

SPLIT UP SYLLABUS FOR CLASS –IV EVS

Month	Lesson	Suggested Activities	TLM/ Resources
April & May	Going to School	<p>* Observation of various symbols or indicators as landmarks :</p> <ul style="list-style-type: none"> - Use of symbols and scale <p>Comparison – with the various vehicles used :</p> <ul style="list-style-type: none"> - Jugad, Bike, Camel Cart, Tonga and various types of boats. <p>Initiate Discussion – after watching the still pictures and videos of the terrain of other states.</p> <p>Collect the pictures of transport in villages ,cities ,important bridges in india, trolley used in different places to reach the valleys.jugadetc</p> <p>Visuals on the various modes of transport used in various terrains of India to reach places within the state.</p> <p>Drawing of conclusions based on the above listed activities</p> <p>Develop Recording Skills</p> <p>Various Animals used as a means of transport</p> <p>Observation and discovering the vegetation flora and fauna in jungles, deserts, snowy areas, mountainous regions</p> <p>Making of models of transport using waste material</p> <p>Quiz based on the activities mentioned above</p>	<p>Local map of the school and area</p> <p>Pictures of land transport , water transport etc.</p> <p>Childs own idea of the route taken to school</p> <p>Map of States/India</p> <p>Films and pictures of far off locations where schools are located</p> <p>Movies, stories and narratives</p> <p>Internet videos</p> <p>Quiz</p>
	2. Ear to Ear	<p>* Observation of ears of animals.</p> <p>Finding out the way they tilt their heads when they are listening.</p> <p>Comparison of ears of human beings and animals.</p> <p>Names of animals commonly seen in and around our houses.</p> <p>Discussion after watching photographs/visuals and videos of animals with ears on either sides of head, on top of their head, visible and not so visible, with hair on ears, with no hair, camouflaged with skin.</p> <p>Listing and drawing of observations regarding ears of animals.</p> <p>Preparation of masks by children – of animals and the kind of ears they have.</p>	<p>Still pictures.</p> <p>Video clippings, movies, stories, library resources, lab resources.</p>

	<p>3. A day with Nandu.</p>	<p>Making a collage of different ears of animals. Animals which lay eggs. Animals which give birth to young ones. Listing of all extinct animals. Importance of having pets, they are stress busters. The secret of having hair or no hair in the body of animals. Integrate with the lesson The Donkey, I Had a Little Pony , The milk man’s Cow from Marigold Book IV.</p> <p>* Observation of animals with special reference to Elephants regarding their shape, size, walks etc.</p> <p>Comparison with other animals regarding their sounds, eating habits and their super senses.</p> <p>Initiate discussion on Elephants used in various terrains for various purposes.</p> <p>Video’s of Elephants that live in Jungles, national parks, circuses and temples.</p> <p>Visuals on animals that live in herds.</p> <p>Blindfolding activity- With a model of an Elephant, a child is asked to describe what he feels after touching the various parts of the Elephants body Eg. Tail, Trunk, Legs etc.</p> <p>Story telling of the blind men and the Elephant.</p> <p>Visit to the zoo.</p> <p>Art and craft.</p> <p>Collage of Elephants in the scrapbook.</p> <p>Drawing of conclusions based on the above mentioned activities.</p> <p>Recording of the references made of Elephants with other animals.</p> <p>Debate on the pros and cons of living in a group. Integrate with the lesson</p>	<p>Videos/visuals of animals, short stories, library resources and visit to the zoo.</p>
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<p>June</p>	<p>4. The Story of Amrita.</p>	<p>* Reading maps –</p> <p>State and country and locating the places.</p> <p>Use of symbols and scale.</p> <p>Visuals of plants, trees and animals found in desert areas- their ways of survival. Trees in danger on account of change in environment.</p> <p>Investigation on leaves diversity, their shedding, growth period etc.</p> <p>Visuals on birds found in desert areas with special reference to Rajasthan, their eating habits, nestling habits, etc.</p> <p>Survey on the various occupations of the people of Rajasthan.</p> <p>Model making of the types of houses in deserts, and the modes of transport.</p> <p>Languages spoken (Dialects) , dresses worn.</p> <p>Report reading-</p> <ol style="list-style-type: none"> 1. Visit to local landmarks & draw inferences from it.. 2. Puppet making , folk music and songs of Rajasthan. 3. Making a compost pit. 4. Community lunch, Rajasthani Food. 5. Preparation of Rakhi's and tying them around trees- Symbol of adopting them as one of their own and taking care of it. 6. Narration on true stories of environment. 7. Slogans/Poster making on the conservation of trees. 8. Listing and drawing of things we get from trees. 9. Integrate with Marigold book class IV lesson The Giving Tree 	<p>Data handling / Recording skills</p> <p>Map of India and the World.</p> <ol style="list-style-type: none"> 1. Films, Videos, Pictures, Narratives, Collection of leaves. 2. Model making of houses and transport. 3. Traditional dresses, food. 4. Library resources-Information on Camels, Cactus and their pictures. 5. Newspaper clippings. 6. Tie & Dye designs on a piece of cloth.
	<p>5. Anita and the honey bees.</p>	<p>* Map reading of various states of India with special reference to Bihar.</p> <p>Regional narratives and true stories of children who have worked hard and become successful</p>	<p>Library resource</p> <p>CD's</p> <p>Films, pictures, videos about insects</p>

<p>2.</p> <p>July</p>	<p>6.Omana's Journey.</p>	<p>in life.</p> <p>Comparison of children studying in cities and rural areas</p> <p>Discussion on the importance of going to school</p> <p>What kind of career would one like to take after school</p> <p>Videos/visuals on the behaviour, life of insects</p> <p>Visuals on honey collection honey from flowers, bee hives and the colonies of bees and ants.</p> <p>What is the first aid given when a bee stings.</p> <p>Library resources</p> <p>Invite people for lectures on career development.</p> <p>Nature walks.</p> <p>Art and craft</p> <p>Making of various insects using nutshells.</p> <p>* Map reading of the states with special reference to Kerala</p> <p>Discussion on the importance of travel</p> <p>Journey's undertaken and it's planning.</p> <p>Classification of modes of travel- Categorizing, grouping, contrasting and comparing.</p> <p>Map reading of Kerala using symbols</p> <p>Map is to be supported by a small narrative about the time it takes to go from one place to another, draw children's attention to these symbols and help them get an idea of relative distance.</p> <p>Video's/visuals on the flora and fauna of Kerala</p> <p>Occupations and dress habits of Kerala.</p> <p>Language and Food.</p>	<p>Samples of honey collection</p> <p>Tasting of different honey's.</p> <p>Map of India.</p> <p>Stories and narratives.</p> <p>Library</p> <p>Visit to Railway station, ticket counters (Train, bus etc.)</p> <p>Map of India,.CD's , Videos , Newspaper clippings, visuals, Still pictures, stories and history of important places of Kerala.</p>
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	<p>7. From the window</p>	<p>* Listing the names of villages and states where Grandparent's of the children live.</p> <p>Mapping the route to reach these places.</p> <p>Videos on the modes of transport used in these areas</p> <p>Dramatization of the ways how people get into</p>	<p>CD's , videos, films, pictures, documentation (Diary for recording facts)</p> <p>Pictures, films, map of India, internet video's, Quiz</p>
	<p>8.Reaching grandmothers house.</p>		

	<p>9.Changing Families.</p>	<p>Buses, trains, carts while traveling</p> <p>Video on traveling in the backwaters of Kerala</p> <p>Visuals on fishing, washing, bathing, working in the banks of the rivers</p> <p>Visuals on the plantations of Kerala</p> <p>Collection of railway time table and the reading of it.</p> <p>Quiz on Kerala.</p> <p>Model making of the various carts and boats used.</p> <p>* Comparison of nuclear family to joint family with a survey conducted in class, discussion on it.</p> <p>Drawing of a family tree and sticking photographs on it.</p> <p>Observation and inferences of your family, your friend's family, your neighbour's family, regarding attitudes, number of members and the work they do.</p> <p>Recording changes in your family when you have just got a baby brother or sister.</p> <p>Stick a picture of your brother or sister in your notebook.</p> <p>Keeping a record of the behaviour of the little baby- food it eats, number of hours it sleeps, sounds it makes.</p> <p>Shifting to a new place/city</p> <p>Writing a letter to your friend expressing your apprehensions, what changes would it bring about in the family.</p> <p>Talk and identify with those children who have just joined your school – Views can be exchanged.</p> <p>Attending a wedding and writing down the special food, clothes of the bride and groom, songs played, dances performed and the invitees.</p>	<p>Pictures of weddings, family members, letters.</p>
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<p><u>August</u></p>	<p>10. HuTuTu, HuTuTu</p>	<p>Discussion on the various sports</p> <p>Visuals on the traditional and modern sports and games and recording the differences between them.</p> <p>Coaching of the various games like hockey, cricket, table tennis, lawn tennis etc</p> <p>Their rules and regulations and field structures.</p> <p>Lecture Dem by some eminent sports persons.</p> <p>Playing of traditional games native to India.</p> <p>How physically and mentally active one becomes.</p> <p>Importance of the use of the whole body strength in these games.</p> <p>Holding of breath in these games.</p> <p>Listing of various indoor and outdoor games, number of players required, equipment required.</p> <p>Preparation of a scrapbook on various games, role of women in these games and a brief write-up on them.</p> <p>Listing of medals won during the commonwealth games/ Asian Games/ Olympics</p> <p>Collage on the Indian players of various games who have made India proud.</p> <p>Making a club for your favorite game – writing down the rules and regulations, number of hours of practice and finally playing the game.</p> <p>Quiz on sports and games</p> <p>Events and rules.</p>	<p>Visuals on games</p> <p>Practical display of games</p> <p>Sports events in school</p>
	<p>11. The Valley Of Flowers</p>	<p>* Map reading and locating the new state of Uttaranchal. (Uttarakhand)</p> <p>Documentary on the landforms & vegetation of the hills of Uttaranchal.</p> <p>Still pictures and videos on the flora and fauna</p>	<p>Map of India</p> <p>Pictures, Videos, Films on flowers.</p> <p>Visuals</p> <p>Nature Walk</p> <p>Samples of Flowers.</p>

		<p>of Uttaranchal.</p> <p>Visuals on the valley of flowers, flowers that grow on trees, bushes, creepers, water etc.</p> <p>Nature Walk Recording of the various flowers seen – The Color, scent, number of petals it has, local name and its botanical name, shape, size, place where the flower is in the tree (centre, side etc.)</p> <p>Monitoring the development of buds blooming into flowers.</p> <p>Collection of flowers and creating a scrapbook.</p> <p>Noting down the number of days fresh flowers take to dry up.</p> <p>Practical preparation of color from flowers like Marigold, Zinnia and using it as a dye.</p> <p>Some homemade recipes using flowers.</p> <p>Listing of the various occasions where flowers are used – Marriages, Childbirth, Housewarming, Puja, Death etc.</p> <p>A brief write up on where do flowers come from.</p> <p>Drawing and painting of different kinds of flowers.</p> <p>Blindfolding Activity – Touching and smelling of various flowers and identifying them.</p> <p>Preparation of greeting cards using dried flowers.</p>	
	<p>12. Changing Times</p>	<p>* Map Skills locating Haryana, Punjab, Delhi & Pakistan.</p> <p>Visual presentation of the freedom struggle/partition of India</p> <p>Inviting grandparents to related their experiences of partition and initiate a</p>	<p>Video clippings and presentations</p> <p>Visuals Lectures Visits to construction sites etc. Price listing Paintings of Mughal Period Map</p>

		<p>discussion on it.</p> <p>Video clippings of the various kinds of houses during partition, post partition and modern day buildings.</p> <p>Visit to Heritage Buildings</p> <p>Visit to a construction site – Recording of materials required for the construction of houses and buildings.</p> <p>Interviewing people who work there.</p> <p>Listing the price of materials used for construction and doing a comparative study of different companies.</p> <p>What is renovation? Model making of different houses using mud, wood, paper, cloth, boxes, colors etc.</p> <p>Painting of Mughal period to be shown and questions asked on it.</p>	
<u>September</u>	13. A Rivers Tale	<p>Experiment on evaporation on water – How on heating water develops into vapors and disappears in the atmosphere</p> <p>How are clouds formed? Physical map of India – tracing the various rivers, their origin and the states they cross, where do they culminate?</p> <p>Visuals on the flora and fauna found in fresh water and salt water, differences between fresh water and salt water fishes. Videos on sea animals. Visits to places of rain water harvesting Pictures/Stills of floods and tsunami Experiment on water purification Listing things that are soluble and insoluble in water. Poster making competition Theme Save Water</p>	<p>Using Visuals Materials for experiment Maps Photographs</p>
<u>October</u>	14. Basva's farm	<p style="text-align: center;">REVISION SA-1</p> <p>* Listing of the areas where Kharif and Rabi crops are sown and when?</p> <p>Visual on crops of any 5 states.</p>	<p>Seeds Visuals Video Clipping</p>

	<p>15. From Market to Home</p>	<p>Leading to a discussion</p> <p>Encouraging children to say which crops are grown in their area.</p> <p>Encouraging the child to develop a kitchen garden in school and home.</p> <p>Drawing of various tools used in agriculture.</p> <p>Names of pesticides and insecticides used during the cultivation of crops.</p> <p>Germination of seeds and recording its growth from seeds to plants.</p> <p>1.Go to the market along with your parent’s and inquiry about the prices of the vegetables per kg and fruits.</p> <p>2.Write the time table of you in a day ex-waking of at 5 am.</p> <p>3.Names of vegetables and fruits available in the market, their color, shape, size, smell</p> <p>4.Dramatization on the fruits and vegetables with their properties.</p> <p>5.Assortment of vegetables and fruits and sorting to be done.</p> <p>6.Visuals on how vegetables and fruits move from the farmers den to the wholesale market and the transport used for it.</p> <p>7.Cut outs of various fruits and vegetables to be done and displayed in Class.</p> <p>8.Fruits and vegetables that are smooth & those which are rough to touch.</p> <p>9.Comparison between prices of wholesale veg & fruits and retail.</p> <p>10.Community lunch comprising only vegetables and fruits</p> <p>11.Interview with vegetable vendors.</p>	<p>Kitchen Garden</p> <p>Some tools used in agriculture</p> <p>Cut outs from cardboards and chart paper.</p> <p>Samples of cooked vegetables.</p> <p>Community Lunch.</p> <p>Harm caused by stale food.</p>
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<p><u>November</u></p>	<p>16. A Busy Month.</p>	<p>12. Blindfold Activity – Touching the vegetables and guess which ones they are according to their feel and smell.</p> <p>1. Map work on National Parks in India, wildlife sanctuaries.</p> <p>2. Observation of common birds seen in the neighborhoods.</p> <p>3. Discussion about it and the sounds it creates.</p> <p>4. Reading of books on birds.</p> <p>5. Study on Birds, their beaks, feet and nests.</p> <p>6. Nature walk and observation of birds, their size and colour, beaks and feet and the needs of the same.</p> <p>7. Drawing of these birds after watching.</p> <p>8. Explain the speciality of birds through some visuals.</p> <p>9. Name the national parks the place and the states.</p> <p>10. Different nests of birds</p> <p>11. Visit to the zoological park particularly during the migration season.</p> <p>12. Visuals on the migratory birds that visit our country and the time period they stay for.</p> <p>13. Visuals on the eating habits of birds.</p> <p>14. Collage on the various kinds of beaks, feet of birds.</p> <p>15. Feather collection for scrap book.</p>	<p>Library resources.</p> <p>Books on birds</p> <p>Visuals</p> <p>Movies on birds.</p> <p>Visit to the zoo.</p> <p>Pictures on birds</p> <p>Scrapbook making</p> <p>Drawing (Art)</p>
	<p>17. Nandita in Mumbai</p>	<p>1. Show the pictures of slams and tall building.</p> <p>2. Pictures of corporate, hospitals and equipments.</p> <p>3. Clippings of the places of tourist interest in Mumbai</p> <p>4. Films on life of the people in Mumbai</p>	<p>Video Clippings</p> <p>Films</p> <p>Still Pictures</p>
	<p>18. Too much water Too little water</p>	<p>5. Discussions, thinking and brainstorming on different possible situations that people face while migrating to metros from village.</p> <p>1. Visuals on water games and water parks.</p>	<p>Maps</p>

		<p>11.Those trees which are deep rooted their color, texture etc.</p> <p>12.Those trees whose roots are seen above the soil.</p> <p>13.Height of trees that are deep rooted, and those whose roots are seen outside.</p> <p>14.How to find out the age of trees?</p> <p>15.Deduce, develop and synthesize the information.</p> <p>16.Observe when plants are not watered for a few days ; what happens then also when they are watered. (Regular and irregular watering of plants)</p> <p>17.Why do leaves droop when it is dark?</p> <p>18.Experiment on photosynthesis in class and noting down the observation.</p> <p>19.Listing and drawing</p> <p>20.Cutting and pasting of roots of vegetables and stems of vegetables.</p> <p>21.Visuals on wild and domestic plants</p> <p>22.What are the fruits eaten by people living in the forests?</p> <p>23.Naming of medicinal plants and trees</p> <p>24.Leaf collection in scrap book</p> <p>25.Patterns made out of various fallen leaves.</p> <p>26.Stories of banyan trees</p> <p>27.Discussion on why they have hanging roots.</p> <p>28.Advantages of it.</p> <p>29.Taking children out and helping them feel the roots of the banyan trees and also hanging on to them and playing and swinging carefully under close observation.</p> <p>30.Experiment on the germination of seeds.</p> <p>31.Visuals on climbers and creepers – the root & stem differences.</p>	
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<p><u>December</u></p>	<p>20. Eating Together</p>	<p>32. Blindfolding activities.</p> <p>33. Various seeds kept in cups and children touch it and with the shape, size, texture, guess what seeds they are.</p> <p>34. Poster making on the saving of trees</p> <p>1. VanMahotsav to be celebrated in schools.</p> <p>2. Grow a kitchen garden</p> <p>3. pictures of vanmohostav .</p> <p>4. Adopt a tree/plant and take care of its growth.</p> <p>5. Videos of celebration of different festivals in different states.</p> <p>6. Organizing a community lunch in school</p> <p>7. Discussion on what is mid day meal?</p> <p>8. Why was it introduced in schools and who provides it?</p> <p>9. Recording of the interview taken of your brothers/sisters or neighbor's children who are in a boarding school and their eating habits, different foods eaten and how they are eaten?</p> <p>10. Information regarding meadday meal in different states.</p> <p>11. Narratives of hostel food.</p> <p>12. Visit to Gurudwaras and having food (Langar)</p> <p>13. Interview/Talk to people who can cook.</p> <p>14. Watching the huge cooking vessels and drawing them.</p>	<p>Visit to important holy places.</p> <p>Preparation and serving of food..</p>
	<p>21. Food and fun</p>	<p>1. Finding out times and places when so many people eat together – festivals , marriages, parties etc.</p> <p>2. Poem on food</p> <p>3. Taking photographs of the vessels where food is prepared, the kitchen and the people who prepare the food.</p> <p>4. Create a picture album.</p>	<p>Visit to Gurudwara and Temples</p> <p>Camera for clicking pictures</p> <p>Tape recorder for recording interviews.</p>

<p>January</p>	<p>22. The World in my Home</p>	<p>5. Visit a temple during a festival.</p> <p>6. Observe and click photographs of food being prepared, the cooks, the vessels and interview the temple priests, Jot down where they get their food material from? And create a picture story.</p> <p>7. Talk to your friends who are in boarding schools – collect pictures of their schools, their eating rooms, kitchen, vessels and create a collage.</p> <p>1. Narration of incidents from the biography of Ambedkar and Gandhiji on untouchability. 2. Interview them and find out the reasons for their going to boarding schools & ask if they miss home cooked food. 3. Discussion on sensitivity of touch. 4. Saying moral stories on values like sincerity and discipline. 5. First hand report writing on who watches what on T.V at your home?</p> <p>6. Is there a time slot for all or do they quarrel? Why it is so and what is the solution you come to?</p> <p>7. Discussion on rules and regulations at home? Are there separate rules for boys and separate ones for girls?</p> <p>8. Visit to a fair and drawing a picture.</p> <p>9. Discussion: Situations that are faced in a family daily? Who decides things for us? Should we have caste barriers even today?</p>	<p>Visit to fairs</p>
	<p>23. Pocham-palli</p>	<p>1. Mapping the states of India</p> <p>2. Traditional arts, handicrafts</p> <p>3. Visuals on the process of making those handicrafts and dresses.</p> <p>4. Visuals on the different kinds of tools and skills required.</p> <p>5. Visit to the Crafts Museum, National Museum, and local Centre for arts and Culture.</p>	<p>Visits to museums</p> <p>Map of India</p> <p>Visuals</p> <p>Internet resources</p> <p>Library resources</p>

	<p>24. Home and Abroad.</p>	<p>6. Collect information from the internet / library resources regarding those artisans from remote areas of India who have won awards for their traditional arts</p> <p>Eg. Sarees, shawls, toys, carpet weaving, scent production. Etc.</p> <p>7. Organizing Quizzes. Visuals/vedios on various countries Egypt, USA, Canada, Australia etc.</p> <p>8. Showing the pictures of sarees of traditional occupation ex- Kanchisarees, Dharma Varam ,PochhampalliSarees.</p> <p>1. Historical places and tourist interest, languages spoken, flora fauna, traffic rules.</p> <p>2. Importance of passport and role of embassies.</p> <p>3. Documenting the various paperwork to be done.</p> <p>4. Collection of stamps of those countries, coins and currency</p> <p>5. Compounding the value of those notes with Indian Currency</p> <p>6. Collect travel tickets from known people traveling abroad</p> <p>7. Visit to a travel agency</p> <p>8. Project report on any one country</p>	<p>Visuals on Embassies.</p> <p>Coin collection</p> <p>Currency Collection</p> <p>Flags of different countries</p> <p>Travel documents</p> <p>Visit to travel agency.</p>
	<p>25. Spicy Riddles</p>	<p>1. Listing of spices found in the Kitchen</p> <p>2. Bring in samples of spices to classroom and feel their texture, size and shape.</p> <p>3. Blindfolding activity</p> <p>4. Various spices to be put in cups and identify them through smell, touch.</p> <p>5. Names of state where spices are found aplenty.</p> <p>6. Bring in fruits and boiled potatoes, use various condiments (powdered) on those fruits and potatoes and consume it in class (A small</p>	<p>Spices</p> <p>Fruits</p> <p>Vegetables</p>

<p>February</p>	<p>26.Defence Officer : Wahida</p>	<p>class fruit party)Spicy Riddles</p> <p>7. Play/Drama enacted in class telling about the benefits of spices.</p> <p>8. Discussion on any three food items using spices.</p> <p>1. Visuals on the three defence forces.</p> <p>2.Various occupations in defence services. Uniforms of all the services.</p> <p>3.List the ranks in the services.</p> <p>4.Role of women in Defense services.</p> <p>5. Latest examples of women flourished in defence forces.</p> <p>6. Visuals on services done by defence forces.</p> <p>7.NCC activities in school (a record to be kept)</p> <p>8.Holding a parade in school.</p> <p>9.Discussion with children whose parents are in the defense services.</p> <p>10.Interviews with some defence personnel</p> <p>11.A short write up on what you want to become in life</p>	<p>Videos /visuals/Computer aided teaching</p> <p>Holding Parades in school</p> <p>Interviews with defense personnel</p>
<p>MARCH</p>	<p>27. Chuskit goes to School</p>	<p>1.Visuals of ramps and wheelchairs</p> <p>2. Wonders done by Handicapped children.</p> <p>3.Visual on the terrain, landscapes, life, vegetation and school in Ladakh</p> <p>4.Making of ramp models, bridges using sand, pebbles, leaves, twigs etc.</p> <p>5.Discussion on how children with special needs reach school and the classrooms. Integrate with Marigold book IV lesson Don't be Afraid of the Dark.</p> <p style="text-align: center;">Revision Work SA-II</p>	<p>Pictures</p> <p>Model Making</p> <p>Dramatization</p> <p>Photography</p> <p>Class Display</p>