

The key focus of the ASSET English tests is to assess whether children can read with understanding. It also aims at providing specific feedback on skill gaps. For this purpose, the ASSET tests use a variety of authentic material to assess reading comprehension.

A careful scrutiny of the most common wrong answers in some questions in the ASSET English papers has revealed some interesting insights into the kind of misconceptions or misunderstandings that students seem to have, with regard to language.

It is with this purpose that some of these questions with interesting data are studied in detail and the possible reasons for choosing different answers explained. Along with this, various ways to handle these concepts are suggested.

The teacher sheets of Class 3 cover the following:

- The ability to deduce the meanings of different words in the passages as well as the knowledge of words with the same meaning, opposites, compound words, etc.
- The ability to identify clearly stated information and mentally sequence the events in the passage to understand how it is organised.
- The ability to look beyond a text and draw conclusions based on the facts that have been identified.
- The ability to comprehend poems and understand the rhyme in them.
- The ability to use grammar concepts in a passage based on an accurate understanding of the passage.
- The ability to use the knowledge of alphabetical sequence in real life situations.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Infers using contextual clues and prior knowledge										
Understands the usage of Grammar concepts										
Interprets the lines of a poem										
Understands organisation and context of the passage										
Identifies and recalls direct facts in the passage										
Knows Punctuation and Sentence Formation										
Analyses and infers hidden ideas										
Identifies synonyms, antonyms and other words										
Deduces word meanings from contextual clues										

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The teacher sheets of Class 4 cover the following:

- The ability to deduce the meanings of different words in the passages.
- The ability to identify clearly stated information and mentally sequence the events in the passage to understand how it is organised.
- The ability to look beyond a text and draw conclusions based on the facts that have been identified.
- The ability to comprehend poems and understand the rhyme in them.
- The ability to use grammar concepts in a passage based on an accurate understanding of the passage or situation.
- The ability to recall spelling conventions based on syllables and phonic sounds of letters.
- The ability to use the knowledge of alphabetical sequence in real life situations.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Analyses characters and situations										
Understands the usage of Grammar concepts										
Interprets the lines of a poem										
Understands organisation and context of the passage										
Identifies and recalls direct facts in the passage										
Knows Punctuation and Sentence Formation										2
Identifies the main idea and purpose of the passage										
Analyses and infers hidden ideas										
Knows correct spellings and phonics in words										
Deduces word meanings from contextual clues										

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It is with this purpose that some of these questions with interesting data are studied in detail and the possible reasons for choosing different answers explained. Along with this, various ways to handle these concepts are suggested.

The teacher sheets of Class 5 cover the following:

- The ability to deduce the meanings of different words in the passages as well as the knowledge of words with the same meaning, opposites, compound words, etc.
- The ability to identify clearly stated information and mentally sequence the events in the passage to understand how it is organised.
- The ability to look beyond a text and draw conclusions based on the facts that have been identified.
- The ability to comprehend poems and understand the rhyme in them.
- The ability to use grammar concepts in a passage based on an accurate understanding of the passage or situation and to understand its application in constructing sentences.
- The ability to recall spelling conventions based on syllables and phonic sounds of letters.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Analyses characters and situations										
Understands the usage of Grammar concepts										
Interprets the lines of a poem							2			
Identifies and recalls direct facts in the passage										
Knows Punctuation and Sentence Formation								2		
Identifies the main idea and purpose of the passage										
Analyses and infers hidden ideas										
Knows correct spellings and phonics in words										
Identifies synonyms, antonyms and other words										
Deduces word meanings from contextual clues										

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Language is essentially a means to communicate our thoughts and feelings. Students' responses to various questions tell us how well they are able to visualize the world of the author and understand the message of the text. Thus the key focus of the ASSET English tests has been to assess whether children read with understanding.

A careful scrutiny of the most common wrong answers in some questions in the ASSET English papers has revealed some interesting insights into the kind of misconceptions or misunderstandings that students seem to have, with regard to language. A detailed study of some of these questions with possible reasons for choosing different answers as well as suggestions to handle these concepts is presented in these teacher sheets.

The teacher sheets of Class 6 cover the following:

- The ability to deduce the meanings of different words in the passages.
- The ability to identify clearly stated information and mentally sequence the events in the passage to understand how it is organised.
- The ability to look beyond a text and draw conclusions based on the facts that have been identified.
- The ability to recognize and understand the usage of expressive language like idioms and figures of speech.
- The ability to use grammar concepts in a passage based on an accurate understanding of the passage or situation and to understand its application in constructing sentences.
- The ability to comprehend poems and understand the rhyme in it.
- The ability to recall spelling conventions based on syllables and phonic sounds of letters.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Analyses characters and situations			2							
Infers using contextual clues and prior knowledge		1			1					
Understands the usage of Grammar concepts										1
Interprets the lines of a poem							2			
Understands organisation and context of the passage	1								1	
Knows Punctuation and Sentence Formation								2		1
Identifies the main idea and purpose of the passage				1		1				
Understands Idioms, Proverbs and Figures of Speech									1	
Analyses and infers hidden ideas	1									
Knows correct spellings and phonics in words						1				
Identifies synonyms, antonyms and other words				1						
Deduces word meanings from contextual clues		1			1					

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The teacher sheets of Class 7 cover the following:

- The ability to deduce the meanings of different words in the passages.
- The ability to identify clearly stated information and mentally sequence the events in the passage to understand how it is organised.
- The ability to look beyond a text and draw conclusions based on the facts that have been identified.
- The ability to recognize and understand the usage of expressive language like idioms and figures of speech.
- The ability to comprehend the emotions, tones and pattern of rhyme in poems.
- The ability to accurately understand a passage or situation and use the right grammar concepts in sentence construction and transformation.
- The ability to recall spelling conventions based on syllables and phonic sounds of letters.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Analyses characters and situations			1							
Infers using contextual clues and prior knowledge						1				
Understands the usage of Grammar concepts								2		
Interprets the lines of a poem					2					
Understands organisation and context of the passage		1					1			
Identifies and recalls direct facts in the passage	2			1						
Knows Punctuation and Sentence Formation										1
Identifies the main idea and purpose of the passage			1			1				
Understands Idioms, Proverbs and Figures of Speech									2	
Registers moods, tones and emotions				1						
Deduces word meanings from contextual clues		1					1			1

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A careful scrutiny of the most common wrong answers in some questions in the ASSET English papers has revealed some interesting insights into the kind of misconceptions or misunderstandings that students seem to have, with regard to language. A detailed study of some of these questions with possible reasons for choosing different answers as well as suggestions to handle these concepts is presented in these teacher sheets.

The teacher sheets of Class 8 cover the following:

- The ability to deduce the meanings of different words in the passages.
- The ability to identify clearly stated information and mentally sequence the events in the passage to understand how it is organised.
- The ability to look beyond a text and draw conclusions based on the facts that have been identified.
- The ability to recognize and understand the usage of expressive language like idioms and figures of speech.
- The ability to comprehend the emotions, tones and pattern of rhyme in poems.
- The ability to accurately understand a passage or situation and use the right grammar concepts in sentence construction and transformation.
- The ability to recall spelling conventions based on syllables and phonic sounds of letters.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Infers using contextual clues and prior knowledge										
Understands the usage of Grammar concepts										
Understands organisation and context of the passage	2									
Identifies and recalls direct facts in the passage										
Knows Punctuation and Sentence Formation										
Identifies the main idea and purpose of the passage						2				
Understands Idioms, Proverbs and Figures of Speech										
Registers moods, tones and emotions					2					
Knows correct spellings and phonics in words										
Identifies synonyms, antonyms and other words										
Deduces word meanings from contextual clues										

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A careful scrutiny of the most common wrong answers in some questions in the ASSET English papers has revealed some interesting insights into the kind of misconceptions or misunderstandings that students seem to have, with regard to language. A detailed study of some of these questions with possible reasons for choosing different answers as well as suggestions to handle these concepts is presented in these teacher sheets.

The teacher sheets of Class 9 cover the following:

- The ability to deduce the meanings of different words in the passages.
- The ability to identify clearly stated information and mentally sequence the events in the passage to understand how it is organised.
- The ability to look beyond a text and draw conclusions based on the facts that have been identified.
- The ability to recognize and understand the usage of expressive language like idioms and figures of speech.
- The ability to comprehend the emotions, tones and pattern of rhyme in poems.
- The ability to accurately understand a passage or situation and use the right grammar concepts in sentence construction and transformation.
- The ability to recall spelling conventions based on syllables and phonic sounds of letters.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Analyses characters and situations										
Infers using contextual clues and prior knowledge										
Understands the usage of Grammar concepts								2		
Understands organisation and context of the passage										
Identifies and recalls direct facts in the passage										
Knows Punctuation and Sentence Formation										
Identifies the main idea and purpose of the passage										
Understands Idioms, Proverbs and Figures of Speech										
Registers moods, tones and emotions										
Knows correct spellings and phonics in words										
Identifies synonyms, antonyms and other words										
Deduces word meanings from contextual clues										

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By this stage, students learn the following topics – identifying some 2D and 3D shapes by their names, reading and writing numerals up to 99, regrouping the 2-digit numbers into tens and ones, concept of place value to compare numbers, simple addition and subtraction, multiplication as repeated addition, working with small denominations of money, comparing lengths, weights and volumes to decide longer/shorter, heavier/lighter, more/less volumes, days and months in a calendar, interpreting simple pictographs.

The concepts chosen for the teacher sheets are some of the important concepts which children don't seem to have mastered deeply, as indicated by student responses on the ASSET tests over the last few years. The teacher sheets in Class 3 cover the following:

- Ability to understand the basic properties of numbers like when they increase/ decrease/ are the same. Ability to understand number sentences in the form of words or simple equations.
- Understanding operations on numbers, and ability to apply this in different contexts e.g. substituting missing values
- Relating mathematical operations to applications in daily life (when to add? when to multiply?). Other simple daily life applications like telling the time.
- Simple properties of basic shapes and understanding of length
- Interpretation of data presented in simple tables
- Problem solving ability- application of the different concepts learnt in non-standard challenging contexts

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Applications in daily life; Word / Visual Problems										
Arithmetic Operations, Order of operations, Properties				2						
Basic Shapes, Geometry and Visual estimation										
Measurement, Data Interpretation/Analysis: averages, graph reading, etc										
Number sense, related concepts and basic number competency		2								
Problem Solving (Advanced or challenging problems)										2

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By this stage, students learn about reading and writing 3-digit numbers, concept and use of place value, addition and subtraction of numbers - with and without regrouping, multiplication and division of numbers; basic fraction concepts like identifying common fractions, explaining the meaning of fractions and equivalence of fractions; measurement of length, weight, volume and time; application of money, calendar, clock in daily life; collection and representation of data.

The concepts chosen for the teacher sheets are some of the important concepts which children don't seem to have mastered deeply, as indicated by student responses on the ASSET tests over the last few years.

The teacher sheets in Class 4 cover the following –

- Basic number concepts – using the understanding of place value to expand a number and rounding a number
- Understanding of the operation division and its relation to another operation - multiplication
- Understanding of shapes – identify a shape, ability to reason visually
- Basic concepts of fraction – fraction as equal parts of a whole, compute a fraction of given the whole
- Application in real life - ability to relate a digital and an analog clock
- Basic idea of using a key in a graph
- Identify number patterns and use it to solve a given problem

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Applications in daily life; Word / Visual Problems								2		
Arithmetic Operations, Order of operations, Properties			1	2						
Basic Shapes, Geometry and Visual estimation	1					1	2			
Fractions, Decimals, Ratios and Percentages: concepts, applications					2	1				
Measurement, Data Interpretation/Analysis: averages, graph reading, etc	1								2	
Number sense, related concepts and basic number competency		2	1							
Problem Solving (Advanced or challenging problems)										2

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By this stage, students learn the following topics – four basic operations on whole numbers and applications on money, place value, appreciating the role of place value in operations, concept of fractions and their meaning, measurements of length, weight and volume, clock reading to nearest minutes, idea of a calendar, idea of area/perimeter and computing the same, working with data given in bar graph or pictograph form, types of angles and various 2D and some 3D shapes, and some other related topics.

The concepts chosen for the teacher sheets are some of the important concepts which children don't seem to have mastered deeply, as indicated by student responses on the ASSET tests over the last few years.

The teacher sheets in Class 5 cover the following:

- Ability to read a scale to weigh objects and use their reasoning skills to compare weights
- Problem solving skills based on simple concepts learnt in lower classes
- Understanding of numerical equations to find out the missing number in the equation involving one of the four basic operations, applying the place value concept in operations of numbers
- Place value concept, ability to find out the number split into hundreds, tens and ones in an indirect form (not giving that 5 hundreds, 6 tens, 2 ones for 562), interpreting descriptions to form numbers using operations
- Ability to identify a particular 2D shape based on its properties and not deciding just by the visual
- Understanding of area/perimeter of a shape
- Representation of a fraction on a number line
- Ability to use reasoning skills to compare volumes by analyzing the shape of the container containing the volume

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Applications in daily life; Word / Visual Problems									2	
Arithmetic Operations, Order of operations, Properties										
Basic Shapes, Geometry and Visual estimation										
Fractions, Decimals, Ratios and Percentages: concepts, applications										
Measurement, Data Interpretation/Analysis: averages, graph reading, etc										
Mensuration - Area and Perimeter, Volume and Surface Area										
Number sense, related concepts and basic number competency		2								
Problem Solving (Advanced or challenging problems)										

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By this stage, students learn about place value and its use in addition, subtraction and multiplication algorithms; meaning of factors and multiples; equivalence of fractions, finding fraction of a collection, comparing fractions, converting fractions to decimals and vice versa; finding area and perimeter of simple geometrical figures, applying operations to solve problems involving length, weight and volume, informal understanding of volume of a solid; represent data in two-dimensions and use table to represent data; identifying patterns in numbers like squares and triangular numbers, odd and even numbers.

The concepts chosen for the teacher sheets are some of the important concepts which children don't seem to have mastered deeply, as indicated by student responses on the ASSET tests over the last few years.

The teacher sheets in Class 6 cover the following –

- Use of understanding of place value to find out difference between numbers
- Application of place value concept in addition algorithm for adding two-digit numbers
- Ordering and comparison of decimals
- Visually identifying a given angle
- Using basic algebraic reasoning to find the relation between the numbers of objects of two kinds.
- Interpret a bar graph
- Basic understanding of perimeter – identifying the shape that can have a perimeter
- Apply the understanding of basic operations to solve a problem

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Applications in daily life; Word / Visual Problems										
Arithmetic Operations, Order of operations, Properties										
Basic Shapes, Geometry and Visual estimation					2					
Factors, Multiples, Primes and related concepts										
Fractions, Decimals, Ratios and Percentages: concepts, applications										
Measurement, Data Interpretation/Analysis: averages, graph reading, etc										
Mensuration - Area and Perimeter, Volume and Surface Area										
Number sense, related concepts and basic number competency										
Pre-algebra and Algebra skills										
Problem Solving (Advanced or challenging problems)										

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By this stage, students learn the following topics – concept of place value and number sense including various properties of operations on integers and fractional numbers, forming algebraic equations and solving simple ones, ratio and proportion, unitary method, idea of percentage and equivalence of fractions and applications, types of angles, triangles, concepts of area/perimeter and computing the same for various shapes, working with various types of data to interpret and draw conclusions.

The concepts chosen for the teacher sheets are some of the important concepts which children don't seem to have mastered deeply, as indicated by student responses on the ASSET tests over the last few years.

The teacher sheets in Class 7 cover the following:

- Ability to use the properties of triangles to identify the type of triangle
- Use the knowledge of the 24 hour time learnt in lower classes and apply it to interpret the data given
- Work with numerical equations involving integers to find out the missing number in the equation
- Place value concept, ability to find out the number split into hundreds, tens and ones in an indirect form (not giving that 5 hundreds, 6 tens, 2 ones for 562), using the understanding of division and remainder to solve different problems
- Using problem solving and reasoning skills to identify patterns and codes and use them as required
- Understanding volume in terms of the number of unit cubes required to form bigger cubes
- Interpreting numerical in-equations to find out the missing number
- Working with equations with variables to compare two equations (whether same or different)
- Understanding of the ratio to compare two ratios and finding out the change in one term, given the change in the other to maintain the ratio

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Applications in daily life; Word / Visual Problems										
Arithmetic Operations, Order of operations, Properties										
Basic Shapes, Geometry and Visual estimation										
Factors, Multiples, Primes and related concepts										
Fractions, Decimals, Ratios and Percentages: concepts, applications										
Integers and Rational numbers, Powers and bases										
Measurement, Data Interpretation/ Analysis: averages, graph reading, etc										
Mensuration - Area and Perimeter, Volume and Surface Area										
Number sense, related concepts and basic number competency										
Pre-algebra and Algebra skills							2			
Problem Solving (Advanced or challenging problems)										

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By this stage, students learn about multiplication and division of integers and properties of integers; multiplication and division of fractions, introduction to rational numbers and operations on rational numbers, multiplication and division of decimal fractions; natural number exponents and laws of exponents; generate algebraic expressions with two variables, addition and subtraction of algebraic expressions, linear equations in one variable; ratio and proportion, concept of percentage, conversion of fractions and decimals to percentage and vice versa, application of percentage in profit and loss; properties of parallel lines and angles formed by parallel lines, angle sum property of triangles, side length property of triangles, Pythagoras theorem, rotation and reflection symmetry, recognition of 3D objects based on the 2D image and vice versa, idea of congruence; idea of pi and circumference of circle, area of basic shapes, parallelograms and circles; introduction to probability and statistics.

The concepts chosen for the teacher sheets are some of the important concepts which children don't seem to have mastered deeply, as indicated by student responses on the ASSET tests over the last few years.

The teacher sheets in Class 8 cover the following –

- Application of understanding of division as repeated subtraction in the division algorithm
- Using understanding of decimal place value system to identify the number closest to a given decimal; converting percentage to fraction; applying understanding of percentage in a real life situation
- Use understanding of powers to compare expressions with exponents
- Understanding of side length property of triangles
- Basic understanding of area and perimeter – identify the attribute that changes on manipulating a shape; understanding of area of triangles
- Basic understanding of equations in one variable
- Applying understanding of average to calculate average of a given group

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Applications in daily life; Word / Visual Problems				1						
Basic Shapes, Geometry and Visual estimation						2				
Fractions, Decimals, Ratios and Percentages: concepts, applications	1		1	1	1					
Integers and Rational numbers, Powers and bases					1					
Measurement, Data Interpretation/ Analysis: averages, graph reading, etc									1	1
Mensuration - Area and Perimeter, Volume and Surface Area							1	2	1	
Number sense, related concepts and basic number competency		2	1							
Pre-algebra and Algebra skills	1						1			
Problem Solving (Advanced or challenging problems)										1

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By this stage, students learn the following – idea of rational number and operations on the same, laws of exponents, square roots and cube roots, operations on simple algebraic equations, solving linear equations, using ratio and proportion to understand direct and inverse variations, various types of parallelograms and quadrilaterals and their properties, area/perimeter of various shapes (not necessarily standard ones), measurement of volume of various 3D shapes using formulae, interpreting various types of data and graphs on coordinate axes.

The concepts chosen for the teacher sheets are some of the important concepts which children don't seem to have mastered deeply, as indicated by student responses on the ASSET tests over the last few years.

The teacher sheets in Class 9 cover the following:

- Problem solving skills to observe/analyze the problem and relate the known concepts to get to a solution
- Applying the understanding of concepts like volume/surface area and working with the known formulae to find out the volume/surface area of related objects
- Using spatial reasoning skills in the context of some known 3D shapes
- Using simple logic to solve problems on time and distance
- Using the laws of exponents to validate equations
- Using the understanding of average and manipulating the formula of average, interpreting the given data to draw conclusions
- Framing algebraic expressions from the given descriptions
- Using the laws of integers to find out the conditions that an algebraic expression will satisfy
- Understanding of percentage and relating its meaning to operations

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Applications in daily life; Word / Visual Problems										
Basic Shapes, Geometry and Visual estimation										
Fractions, Decimals, Ratios and Percentages: concepts, applications										
Integers and Rational numbers, Powers and bases										
Measurement, Data Interpretation/ Analysis: averages, graph reading, etc										
Mensuration - Area and Perimeter, Volume and Surface Area										
Number sense, related concepts and basic number competency		2								
Pre-algebra and Algebra skills										
Problem Solving (Advanced or challenging problems)										

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Students are introduced to the scientific worldview in class 3. During this first encounter with science they come across introductory concepts like heavenly bodies, living organisms, human body, light and shadows etc. They start making their worldview according to what they study in class and what they see around them.

It is important to note that misconceptions regarding these topics must be cleared at this level only because ideas and thinking patterns formed at this level works as a platform for higher classes. The Teacher Sheets are an attempt to attack some common misconceptions. Topics chosen for them are the ones which are important at this level and are connected to higher concepts of higher classes. A Teacher Sheet consists of an objective question from ASSET in which majority of students have failed to answer correctly. Insight is provided to the teacher as to what can lead children to think in a manner that leads them to a wrong answer. Practical ways to address these misconceptions have also been suggested along with some useful resources for interested teachers. Basic scientific skills are addressed in Teacher Sheets at this level, like:

- Ability to observe phenomena in practical life for example properties of materials.
- Ability to observe phenomena in natural phenomena like phases of the moon.
- Ability to explain simple phenomena taking place around them in real life.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Natural Resources & Environment										
States of Matter										
The Earth, Planetary motion & the Universe						2				
Properties of Matter										
Scientific Literacy & Scientific methods										
Living Organisms - Form & Function			2							
Human body										
Food, Nutrition and Health										
Classification of Living Organisms										
Sound, Light, Waves and Optics										
Living Organisms - Form & Function										

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By this stage students have learned about natural resources, states of matter, the earth and planetary motion, form and functioning of living organisms, food and nutrition and about sound and light, either through the curriculum or by observing the world around them. In this process, they inevitably form some misconceptions.

It is important to note that misconceptions regarding these topics must be cleared at this level only because ideas and thinking patterns formed at this level works as a platform for higher classes. The Teacher Sheets are an attempt to attack some common misconceptions. Topics chosen for them are the ones which are important at this level and are connected to higher concepts of higher classes.

A Teacher Sheet consists of an objective question from ASSET in which majority of students have failed to answer correctly. Insight is provided to the teacher as to what can lead children to think in a manner that leads them to a wrong answer. Practical ways to address these misconceptions have also been suggested along with some useful resources for interested teachers. Basic scientific skills are addressed in Teacher Sheets at this level, like:

- Making different types of measurements
- Classification of material, living organisms and food.
- Observing processes happening around them and explaining them
- Observing natural phenomena around them.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Natural Resources & Environment										
States of Matter										
The Earth, Planetary motion & the Universe						2				
Properties of Matter										
Scientific Literacy & Scientific methods										
Living Organisms - Form & Function										
Human body										
Food, Nutrition and Health										
Classification of Living Organisms										
Sound, Light, Waves and Optics										

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By this stage, students have learned about states of matter, properties of materials, forces, form and functioning of living organisms including humans, habitats and ecosystems of living organisms, energy and light, either through the curriculum or by observing the world around them. In this process, they inevitably form some misconceptions.

It is important to note that misconceptions regarding these topics must be cleared at this level only because ideas and thinking patterns formed at this level works as a platform for higher classes. The Teacher Sheets are an attempt to attack some common misconceptions. Topics chosen for them are the ones which are important at this level and are connected to higher concepts of higher classes.

A Teacher Sheet consists of an objective question from ASSET in which majority of students have failed to answer correctly. Insight is provided to the teacher as to what can lead children to think in a manner that leads them to a wrong answer. Practical ways to address these misconceptions have also been suggested along with some useful resources for interested teachers. Basic scientific skills are addressed in Teacher Sheets at this level, like:

- Understanding and explaining natural phenomena in their functioning.
- Explaining common daily observations.
- Making sense of and using scientific instruments.
- Understanding the environment as a system
- Classifying living organisms and materials around us.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Natural Resources & Environment										
States of Matter										
The Earth, Planetary motion & the Universe										
Properties of Matter										
Scientific Literacy & Scientific methods							2			
Living Organisms - Form & Function										
Human body										
Food, Nutrition and Health										
Classification of Living Organisms										
Sound, Light, Waves and Optics										
Energy, Energy Transfer & Energy Conversion										
Habitat, Adaptation and Ecosystem										
Electricity and Magnetism										

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By this stage, students have learned about natural resources, states of matter, the earth and planetary motion, form and functioning of living organisms, food and nutrition and about sound and light, either through the curriculum or by observing the world around them. In this process, they inevitably form some misconceptions.

It is important to note that children at this level are filled with mental models regarding things they observe around them. Majority of these models are somehow incomplete and inappropriate. It is important for a teacher to clean all prior notions before teaching a concept; otherwise students might end up dumping new knowledge over past misconceptions. The Teacher Sheets are an attempt to attack some common misconceptions. Topics chosen for them are the ones which are important at this level and are connected to higher concepts of higher classes.

A Teacher Sheet consists of an objective question from ASSET in which majority of students have failed to answer correctly. Insight is provided to the teacher as to what can lead children to think in a manner that leads them to a wrong answer. Practical ways to address these misconceptions have also been suggested along with some useful resources for interested teachers. Important scientific skills are addressed in Teacher Sheets at this level, like:

- Observing and explaining changes around them.
- Developing insight into observed phenomena and processes.
- Making measurements and making sense of different measurements.
- Classifying living organisms (based on characteristics) and classifying materials (based on properties)
- Developing insight into working of devices and scientific processes.
- Experimenting leading to inferences.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Natural Resources & Environment										
States of Matter										
Properties of Matter										
Scientific Literacy & Scientific methods										
Living Organisms - Form & Function										
Human body										
Food, Nutrition and Health										
Classification of Living Organisms										
Force, Motion, Work & Energy										
Energy, Energy Transfer & Energy Conversion										
Habitat, Adaptation and Ecosystem										
Electricity and Magnetism										
Living Organisms - Form & Function										

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By this stage, students have learned about forces, motion, scientific instruments, states of matter, atoms and molecules, form and functioning of living organisms, their adaptability into different environments and about food and nutrition either through the curriculum or by observing the world around them. In this process, they inevitably form some misconceptions.

It is important to note that children at this level are filled with mental models regarding things they observe around them. Majority of these models are somehow incomplete and inappropriate. It is important for a teacher to clean all prior notions before teaching a concept otherwise students might end up dumping new knowledge over past misconceptions. The Teacher Sheets are an attempt to attack some common misconceptions. Topics chosen for them are the ones which are important at this level and are connected to higher concepts of higher classes.

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- Classifying living organisms (based on characteristics) and classifying materials (based on properties)
- Developing insight into working of devices and scientific processes.
- Experimentation leading to inferences.

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
States of Matter	1	1								
The Earth, Planetary motion & the Universe										1
Scientific Literacy & Scientific methods							2			
Living Organisms - Form & Function		1	2					1		
Classification of Living Organisms								1		
Force, Motion, Work & Energy				1						1
Energy, Energy Transfer & Energy Conversion					1	1				
Atomic Structure, Chemical Formulae & Chemical Changes				1	1					
Habitat, Adaptation and Ecosystem									2	
Electricity and Magnetism	1					1				

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- Connecting different concepts together
- Visualizing phenomena around and understanding related observations and measurements
- Predicting outcomes of simple experiments
- Developing insight into phenomena and changes taking place around them
- Understanding scientific principles and their applications

Monthly Schedule

Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
States of Matter										
The Earth, Planetary motion & the Universe										
Scientific Literacy & Scientific methods										
Living Organisms - Form & Function		2								
Human body										
Food, Nutrition and Health										
Sound, Light, Waves and Optics										
Force, Motion, Work & Energy										
Energy, Energy Transfer & Energy Conversion										
Atomic Structure, Chemical Formulae & Chemical Changes										
Electricity and Magnetism										

Please share your feedback with us by writing to us at ts@ei-india.com. Please do indicate the Class and subject for which you are giving feedback and your name and the name of your school.

By this stage, students have learned about natural resources, environment, properties of matter, functioning of living organisms including human beings, force, atomic structure, chemical changes, light, sound and about electricity and magnetism, either through the curriculum or by observing the world around them. In this process, they inevitably form some misconceptions.

It is important to note that children at this level are filled with mental models regarding things they observe around them. Majority of these models are somehow incomplete and inappropriate. It is important for a teacher to clean all prior notions before teaching a concept otherwise students might end up dumping new knowledge over past misconceptions. The Teacher Sheets are an attempt to attack some common misconceptions. Topics chosen for them are the ones which are important at this level and are connected to higher concepts of higher classes.

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Category	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Natural Resources & Environment									1	
The Earth, Planetary motion & the Universe							1			
Properties of Matter	1						1			
Scientific Literacy & Scientific methods		1				1				
Living Organisms - Form & Function		1				1		2		
Human body	1			1						
Sound, Light, Waves and Optics										1
Force, Motion, Work & Energy				1	1					
Energy, Energy Transfer & Energy Conversion									1	
Atomic Structure, Chemical Formulae & Chemical Changes			1		1					
Electricity and Magnetism			1							1

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