



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

KENDRIYA VIDYALAYA SANGATHAN

RAIPUR REGION



INTEGRATED



*Learning
through the arts
&
with the arts*

For **P**rimary

Class **I** to **V**



सत्यं त्वं पश्यन् अपारम्भ
केन्द्रीय विद्यालय संगठन



Vinod Kumar

Deputy Commissioner
KVS RO Raipur



Biraja Mishra

Asst. Commissioner
KVS RO Raipur



Ashok Kumar Mishra

Asst. Commissioner
KVS RO Raipur



Designed By :
Ravi Kumar Ahir



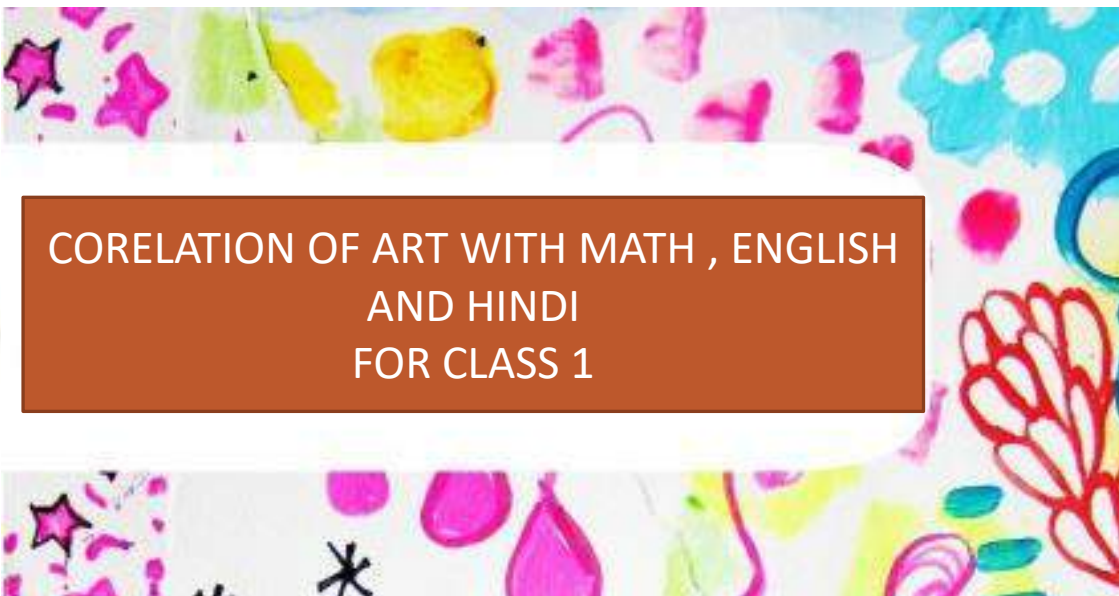
Our Artistic Members

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8	SH. SRIKANT MAURYA	Korba No.IV	9305741927	creativeart19@gmail.com	5
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CO- RELATION OF ART WITH OTHER SUBJECTS



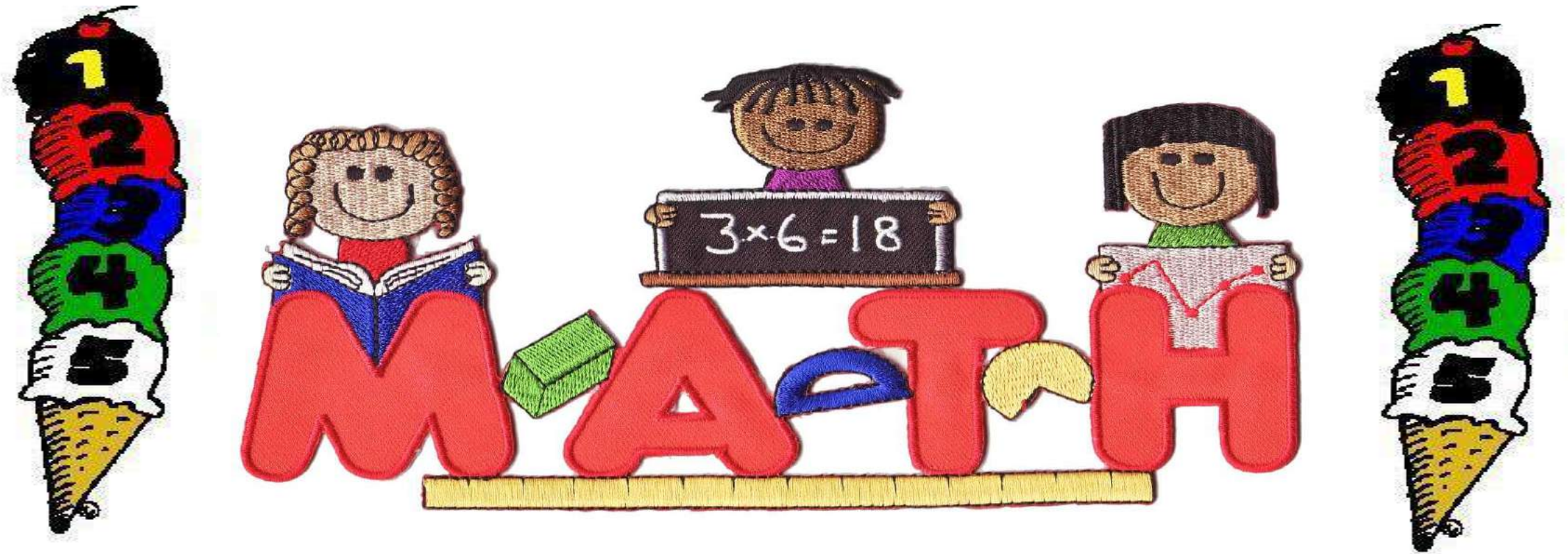
CORELATION OF ART WITH MATH , ENGLISH
AND HINDI
FOR CLASS 1

AWDHESH KUMAR
TGT(AE)
K.V. AMBIKAPUR
TASKEEN BANO
TGT (AE)
K.V. BAIKUNTHPUR

IMPORTANCE

- ❖ In correlation of art with other subjects students engage in a creative process which connects an art form with another subject.
- ❖ Visual activities like painting, drawing, colouring etc. can be great helpful in curriculum. It not only improve the quality of learnings but also helps in boosting creativity and self confidence among children.
- ❖ It encourages speaking, listening and vocabulary development skills.
- ❖ It clarifies thoughts, ideas and feelings by drawing and labelling.
- ❖ Through correlation students go deeper in units of study. In which the students construct and demonstrate understanding through an art work.
- ❖ Visual arts activities in correlation with other subjects provide children a creative outlet to communicate their feelings and also create a piece of art.

CO- RELATION OF ART WITH MATHS



Art with Math

Math can also be taught effectively by using art activities. For example to memorize number students can be made to color and drawing of numbers. For counting numbers students can play with clay. Though this activity number will get itched in the memory of the children while also providing fun. Teacher can use following activities of art while teaching math.....

Clay modeling.

Sketching and Colouring.

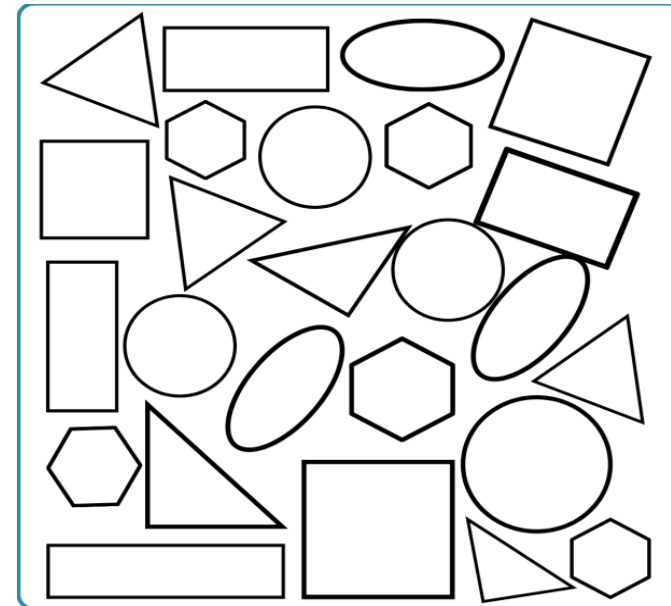
Simple paper collage .

Topic-shape and space

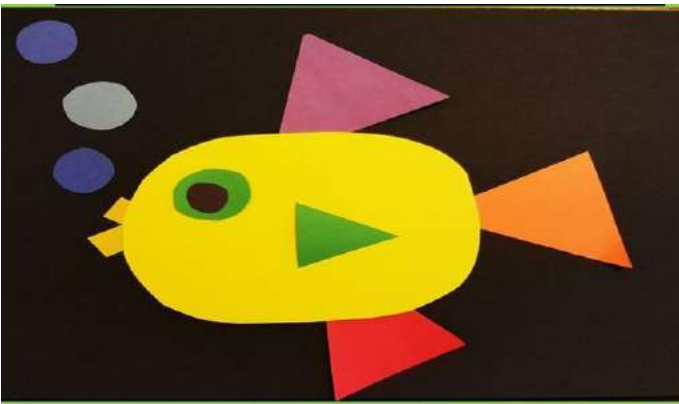
Clay modeling



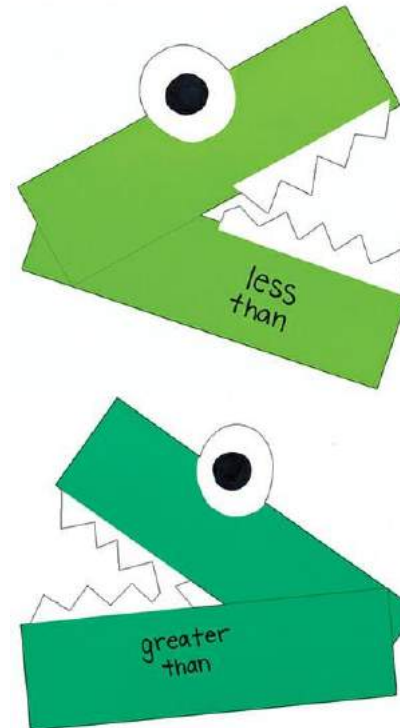
Sketching and Colouring



Simple paper collage



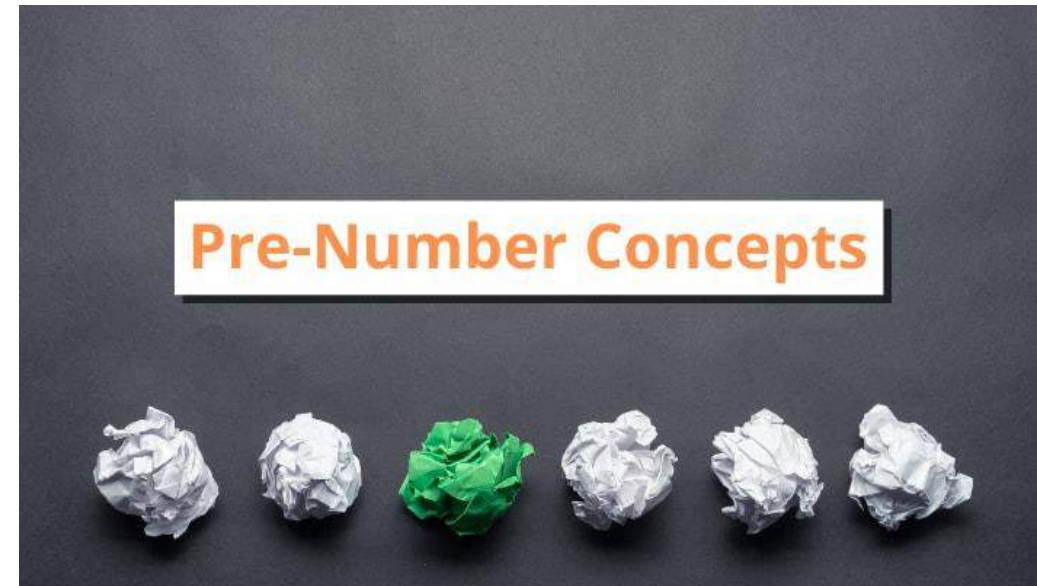
Topic- Greater and smaller sketching and colouring



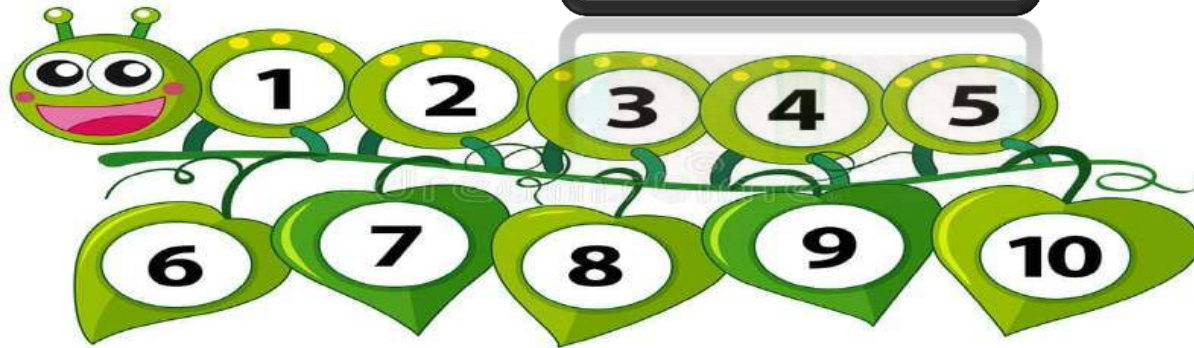
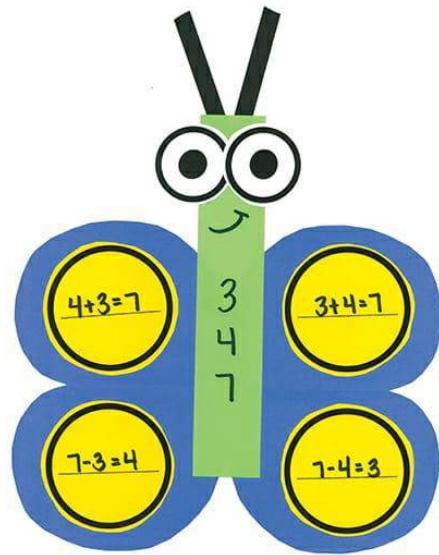
Art Co-relation with Math enhances Innovation & Creative Ability.

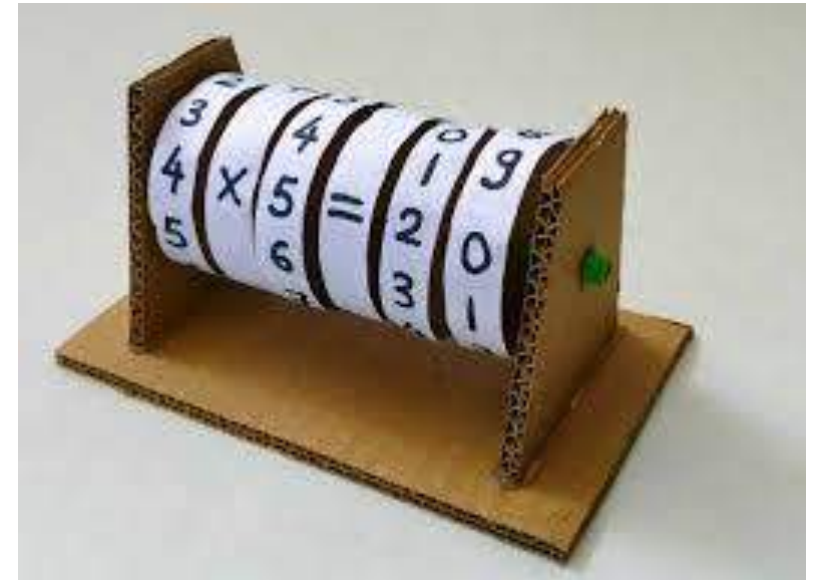
TOPIC- NUMBERS

CLAY MODELING



SKETCHING AND COLOURING





Effective English Learning Method with ART

Art is correlated with English. Art can also be very handy in developing language skills among Kids. For example student can be given new vocabulary words and be made to draw the words meaning. Kids can be given the task of coloring of different new words. Following activities of art can be useful while teaching english...

Sketching and colouring
Clay work
Mask making, collage



ANANDI'S RAINBOW(PAGE NO.103)

MAKE RAINBOW BY COLOUR,CRAFT AND COLLAGE.



TOPIC – ONE LITTLE KITTEN

SKETCHING AND COLOURING



ART WITH HINDI

Art is also correlated with Hindi for example to teach language Hindi drawing and colorings activities are very helpful.

For effective learning and memorizing the day of week or grammar coloring activities are also very helpful for students. It makes teaching and learning process more joyful .

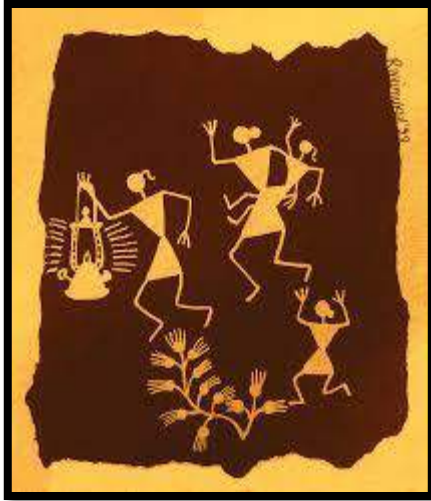
पत्ते ही पत्ते (पेज़ न. 25)

भिन्न प्रकार के रंगीन पत्तों से आकृति बनाना



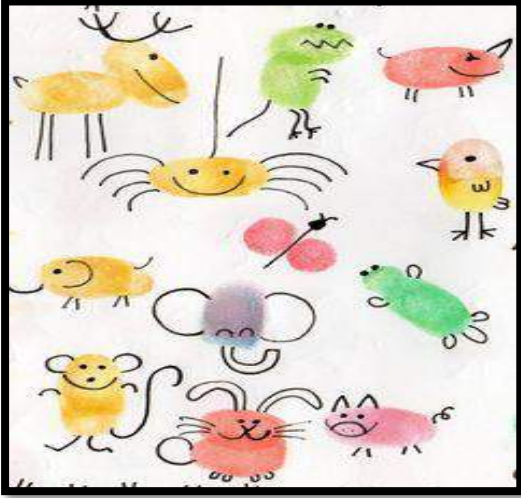
चकई के चकदुम (पेज़ न. 96)

वर्ली लोक कला



अंगूठे की छाप (पेज न.6)

अंगूठे और उँगलियों में रंग लगाकर भिन्न प्रकार के चित्र बनाना



CBSE

Art-integrated learning

- CLASS II
- PREPARED BY-PARMANAND PANDEY (TGT-AE)
- KENDRIYA VIDYALAYA CHIRIMIRI

PROCESS

- The teachers may follow the following process of embedding arts with other subjects for carrying out the project work: Step 1
- Step 1 •Selection of a topic /theme, drawing upon the previous knowledge of students.
- Step 2 •Providing creative inquiry opportunities for hands-on learning to students.
- Step 3 •Assessment of students (for subject and art involved) .
- Step 4 •Reflection on the new learning of the subject using an art form by students.
- NOTE -- Teachers may prepare their calendar by assigning dates and months for the execution of project work by the students.

HINDI (ART INTEGRATED LEARNING) PROJECT

वर्णमाला (लेखन तथा चित्रकला)



HINDI (ART INTEGRATED LEARNING) PROJECT

वर्णमाला(लेखन तथा चित्रकला)

- लेखन: कैलीग्राफी की सहायता से लेखन सुधारना
- चित्रकला :- चित्रकला की सहायता से वर्णमाला की पहचान करवाना

कहानी लेखन :- चित्रकी सहायता से
कहानी को समझाना



Subject:- English(art integrated learning)

CLASS - II - ENGLISH

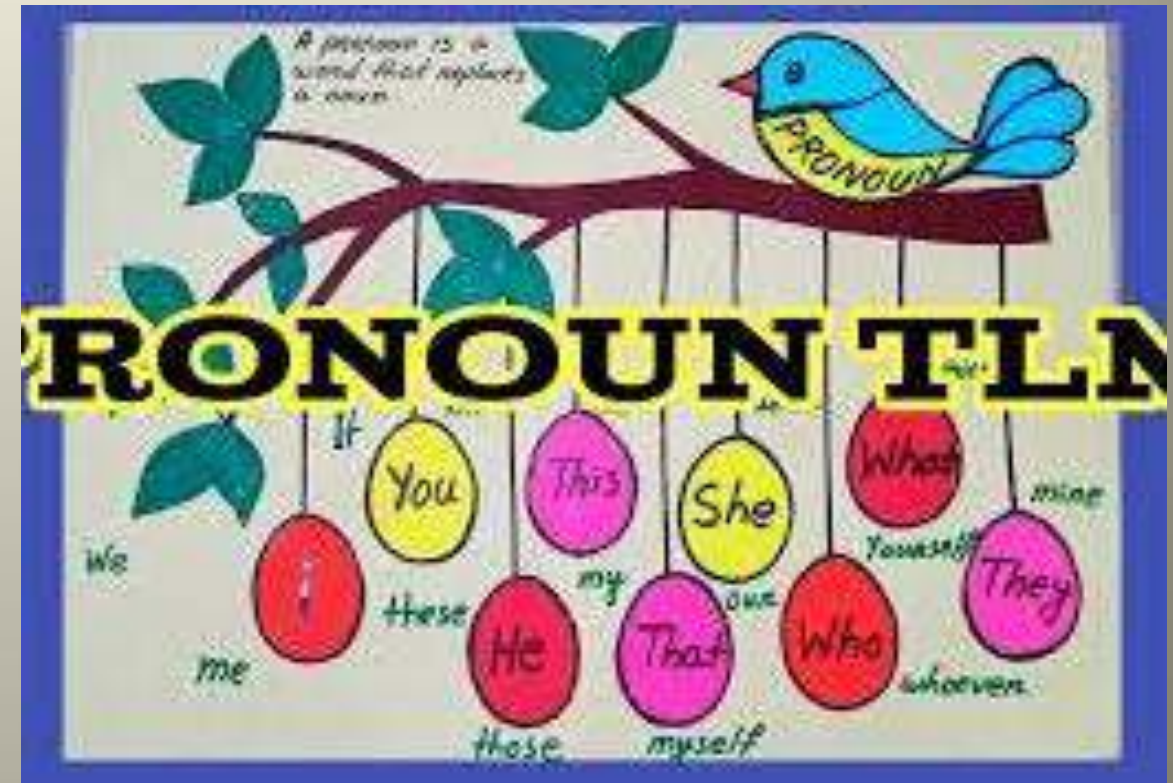
Calligraphy :- writing skill



Day name with craft



Pronoun with drawing



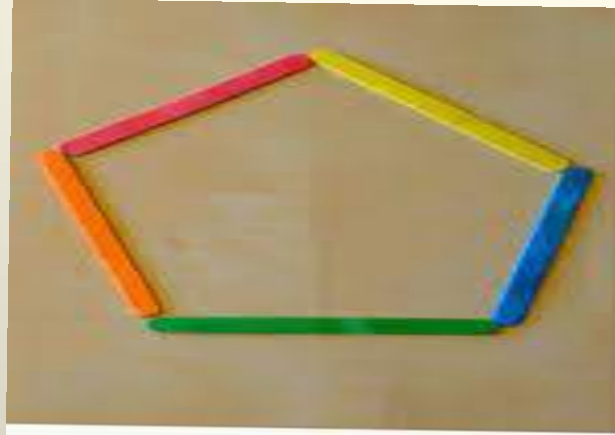
Story writing



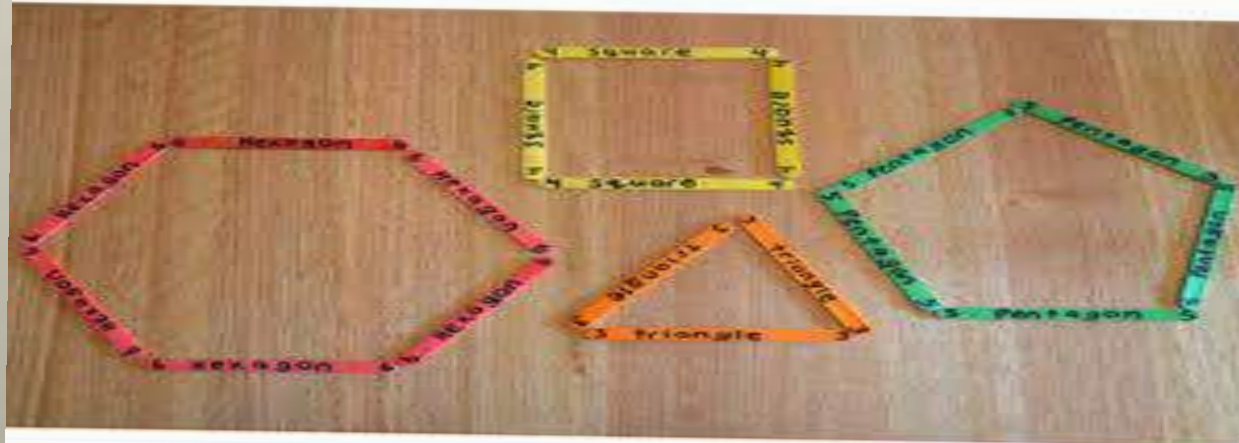
आकारों की पुनरावृत्ति की सहायता से गणना सिखाना



2D और
3D कला
की
सहायता
से गणित
के
आकारों
को
समझाना



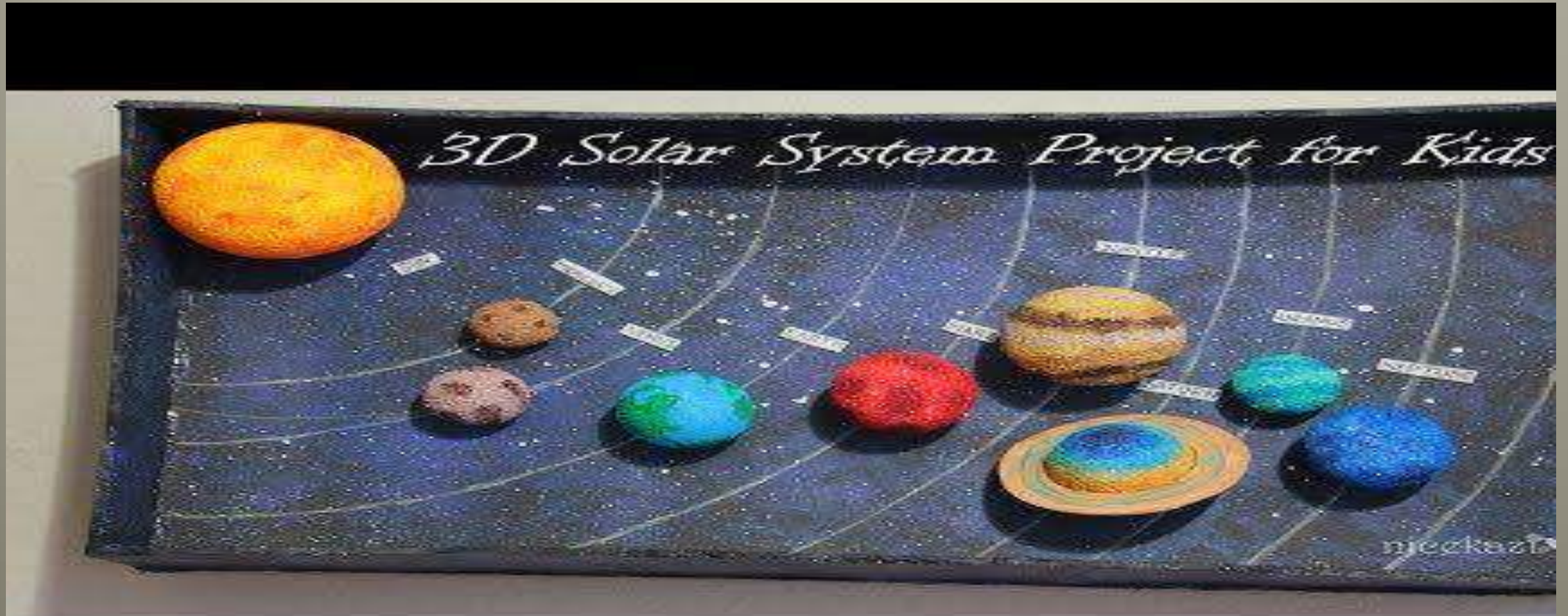
15 HANDS ON MATHS ACTIVITIES
LEARNING ABOUT 2- & 3-D SHAPES



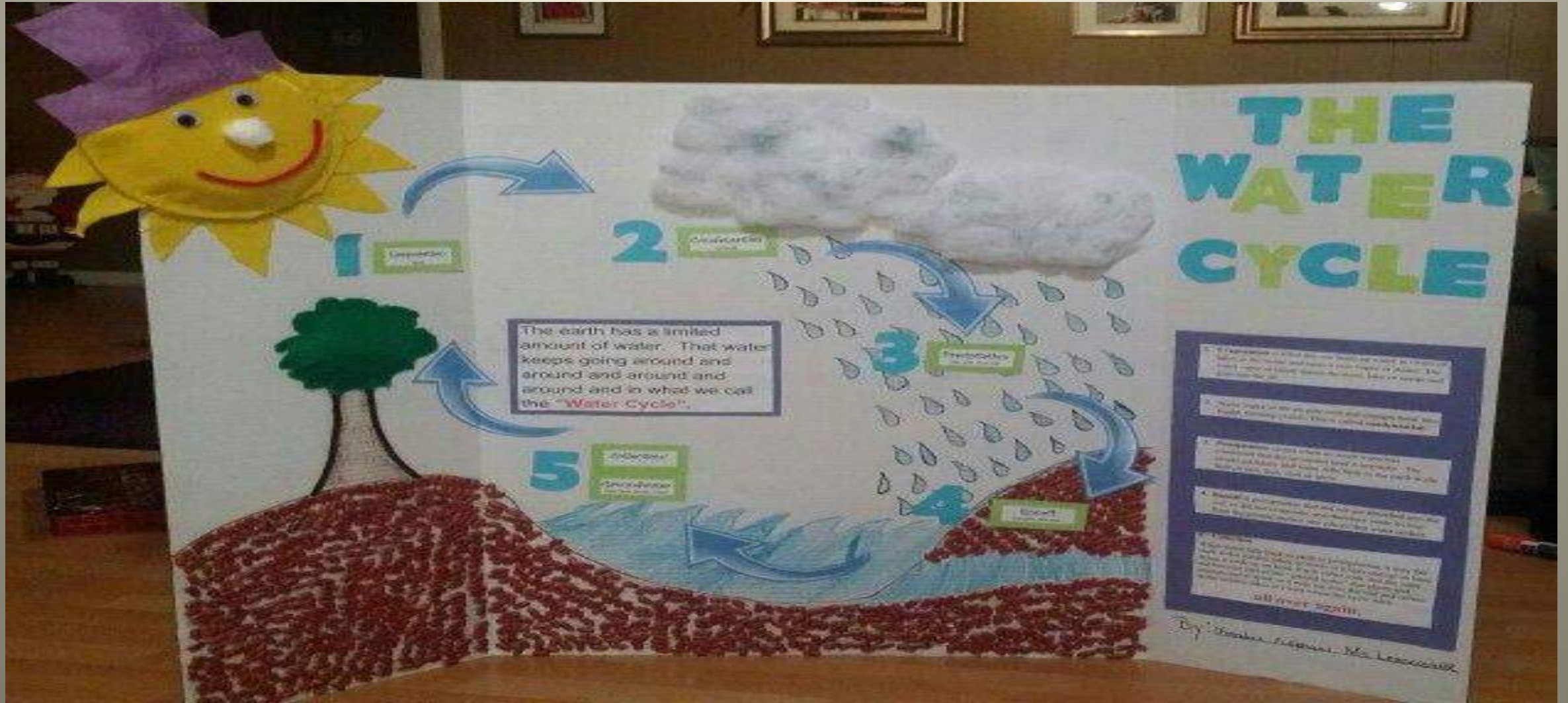
Subject-science (solar system)

CLASS - II - EVS

3D आकारों की सहायता से सौर मंडल को समझाना



Water cycle



PARTS OF PLANTS



EVS WORKSHEET

Types of Houses

Fill in the blanks

(1)



(2)



(3)



(4)



(5)



(6)



For more worksheets please contact

Call us : 8800-999-280/8800-999-284

Visit : www.takshilalearning.com

CBSE

Art-integrated learning

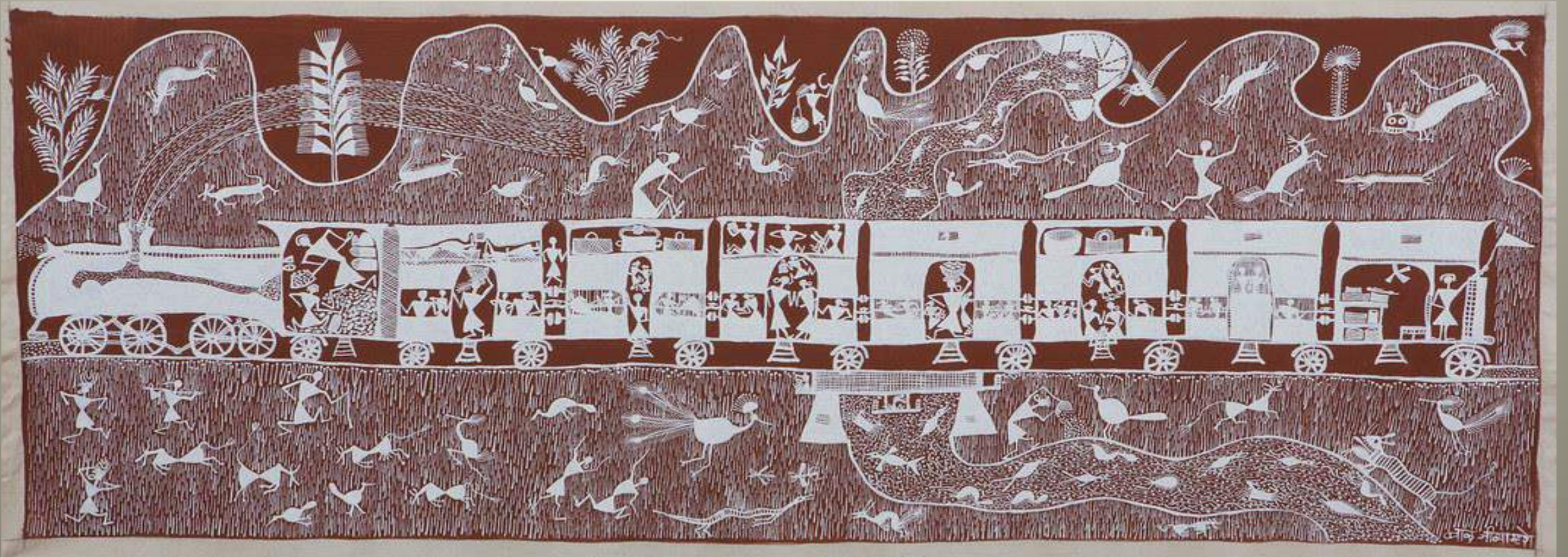
- CLASS III
- PREPARED BY- SAMIT KUMAR SETH (TGT-AE)
 - KENDRIYA VIDYALAYA RAIGARH C.G.
- &
- MR. VINOD KUMAR AHIRWAR (TGT-AE)
- KENDRIYA VIDYALAYA JHAGRAKHAND

PROCESS

- The teachers may follow the following process of embedding arts with other subjects for carrying out the project work: Step 1
- Step 1 •Selection of a topic /theme, drawing upon the previous knowledge of students.
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- Step 4 •Reflection on the new learning of the subject using an art form by students.
- NOTE -- Teachers may prepare their calendar by assigning dates and months for the execution of project work by the students.

HINDI (ART INTEGRATED LEARNING) PROJECT STORY MAKING (कहानी बनाओ)

CLASS - III - HINDI



HINDI (ART INTEGRATED LEARNING) ACTIVITY

STORY MAKING (कहानी बनाओ)

- FOR TEACHERS:-
- ***CLASS III HINDI TEACHERS HAVE TO TEACH AND SHOW STUDENTS (WARLI PAINTING).***
- ***ACCORDING TO THE PAINTING HINDI TEACHERS HAVE TO TELL A STORY TO STUDENTS.***
- FOR STUDENTS (AIL PROJECT):-
- ***ASK CLASS-III STUDENTS TO MAKE A WARLI PAINTING BY THEIR OWN.***
- ***AFTER THAT EACH STUDENTS HAVE TO TELL A STORY IN HINDI RELATED TO THEIR PAINTING.***

HINDI (ART INTEGRATED LEARNING) PROJECTS

पत्तियों का चिड़ियाघर (COLLAGE MAKING)



HINTEGRATED LEARNING) PROJECT

पत्तियों का चिड़ियाघर (COLLAGE MAKINGDI (ART)

- **FOR TEACHERS:-**
- *TEACH THE STUDENTS HOW TO MAKE COLLAGE.*
- **FOR STUDENTS (AIL PROJECT):**
- *ASK THE STUDENTS TO MAKE COLLAGE BY USING DIFFERENT LEAVES.*

HINDI (ART INTEGRATED LEARNING) PROJECT

शब्द बनाओ



HINDI (ART INTEGRATED LEARNING) PROJECT

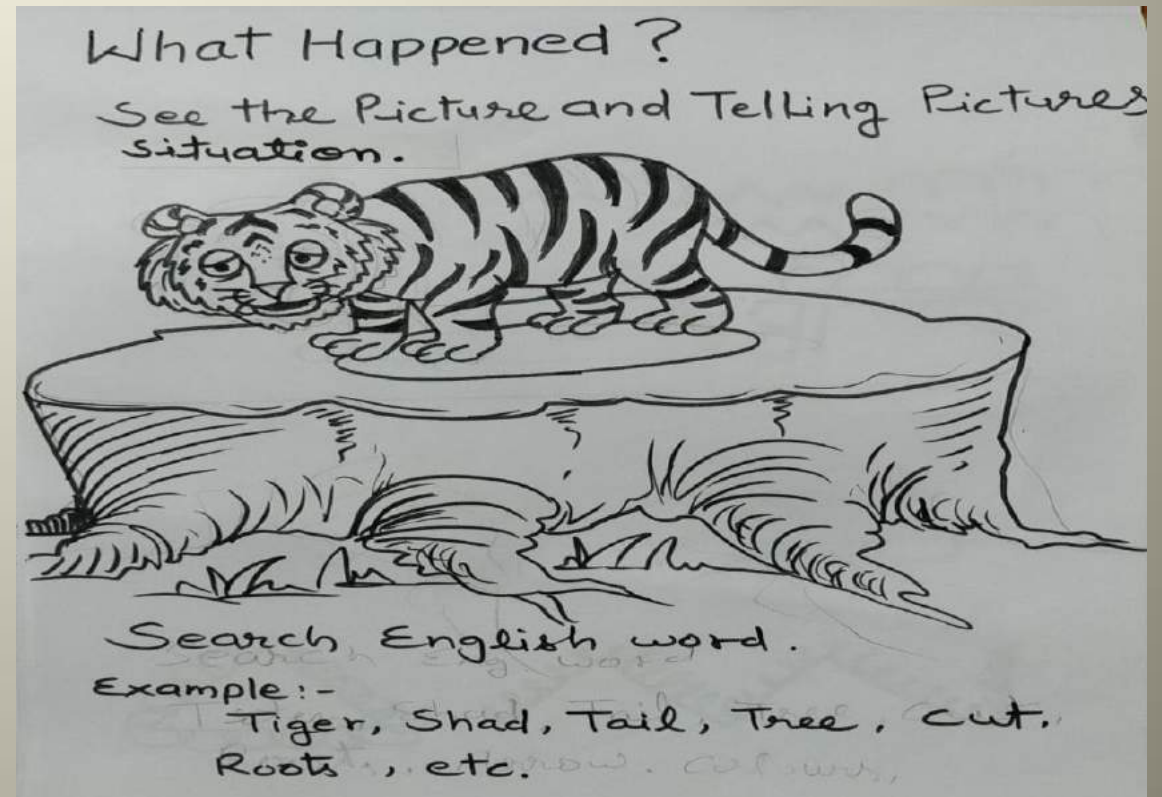
शब्द बनाओ

- STUDENTS HAVE TO DESIGN A HINDI CROSS WORD PUZZLE ON CHART PAPERS BY THEIR OWN.
- AFTER THAT DIVIDE THE STUDENTS INTO GROUPS AND ASK THEM TO SOLVE THE CROSS WORD PUZZLE.

Subject:- English

Identify the animals on the basis of their size.

Look at the picture and write some meaningful words from it. Example is given to you.



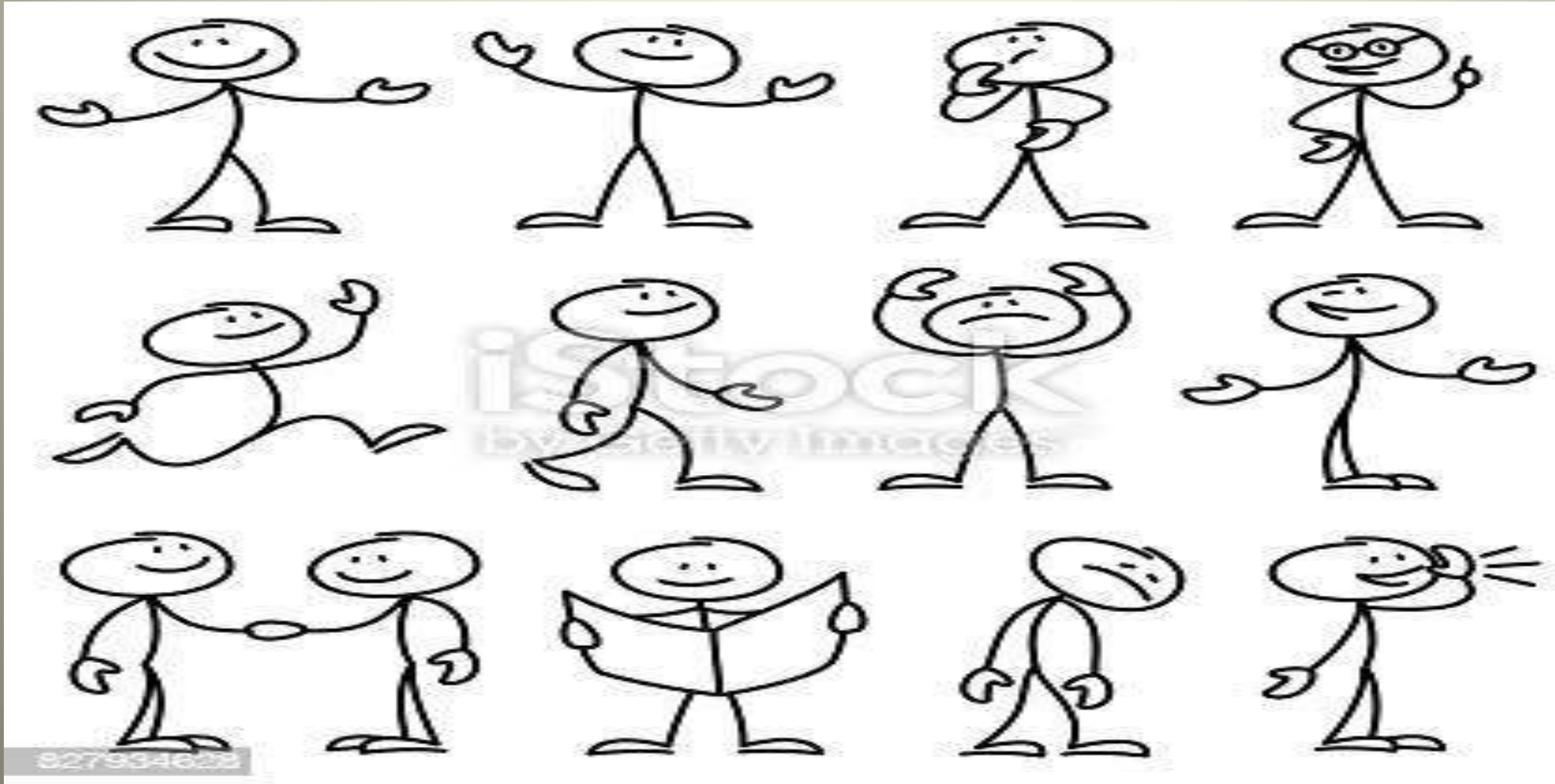
Look at the birds and identify the direction in which they are looking at.



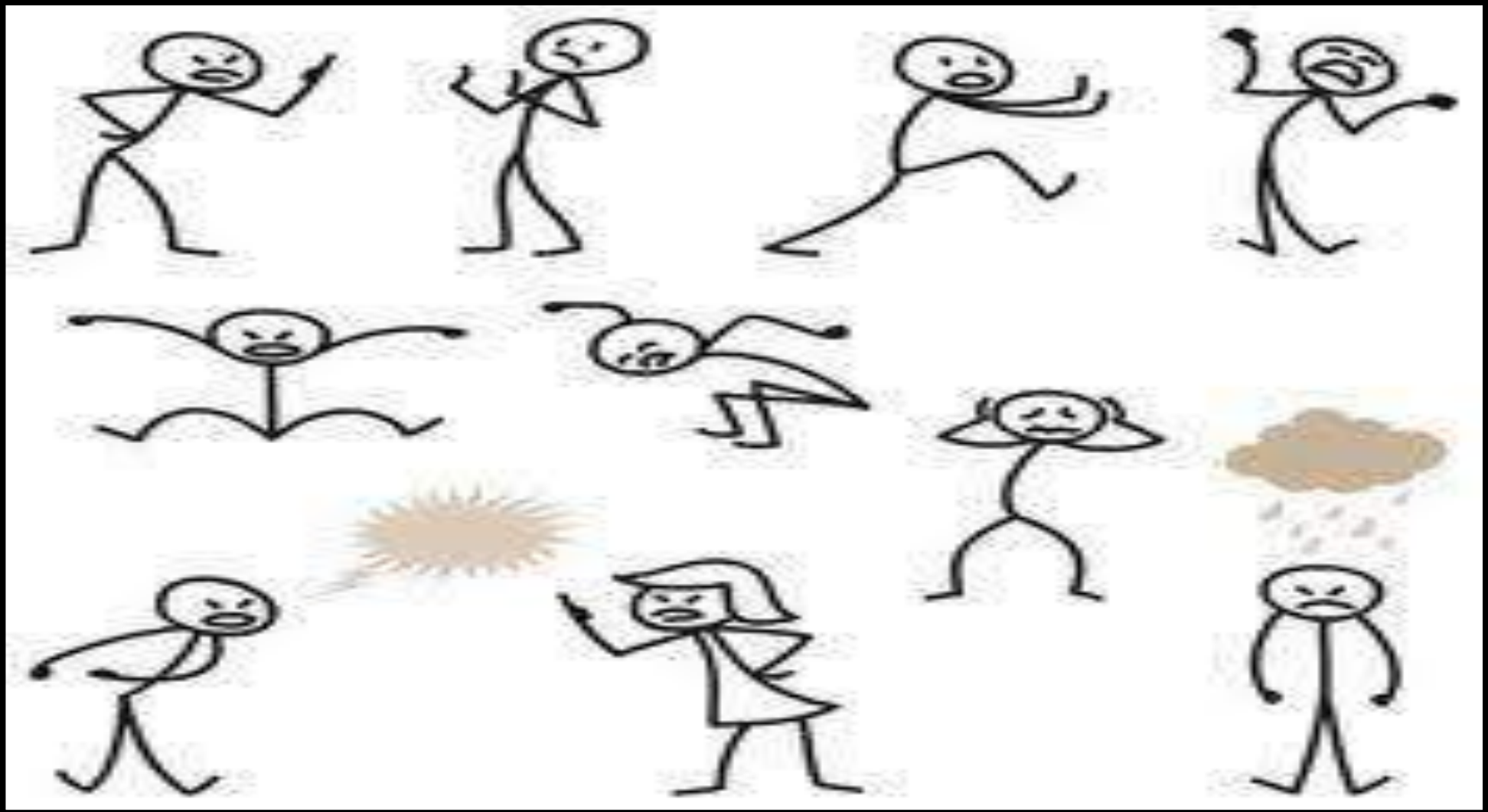
Look at the horses and identify the direction in which they are looking at.



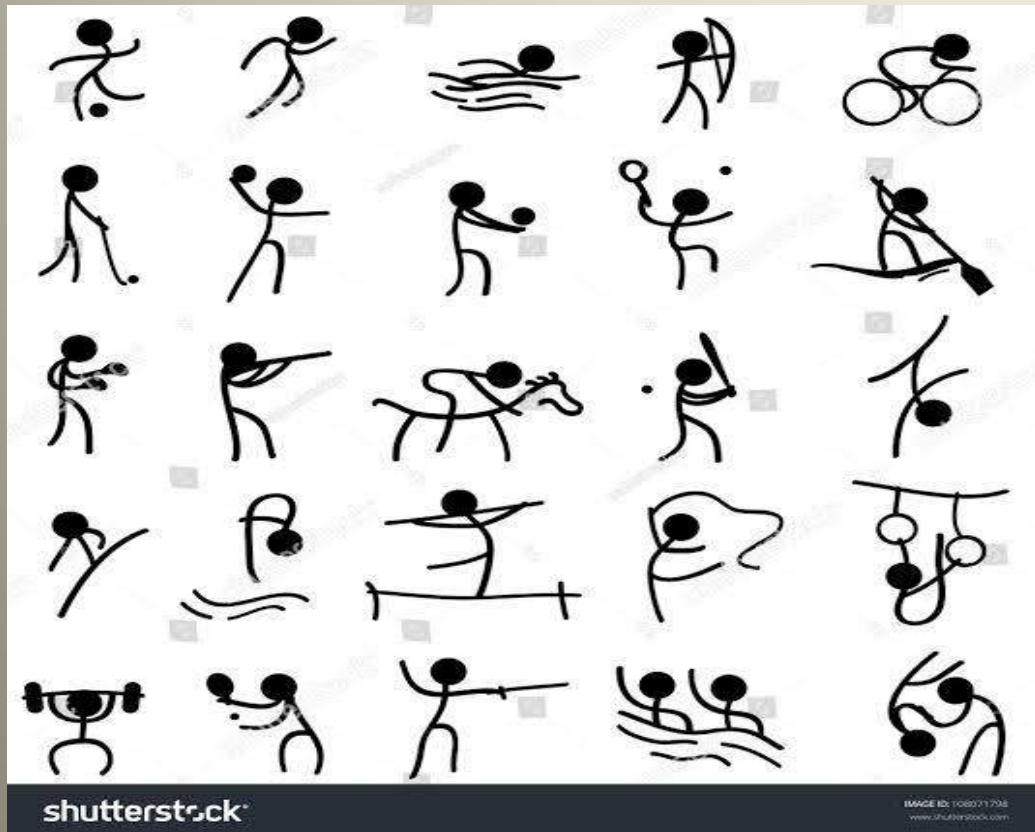
Action Words



Action Words
















Look at the picture and identify the activity they are engaged in . **Prepositions:-**



Subject:- Maths

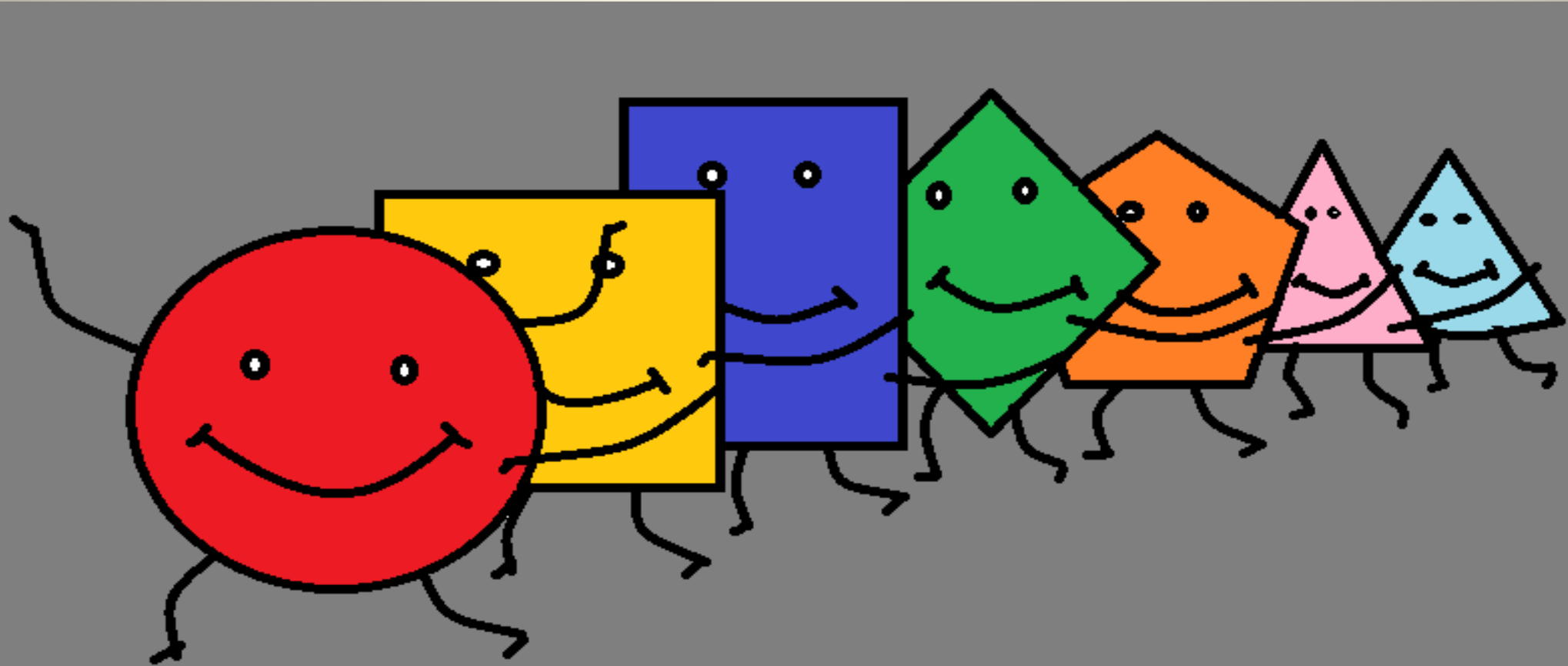
Count similar images and write in the boxes given below.

How many?

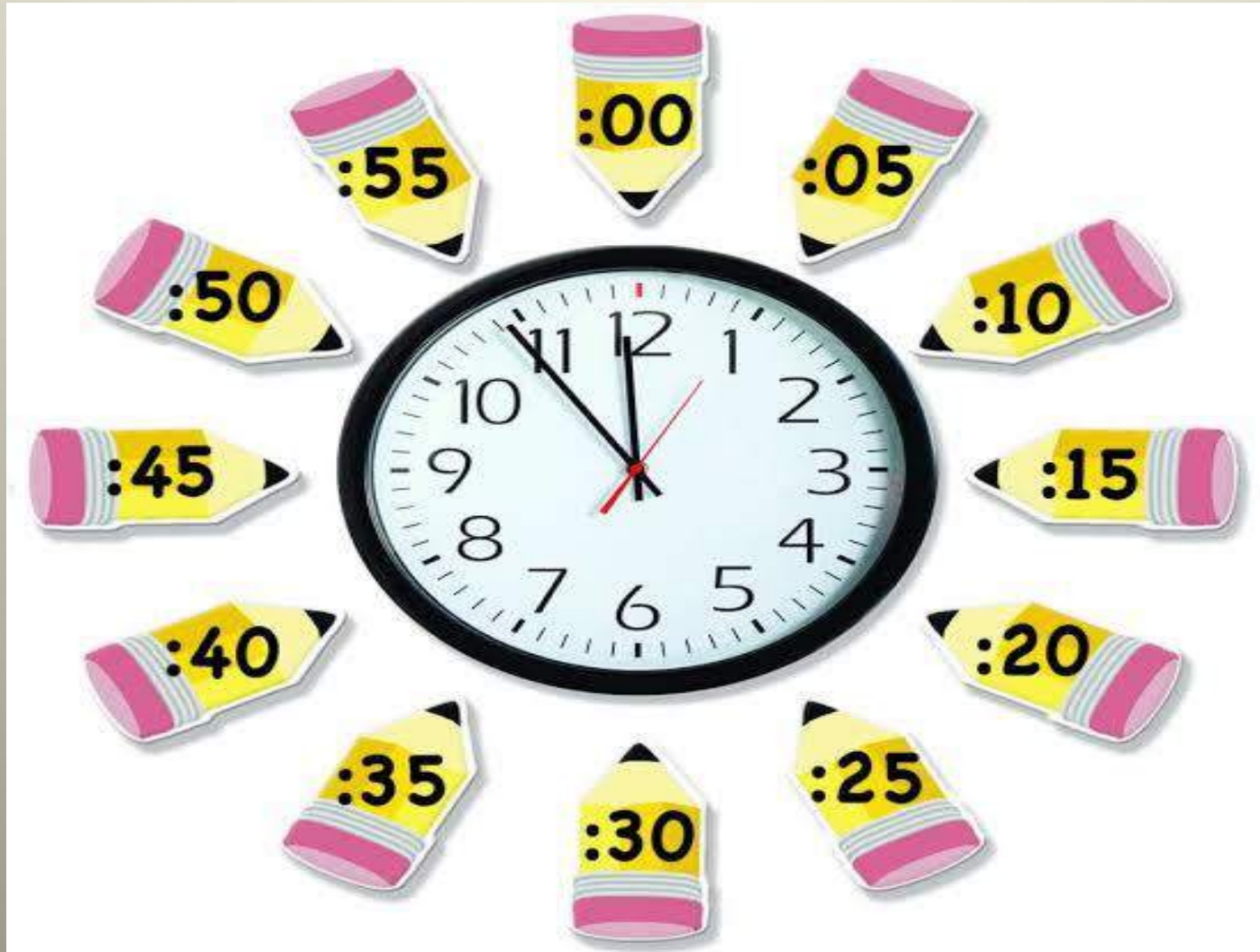
			
			
			
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1184724672

Looking at the picture identify the hidden, middle and front and back shapes and write their names.



Time



Math Game

Count the farm animal

①  +  =

②  +  =

③  +  =

④  +  =

Look at the given image and frame a meaningful story.



Name the heaviest animal.



Q:-1 Write some benefits of planting trees.

Q:- 2 How can we save our environment ?

Q:- 3 Which things are needed to make a plant grow?



Class : III

CLASS - III - EVS

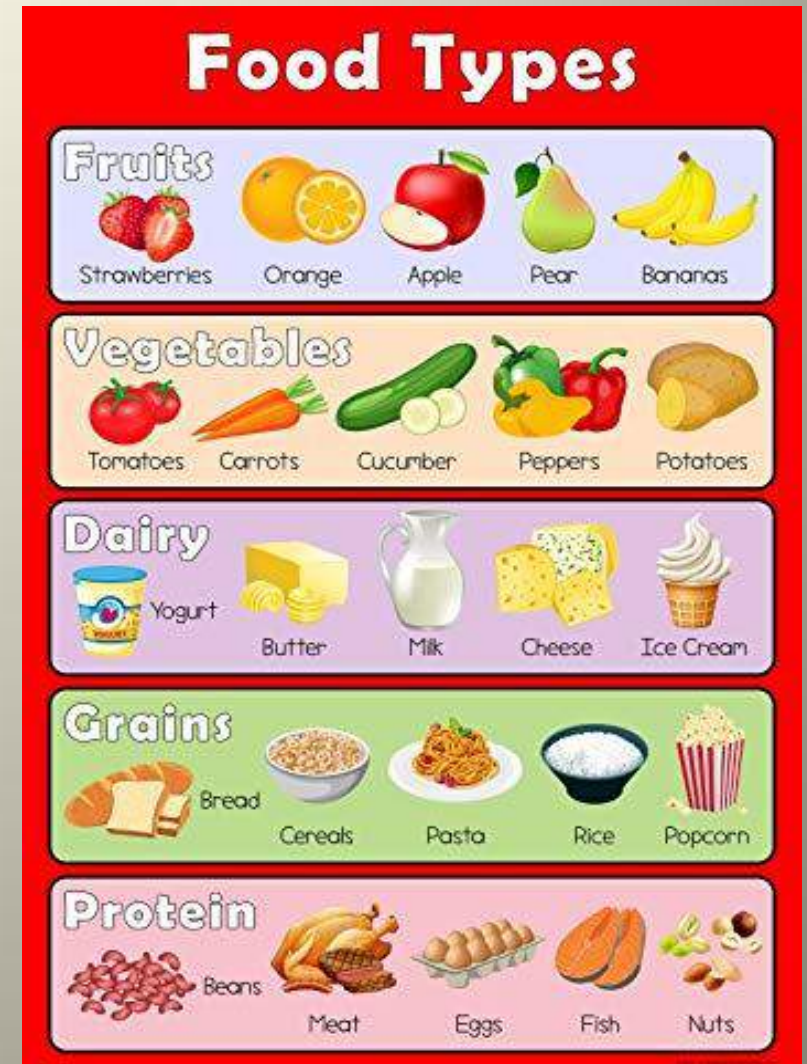
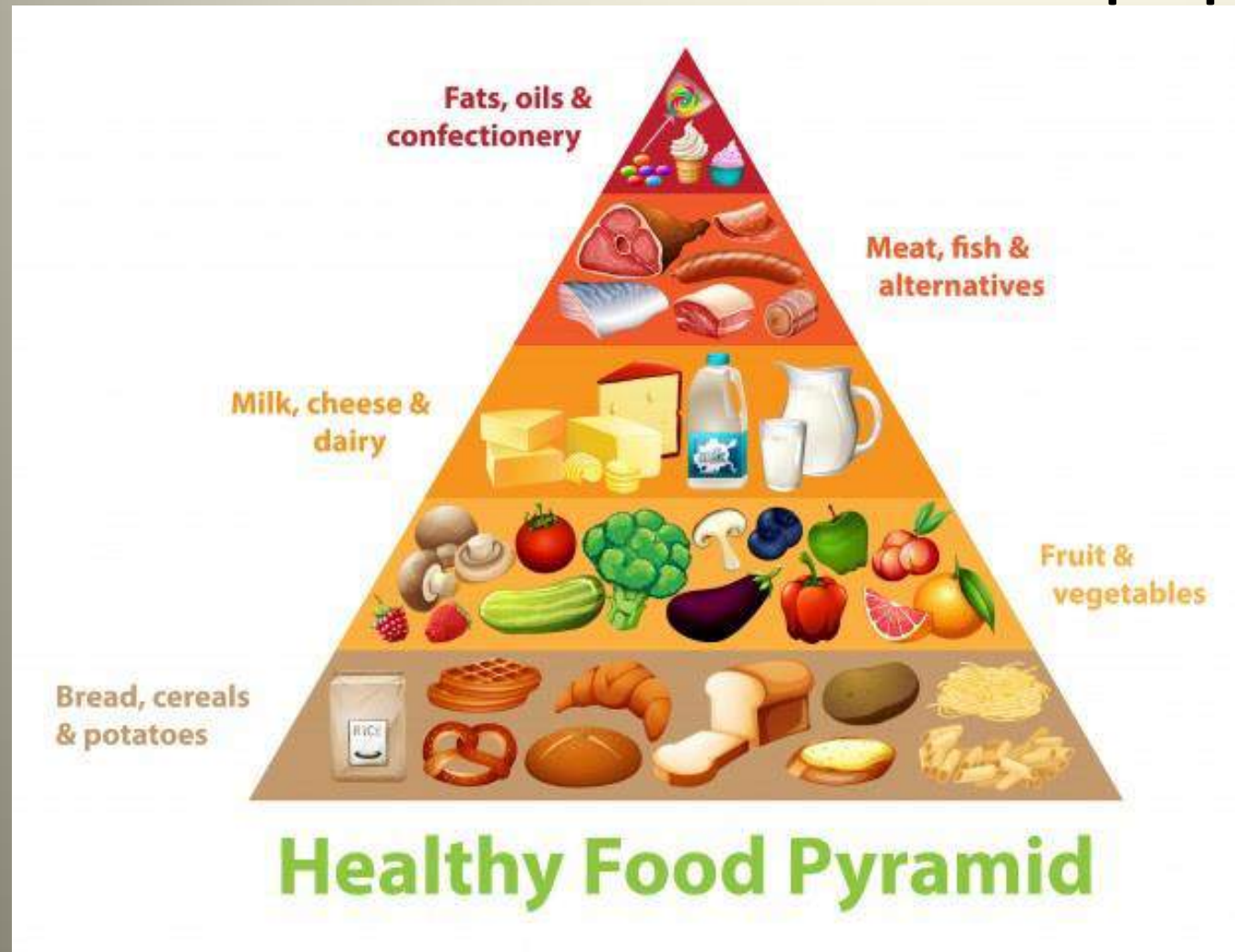
Subject : EVS

Topic : Food We Eat

Concept Details-

- ✓ Observe the variety of food items prepared in the family.
- ✓ Value and importance of food.
- ✓ Identify the plants which give us grain and cereals.
- ✓ Avoiding consumption of junk food.
- ✓ Awareness of the nutritional values of food items.

ACTIVITY: Students have to make a food chart in full size chart paper



CLASS-III SUBJECT-EVS

CHAPTER: GAMES WE PLAY

CLASS - III - EVS



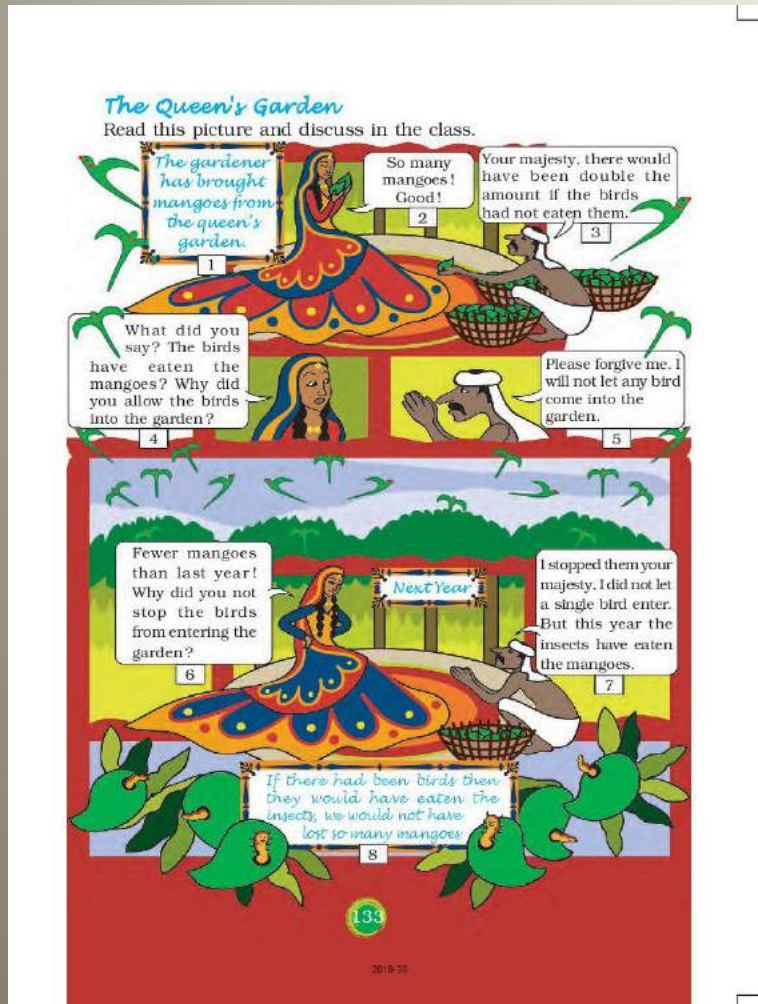
CLASS-III,SUBJECT-EVS
CHAPTER: GAMES WE PLAY

ACTIVITY: Students have to make/design a CHESS BOARD and
CHESS PIECES.



CLASS-III, EVS

TOPIC- OUR FRIENDS- ANIMAL



- STUDENTS HAVE TO WRITE A STORY ABOUT THEIR FAVORITE ANIMAL.
- OR
- STUDENTS CAN DESIGN A COMICS PAGE OF THEIR FAVORITE ANIMAL.

ART INTEGRAED LEARNING IN – ENGLISH

CLASS - IV - ENGLISH

BY –

Rakesh Kujur, TGT (Art Education)

KV. Jashpur

Class - 4



ART INTEGRATED LEARNING

- Art integrated learning is method where art becomes the basic of learning .
- It provides an provides an opportunity to students to experience visual and performing art forms to build his/her understanding various of subjects.
- Overall we can say its holistic experiments in art integrated learning.



ART INTEGRATED LEARNING (AIL)

- CHAPTER -- 2 (UNIT - 2) THE LITTLE FIR TREE

TOPICS LEARNING OBJECTIVES /
SKILLS TO BE DEVELOPED ASSESSMENT
EXERCISES



OBJECTIVES

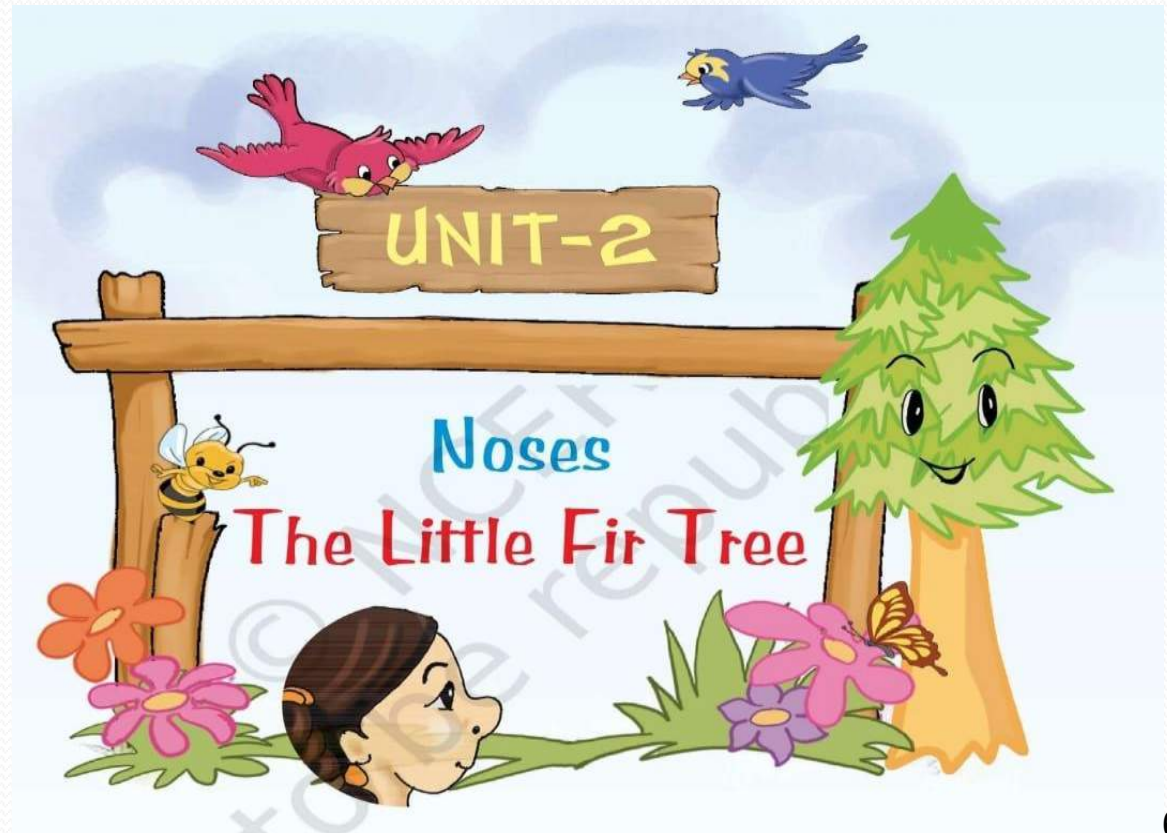
- To understand the importance of art pedagogical tool and its impact on holistic development of child.
- To make learning interesting.



HOW WE CAN INTEGRATE ARTS WITH ENGLISH ?

● IN FOLLOWING WAYS WE CAN INTEGRATED ART WITH ENGLISH AS PER INTEREST OF STUDENTS

- Toys
- Paper craft
- Painting
- Sketches
- Clay modeling
- Photography
- Info graphs various app
- Best out of waste
- Lectures and presentation
- Cartoon making
- Comic making
- creative writing
- And many more



TOYS



PAPER CRAFT AND SKETCHES

Word Tree



Let's make a word tree

This is how you will do it.

- Take a long green sheet of paper or newspaper. Roll it like this.



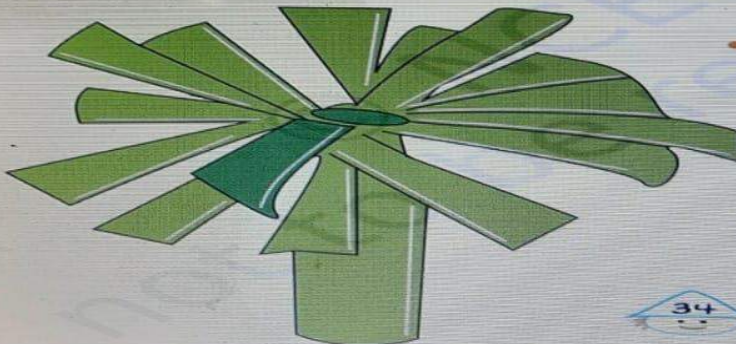
- Still holding the roll of paper firmly, bend back the four sections of the cut paper.



- Hold the roll of paper firmly in one hand and cut four slits from the top to halfway down the roll.



- Pull out the branches. Do this by pulling up the cut sections slowly and carefully from the centre of the roll.



Write words related to leaves on the trees and make a Word Tree. Now make sentences with these words.

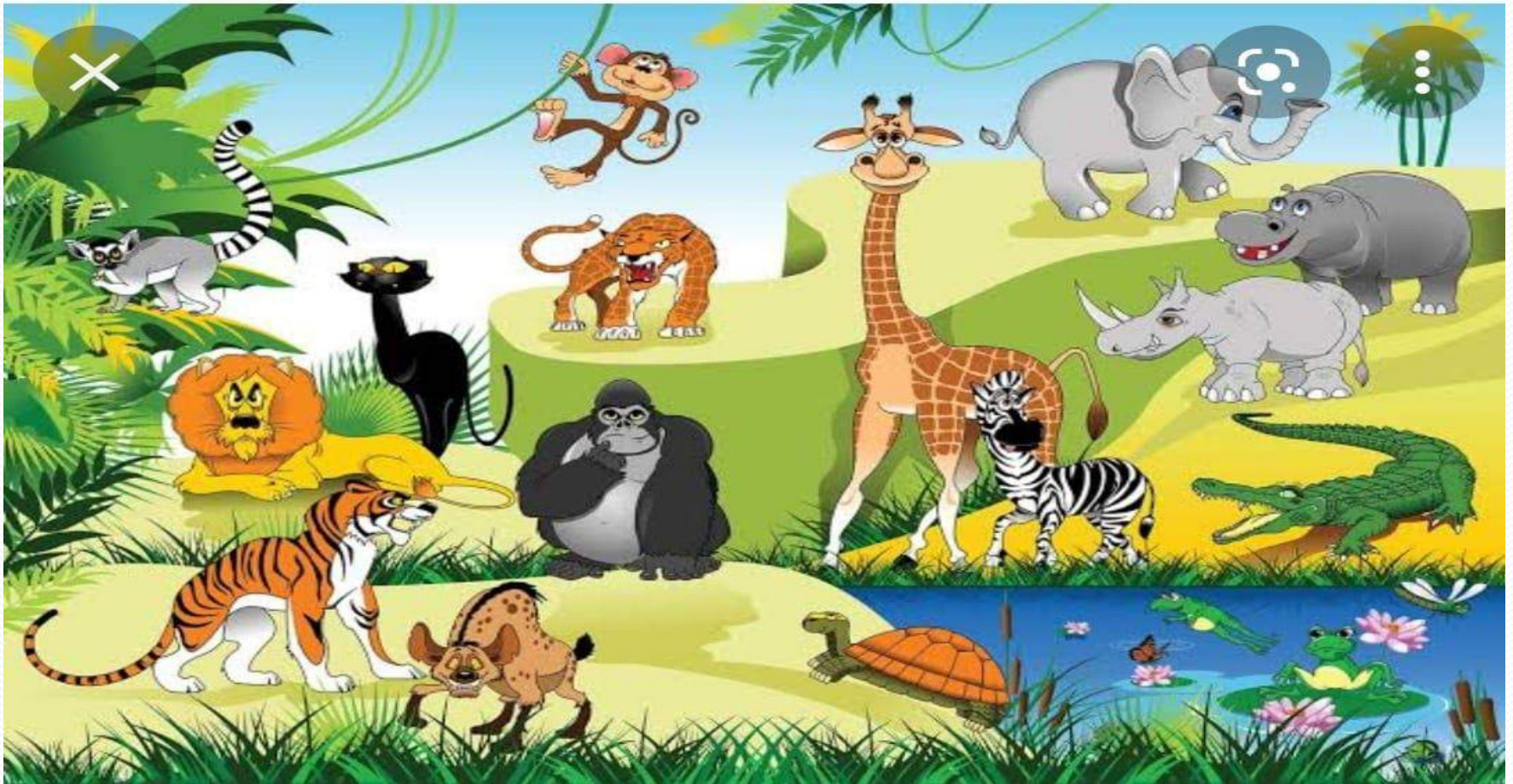


Activate Windows
Go to Settings to activate Windows.

CLAY MODLING



CARTOON MAKING



PERFORMING ART ON ENGLISH



ASSESSMENT EXERCISS/ACTIVITIES



PRESENTATIONS, DOCUMENTARY AND LECTURES

- Students can prepare presentation and deliver lecture on topics of their interest.



OUTCOME

- knowledge of shapes used in drawings
- Development of ability to use paper for decoration.
- Build self-esteem. Able to make shapes, learn to make 3D object
- Development of creative thinking, beautification and decoration ideas.
- Development of creative ability.
- Knowledge of aesthetic shapes and forms.
- Development of the art of designing using geometrical shapes.



ART INTEGRAED LEARNING IN – MATHEMATICS

BY –

Rakesh Kujur, TGT (Art Education)

KV. Jashpur

Class - 4

ART INTEGRATED LEARNING

- Art integrated learning is method where art becomes the basic of learning .
- It provides an opportunity to students to experience visual and performing art forms to build his/her understanding various of subjects.
- Overall we can say its holistic experiments in art integrated learning.



ART INTEGRATED LEARNING (AIL)

- CHAPTER -- 10 (UNIT - 10) PLAY WITH PATTERNS

**TOPICS LEARNING OBJECTIVES /
SKILLS TO BE DEVELOPED ASSESSMENT EXERCISES**



HOW WE CAN INTEGRATE ARTS WITH MATHS ?

- **IN FOLLOWING WAYS WE CAN INTEGRATED ART WITH MATHS AS PER INTEREST OF STUDENTS**
- Toys
- Paper craft
- Painting
- Sketches
- Clay modeling
- Photography
- Info graphs various app
- Best out of waste
- Lectures and presentation
- Cartoon making
- Comic making
- creative writing
- And many more

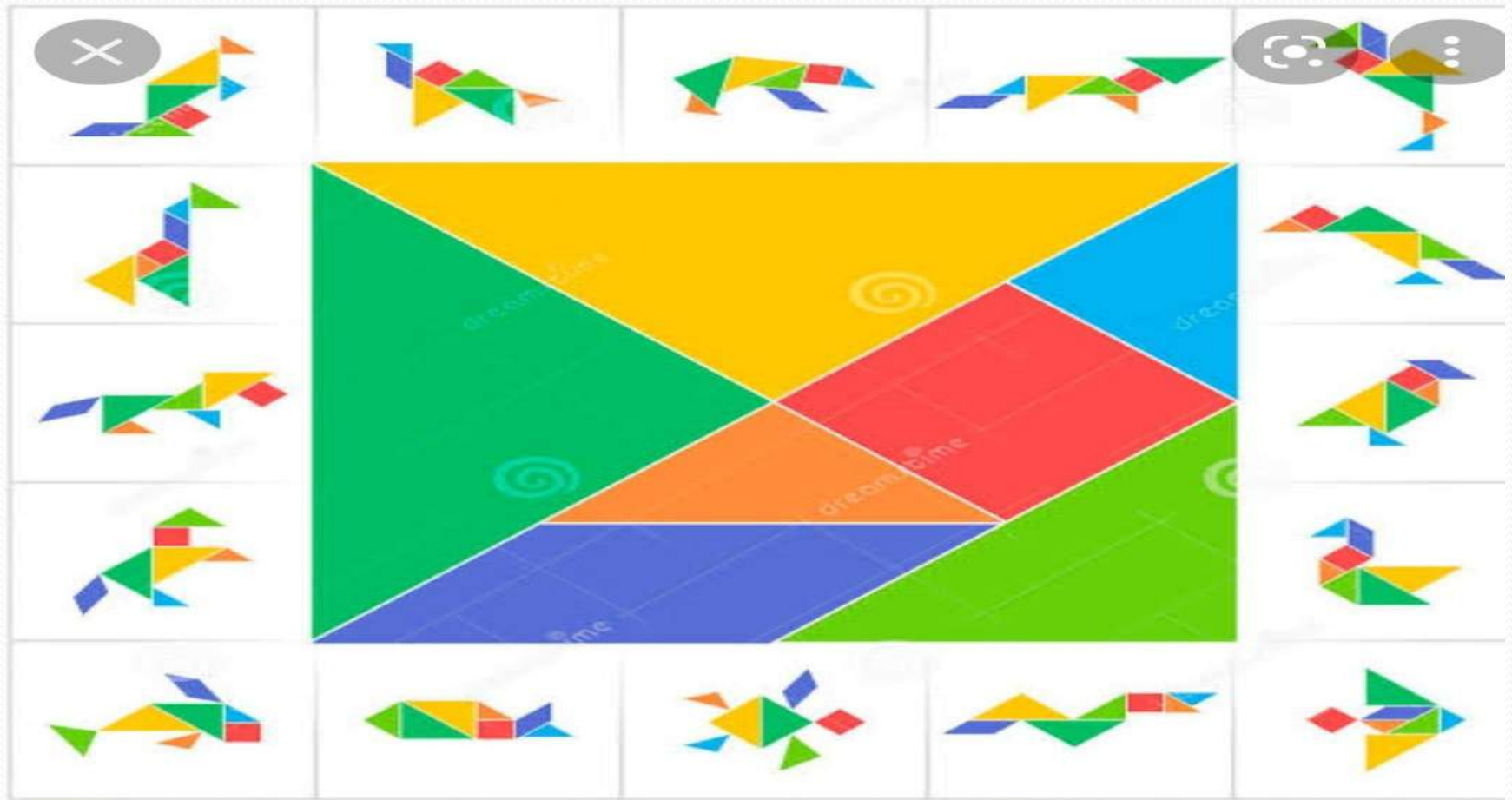
TOYS



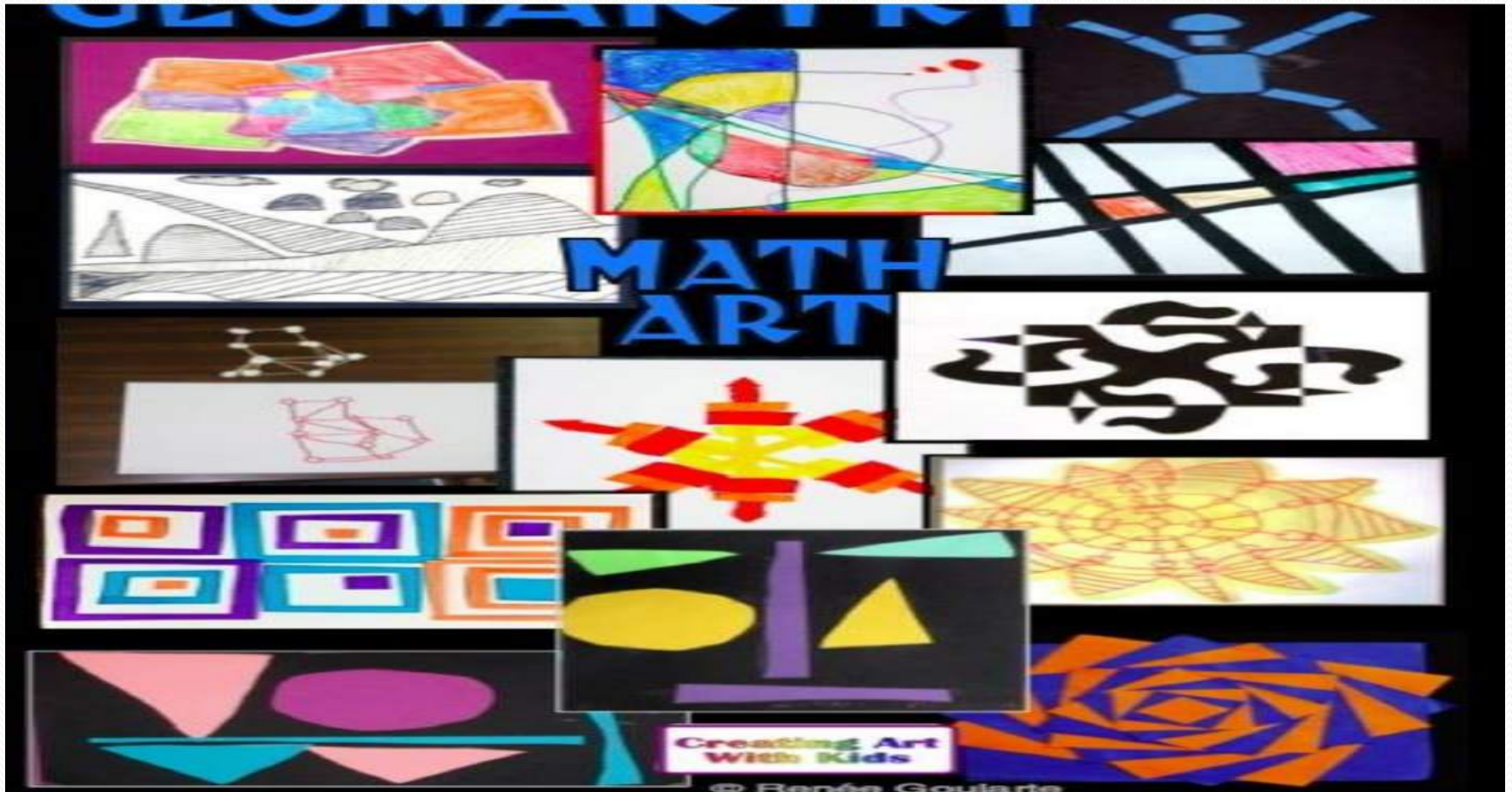
PAPER CRAFT AND SKETCHES



CARTOON MAKING



ASSESSMENT EXERCISSE/ACTIVITIES




PRESENTATIONS, DOCUMENTARY AND LECTURES





OUTCOME

- Inculcation of the knowledge of light and shadow on an object. knowledge of colours.
 - Development of the ability of making craft using limited resources.
 - Development of creative instincts.
 - Development of creative expression in students.
 - Inculcation of the instincts to utilize resources creatively.
 - Development of the art of designing using geometrical shapes.
- 

ART INTEGRAED LEARNING IN – ENVIRONMENTAL (EVS)

BY –

Rakesh Kujur, TGT (Art Education)

KV. Jashpur

Class - 4



0427CH25



Chapter 25 Spicy Riddles



ART INTEGRATED LEARNING

- Art integrated learning is method where art becomes the basic of learning .
- It provides an opportunity to students to experience visual and performing art forms to build his/her understanding various of subjects.
- Overall we can say its holistic experiments in art integrated learning.



0427CH25



Chapter 25 Spicy Riddles



WHAT IS ART ?????

- Art is a universal form of communication and creative way of expression .it's a language in which we can express our experiences in an effective way by using various art forms.
- Art can be----
- **VISUAL ART.**
- **PERFORMING ART.**



0427CH25



Chapter 25 Spicy Riddles



VARIOUS ART FORMS USED IN ALL

1-Visual art-painting

- photography .collage making. Sculpture .
- applied art and craft etc.

2-Performing art – dance , music .theatre . Puppetry, story telling ect .



ART INTEGRAED LEARNING (AIL)

- CHAPTER -- 25 (UNIT - 25) SPICY RIDDLES

**TOPICS LEARNING OBJECTIVES /
SKILLS TO BE DEVELOPED ASSESSMENT
EXERCISES**



OBJECTIVES

- To understand the importance of art pedagogical tool and its impact on holistic development of child.
- To make learning interesting.



0427CH25



Chapter 25 Spicy Riddles



HOW WE CAN INTEGRATE ARTS WITH EVS ?

- **IN FOLLOWING WAYS WE CAN INTEGRATED ART WITH EVS AS PER INTEREST OF STUDENTS**

- Toys
- Paper craft
- Painting
- Sketches
- Clay modeling
- Photography
- Info graphs various app
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- Lectures and presentation
- Cartoon making
- Comic making
- creative writing
- And many more



Chapter 25 Spicy Riddles



TOYS



Chapter 25
Spicy Riddles



PAPER CRAFT AND SKETCHES



0427CH25



Chapter 25 Spicy Riddles



CLAY MODLING



Chapter 25 Spicy Riddles



ASSESSMENT EXERCISES/ACTIVITIES



OUTCOME

knowledge of shapes used in drawings

Development of ability to use paper for decoration.

Build self-esteem. Able to make shapes, learn to make 3D object

Development of creative thinking, beautification and decoration ideas.

Development of creative ability.

Knowledge of aesthetic shapes and forms.

Development of the art of designing using geometrical shapes.



0427CH25



Chapter 25 Spicy Riddles



● ART INTEGRAED LEARNING IN – HINDI

BY –

Rakesh Kujur, TGT (Art Education)

KV. Jashpur

Class - 4



ART INTEGRATED LEARNING

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- Overall we can say its holistic experiments in art integrated learning.



WHAT IS ART ????

- Art is a universal form of communication and creative way of expression .it's a language in which we can express our experiences in an effective way by using various art forms.
- Art can be----
- **VISUAL ART.**
- **PERFORMING ART.**



VARIOUS ART FORMS USED IN ALL

1-Visual art-painting

- photography .collage making. Sculpture .
- applied art and craft etc.

2-Performing art – dance , music .theatre . Puppetry, story telling etc.



ART INTEGRATED LEARNING (AIL)

- CHAPTER -- 6 (UNIT - 6) नाव बनाओ नाव बनाओ

TOPICS LEARNING OBJECTIVES /
SKILLS TO BE DEVELOPED
ASSESSMENT EXERCISES



OBJECTIVES

- To understand the importance of art pedagogical tool and its impact on holistic development of child.
- To make learning interesting.



HOW WE CAN INTEGRATE ARTS WITH HINDI ?

- **IN FOLLOWING WAYS WE CAN INTEGRATED ART WITH HINDI AS PER INTEREST OF STUDENTS**
- Toys
- Paper craft
- Painting
- Sketches
- Clay modeling
- Photography
- Info graphs various app
- Best out of waste
- Lectures and presentation
- Cartoon making
- Comic making
- creative writing
- And many more

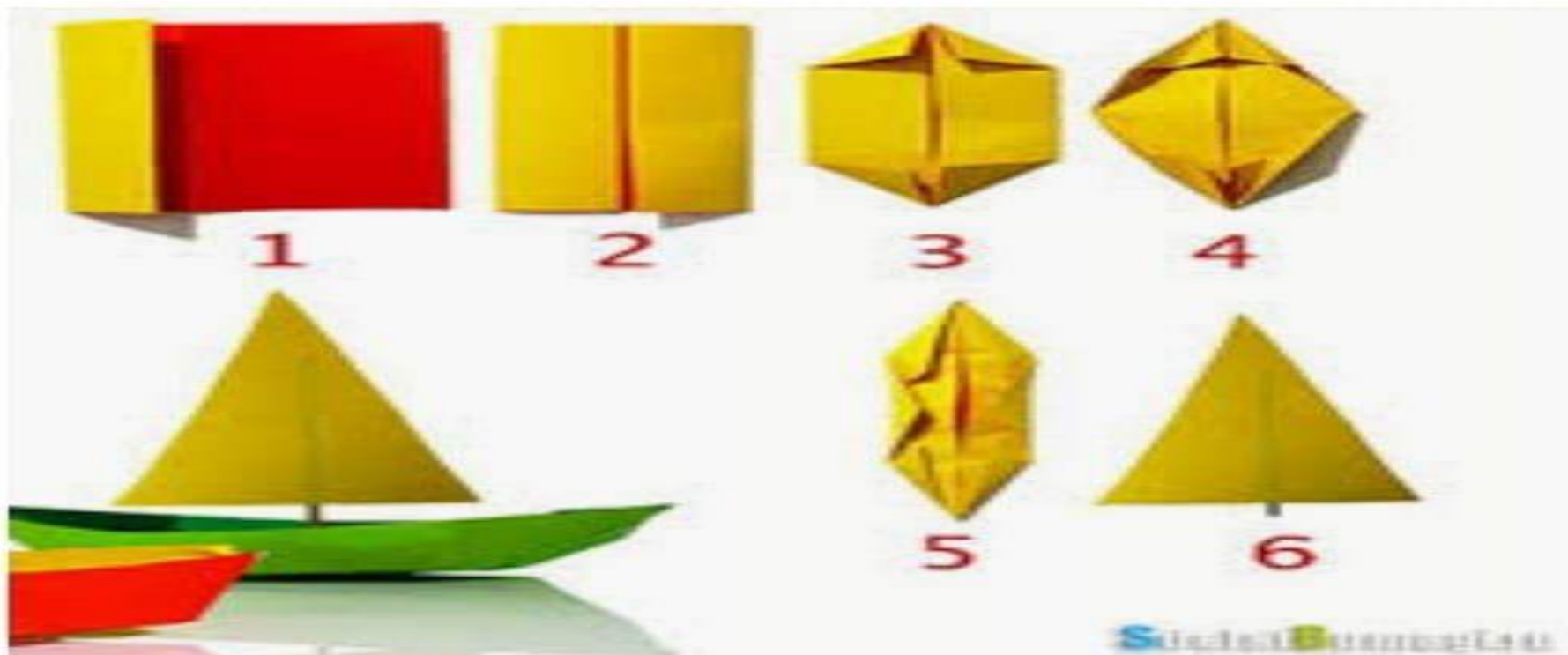


TOYS



PAPER CRAFT AND SKETCHES

कागज़ की नाव कैसे बनाई जाती है ...
apk.support



CLAY MODLING



CARTOON MAKING



Royalty Free Clipart Image of a ...
schools.iclipart.com



Illustration Of Children Riding B...
123rf.com



Sosuke The Little Mermaid Stu...
imgbin.com



Banana Boat Ride - Vector & Ph...
bigstockphoto.com



Kids Holiday Boat Royalty Free ...
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Boat Cartoon, Kids Boating, chil...
pngegg.com



PERFORMING ART ON HINDI



ASSESSMENT EXERCISS/ACTIVITIES



PRESENTATIONS, DOCUMENTARY AND LECTURES

- Students can prepare presentation and deliver lecture on topics of their interest.



ART INTEGRATED ACTIVITY

By Pooja Upadhyay TGT AE
K.V.No. 2 NTPC Korba

CLASS : पाँचवी
विषय - हिंदी

दोहे गायन –

छात्र दोहे का गायन लय, स्वर आदि के साथ करेंगे | जिससे सस्वर शैली का विकास होगा।
इस विधा के माध्यम से हम बच्चों को बहुत ही आसान तरीके से दोहे सिखा पाएँगे, साथ ही उन्हें बेहतर तरीके से सीखने के लिए प्रेरित कर सकते हैं।

विलोम शब्द :-

इस गतिविधि के द्वारा बच्चों में रोचकता तथा कला का विकास होगा।



पक्षियों के चित्रों का कोलाज –

छात्रों सामूहिक रूप से इस गतिविधि में भाग ले सकते हैं। इससे उन्हें पशु-पक्षियों के प्रति प्रेम भाव रखने की शिक्षा प्राप्त होती है।



नाट्य - मंचन गतिविधि-

छात्रों इस गतिविधि द्वारा पात्र चयन , पटकथा ,संवाद-लेखन, निर्देशन एवं अभिनय से भावाभिव्यक्ति की कला आती है

ART INTEGRATED ACTIVITY

CLASS : 5

विषय - English

A story, play, or other such situation, is studied by the class. The class recreates the event by planning costumes, making props and scenery. A section of the story (or a version) is acted out using the costumes, props, and scenery. Parents are invited.

English Objectives: To study the construction of a play. To learn to work together by cooperating in a variety of ways.

Art Objectives: To use two and three dimensional materials. To create appropriate and large background drawings and paintings. To provide a planning and team working situation.

Needed Materials: Large cardboard boxes, paint, brushes, glue, scissors, paper. Costumes can be simple fabric or cut and pinned paper simulating fabric.

Topic - Wonderful Waste

We may direct students to make some craft from waste material under “Best out of Waste” activity. In this manner students will learn about the chapter and also create an sense of conservation & preservation.

The Recycled Sock Snowman!



What you'll need:

- 1 terribly lonely sock
- 1 coloured sock
- Sesame seeds
- Map pins
- Rubber band
- Buttons
- Scissors
- Glue stick
- Ribbon or a cloth

How to go about it:

- Take the white sock and cut it in half.
- Flip it inside out and fill it up with the seeds.
- Make a fat, round base.
- Then, secure the top of the base with a rubber band.
- Tie a second rubber band about 3/4th of the way up to make the snowman's little head.
- Glue the buttons to the snowman's belly.
- The map pins become the snowman's eyes and nose.
- Take the ribbon or cloth and use it as the snowman's muffler!
- The top part of the coloured sock can be used as the snowman's cap.
- Voila, your sock snowman is ready!!

The Recycled Ice-Cream Stick Plane!



What you'll need:

- 4 sticks
- 1 wooden clothes peg
- An eraser
- Paint
- Scissors
- Glue stick

How to go about it:

- Wash the sticks, remove any stickiness from them.
- Paint the clothes peg and the sticks in a colour of your choice and let them dry.
- Cut 1 stick into three pieces and join the two end pieces with glue in a straight line. Your propeller is ready.
- Next, cut out a small portion of the eraser, paint and dry it.
- With the help of glue, stick the remaining 2 ice-cream sticks to the clothes peg, at a perpendicular angle and equidistant.
- Flip the model plane and repeat the process with 2 more sticks, overlapping each other.
- Glue the painted eraser bead to the stick and your propeller is all set.
- In the last step, stick the propeller to the clothes peg's mouth and hey, you own a fighter plane!

Topic-Gulliver's Travels

Tell Students to make a collage/painting of any ship, and also write down their dream project if they want to travel on an ship.



Topic-My Elder Brother

This really become a very interesting chapter, in it we guide students to conduct a role play on this chapter. Through this activity students may learn many aspects of art and also effective conversation style.



Art has the power to transform ,
to illuminate, to educate,
inspire and motivate.

Art Integrated Project
EVS
Class Vth

By
Pooja Upadhyay
TGT AE
K.V.No.2 Korba NTPC

EVS WITH ART INTEGRATION

In most cultures and time periods, crafts have served both functional and aesthetic purposes, bringing beauty and sometimes cultural or spiritual significance to everyday activities.

Sometimes the crafts also represent class distinctions and social hierarchies. As you research crafts traditions of various cultures and time periods, consider not only the objects themselves but also the circumstances of their creation. Were the crafts created by the user, or were they created by craftsmen for the use of their societal peers or for use by the upper class or the ruling class? Consider also what the crafts tell us about the natural resources available to the artisans. Did they use only indigenous materials, or does the use of materials from other regions indicate trade?

What was the economic situation in which these crafts were created? Were they mass produced for barter or sale to peers? Were they commissioned by the church or by a member of the ruling class? Did the government have a role in restricting the importation of crafts? How did this protect local crafts traditions or impede the development of foreign markets?

Research into the crafts of a culture or time period is a richer learning experience if it is augmented by a hands-on activity in which students create a craft. It enhances their understanding of the media and their appreciation for the skills necessary to attain mastery. Resources for web-based arts lessons are included.

As we all know that Art is easily connected with every subject. But here we are going to discuss particularly about EVS of class 5th, Chapter wise so here we:-

Chapter 1 Super Senses

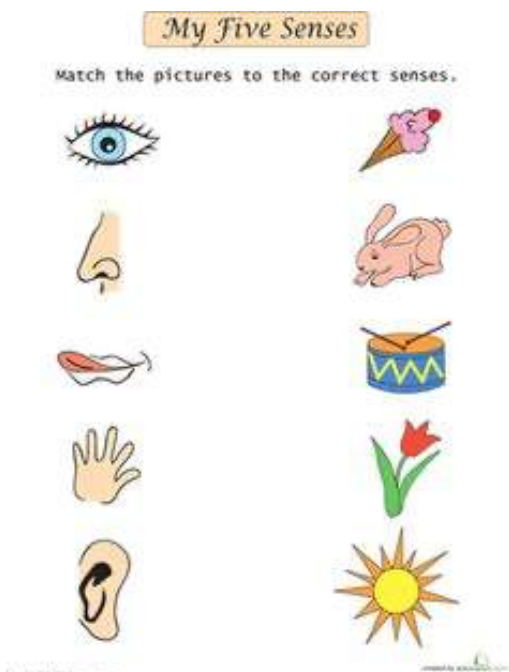
In this chapter we are discussing about different kind of senses so here we can introduce these activities to the students for better understanding of the chapter

Activity 1



Give some material to the students and make them experience them.

Activity 2



Tell Students to draw the parts of their five senses and front of them draw the things which they may experience with these parts.

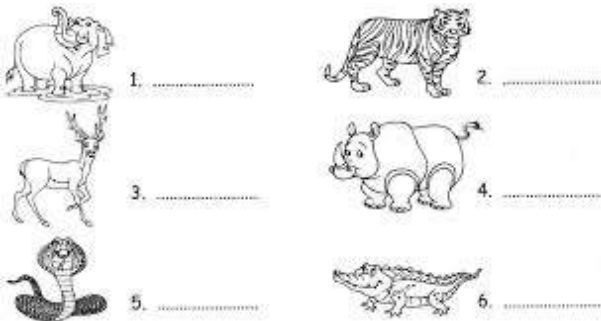
Activity 3

Painting with Sound sensory art exploration



This will going really very interesting activity for students, just tie some Ghungaroo with their brush in different quantity and then direct the students to paint with it, this make really fun with them and they may experiences a very new experience regarding sound as well.

Activity 4



Different animals have different types of senses in which they are faster then other. For better understanding of this thing we can do two different activity. Fist we direct students to make a chart and mention the particular senses of that particular animal. And in second distribute some animals role among the students, and tell them to tell about their senses while mimic that animal. In it they were enjoying allot and learn many things.

Chapter 2 Snake Charmer's Story

This chapter is basically based on the protection of snakes from extinction. So for it we may prepare some activities for better understanding of students,

Activity 1

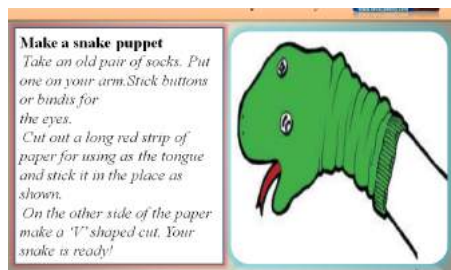


First of all for better understanding tell students to prepare an presentation on chart paper about the different kind of snakes and also mention who is poisonous or who is not.

Activity 2

Role Play :-Select some students and distributed some role among them in which some become snake charmer, some become Snakes and some become an public which may give different reactions while watching the snake show, during it we may allow students to share their own view regarding Snake show on road, and also allow them to discuss about why we have to stop this for the protection of Snake species.

Activity 3



This will be really interesting, with the help of scarf or socks tell students to make an puppet and the tell them to depict their story as an 'Snake'. Through this activity students may develop an empathy with them and can better understand the chapter.

Chapter 3 From Testing to Digesting

Activity 1



In this activity kindly direct students to make an digestion system 3D chart by using different waste material.

Chapter 4 Mangoes Round the Year

In this chapter students must observe many things regarding food, hence for better understanding we must provide the proper time to observe particular food item for particular days so they may understand it in a better way.

Activity 1

Day	Changes in the Bread or Roti			
	By touch	By Smell	By looking Through hand lens	By colour
1	Clammy, Soft	Lighting stinking smell	Normal	Normal
2	-do-	-do-	A velvet like white layer	Slightly white
3	Moist, soft	Stinking smell	-do-	White

Students may prepare a chart by themselves on the bases of their observation.

Activity 2

Role Play

Direct students for performing a role play of being any food item, during this activity they must give all information about spoiling time and preservation way of that particular food.

Chapter 5 Seeds and Seeds

Activity 1



Direct students to make an collage with help of paper for better understanding of seed germination.

Activity 2

We also follow some videos for some interesting projects.

<https://pin.it/1BPkF9O> this the link for some projects.

Activity 3

We may also introduce some garden activity for students. We ma a lot some particular area of the school to some particular groups for make them more engage joyfully with this chapter understanding.

Chapter 6 Every Drops Count

Activity 1

This is the major problem in the world and this is also a variant issue so we may encourage students to perform a Skit or Nukkad on this topic and we may also organise an class level competition while distribution the groups.

Activity 2



Direct students to prepare different kind of charts for different activities.

Activity 3



Encourage students for performing Installation activity on this topic in classroom or around the classroom area. They may present their views regarding water conservation in their own way by installation, this activity promotes better understanding and fun learning to the students.

Activity 4

Role Play

Nominate some students for role play give every student a particular river name and then tell them to costume themselves and perform, while performing they tell everything about that river their origin, their way and their destination. Through this activity students may learn about all rivers in a very fun way.

Chapter 7 Experiments with Water

Procedure

- The teacher will begin the lesson by showing a picture/ animation on the projector of the water cycle and asking questions such as:
 - Who knows what this is?
 - Where does our water come from?
 - What is the importance of water?
 - What do you think the water cycle is?
 - The teacher will discuss the relationship between the water cycle and which each part of the cycle does.
 - Development:
 - The teacher will describe the water cycle in detail. (10 minutes)
 - The teacher will ask 3 students to give them examples of when they have seen the water cycle in action. (5 minutes)
 - The students will get into small groups and talk together about what they know about the water cycle while looking at examples from pictures provided by the teacher. The teacher will walk around the room and check for understanding from each of the small groups. (10 minutes)
1. Summary:
 - The students will get into groups of 4-6 and paint their own water cycles with finger paint. They will also label each of the 3 components of the water cycle.
 - The groups will work together to label the 3 components correctly.
 2. adaptations/Remediation (students with learning challenges)
 - Have students paint the water cycle and orally explain the 3 components, instead of writing them.
 - Have a large water cycle picture with the vocabulary written out, and have the students match the vocabulary to the correct part of the cycle.

- Extensions (advanced/gifted students)
- Advanced students will use the correct vocabulary to write 3 complete sentences describing the water cycle.
- Gifted students will be able to identify major water sources for the community and explain the importance of water conservation.

Chapter 8 A Treat for Mosquitoes

Arts & crafts:

- Plastic insects and poster paint. Children press the insects in the paint and then make prints on paper.
- Attach plastic or gummy worms to the end of a fishing pole. Dip them in poster paint and make prints on paper.
- Make insect crowns! A strip of paper and antennae are all you need!
- An empty toilet paper roll, construction paper wings, pipe cleaners for the antennae and a small quantity of paint make perfect bees or butterflies.
- A coffee filter with a clothespin attached in the center makes the perfect dragonfly or butterfly. Add a few drops of food colouring just for fun!
- A butterfly model and colourful tissue paper which can be torn and glued on the wings.
- A butterfly (or a ladybug) drawn on a transparent acetate. Add colourful sand and white glue to make a stained glass craft. It will look beautiful in a window!
- Two paper plates (one cut in two), a fastener, red and black paint... for a ladybug!
- Two egg carton sections, wiggly eyes, yellow and black paint, construction paper or tulle wings, and antennae... for a bee!
- Insect hole-punches.
- Honeycomb cereal glued to a square box to represent a bee hive.
- Brown, pink, or black yarn pieces to make a worm collage.
- Make fireflies with glow-in-the-dark paint.
- Make your own binoculars with two empty toilet paper rolls, string, and cellophane paper.
- Use string dipped in poster paint for worm paintings!
- Use a series of egg carton sections to make a caterpillar.
- Spread black or brown poster paint on paper by blowing through a drinking straw to create a spider shape.

Drawing:

- Insect, flower, and garden stencils.
- Insect coloring pages.

Role play:

- Create a beekeeper corner. Include a hat with a veil, a rain suit, a few bees (or other insects), a large square box (to represent a bee hive), and a few instruments such as a watering can, a shovel, etc.
- Create an insect hunter corner. Include butterfly nets, empty containers, plastic insects of all kinds, binoculars, cardboard reference cards which contain information about various types of insects, magnifying glasses, etc. Hang insect posters on the wall.
- Create a gardening area. Provide toy versions of gardening tools such as a watering can, flower pots, etc. Add gloves, a sun hat, a hose, and knee protectors.
- Dress up like insects.

Motor skills:

- Children pretend they are worms crawling on the ground in the rain.
- Obstacle course involving chairs children must crawl under like ants.
- Simon says... to act like insects.
- Treasure hunt.
- Deposit a jumping rope on the ground and invite children to walk on it.
- Pin the tail on the insect! Hang a large bumblebee on the wall. Blindfolded, children must glue the bee's sting as close to the right spot as possible.
- An obstacle race throughout which children must hop like a grasshopper.
- Children stand in a circle and throw a ball of yarn back and forth to create a giant spider web.

Chapter 9 Up you Go

This is really a very interesting chapter for learning, and through many interesting activities students may learn many things in a very fun way.

We must encourage the students to collect the information about selected mountaineering camp and make a drawing of any one of them in a landscape



Activity 2

You may also encourage students to present their any tour through some sketches, it may be the places, monument or any thing but they have to draw what they like the most during that tour. This activity really being fun for students.

Chapter 10 Walls Tell Stories

Activity 1

Creating a route map - Teacher asks children to draw a route map from their home to school. In the map, they have to mention the important buildings, temples, shops etc. en route. This helps them understand why maps are needed and how they may be made.

Activity 2

Understanding the significance of heritage buildings -

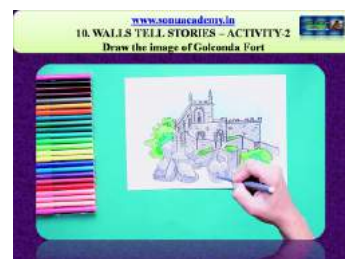
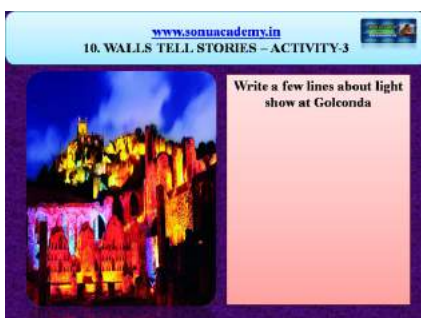
Teacher explains the field trip to the children. Teacher explains why old/heritage buildings are important to us and why we need to safe guard heritage buildings. Teacher also guides students on some of the things that can be learnt from these buildings.

Activity 3

Make your own classroom museum -

Teacher asks students to collect old things from their house such as walking sticks, locks, umbrellas, wooden slippers, pots, wooden tools, etc. Students will exhibits these things in the classroom.

Activity 4



Chapter 11 Sunita in Space

In this chapter you have to allow students for gathering information about space and present their innovation in their own way.

They may choose to draw or paint or they may also performing some role play.

Students also make an collage of space for better understanding of space.



Chapter 12 What if it Finishes

Activity 1

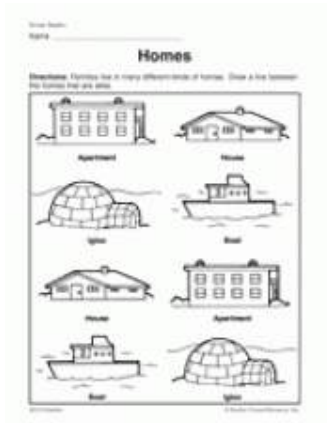
Poster making



Chapter 13 A Shelter so High

Activity 1

We can tell students to make a chart of different types of Houses:-



Activity 2

Students may present any of their journey tale in a pictorial way to depict their experience.



Chapter 14 When the Earth Shook



Activity 1

We direct students to make some working models for better understanding of earthquake. For it, they may use different kind of materials.



Activity 2

Students also present an earthquake incident like an News Anchor by role play. In it they may search or examine different aspects of it and know the situations of there people betterly

Chapter 15 Blow Hot Blow Cold

We Blow Air To:

- Warm our hands
- To cool hot tea
- To make small wind mill move
- To cool hot things
- To Play Musical Instruments
- Whistling Etc...



Activity 1

Role Play

Tell students to perform the same story in a group of two.

Activity 2

Allow students to make some painting from blow technique with the help of straw, through this activity they learn in a very fun way.



Chapter 16 Who will do This

Activity 1

Tell Students to prepare a chart of this type of objects and then tell other students to mention their work and also who perform it. Through this students will learn about these objects.



Activity 2

We may conduct Poster making competition on class wise to promote the feeling of cleanliness.

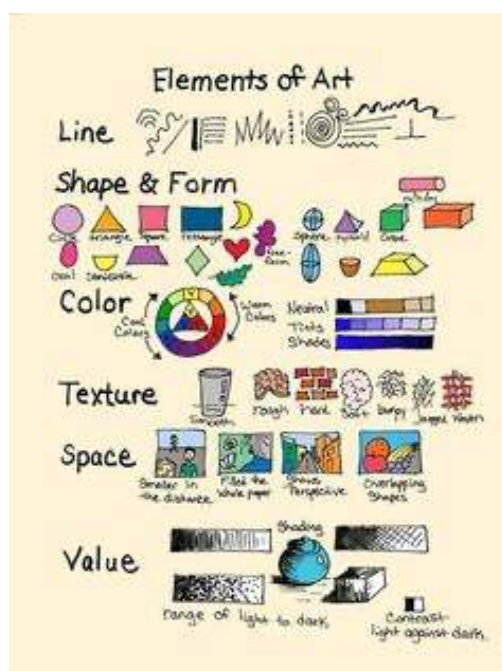


Chapter 17 Across the wall

"A man paints with his brain
and not with his hand."

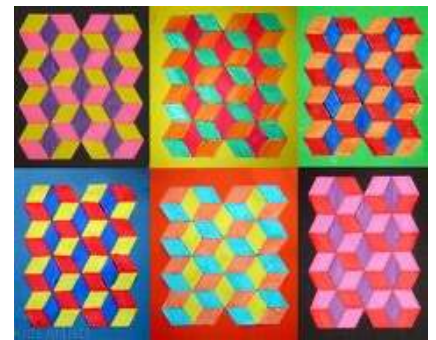
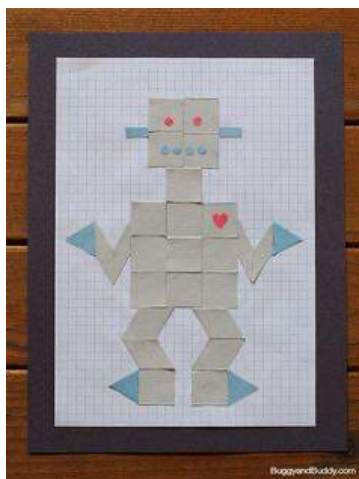
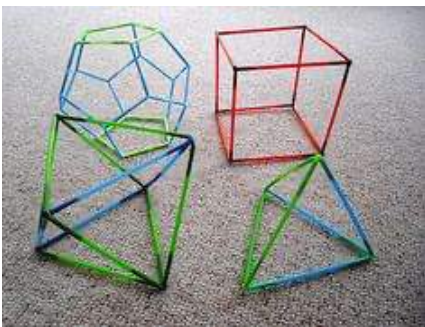
Art Integrated Project Maths Class Vth

By
Pooja Upadhyay
TGT AE
K.V.No.2 Korba NTPC



Art integrated Maths

Arts integration provides an engaging and effective way to achieve standards in both math/geometry and visual arts. ... They also developed visua Arts integration provides an engaging and effective way to achieve standards in both math/geometry and visual arts. By analyzing the work of Russian artist Wassily Kandinsky, students developed math skills of identifying, classifying, and describing the shape, size, color, and location of geometric figures. They also developed visual art skills of identifying line, color, and shape and spatial relationships. All the knowledge and skills gained through the analysis of Kandinsky's art were then applied as students created class mural and individual collages.



Chapter 1

Activity

What Do We Know About Fish? Introduce the fish theme by inviting children to share what they already know about fish. Create a language experience chart to record their comments.

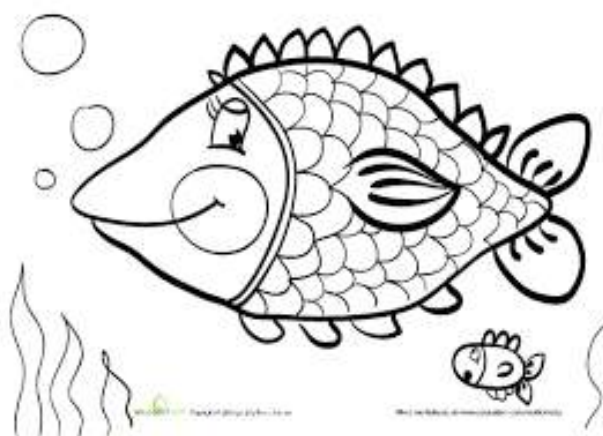
Fish Tales. Collect a variety of nonfiction and fiction books about fish or fish characters and place them in the library and science area. Read stories to the class followed by book talks and related activities.

Use **nonfiction books** to help children learn facts and information about fish. Develop charts with the group to record factual information they learn from the text. Give children drawing materials and invite them to draw fish. Encourage them to use pictures of fish as a resource while they draw. Encourage them to use descriptive words to describe the parts of the fish and the names of the fish they draw.

Read **fiction** books to develop additional literacy skills. Invite children to look at the cover illustration and predict what the story will be about. Start reading the story and before completing it, ask children to predict the ending. Then have them retell the story, describe it in sequence, and relate it to personal experience or other books they have read.. Give children art and writing materials so they can create their own fish character and adventure story.

Ask children to photograph and draw fish. They can draw fish in a classroom aquarium or plan a field trip to a local fish store. Divide children into small groups led by an adult. Have the adults talk to children about different fish they are observing, encouraging them to describe the similarities and differences among the fish. Which is the longest fish and which is the smallest? Which fish is the most colorful or the roundest? What other words can they use to describe the fish they are observing? Give each child a clipboard, drawing paper, and colored pencils. Ask children to draw one or more fish they find interesting or a fish from their own imagination. Show children how to use a camera to photograph the fish.

Invite children to create a language experience chart to record information they learned from their observations and to share their observational drawings. When the photographs have been developed have children match the photos with their drawings. Find an area of the classroom to display their drawings, photographs, and charts.

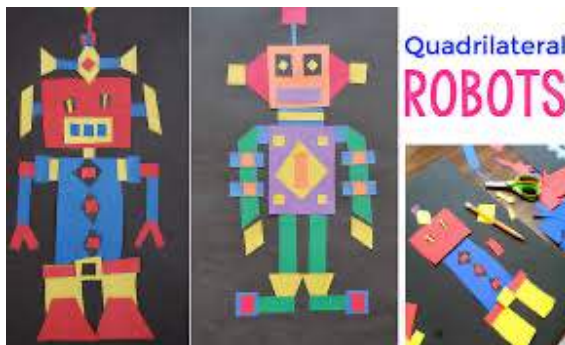


Role Play

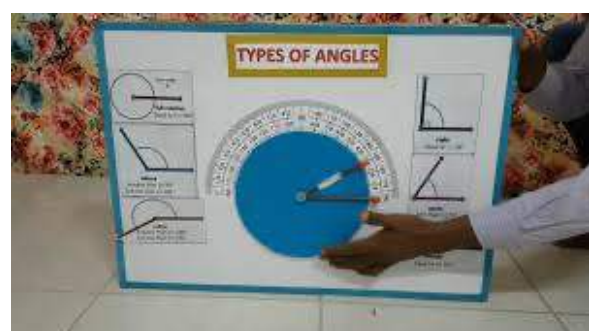
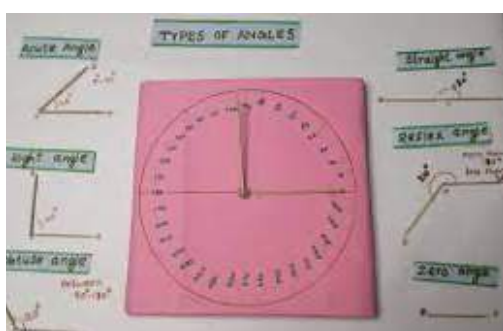
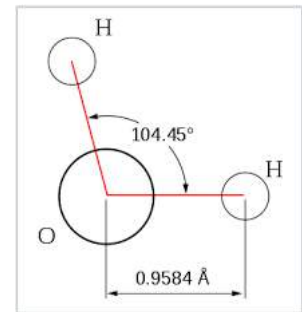
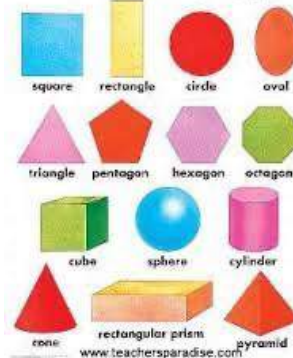


Chapter 2

In this chapter, we may engage students in many ways. Its really a fun for students to lear with shapes and angles in a very fun way.



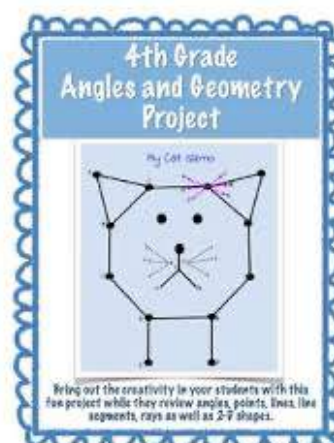
Geometric Shapes



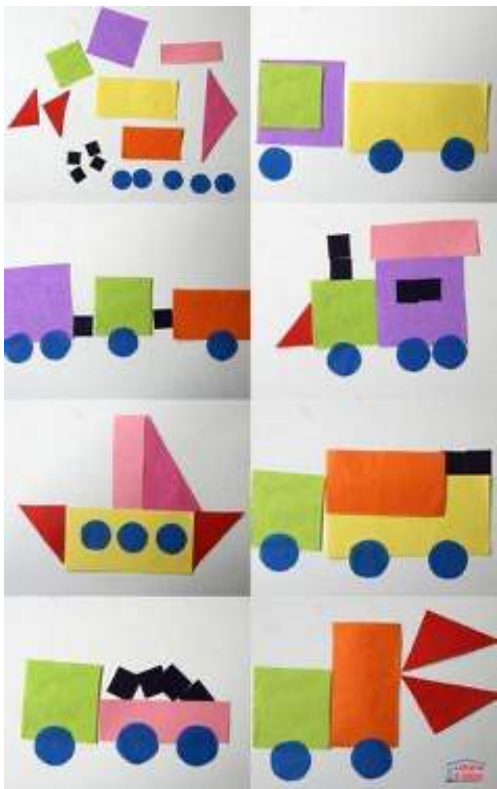
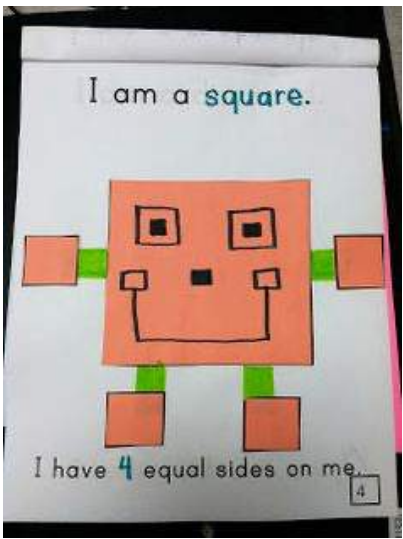
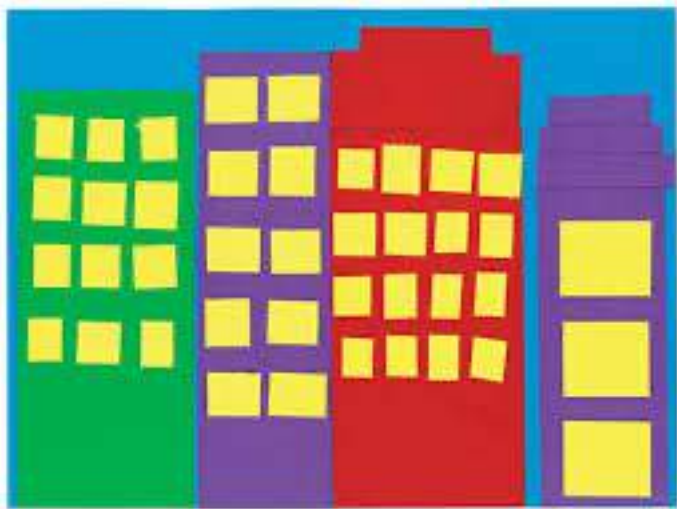
Classification of Triangles



By Side	By Angle
<p>Equilateral Triangle has three equal sides</p>	<p>Acute Triangle has three angles $< 90^\circ$</p>
<p>Isosceles Triangle has two equal sides</p>	<p>Right Triangle has one angle $= 90^\circ$</p>
<p>Scalene Triangle has no equal sides</p>	<p>Obtuse Triangle has one angle $> 90^\circ$</p>



Chapter 3 Squares





It's easy to teach shape recognition with activities like this toddler square art activity. Just add some blocks and paint and start stamping on paper!



Learning about shapes? Colour mixing? Just want a fun painting activity your students can do without you hovering nearby? This square painting activity for school is perfect! Children can explore shapes, mix and match colours, and get creative. I love using what I have in my classroom for more creative purposes. These Unifix cubes make great square prints. Plus, I can easily wash the paint off with a little soap and water.

Sponge Painting

Square sheet of paper, paint with square shaped sponges.



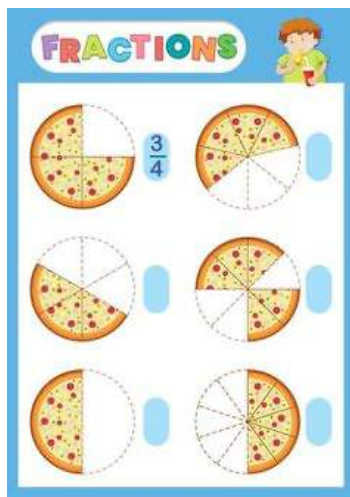
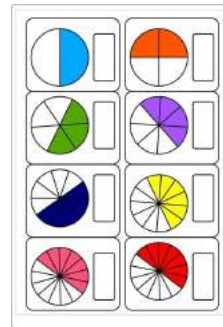
Collage

Cut a bunch of square from construction paper (or even better. . . let the kids), have them glue the squares onto a square sheet of paper and make a square collage.



Chapter 4 Parts and Wholes

A primarily-2D activity that shows every whole thing has parts/can be divided into parts.

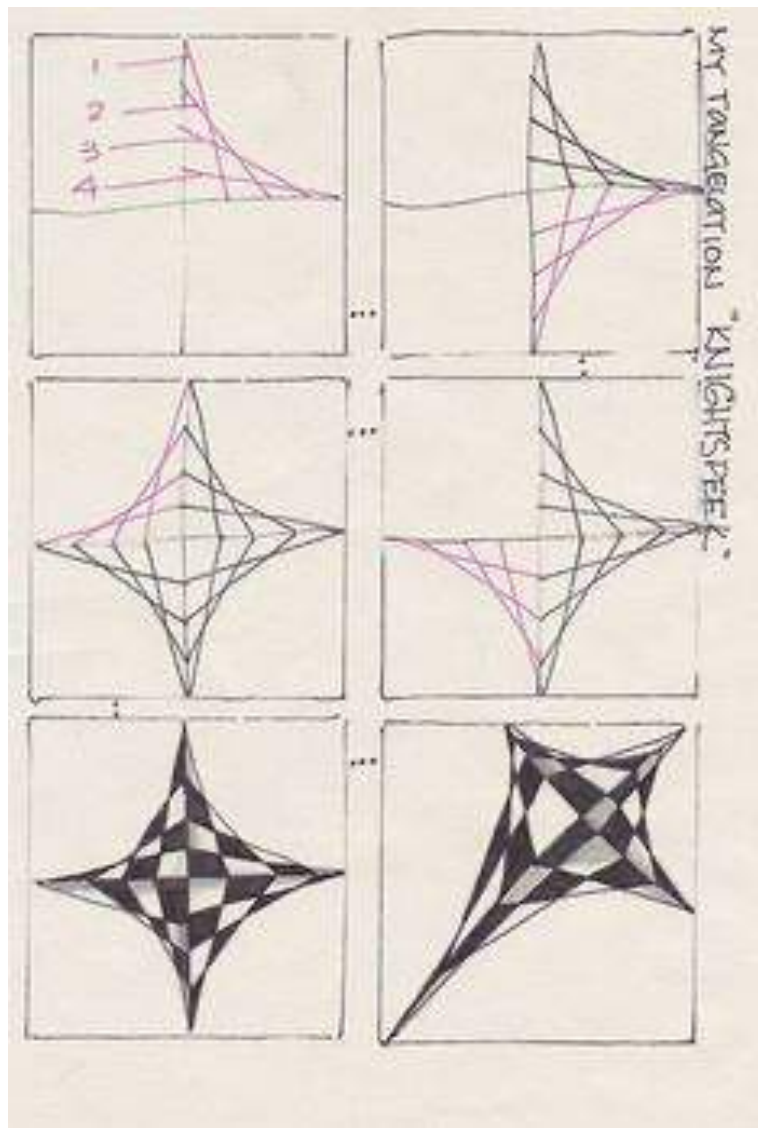


Finally in First Fractions can often be a difficult concept for students to grasp. So in this activity we direct students to cut pizza in some following manner so they will get particular portions.

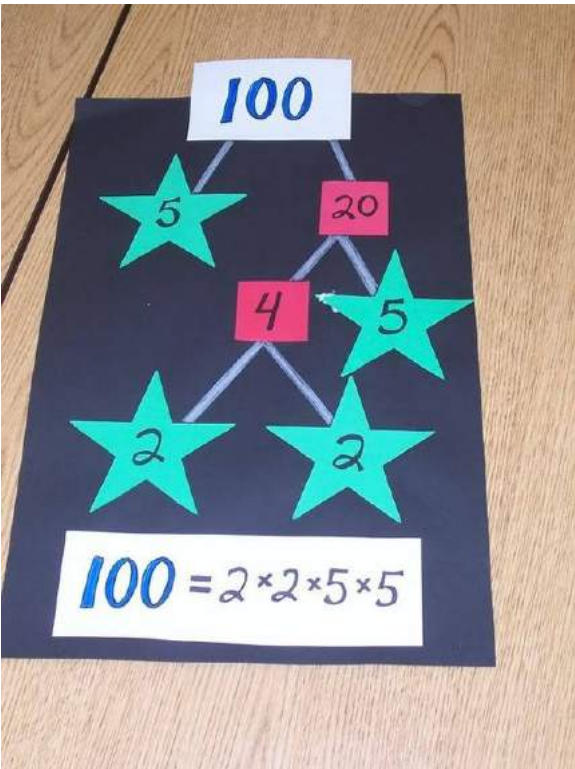


Chapter 5 Does it look the Same ?

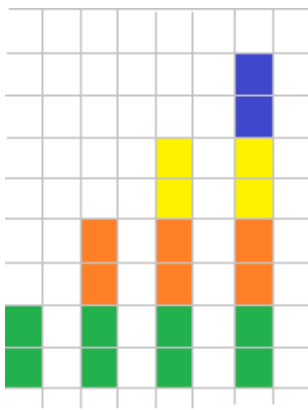
Possibly my all time favourite mathematical art activity. There is so much scope for student creativity in this lesson, with a lovely dollop of maths thrown in to boot. It also provides students with useful practice in accurate measuring (which they don't get nearly enough of).



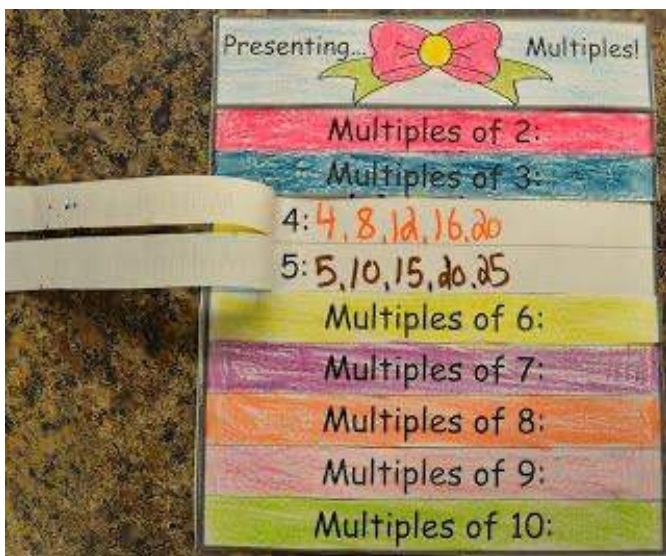
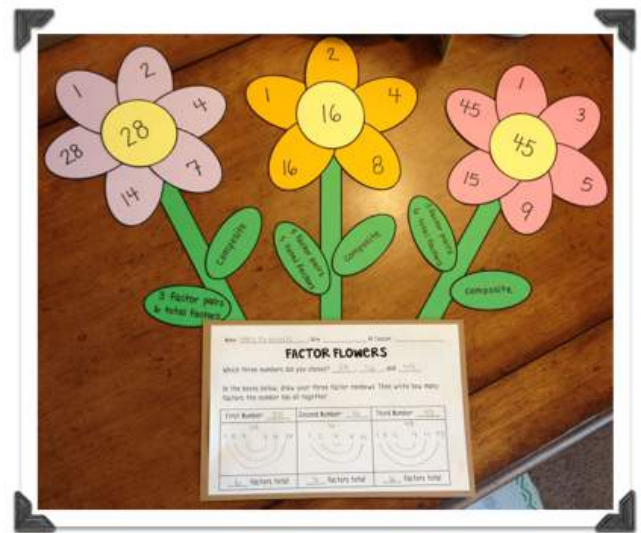
Chapter 6 Be my Multiple I'll be your Factor



PRIME NUMBERS				
2	3	5	7	11
13	17	19	23	29
31	37	41	43	47
53	59	61	67	71
73	79	83	89	97



Finding multiples of 2: Shade 2 squares, then shade 2 squares twice, then three times. Count the shaded squares to find multiples of 2.



MULTIPLES, FACTORS, PRIME AND COMPOSITE NUMBER ACTIVITIES

26 MULTIPLES task cards, 5 WORKSHEETS, and 1 PARTNER BUMP games!

FACTORS & MULTIPLES BUMP!

Materials: Paper clip for spinner, enough counters for 2 players, 6-sided number cube

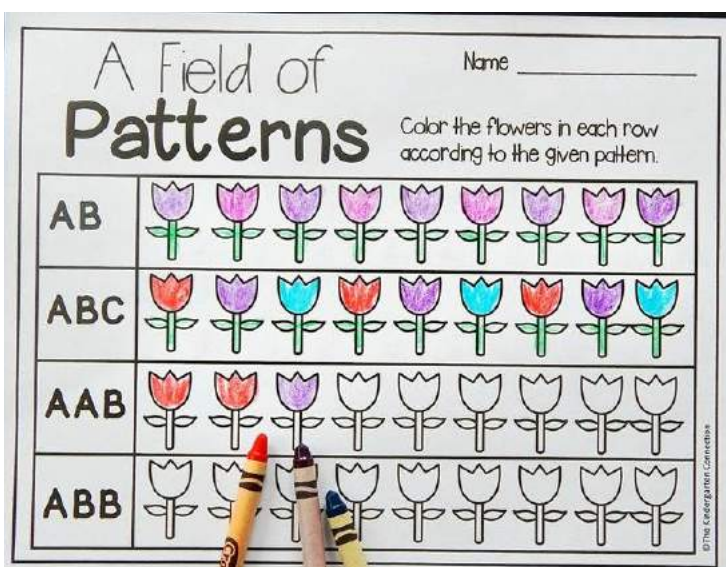
Directions: Player 1 roll a 6-sided number cube. Next, spin the spinner to see whether you need to find a factor or a multiple of your number. Cover a rainbow cloud with a counter. One counter on a number can be bumped off by an opponent. Two counters of the same color lock the number so it cannot be bumped. If a player does not have a cloud to cover, he/she loses his/her turn. Continue play until board is filled. The player with the most counters wins!

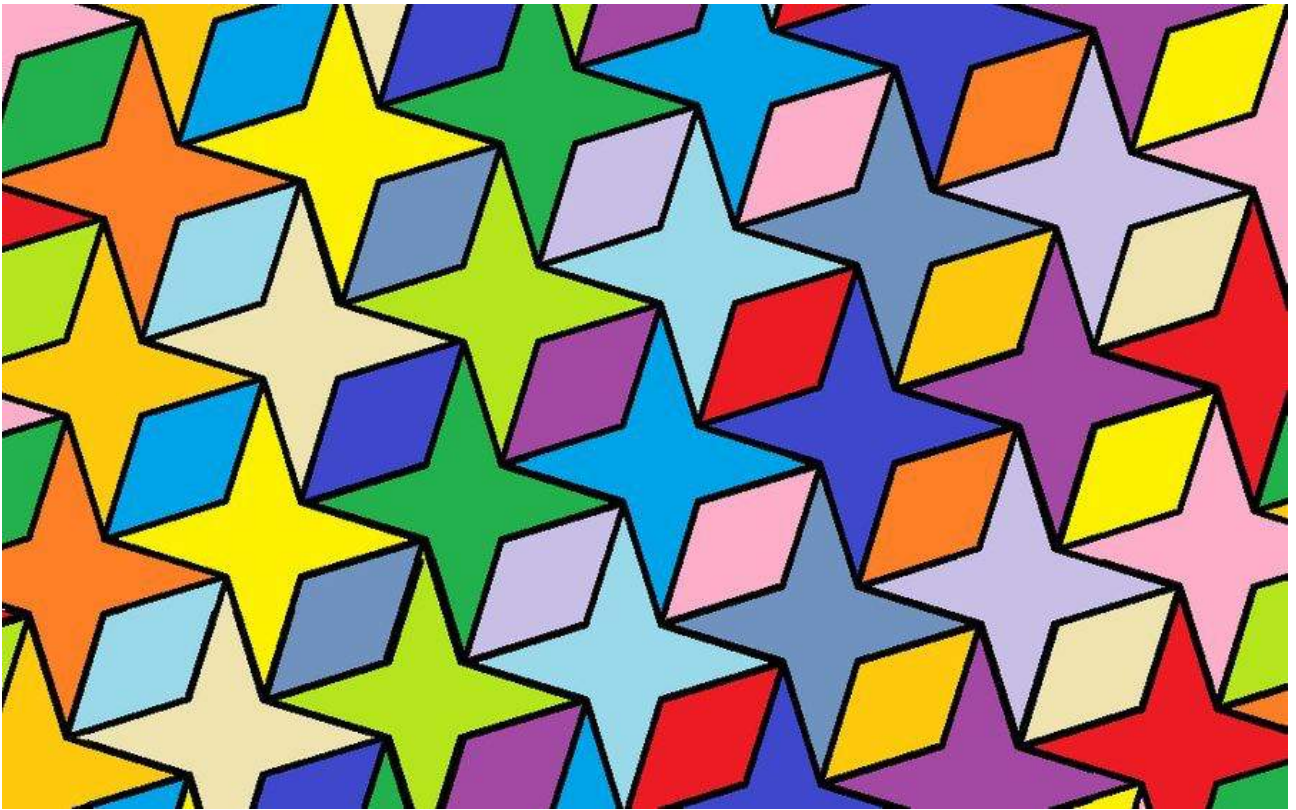
FRACTIONS BIRD



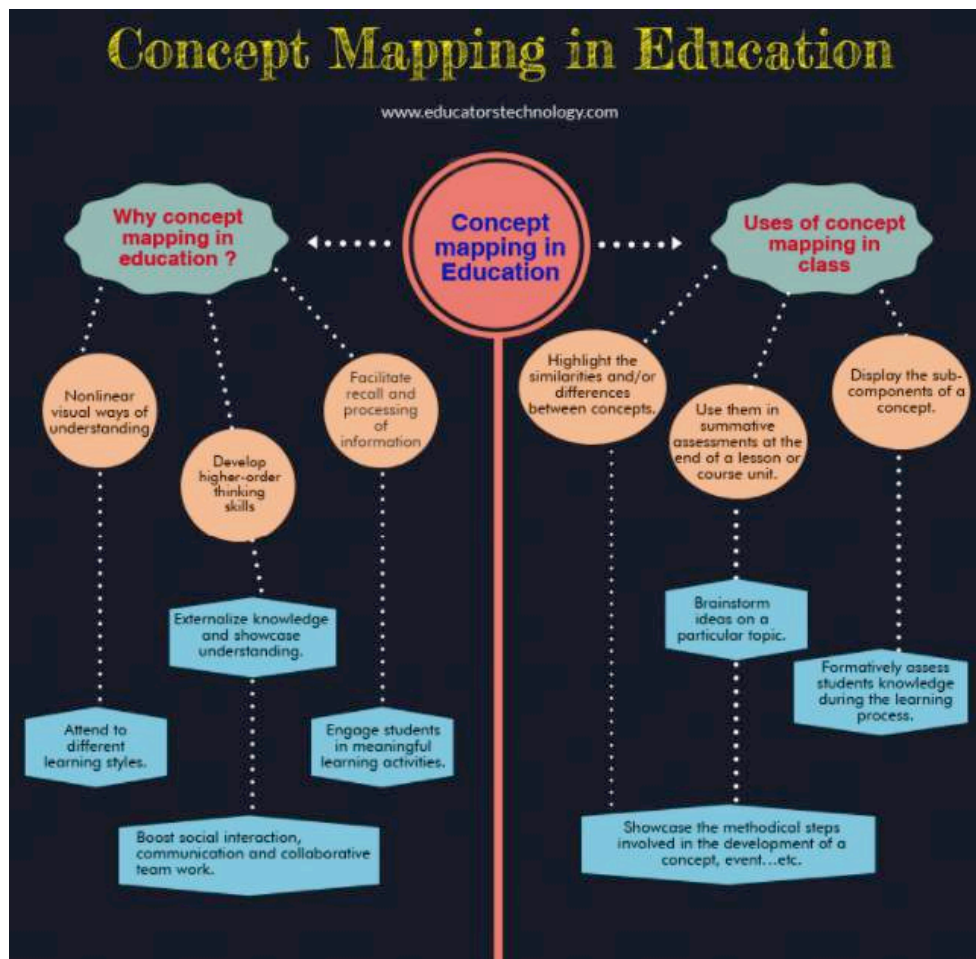
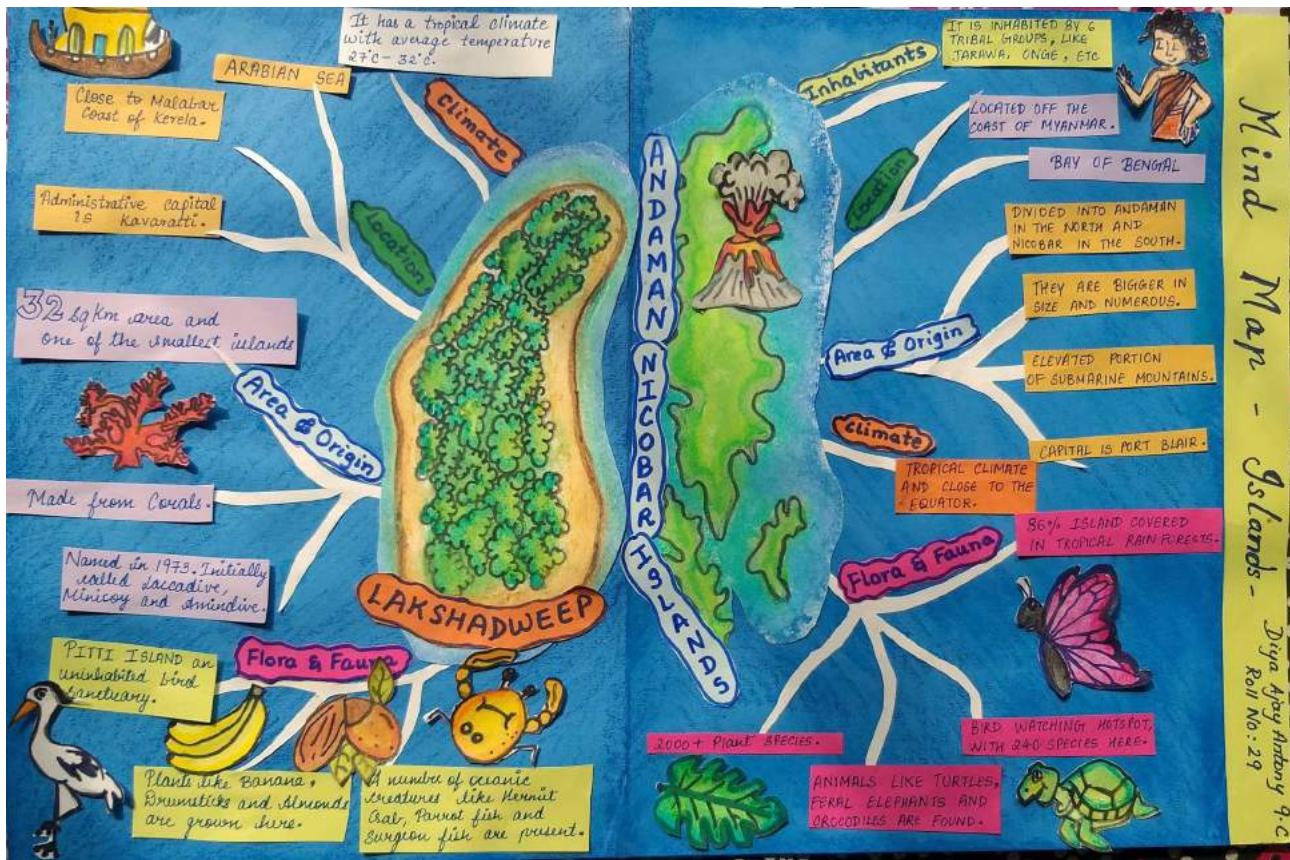
Chapter 7 Can You See the Pattern

SAMPLE





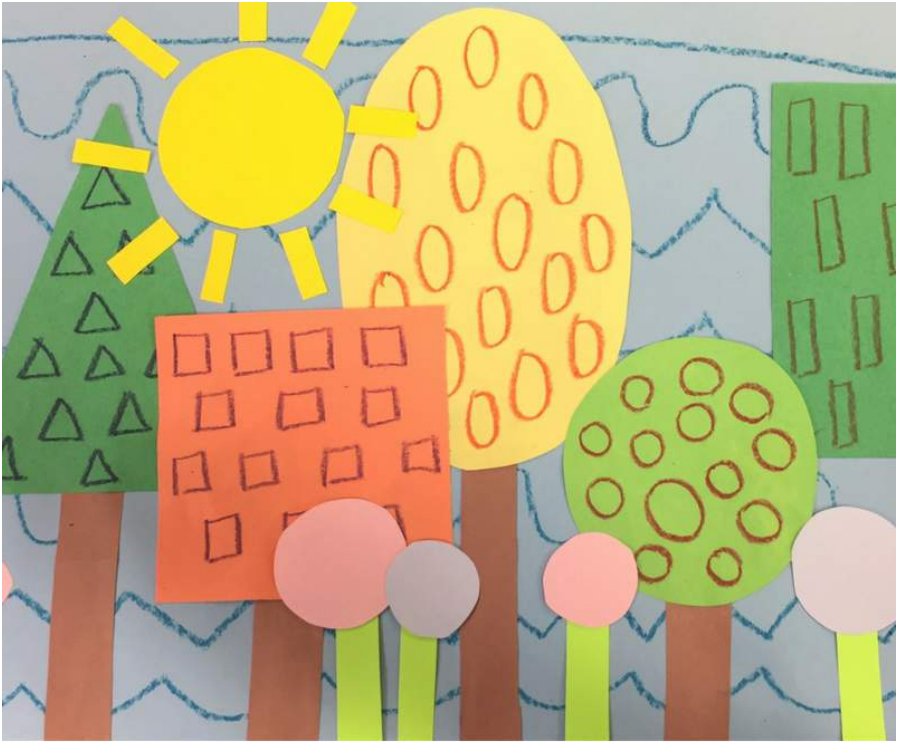
Chapter 8 Mapping Your Way



Maps is used to inspire arts integration and it's the lessons that seamlessly align with math, social studies, science, and visual art.

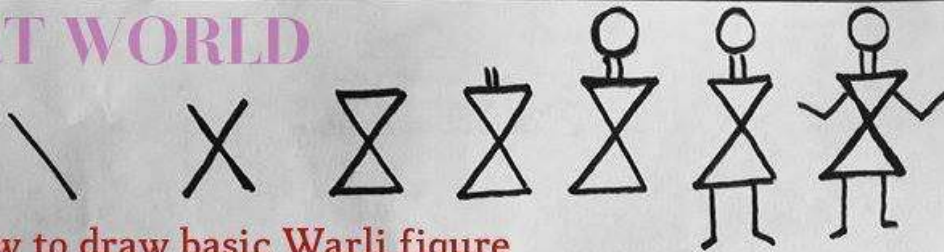


Chapter 9 Boxes and Sketches

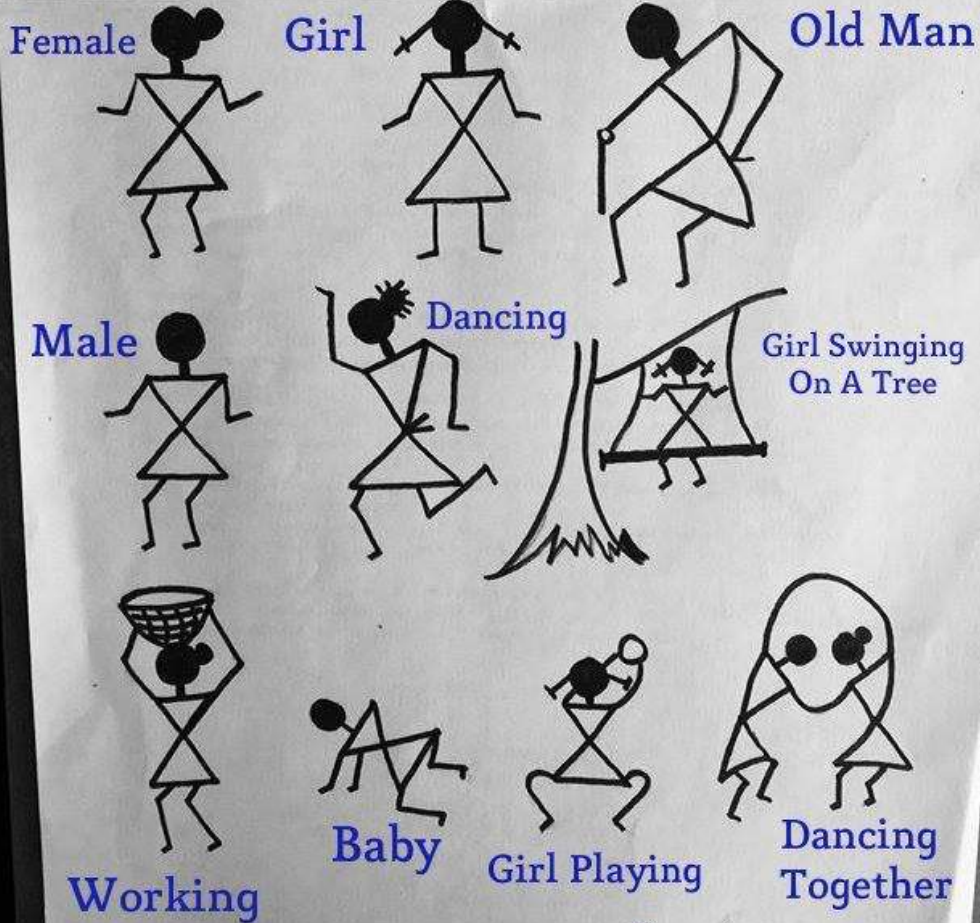


**TK
Shape Forest**

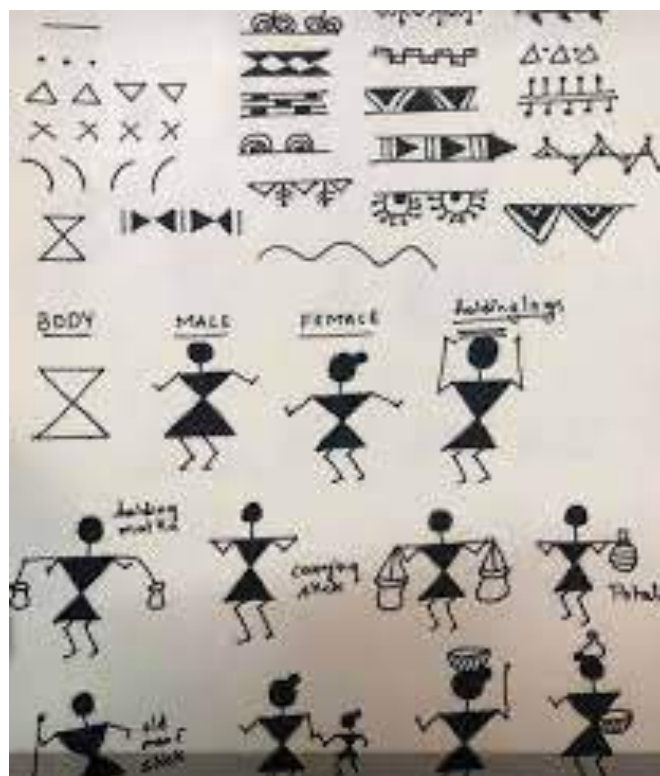
ART WORLD



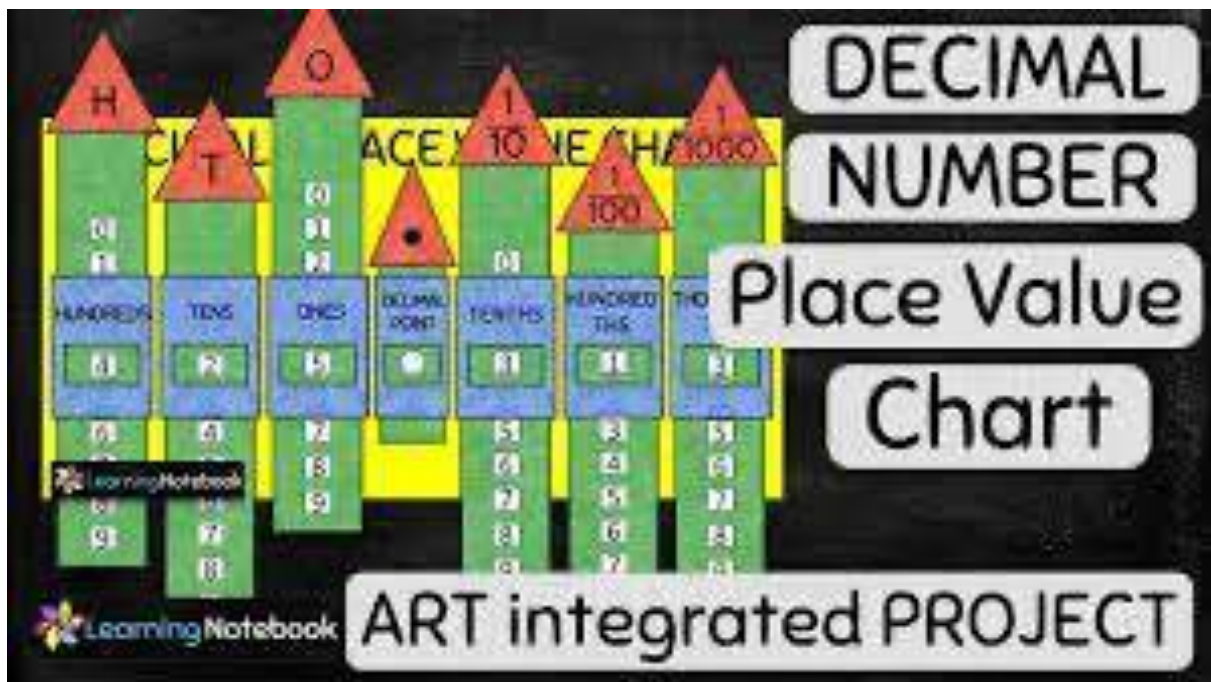
How to draw basic Warli figure



Preetv



Chapter 10 Tenths and Hundredths



Tenths

Drag and drop the numbers into the correct place and then fill in the fraction.

0.5 0.7 0.3 0.9 0.2 0.1

$\frac{\quad}{10} = \quad$ $\frac{\quad}{10} = \quad$ $\frac{\quad}{10} = \quad$

$\frac{\quad}{10} = \quad$ $\frac{\quad}{10} = \quad$ $\frac{\quad}{10} = \quad$

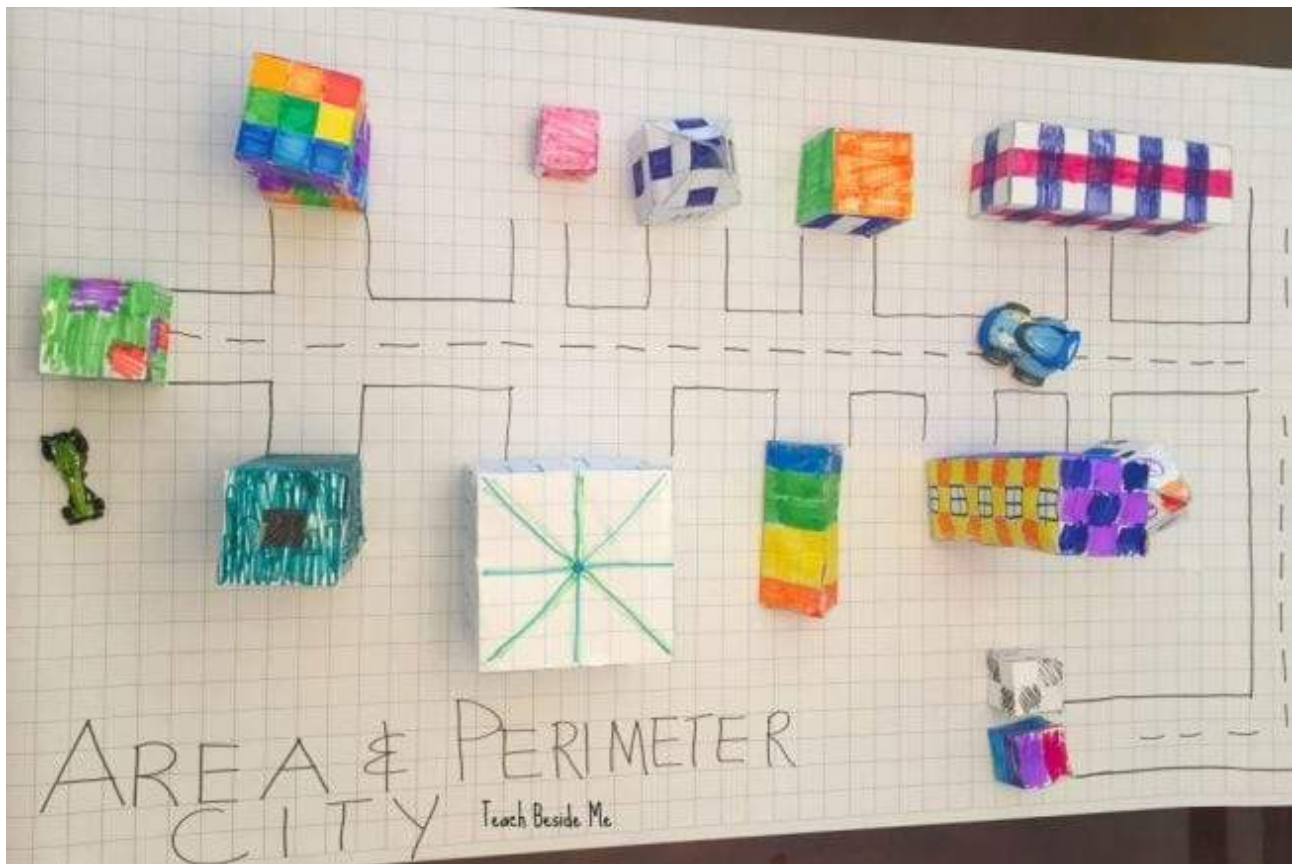
Hundredths

Drag and drop the numbers into the correct place and then fill in the fraction.

0.07 0.82 0.02 0.92 0.24 0.09



Chapter 11 Area and its Boundary



Activity 1



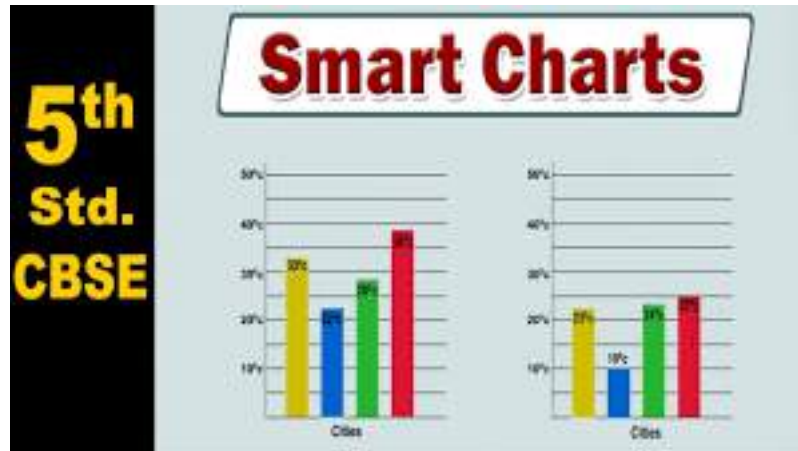
Question: “Who has the biggest hand in the class?”




Let the students draw an outline of their hands and check the area by filling in the outline with centimetre squares. They could also measure the area of their foot in the same manner. They could draw the outlines on square grid paper. It may also be interesting to find out how much variation there can be if the same hand is traced in different positions on the square grid paper.

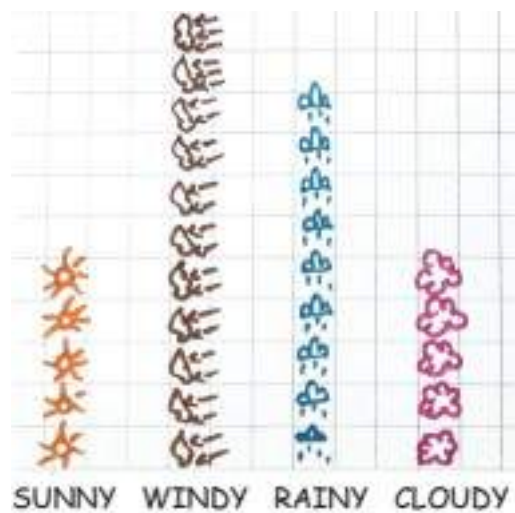
Once the students have completed the above exercise, they should record the sizes in the following manner:

My hand is ____ square cm in size (area).

Chapter 12 Smart Charts



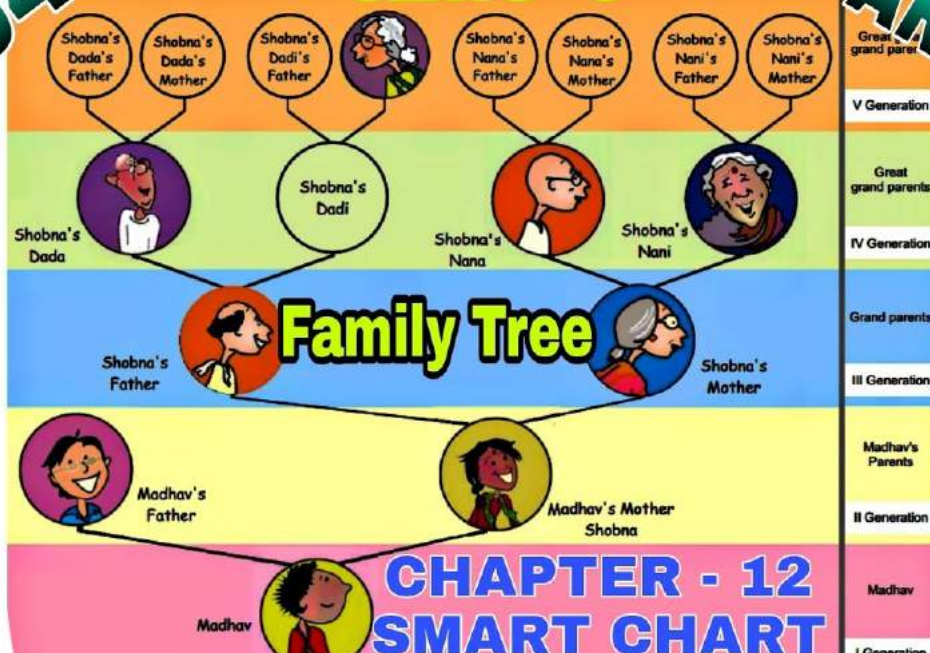
Animal	Tally Marks	Number
 Cats	□ □ □ □ □	24
Dogs	□ □ □ □ □ □ □	32
 Rabbits	□ □	10
Cows	□ □ □ □ □	22
Parrots	□ □	8
Goats	□ □ □ □	20
 Squirrel	□ □ □	15



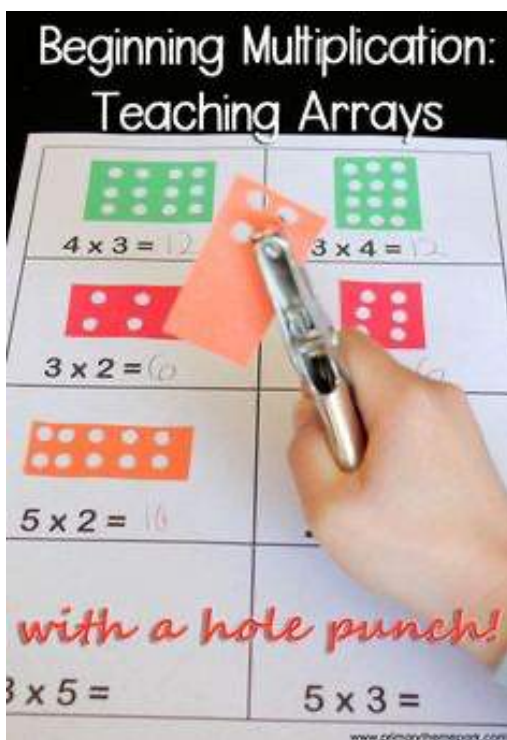
#94

NCERT MATHS
CLASS - 5

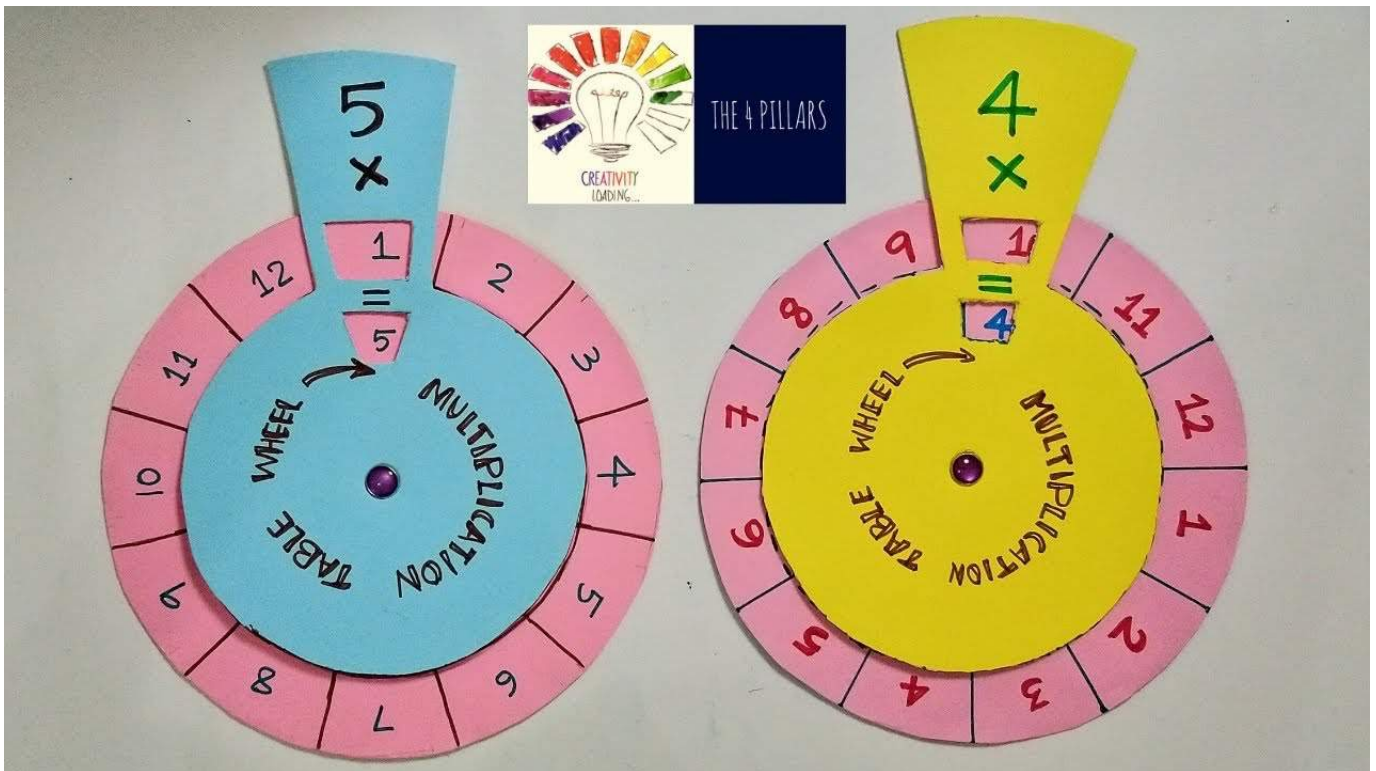
PART-4

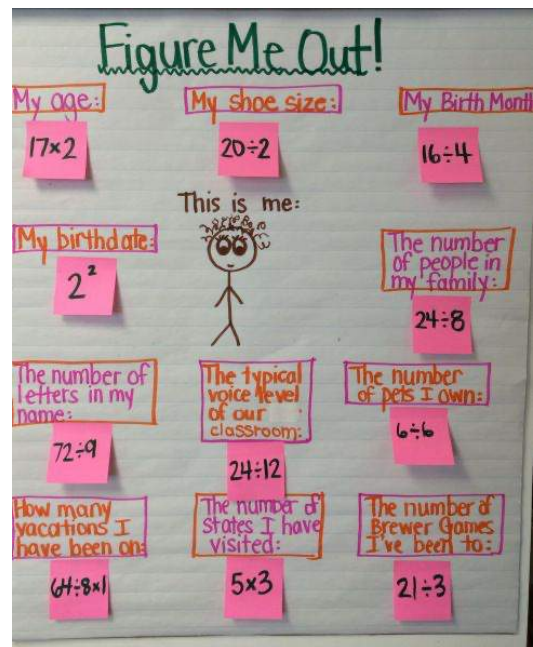


Chapter 13 Ways to Multiply and Divide



Activity with punching machine by which students may learn multiplication easily.





1	2	3	4	5
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50
6	7	8	9	10
6 x 1 = 6	7 x 1 = 7	8 x 1 = 8	9 x 1 = 9	10 x 1 = 10
6 x 2 = 12	7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20
6 x 3 = 18	7 x 3 = 21	8 x 3 = 24	9 x 3 = 27	10 x 3 = 30
6 x 4 = 24	7 x 4 = 28	8 x 4 = 32	9 x 4 = 36	10 x 4 = 40
6 x 5 = 30	7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50
6 x 6 = 36	7 x 6 = 42	8 x 6 = 48	9 x 6 = 54	10 x 6 = 60
6 x 7 = 42	7 x 7 = 49	8 x 7 = 56	9 x 7 = 63	10 x 7 = 70
6 x 8 = 48	7 x 8 = 56	8 x 8 = 64	9 x 8 = 72	10 x 8 = 80
6 x 9 = 54	7 x 9 = 63	8 x 9 = 72	9 x 9 = 81	10 x 9 = 90
6 x 10 = 60	7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100

Chapter 14 How Big? How Heavy?

Thank You