list-style-type: none"> applies operations of numbers in daily life <ul style="list-style-type: none"> multiplies 2 and 3 digit numbers divides a number by another number using different methods like – pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication creates and solves simple real life situations/ problems including money, length, mass and capacity by using the four operations works with fractions <ul style="list-style-type: none"> identifies half, one-fourth, three-fourths of a whole in a given picture by paper folding and also in a collection of objects. represents the fractions as half, one-fourth and three-fourths by using numbers/ numerals shows the equivalence of a fraction with other fractions acquires understanding about shapes around her/him <ul style="list-style-type: none"> identifies the centre, radius and diameter of the circle finds out shapes that can be used for tiling makes cube/ cuboids using the given nets shows through paper folding/ paper cutting, ink blots, etc. the concept of symmetry by reflection draws top view, front view and side view of simple objects explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit. For example, the number of books that can completely fill the top of a table. converts metre into centimetre and vice-versa estimates the length of an object/distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement
1	2	3																				
4	5	6																				
7	8	9																				
10	11	12																				
-	-	-																				
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- to discuss and correlate fractional numbers like half, one fourth, three fourths with daily life

- represent the fractional numbers through activities related to pictures/paper folding

For example –

shade half the picture



Shaded part of which of the following pictures do not represent one fourth ($\frac{1}{4}$)



- draw circles with various lengths of radius, compasses and explore various designs with the shape.
- discuss observation on tiling (of different shapes) which they see in their homes/ on footpaths / floors of various buildings
- make their own tiles and verify whether the tiles they created tessellate or not
- look at various objects in the classroom from different viewpoints and make a deep drawing of the view. For example, a glass may look differently from the front. Questions like, 'But how it would look like from the top?' Or 'how it would look like from below?' may be raised
- convert rupees into *paisa*, e.g., how many 50 *paisa* coins you will get in exchange of 20 rupees
- make bills so that the students while making bills will use the four operations of addition/ subtraction/ multiplication/ division
- estimate the length of an object/ distance first 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

- solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations

- reads clock time in hour and minutes and expresses the time in a.m. and p.m.

- relates to 24 hr clock with respect to 12 hr clock

- calculates time intervals/ duration of familiar daily life events by using forward or backward counting/ addition and subtraction

- identifies the pattern in multiplication and division (up to multiple of 9)

- observes, identifies and extends geometrical patterns based on symmetry

- represents the collected information in tables and bar graphs and draws inferences from these

- 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 $\frac{1}{2}$ kg dal, 200 gm pack of salt, 100 gm pack of biscuits
- innovate use of weights like using two 250 gm packets instead of 500gm packet (or by using stones of equivalent weights, etc.)
- make their own measuring vessel to measure capacities of other vessels. For example, a bottle may have capacity for 200 ml and can be used as a measurement unit to know the amount of water in a jug or in a container
- observe and study the calendar and come up with the number of weeks in a month/ in a year. Let children explore the pattern in the number of days in each month and how days are associated with dates in a month, etc.
- utilise their experiences inside/outside the class having exposure to telling time/ reading clock in hours and minutes, alongwith peers
- discover the time lapsed in an event by counting forward or using subtraction/ addition
- explore patterns/ designs in their environment (using shapes and numbers) and make such patterns and extend them
- collect information and draw meaningful results in their daily life. Using these experiences, the children may be involved in activities focusing on data handling
- read data/bar graphs, etc., from newspapers/magazines and interpret them.