LAKSHMIPAT SINGHANIA ACADEMY

OPEN BOOK PROJECT

SESSION: 2023 – 2024

TERM: 2

CLASS - V

- All projects to be done in school.
- Instructions given by each subject teacher to be read carefully.
- Only research work required for the projects to be done at home.
- No written work to be done at home for the projects.
- Materials required for the projects to be brought by the group members.
- All group members must participate actively in the execution of the projects.

ENGLISH

CLASS: V   FULL MARKS: 20

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INSTRUCTIONS

- Read the book and write the review in your own words.
- Include suitable models, pictures or drawings wherever needed.
- Make sure your project is neat and appealing.

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THEME: The Wonderful World of Books

LEARNING OBJECTIVES:

Before working on the project, students are encouraged to read a story book of their choice.

After the completion of the project, students will be able to:

- read the story and understand the core elements of that story
- collate the most significant details and summarise the story in a few lines
- think critically and write a book review of the story read
- augment their imaginative and creative writing skills

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WHAT STUDENTS NEED TO DO:

- ❖ The class will be divided into **six** groups.
- ❖ Each group will do the following –
  - ✓ **read** a story book
  - ✓ **write** a short **summary** of the story
  - ✓ write a **book review**
  - ✓ **analyse** any one **character** from the story and write about it
  - ✓ portray significant scenes from the story either in the form of a **diorama**, a **book cover** or a **newspaper advertisement**.

For the project, students are to read any <u>**one**</u> of the books mentioned below:

- 📖 **Rip Van Winkle** by Washington Irving
- 📖 **Gulliver's Travels** by Jonathon Swift
- 📖 **Three Men in a Boat** by Jerome K. Jerome

The following points need to be kept in mind while working on the project:

- ✓ Write a brief summary of the story in about 75-90 words.
- ✓ Write the book review in about 120-130 words by highlighting these aspects –
    a) What was your favourite part of the book and why?
    b) Did the characters and the story seem real to you?
    c) Was it a gripping story? Why/ why not?
    d) Did you enjoy reading it?
    e) What did you <u>not</u> like about the story?
    f) Would you want to change any part of the story and why?
    g) Who would you recommend the book to – young readers, readers who enjoy mystery/ humorous/ supernatural stories, etc.?
- ✓ Write a character analysis in about 50-65 words on –
    a) Describe the character's physical appearance.
    b) Analyse the character's role in the story.
    c) What you liked/ disliked about the character?
- ✓ For the diorama, students are to use an old shoe box or a used pizza box.
- ✓ For the book cover, an old hard bound file can be used.
- ✓ For the newspaper advertisement, a white coloured chart paper may be used.

<u>LEARNING OUTCOME:</u>

At the end of the project, students will be able to analyse and appreciate the story critically and write a book review on the same as well as enhance their creativity by representing the story aesthetically.

PROJECT RUBRIC

CATEGORY	4	3	2	1
Content of the Summary	The summary is factually accurate and compelling. It reflects a thorough reading of the story, with all the necessary details mentioned.	The summary is factually accurate, but not very compelling. It reflects a good reading of the story, with some of the details missing.	The summary is not too factually accurate, nor compelling. It reflects a fair reading of the story, with only a few details mentioned.	The summary lacks necessary details and seems inadequate.
Accuracy of the Book Review and Character Analysis	Both are really easy to read with good use of vocabulary and almost negligible grammatical/ spelling errors.	Both are quite easy to read with more or less good use of vocabulary and less than three grammatical/ spelling errors.	Both are not very easy to read with limited use of vocabulary and some grammatical/ spelling errors.	Both are not easy to read at all with extremely limited use of vocabulary and plenty of grammatical/ spelling errors.
Creativity and Originality	The project shows a large amount of creative and critical thinking.	The project shows a good amount of creative and critical thinking.	The project shows limited amount of creative and critical thinking.	The project shows lack of creative and critical thinking.
Art Integration	The project is phenomenally creative and artistic in its representation.	The project is quite creative and artistic in its representation.	The project is average in its creative and artistic representation.	The project shows lack of creative and artistic representation.
Individual Participation	Demonstrates very good participation in the project. Helps teammates and provides ideas.	Demonstrates adequate participation in the project. Helps teammates and provides ideas.	Demonstrates limited participation in the project. Is not keen to help teammates or provide ideas.	Demonstrates lack of participation and involvement in the project.

Class-V   F.M. 20
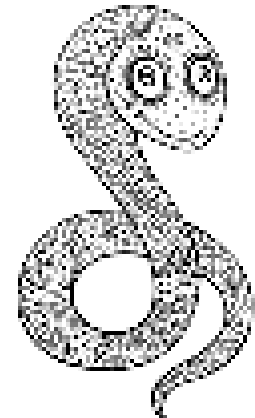Subject- Hindi 2ⁿᵈ Language

TOPIC- महादेवी वर्मा की कहानियों में पशु जगत

उद्देश्य (Objectives)

- कल्पनाशीलता का विकास
- रचनात्मकता का विकास
- भाषा शैली का विकास
- व्यावहारिक ज्ञान का विकास
- नैतिक मूल्यों का विकास
- समसामयिक समस्याओं के प्रति जागरूकता
- भाषिक क्षमता और वैचारिक क्षमता का विकास
- प्राकृतिक संपदा के प्रति जागरूकता
- मानव और जीव-जगत के संघर्ष से परिचय
- पशु-पक्षियों की महत्ता से परिचय

हिंदी साहित्य की प्रमुख कहानीकार महादेवी वर्मा का पशु-पक्षियों के प्रति लगाव बहुत ही ज्यादा था। वह बचपन से ही पशु-पक्षियों का ध्यान रखती थी। उन्होंने अपना बचपन पशु-पक्षियों के बीच बिताया। ठंड के महीनों में कू कू करते पिल्ले का ध्यान वह बहुत ही अच्छी तरह रखती थी। उनमें पशुओं के प्रति दया और करुणा भरी थी। महादेवी वर्मा की प्रसिद्ध कहानी गिल्लू, नीलकंठ, सोना, गौरा और नीलू कुता भी पशु पक्षियों के जीवन, क्रियाकलाप और समस्याओं पर आधारित है। अतः महादेवी द्वारा लिखित किसी एक कहानी (पशुओं पर आधारित) का माइंड मैप और आवरण पृष्ठ को दर्शाते हुए एक पोस्टर का निर्माण करें और इसके द्वारा पशुओं के प्रति सबके मन में प्रेम की भावना का सृजन करें।

दिए गए लिंक की सहायता से विद्यार्थी कार्य कर सकते हैं।

https://www.google.com/search?q=%E0%A4%AA%E0%A4%B6%E0%A5%81%E0%A4%93%E0%A4%82+%E0%A4%AA%E0%A4%B0+%E0%A4%86%E0%A4%A7%E0%A4%BE%E0%A4%B0%E0%A4%BF%E0%A4%A4+%E0%A4%AE%E0%A4%82%E0%A4%A1%E0%A4%B2%E0%A4%BE+%E0%A4%86%E0%A4%B0%E0%A5%8D%E0%A4%9F&source=lmns&bih=541&biw=988&rlz=1C1CHBD_enIN759IN759&hl=en&sa=X&ved=2ahUKEwj9zqnJ_sKBAxXj6DgGHVxTC64Q0pQJKAB6BAgBEAI

कहानी- https://hindikahani.hindi-kavita.com/HK-MahadeviVerma.php

सामूहिक परियोजना कार्य
परियोजना कार्य से जुड़े आवश्यक निर्देश-
विद्यार्थी चार्ट पेपर का प्रयोग करेंगे।
<u>**पोस्टर और नारा**</u>

पोस्टर में निम्नलिखित बिंदुओं का समावेश होना आवश्यक है--

क) अपने पोस्टर को एक शीर्षक दें।

ख) महादेवी वर्मा के पशु आधारित कहानी के जीव-जन्तुओं का चित्रण मंडाला आर्ट के द्वारा करें।

ग) पशु-पक्षियों पर संबंधित एक नारा(स्लोगन) लिखेंगे।

घ) महादेवी वर्मा के पशु आधारित कहानी का माइंड मैप बनाएँगे जिसमें उद्देश्य, मुख्य चरित्र का चित्रण, कहानीकार का परिचय, कहानी की मुख्य घटना का संक्षिप्त विवरण।(कुछ बिंदुओं के द्वारा)

ङ) भाषा-शैली और प्रस्तुति पर विशेष रूप से ध्यान देंगे।

वैचारिक प्रस्तुति - महादेवी वर्मा की एक कहानी की आलोचनात्मक प्रस्तुति, जिसे समूह के सभी सदस्य एक एक कर बोलेंगे।

LEARNING OUTCOMES (अधिगम प्रतिफल)

इस परियोजना कार्य के माध्यम से विद्यार्थी जीव-जन्तुओं के जीवन को जानने में, मानव और जीव-जगत के संघर्ष को जानने में , नारा लिखने में, माइंड मैप बनाने तथा कहानी की आलोचनात्मक प्रस्तुति की कला को सीखने में सक्षम हुए।

RUBRICS FOR CLASS 5 HINDI PROJECT(UT_3)

मानदंड	4	3	2	1
विषय-वस्तु का प्रभावी और सृजनात्मक वर्णन	विषय सामाग्री से जुड़े तथ्यों पर गहरा शोध और लेख में सटीक एवं विषयानुरूप वर्णन है।	एक या दो तथ्यात्मक त्रुटियों के अलावा अधिकांश तथ्य सही एवं विषयानुरूप हैं।	कुछ तथ्य विषयानुरूप हैं पर तीन से अधिक त्रुटियाँ पाई गई हैं।	प्रयुक्त लेखों में विषय सामाग्री स्पष्ट नहीं है।
कलात्मक क्षमता एवं चित्र संकलन	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए रंगों साज-सज्जा और तस्वीरों का अच्छा उपयोग।	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए रंगों साज-सज्जा और तस्वीरों का कुछ उपयोग।	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए रंगों साज-सज्जा और तस्वीरों का कम उपयोग।	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए रंगों साज-सज्जा और तस्वीरों का अच्छा उपयोग नहीं किया।

भाषा का प्रयोग	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण—विन्यास एवं विराम चिह्न संबंधी त्रुटियाँ न होना। सहज एवं बोधगम्य भाषा का उपयुक्त प्रयोग।	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण—विन्यास एवं विराम चिह्न संबंधी कुछ ही त्रुटियाँ का होना।	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण—विन्यास एवं विराम चिह्न संबंधी त्रुटियाँ के कारण भाषा की उपयुक्तता का अभाव पाया जाना।	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण—विन्यास एवं विराम चिह्न संबंधी त्रुटियाँ के कारण विषयानुसार भाषा का प्रयोग न हो पाना।
दिशा निर्देशों का पालन/ समयनिष्ठता	दिशा निर्देशों का कड़ाई से पालन एवं समयानुसार कार्य सम्पन्न होना ।	अधिकांश निर्देशों का पालन एवं समयानुसार कार्य सम्पन्न होना।	बहुत कम दिशा निर्देशों का पालन एवं अतिरिक्त समय देने के पश्चात कार्य सम्पन्न होना।	दिशा निर्देशों का पालन एवं समयानुसार कार्य सम्पन्न न हो पाना।
समग्र प्रस्तुति	परियोजना का समग्र प्रभाव रोचक और आकर्षक।	परियोजना का समग्र प्रभाव ध्यान आकर्षण के लिए पर्याप्त।	परियोजना की समग्र प्रस्तुति को आकर्षक बनाने के लिए कुछ ही प्रयास किया गया।	समग्र प्रस्तुति को रोचक बनाने के लिए विद्यार्थी ने किसी प्रकार का प्रयास नहीं किया।

CLASS: V
SUBJECT: Bengali 2nd Language   **FULL MARKS: 20**

Neglected Women Characters of History & Literature of India as reflected in Bengali literature

পরিযোজনা কার্যের উদ্দেশ্যঃ

- ☐ ভারতীয় ইতিহাস ও ঐতিহ্যকে জানা
- ☐ বাংলা সাহিত্যের নানা অজানা দিকের সাথে পরিচিতি
- ☐ সৃজনশীলতার বিকাশ
- ☐ ভাষাশৈলীর বিকাশ
- ☐ ব্যবহারিক প্রয়োগক্ষমতার বৃদ্ধি
- ☐ ভাষার ব্যবহার ও বিচারশক্তির বিকাশ

নারীজাতির প্রগতি তথা বিকাশ নিয়ে নানা কথা আমরা প্রতিদিন শুনতে পাই। কিন্তু অনেকেই হয়ত জানে না, পুরুষপ্রধান বেদের যুগে অপালা, গার্গী, লোপামুদ্রা ইত্যাদি বিদুষীরা তাদের নিজেদের জ্ঞান, প্রতিভা, দক্ষতার জোরে ইতিহাসের পাতায় তাদের স্থান অর্জন করে নিয়েছিল। পরবর্তী সময়ে যখন শিক্ষা, সামাজিক স্বীকৃতির উপর পুরুষ তার একচেটিয়া অধিকার স্থাপনের চেষ্টা করতে থাকেন তখন নানা সাহিত্যিক সরব হয়েছেন নারীশিক্ষা এবং নারীশক্তির বিকাশের জন্য। স্বাধীনতার পূর্ববর্তীকালীন সময়ে এই বিষয়ে তাদের লেখনীর মাধ্যমে সরব হয়েছিলেন রবীন্দ্রনাথ ঠাকুর এবং অবনীন্দ্রনাথ ঠাকুর। এই বিষয়ে তারা ইতিহাসে এবং ভারতীয় সাহিত্যে উপেক্ষিতা/অবহেলিতা নারীদের নিয়ে পৃথক রচনা করেছিলেন।

বাংলা পরিযোজনা কার্যের অংশ হিসাবে,

১। একটি কার্ডবোর্ডের পুস্তক নির্মাণ করবে যে কোন একটি বিষয়কে কেন্দ্র করে,

- রবীন্দ্রনাথ ঠাকুরের "কাব্যে উপেক্ষিতা" (https://www.tagoreweb.in/Essays/prachin-sahityo-37/kabyer-upekkhita-259)
- অবনীন্দ্রনাথ ঠাকুরের "রাজকাহিনী" (https://bdebooks.com/books/rajkahini-by-abanindranath-tagore/)

২। যে কোন একটি পুস্তকের কমপক্ষে চারটি চরিত্রের উপযুক্ত চিত্রায়ণ, তাদের সংক্ষিপ্ত ইতিহাস/পরিচয়

৩। উপযুক্ত শিরোনাম, প্রচ্ছদ ও ছবির ব্যবহার

কার্যের কাঙ্ক্ষিত ফলাফলঃ

পরিযোজনা কার্যের দ্বারা শিক্ষার্থীরা ভারতের ঐতিহ্য ও তার প্রাচীন ইতিহাস সম্পর্কে পরিচিত হতে পারবে। ভারতীয় ঐতিহ্য ও ইতিহাসকে জানার পাশাপাশি বাংলা সাহিত্যে তার প্রভাব সম্পর্কে অবহিত হবে। এছাড়াও ভারতীয় নাগরিকদের দায়িত্ব, কর্তব্যপালনের বিষয়ে আরও বেশি সচেতন হবে। ভারতীয় সংবিধানের সকলের সমানাধিকরণের সম্পর্কে অবহিত হবে।

RUBRICS

মানদণ্ড	4	3	2	1
বিষয়বস্তুর কার্যকরী ও সৃজনশীল বর্ণনা	পুস্তিকাতে বিষয়বস্তুর সাথে সম্পর্কিত তথ্য এবং সঠিক ও প্রাসঙ্গিক বর্ণনার উপর গভীর গবেষণা রয়েছে।	একটি বা দুটি বাস্তবিক ত্রুটি ছাড়া, বেশিরভাগ তথ্যই সঠিক এবং প্রাসঙ্গিক।	কিছু তথ্য প্রাসঙ্গিক কিন্তু তিনটির বেশি ত্রুটি পাওয়া গেছে।	ব্যবহৃত নিবন্ধগুলির বিষয়বস্তু স্পষ্ট নয়।
শৈল্পিক ক্ষমতা এবং চিত্র সংগ্রহ	প্রকল্পের থিমের কার্যকরী প্রকাশের জন্য রং, প্রপস, ফটোগ্রাফের ভালো ব্যবহার।	প্রকল্পের থিমের কার্যকরী প্রকাশের জন্য রঙ, প্রপস, ফটোগ্রাফের কিছু ব্যবহার	প্রজেক্টের থিমের কার্যকরী প্রকাশের জন্য রং, প্রপস এবং ছবির ন্যূনতম ব্যবহার	প্রকল্পের থিমের কার্যকরী প্রকাশের জন্য রং, প্রপস, ফটোগ্রাফ ব্যবহার করা হয়নি।
ভাষার ব্যবহার	উপস্থাপনায় সিনট্যাক্স, বানান এবং বিরামচিহ্নের ত্রুটির অনুপস্থিতি। সহজ ও বোধগম্য ভাষার যথাযথ ব্যবহার।	উপস্থাপনায় সিনট্যাক্স, বানান এবং বিরাম চিহ্ন সম্পর্কিত কয়েকটি ত্রুটি রয়েছে।	উপস্থাপনায় সিনট্যাক্স, বানান এবং বিরাম চিহ্ন সম্পর্কিত ত্রুটির কারণে ভাষার উপযুক্ততার অভাব খুঁজে পাওয়া।	উপস্থাপনায় বাক্য গঠন, বানান ও বিরাম চিহ্ন সংক্রান্ত ত্রুটির কারণে বিষয় অনুযায়ী ভাষা ব্যবহার করা যায়নি।
নির্দেশিকা / সময়ানুবর্তিতা মেনে চলা	নির্দেশিকাগুলি কঠোরভাবে অনুসরণ করা এবং সময়মতো কাজ শেষ করা।	বেশিরভাগ নির্দেশনা অনুসরণ করে এবং সময়মতো কাজ শেষ করে।	খুব কম নির্দেশিকা অনুসরণ এবং অতিরিক্ত সময় দেওয়ার পরে কাজ শেষ করা।	নির্দেশিকা অনুসরণ না করা এবং সময়মতো কাজ সম্পূর্ণ করা।
সামগ্রিক উপস্থাপনা	প্রকল্পের সামগ্রিক প্রভাব আকর্ষণীয় এবং মনোগ্রাহী	প্রকল্পের সামগ্রিক প্রভাব মনোযোগ আকর্ষণ করার জন্য যথেষ্ট।	প্রকল্পের সামগ্রিক উপস্থাপনা আকর্ষণীয় করার জন্য সামান্য প্রচেষ্টা করা হয়েছিল।	সার্বিক উপস্থাপনাকে আকর্ষণীয় করে তোলার কোনো চেষ্টাই দেখা যায়নি।

MATHEMATICS

Class – V   **F.M. 20**

MATHEMATICS AROUND US

Through this project, students will be able to:

- learn more about the application of mathematics around us.

- revise the concepts of 3D and 2D shapes.

- revise and apply the concepts of mathematics as chosen by the students.

- apply their creativity and imagination to complete the model.

Mathematics and Numeracy can be found everywhere in the world around us as they are both important aspects of our lives. Be it a shopkeeper, a doctor, a teacher, a lawyer, a student and even an insect in nature, they all use the form of mathematics.

In nature, there are unique occurrences within our environment such as the beautiful tiger or zebra stripes, flower petals, sea shells and cyclones, among others. It is only when we take time to analyze all components of our environment that we understand the extent to which Math is connected to important aspect in our lives as it plays a huge role in making up almost everything in our environs.

Math is in everything we do, it is the building block for everything in our daily lives, including mobile devices, architecture (ancient and modern), art, money, engineering, and even sports.

MY MATHEMATICS CITY

Keeping in mind, the importance of mathematics around us, you are required to build a Mathematics City using the given components:

- The city must have minimum **five 3 dimensional shapes** (like, cube, cuboid, cylinder etc. in the form of buildings)

- The city must have minimum **three 2 dimensional shapes** (like, rectangle, triangle etc. in the form of other amenities like green zone, swimming pool, sports ground)

- Any other **2 mathematical concepts** to be displayed through the model (like concept of fractions, money, measurement etc.)

- Make your city attractive and colourful by using coloured shapes and figurines.

Materials needed:

> Cardboard for the base
> 3D shapes, 2D shapes
> Glue, Sellotape
> Other stationery as discussed by the group members

LEARNING OUTCOME

At the end of the project, students should be able to use the various shapes creatively to make a model, think critically about the various amenities that should be present in a city.

MATHEMATICS PROJECT GRADING RUBRICS

|	4	3	2	1
Use & Representation of 3D shapes	Demonstrates a clear knowledge and application of 3D shapes.	Demonstrates a general knowledge and application of 3D shapes.	Demonstrates limited knowledge and application of 3D shapes.	Demonstrates no knowledge and application of 3D shapes.
Use & Representation of 2D shapes	Demonstrates a clear knowledge and application of 2D shapes.	Demonstrates a clear knowledge and application of 2D shapes.	Demonstrates a clear knowledge and application of 2D shapes	Demonstrates a clear knowledge and application of 2D shapes.
Use & Representation of other maths concepts	Demonstrates a clear knowledge and application of the maths concepts used.	Demonstrates a clear knowledge and application of the maths concepts used.	Demonstrates a clear knowledge and application of the maths concepts used.	Demonstrates a clear knowledge and application of the maths concepts used.
Communication and Team Work	Very fluid, adequate and orderly communication in the group. No teacher intervention is required.	Adequate and orderly communication in the group. Little intervention from the teacher is required.	Limited communication in the group. Some teacher's intervention is required.	Poor communication in the group. Teacher has to intervene in many occasions.
Individual Participation and Involvement	Very good participation in the project. Helps teammates and provides ideas	Adequate participation in the project. Helps teammates and provides ideas	Little participation and involvement in the project.	Lack of participation and involvement in the project.

Subject – EVS

Class – V   **FULL MARKS: 20**

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THEME: SPACE EXPLORATION

LEARNING OBJECTIVES

Students will be able to:
- Appreciate the significance and need for space exploration for mankind in understanding the Earth's origin.
- Know and learn about the Lunar missions.
- Research learning: Collecting information about the launching system, structure and key functionaries of Chandrayaan-3.
- Research learning: Collecting information about the structure and payloads (scientific instruments) of the Vikram Lander and Pragyan Rover.
- Experiential learning: Gaining knowledge about one of ISRO's greatest achievements - Chandrayaan-3.
- Appreciate the efforts and contribution of the Indian Space Research Organisation (ISRO) towards space exploration.
- Art Integration: Making models of the launch vehicle, Vikram Lander and Pragyan Rover.

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We often refer to our expanding universe with one simple word - **Space**. But where does space begin and, more importantly, what is it?

Space is an almost perfect vacuum, nearly void of matter and with extremely low pressure. Humans have always looked at the heavens and wondered about the nature of the objects seen in the night sky. **Space Exploration** is the ongoing discovery and exploration of celestial structures in outer space by means of continuously evolving and growing space technology. While the study of space is carried out mainly by astronomers and telescopes, the physical exploration of space is conducted both by unmanned robotic probes and human spaceflight.
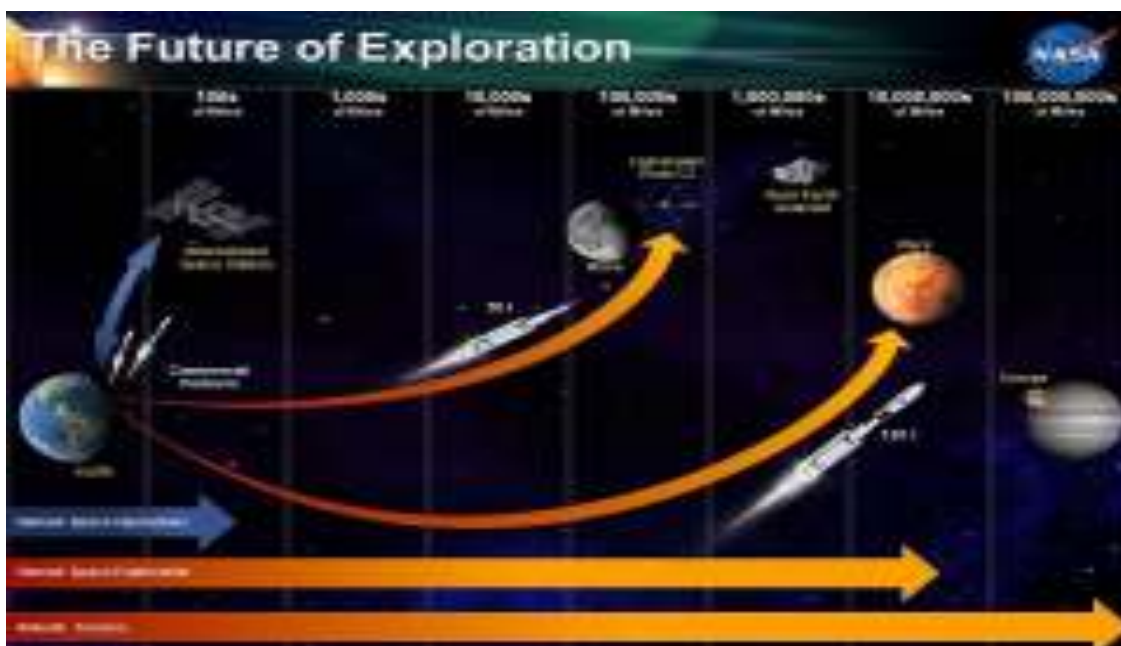
As the science is progressing the number of space missions are also increasing. The **moon** is the only place besides Earth ever visited by humans. By studying it, scientists can piece together Earth's origin story.

There are over 21 moon missions that have been launched successfully on the dark side of the moon by 4 countries. The first successful moon was Luna 2 which was launched by the USSR on 12 September, 1959. While the first successful manned mission (Apollo 11) was launched by the USA on 16 July 1969. Due to some technical reasons India could not get success in its Chandrayaan-2 moon mission**.** After the failure, ISRO launched **Chandrayaan-3** on July 14, which made a successful landing on August 23 at 18:04 hrs.

India has become the fourth nation in the world to have landed on the lunar surface and the first to do so on the South Pole of the Moon.

The project is to be done in groups, with the above information and a little research on your own. After the completion of the project, each group will get 5 minutes to speak about the same.

❖ **Groups 1 and 2 will do the following:**
  ▪ Design a model of the **launch vehicle (rocket) for Chandrayaan-3.** You may use cut outs, cardboard, newspaper, coloured paper, recycled boxes and other waste materials (as much as possible). You may use your own creativity.
  ▪ Along with this, in a full-size chart paper, answer the following questions and **stick relevant pictures**.
    a) Which model of rocket was used for this mission and where was it launched from?
    b) How was the launching system organised?
    c) Highlight the key points of the structure of the launch vehicle.
    d) Name the chief functionaries of Chandrayaan-3.

You may use the given links for research work:

https://www.youtube.com/watch?v=d-5tWgTzu3A

https://www.wionews.com/web-stories/india-news/business-economy/lvm3-all-about-chandrayaan3-launch-vehicle-1688631723114

❖ **Groups 3 and 4 will do the following:**
- Design a model of the **Vikram Lander of Chandrayaan-3.** You may use cut outs, cardboard, newspaper, coloured paper, recycled boxes and other waste materials (as much as possible). You may use your own creativity.
- Along with this, in a full-size chart paper, answer the following questions and **stick relevant pictures**.
  a) Vikram Lander is named after which famous personality?
  b) List the payloads (scientific instruments) of the Vikram Lander.
  c) Highlight the key points about the structure of the lander.
  d) What was the 'Hop Experiment' executed by Vikram Lander?

You may use the given links for research work:

https://www.youtube.com/watch?v=Vyo_NizYnfI&t=277s
https://rajneetpg2022.com/chandrayaan-3-vikram-lander/

❖ **Groups 5 and 6 will do the following:**
- Design a model of the **Pragyan Rover of Chandrayaan-3.** You may use cut outs, cardboard, newspaper, coloured paper, recycled boxes and other waste materials (as much as possible). You may use your own creativity.
- Along with this, in a full-size chart paper, answer the following questions and **stick relevant pictures**.
  a) List the payloads (scientific instruments) of the Pragyan Rover.
  b) Why was Pragyan Rover deployed after around three hours of landing of Vikram lander?
  c) Highlight the key points about the structure of the Pragyan Rover.
  d) What information about the moon has been collected by the rover during its mission life of 14 Earth days or one lunar day?

You may use the given links for research work:

https://www.youtube.com/watch?v=qNvTBKDRkIc&t=6s

https://www.autocarindia.com/auto-features/tvs-x-vs-rivals-specifications-comparison-429139

https://www.editorji.com/india-news/chandrayaan-3-lands-on-moon-next-is-deployment-of-pragyan-rover-but-after-a-pause-here-s-why-1692800726942

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LEARNING OUTCOME:

At the end of the project students:

- Should have appreciated the significance and need for space exploration for mankind in understanding the Earth's origin.
- Should have learnt about the Lunar missions.
- Research learning: Collecting information about the launching system, structure and key functionaries of Chandrayaan-3.
- Research learning: Collecting information about the structure and payloads (scientific instruments) of the Vikram Lander and Pragyan Rover.
- Experiential learning: Making the models of the launch vehicle (rocket) of Chandrayaan-3, Vikram Lander and Pragyan Rover.
- Should have appreciated the efforts and contribution of the Indian Space Research Organisation (ISRO) towards space exploration.

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Some Useful Links:

https://www.isro.gov.in/media_isro/pdf/Missions/LVM3/LVM3M4_Chandrayaan3_brochure.pdf

https://indianexpress.com/article/explained/explained-sci-tech/chandrayaan-3-landing-moon-explained-8904598/

https://byjus.com/current-affairs/chandrayaan-3/

https://www.hindustantimes.com/web-stories/in-focus/5-facts-about-chandrayaan-3-mission-101692790908807.html

RUBRICS

EVS 5 – OPEN BOOK PROJECT – UT3 (2023-2024)

	4	3	2	1
Content - Accuracy and understanding of the theme	Demonstrates a clear understanding of the theme. The content is concise and accurate.	Demonstrates an adequate understanding of the theme. The content is adequately concise and accurate.	Demonstrates limited understanding of the theme. The content is somewhat accurate.	Demonstrates no understanding of the theme. The content lacks accuracy.
Creativity and Originality - Art integration	The submission reflects originality and is exceptionally creative and well-integrated with Art.	The submission reflects originality to some extent and is adequately creative and integrated with Art.	The submission is somewhat creative and displays little integration with Art. Shows little originality.	The submission lacks creativity and integration with Art. Originality is lacking.
Research Work - Use of technology and media (links provided)	Accessed suggested media and employed technology exceptionally for research work.	Accessed suggested media and employed technology adequately for research work.	Suggested media was somewhat accessed. Research work was inadequate.	Suggested media was not accessed at all. Research work is lacking.
Guidelines followed - Collaboration and Contribution	Guidelines have been strictly followed. Every member has contributed effectively. The group displayed excellent collaboration.	Most of the instructions have been followed. Most of the members have contributed effectively. The group displayed good collaboration.	Followed very few guidelines. Very few members have contributed. The group displayed inadequate collaboration.	Guidelines have not been followed. Only one or two members contributed. There was lack of collaboration.
Overall Presentation – Layout of the project and oral presentation	Presentation includes relevant pictures/drawings to support the content. The presentation is exceptionally attractive and appealing in terms of design, layout and neatness. Oral presentation was exceptionally good.	Graphics used in the presentation support the content to some extent. The presentation is quite attractive in terms of design, layout and neatness. Oral presentation was good.	Graphics are somewhat related to the content. Some attempt has been made to make the presentation somewhat attractive. Oral presentation was somewhat good.	Graphics are not related to the content at all. Little or no effort has been made to make the presentation attractive. Oral presentation was inadequate.

SOCIAL SCIENCE

CLASS: V   **FULL MARKS: 20**

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INSTRUCTIONS
- **Use white / light coloured sheets to present your project.**
- **You can refer to the internet to do the research and gather information, but you must write the matter in your own words and be creative.**
- **Make sure your project is neat and appealing.**

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LEARNING OBJECTIVES:
After the completion of the project students will be able to:
- **know about some of the popular festival around the world**
- **know when and where these festivals are celebrated**
- **learn about the significance of these festivals**
- **make models related to the selected festivals**
- **speak on the festivals and display their creativity**

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THEME: Festivals Around the World

There is always some time of the season when people from all over the world assemble to honour tradition, culture, and art. **Festivals** have been used for hundreds of years as a way to mark or remember a significant occasion or time of year. They provide an occasion for celebration and travel, allowing people to experience different cultures. From the glittering lights of Rio de Janeiro's Carnival to Oktoberfest in Munich, Germany, to Diwali in India, festivals have something significant about them to lure the people around the globe.

Given below is a list of some festivals which are celebrated in different parts of the world and some Indian festivals which draw a similarity with them.

1. Halloween
2. Naraka Chaturdashi
3. Yule
4. Lohri
5. Hamamatsu Kite Festival
6. Uttarayan

What to do:

The class will be divided into 6 groups. Each group will work on the allotted festival and work on the following:

1) Create a booklet which should include the following:
i)   When and where are these festivals celebrated?
ii)   What is the significance of these festivals?
iii)   Any folklore or belief connected with the festival
iv)   Food and dance forms related to them
v)   Decorations and rituals of the festivals
vi)   A pertinent illustrations/pictures of the festival
vii)   Bring out the similarities and differences in the festivals allotted to you.
viii) How do you celebrate these festivals?

2) Make an oral presentation on the topic (about the festivals allotted)
Any one or two members of the group may dress up and present.

3) Model Making
Model of the significant aspect of the festival -

1. Halloween (Pumpkin carving)
2. Naraka Chaturdashi (dias)
3. Yule (the Yule log and lanterns)
4. Lohri (bonfire)
5. Hamamatsu Kite Festival (decorative and creative kites)
6. Uttarayan (decorative and creative kites)

4) Map pointing:

Do some research to find out the countries where the above (allotted) festivals are celebrated. With the help of your **atlas** find out the location of these countries and mark them on an outline world map. Support your map with a key.

You may refer to the following links for your research.

- **https://en.wikipedia.org/wiki/Naraka_Chaturdashi**
- **https://www.goodhousekeeping.com/holidays/halloween-ideas/a35150/halloween-facts/**
- **https://shorturl.at/qHLZ5**
- **https://www.businessinsider.in/india/faqs/what-is-the-significance-of-lohri-and-why-we-burn-fire-on-lohri/articleshow/73189207.cms**
- **https://shorturl.at/ewyzX**
- **https://worldpopulationreview.com/country-rankings/countries-that-celebrate-halloween**

LAKSHMIPAT SINGHANIA ACADEMY

OPEN BOOK PROJECT RUBRICS

CLASS – SSC 5

UNIT TEST- 3

2023-24

Score- Total- 20	5	4	3	2	1
Research/ Content (written)	Excellent research work is done. Specific content. Presentation is neat. Submission demonstrates a concise and vivid knowledge and understanding of the theme.	Good research work is done. Writing and presentation is neat and have covered all the points mentioned in the project. Submission is on time.	Writing and presentation is good, but missed some points which are of importance. Submission is on time.	Writing and presentation are satisfactory, but missed some points which are of significance. Concept of the theme is not clear. Submission is not on time.	Presentation is untidy, all points not covered. Project not submitted on time. Concept of the theme is not very clear.
Oral Presentation	Excellent research work is done. Specific content. Have covered all the points mentioned in the project. Speakers were very confident.	Good research work is done. Have covered all the points mentioned in the project. Speakers were confident.	Oral presentation is good, but missed some points while speaking which are of importance.	Oral presentation is satisfactory, but missed some points while speaking which are of importance. Prompting was required.	Oral presentation is satisfactory, but missed some points while speaking which are of importance. Concept of the theme is not clear. Constant Prompting was required.

Creativity and art integration- illustrations, pictures, model, dress	Model and dress was creatively designed. Pertinent to the theme.	Model and dress were neat and relevant to the theme. Moderately creative.	Model and dress were satisfactory and not so neat or relevant to the theme. Presentation was untidy.	Model and dress was not so creative or designed as per the required standard. Presentation was untidy.	Model and dress was not creative or designed as per the required standard. Presentation was very untidy.
Skill- Map pointing (art integration and knowledge)	Map pointing done very neatly and accurately (compared to other submissions). Map is supported with a correct key.	Map pointing done very neatly and accurately. Map is supported with a correct key.	Map pointing is done but lacks accuracy. Map is supported with a key.	Map pointing is done but lacks accuracy. Map is partly or not supported with a key.	Map pointing is incomplete. Some of the places to be marked are missing. Not supported with a key.
Total /20					

SUBJECT: COMPUTER EDUCATION (House wise Group Project)

Class: V   **FULL MARKS: 10**
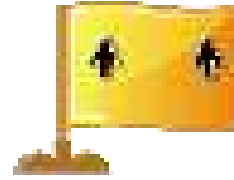
Theme: Online Safety and Etiquettes

ZIP IT
Keep your personal stuff private and think about what you say and do online.

BLOCK IT
Block people who send nasty messages and don't open unknown links and attachments.

FLAG IT
Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Learning objective:

Students will be able to:

- Understand the need and importance of remain safe in online environment.
- Understand the need and importance of netiquettes.
- Make people aware about online safety measures and etiquettes.
- Develop critical thinking skill while preparing wall danglers and *'Toran'* showing awareness messages discussed below.
- Develop artistic skills while preparing
- Will develop organizational skill through the scheduled exhibition after project.

Learning Outcome:

- Students will collaborative skill while working on this project group wise.
- Students will be able to enhance their artistic skill by making wall hangers/ danglers and *Toran*.
- Students will enjoy preparing items which are associated with Indian festivals like Durga Puja, Diwali.
- They will be able to spread awareness through their outputs.

Introduction

Internet provides us amazing facility of searching any information from any corner of the world by anyone.

By practicing Online Safety, we can prevent and mitigate the risks that are inherently involved. Once the risks are managed, the internet can be enjoyed free from harm and to enormous benefit.

Netiquette is a combination of the words network and etiquette and is defined as a set of rules for acceptable online behavior.

In this festive season let us spread awareness on Internet safety and Netiquettes through the hand made items appropriate for the occasions, like Diya danglers, '*Toran*' etc.

To Do:-

The following two activities will be done by each house. Each member should take part in both the activities.

ALL THE MEMBERS MUST BRING ONE OR TWO ITEMS REQUIRED FOR THIS PROJECT.

I. Wall Hanger/ Dangler making:-	**Each member must create one Diya** Each diya must display ONE online safety rule or one netiquette. Materials Required Per House:- • 6" diameter chart paper circle cutout (One per member) Prefer to choose chart paper of your house colour. • online safety rule or one netiquette written on a rough sheet.(One on each diya) • 1" thickness satin ribbon of any colour. • Fevicol • Decorative materials Scissors • Brush pen/ Sketch pen • A pack of multicolour Fabiano sheets (for flame) **(Any other necessary materials)**
II. Toran Making:-	**Each House must create one Toran** Entire toran must display one Slogan on online safety rule or netiquette. Materials Required Per House:- • 4 to 6 chart paper triangle cutout of 6" per side (Prefer to choose chart paper of your house colour.) • One Slogan on online safety rule or netiquette. • 1" thickness satin ribbon of any colour. • Fevicol • Decorative materials Scissors • Brush pen/ Sketch pen **(Any other necessary materials)**

Resources:-

https://m.indiamart.com/proddetail/diwali-toran-22606468730.html
https://www.firstcry.com/untumble/untumble-diwali-lamp-danglers-multicolor-pack-of-2/8236926/product-detail

Rubrics For Evaluation:-

Criteria	Marks: 2	Marks: 1.5	Mark: 1
Creativity and Art Integration (2)	The article is phenomenally creative and artistic in its representation.	The article is quite creative and artistic in its representation.	he article is average in its creative and artistic representation.
Content alignmentwith Topic (2)	The content effectively demonstrates adaptability to the topic provided	The content somewhat demonstrates adaptability to the topic provided	The content did not demonstrate any adaptability to the topicprovided
Overall Presentation – Layout of the project (2)	The presentation is exceptionally attractive and appealing in terms of design, layout and neatness.	Some attempt has been made to make the presentation somewhat attractive	Little or no effort has been made to make the presentation attractive.
Collaboration(2)	Consistently stays focused on task. Effectively encourages and supports the efforts of the group as a whole.	Focuses on the task, most of the time. Usually encourages and supports the efforts of the group as a whole	Rarely focuses on thetask. Let's others do the work and rarely supports the efforts of the group as awhole.
Individual contribution (2)	Always contributed to the project.	Sometimes contributed to the project	Did not contribute to the project.

SUBJECT – BENGALI 3rd LANGUAGE

CLASS: V   **F.M.: 10**

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THEME: SANTHAL TRIBE OF WEST BENGAL
সাঁওতাল আদিবাসী

LEARNING OBJECTIVES:

After completing the project, the children will be able to –

- Learn about the culture and tradition of the Santhal tribe of West Bengal.
- Make a Santhal Mask using newspaper.
- Present a chart on the culture and traditional of the Santhal tribe.

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The Santals are the largest tribe in the West Bengal. They have their own unique religion, tradition and culture. Santhal tribes are known for their bravery. They were great fighters since the British regime in India.

The livelihood of the Santhals revolve around the forests they live in. They fulfill their basic needs from the trees and plants of the forests. Apart from this they are also engaged in the haunting, fishing and cultivation for their livelihood.

Dance is the important part of the Santhal fairs and festivals. Santhals have no temples of their own. They even do not worship any idols. Santhals follow the Sarna religion.

The Santhals possess the unique skills in making musical instruments, mats and baskets out of plants, masks etc. This talent is safely passed on from one generation to the other. The Santhal tribe revere their leaders who have fought as revolutionaries against colonial rulers through the art of mask making. The masks are made of layers of clay, recycled school notebooks, paint and strands of coloured jute to serve as hair.

WHAT YOU NEED TO DO:

The students will be divided into groups. Each group will -

- Make Santhal tribal masks of a man and a woman using old newspaper. Watch the video using the given link.

- Prepare a chart on the culture and tradition of the Santhal tribe of West Bengal. The chart should have a heading in Bengali.

- The chart should include names of the following in Bengali along with suitable pictures –
  - ➢ Santhal Language
  - ➢ Santhal Festivals
  - ➢ Santhal Food
  - ➢ Santhal Musical instruments
  - ➢ Santhal Dance

Link for mask making:

- https://www.youtube.com/watch?v=GRLTyjAx12U

Research links:

- http://www.ecoindia.com/tribes/santhal.html
- https://tribal783005478.wordpress.com/2018/09/07/tribal-in-india-santali-dance-form/
- https://www.incredibleindia.org/content/incredible-india-v2/en/destinations/jamshedpur/art-and-crafts/santhali-dance.html
- https://www.santhaledisom.com/2015/01/santali-food-taste-of-nature-by-santals.html
- https://indiantribalheritage.org/?p=6529

LEARNING OUTCOME:

At the end of the project, the students should be able to learn about the culture and tradition of the Santhal tribe, make Santhal masks using newspaper and present a chart on the culture and traditional of the Santhal tribe.

RUBRICS

BENGALI 3ʳᵈ LANGUAGE – CLASS V - OPEN BOOK PROJECT – UT 3 (2023-2024)

	5	4	3	2	1
Content – Accuracy and understanding of the theme	Demonstrates a clear understanding of the theme and the content is written in an accurate and exemplary manner without any error.	Demonstrates an adequate understanding of the theme, the content is well written with some spelling errors.	Demonstrates a partial understanding of the theme, the content lacks accuracy.	Demonstrates a vague understanding of the theme, the content lacks accuracy.	Demonstrates no understanding of the theme, the content lacks accuracy.
Creativity, art integration and overall presentation	The project is presented in an exceptionally creative manner and is well integrated with art with extensive use of relevant pictures and drawings. The submission demonstrates excellent design and layout and is presented in a neat and attractive manner.	The project is presented in a somewhat creative manner and is integrated with art with adequate use of pictures and drawings. The submission demonstrates good design and layout and is presented neatly.	The project is presented in an acceptable manner but is not well integrated with art with little use of pictures and drawings. The submission is acceptable in terms of design, layout and presentation.	The project is poorly presented and is not well integrated with art with very less use of pictures and drawings. The submission demonstrates poor design and layout and is not presented neatly.	The presentation is extremely poor and is not integrated with art with no use of pictures and drawings. The submission is untidy and demonstrates very poor design and layout.

SUBJECT – HINDI 3rd LANGUAGE

CLASS: V   **F.M.: 10**

THEME: SANTHAL TRIBE OF WEST BENGAL

संथाल जनजाति

LEARNING OBJECTIVES:

After completing the project, the children will be able to –

- Learn about the culture and tradition of the Santhal tribe of West Bengal.
- Make a Santhal Mask using newspaper.
- Present a chart on the culture and traditional of the Santhal tribe.

_____

The Santals are the largest tribe in the West Bengal. They have their own unique religion, tradition and culture. Santhal tribes are known for their bravery. They were great fighters since the British regime in India.

The livelihood of the Santhals revolve around the forests they live in. They fulfill their basic needs from the trees and plants of the forests. Apart from this they are also engaged in the haunting, fishing and cultivation for their livelihood.

Dance is the important part of the Santhal fairs and festivals. Santhals have no temples of their own. They even do not worship any idols. Santhals follow the Sarna religion.

The Santhals possess the unique skills in making musical instruments, mats and baskets out of plants, masks etc. This talent is safely passed on from one generation to the other. The Santhal tribe revere their leaders who have fought as revolutionaries against colonial rulers through the art of mask making. The masks are made of layers of clay, recycled school notebooks, paint and strands of coloured jute to serve as hair.

WHAT YOU NEED TO DO:

The students will be divided into groups. Each group will -

- Make Santhal tribal masks of a man and a woman using old newspaper. Watch the video using the given link.

- Prepare a chart on the culture and tradition of the Santhal tribe of West Bengal. The chart should have a heading in Hindi.

- The chart should include names of the following in Hindi along with suitable pictures –
  - ➢ Santhal Language
  - ➢ Santhal Festivals
  - ➢ Santhal Food
  - ➢ Santhal Musical instruments
  - ➢ Santhal Dance

Link for mask making:

- https://www.youtube.com/watch?v=GRLTyjAx12U

Research links:

- http://www.ecoindia.com/tribes/santhal.html
- https://tribal783005478.wordpress.com/2018/09/07/tribal-in-india-santali-dance-form/
- https://www.incredibleindia.org/content/incredible-india-v2/en/destinations/jamshedpur/art-and-crafts/santhali-dance.html
- https://www.santhaledisom.com/2015/01/santali-food-taste-of-nature-by-santals.html
- https://indiantribalheritage.org/?p=6529

LEARNING OUTCOME:

At the end of the project, the students should be able to learn about the culture and tradition of the Santhal tribe, make Santhal masks using newspaper and present a chart on the culture and traditional of the Santhal tribe.

RUBRICS

HINDI 3rd LANGUAGE – CLASS V - OPEN BOOK PROJECT – UT 3 (2023-2024)

	5	4	3	2	1
Content – Accuracy and understanding of the theme	Demonstrates a clear understanding of the theme and the content is written in an accurate and exemplary manner without any error.	Demonstrates an adequate understanding of the theme, the content is well written with some spelling errors.	Demonstrates a partial understanding of the theme, the content lacks accuracy.	Demonstrates a vague understanding of the theme, the content lacks accuracy.	Demonstrates no understanding of the theme, the content lacks accuracy.
Creativity, art integration and overall presentation	The project is presented in an exceptionally creative manner and is well integrated with art with extensive use of relevant pictures and drawings. The submission demonstrates excellent design and layout and is presented in a neat and attractive manner.	The project is presented in a somewhat creative manner and is integrated with art with adequate use of pictures and drawings. The submission demonstrates good design and layout and is presented neatly.	The project is presented in an acceptable manner but is not well integrated with art with little use of pictures and drawings. The submission is acceptable in terms of design, layout and presentation.	The project is poorly presented and is not well integrated with art with very less use of pictures and drawings. The submission demonstrates poor design and layout and is not presented neatly.	The presentation is extremely poor and is not integrated with art with no use of pictures and drawings. The submission is untidy and demonstrates very poor design and layout.

CLASS: V
SUBJECT: Sanskrit 3rd Language **FULL MARKS: 10**

Sanskrit Literature: Ramayana

Learning Objectives:

- Knowing the cultural history of India

- Understand the ancient Language

- Creative skill enhancement

- Writing Skill development

Sanskrit is known to be the oldest Indian Language. Moreover Sanskrit is also one of the ancient languages of Indo-Aryan Language Family. Many Indian and Western languages is originated from Sanskrit. Various literatures found in this language attest to the antiquity of this language and its influence on Indian culture and heritage. The Epic of India "Ramayana" has also been written in this Language.

As a part of your Sanskrit Project,

- Make a 3D model to portrait any of the Kanda (काण्ड) of Ramayana (Mentioned below)
- Label the characters and the Model of the Kanda (काण्ड) properly in Sanskrit.

Ramayana (7 Kandas)

- बालकाण्ड
- अयोध्यकाण्ड
- अरण्यकाण्ड
- सुन्दरकाण्ड
- किष्किन्धाकाण्ड
- लङ्काकाण्ड
- उत्तरकाण्ड

Learning Outcome

At the end of the project, students should be able to understand the values and history of the heritage of India as well as understand the concept of Epics of Indian culture.

Evaluation Rubrics

Skills	Competency				
	5	4	3	2	1
Content and overall presentation	All the parameters of the project must be met, Nice, clean presentation	Distribution of information in each parameter is not balanced, Nice, clean presentation, lack of confidence	Not every area of the required subject is mentioned, presentation is untidy	All the required details has not been mentioned or wrong information provided	Incomplete work and spelling errors
Creativity and Art Integration	Fundamental thinking in keeping with content. Appropriate and innovative Model and nice presentation must be shown	Lacks originality even though content is on par. Nice presentation and innovative model must be there.	Lack of uniformity in content and nomenclature, Model is not neat	Artwork is missing or characters have not been labelled	No Title, incomplete presentation

LAKSHMIPAT SINGHANIA ACADEMY

PROJECT TERM – 2

(2023 - 24)

CLASS – V

SUBJECT – FRENCH

LE MONDE FRANCOPHONE (French speaking world)

Learning objectives : To have broader knowledge about the francophone countries .

French is spoken officially in 33 countries. French is the only language other than English spoken in 5 continents.

PROJECT :

Name 5 French speaking countries where French is the only official language.

Give the name of capitals and their locations of these countries. Give the pictures of flags and famous places of these countries.

Support the presentation with suitable pictures , drawings to make it attractive.

Use as many French words as possible.

Project should be submitted in groups.

Marks distribution:

1. Content – 5
2. Research work, presentation and neatness – 5

Learning outcomes : At the end of the project the students should be able to know the culture and civilization of Francophone.

FRENCH PROJECT 2 RUBRICS (2023-24)

Class – 5

	5	4	3	2	1
Content	A clear understanding of the theme and the content is written in an accurate and exemplary manner without any spelling error.	Demonstrate an adequate understanding of the theme, the content is well written with some spelling error.	Demonstrates a partial understanding of the theme, the content lacks accuracy.	Demonstrates a vague understanding, the content lacks accuracy.	Not understood the content of the project
Research work, presentation and neatness	Proper research on the content . Use of relevant pictures with labels . Neatness is there.	Good presentation but not adequate pictures .	Presentation is good but without labelling	No neatness in presentation and without labelling	No neatness in presentation. Not adequate pictures and without labelling

LAKSHMIPAT SINGHANIA ACADEMY

SUB: GERMAN 3RD LANGUAGE
CLASS-V
UNIT TEST 3 (2023-24)
OPEN BOOK PROJECT
Total Marks:10

THEME: Jahreszeiten und Wetter (Seasons and weather)

LEARNING OBJECTIVES:. **Die Jahreszeiten, das Klima und kulturelle Aspekte im Zusammenhang mit Indien und Deutschland**

(The seasons, the climate and cultural aspects related to India and Germany)

PROJECT: "Exploring the Seasons and Weather of India and Germany"

LEARNING OUTCOME: Die Vielfalt der Jahreszeiten und klimatischen Bedingungen.

(The diversity of seasons and climatic conditions)

Language : Deutsch/English

<u>**Instruction**</u>: -

➢ **Bereite anhand der folgenden Informationen eine Präsentation über Jahreszeiten und Wetter vor.**
   (Prepare a presentation on seasons and weather using the following informations)
➢ **Wie verändert sich das Klima mit den verschiedenen Jahreszeiten?**
   (How does the climate change with the different seasons?)
➢ **Wie nennt man im Deutschen und in Ihrer Sprache Faktoren, die unterschiedliche klimatische Bedingungen beschreiben?**
   (What are the factors called, in German and in your language that describe different climatic conditions?)
➢ **Was sind die verschiedenen Jahreszeiten in Indien und Deutschland?**
   (What are different Seasons of India and Germany.)
➢ **Zeigen Sie die Klimazonen in Indien und Deutschland anhand von Karten/Diagrammen/Diagrammen/Fotos an.**
   (Show the climate zones in India and Germany, using maps/diagrams/diagrams/photos.)
➢ **Wie feiern Deutsche und Inder unterschiedliche Jahreszeiten und ihre kulturelle Bedeutung?**
   (How does the Germans and the Indians celebrate different seasons and their cultural significance?)
➢ **Reflektieren Sie die Ähnlichkeiten und Unterschiede zwischen dem Klima und den Jahreszeiten in Indien und Deutschland.**
   (Reflect the similarities and differences between the climate and seasons of India and Germany.)
➢ **Die Bedeutung verschiedener Jahreszeiten, klimatischer Bedingungen und ihre Auswirkungen auf das tägliche Leben.**
   (The importance of different seasons ,climatic conditions and their impact on daily life.)

- ➢ **Dies sollte ein Gruppenprojekt sein**
  (This should be a group project)
- ➢ **Fasst ihr, die Informationen in einer Präsentation mit relevanten Bildern und Informationen zusammen**.
  (Compile the information in a presentation with relevant pictures and information)
- ➢ **Die Präsentation kann in Englisch / Deutsch erfolgen**
  (The presentation can be made in English / Deutsch)
- ➢ **Erwähnt die Websites/ Bücher, die zum Sammeln von Daten verwendet wurden!**
  (Mention the websites/ books which has been used for acquiring data)
- ➢ **Einreichen**
  (Submit)

LAKSHMIPAT SINGHANIA ACADEMY
RUBRICS
CLASS-5 GERMAN OPEN BOOK PROJECT
UT –3 (2023-24)

YOUR SCORE		A 2 points /4 points	B 1.5point /3 points	C 1point /2points	D 0.5 point /1 point
…….../3	**Research work**	-	Dependent on quality of information	Dependent on quality of information	Dependent on quality of information
…….../3	**Quality of information**	-	Met with the most important information	Not all the information are very important	Incomplete or irrelevant information
…….../4	**Overall presentation**	Proper presentation with the links used for research, Relevant decoration, properly furnished with the presenter's name class section and roll number	Presentation with the links used for research, Relevant decoration, not properly furnished with the presenter's name class section and roll number.	Presentation with the links used for research, Not so relevant decoration, properly furnished with the presenter's name class section and roll number	Presentation without the links used for research, not so relevant decoration, not properly furnished with the presenter's name class section and roll number