





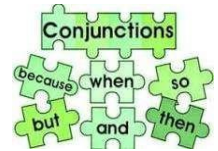
SUBJECTUAL ACTIVITIES 2025-2026



Grade III

Subject: English

Month	Activity
June 25 16-6-25	<p>Noun Hunt (sorting game)</p> <p>Procedure -</p> <p>Prepare: Write nouns on cards or slips of paper (e.g., dog, school, teacher, pencil, park).</p>  <ol style="list-style-type: none"> Set Up: Place three labeled baskets or boxes: People, Places, and Things. How to Play: <ul style="list-style-type: none"> Students pick a noun card one by one. They read the noun aloud and decide if it is a person, place, or thing. They put the card into the correct basket. Review: Go through the baskets with the class, correcting any mistakes and discussing why each noun fits its category. Wrap-up: Praise students for their work and encourage them to find more nouns around them
July 25 07-7-25	<p>Drawing : A Rainy day and write 5 line on it</p> <p>Procedure:</p>  <ol style="list-style-type: none"> Introduction (5 minutes): Talk briefly about rainy days. Ask students what they see, hear, and feel when it rains. Show some pictures of rainy days for inspiration. <p>Drawing</p> <ol style="list-style-type: none"> Give each student a sheet of paper. Ask them to draw a rainy day scene. They can include clouds, rain drops, umbrellas, puddles, people, trees, houses, or anything they imagine on a rainy day. Encourage them to use colors to make their drawing bright and lively. <p>Writing - Once the drawings are complete, ask students to write 5 simple sentences about their rainy day picture.</p> <p>Sharing - Invite some students to share their drawings and read their sentences aloud to the class.</p>

<p>August 25 04-8-25</p>	<p>"Conjunction Adventure!"</p> <p>Procedure:</p> <ul style="list-style-type: none"> ○ Explain what conjunctions are: words that join two ideas or sentences. ○ Give examples using "and," "but," "or," and "because." ○ Example: "I like apples and oranges." "I wanted to play, but it rained." <p>Prepare Cards (before class):</p> <ul style="list-style-type: none"> ○ Create sentence cards with simple clauses or phrases (e.g., "I want to play," "it is raining," "I have a pencil," "I lost my eraser," etc.). ○ Make conjunction cards with "and," "but," "or," and "because." <p>How to Play</p> <ul style="list-style-type: none"> ○ Divide students into small groups or pairs. ○ Give each group a set of sentence cards and conjunction cards. ○ Students pick two sentence cards and one conjunction card to make a complete sentence by joining the two sentences with the conjunction. ○ Each group reads their joined sentence aloud. ○ Encourage students to try different conjunctions with the same sentences to see how the meaning changes. <p>Class Sharing</p> <ul style="list-style-type: none"> ○ Ask some groups to share their favorite conjunction sentences with the class. ○ Write good examples on the board or chart paper.
<p>September 25 08-9-25</p>	<p>Preposition Charades!</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Introduction: Quickly explain what prepositions are — words that show the position of something. 2. Prepare: Write prepositions on slips of paper (e.g., in, on, under, behind, next to). 3. How to Play: <ul style="list-style-type: none"> ○ One student picks a preposition slip without showing others. ○ They act out the preposition using classroom objects (e.g., "under the table") without speaking. ○ The rest of the class guesses the preposition. <p>Rotate: Let several students take turns acting and guessing.</p> <p>Wrap-up: Review the prepositions acted out and use them in simple sentences together.</p>
<p>October 25 06-10-25</p>	<p>WOW! AMAZING! BALOON BLAST</p> <p>Procedure :</p> <ol style="list-style-type: none"> 1.Preparation: <ul style="list-style-type: none"> ○ Write different interjections on slips of paper. ○ Put one slip inside each balloon before inflating. 2.How to Play: <ul style="list-style-type: none"> ➤ Students take turns popping a balloon safely. ➤ They read the interjection aloud.



	<p>कहें।</p> <ol style="list-style-type: none"> शब्द अभ्यास: छात्रों को शब्दों के कार्ड दें और कहें कि वे मात्रा चक्र पर सही मात्रा वाले हिस्से पर लगाएं या चिन्हित करें। मिलाकर पढ़ना: समूह में मिलकर मात्रा चक्र देखकर शब्दों को पढ़ें। सारांश: मात्रा चक्र के महत्व को समझाएं और रोज़ाना अभ्यास करने के लिए प्रोत्साहित करें।
<p>July 25 21-7-25</p>	<p>व्याकरण लिंग</p> <p>प्रक्रिया :</p> <ol style="list-style-type: none"> परिचय: क्या होता है, सरल शब्दों में समझाएं (पुल्लिंग स्त्रीलिंग)। कुछ उदाहरण दें। शब्द कार्ड वितरित करें: छात्रों को शब्द कार्ड दें। शब्द वर्गीकरण: छात्र अपने कार्ड पढ़ें और निर्णय लें कि शब्द पुल्लिंग है या स्त्रीलिंग। फिर सही बॉक्स में शब्द कार्ड रखें। समीक्षा: सभी शब्दों को पढ़ें और सही या गलत होने पर सुधार करें। छात्रों से पूछें कि उन्होंने ऐसा क्यों चुना। अभ्यास: छात्रों को कुछ नए शब्द लिखने और उनका लिंग बताने के लिए कहें।  <p>लिंग और</p>
<p>August 25 21-8-25</p>	<p>कहानी शेर और चूहे की</p> <p>प्रक्रिया :</p> <ol style="list-style-type: none"> कहानी सुनाना शिक्षक बच्चों को "शेर और चूहा" की कहानी या सुनाएं। ध्यान से सुनने के लिए कहें। चर्चा कहानी के मुख्य पात्रों और घटनाओं पर बातचीत करें। बच्चों से पूछें कि उन्हें कहानी में क्या अच्छा लगा और कौन सी सीख मिली। चित्र बनाना बच्चों से कहानी का कोई हिस्सा चित्रित करने को कहें, जैसे शेर और चूहे का दृश्य। लिखित कार्य बच्चों से 3-4 वाक्यों में कहानी का सार लिखवाएं या अपनी पसंदीदा लाइन लिखवाएं। प्रस्तुति (यदि समय हो) : कुछ बच्चों को अपनी तस्वीर और कहानी का सार क्लास में बताने के लिए कहें।  <p>पढ़ें</p>

September 25
18-9-25

चलो पतंग बनाये

प्रक्रिया:

1. परिचय:

पतंग का परिचय दें और बच्चों को पतंग बनाने की प्रक्रिया बताएं।

2. पतंग बनाना:

- बच्चों को रंगीन कागज दें।
- पतंग का ढांचा बनाना सिखाएं (जैसे क्रॉस बनाना)।
- कागज को पतंग के आकार में काटें और उसे फ्रेम से जोड़ें।
- डोरी बांधने का तरीका दिखाएं।



3. सजावट:

बच्चे अपनी पतंग को रंगीन पेंसिल या क्रेयॉन से सजाएं।

4. प्रदर्शन:

बने पतंगों को क्लास में प्रदर्शित करें और बच्चों से पतंग के बारे में बात करें।

5. साफ-सफाई:

सभी सामग्री को व्यवस्थित करें।

October 25
9-10-25

व्याकरण वचनक्रिया :

1. परिचय:

एकवचन और बहुवचन क्या होते हैं, सरल भाषा में समझाएं और कुछ उदाहरण दें।

2. शब्द कार्ड वितरित करें:

छात्रों को शब्द कार्ड दें।

3. शब्द वर्गीकरण:

छात्र कार्ड पढ़ें और तय करें कि शब्द एकवचन है या बहुवचन। फिर सही बॉक्स में कार्ड रखें।

4. समीक्षा:

सभी कार्ड को साथ मिलकर पढ़ें और गलतियों को सुधारें। उदाहरण देकर समझाएं।

5. अभ्यास:

छात्रों को कुछ नए शब्द लिखने और उनका वचन बताने के लिए कहें।



November 25
21-11-25

चित्रों से नई कहानी

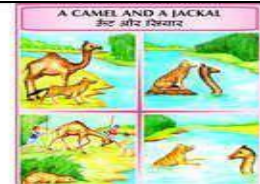
प्रक्रिया:


1. चित्र दिखाएं:

बच्चों को 4-5 चित्र दिखाएं जो कहानी के विभिन्न भागों को दर्शाते हों।

2. विचार-विमर्श:

चित्रों पर चर्चा करें, बच्चों से पूछें कि वे चित्रों में क्या देख रहे हैं और क्या हो सकता है।













	<p>3. कहानी बनाना: बच्चों से चित्रों को देखकर अपनी नई कहानी लिखने को कहें। वे हर चित्र के बारे में 1-2 वाक्य लिख सकते हैं।</p> <p>4. पढ़ना और साझा करना: कुछ बच्चों से अपनी कहानी क्लास में पढ़ने को कहें।</p> <p>5. सारांश: बच्चों की कहानियों की प्रशंसा करें और रचनात्मकता बढ़ाने के लिए प्रोत्साहित करें।</p>
<p>December 25 28-12-25</p>	<p>विज्ञापन</p> <p>प्रक्रिया</p>  <p>1. परिचय: बच्चों को बताएं कि विज्ञापन क्या होता है और वह हमें चीजें खरीदने या किसी सेवा के बारे में बताते हैं।</p> <p>2. विज्ञापन देखना: कुछ सरल और मजेदार विज्ञापन (पिक्स या वीडियो) दिखाएं या पढ़कर सुनाएं।</p> <p>3. चुनना और सोचना: बच्चों से कहें कि वे अपनी पसंदीदा चीज़ चुनें और उसके लिए छोटा विज्ञापन बनाएं।</p> <p>4. विज्ञापन बनाना: <ul style="list-style-type: none"> ○ बच्चे कागज पर उस वस्तु का नाम लिखें। ○ उसकी खूबियां या लाभ लिखें (जैसे "यह खिलौना मजेदार है।" या "यह फल ताज़ा है।") ○ रंग-विरंगे चित्र बनाएं। </p> <p>5. प्रस्तुति: कुछ बच्चों को अपने विज्ञापन क्लास में दिखाने और पढ़ने को कहें।</p> <p>6. सारांश: विज्ञापन का उद्देश्य फिर से समझाएं और बच्चों की रचनात्मकता की सराहना करें।</p>



SUBJECTUAL ACTIVITIES 2025-2026

Grade: III

Subject : Maths

Month	Activity
June 25 24-6-25	<p>Tally Marks[Whole class graph how do you get to school]</p> <p>➤ Procedure</p> <ol style="list-style-type: none"> 1. Introduction Explain what tally marks are and how they help us count and record information quickly. 2. Collect Data Ask each student “How do you come to school?” (options can be: walking, by bus, by car, bicycle). Record their answers on the board using tally marks for each category. 3. Create the Graph Once all data is collected, draw a simple bar graph or pictograph on the board showing the number of students for each mode of transport based on the tally marks. 4. Discussion: Talk about which is the most popular and least popular way to get to school. Ask questions like “How many students walk?” or “Which two categories have the same number?” 
July 25 15-7-25	<p>Model of 3-D shapes</p> <p>➤ Procedure:</p> <ol style="list-style-type: none"> 1. Introduction (5 minutes): <ul style="list-style-type: none"> ➤ Briefly explain what a "net" is (a flat pattern that can be folded into a 3D shape). ➤ Show students how a square net folds into a cube, for example 2. Shape Construction (20–30 minutes): <ul style="list-style-type: none"> ➤ Distribute different shape nets (you can use pre-printed templates or let them draw with a ruler). ▪  Cube – 6 equal squares ▪  Cuboid – 6 rectangles ▪  Cone – a sector of a circle + circle base ▪  Cylinder – 2 circles + 1 rectangle (curved face) <hr/> <p>➤ Guide them to cut the nets, fold along edges, and glue the flaps.</p> <p>➤ As they build, help them count and label:</p> <p>Faces (flat surfaces)</p> <p>Edges (where two faces meet)</p> <p>Vertices (corners)</p> 
August 25 12-8-25	<p>Balance Scale</p> <p> Procedure:</p>  <p>Balance Scale</p> <ul style="list-style-type: none"> ✓ cardboard box ✓ paper cup ✓ string ✓ paper fastener



	<ol style="list-style-type: none"> 1. Introduction (5 minutes): <ul style="list-style-type: none"> ○ Show the balance scale. ○ Ask: “How do we know which object is heavier or lighter?” ○ Explain: Heavier objects go down, and lighter ones go up. 2. Demonstration (5 minutes): <ul style="list-style-type: none"> ○ Place an eraser in one pan and a pencil in the other. ○ Let students observe which side goes down. ○ Discuss the result. 3. Activity (15–20 minutes): <ul style="list-style-type: none"> ○ Divide students into small groups. ○ Provide each group with a set of objects and a balance scale. ○ Let them: <ul style="list-style-type: none"> ▪ Predict which item is heavier ▪ Test using the balance ▪ Record results in a table like this:
September 25 09-9-25	<p>Multiplication Flower</p> <p>➤ Procedure:</p> <ol style="list-style-type: none"> 1. Introduction (5 minutes): Explain to students that they will create a multiplication flower where each petal shows a multiplication fact. 2. Prepare the Flower Center: <ul style="list-style-type: none"> • Give each student a small circle cut from paper (around 5-7 cm diameter). 3. Create Petals: <ul style="list-style-type: none"> • Cut out 10 petals (long oval shapes) from colored paper. • On each petal, write multiplication facts related to the center number. For example, if the center is 4, petals will show: $4 \times 1 = 4$, $4 \times 2 = 8$, $4 \times 3 = 12$, ..., up to $4 \times 10 = 40$. 
October 25 21-10-25	<p>Make clock</p> <p>➤ Procedure:</p> <p>Prepare the Clock Face:</p> <ul style="list-style-type: none"> ○ Give each student a blank clock face (a circle with numbers 1 to 12). ○ Let them color and decorate the clock face if they want. <p>Make the Clock Hands:</p> <ul style="list-style-type: none"> ○ Cut two paper strips: one shorter (hour hand) and one longer (minute hand). ○ Color the hour hand in one color and the minute hand in another to help them differentiate. 

	<ul style="list-style-type: none"> • Attach the Hands: <ul style="list-style-type: none"> ○ Poke a small hole in the center of the clock face. ○ Poke holes at one end of both paper hands. ○ Use the brass fastener to attach both hands to the clock face so they can spin. • Practice Telling Time: <ul style="list-style-type: none"> ○ Call out different times and have the students move the hands to show the correct time. ○ Or, set a time and ask students to read it aloud.
November 25 18-11-25	<p>Fraction activities provide a hands-on and engaging</p> <p>➤ Procedure: Match fractions with pictures.</p> <ul style="list-style-type: none"> • Cards with fractions written on them ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) • Cards with pictures showing shapes divided into parts, with some parts shade • Mix the cards. • Students pick a fraction card and find the picture card that shows the same fraction. • They can play in pairs or small groups. 
December 25 22-12-25	<p>Rupees and Paise</p> <p>➤ Procedure:</p> <ul style="list-style-type: none"> • Cards with amounts written in rupees (e.g., ₹5, ₹10) • Cards with amounts in paise (e.g., 50 paise, 25 paise) • Cards with pictures of coins and notes • Mix all cards face down. • Students pick two cards and try to find matching pairs (e.g., ₹1 and 100 paise).  <p>Discuss the value of each coin/note and how many paise make a rupee.</p>

SUBJECTUAL ACTIVITIES 2025-2026

Grade III

Subject : EVS

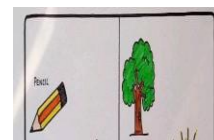
Month	Activity
June 25 18-6-25	<p>Draw or paste different types of leaves you have seen around you.</p> <p>➤ Procedure</p> <p>Collect Leaves:</p> <p>Go outside with your teacher or family and collect a variety of leaves. Try to find different shapes, sizes, and colors.</p> <p>1. Observe Leaves:</p> <ul style="list-style-type: none">○ Look closely at the leaves. Notice their shape (oval, heart-shaped, needle-like), edges (smooth, jagged), and veins (patterns on leaves).○ You can use a magnifying glass to see details. <p>2. Draw or Paste:</p> <ul style="list-style-type: none">○ On a clean sheet or notebook page, either paste the real leaves you collected or draw the leaves carefully.○ Label each leaf with its name if you know it (like mango leaf, neem leaf, banyan leaf, etc.). <p>3. Describe:</p> <ul style="list-style-type: none">○ Write a few lines about each leaf — where you found it and what it looks like. 
July 25 02-7-25	<p>Draw the picture of water cycle and explain it.</p> <p>➤ Procedure</p> <ol style="list-style-type: none">1. Draw a big sun in the sky (top left or right corner).2. Draw water (a lake, river, or ocean) at the bottom.3. Draw arrows from the water going up to the sky — this shows evaporation (water turns into vapor and rises).4. Draw clouds forming in the sky — this is condensation (water vapor cools and forms clouds).5. Draw raindrops falling from the clouds to the earth — this is precipitation (rain, snow, or hail falling).6. Draw arrows from rainwater flowing back to the river/lake — this is collection (water gathers back in lakes, rivers, oceans). 

August 25
06-8-25

Draw picture of one natural and artificial things and write five lines on it.

➤ **Procedure :**

1. **Draw One Natural Thing:**
Examples: tree, flower, river, animal, mountain
Draw it on one side of the page.
Example for a tree:
2. **Draw One Artificial Thing:**
Examples: bicycle, car, house, computer, chair
Draw it on the other side of the page.
3. Write five lines it.



September 25
03-9-25

Draw a picture showing root and shoot system of plant and explain it.

➤ **Procedure**

1. **Draw the Soil Line:**
Draw a horizontal line in the middle of your paper — this separates the underground and aboveground parts.
2. **Draw Roots Under the Soil:**
Draw several roots growing down from the stem under the soil line.
Roots usually look like thin, branching lines spreading out.
3. **Draw the Shoot Above the Soil:**
Draw the stem growing up above the soil. Add leaves and a flower or bud on top to show the shoot system.
4. **Label the Parts:**
 - Roots (underground)
 - Stem (above ground)
 - Leaves
 - Flower (optional)



November 25
05-11-25

Draw or paste picture of insects that have six or four legs.

➤ **Procedure**

1. **Talk About Legs on Insects:**

Explain that most insects have **6 legs**. Some other small creatures (like spiders) have 8 legs.

Ask if they know any insects or bugs with 4 legs (actually, insects don't have 4 legs, but some bugs or small animals might).

2. **Collect or Provide Pictures:**

Provide pictures of insects like ants, butterflies, beetles (all have 6 legs).

You can also show non-insects like spiders (8 legs) and centipedes.

3. **Activity Options:**






	<ul style="list-style-type: none"> ○ Draw: Students draw insects and carefully draw 6 legs on each. ○ Paste: Students cut pictures of insects and paste them in their notebook or on a chart. Label how many legs each insect has. <p>Discussion:</p> <ul style="list-style-type: none"> ○ Count the legs together. ○ Talk about why insects have 6 legs. <p>Compare with spiders and other small animals</p>
December 25 03-12-25	<p>Draw a picture of your classroom in your note book. Label the things that you have drawn.</p> <p>➤ Procedure</p> <ol style="list-style-type: none"> 1. Look Around Your Classroom: Take a good look at your classroom and notice things like desks, chairs, blackboard, teacher's table, windows, door, clock, bookshelf, fans, etc. 2. Draw Your Classroom: On a clean page, draw a simple picture of your classroom showing the main items you see. 3. Label the Things You Have Drawn: Write the names of objects next to your drawing, for example: <ul style="list-style-type: none"> ➤ Desk ➤ Chair ➤ Blackboard ➤ Teacher's table ➤ Window ➤ Door ➤ Clock ➤ Bookshelf 4. Color Your Drawing: Use crayons or colored pencils to color the objects.

Your education is a dress rehearsal for a life that is yours to lead

SUBJECTUAL ACTIVITIES 2025-2026

Grade III

Subject : COMPUTER

Month	Activities
JUNE 25 26-06-2025	<p>Computer lab manners</p> <p>Procedure:</p> <ol style="list-style-type: none"> Introduction: Explain why it's important to follow lab manners — for safety and to respect equipment and classmates. Discuss Rules: Talk about basic lab manners, such as: <ul style="list-style-type: none"> ➤ Handle equipment carefully ➤ Don't eat or drink in the lab ➤ Listen carefully to the teacher ➤ Keep the lab clean ➤ Work quietly and don't disturb others Role Play: Divide the class into pairs or small groups. Have them act out scenarios showing good and bad lab manners. 
JULY 25 24-07-2025	<p>Model of abacus and output devices of computer</p> <p>Procedure:</p> <ol style="list-style-type: none"> Introduction Explain what output devices are (e.g., devices that show results from the computer like monitor, printer, speakers). Materials Needed: <ul style="list-style-type: none"> ○ Chart paper or cardboard ○ Pictures of output devices (monitor, printer, speaker, projector)
AUGUST 25 25-08-2025	<p>Uses of computer</p> <p>Procedure:</p> <ol style="list-style-type: none"> Introduction (5 mins): Show a real or paper keyboard and point out: <ul style="list-style-type: none"> ○ Spacebar – adds space between words ○ Backspace – deletes letters <i>before</i> the cursor ○ Delete – removes letters <i>after</i> the cursor ○ Shift + key or Symbol key – to insert special characters (e.g., !, @, #) 
SEPTEMBER 25 18-09-2025	<p>Computer hardware and open a new file and old file .</p> <p>Procedure:</p> <ol style="list-style-type: none"> Demonstration -Show how to: <ul style="list-style-type: none"> ○ Open Notepad/MS Word ○ Click on File > New to create a new file ○ Type something and save it 

	<ul style="list-style-type: none"> ○ Click on File > Open to open an existing file
OCTOBER 25 30-10-2025	<p>Computer software and save file, editing file. Using cut copy paste</p> <p>Procedure:</p> <p>1. Introduction</p> <p>Explain that software is a set of programs that helps us use the computer (e.g., MS Paint, MS Word, Games, Browser).</p> <ul style="list-style-type: none"> ➤ Show icons of software (MS Word, Paint, Calculator). ➤ Ask students to match software names with pictures. ➤ Let them tell what each software does (e.g., Paint is for drawing).

